

**ENGLISH LANGUAGE
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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1	Words associated with culture, institutions and ceremonies (Vocabulary Development)	Students should be able to: 1. pronounce the words correctly. 2. explain the meaning of the words in context. 3. use them in making correct sentences. 4. use the dictionary to find other meanings of the words. 5. list some words associated with culture.	Words associated with culture: 1. Ceremonies: a. child naming b. festival c. rituals d. chieftaincy e. title taking f. chieftaincy affairs and installation etc. 2. Institutions: a. social norms b. social morality c. native customs d. social class e. marriage f. family life etc. 3. Other Age groups, African arts, sculpture, lyrics.	1. Asks students to mention some ceremonies in their areas. 2. Explains what culture and ceremonies mean. 3. Leads students to pronounce the words and their meaning both in context and through the dictionary. 4. Leads them to make simple and correct sentences using the words.	1. Mention and describe some ceremonies in their areas. 2. Explain the words culture and ceremony. 3. List some words associated with culture. 4. Pronounce the words correctly and tell their meaning in context. 5. Make correct sentences using the words. 6. Find other meanings of the words in the dictionary and other ways they can be used.	1. Pictures 2. Charts containing illustrations and diagrams relating to cultural norms and ceremonies. 3. Dictionary 4. Textbooks	Students to: 1. list five other words associated with culture not mentioned in class. 2. use the words to make correct sentences. 3. find such words in the dictionary. 4. explain the meaning of such words. 5. pronounce the word correctly.

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	SPOKEN ENGLISH Revision of sentence intonation pattern	Students should be able to: 1. recognize the following: a. the falling tone b. the rising tone 2. use them appropriately in speeches. 3. use the arrow to identify the correct tones from a group of sentences. 4. state when to use either the rising or falling tone.	1. Falling tone e.g. statements a. The students are working hard b. Muazu will be here soon c. Reose is a beautiful girl. 2. rising tone e.g. Yes/No – questions a. Is this your book? b. Did you see them? c. Is the story true?	1. Revises the subject matter falling and rising intonation pattern. This is the rise and fall of the voice in speech or the variation in pitch of a speaker. 2. Gives examples of falling tone: a. Statement: the students are working hard b. WH – questions. Why did you come here? Who is your father? etc 3. Rising tone for Yes/No question e.g. Is this your book? b. For polite requests e.g. May I take your coat please? Etc.	1 Repeat after the teacher. 2. Make statements that reflect falling tones and rising tones. 3. Identify falling and rising tones from group of sentences.	1. Tap Recorder 2. Chalkboard	Students to: 1. give examples of the following: a. falling tone b. rising tone 2. identify the rising and falling tones from a group of sentences given.

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	GRAMMATICAL STRUCTURES Revising Nouns and noun phrases	Students should be able to: 1. recognize nouns and noun phrases in given sentences. 2. write out some nouns and noun phrases. 3. Make correct sentences with such words. 4. use generic noun phrases correctly.	Nouns Noun Phrases. 1. Types of noun a. Common nouns b. Proper nouns c. Collective nouns d. Abstract nouns 2. Plural forms a. Regular plural formation e.g. Book – books Cat – cats Tree – trees	1. Revises the definition of noun and noun phrases. 2. Explains types of noun. 3. Gives examples of the different types. 4. Gives examples of noun phrases	1. Define noun 2. Give examples 3. Identify noun phrases in a sentence. 4. Form noun phrases.	1. Substitution tables. 2. Appropriate exercise from suitable textbooks.	Students to: 1. write out nouns found in sentences. 2. identify noun phrase in sentences. 3. make sentences with nouns found in given sentences. 4. Mention the different types of noun.
	Writing Revising continues writing (in given topic and length) (400 words)	Students should be able to: 1. express themselves clearly through expository essays. 2. write well punctuated sentences for the expository essay. 3. select appropriate words for writing expository essay. 4. generate enough topic sentences for a good expository essay. 5. use appropriate tense form and paragraphing.	Expository composition reflecting current issues e.g. 1. Describe how external examinations are conducted in the country. This should not be more than 400 words. 2. Election in this country Nigeria 3. Loss of lives through plan crash. 4. An excursion to Abuja . 5. Drug abuse 6. Corruption in the society.	1. Explains expository composition. 2. Focuses on the choice of words and tense for expository composition. 3. Explains the need and importance of well punctuated essays for effective communication. 4. Leads students to discuss and generate topic sentences for their different paragraphs.	1. Listen to the teacher and make their contributions. 2. Use relevant words for the expository composition. 3. Explain and pick the proper tense for expository composition. 4. Learn to punctuate properly for effective communication. 5. Generate topic sentences for given topics. 6. Write a good expository essay.	1. Textbooks on expository compositions. 2. Story books. 3. Charts that can aid narrative writing. 4. Textbooks on punctuation and tones usage. 5. Relevant topics for practice. 6. Model expository essay or topics from literature texts and others e.g. History Religious books.	Students to: 1. generate 10 appropriate words for use on a given expository topic. 2. generate 5 topic sentences for the essay. 3. list 2 appropriate tenses for the essay 4. write a good introductory paragraph for the topic. 5. write a befitting conclusion of the topic.

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	Reading silently to answer questions (COMPREHENSION)	Students should be able to: 1. read the passage silently with understanding. 2. discuss the passage exhaustively and intelligently. 3. answer question that cover all cognitive levels. a. knowledge level or more off recall of facts questions b. translation questions. c. interpretation questions d. extrapolation questions. 4. explain the meaning of words in context.	1. Silent reading of materials that are topical e.g. a. Population explosion. b. Youth unemployment. c. Youth restiveness (disadvantages). d. Being your brother's keeper e. The evils of examination malpractice. f. Acquiring properties illegally as a National malaise. 2. Discussion of selected topics including telling the meaning of words in context. 3. Answering questions hat cover all levels of difficulty.	1. Leads students to read the given passage silently. 2. Leads their discussion at the passage by drawing attention to key ideas. 3. Asks questions that cover all cognitive levels e.g. a. <u>What</u> questions b. <u>Where</u> questions c. <u>How</u> questions d. <u>Why</u> questions 4. Leads students to explain the meaning of words in context and through the dictionary where necessary.	1. Read the passage silently. 2. Discuss the passage to identify key words and sentences. 3. Answer questions that cover all cognitive levels. 4. Tell the meaning of key words contextually. 5. Fine the meanings of some words in the dictionary.	1. Reading selections. a. Prose passages b. Articles from newspapers and magazines. 2. Class text 3. Plays 4. Poems 5. Dictionary.	Students to: 1. read one paragraph aloud for stress and intonation. 2. identify key words and sentences. 3. answer 2 questions each on the different cognitive levels. 4. tell the meaning of 3 key words in the context. 5. find the meaning of 3 other words from the dictionary. 6. make sentences with such words.

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3	SUMMARY WRITING 1. Summarizing a Talk/Lecture	Students should be able to: 1. listen attentively to a talk. 2. extract the key words and sentences from the talk. 3. write a summary of the talk in their own words by putting the key ideas together.	1. A talk on any of these topics: health – (HIV/AIDS) social studies (Population and family life) corruption, environmental issues, values orientation etc. 2. Relevant questions that bring points and ideas.	1. Gives a talk on a given topic as indicated in the content column or plays a pre-recorded tape on the topic. 2. Leads students in identifying the main points from the talk along these guidelines. a. Selection of main points and ideas b. Avoidance of extraneous materials not mentioned by the presenter. c. Avoidance of unnecessary detail, illustration or examples, embellishments. d. Ensuring that sentences are clear and grammatically correct.	1. Listen attentively to the talk. 2. Listen to extract main ideas and facts 3. Summarize the talk based on the extracted facts and ideas by: a. selecting relevant facts and ideas. b. not including extraneous materials not mentioned by the speaker or presenter c. polishing draft summary by removing unnecessary details, illustrations, examples embellishments. d. ensuring that sentences are clear and grammatically correct.	1. Pre-recorded speech. 2. Live broadcast 3. Selected passages on the relevant topics 4. Pictures or illustrations 5. Dictionary.	Students to: 1. make a list of topic sentences from a given passage. 2. write a summary of the passage in their own words.
	2. SPOKEN ENGLISH Words with clusters of two consonants occurring in final position	Students should be able to: identify and correctly pronounce words with a cluster of two consonants occurring in final position	Words ending in two consonants such as: sports, banks, sacks, bags, task, trinkets, thrusts, exist, subsist etc.	1. Pronounces these words clearly. 2. Directs the students to collectively imitate and thereafter let them do same individually. 3. Insists that the two consonants must be clearly pronounced.	Collectively repeat these words after the teacher and individually, as he/she may directs.	1. Chalkboard 2. Word cards 3. Fanned board	Students to: 1. make a list of ten words that end with cluster of two consonants. 2. identify cluster of two consonants from a given passage.

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	VOCABULARY DEVELOPMENT Words associated with Motor Vehicles	Students should be able to: 1. pronounce the words correctly. 2. explain the meaning of the words and use them in sentences. 3. tell the meaning of the words in context. 4. use the dictionary to find other meanings of the words. 5. mention different types of motor vehicles.	Words associated with parts of a vehicle: Chassis, Chassis, number, bonnet, trafficators, rear lights, side lights, carburetor, radiator, fuel gauge, wind screen, wiper, alternator etc.	1. Explains the different parts of the motor vehicle to the students. 2. Asks students to list the parts of a motor vehicle and discuss the functions of these parts with the students. 3. Leads students in finding the meaning and correct pronunciation of these words.	1. Mention the different parts of a motor vehicle. 2. Discuss their meanings. 3. Use the dictionary in getting the actual meaning and pronunciation of the words. 4. Make correct sentences with the words. 5. Mention the different types of motor vehicle.	1. A car or any other vehicle 2. Pictures or diagrams of motor vehicles. 3. Text book 4. Charts containing the list of words associated with motor vehicles.	Students to: 1. identify the words connected with motor vehicles. 2. explain the words 3. use 10 of these words in sentences. 4. pronounce the words correctly. 5. mention different kinds of motor vehicle.
	GRAMMATICAL STRUCTURES Revising Pronouns and their uses.	Students should be able to: 1. define pronouns 2. identify the different types of pronouns. 3. explain the different types of pronoun. 4. use pronouns in sentences of their own.	1. Definition of pronoun. 2. Types of pronoun e.g. personal pronouns, possessive pronouns, reflexive pronouns etc. 3. Explanation of types of pronoun. 4. Uses e.g. who, whom, he/she can be used instead of names of people.	1. Explains what pronoun is. 2. Explains the different types of pronouns. 3. Teaches students how to use them in place of nouns.	1. Define pronoun 2. Mention the different types of pronoun. 3. Discuss and give examples of each of the types. 4. Practice the use of pronouns in place of nouns.	1. Textbooks 2. Dictionaries 3. Chalkboard	Students to: 1. define pronouns. 2. explain the different types of pronoun. 3. use pronouns in sentences.

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4.	SPOKEN ENGLISH 3. Words with clusters of three and four consonants occurring at the final position	Students should be able to: 1. recognize the clusters of three and four consonants in words. 2. correctly pronounce words with clusters of three and four consonants in final position. 3. give the meaning of the words with clusters of three and four consonants in the final position. 4. make correct sentences with such words.	1. Words ending in three consonants such as: Ants, exists, scripts, crafts, twelfth etc. 2. Words ending in four consonants as sixths, twelfths, prompts, tempts, glimpsed etc.	1. Insists that the three/four consonants must be distinctly pronounced. 2. Watches out for students who may delete one or more consonants or insert intrusive vowel sounds. 3. Drills students using sentences.	1. Recognize and correctly pronounce clusters of three and four consonants. 2. Give examples of words with clusters of three and four consonants at the final position. 3. Pronounce correctly words with clusters of three and four consonants and sentences containing such words.	1. Chalkboard 2. Word cards 3. Flannel board	Students to: 1. identify clusters of three and four consonants from a group of sentences. 2. give examples of words with clusters of three and four consonants at the final position. 3. state the meaning of such words 4. make correct sentences with such words.
	LISTENING FOR COMPREHENSION 1. Listening to reproduce main points and ideas in a speech	Students should be able to: 1. listen attentively to a speech. 2. identify the main points of a speech. 3. reproduce the main points and ideas in the speech.	1. Tape recorded speech. 2. Radio broadcast. 3. Selected passages on speech writing.	1. Plays an interesting pre-recorded speech, radio broadcast 2. Gives a student a piece of speech to read to the class 3. Asks students to identify a. The main points b. The irrelevant points c. Points of secondary importance. 5. Chooses topics and asks students to speak on them while the others listen. 5. Reads out a passage. 6. Asks students so make a list of the main points of each paragraphs in the passage.	1. Listen attentively to pre-recorded speeches 2. Identify a. Main points b. Irrelevant points c. Points of secondary importance d. Speak on some chosen topics while others listen e. Make a list of the main points of each paragraph.	1. Pre-recorded speech 2. Live broadcast 3. Selected passages from textbooks, magazines, newspaper 4. dictionary	Students to: 1. identify the main points of a speech. 2. make a list of the main points in a given speech or passage. 3. reproduce main points and ideas in a speech.

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	Revising verbs and verb phrases	Students should be able to: 1. list the forms, position and functions of verbs in a given passage. 2. make sentences with verbs found in the passage.	1. Passages on the market highlighting the part of speech – verb. 2. Making sentences with verbs e.g. save, talk, work, receive etc. 3. Phrasal verbs like: abide by, adhere to, away with etc.	1. Leads students to read a given passage. 2. Leads them to identify verbs and verb phrases. 3. Directs students to make correct sentences with identified verbs in the passage.	1. Listen attentively to the teacher. S explanations 2. Read materials given by the teacher. 3. Identify verbs and verb phrases in given materials. 4. Use verbs and verb phrases in sentences of their own.	1. Various passages 2. Substitution tables.	Students to: 1. identify verbs and verb phrases in given passages. 2. generate sentences using verbs and verb phrases .
	VOCABULARY DEVELOPMENT Differentiating between British and American Spellings of common words GRAMMATICAL STRUCTURES Revising verbs and verb phrases	Students should be able to: 1. identify American spellings of words as opposed to British spellings of words. 2. recognize the difference between English and American spellings of some words. 3. use the British form of spelling of these words in sentences. Students should be able to: identify the features of verbs and verb phrases.	Selected aspects of difference between: 1. American use of ‘or’ for British ‘our’ as in: American – Color British – Colour American – Honor British – Honour 2. American use er) an British (re) as in Theater – Theatre Center – Centre 3. American use of s) for British (c) as in: offense – offence defense – defence	1. Leads students to identify American spellings of words as opposed to English. 2. Explains the differences between the two spellings. 3. Guides students in listing words spelt in both American and British fashions. 4. Uses the British forms of words in sentences. 5. Explains to the students that only the British spelling is acceptable.	1. Identify words with American and English spellings. 2. Differentiate between the two forms of spelling in words. 3. Use the British form of spelling words in sentences.	1. Dictionary, list of words with both British and American spellings. 2. Charts containing these words. 3. Textbooks 4. American books 5. British books	Students to: 1. list 10 words with both American and British spellings. 2. point out the differences between the two forms of spelling in the words. 3. use the British spelling of such words in sentences.

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5.	COMPREHENSION 1. Reading silently to answer questions	Students should be able to: 1. read the passage silently with understanding. 2. discuss the passage exhaustively and intelligently. 3. answer questions that cover all cognitive levels a. knowledge level or more of recall of facts questions b. translation. c. interpretation questions d. extrapolation questions 4. explain the meaning of words in context.	1. Silent reading of materials that are topical e.g. i. Youth unemployment in the county. 2. Discussion of selected topics including telling the meaning of words in context. 3. Answering questions that cover all levels of difficulty.	1. Leads students to read the given passage silently 2. Leads discussion of the passage by drawing attention to key ideas. 3. Asks questions that cover all cognitive levels a. <u>What</u> questions b. <u>Where</u> questions c. <u>How</u> questions d. <u>Why</u> questions etc. 4. Leads students to explain the meaning of words in context and through the dictionary where necessary.	1. Read the passage silently. 2. Discuss the passage of identify key words and sentences. 3. Answer questions that cover all cognitive levels. 4. Tell the meaning of key words contextually. 5. Find the meanings of some words in the dictionary.	1. Reading selections a. Prose passages b. Articles from newspapers and magazines 2. Class text 3. Plays 4. Poems 5. Dictionary.	Students to: 1. read one paragraph aloud for stress and intonation. 2. identify key words and sentences. 3. answer 2 questions each on the different levels of comprehension. 4. tell the meaning of 3 key words in the context. 5. find the meaning of 3 other words from the dictionary. 6. make sentences with such words.

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	VOCABULARY DEVELOPMENT 2. Words Associated with Traveling	Students should be able to: 1. pronounce the words correctly. 2. explain the meaning of the words and use them in sentences. 3. tell the meaning of the words in context. 4. use the dictionary to find other meaning of the words. 5. list some words. 6. relate their experience of an eventful journey.	Words associated with traveling by road, highway, dual carriage way, petrol pump, toil bridge, speed, brake, road side, mechanic, towing van etc.	1. Explains the different ways of traveling – land, air etc. 2. Leads students to list other ways of traveling and their differences. 3. Asks students to relate their experience of an eventful journey they made recently. 4. Leads students in finding the meaning and correct pronunciation of these words.	1. Mention some words associated with traveling. 2 List the different means of traveling. 3. Discuss them 4. Use dictionary in getting the actual meaning and pronunciation of the words. 5. Make correct sentences with them. 6. Relate their experience of an eventful journey.	1. Picture or diagrams of different means of traveling. 2. Charts containing the list of words associated with traveling. 3. Text book 4. A car etc.	Students to: 1. identify the words connected with traveling. 2. explain the words. 3. use 10 of such words to make sentences. 4. find the other meanings of these words. 5. pronounce the words correctly of an eventful journey.
	2. Revising Letter writing (in given topic and length) 400 words informal letter	Students should be able to: 1. explain types of letter. 2. write the formats of letter writing. 3. write an informal letter.	1. Letter writing (not more than 400 words). 3. Informal letter format. a. One address b. Salutation c. Body of the letter d. Closing	1. Guides students to identify the types and formats of letters. 2. Leads students to discuss informal letter. 3. Writes formats, of the two kinds of letters. 4. Guides students to state the differences between formal and informal letter writing.	1. Identify types and formats of letters. 2. Write out ideas provided by the teacher. 3. Explain the differences between the two types of letter. 4. Write an informal letter.	1. Newspaper and magazine cuttings 3. Sample letters (formal and informal). 3. Recommended text.	Students to: 1. explain types of letter. 2. state the two types of format of letter writing. 3. write the differences between formal and informal letters. 4. write an informal letter.

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	SPOKEN ENGLISH 4. The schwa /ə/ as final unstressed syllable	Students should be able to: recognize and use appropriately the schwa or any other unstressed syllable.	The schwa /ə/ as final unstressed syllable - /ə/ e.g. daughter, enter, sister, teacher, mother, etc.	1. Draws attention of students to the reduced vowel of final syllable of words. 2. Pronounces the words in context and lets the students repeat after him.	1. Pronounce the words in context as they repeat after the teacher. 2. Pay attention to the vowels in the final syllables.	1. A model tape recorder 2. Chalkboard	Students to: identify words that have schwa /ə/ sound from a group of other words.
6	LISTENING FOR COMPREHENSION 6. Listening to direction and following them accurately	Students should be able to: 1. listen attentively to directions. 2. follow directions accurately. 3. use appropriate words and sentences in giving directions.	1. A passage indicating directions e.g. a. Directions to places like school, market, hospital, fuel station or any other popular place. b. Direction on how to perform certain task. 3 Paragraphs describing locations and directions to places. 4. Examples of appropriate words, phrases such as 'round the corner', 'turn right', 'turn left', 'move forward', 'close' etc.	1. Presents or reads a passage giving the direction to a place or on how to get something done. 2. Uses appropriate words and phrases for instructions to give directions on where to go and what to do. 3. Asks students to give the directions to certain places. 4. Asks students to direct or give instruction on how to perform certain tasks e.g. cooking jollof rice, taking certain medications and performing an experiment.	1. Listen to the teacher's presentation. 2. Identify appropriate words and phrases for giving directions. 3. Give directions to fellow students on the location of places and performance of some tasks. 4. Follow directions given.	1. Pictures of certain places 2. Passage on direction 3. Real objects.	Students to: 1. give directions of places to their colleagues. 2. give directions on the use of certain drugs. 3. follow direction given by the teacher in performing some experiments.

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	READING Paraphrasing Prose	Students should be able to: 1. pre-write a given prose passage in their own words. 2. paraphrase passages from other subject areas orally. 3. paraphrase passages in writing.	1. Suitably constructed prose passages from text books. 2. Materials from other subjects e.g. science, Agriculture, Bible knowledge etc. that students can paraphrase.	1. Explains paraphrasing. 2. Explains how paraphrasing differs from summary. 3. Outlines the procedure needed for paraphrasing 4. Guides students to paraphrase a given prose orally.	1. Listen to the teacher's explanations. 2. Discuss the differences between paraphrasing and summary. 3. Paraphrase given passages orally. 4. Paraphrase in writing.	Selected prose passages from various sources e.g. Textbooks, Newspapers and Magazines	Students to: 1. re-write a given prose passage in their own words. 2. paraphrase passages from other subject areas orally.
	GRAMMATICAL STRUCTURES 3. Revising verbs and verb phrases	Students should be able to: 1. identify the features of verbs and verb phrases. 2. list verbs and verb phrases in given passages. 3. make correct sentences with verbs found in the passage.	1. Passages on: a. place of worship 2. Making sentences with words like, pray, listen, clap, preaching, sing, read etc.	1. Leads students to read the passage. 2. Leads them to identify verbs and verb phrases. 3. Directs students to make sentences with verbs in the passage.	1. Listen attentively to teacher's explanation. 2. Read materials given by the teacher. 3. Identify verbs and verb phrases in the passage. 4. Use verbs and verb phrases in sentences of their own.	1. Various passages on places of worship. 2. Substitution table.	Students to: 1. identify verbs and verb phrases in a given passage. 2. generate sentences using verbs and verb phrases. 3. list verbs and verb phrases in the passage.

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	VOCABULARY DEVELOPMENT 8. Collocations	Students should be able to: 1. identify collocations in sentences and passages. 2. explain the meanings of collocations. 3. use them in sentences. 4. find them in the dictionary.	1. A range of words or expressions which are combined and used in idiomatic ways e.g. a. The politicians used his loyalists to achieve his whims and caprices whims and caprices collocates). b. He swallowed the idea whole and sinker. (whole and sinker collocates). 2. A passage containing collocations.	1. Leads students to identify collocations in passages. 2. Explains the meaning of identified collocations. 3. Guides students in using them in sentences. 4. Leads students in listing more examples of collocation.	1. Read a given passage containing some collocations 2. Identify collocations in the passage. 3. Discuss the meaning of the identified collocations. 4. Use them in sentences. 5. Search for more collocation in the dictionary.	1. Passages containing collocations. 2. Textbook 3. Pictures 4. Dictionary	Students to: 1. list 5 collocations in the passage. 2. explain the meaning of the collocations in the passage. 3 use 5 collocations in sentences. 4. find collocations in the dictionary.
7	COMPREHENSION 1. Reading silently to answer questions	Students should be able to: 1. read the passage silently with understanding. 2. discuss the passage exhaustively and intelligently. 3. spell correctly words picked from the passage. 4. answer questions drawn from the passage. 5. explain the meanings of words in the passage.	1. Silent reading of materials on Disadvantage of Youth Restiveness. 2. Discussion of the selected topic including explanation of some words in the passage. 3. Answering questions that cover all levels of difficulty.	1. Leads students to read the given passage silently. 2. Leads discussion of the passage by drawing attention to key ideas 3. Asks questions that cover all cognitive levels e.g. a. <u>What</u> question b. <u>Where</u> question c. How questions d. <u>Why</u> questions 4. Leads students to explain the meaning of words in context and through the dictionary where necessary.	1. Read passage silently. 2. Discuss the passage to identify the key words and sentences. 3. Spell words from the passage. 4. Answer questions that cover all levels of comprehension. 5. Tell the meaning of the key words contextually. 6. Find the meaning of some words in the dictionary.	1. Reading selections a. Prose passages b. Articles from news papers and magazines 2. Class text 3. Plays 4. Poems 5. Dictionary	Students to; 1. read one paragraph aloud for stress and intonation. 2. identify key words and sentences. 3. answer 2 questions each on the different levels. 4. tell the meaning of 3 words in the context. 5. spell 5 words from the passage.

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7.	WRITING 2. Revising formal letter writing	Students should be able to: 1. discuss the difference between formal and informal letters. 2. write the format of a formal letter 3. write a formal letter.	1. Formal letter writing not more than 400 words 2. Formal letter a. Conventional forms of two addresses b. Opening/salutation c. Heading d. Body of the letter e. Closing f. Signature	1. Guides students to identify and discuss difference between formal and informal letters. 2. Leads students to write the format for the letter.	1. Identify and discuss the differences between formal and informal letters. 2. Write out ideas provided by the teacher. 3. Write a formal letters.	1. Newspaper and magazine cuttings. 2. Sample letters (formal and informal letters). 3. Recommended textbooks.	Students to: 1. write a formal letter. 2. write differences between formal and informal letters. 3. write the format of a formal letter.
	SPOKEN ENGLISH Reading aloud confidently	Students should be able to: 1. Read aloud. 2. read with confidence. 3. take note of the main points as they read.	Suitable passages for reading. a. Stories from story books. b. Extracts from Newspapers and Magazines.	1. Presents appropriate materials. 2. Leads students to identify topic sentences. 3. Guides students to use appropriate words and expressions to emphasize main points.	1. Read materials. 2. Identify topic sentences and key ideas in the passage. 3. Take note of words and expressions that emphasize main points.	1. Newspapers 2. Magazine cutting 3. Supplementary readers' poems, plays etc. 4. Course books 5. Other relevant materials	Students to: 1. read appropriately the various reading materials. 2. read confidentially a given passage aloud. 3. read aloud taking note of main points.

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	VOCABULARY DEVELOPMENT Foreign elements in English usage French words.	Students Should be able to: 1. identify 5 French words in English usage. 2. explain the meaning of such words 3. use the words correctly in sentences 4. find the meanings of such words in the dictionary.	A range of words taken from French language and commonly used in English language. Examples are attaché, ala carte, cognette, corps, femme fatale, genre, couver, petit, vis-à-vis, bourgeoisie, précis finesse, fracas, coup detat etc.	1. Presents a passage to students. 2. Guides students in identifying words taken from French language and commonly used in English in the passage. 3. Explains the meaning of such words. 4. Guides students in using the words in sentences. 5. Helps students in finding more examples of such words in sentences.	1. Read the given passage. 2. Identify French words from the passage. 3. Explain the meaning of the words. 4. Use them in sentences. 5. Search for more of such words in the dictionary.	1. A passage written in English containing French words. 2. Relevant pictures. 3. Dictionary	Students to: 1. list French words in passages written in English language. 2. explain the meanings of such words 3. use the words in sentences.
8.	GRAMMATICAL STRUCTURES 4. Revising Sequence of Tenses	Students should be able to: 1. explain what is meant by sequence of tenses. 2. use effectively sequences of tenses in sentences and compositions. 3. identify correct sequence of tenses in a given passage.	1. Present tense. When the main verb is in the present tense, verbs in subordinate clauses will be present e.g. He sees that he has made a mistake. 2. Past Tense when the main verb of a sentence is in the past, verbs in subordinate clauses must be in past tense e.g. we saw that he had made a mistake.	1. Leads students to learn what sequence of tenses is. 2. Uses class games to illustrate points 3. Leads them to do exercises and composition involving the correct use of sequence of tenses. 4. Introduces texts and other materials that can aid the correct use of sequence of tenses.	1. Engage in oral class games. 2. Students engage in writing exercises involving the correct sequence of tenses. 3. Read texts that can help them put the tenses in correct sequence.	1. Text books 2. Story books	Students to: 1. explain what is meant by sequence of tenses. 2. identify correct sequence of tenses in a given passage. 3. use effectively sequence of tenses in sentences and compositions.

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	LISTENING FOR COMPREHENSION Listening to lectures and taking notes	Students should be able to: 1. listen attentively to lectures. 2. take adequate and meaningful notes from the lectures. 3. identify main points from the lectures.	1. A lecture on any of these topical areas – health, social studies, environmental issues or any other school subject 2. Guide to note – taking from lectures and speeches. 3. Listening for key words that signal a new point. - First, second etc. - In addition.	1. Gives a lecture on a relevant topic or play a pre-recorded material for students to listen to. 2. Guides students in identifying the main points by asking leading questions. 3. Asks students to write down the main points as they give answers to the questions. 4. Reads out the best note in the class.	1. Listen attentively 2. Answer questions on the key points. 3. Write down key points of the lecture. 4. Listen to the note read out by the teacher. 5. Re-write their notes appropriately.	1. A pre-recorded passage on relevant topics. 2. Illustrations based on the topics. 3. Real objects 4. Dictionary	Students to; 1. List key words and sentences in a lecture or speech. 2. Answer questions on the lecture or speech. 3. Develop a note on the lecture for presentation to the class.
	SUMMARY WRITING Reading and summarizing expository passages	Students should be able to: 1. identify topic sentences from a given passage. 2. write out the key ideas from different paragraphs. 3. identify the words and expressions that re-direct attention to the main point. 4. read and summarize a given passage. 5. explain what expository passage means.	1. Selected passages on contemporary issues. 2. Presentation of passages on the following diseases. a. HIV/AIDS b. Malaria fever c. Typhoid fever	1. Selects appropriate passages and materials. 2. Explains the meaning of main ideas. 3. Illustrates with specific examples 4. Asks students to read selected passages in turns. 5. Guides students to identify and extract the main ideas.	1. Read selected passages or materials on contemporary issues 2. Work in groups, developing and answering questions on given materials. 3. Pay attention to main ideas 4. Answer questions from the teacher.	1. Photographs of patients suffering from these diseases. 2. Dictionary 3. Essays written by teachers and students. 4. Recommended text. 5. Other resources e.g. selections from other subject areas, bulletin boards etc.	Students to: 1. identify the topic sentences. 2. write the key ideas from different paragraphs. 3. summarize the passage. 4. use some words in sentences of their own. 5. explain what expository passage means.

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9.	WRITING Revising formal letter writing	Same as in week 7	Same as in week 7	Same as in week 7	Same as in week 7	Same as in week 7	Same as in week 7
	GRAMMATICAL STRUCTURES Reviving verbs and verb phrases	Students should be able to: 1. identify the features of verbs and verb phrases. 2. list the forms, positions of verbs in a given passage. 3. make sentences with verbs found in the passage.	1. Passages on our environment. 2. Highlighting the verbs in the passage 3. Making sentences with verbs and phrases relating to our environment.	1. Leads students to read the passage. 2. Leads them to identify verbs in the passage. 3. Directs students to make sentences with verbs in the passage.	1. Listen attentively to the teacher's explanations. 2. Read materials given by the teacher 3. Identify the verbs and verb phrases in the passage. 4. Use verbs and verb phrases in sentences of their own.	1. Various passages 2. Substitution tables.	Students to: 1. identify verbs and verb phrases in a given passage. 2. generate sentences, using verbs and verb phrases.
	SPOKEN ENGLISH Engaging in a meaningful dialogue on a given subject matter	Students should be able to: 1. read selected passage on dialogue. 2. explain key words and expressions on what they have read. 3. engage in a dialogue based on what they have read from their book or listened to.	1. Selected passages on current issues e.g. a. Drug abuse b. Child abuse c. Examination malpractice 2. Core values e.g. a. Honesty b. Right attitude to work c. Discipline	1. Gives explanation on these and core values. 2. Illustrates with the kind of activities the students are used to. 3. Teaches them the right value in the society. 4. Explains the key words on each of these current issues.	1. Listen to teacher's explanations. 2. Discuss the consequences of lack of integrity. 3. Engage in a dialogue.	1. Documentations of different programmers 2. Newspaper 3. Magazines 4. Charts 5. Tape recorders 6. Story books	Students to: 1. engage in dialogue on those topics under the content. 2. read selected passage. 3. explain key words and expressions found in the passage listened to.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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	READING Reading and making notes.	Students should be able to: 1. identify topic sentences from paragraph/passages. 2. take note of main ideas from different paragraphs. b. national orientation agency c. information communication technology d. stock exchange.	Reading and making notes on selected passages on contemporary issues. a. Economic and financial crime commission (EFCC) .	1. Selects suitable contemporary passages. 2. Guides students to take note of the main points from the materials they are using. 3. Leads students to use appropriate words to express main points.	1. Read materials. 2. Take note of the main points. 3. Practice different techniques of note making.	1. Newspaper, magazines cuttings. 2. Selected passages. 3. Textbooks.	Students to: 1. identify topic sentences from a given passages. 2. write out main points. 3. use some of the words from the passage in sentences of their own.
10	VOCABULARY DEVELOPMENT Words associated with science and technology	Students should be able to: 1. pronounce the words correctly. 2. tell the meanings of the words and use them in sentences. 3. tell the meanings of the words in context 4. use the dictionary to find other meanings of the words.	1. A passage on: a. science and technology b. ICT i. information ii. communication 2. Consistency of suitable range of words in common use. 3. Words such as micro-computer, data processor, computerize energizer etc. 4. Molecular, nucleus, gene, hereditary, Niger – SAT, x-ray, intra-rays, incubator, radio – waves, antenna, aerial, digital, global system of mobile communication (GSM) digital recorder etc.	1. Leads students to identify these words in passage. 2. Explains the meaning of the words 3. Guides them in the use of the dictionary to find the meaning of words. 4. Leads them to pronounce the words 5. Guides them to make simple and correct sentences using the words.	1. Identify words associated with science and technology in passages. 2. Discuss the meaning of these words. 3. Use them in sentences.	1. Appropriate passages on science and technology 2. Textbooks 3. Dictionary 4. Charts	Students to: 1. identify 15 words associated with science and technology in passages. 2. explain the meaning of 10 of the words. 3. use them in sentences.

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	GRAMMATICAL STRUCTURES Modals forms and uses	Students should be able to: 1. define modals 2. recall the forms modal verbs take 3. recognize modals in context. 4. use modals appropriately. 5. use modals for expressing polite requests.	1. Forms of modals 2. Uses of modals e.g. a. Must/have to (obligatory) e.g. i. I must look after my father. ii. I have to look after my father. b. Can/able to ability) e.g. i. He can still read even at eighty. ii. He is able to read even at eighty c. Will/would (intention) e.g. i. The president will visit Ilorin next week.	1. Defines modals. 2. Guides students to discuss modals. 3. Guides them to recall the forms and uses. 4. Guides them in recognizing the modals in context. 5. Encourages them to use modals appropriately. 6. Guides them to express polite requests.	1. Listen to the teacher attentively. 2. Discuss among themselves. 3. Recall the forms and uses of modals. 4. Recognize the modals in context.. 5. Use the modals appropriately. 6. Express polite request.	1. Relevant text. 2. Cardboard which contains the modals. 3. Flash cards	Student to: 1. explain what models are. 2. discuss in class. 3. recall the forms and uses of modals. 4. use modals correctly. 5. express polite requests.
	SUMMARY WRITING Summarizing a talk/lecture	Same as in week 3	Same as in week 3	Same as in week 3	Same as in week 3	Same as in week 3	

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	COMPREHENSION Reading silently to answer questions	Students should be able to: 1. read the passage silently with understanding. 2. discuss the passage exhaustively and intelligently. 3. answer questions that cover all levels of comprehension. 4. explain the meaning of words in context 5. spell correctly words from the passage.	1. Silent reading of materials on: - the events of examination malpractice. 2. Discussion of selected topics including telling the meaning of words in context. 3. Answering questions that cover all levels of difficulty.	1. Leads students to read the given passage silently. 2. Leads discussion of the passage by drawing attention to key ideas. 3. Asks questions that cover all levels of comprehension. 4. Leads students to explain the meaning of words in context and through the dictionary where necessary. 5. Dictates some words from the passage.	1. Read the passage silently. 2. Discuss the passage to identify key words and sentences. 3. Answer questions that cover all levels of comprehension. 4. Tell the meaning of key words contextually. 5. Find the meanings of some words in the dictionary. 6. Spell dictated words from the passage.	1. Reading selections: a. prose passages b. articles from newspapers and magazines 2. Class text 3. Plays 4. Dictionary	Students to: 1. read one paragraph aloud. 2. identify key words and sentences. 3. answer 2 questions each on different levels of comprehension. 4. tell the meaning of 3 key words. 5. find the meaning of 3 other words from the dictionary. 6. spell some key words from the passage.
11	REVISION						
12	EXAMINATION						

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1	VOCABULARY DEVELOPMENT Words associated with government and Administration	Students should be able to: 1. pronounce the words correctly. 2. explain the meaning of the words and use them in sentences. 3. explain the meanings of the words in context. 4. use the dictionary to find other meaning of the words.	1. Words associated with Government selected of written passages containing such words as democracy, democratic, national policy, revenue, white paper, official gazette, agency etc. 2. Administration, administrative structure, bureaucracy, cadre, circular, permanent secretary, memorandum, agenda, minutes, official rank etc.	1. Presents a passage on Government and Administration. 2. Discusses the meaning of words related to Government and Administration 3. Asks students to find other meanings of the words in the dictionary. 4. Guides students in relating the meanings in context. 5. Guides them in using the words in sentences.	1. Read the passages on Government and Administration 2. Identify words associated with Government and Administration. 3. Discuss the meaning of unfamiliar words. 4. Use the dictionary to find other meanings of the words. 5. Uses some of the words in sentences.	1. A passage on Government and Administration 2. Textbook 3. Newspaper cuttings. 4. Real objects 5. Charts with illustrations of relevant objects. 6. Dictionary	Students to: 1. list 10 words associated with government and administration . 2. explain the meanings of the 10 words. 3. use these words in sentences.

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	SPOKEN ENGLISH 7. Reading and appreciating poetry	Students should be able to: 1. read selections of poems. 2. explain meanings of selected poems. 3. identify the language of selected poems. 4. write simple poems of their own. 5. identify and list different types of poetry.	1. Selected poems from Nigerian poets. 2. Poems from the student's textbooks. 3. Poems from their poetry books.	1. Reads poems to students. 2. Leads students to discuss and explain the content of the poems. 3. Directs students to identify the language of poetry.	1. Practice imitation of the teacher's model. 2. Read poems effectively. 3. Discuss and explain content of poems. 4. Identify and list different types of poetry.	1. Poetry books 2. Other anthologies.	Students to: 1. read poems correctly using appropriate rhythm. 2. identify and explain meaning of poems read. 3. identify beautiful language forms. 4. identify and list different types of poetry.
	LISTENING FOR COMPREHENSION Following Arguments Efficiently	Students should be able to: 1. listen attentively to an argument or debate. 2. extract vital information or points from any argument. 3. support a view point. 4. summarize the opinion of a speaker.	1. Selected argumentative passages based on health, gender, environmental issues, population family life and social issues e.g. "Women are better doctors than men". "Farming is more important than teaching". 2. Emphasis on: a. Intention of the writer. b. Central idea of the passage. c. Factors responsible for certain situations d. Reasons given by the speaker to support or oppose a view. e. Reasons, effects or results of a particular thing f. Advantages or disadvantages of an idea.	1. Presents an argumentative essay on health, social or environmental issues. 2. Selects two students to either support or oppose the view or idea. 3. Guides students in presenting the views. 4. Asks the rest of the students to listen attentively and follow the argument while paying particular attention to: a. opinions of the writer advantages of an idea. c. reasons given by the speaker to support or oppose an idea.	1. Listen attentively to the speakers (debates). 2. Supports or oppose the arguments as presented by the debaters. 3. Identify points that support the idea/view. 4. Identify points that oppose the view. 5. Summaries the views, taking note of the advantages and disadvantages of the different views.	1. Selected expository and argumentative passages 2. Relevant real objects. 3. Pictures/ illustrations 4. Dictionary 5. Charts 6. Text book	Students to: 1. list 3 points raised by each speaker 2. list other topics that are debatable 3. explain how a point can be identified.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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	<p>WRITING</p> <p>Writing for different audiences</p> <p>a. The Teacher, the Headmaster</p> <p>b. Newspaper /Magazines etc.</p>	<p>Students should be able to:</p> <p>1. write a formal or semi-formal letter using the appropriate language.</p> <p>2. write the different formats of the two types of letter.</p>	<p>1. Types of letter</p> <p>2. Formats of semi-formal and formal letters.</p>	<p>1. States the differences between semi-formal and formal letters.</p> <p>2. Writes out the format and the stylistic differences in language of each type.</p>	<p>1. Listen to the teacher's explanations</p> <p>2. Take down the differences stated on the chalk board</p> <p>3. State the formats and the stylistic differences in the language of each type.</p>	<p>1. Student's textbooks.</p> <p>2. Some copies of application /invitation letters, notices etc.</p>	<p>Students to:</p> <p>1. state the different types of letter.</p> <p>2. write the differences between semiformal and formal letters.</p> <p>3. write a formal or semi-formal letter using the appropriate language.</p>
3	<p>GRAMMATICAL STRUCTURES</p> <p>Adjuncts forms and functions</p>	<p>Students should be able to:</p> <p>1. identify the features of adjuncts.</p> <p>2. list the forms, positions and functions of adjuncts.</p> <p>3. make sentences with adjuncts.</p>	<p>1. Different forms and functions of adjuncts.</p> <p>2. Clauses of time, place, manners, comparison, result e.g.</p> <p>a. He came when his son passed his examination time).</p> <p>b. He saw where his father was born. Place)</p> <p>c. He danced as well as the girl did (comparison).</p> <p>d. He worked so hard that he passed with flying colours (result).</p> <p>e. As he walked lazily down the street, he met his friend (manner).</p> <p>3. Implications of position for meaning where attention is drawn to the manners, it provides a change in rhythm for example:</p> <p>i. "Quickly, he ran to his side", as opposed to:</p> <p>ii. "He ran to his side quickly".</p>	<p>1. Explains the features of an adjunct.</p> <p>2. Leads students to identify adjuncts in sentences and passages.</p> <p>3. Explains the forms, positions and functions.</p> <p>4. Guides students to make sentences with adjuncts.</p>	<p>1. Listen attentively to the teacher</p> <p>2. Read materials given by the teacher</p> <p>3. Identify adjuncts in sentences and passages</p> <p>4. List the forms and positions of adjuncts</p> <p>5. Make sentences with adjuncts.</p>	<p>1. Various passages</p> <p>2. Charts containing relevant illustrations</p> <p>3. Text books</p> <p>4. Sentences strips</p>	<p>Students to:</p> <p>1. list 10 adjuncts.</p> <p>2. use them in sentences.</p> <p>3. explain the features of adjuncts.</p>

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	READING Paraphrasing Dramatic works	Students should be able to: 1. read a dramatic work. 2. re-write a given dramatic work in their own words. 3. paraphrase a short drama written by a Nigerian playwright.	1. Suitably constructed work on drama. 2. Drama from popular radio and television programmes. 3. Drama written by any Nigerian playwright.	1. Explains how a drama book can be paraphrased. 2. Outlines the procedure needed for paraphrasing. 3. Guides students to paraphrase a given passage.	1. Listen to the teacher's explanations. 2. Ask questions where they are confused 3. Paraphrase a given passage 4. Listen to a recorded drama from a tape recorder	1. Drama books 2. Tape-recorder 3. Magazines 4. Newspapers etc.	Students to: 1. explain how to paraphrase drama. 2. paraphrase one drama written by a Nigerian playwright 3. paraphrase the recorded drama. 4. read a given dramatic work.
	SPOKEN ENGLISH Arguing given topics effectively	Students should be able to: 1. speak intelligibly and correctly on selected topics. 2. be more fluent in speech. 3. use appropriate tenses.	1. Selected expository and argumentative passages. 2. Argument on core values e.g. a. Justice b. Contentment c. Courage d. Regard and concern for the interest of others.	1. Gives an argumentative or expository passage to students. 2. Explains the main points from the given topics. 3. Gives them the strategies for arguing effectively.	1. Listen to the teacher's explanation of the topic to be argued on. 2. Bring out the main points from the given topics. 3. Argue and pay attention to their tenses and fluency.	1. Selected expository and argumentative passages. 2. Teacher made instructional materials.	Students to: 1. argue on given topics. 2. argue and express correct tenses and vocabularies associated with the topic given.

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	LISTENING FOR COMPREHENSION Paraphrasing poems listened to. Paraphrasing poems listened to.	Students should be able to: 1. listen to a given poem with understanding and pleasure. 2. identify key words and key sentences in the poem. 3. explain the meaning of the words 4. tell the story line of the poem.	1. Carefully selected poems of varying degrees of complexity. 2. Poems written by both Nigerian and foreign poets e.g. Keats's Odes, Shakespeare's sonnet, Coleridge's the rime of ancient marina, J.P. Clark's casualtives, L. Senghor's poems, Soyinka's poems etc.	1. Reads the poem aloud. 2. Leads students to read the poems aloud. 3. Illustrates how poems can be paraphrased along the following guidelines. a. Listening generally for overall meaning. b. Reading aloud, laying emphasis on specific facts and ideas. 4. Asks students to identify the key words and sentence from the poem. 5. Guides students to paraphrase the given poem.	1. Listen to the teacher's reading aloud. 2. Listen to extract main ideas and facts. 3. Listen to a colleague as he reads; extract ideas and facts from the poems. 4. Express the facts and ideas in their own words.	1. Selected poems of foreign and Nigerian poetry. 2. Illustrations and/or pictures of objects in the poems. 3. Dictionary	Students to: 1. re-write a poem, bringing out the main ideas in their own words. 2. identify the key words and sentences in the poem.

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4.	READING Reading to summarize by outlining main points	Students should be able to: 1. read a passage exhaustively. 2. state the story line in general terms. 3. identify the key words that serve as pointers to the theme and explain the meanings of the words in context. 4. identify the topic sentences in each paragraphs. 5. using liking words, write a summary of a given passage.	1. Silent reading of materials on topics of current national concern e.g. a. The evils, of fake and adulterated drugs. b. There is dignity in handwork c. Tolerance makes for peace and harmony. d. Corruption destroys the fabric of society. e. Destroys the environment, destroy the future of our children etc. 2. Discussion of selected passage including new and key words. 3. The meaning of topic sentences and where to find them in a paragraph. 4. Qualities of a good paragraph 5. Summarizing a reading selection n effectively.	1. Leads students to read the passage silently. 2. Leads them to discuss the passage exhaustively through questions and answers. 3. Leads in the discussion of the qualities of a good paragraph. 4. Explains the importance and functions of a topic sentence and where they can be located in a paragraph. 5. Leads students to locate the key words and topic sentences in the passage. 6. Encourages them to list sentences/lining words. 7. Leads them to write an appropriate summary of the passage using the identified topic sentences and liking words.	1. Read the selected passage silently. 2. Discuss the passage exhaustively by answering the teacher's questions. 3. Join the teacher to outline the qualities of a good paragraph 4. List the importance and functions of a topic sentences and where to find them in a passage. 5. Identify key words and topic sentences in the passage. 6. List possible sentence linking words. 7. Link identified topic sentences with appropriate liking words to form the summary so of the passage read.	1. Reading selections of topics of current interest. 2. Newspaper and magazine cuttings. 3. Class text 4. Plays 5. Dictionary 6. Poems 7. Materials selected from other subject texts e.g. i. Civics texts ii. Health texts iii. History texts iv. biology texts etc.	Students to: 1. read a paragraph or two aloud for stress and intonation. 2. explain the meaning of a topic sentence. 3. state the possible positions in a paragraph in which they can be found. 4. list 4 topic sentences from the passage. 5. write a summary of the passage using the topic sentences and the linking words.

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				TEACHER	STUDENTS		
	VOCABULARY DEVELOPMENT Words associated with foreign elements in English usage – Latin and Greek words	Students should be able to: 1. identify Latin and Greek words in English usage. 2. explain the meanings of such words. 3. use the words correctly in sentences 4. use the dictionary to find other meanings of the words.	Words of Latin and Greek origin. 1. Latin ad hoc, alter, ad infinitum, alumnus, ego, alumni, fefacto, de jure, gratis, locus standi, vox populi, prorate, ultra vires, sub-judice, bonafied. 2. Greek Catharsis, colossus, draconian, laconic.	1. Presents a passage or passages containing Latin and Greek words in English usage. 2. Guides students in identifying Greek/Latin words from the passage. 3. Leads students in explaining the meanings of such words. 4. Guides them in using the words in sentences. 5. Asks them to find more examples from the dictionary.	1. Read given passages in English usage containing Latin and Greek words. 2. Identify Latin and Greek words in the passages. 3. Discuss the meaning of such words. 4. Use the words in sentences. 5. Find more examples of such words in the dictionary.	1. Passages written in English but containing Latin and Greek words 2. Pictures 3. Textbooks 4. Dictionary	Students to: 1. list Latin and Greek words in passages written in English. 2. explain the meanings of such words. 3. use the words in sentences.
	WRITING Revising continuous writing (in given length)	Students should be able to: 1. express themselves clearly through expository essay. 2. write well punctuated sentences for the expository essay. 3. select appropriate words for writing expository essay. 4. generate enough topic sentences for a good expository essay 5. use appropriate tense form and paragraphing.	Expository composition reflecting current issues e.g. - Drug Abuse - Corruption in the society.	1. Explains the expository composition. 2. Focuses on choice of words and tenses for expository composition. 3. Explains the need and importance of well punctuated essays for effective communication. 4. Leads students to discuss and generate topic sentences for their different paragraphs.	1. Listen to the teacher and make contributions. 2. Use relevant words for the expository composition . 3. Pick and explain the proper tense for expository composition. 4. Learn to punctuate properly for effective communication. 5. Generate topic sentences for given topics. 6. Write a good expository essay.	1. Text books on expository compositions. 2. Story books. 3. Charts that can aid narrative writing. 4. Text books on punctuation and tense usage. 5. Relevant topics for practice. 6. Model expository topics from literature texts and others e.g. History, religious books.	Students to: 1. generate 10 appropriate words for use on a given expository topic. 2. generate 5 topics sentences for the essay. 3. list 2 appropriate tenses for the essay 4. write a good introductory paragraph to the selected topic. 5. write a befitting conclusion of the topic.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	GRAMMATICAL STRUCTURE Revising Adjectival Clauses	Students should be able to: 1. identify and use correctly adjectival clauses. 2. list the functions of adjectival clauses. 3. use them in sentences of their own.	1. What adjectival clauses are e.g. That is the house <u>which</u> <u>Adaeze built.</u> 2. Functions of adjectival clauses. 3. Identification of adjectival clauses in passages.	1. Leads students to learn what adjectival clauses are. 2. Explains the functions of adjectival clauses 3. Leads them to identify adjectival clauses in passages.	1. Listen to the teacher's explanations. 2. Discuss the functions of adjectival clauses 3. Identify adjectival clauses in passages.	1. Relevant texts 2. Relevant charts	Students to: 1. explain what adjectival clauses are. 2. state the functions of adjectival clause.
	LISTENING FOR COMPREHENSION Paraphrasing Poetry	Students should be able to: 1. extract ideas form a given poem. 2. paraphrase difficult poems in their own words and phrases.	1. Carefully selected poems of varying degrees of complexity. 2. Famous poems e.g. .stanzas from: a. Keats Odes b. Shakespeare's sonnet. c. Coleridge's the rime of the ancient marina.	1. Explains the problems of extracting the meaning of poetry. 2. Illustrates how poetry can be paraphrased along the following guidelines a. reads silently for overall meanings. b. Reads aloud.	1. Listen to the teacher's explanations. 2. Paraphrase the poems listed here. 3. Paraphrase difficult poems in their own words and phrases.	1. Poetry books 2. Poems from other materials e.g. Magazines, story books, charts etc.	Students to: 1. paraphrase 2 of the poems listed. 2. paraphrase two difficult poems outside the under-listed in their own words and phrases.
	VOCABULARY DEVELOPMENT Words associated with Law and Order	Students should be able to: 1. pronounce the words correctly. 2. explain the meanings of the words and use them in correct sentences. 3. explain the meaning of the words in context. 4. use the dictionary to find other meanings of the words.	Passages featuring registers related to: 1. Law and order e.g. Police force, plaintiff, civil defense, mobile police, defendant t, court summon, prosecutor, tribunals etc. 2. Social order social justice, local customs, societal norms, human rights, good citizenship, population explosion, and population control, civil rights.	1. Presents passages on the roles and activities of major law. enforcement agents and population family life. 2. Leads students to identify words associated with law and social order. 3. Leads students to find the other meanings and the contextual meaning of the words. 4. Guides students to use the words in sentences.	1. Read the passages 2. identify words associated with law and order in the passages 3. Discuss the meaning of the words 4. Use the dictionary to find other meanings of the words 5. Use the words in sentences.	1. Passages on law and order 2. Text books 3. Newspaper cuttings 4. Read objects 5. Charts	Students to: 1. identify 15 words associated with the maintenance of law and order. 2. use 10 of the words in sentences.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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	WRITING Writing for different audiences b. Newspaper Magazines etc.	Students should be able to: 1. state the different types of letter. 2. write the difference between a semi-formal letter and formal letter 3. write a letter to the editor of newspaper/magazine on a given topic.	1. Types of letter 2. formats of semi – formal and formal letters.	Writes out the format and the stylistic differences in language of a formal and semi-formal letter.	1. Listen to the teacher’s explanations. 2. Take down the difference stated on the chalkboard. 3. State the format and the stylistic differences in the language of each type.	1. Students textbooks 2. Some copies of applications/invitation letters, notices etc.	Students to: 1. state the different types of letter. 2. write the difference between semi-formal and formal letters. 3. write to an editor of a newspaper or magazine on a given topic.
6	GRAMMATICAL STRUCTURES Revising Complex sentences	Students should be able to: 1. identify complex sentences . 2. list the essential features of complex sentences. 3. construct compound sentences.	1. Combination of both embedded and in depended clauses. 2. There are sentences which are combinations of the two type’s e.g. - The book which was on the table was taken away by the chief but he could not sell it 3. There are two connectors in the sentence in no .2, one indicating an embedded clause and the other showing that an independent clause follows. Another example is “He caught up with the thief who had stolen his purse and hurt him in the process”.	1. Leads students to identify complex sentences in given passages. 2. Draws students’ attention to the features of complex sentence. 3. Guides them in explaining these features. 4. Guides students to construct complex sentence.	1. Read given passages. 2. Identify complex sentences from the passages. 3. Explain the features of complex sentences. 4. Constructs complex sentences.	1. Various passages 2. Text books 3. Charts containing relevant illustration 4. Sentence strips 5. Magazine/newspaper cuttings.	Students to: 1. identify complex sentences in a given passage. 2. explain the features of complex sentences . 3. constructive complex sentences.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	WRITING Revising report writing (in varying length)	Students should be able to: 1. explain the two types of reports. 2. give examples of reports. 3. write a report.	1. Types of report e.g. official and private reports. 2. Examples of reports e.g. An accident which happened near you and which you watched very closely. 3. The report of proceedings of a meeting e.g. a. Class meeting b. Debating society c. Press club 4. Guidelines for writing a report.	1. Gives a proper explanation of report writing. 2. Gives examples of reports. 3. Explains the guidelines. 4. Illustrates with example familiar to the students.	1. Students listen to the teacher's explanations of report writing 2. Given examples of reports they can write in the school e.g. class meetings, inter-house sports competition etc.	1. Textbooks on report writing 2. Newspapers 3. Magazines and other materials with relevant information on reports.	Students to: 1. explain the two types of report writing. 2. give example of events they can report. 3. write a report on any of the following: a. class meeting b. debating society c. press club d. schools inter-house sports competition.
	COMPREHENSION Reading silently to answer questions.	Students should be able to: 1. read the passage silently with understanding. 2. discuss the passage exhaustively and intelligently. 3. answer questions that cover all levels of comprehension. a. knowledge level or more of recall of facts questions. b. translation question. c. interpretation questions. d. extrapolation questions. 4. plain the meanings of words in context.	1. Silent reading of materials that are topical e.g. e. Being your brother's keeper. f. Acquiring properties illegally as a national malaise. 2. Discussion of selected topics including telling the meaning of words in context. 3. Answering questions that cover all levels of difficulty.	1. Leads students to read the given passage silently. 2. Leads discussion of the passage by drawing attention to key ideas 3. Asks questions that cover all levels of comprehension e.g. a. <u>What</u> questions b. <u>Where</u> questions c. <u>How</u> questions d. <u>Why</u> questions 4. Leads students to explain the meaning of words in context and through the dictionary where necessary.	1. Students read the passage silently. 2. Discuss the passage to identify key words and sentences. 3. Answer questions that cover all levels of comprehension. 4. Tell the meaning of the key words contextually. 5. Find the meaning of some words in the dictionary.	1. Reading selection as a. Prose passages b. Articles from newspapers and magazines 2. Class text 3. Plays 4. Poems 5. Dictionary	Students to: 1 read one paragraph aloud for stress and intonation. 2. identify key words and sentences 3. answers 2 questions each on the different levels of comprehension 4. tell the meaning of 3 key words in the context. 5. find the meaning of 3 other words from the dictionary. 6. make sentences with the words.

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				TEACHER	STUDENTS		
7.	VOCABULARY DEVELOPMENT Idioms and Idiomatic Expression	Students should be able to: 1. identify idioms and idiomatic expressions in passages. 2. explain the meanings of the expressions. 3. use them in sentences. 4. find idioms and idiomatic expressions in the dictionary.	1. A wide range of phrases and sentences with form of idiomatic expressions 2. Passages displaying use of idiomatic expressions. Attention should be given to such expressions as: a. He can not give his family on <u>square meal a day</u> . a. He can not give his family on <u>square meal a day</u> b. He is the <u>black sheep in the family</u> c. <u>C. He studied hard and got</u> the golden fleece d. He was born with a <u>silver spoon in his mouth</u> e. <u>Life is not a bed of roses</u> f. He is living in a <u>fools paradise</u> g. I shall take the <u>bull by the horn</u> , when the time comes h. He is a <u>jack of all trades</u>	1. Leads students to identify idioms and idiomatic expressions in passages. 2. Guides students in explaining the meanings of the expressions, both literal and idiomatic meaning. 3. Asks students to use expressions in sentences.	1. Read a given passage containing idiomatic expression. 2. Identify idioms and idiomatic expressions in the passage. 3. Explain the meaning of these expressions. 4. Use the expressions in their own sentences.	1. Passage featuring idiomatic expressions 2. Charts 3. Pictures 4. Real objects 5. Dictionary 6. Text book	Students to: 1. list 5 idiomatic expression. 2. explain literal meanings and idiomatic meanings of some idioms and idiomatic expressions. 3. use idioms and idiomatic expressions in sentences.

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	LISTENING FOR COMPREHENSION Listening to instructions and following them.	Students should be able to: 1. listen attentively to instructions. 2. follow instructions appropriately. 3. use appropriate words in giving instructions.	1. A passage or a pre-recorded speech giving instructions on certain tasks e.g. instructions on how to take care of one's health, environment, home, school etc. 2. Selected words, phrases used in giving instructions e.g. do, lift, wash, remove from, proceed to etc.	1. Reads an instruction on how to perform some functions to students. 2. Asks students to carry out such instruction. 3. Leads students to give an instruction on a given activity.	1. Listen attentively to the teacher. 2. Respond to instructions given by the teacher. 3. Use appropriate words and phrases in giving instructions.	1. Passages on instruction 2. Pictures 3. Charts 4. Dictionary	Students to: 1. give instruction on how to prevent HIV/AIDS. 2. carry out an instruction given by the teacher.
	READING FOR COMPREHENSION Reading and summarizing argumentative passages	Students should be able to: 1. read an argumentative passage critically. 2. identify facts and opinions from the passage. 3. draws conclusions and make suggestions. 4. list the major points on the two side of the argument.	Argumentative passages. 1. Simple reports for summary. 2. Materials bearing arguments on contemporary issues e.g. "Has science done more harm than good to our lives".	1. Explains what is required of argumentative passages. 2. Leads students to read materials 3. Guides students as they read and summarize argumentative passages.	1. Listen attentively to teacher's explanation and react where necessary. 2. Read materials presented. 3. Practice how to differentiate facts from opinions. 4. Engage in extensive argument.	1. Newspaper magazine cuttings 2. Relevant text books 3. Dictionary	Students to: 1. satisfactorily answer questions that relate to critical thinking. 2. correctly distinguish between facts and opinions in a given selection. 3. list the major points of the argument.

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7.	GRAMMATICAL STRUCTURES Revising Adverbial Clauses	Students should be able to: 1. identify adverbial clauses in passages. 2. use adverbial clauses correctly in sentences.	1. Passages on: a. may computer b. our culture c. human rights d. indiscipline highlighting adverbials 2. Adverbial e.g. a. Causes and reason “because” b. Purpose e.g. “so that” c. Condition e.g. If d. Contrast e.g. “Although”.	1. Leads students to read the passage. 2. Leads them to discuss the passage. 3. Guides them to identify the adverbials. 4. Construct sentences using adverbials.	1. Read the passage(s). 2. Discuss the passage(s). 3. Identify the adverbials in the passage. 4. Construct sentences using adverbials.	1. Relevant texts 2. Manuals 3. Sentence strips 4. Story books 5. Magazines	Students to: 1. identify correctly adverbial clauses in a given passage. 2. construct sentences using adverbial clauses.
	WRITING Revising report writing	Same as in week 6					
	LISTENING FOR COMPREHENSION Listening to dramatic presentations and identifying the themes and story lines.	Students should be able to: 1. listen to dramatic presentations. 2. dramatize short plays. 3. answer question on the plays leading to the identification of the themes. 4. narrate the story lines. 5. identify the themes and story lines.	1. Drama with particular attention to: a. theme b. the story line c. feature of a play 2. Carefully selected plays by both Nigerian and foreign playwrights.	1. Guides students to read a selected play. 2. Leads them to discuss the theme. 3. Leads them to narrate the story line. 4. Asks questions on the play.	1. Read a given play while the others listen. 2. Identify the theme. 3. Narrate the story line. 4. Give answers to the questions asked by the teacher.	1. Supplementary reading materials. 2. Selected plays from text books. 3. Relevant pictures.	Students to: 1. state the theme of a play. 2. narrate the story line. 3. dramatize short plays. 4. identify the themes and story lines. 5. answer questions on the play.
9	REVISION AND EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Surds	Students should be able to: (1) differentiate between rational and irrational numbers. (2) state the rules of additions and subtraction and apply them in simplifying surds. (3) state the rules of multiplication and division and apply them in simplifying surds. (4) use conjugate binomial surds to solve problems. (5) apply the concept of surd to problems involving trigonometric ratios of angle 30°, 60°, 45° etc.	(1) Meaning of rational and irrational numbers reading to the definition of surds (2) The rules guiding the basic operation with surds i.e. $\sqrt{a} + \sqrt{b} \neq \sqrt{b+a}, \sqrt{a} - \sqrt{b} \neq \sqrt{a-b}, \sqrt{a} \times \sqrt{b} \neq \sqrt{b \times a},$ $\sqrt{a} \div \sqrt{b} \neq \frac{\sqrt{a}}{\sqrt{b}}$ (3) Conjugate of a binomial surds using the idea of difference of two squares. (4) Application to solving triangles involving trigonometric ratios of special angles of 30°, 60° and 45°. (5) Evaluation of expression involving surds.	Guides students to: (1) Differentiate between the rational and irrational numbers leading to the definition of surds. (2) Perform the operation of addition and subtraction of numbers in surdic form. (3) Conjugate binomial surds using the idea leading to the difference of two squares. (4) Appreciate the application of surds to trigonometric ratios e.g. $\sin 60^\circ = \frac{\sqrt{3}}{2}$ $\sin 45^\circ = \frac{1}{\sqrt{2}}$	(1) Differentiate between rational and irrational number leading to the definition of surds. (2) Perform and solve problems on addition, subtraction, multiplication and division of surdic numbers. (3) Verify the rules of the operation of addition, subtraction, multiplication and division. (4) Apply the principle of difference of two squares to conjugate surdic expressions. (5) Relate surds to trigonometric ratio.	(1) Surdic operation charts on: addition, subtraction, multiplication and division. (2) Conjugate charts.	Students to: (1) define surds (2) addition, subtraction, multiplication and division of surdic numbers (3) use conjugate to solve surdic expression (4) relate surds to trigonometric ratios.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Matrices and determinants	Students should be able to: (1) define matrix (2) state the order and notation of a matrix. (3) identify and define types of matrices (4) perform the operation of addition, subtraction of matrices (5) multiply matrix by a scalar.	(1) Definition order and notation of matrix. (2) Types of matrices e.g. addition and subtraction of matrices, (3) Scalar multiplication of matrices and multiplication of matrices/general matrix multiplication.	Leads students to: (1) Defines matrix (2) State the order and notation of matrices. (3) Identifies and define different types of matrices. (4) Performs the operation of addition, subtraction of matrices. (5) Multiplies matrix by a scalar.	(1) Define matrix (2) Identify matrix notations. (3) Identify different types of matrices. (4) Perform and solve problems on addition and subtraction of matrices.	(1) Matrix charts (2) Matrix addition and subtraction charts. (3) Determinant charts (4) Computer assorted instructional material.	Students to: (1) define matrices (2) identify matrix notations (3) identify the types of matrices addition, subtraction in two or more matrices.
3	Matrices and determinant (continued)	Students should be able to: (1) quantity and multiply two matrices a and b. (2) find the transpose of matrices by interchanging the rows and columns. (3) calculate the determinants of 2 by 2 matrix.	(1) Determinants of 2x2 and 3x3 matrices. (2) Transpose of a matrix (3) Matrices and simultaneous equations.	(1) Performs the multiplication by a quantity as well as matrix-matrices multiplication (2) Finds the transpose of a matrix by interchanging the rows and columns. (3) Calculates the determinants of matrices. (4) Appreciates the application of matrices to solutions of simultaneous equations.	(1) Perform multiplication by a scalar quantity and matrix by matrix multiplication. (2) Find the transpose of a given matrix by interchanging row with column (3) Calculate determinants of matrices (4) Apply matrix operations to real life situations including solving simultaneous equations.	(1) Computer assorted instructional material. (2) Matrix charts (3) Matrix addition and subtraction charts (4) Determinant charts	Students to: (1) define matrices (2) multiply matrix by another matrix. (3) find the transpose of a matrix (4) calculate determinants of a matrix (2x2) matrices (5) apply solutions in simultaneous equations.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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4	Logarithms and indices.	Students should be able to: (1) show the basic laws of logarithm. (2) use logarithm table for calculation (3) use law of logarithm to simplify given expressions without the use of logarithms table.	(1) Revision of laws of indices and laws of logarithm. (2) Use laws of logarithm to simplify and/or evaluate given expressions without the use of logarithm table. (3) Use logarithm table for purpose of calculation.	(1) Brings to the class charts of logarithm and solution from the prepared charts. (2) Guides students to deduce logarithm laws. (3) Uses the deduced logarithm and logarithm table to calculate problems.	(1) Study the two charts. (2) Deduce laws of logarithm especially $-\log_{10} pg = \log_{10} p + \log_{10} q$ $-\log_{10} \frac{p}{q} = \log_{10} p - \log_{10} q$ $-\log_{10} p^n = n \log_{10} p$ (3) Verify logarithm laws with simple exercises. (4) Revise use of logarithm table to solve problems involving calculation.	(1) Logarithm charts (2) Solution chart of logarithm (3) Logarithm table.	Students to: (1) state the laws of logarithm (2) verify the law of logarithm (3) solve problems involving calculation with logarithm table.
5	Arithmetic of finance	Students should be able to: (1) recall the formula for calculating simple interest. (2) drive formula for computing compound interest. (3) determine the depreciation value of an item. (4) compute the annuity of a given problem (5) calculate amortization in a given problem.	(1) Simple interest (Revision) (2) compound interest (3) Depreciation (4) Annuities (5) Amortization	Guides students to: (1) recall the formula for simple interest. (2) drive formula for computing compound interest. (3) compute depreciation value of an item (4) determine the annuities (5) compute the amortization.	(1) Use formula to calculate simple interest, compound interest. (2) Compute depreciation value of a given item (3) Compute the annuity paid on a sum of money at regular interval. (4) Compute the amortization	Charts	Students to: (1) solve problem involving simple interest. (2) solve problem involving compound interest. (3) solve problem involving depreciation. (4) solve problem involving annuity. (5) solve problems involving amortization.

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6	Arithmetic of finance (continued)	<p>Students should be able to:</p> <p>(1) calculate problem involving bonds and departure interest.</p> <p>(2) calculate the number of shares in an investment.</p> <p>(3) use the compound interest formula $A = P(1 + \frac{r}{100})^n$ to calculate the rate (r) of a given investment if a principal (p) is invested for n(years) at r% per annum.</p> <p>(4) calculate the income tax levied on a given income.</p> <p>(5) determine the value added tax (vat) paid on certain goods and services.</p>	<p>Further use of logarithm table in problem involving:</p> <p>(1) Bonds and debenture</p> <p>(2) Shares</p> <p>(3) Rates</p> <p>(4) Income tax</p> <p>(5) Value added tax.</p>	<p>(1) Shows the solution chart.</p> <p>(2) Calculates interest on bond and debenture purchase either by individual or institution e.g. value added tax on the floor of the exchange market attracts 0.5% of the price.</p> <p>(3) Carries simple calculation involving rates, taxes, value added tax (VAT)</p>	<p>(1) Study the solution charts of logarithm in calculating interest in bond and debenture.</p> <p>(2) Calculate interest on bond and debenture purchase by an individual or institution using logarithm table.</p> <p>(3) Solve problems on rates, taxes and value added tax.</p>	<p>(1) Solution charts of logarithm on bond and debenture</p> <p>(2) Logarithm table.</p> <p>(3) Solution chart on rates taxes and values added tax.</p>	<p>Students to:</p> <p>(1) calculate interest on:</p> <p>(2) bond and debenture purchase or sold over a period</p> <p>(3) compute income taxes and value added tax.</p>

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THEME: ALGEBRAIC PROCESSES							
7	Application or linear and quadratic equations to capital market.	Students should be able to: (1) solve linear equations. (2) word problems involving linear equations. (3) quadratic equations and word problems involving quadratic equations. (4) solve simultaneous linear equations, simultaneous linear equations and quadratic equations. (5) Word problems on linear, quadratic and simultaneous linear equation. (6) Solve problems on linear equation involving capital market.	(1) Revision of solution of simultaneous linear and quadratic equation e.g. $y + x = c$ $y^2 + x^2 + k$ (2) Word problems on linear equations, simultaneous linear equations, quadratic equations are linear are quadratic. (3) Application to capital market.	(1) Displays chart of simple linear and quadratic equation. (2) Revises the solution of simultaneous linear and quadratic equations. (3) Guides students to discover how word problems can be interpreted into linear, quadratic and simultaneous equations. (4) Solves problems in linear equations such as (i) a father and his son are share holders in a public liability company. The father invests 3 times as much as the son. If they invest altogether amount to 3000 shares of ₦50, 000 per share etc. How did the father invest?	(1) Study the chart (2) Solve the solution of simultaneous linear and quadratic equation. (3) Use steps given by the teacher to solve word problems (4) Solve problems involving on linear, one quadratic equation following teachers guide and suggestion.	Solution charts of simultaneous linear and quadratic equations.	Students to: (1) solve problems on simultaneous linear and quadratic equations. (2) solve word problems (3) solve problems on capital market.

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THEME: GEOMETRY							
8	Trigonometry: Graphs of trigonometric ratios.	Students should be able to: (1) find from the table sine, and cosine value of a given θ° (2) draw graphs of sine, cosine and tangent of for angles $0 \leq x \leq 360^\circ$ (3) interpret/read graphs of trigonometric ratios.	(1) Construct tables of values for sine and cosine graphs (2) Plot graphs of sine and cosine for $0 < x < 360^\circ$	Guides students to: (1) Constructs table of values $0 \leq x \leq 360^\circ$ for sine and cosine graphs. (2) Plots graphs of sine and cosine for $0 \leq x \leq 360^\circ$ (3) On chalkboard (4) Interprets the graphs of sine and cosine and read out given values.	(1) Construct table of values. (2) Plot graphs of tables of values on their graph books. (3) Interpret the graphs of sine and cosine and read out given values.	(1) Graph board Graph books. (2) Pencil, ruler, broom stick/twine	Students to: (1) construct various table of values of sine and cosine (2) plot graphs using the constructed table of values. (3) interpret their plot graphs and read out values.
9	Trigonometry of graphs of sine, cosine and tangent.	(1) Carryout graphical solutions of simultaneous linear equation and trigonometric equation.	(1) Graphs of sine, cosine and tangent for $0 \leq x \leq 360^\circ$ (2) Graphical solution of simultaneous linear and trigonometric equation.	(1) Separates equation containing linear expression and trigonometric ratios (2) Prepares table of values of both linear and trigonometric ratio. (3) Plots the sine type of graphs on the page. (4) Read values from graphs.	(1) Separates equation containing linear expression and trigonometric ratios. (2) Prepare table of values of both linear and trigonometric ratio (3) Plot the line types graphs on same page. Read values from the graphs.	Graph board, graph books, pencil, ruler, broom stick/twine.	Students to: (1) solve problems on drawing linear equations from combating of linear and trigonometric ratio. (2) prepare table of values (3) plot linear and trigonometric graphs on the same graph.

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THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Surface Area	Students should be able to: (1) find the surface area of a sphere and hemisphere. (2) state the expression for the surface area of the sphere and hemisphere and use it to solve problems.	Surface area of a sphere and hemisphere.	(1) Brings a sphere to the classroom (2) Explains the concept of the surface area. (3) Leads students to find the surface area of a sphere with given dimension.	(1) Study the sphere and state its characteristics (2) Note the concepts of surface area. (3) Find the surface area of a sphere (4) Solve problems on surface area of a sphere.	Spherical globe	Students to: find the surface area of a given sphere.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

MATHEMATICS
SS III
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Volume of a sphere	Students should be able to: find the volume of a sphere.	Volume of a sphere.	(1) Brings special cylinder, cone and sphere to the class. (2) Guides students to: -determine the value of a sphere practically by filling a cone and a cylinder with water/sand and then pouring them into a sphere. (3) Notes the height of the cylinder and the diameter of the sphere. (4) Finds the volume of the sphere with formula.	(1) Study cylinder cone and sphere. (2) Participate in finding the volume of the sphere practically (3) Find the volume of the sphere using formula (4) Solve problem on volume of sphere.	Sphere, cone, special cylinder and sphere.	Students to: (1) find the volume of a sphere practically. (2) find the volume of a sphere using formula. (3) compare the results from no. 1 and no. 2 above.

MATHEMATICS
SS III
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Longitude and Latitude	Students should be able to: (1) describe the earth as a sphere (2) identify (using skeletal globe (0) and locate using real globe) and appreciate the following: -north and south poles -longitudes and latitudes -meridian and equator. -parallel of latitudes -radius of parallel of latitude -radius of the earth.	(1) Earth as a sphere (2) Identification of North and South poles. (3) Longitude and latitude (4) Small and great circles or meridian and equator (5) Parallel of latitude (6) Radius of parallel of latitude and radius of the earth.	Guides students to: (1) revises circle and sphere. (2) describes the earth as a sphere. (3) brings to the classroom both the skeletal and real globe. (4) identifies the north and south poles, longitudes and latitudes, small and great circle, meridian and equator, parallel of latitudes. (5) radius of the parallel of latitudes and earth.	(1) Revises circles and sphere, note that the earth is describe as a sphere. (2) Study the skeletal globe and real globe (3) Participate in the identifications and locations.	(1) Circle and sphere. (2) Real globe and skeletal globe.	Students to: (1) describe the earth as a sphere. (2) identify latitude and longitude, small and great circles radius of the earth. (3) locate longitudes and latitude, meridian and equator. (4) parallel of latitudes radius of parallel of latitudes and radius of the earth.
3	Longitude and Latitude (continued)	Students should be able to: (1) recall, state formula and solve problems an arc length of a curve. (2) solve problems on longitude and latitude.	(1) Locate given longitudes and latitudes on the globe (2) Revise arc of length of a curve/angular difference. (3) Calculation of distance between two points on the earth on either the great circle or small circles. (4) Knotical, rules, time variation.	(1) Presents various related charts and guide the students to solve problems an arc length of a circle. (2) Leads students to solve problems on longitude and latitude.	(1) solve the given problems on small radius (r) (2) Solve the given problems on the great circles with big (R). (3) Solve given problems on longitudes and latitudes.	(1) Charts of longitudes and latitudes (2) Charts of solutions of problem on longitudes and latitudes.	Students to: (1) solve problems on the length of an arc of a circle. (2) solve problems on longitudes and latitudes.

MATHEMATICS
SS III
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Coordinate Geometry of: coordinates	Students should be able to: (1) identify the cartesian rectangular coordinates (2) draw and interpret linear graphs (3) Determine the distance between two coordinate points (4) Find mid-point of the line joining two points (5) Apply the concept to real life situation.	(1) Cartesian rectangular coordinates (2) Plotting the linear graphs (3) Distance between two coordinate point (4) Mid-point of line joining two points.	(1) Leads students to understand the relative position of a point in the $(x - y)$ plane. (2) The abscissa (x axis) ordinate (y axis) and origin (0) of the $x - y$ plane. (3) Determines the distance between two coordinate points (4) Calculates the mid-point of the line joining two points. (5) Applies coordinate geometry to location of home, town, position etc.	(1) Locate position of points in a given coordinate system relative to x axis and y axis and the origin. (2) Plot linear graphs in the $(x - y)$ plane (3) Determine the mid-point of a line using the coordinate system. (4) Apply coordinate system in everyday life in terms of location of town, houses poles etc.	Graph board, graph book and coordinate graph charts.	Students to: (1) locate the position of points. (2) plot and draw linear graphs (3) calculate length of a straight line. (4) determine and locate the mid-point a line (5) apply coordinate geometry to everyday life situation.
5	Coordinate geometry of: Straight lines	Students should be able to: (1) define and determine the gradient and intercept of a line. (2) determine the equation of a line. (3) find the angles between two intersecting straight lines. (4) apply linear graph to real life situation.	(1) Gradient and intercept of a straight line. (2) Determination of equation of a straight line. (3) Find the angle between two intersecting straight line. (4) Application of linear graph to real life situations.	(1) Leads student to define gradient and intercept of lines and to determine them in a given line. (2) Writes the equation of a straight line. (3) Calculates the angle between two intersecting straight lines. (4) Applications of linear graphs to real life situation.	(1) Define gradient and intercept of lines. (2) Determine the gradient and intercept of given lines. (3) Write equation of given straight line. (4) Calculate the angles between the intercept of two straight lines. (5) Apply the concept of linear graphs to real life situation.	(1) Graph board, graph book and coordinate graph charts. (2) Graph board, line graph, charts and mathematical instruments.	Students to: (1) define gradient and intercept. (2) determine gradient and intercept (3) write equation of a given straight line. (4) calculate the angles between two lines.

**MATHEMATICS
SS III
SECOND TERM**

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: INTRODUCTORY CALCULUS							
8	Integration of simple algebraic functions.	Students should be able to: (1) recognize integration as the reverse of differentiation. (2) recognize some standard intervals of polynomials and algebraic fractions. (3) apply some techniques of integration such as: (a) integration by substitution (b) integration by parts (c) integration by partial fractions (3) apply integration to real life situation.	(1) Integration and evaluation of definite simple algebraic functions. (2) Solving differential equations. (3) Application of integration in calculating area under the curve (4) Use of Simpson's rule to find area under the curve.	(1) Guides students to understand that integration is the reverse of differentiation. (2) Understands the standard integrals (3) Integrates functions using (a) Substitution methods (b) Integration by parts (c) Integration by partial fractions (4) Appreciates the application of integration to real life situation and capital market issues.	(1) Perform differentiation of function and integrate the same function to show the reversed forms of differentiation and integration. (2) Read out some standard integral. (3) Solve problems on integration using substitution methods. (4) Integration by parts methods, integration by partial methods. (5) Apply integration to real life situation and capital market issues.	(1) Charts showing standard integrals. (2) Calculus related computer instructional materials	Students to: (1) verify that integration is reverse of differentiation. (2) understand integration and be able to explain them (3) solve problems on integration using. (a) substitution methods. (b) integration by parts (c) integration by partial fractions (4) applied integration to real life situation and capital market issues.
9	REVISION AND EXAMINATION						

**CIVIC EDUCATION
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Human rights I	Students should be able to: 1. define human rights. 2. list and discuss citizen's fundamental rights.	1. Meaning of human rights. 2. Citizens fundamental rights e.g. right to life, right to personal liberty, right to fair hearing etc.	1. Leads student's to define human right. 2. Guides students to list and explain citizen's fundamental right.	1. Participate in class discussion by defining human rights. 2. List some of the citizen's fundamental human rights.	1. Pictures depicting human rights activities. 2. Charts showing the characteristics of human rights.	Students to: 1. define human rights. 2. list three fundamental human rights.
2	Human rights II	Students should be able to: 1. mention the characteristics of human right. 2. classify and differentiate between the categories of human rights.	1. Characteristics of human right e.g. equality, indivisibility, universality, inherent etc. 2. Categories of human rights e.g. civic and political rights, legal right, environmental right, economic, social and cultural rights.	1. Guides student's to mention the characteristics of human rights. 2. Leads students to mention the categories of human rights.	1. Say the characteristics of human rights. 2. Say the differences between the categories of human rights.	1. Chart showing the characteristics of human rights. 2. Chart showing the categories of human right.	Students to: 1. state four characteristics of human rights. 2. mention three categories of human rights.
3.	Human rights III	Students should be able to: 1. list the factors that protect the fundamental human rights. 2. state the conditions that limit the rights of a citizen.	1. Factor that protect the fundamental human right e.g. prohibition, mass illiteracy campaign, writ of mandamus, writ of certiorari, independence of the judiciary. 2. Conditions that limit the rights of a citizen.	1. Leads students to list factors that protect fundamental human rights. 2. Guides students to list condition that limits the rights of a citizen.	1. List factors that protect fundamental human rights. 2. List condition that limits the rights of a citizen.	1. Pictures. 2. Chart. 3. Newspaper.	Students to: 1. state four factors that protect human right. 2. mention three conditions that limit human rights.

**CIVIC EDUCATION
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Fighting political apathy.	Students should be able to: 1. say the meaning of political apathy. 2. list and discuss three ways of fighting political apathy.	1. Meaning of political apathy. 2. Ways of fighting political apathy e.g. knowing and defending our rights, participation in elections, joining popular organization etc.	1. Leads students to define political apathy. 2. Guides students to list and discuss some ways of fighting political apathy.	1. Define political apathy. 2. Discuss ways of fighting political apathy.	1. Pictures of people showing political apathy. 2. Charts indicating ways of fighting political apathy.	Students to: 1. define political apathy. 2. list and discuss three ways of fighting political apathy.
5	Public service in democracy I	Students should be able to: 1. state the meaning of public service. 2. list the reasons for the short comings in the public service.	1. Meaning of public service. 2. Reasons for the short comings in the public service e.g. corruption, waste of man power and inefficiency, colonial influence etc.	1. Guides students to state the meaning of public service. 2. Leads the students to mention some reasons for the short comings in the public service.	1. State the meaning of public service. 2. Participate in class discussion.	1. Pictures of public service. 2. Photograph showing some of the short coming of the public service.	Students to: 1. define public service. 2. explain three reasons for short coming on the public service.
6	Public service in democracy II	Students should be able to: explain ways of improving the public service in Nigeria.	1. Ways of improving the public service in Nigeria. 2. Teaching of political education on schools, uses of code of conduct etc.	Guides students to discuss the ways of improving the public service in Nigeria.	Mention three ways of improving the public service.	1. Pictures. 2. Chart. 3. Posters.	Students to: mention and explain two ways of improving the public service in Nigeria.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Civil Society.	Students should be able to: 1. explain the meaning of civil society. 2. identify the functions of civil society. 3. state the qualities of civil society. 4. list the problems of civil society.	1. Meaning of civil service. 2. Functions and need for civil society. 3. Qualities and problems of civil society.	1. Leads students to define civil society. 2. Guides students to state the functions and need for civil society. 3. Leads discussion on qualities and problems of civil society.	1. Explain the meaning of civil society. 2. List the functions of civil society. 3. Contribute to the problems of civil society.	1. Pictures. 2. Textbooks. 3. Magazines. 4. Newspaper.	Students to: 1. define civil society. 2. state four functions and need for civil society. 3. explain five problems of civil society.
8	Popular participation.	Students should be able to: 1. explain the meaning of popular participation. 2. state the types of popular participation. 3. explain the types of popular participation.	1. Meaning of popular participation. 2. Types of popular participation e.g. economic, political social, civil etc.	1. Leads class to explain the meaning of popular participation. 2. Guides students to state and explain the types of popular participation.	1. Participate in class discussion. 2. List the types of popular participation.	1. Textbook. 2. Pictures. 3. Charts.	Students to: discuss two types of popular participation.

**CIVIC EDUCATION
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Popular participation II.	Students should be able to: 1. enumerate and explain need for popular participation in civil society. 2. explain modern and traditional mode of popular participation. 3. differentiate between modern and traditional popular participation.	1. Need for popular participation in civil society e.g. it promotes good neighborliness, to be politically socializes etc. 2. Traditional and modern mode of popular participation. 3. Difference between modern and traditional popular participation.	1. Leads students to discuss to need for popular participation in civil society. 2. Explains traditional and modern modes of popular participation.	1. List the need for popular participation in civil society. 2. Discuss traditional and modern mode of popular participation.	1. Textbooks. 2. Magazines. 3. Newspaper.	Students to: 1. list five needs for popular participation in civil society. 2. explain traditional mode of popular participation. 3. differentiate between modern and traditional modes of popular participation.
10	Democracy	Students should be able to: 1. explain the meaning of democracy. 2. list the importance of democracy. 3. state the problems of democracy. 4. list the process of democracy.	1. Meaning of democracy. 2. Importance of democracy. 3. Problems of democracy. 4. Processes of democracy.	1. Guides students to define democracy. 2. Leads students to list the importance of democracy. 3. State the problems of democracy. 4. State the process of democracy.	1. Define democracy. 2. List the importance of democracy. 3. State the problems of democracy. 4. List the processes of democracy.	1. Textbooks. 2. Pictures. 3. Posters. 4. Charts.	Students to: 1. define democracy. 2. list five importance of democracy. 3. state the problems of democracy. 4. mention three processes of democracy.
11	REVISION						
12	EXAMINATION						

CIVIC EDUCATION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Rule of law I	Student should be able to: 1. explain the meaning of rule of law. 2. state the importance of rule law. 3. list the processes of rule of law. 4. explain the problems of rule of law.	1. Meaning of rule of law. 2. Importance of rule of law. 3. Processes of rule of law.	1. Leads discussion on the meaning of rule of law. Guides students to state the importance of rule of law. 3. Guides students to list the processes of rule of law.	1. Contribute to the lesson by answering questions. 2. Explain the meaning of rule of law. 3. State the processes of rule of law.	1. Textbooks. 2. Nigerian constitution. 3. Pictures.	Students to: 1. state the meaning of rule of law. 2. discuss the processes of rule of law.
2	Rule of law II	Students should be able to: 1. explain the meaning of rule of law. 2. state the importance of rule law. 3. list the processes of rule of law. 4. explain the problems of rule of law.	Problems of rule of law.	Explains the problems of rule of law.	State the problems of rule of law.	1. Textbooks. 2. Nigerian constitution. 3. Pictures.	Students to: list four problems of rule of law.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Constitutional Democracy I	Students should be able to: 1. state the meaning of constitutional democracy. 2. mention the types of constitutional democracy.	1. Meaning of constitutional democracy. 2. Types of constitutional democracy e.g. plurality constitutional democracy, proportional, presidential democracy.	1. Guides students to define constitutional democracy. 2. Leads students to mention the types of constitutional democracy.	1. Listen to talks and answer questions. 2. Mention types of constitutional democracy.	1. Textbooks. 2. Nigerian constitution. 3. Pictures. 4. Video clips.	Students to: 1. define constitutional democracy. 2. list the types of constitutional democracy.
4	Constitutional Democracy II	Students should be able to: 1. list the features of constitutional democracy. 2. discuss the advantages and disadvantages of constitutional democracy.	1. Features of constitutional democracy e.g. popular sovereignty, majority rights etc. 2. Advantages of constitutional democracy. 3. Disadvantages of constitutional democracy.	1. Explains the features of constitutional democracy. 2. Leads students to list the advantages and disadvantages of constitutional democracy.	1. Participate in class discussion. 2. Write down the advantages and disadvantages of constitutional democracy.	1. Textbooks. 2. Nigerian constitution. 3. Pictures. 4. Video clips.	Students to: 1. list five features of constitutional democracy. 2. state three advantages and disadvantages of constitutional democracy.
5	Constitutional Democracy III	Students should be able to: 1. state the features of constitutional democracy. 2. discuss the advantages and disadvantages of constitutional democracy.	Meaning of key concepts in constitutional democracy.	Explains the key concepts of constitutional democracy.	Listen and ask questions about the key concepts.	1. Textbooks. 2. Nigerian constitution. 3. Pictures. 4. Video clips.	Students to: explain the key concepts of constitutional democracy.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Human Trafficking I	Students should be able to: 1. state the meaning of human trafficking. 2. list the causes of human trafficking. 3. mention the universal causes of human trafficking.	1. Meaning of human trafficking. 2. Causes of human trafficking e.g. poverty, greed, low self esteem, corruption etc 3. Universal causes of human trafficking.	1. Guides students to explain human trafficking. 2. Leads students to mention causes of human trafficking. 3. States the universal causes of human trafficking.	1. Describe what human trafficking is. 2. Outline the causes of human trafficking. 3. State the universal causes of human trafficking.	1. Textbooks. 2. Pamphlets. 3. Pictures.	Students to: 1. define human trafficking. 2. state three causes of human trafficking. 3. list four universal causes of human trafficking.
7	Human Trafficking II	Students should be able to: 1. list the causes of human trafficking from countries of origin. 2. state the causes of human trafficking from countries/regions of destination.	1. Causes of human trafficking from countries of Origin e.g. abject poverty, a lack of realistic prospects, situation of armed conflict and oppression etc. 2. Causes of human trafficking from countries/region of destination e.g. increased demand for cheap and exploitable domestic labourers in the construction, agricultural sectors etc.	1. Guides students to explain causes of human trafficking from countries of Origin. 2. Leads students to list the causes of human trafficking from countries/regions of destination.	Contribute to the discussion and take down note.	1. Textbooks. 2. Pamphlets. 3. Pictures.	Students to: mention the causes of human trafficking from countries of Origin.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Human Trafficking III	Students should be able to: 1. mention the effects and consequences of human trafficking. 2. state government and individual efforts to stop human trafficking.	1. Effects and consequences of human trafficking e.g. death, unwanted pregnancy, physical and emotional traumas, loss of man power etc. 2. Government and individual effects to stop human trafficking e.g. NAPTIP, Enactment of laws, NGO's like WATCLEF.	1. Guides students to state the effects and consequences of human trafficking. 2. Mentions efforts of government and individual in stopping human trafficking.	Write essay on ways to stop trafficking.	1. Textbooks. 2. Video clips 3. Pictures. 4. Charts.	Students to: 1. mention the effects and consequences of human trafficking. 2. list government and individual effort to stop human trafficking.
9	REVISION AND EXAMINATION						

BIOLOGY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
1	Regulation of internal environment I	Students should be able to: 1. list the main organs and substances involved in homeostasis (control mechanism). 2. describe the structure and functions of these organs kidney, skin, liver. 3. name some kidney and liver diseases, explaining briefly their symptoms and effects. 4. discuss the remedy for unhealthy conditions of the liver and kidney.	1. Homeostatic organs. Substance involved in homeostasis. 2. The kidney. The liver. The structure, functions and diseases of both liver and kidney. 3. Effects of kidney and liver diseases and their remedy.	1. Dissects a small mammal to show the liver and the kidney 2. Shows pictures or photographs of healthy and diseased a. Kidney b. Liver 3. Shows students charts or model of man that highlights the distinction of endocrine glands in body.	Examine dissected vertebrate e.g. rabbit, rat etc. and note the following. a. Structure and position of the kidney and liver b. Number the lobes c. Relative positions of other organ around them. d. The students make a large labeled diagram of the liver with the organ like pancreas.	1. Preserved vertebrate e.g. rabbit, rat. 2. Charts photographs of the kidney and liver.	Students to: 1. state 2 functions of the liver and kidney 2.state 3 of the following organ a. kidney. b. liver.
2	Regulation of internal environment II	Students should be able to: 1. explain what hormones are. 2. name the substances produced by each gland. 3. list the glands in the body. 4. list some endocrine gland with their position and their function. 5. states the effect of over production or under production of hormones.	1. Endocrine glands. 2. Hormones 3. Glands that secrete each hormone	Shows students charts and photographs that highlight the distinction of endocrine glands.	Observe the distribution of endocrine glands on charts and photographs.	1. Chalkboard 2. Charts or/and photographs of endocrine glands and their positions in man.	Students to: 1. identify each of the following hormones with their glands. Adreain-Adernal gland. 2. ihyroxine- Thyroid gland. 3. pancreas- Islet of langahan etc. 4. gonadotropin-gonads etc. 5. states the effects of under production and over production of the glands discussed.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
3	Regulation of internal environment. 3	Students should be able to: 1. identify the mammalian skin under the microscope. 2. draw and label main structure of the skin. 3. state the functions of the mammalian skin. 4. state few ways to care for the skin.	The skin. 1. Structure of the mammalian skin. 2. Functions of the mammalian skin. 3. Care of the mammalian skin.	1. Shows students a detailed structure of the mammalian under a microscope. 2. Asks students to fan themselves and observe what happens. 3. Leads students to state some function of the mammalian skin. 4. Asks students and led them to the care of the skin write them out on the chalkboard.	1. Observe and draw the detailed structure of the mammalian skin. 2. Fan them and observe sweat on human skin and the cooling effect of evaporation on the skin. 3. Mention some functions e.g. cover the body. - Protection - Excrete sweat etc. - Wash daily with soap and water, allow free circulation of blood.	Skin of a small mammal on a microscope. Fan - Hand fan - Celing fan or standing fan etc.	Students to: 1. identify the mammalian skin under the microscope. 2. draw and label main structure of the skin. 3. state the functions of the mammalian skin. 4. state few ways to care for the skin.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Plant hormones.	Students should be able to: 1. define plant hormone (Auxin). 2. compare plant hormone with animal hormones. 3. name some plant hormone. 4. enumerate some effect of auxin. 5. state location and source of some plant hormone. list the functions of plant hormones. (auxin). 6. write down some modern application of auxin's .	Hormones in plant. (Auxin) 1. Mention plant hormones and their functions. 2. Mention the effect of auxin on lateral bud development, leaf fall and initiation of adventurous roots. 3. Modern application of auxin effect (NAA) with reference to early flowering crop harvest, and weed control (as selective weed kill dicotyledonous plants).	1. Defines auxin, show shoat tips of plants hormones. - Gibberillin. - Abscisic acid. - Ethylene gas or ethane. - Auxin - Kinnin etc and highlight on their function e.g. gibberillins produced in young foliage leaves and rat apices of roots and stems. 3. States some modern application of auxins in agriculture. - weed control - Harvesting - Ripening of fruits etc. - Preservation.	1. They listen attentively. 2. The students acknowledge the fact that apples are preserved for a longer time looking green and fresh etc.	Tip of stem and root of some plants.	Students to: 1. define hormone 2. list four plant hormones. 3. lists 3 ways hormones can be applied in this modern time.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
5.	Nervous co-ordination I	Students should be able to: 1. locate the position of the central nervous system. (CNS) (Brain and spinal cord in a dissected vertebrate. 2. describe the structure of the brain and explain the functions of the various organs. 3. describe the spinal cord and explain its functions. 4. state the structural differences between the brain and the spinal cord.	1. The organization of the nervous system, (a). Central nervous system. (b). Peripheral nervous system. 2. The brain position structure and function. 3. The spinal cord, structure, position and function.	1. Leads or shown to the students is observed. 2. Observes the difference in structure of the brain and the spinal cord with the students. 3. Exposes the brain to show colour of the outer part.	1. Photographs shown to the students is observed. 2. Observe the differences in structure of the brain and the spinal cord. 3. Draws the structure of the spinal cord and brain.	1. Charts of central nervous system of a mammal. 2. A dissected vertebrate to show the position of its brain and spinal cord. 3. Whiteboard.	Students to: 1. make fully labeled diagram of the brain of a dissected rabbit. 2. name four (4) different regions of the mammals brain. 3. states 2 functions of the spinal cord. 4. state the colour of the outer part of the vertebrate brain.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
6	Nervous coordination II	Students should be able to: 1. identify the P.N.S. 2. describe the functions of the P.N.S 3. describe a typical neuron. 4. explain the functions of group neurons. 5. explain the process of impulse transmission.	1. P.N.S peripheral nervous system. - Somatic N.S - Autonomic N.S - Parasympathetic N.S - Sympathetic N.S 2. Structure and functions of a neuron- (motor sensory and relay neuron) – class types. 3. Reflex and voluntary actions (Pavlov (1910) experiment on dog, food and bell.	1. Shows students the permanent slide, charts, cardboard paper on a neuron. 2. Guides students to perform an experiment to reflex action- flicking on handkerchief across student's eyes.	1. They listen attentively. 2. Draw and label the different types of neurons noting the differences in position and structure of basic parts. 3. Explains experience on reflex actions.	1. Charts or model of typical neuron. 2. Handkerchief.	Students to: 1. explain the pathway of impulse when one sits on a bunch of keys placed on a seat without prior knowledge. 2. describe what happens when you step on a hot object suddenly.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
7	Sense organs I Sense organ II	Students should be able to: 1. list major sense organs highlighting their respective locations. 2. describe the organ of smell and taste. 3. identify the different parts of the tongue associated with sweetness, bitterness, salty taste and sour taste. 4. draw the skin showing the different receptors presents. 5. describe the structure and function of the mammalian ear. 6. Hearing and balance.	1. Organ of smell a). Mechanism of smelling. b). Adaptation of survival- animal that sniff for hunting e.g. dog- presences of chemoreceptor butterfly (insects) use antenna for sensing its environments. 2. Organ of taste (tongue Taste buds and part played in tasting. 3. Skin: sensory nerve endings, and receptor associated with the skin- touch - Deep pressure - Heat - Pain. 4. Structure of the ear and the function of its various	1. Leads students to perceive the releasing of a smelling (e.g. NH ₃). 2. Leads student taste bitter leaf salt and sugar brought from home. 3. Applies various object on students skin for sensation of touch. 4. Shows chart on model of the l/s of the skin.	Students smell the released gas, 2. Note areas of the tongue which are sensitive to sweetness bitterness sour etc. 3. Note the different feeling due to the various objects applied on the skin 4. Make a well labeled diagram of the mammalian ear or model 5. Study the model and identify its various part and pathway and sound wave and vibrations	1. Bottle NH ₃ gas 2. Bitter leaf, salt, sugar 3. A minor chart or photograph - Show the different areas of tongue sensitive to different taste - Ice cubes prickish objects/pins needle - A model or chart of the mammalian ear.	Students to: 1. name the parts of the tongue that is sensitive to bitterness 2. list the different sensation felt by the skin 3. name the 3 parts of the eye- inner, middle and outer ear.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
8	The mammalian eye	Students should be able to: 1. discuss the mammalian eye 2. explain the functions of the various parts of the eye 3. explain the following functions of the eye - Image formation - Accommodation 4. explain the terms: i. Myopia ii. Hypermetropia iii. Astigmatism iv. Cataracts v. Night blindness 5. name the kind of lens that can be used to correct myopic and hypermetropia defects	1. Sight: The eye and its various parts. - Functions of the eye. - Part played by light - Image formation - Accommodation 2. Eye defects - Myopic short sightedness - hypermetropic long sightedness) - Astigmatism - Cataract -Night blindness 3. List how eye defects can be corrected	1. Shows students a photograph, model or chart of the L/S of the mammalian eye 2. With the aid of charts explain the cause and effect of myopic and hypermetropic on image formation 3. Uses charts to explain the correction of myopic hyper myopic and astigmatism with the aid of concave lens, convey lens and cylindrical lens	6. Identify the parts of the eye 7. Study the path way of light during image formation and the placement of lens in front of original lens to correct eye defects	Charts model photographs of the mammalian eye Charts on image formation and eye defects Charts on eye defects correction.	Students to: 1. name 5 Pars of the eye and describe their functions 2. name the kind of lens used to correct short sightedness.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
9	Ecology of population	Students should be able to: 1. Define the term succession 2. Distinguish between primary and secondary succession 3. Describe the series of changes which often culminate in a stable ecosystem 4. Discover a definite sequence of plant colonization 5. Describe the characteristics of a stable community and recognize the climax of succession 6. Define the term over crowding	1. Succession i. Meaning of succession ii. Structural changes in species composition, varieties and increase in number iii. Primary succession - In aquatic habitat - In a terrestrial habitat iv. Secondary succession - Meaning - Examples v. characteristics of a stable community 2. overcrowding: i. Population density	1. Map out on area on a bare ground and another on lawn that has been cleared earlier on (within the school premises). 2. Takes students to a nearby pond 3. Leads students to measure the size of their class and determine available space for movement for each member of the class when: a. Only class members are present. b. Members of another class are added 4. Outdoors practical: visit to part of school	Study succession in both piece of land and record - Finding overtime (about 2 weeks) compare available space of movement for each member of the class. When only the class member are present and b. Member of another class is added 3. Observe explosive mechanism and note the distance between parent plant and dispersed seed 4. Observe the behaviour of grass hopper in the 2 boxes	1. Mapped out bare and a mapped out piece of lawn that had earlier on be identify. 2. Pond lake etc. to observe colonizers 3. Students of the class being taught and another put together 4. Observing of the dispersal of seed from pods or delinox regia 5. One set of live feed grasshopper in a perforated box. - Another set of underfed grasshopper in a	1. List the factors affecting a population 2. Observe and record different organisms and their member in a lawn over the period of 2 weeks 3. What was the effect of other student coming to join the members of your class on your activities? 3. Name one animal that migrate during unfavourable conditions 4. Describe the activity of grasshopper in each of the boxes presented to you in class

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9	Ecology of population (cond.)	7. State factors that may cause overcrowding 8. State the effect of overcrowding 9. State measure adopted in nature to avoid overcrowding 10. State the cause of food shortage 11. List the effect of food shortage 12. Infer that food has direct influence on mortality on animal population.	studies vis-vis available resources ii. Importance of factor affecting population e.g. space 3. Relationship between competition and succession 4. Factors that may affect overcrowding e.g. increased mortality, reduced death rate, absence of predator 5. Discuss measures adopted by nature to avoid overcrowding e.g dispersal of seeds and fruits, migration of organism during unfavourable period, territorial behaviour in some organism e.g lizard 6. Discuss the effect of food shortage: - Competition - Reproduction - Emigration - Increase in mortality rate	or close by area with the delonix regia, flame of the forest to see explosive mechanism aid the dispersal of seed 5. Puts grasshopper in two boxes - One set should be well fed while the other is under fed - Get five students to sit on a desk meant for 3 students 6. Displays a chart showing agents meaning of dispersal 7. Asks student to describe what they think will happen in poultry, where the feed of the chick was reduced from 10 bags to 2 bags per day.	5. Observe the behaviour of five student sharing a small seat 6. Write an essay on the effect of reducing the feed supplied to a poultry from 10 to 2 bags a day	perforated box 6. Charts showing agents/means of dispersal 7. What is the relationship between competition and succession of species 8. What are the consequences of food shortage on plants and animal population	5. List the factors that affects a population 6. What is the relationship between competition and succession of species 7. What are the measure taken by organism in nature to avoid over crowding 8. What are the consequences of food shortage on plant and animal population?

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
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10	Balance in nature	Students should be able to: 1. recognize population as an integral part of the community 2. explain that different population of organisms that make up a community 3. list factors that may affect changes in population 4. explain the term dynamic equilibrium as related to different population in a climax community. 5. recognize the approximately constant number of individuals in a population despite fluctuations 6. list some family planning methods in human community	1. Factors affecting a population i. A biotic factors - Light - Space - Heat - Water etc. ii. Biotic factors e.g. competition intra and inter specific competition) mortality parasite and predator etc. 2. Dynamic equilibrium in nature and factors that maintain it. 3. Density independent factors like availability of food. 4. Density dependent factors e.g. Natural disaster - 3 family planning	1. Map out an area, lawn within the school compound for study 2. Plants seedling to show inter specific competition 3. Discusses the process by which omnivores maintain constant population by density dependent and density independent factors 4. Displays a chart showing family planning methods 5. Displays chart showing family planning methods for students to see.	1. Note the different population of organisms that inhibit a given lawn 2. Record observations over time Two weeks) note the number of seedlings that survive after 2 weeks 3. General discussion on natural disasters e.g. flood, Tsunami earthquakes etc. 4. Observe the hearts and discuss family planning methods	1. A lawn around the school premises for study by students 2. Seedling of maize planted in a small container e.g. empty tin of Milo, evaporated milk ii. seedling of cowpea planted in a container - Charts showing family planning methods and models from family planning units of any close by hospital	Students to: 1. name three different population on the lawn that make up that community of organism 2. explain the terms i. inter-specific competition ii. intra-specific competition 3. are natural disasters avoidable? 4. what are the effects of disasters on population of organism in an affected area? Is it good for couples to plan family?
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12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
1	Reproductive system and reproduction in humans	Students should be able to: 1. identify the various parts of the male and female reproductive system in man 2. draw, label and describe the structure of the male and female reproductive organ in man 3. state the various parts of the male and female reproductive system in man 4. compare the structures	1. The reproductive system in male and female (Humans). i. Functions of its various parts. ii. Description of the various parts of both male and female reproductive system.	1. Shows charts of male and female reproductive system. 2. Shows charts of male and female gamete (sperm and ovum). 3. Show chart of fusion (i.e. sperm cell and an egg or an ovum).	The students should be able to: 1. Identify the different reproductive organs in the system 2. Compare the male reproductive system with the female reproductive system in man.	1. Well labeled charts of a male and female reproductive system. 2. Charts of a well labeled male and female gamete	Student to: 1. state the differences between the male and female reproductive system. 2. draw and label the i. male reproductive system ii. female reproductive system.
2	Female and male gametes in man	Students should be able to: 1. explain the processes of fertilization in man 2. state the name of the male and female gametes ovum and sperm 3. draw and label the structure of the male and female gametes 4. describe the structure off the ovum and sperm 5. list the condition necessary for survival.	1. Define fertilization describe the process of fertilization in man i. the structure of the male sperm cell-spermatozoa ii. The structure of an ovum (female egg cell). Fertilization: i. Fusion of gamete ii. Implantation iii. Development of embryo: - selective exchange between mother and child. - removal of excretory product from foetus iv. Survival conditions like food, oxygen, amniotic fluid, placenta umbilical cord.	1. Shows photograph or charts of a diagram of the male and female gametes. 2. Egg or ovum and sperm. 3. Shows photograph or chart of a developing foetus. 4. Show diagram of a developing foetus distinguishing. 5. Placenta umblica cord etc.	Compare the gametes. - Note features of the male and female gametes. - Observe and identify the different condition that aid survival of the foetus.	Chart of ovum and sperm - charts and photographs showing the developing foetus, its surrounding amniotic fluid, placenta and attachment to the mothers uterus	2. State what is common to both gametes 3. State 2. functions of the umblica cord to the foetus 4. Draw and label.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
3.	Development of new seeds	Students should be able to: 1. define fertilization. 2. draw and label the male and female reproductive part involved in fertilization. 3. describe the process of pollen development 4. Locate the position off embryo within the seed content.	1. Progress of development of zygote in the flowering plant i. Pistil ii. Stem iii. Germ plasma iv. Fertilization 2. Germination of seeds i. Types of germination ii. Conditions necessary for germination.	1. Provides students with dissected flowers to show the part involved in fertilization. 2. Demonstrates experiment to grow pollen. 3. Displays charts showing the growth and movement of pollen. 4. Displays slides showing the various stages of embryo development of flowing plants. 5. Guides students to soak seed in water and plant some in milk tins, to observe types of germination and conditions necessary for germination.	Observe dissected flowers showing the parts, noting the male and female parts, the dissected flower showing the part, noting the male and female part. 2. Observe the slides and charts showing the growth of pollen and the stages of embryo development. 3. Soak seeds in water for different number of days and observe with hand lens 4. Plant seed in different containers and uproot to observe on different days 5. Place the planted seedlings under different conditions to identify the conditions necessary for germination	1. Prepared slides at pollen growth 2. Charts on seed development 3. Empty milk tins 4. Beakers with water 5. Assorted seeds beans, maize etc. 6. Sound for growing seeds 7. Hand lens 8. Whiteboard	Students to: 1. define fertilization 2. discuss the role played by pistil and stamen in fertilization 3. state 2 types of germination 4. list 4 main conditions necessary for germination

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
4.	Fruits	Students should be able to: 1. distinguish between fruits and feeds 2. state various types of fruits 3. classify fruits 4. state the ways fruits are dispersed. 5. describe the features that adapt fruits to their modes of dispersal.	1. Structure of fruits 2. Types of fruits 3. Dispersal of fruits and seeds 4. Agents of dispersal	1. Bring various kinds of fruits to the class – mango, orange, guava, apple etc. 2. Work with the students to sort and classify the fruits. 3. Guides students to link physical features of fruits with their mode of dispersal.	1. Bring various kinds of fruits to the class based on the teacher’s instruction. 2. Sort the fruit with the help of the teacher supervision into various types 3. Sort out fruits into their modes of dispersal.	1. Fruits of different kinds 2. Charts/diagram of fruits of various types 3. Charts showing agents of fruit dispersal	Students to: 1. state the main distinguishing features between a seed and a fruit 2. using various categories to classify fruits into various types. 3. name any three fruits and their physical feature to describe their mode of dispersal
5.	Reproductive behaviours	Students should be able to: 1. state the different types of courtship behaviours in different animals 2. explain the terms i. Courtship ii. Territoriality iii. Display iv. Pairing 3. courtship behaviour in i. Fishes e.g Tilapia ii. In amphibian e. g Toad iii. Territoriality in animals - In reptiles e.g. lizard iv. IN birds e.g. domestic fowl 4. Seasonal migration	Courtship behaviours in animals - Birds - Reptile - Lizard etc. - Courtship behaviour e.g 1. Paring 2. Territoriality 3. Display of colour and body parts 4. Seasonal migration.	1. Show students pictures of colourful birds and Agama Lizard 2. Takes students to where lizard bask to note the courtship behaviour	Observe and discuss animals e.g. Lizard cock turkey exhibiting courtship behaviour in their natural habitat	Pictures of birds, life animals such as peacock, Agama lizard in their natural habitat	Students should be able to: 1. State three courtship behaviour in animals. 2. Describe the courtship behaviours in animals exhibited by a name male animals.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
6.	Biology of heredity (genetics)	Students should be able to: 1. identify the dominant recessive characteristics 2. infer the dominant characters - mask the contribution of the recessive character for the first generation 3. recognize that the dominant character becomes manifest in more individual members of a population than the recessive characters. 4. identify the chromosomes in permanently prepared slides of cells 5. note that chromosomes carry genes which are responsible for inherited characters 6a. explain the advantage or disadvantages of: - cross fertilization - sexual reproduction and asexual reproduction - out and inbreeding 6b. relate the application of the above to practices in agriculture and medicine	1. Transmissive and expression of characters in organisms i. Hereditary vacation ii. Characters that can be transmitted and how they are transmitted iii. How character manifest from generation to generation 2. Chromosomes - The basis heredity i. Location of chromosome ii. Structure iii. Role and processes of transmission of hereditary characters from parents to offspring 3. Probability in genetics 4. Application of the principles of heredity i. In agriculture - Improved varieties - Disease resistant varieties ii. In medicine - For couples in relation to the sickle cell gene 5. Explain the terms - Cross fertilization - Self fertilization - Out and in breeding using men dehan crosses	1. Discusses with students Mendel's experiment with red and white flowered peas 2. Uses a projector to show a slide of chromosome - Charts can also be used to show chromosome 3. Show students the local varieties of cassava (a biennial) crop and the improved cassava (an annual crops) 4. Ask student to do some crosses e.g. AA x SS (Sickle cell gene) 5. Show student a chart depicting product of cross fertilization and self fertilization.	1. Experiment on cross breeding using drosophila and maize 2. Compare your result that is the ratio they obtained) with that of Mendel 3. Observe permanent prepared slide of root tips of onion or lily showing mitosis 4. Observe prepared slide of testes of locust or grasshopper 5. Discuss the advantages of the improved variety of cassava over the local 6. Carry out the mendelian cross to explain off-spring genotype	1. Local varieties of cassava (a biennial crop). 2. Improved variety of cassava an annual). 3. Charts to show different crosses between genotypes e.g AA x AA. 4. Prepared slides of root tips of onions, testes of grasshopper. i. charts showing crossing of AA x SS. ii. charts showing products of self and cross fertilization.	Students to: 1. draw a chart of TT x TT characters 2. state what recessive and dominant are 3. state what chromosome are 4. what is probability in genetics 5. which of the two (2) varieties of cassava do you think farmers will prefer and why? 6. advise someone with the "AS" genotype not to marry an "AS". Show this with a mendelian cross 7. discuss the disadvantages of self fertilization.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
7.	Variation I	Student should be able to: 1. define the term variation and evolution 2. identify the relation and evolution 3. recognize that variation could be morphological or physiological 4. state a few examples of i. Morphological variation ii. Physiological variation	Variation and evolution 1. Morphological variation (physical appearance) which can be i. Continuous e.g. Size, height, weight) ii. Discontinuous e.g. a. Colour of eye, colour of skin, coat of animal, b. Finger prints 2. Physiological variation i. Behaviour ii. Ability to role the tongue iii. Ability to taste phenythio carbamide (PTC) iv. Differences in blood groups (A,B,AB, and O)	1. Measure height and weight of students of the same age 12 years to 16 years 2. Shows photographs of maize cobs, apple and ripe pineapple 3. Asks students to roll their tongues 4. Asks students if they know their blood group	1. Record different height and weight of students in group 2. Observe and record colour patterns on plants 3. Attempt to roll the tongue 4. Name their different blood groups	1. Weighing scale (Bathroom type) for students 2. Materials and markers for measuring heights of students 3. Students are made to roll the tongue in order to appreciate that this feature is physiological i.e. not everyone can roll the tongue	Students to: 1. draw a frequency table showing the measurement made and explain the implication 2. can everyone roll the tongue 3. compare the finger prints made by students
8.	Variation II	Students should be able to: 5. List different ways that individuals vary in their behaviour and functions 6. explain the application of variation to crime detection 7. state the blood group types that can be transfused for individual with known blood group 8. deduce the possibility of children with peculiar blood group belonging to a man (father)	3. Application of variation i. Crime detection ii. Blood transfusion iii.. Determination of paternity	5. Demonstrate the making of finger prints and identify the different types of finger prints patterns made e.g. well, arches, wool, whorl, loop etc. 6. Make a table with different blood groups	5. Students make finger prints and notes the different types of finger prints	4. Stamp pad with ink for thumb printing 5. A table for blood grouping/group match and an empty space to indicate the blood that can be given to individual with particular blood group type.	Students to: Are there two students with the same prints patter? 5. Can a man with blood group AB possibly be use father of a boy whose blood group is B, given that mother's blood group is O?

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Evolution Adaptive colouraton Structural adaptations for survival	Students should be able to: 1. describe and discuss the progressive change in anatomy of organism from water to land 2. explain the terms adaptive colouration and their functions 3. state examples of structural adaptations in the following organisms that aid their survival i. Mosquitoes	1. The progressive changes in structure and anatomy of organisms using examples of features of organism from water to land 2. Structural adaptation. - Adaptive colouration and their function e.g. camouflage in chameleon, green snake in grass, bright colours of flowers to attract insects during pollination 3. Structural adaptation or obtaining	1. Shows life specimen of tad pole in the external gill stage, fish with internal gills and toad with lungs. 2. Visits to ornamental plants around the school. 3. Organizes visit to the zoo to see a peacock and peahen. 4. Provides male agama lizard to show colour.	1. Observe the progressive changes of respiratory surfaces in animals structures. 2. Take note of the destination of butterfly, colourful colours of the peacock against the dule colour of the peahen, colourful colours of the agama lizard against the dull green of female lizard.	1. Tadpoles in the external gill state, (fish and toads) 2. Butterflies and ornamental plants 3. Visit to zoo 4. Termites 5. Charts of the different castes of termites and bees 6. Pictures of boxers, weight lifters hand and leg muscles, footballers legs etc.	Students to: 1. state the importance of the association between butterflies and flowers and/or plants 2. give examples of plant that practice mimicry 3. name the two kinds of solder in the termite caste 4. why do you think Charles Darwin's theory is more popularly accepted? 5. state structural adaptation in an organism and its functions in the life of the organism.

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WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Behavioural adaptation	ii. Securing of mates in agama lizards 4. explain the term behavioural adaptation as regards the castes of i. Termite ii. Bee 5. state the law of use and discuss according to Jean Baptist de Lerner 6. state 3 important features that support the evidence of evolution 7. state other occurrences apart from natural selection that may bring about evolution.	i. Food e.g. proboscis for sucking sap in insect ii. Protection and defense e.g. tortoise in shell. iii. Mimicry colour for securing mates for regulating body temperature etc. 4. Different castes of termite and bee and the roles they play in their social life - Theories of evolution according to i. Charles Darwin ii. Baptist de Lamar, - law of use and disuse law of inheritance or acquired characteristics (related to the work of August Weidman using the experiment of mating of mice	5. Shows charts an deal termite soldiers, king queen and reproductive males and females 6. Discusses with students the reality of the law of use and disuse by referring to boxers or outlet 7. Discussing the possibility of such acquired characteristics e.g. Can a foot baler child have big and develop legs even without training 8. Show students the real specimen of amaratus Spinoza and amarathus hybridus 9. Shows photograph of evolutionary tend in the homosapian e.g. homoerretus etc. 10. Provide photograph of different embryo of vertebrate.	1. Draw the different castes of termite and bee 2. Note the efficiency and pronouncement made when a part of the body in constant use and disuse feely the possibility of such traits being transferred study plant and animal and note differences and sinulantra between them. Suggest reason for the differences. Study the similarity and differences between the Chimpanzee, Gorilla and Man. 3. Take note of the tail in man, during gestation and common gill stage at one point or the other in the life of an embryo.	Recommended textbook.	6. draw the feature that support evolution and indicate common ancestral origin of organism. 7. apart from natural selection which other forces are responsible for what other forces are responsible for evolution. 8. what other forces are responsible for evolution.
11	REVISION						
12	EXAMINATION						

CHEMISTRY
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THEME: CHEMISTRY AND INDUSTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Metals and their compounds	Students should be able to: (1) state the general characteristics of metals. (2) identify what parts of the periodic table contains metals; (3) state the relative abundance of metals in nature. (4) list five classes of compounds formed by metals (i.e. sulphates, chlorides etc.). (5) state the general principles of extraction of metals, (6) list the properties of alkali metals. (7) describe the extraction and give the uses of sodium as a typical alkali metal.	(1) Metals: -chemical characteristics -relative abundance (2) Compounds of metals. (3) Principles of extraction of metals -Electrolysis -Reduction of oxides. -Reduction of chlorides. -Reduction of sulphates (4) The alkali metals: -General properties (5) Sodium -Extraction of sodium. -Properties of sodium -Compounds of sodium. -Uses of sodium.	(1) Explains the general characteristics of metals. (2) Leads students to identify parts of the periodic table containing metals. (3) Shows on charts the relative abundance of metals in nature with emphasis on the occurrence of certain metals as minerals in Nigeria (i.e. tin iron etc.) (4) Discusses using diagrams the principles of extraction of metals with tin mining and iron and steel as examples (emphasis on Nigeria).	Perform experiments to: (1) show action of powdered charcoal on metallic oxides. (2) investigate the properties of sodium compounds.	(1) Samples of metals and their compounds (2) Periodic table of elements.	Students to: (1) list 5 characteristics of metals. (2) list the first 20 elements of the periodic table and classify them as metals, non-metals and metalloids. (3) list the properties of each class. (4) give three methods of extraction of metals.

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THEME: CHEMISTRY AND INDUSTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Metals and their Compounds II	Students should be able to: (1) list the properties of alkaline earth metals. (2) describe the extraction and give the uses of calcium as a typical alkaline earth metal. (3) describe the extraction of aluminum. (4) list five compounds of aluminum. (5) list five uses of aluminum. (6) describe the extraction of tin metal (7) state five uses of tin.	(1) The alkaline earth metals (general properties). (2) Calcium: -Extraction of calcium. -Properties -Compounds of calcium -Use of calcium (3) Aluminum: -Extraction of aluminum. -Uses of aluminum (4) Tin -Extraction of tin -Uses of tin.	(1) List and explain the general properties of alkali earth metals. (2) Discuss the extraction, properties and uses of sodium, calcium, aluminum and tin. (3) Discuss the general reaction of metals. (4) Show samples of various metal ones to students.	(1) Investigate the properties of calcium, aluminum and tin. (2) Show aluminum as a reducing agent. (3) Prepare: -Aluminum hydroxide and potassium alum -Anhydrous iron (II) Chloride. (4) Demonstrate: -Oxidation of calcium in water -Behaviour of trioxonitrates on heating.	(1) Charts of mineral one distribution in Nigerian. (2) List of mining and metal related industries in Nigeria.	Students to: discuss the extraction, properties and uses of calcium aluminum and tin.
3	Metals and their Compounds III	Students should be able to: (1) name members of the first transition series. (2) list the general characteristics and properties of transition elements. (3) describe the extraction and uses of copper.	(1) Transition metals -Properties of the first transition series only. (2) Copper: -Extraction of copper -Uses of copper	(1) Explain the general properties of transition metals: -list the first transition series and explain their -electronic configuration. -oxidation states -complex, formation (2) Extraction of copper.	Perform experiment to show: -formation of coloured complex.	Recommended texts.	Students to: (1) name members of the first transition series. (2) list the general characteristics and properties of transition elements. (3) describe the extraction and uses of copper.

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THEME: CHEMISTRY AND INDUSTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Iron	Students should be able to: (1) state the relative abundance of iron in nature. (2) state the physical and chemical properties of iron. (3) describe the process for extraction of iron from its ore. (4) state the causes of rusting in iron. (5) suggest ways of preventing rusting of iron.	(1) Extraction of iron. (2) Uses of iron (3) Rusting of iron and methods of prevention.	Performs experiment to show: - brown ring test. - rusting of iron - corrosion of iron nails. (2) Takes students to visit the iron and steel industry at Ajaokuta, Nigeria if possible.	(1) Watch teacher's demonstrations. (2) Describe and report the experiments. (3) Visit iron and steel industry in Nigeria if possible.	(1) Iron nails (2) Water (3) Paint oil grease (4) Rusted nails, keys, spoons etc.	Students to: (1) state five physical and chemical properties of iron (2) describe the process of extracting iron. (3) list the cause of rusting of iron. (4) discuss ways of preventing rusting.
5	Fats and Oils	Students should be able to: (1) identify source of fat and oils. (2) differentiate between fats and oils (3) state the physical and chemical properties of fats and oils.	(1) Sources of fats and oil. (2) Physical and chemical properties.	(1) Guides students to identify the sources of fats and oils. (2) Performs simple demonstrations to show the properties of fats and oils.	(1) Participate in class discussion. (2) Watch teacher's demonstrations. (3) Bring food substances and contains fats and oils to the class.	(1) Samples of fats and oil (2) Paper (3) Water.	Students to: (1) name substance containing fats and oil. (2) state two differences between fats and oil.

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				TEACHER	STUDENTS		
6	Fats and Oils	Students should be able to: (1) explain saponification using relevant equations. (2) test for fats. (3) state the uses of fats and oils. (4) carry out simple redox titrations (5) test for fats, oils, proteins, starch etc.	(1) Reactions of fats and oils (saponification) (2) Uses of fats and oils. (3) Tests for oxidants and resultants. (4) Identification of fats and oils, simple sugar, proteins and starch.	(1) Explains the reactions of fats and oils. (2) Takes students on visit to a local vegetable oil company. (3) Explains the uses of fats and oils. (4) Tests for oxidants in redox reactions. (5) Tests for simple sugars, fats, and oils, proteins, starch etc.	(1) Participate in the class discussion on reactions of fats. (2) Visit a local vegetable oil company. (3) Test for fats and oils in food substances. (4) Analyze substance and test for: -simple sugars, starch, fats, and oils, proteins etc.	(1) Samples of fats and oil (2) Paper (3) Water. (4) Starch fats and oils, proteins	Students to: (1) define saponification. (2) write balance equations for the reactions. (3) state the uses of fats and oils. (4) carry out simple tests to identify sugars, starch, fats, and oils, proteins etc. in given samples.
7	Soap	Students should be able to: (1) identify the materials for making soap. (2) prepare soap from local sources. (3) explain the emulsifying action of soap using relevant equations.	(1) Soap -Preparation -Structure (2) Action of soap as emulsifying agents.	(1) Demonstrates the preparation of soap. (2) Explain the cleansing action of soap and detergents. (3) Takes students on a visit to a local soap factory and guide them to identify the raw materials and process for making soap and detergents.	(1) Watch teacher's demonstrations (2) Visit local soap/detergent making factory (3) Prepare soaps from local sources.	(1) Vegetable oil. (2) Caustic soda or potash (3) Wood ash (4) Containers or reaction vessels (5) Water (6) NaCl (7) Thermometer	Students to: (1) describe soap. (2) name materials for soap making. (3) describe the cleansing action of soap and detergents.

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8	Detergents	Students should be able to: (1) define detergents (2) describe the mode of action of detergents. (3) distinguish between soap and detergents.	(1) Detergents: -preparation -mode of action of detergents. (2) Differences between soap and detergents.	Assigns students in groups to make soaps from locally available materials.	Participate in the class discussion of the uses of soaps and detergents	Recommended texts	Students to: state the differences between soap and detergents.
9	Giant Molecules -Sugars	Students should be able to: (1) mention some sources of sugar. (2) classify sugar as: -mono di and polysaccharides -reducing and non-reducing sugars. (3) give examples of the different type of sugar. (4) prepare glucose from starch and sucrose (5) test for starch and glucose using Fehling's solution (6) state the uses of starch and sugars.	Sugars: (1) Sources (2) Classification as: (a) monosaccharide -disaccharides -polysaccharides (b) as reducing and non-reducing sugars. (3) Hydrolysis of sucrose and starch (4) Test for starch and sugars (5) Use of starch and glucose.	(1) Identifies sources of sugar and starch (2) Classify sugars as mono, di and polysaccharides -Differentiate between reducing and non-reducing sugars. -State the uses of sugar and starch (3) Performs simple experiments to demonstrate the hydrolysis of starch and sucrose to produce glucose. (4) Guides students to test for sugars and starch (5) Takes students on a visit to a local sugar factory.	(1) Classify sugars as mono di, and polysaccharides. (2) Identify reducing and non-reducing sugars. (3) Watch teacher's demonstration and prepare glucose by hydrolysis of sucrose and starch. (4) Visit a sugar factory and observe the raw materials and the process for producing sugar as well as by-products of sugar.	(1) Samples of glucose (2) Starch (3) Sugar cane (4) Dilute acids (5) Source of heat (6) Beaker (7) Iodine (8) Fehling's solution (9) Benedicts solution (10) Conc. H ₂ SO ₄	Students to: (1) list some local source of sugar and starch. (2) give examples of simple sugars (3) group sugars as mono di, and polysaccharides. (4) differentiate between reducing and non-reducing sugars. (5) state the uses of sugar -food -alcoholic beverages -pharmaceuticals etc.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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10	Proteins	Students should be able to: (1) list sources of protein. (2) give example of proteins. (3) identify amino acids as the building blocks of proteins. (4) state the physical and chemical properties of proteins. (5) carry out confirmatory test for proteins. (6) state the uses of proteins.	(1) Proteins: -sources (2) Structure and properties. (3) Test for proteins (4) Uses of proteins.	(1) Guides students to: -lists sources of proteins -gives examples of protein -states the uses of proteins. (2) Explains the structure of proteins to students. (3) Performs simple experiments to: -illustrate the chemical and physical properties of proteins -test for proteins.	(1) Participate in class discussion. (2) Watch teacher's demonstrations. (3) Test for proteins in given substances.	(1) Sample of food containing protein (2) Test reagents: -Millions reagent -HNO ₃ (3) Burette (4) Test tubes (5) Sources of heat.	Students to: (1) give example of proteins. (2) describe the structure of proteins. (3) identify amino acids as the building blocks of proteins. (4) list the physical and chemical properties of proteins. (5) state the uses of proteins.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

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THEME: CHEMISTRY AND INDUSTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Petroleum or Crude Oil I	Students should be able to: (1) explain the origin and state the composition of crude oil. (2) Discuss the exploration of and drilling for crude oil in Nigeria.	(1) Origin and composition of petroleum (crude oil). (2) Nigerian and world crude oil reserves. (3) Exploration and drilling of crude.	(1) Guides students in the discussion of origin and composition of crude oil.	(1) Participates in class discussion.	Picture on exploration of oil.	Students to: (1) List composition of crude oil.
2	Petroleum or Crude Oil II	Students should be able to: (3) explain the fractional distillation of petroleum and list the major fractions (products). (4) list the location of Nigerian refineries (5) explain the terms cracking and reforming.	(4) Fractional distillation and major products. (5) Location of Nigerian refineries (6) Cracking and reforming.	(2) Explains the fractional distillation of petroleum and gives the students the list of major fractions. (3) Guides students in identifying Nigerian refineries. (4) Explains the term cracking and reforming.	(2) Carry out experiment on the fractional distillation of a mixture of petroleum products. (Kerosene, diesel oil, etc.)	(1) Picture of any refinery in Nigeria. (2) Fractional distillation on apparatus. (3) Petroleum products e.g. -Diesel oil -Kerosene -Grease etc.	Students to: (2) state the importance of cracking and reforming.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Petroleum or Crude Oil I	Students should be able to: (6) discuss the use of petrochemicals as starting materials of organic synthesis leading to organic compounds like plastic, synthetic rubber, drags, insecticides, detergents, fibres etc. (7) explain the use of octane number in determining the quality of petrol. (8) explain the occurrence, packaging and uses of natural gases. (9) state the economic importance of petroleum.	(7) Petrochemicals as starting materials of organic synthesis (8) Quality of petrol: meaning of octane number (9) Natural gas: -occurrence -packaging as liquefied natural gas (LNG) -Uses -Economic importance of petroleum.	(5) Explains the use of petrochemical as starting materials for the synthesis of a large number of organic compounds like plastic, synthetic rubber, insecticides, detergents, fibres etc. (6) Explains the use of octane number in determining the quality of fuel. (7) Explains the occurrence, packaging and uses of natural gases. (8) Discusses knocking and anti-knocking agents (9) Discusses the economic importance of petroleum.	(3) Collects samples of the products of the petrochemical industries. (4) Defines octane number -Gives examples of anti-knocking agents. (5) List the use of natural gas (6) Visit a nearby petrochemical industry.	(4) Samples of plastics, synthetic rubber, insecticides, detergents, fibres, Dacron etc. (5) Cylinder of natural gas.	(3) discuss the impact of petrochemical industry on Nigeria economic. (4) assesses the quality of petrol from given octane number (5) state the uses of natural gas.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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THEME: CHEMICAL WORLD							
4	Quantitative and qualitative analysis	Students should be able to: (1) titrate accurately and perform relevant calculations.	Acid/base titrations (Neutralization) continued.	Carry out titrations to determine: -percentage purity -heat of neutralization -water of crystallization etc.	(1) Carry out titrations to determine: -percentage purity of substances -heat of neutralization -water of crystallization etc.	(1) Indicator extract from flowers (2) Relevant acid and base (3) Titration apparatus. (4) Bomb calorimeter.	Students to: (1) carry out titrations and calculate -percentage purity -water of crystallization etc.
5	Quantitative and qualitative analysis	Students should be able to: (2) analyze different salts for anions and cations (3) carry out simple tests for common gases (oxygen, hydrogen, CO ₂ , NH ₃ etc.)	(2) Identification of ions (Fe ²⁺ , NH ₄ ⁺ , Fe ³⁺ , Cu ²⁺ , Pb ²⁺ etc.) -Chlorides, nitrates sulphates, sulphide bicarbonates, carbonates, sulphite etc. (3) Test for hydrogen oxygen, NH ₃ , HCl, NO ₂ , CO, Cl ₂ , (bleaching action.	Guides students to: -identifies ion (cations and anions).	(2) Analyze substances and test for: -cations and anions (e.g. Fe ²⁺ , Cu ²⁺ , NH ₄ ⁺ , SO ₄ ²⁻ , SO ₃ ²⁻ etc.	(5) Relevant salts (6) Test tubes (7) Water (8) Beakers.	Students to: (2) Identify unknown cations and anions.

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THEME: CHEMISTRY AND INDUSTRY							
6	Ethical, legal and social issues	Students should be able to: (1) state the adverse effects of chemical waste on the environment. (2) list some industrial pollutants of the environment.	(1) Chemical wastes (2) Industrial wastes	(1) Guides students to discuss about the adverse effects of chemical waste on the environment. (2) Sensitizes the students about the hazards of working in chemical industries. (3) Takes students on a visit to chemical industries.	(1) Name some chemical industries in Nigeria. (2) Suggest possible chemical waste in their environment. (3) Visit chemical industries.	(1) Chart -itemizing the names of chemical industries in Nigeria	Students to: (1) name some chemical industries in Nigeria. (2) list the adverse effect of chemical wastes on the environment.
7	Ethical, legal and social issues	Students should be able to: (3) state ways of preventing chemical degradation. (4) identify the role of governments in preventing and fighting chemical degradation.	(3) Roles of governments in preventing chemical degradation: -legislation -setting of minimum standards -enforcement of standards and legislation.	(4) Guides students to discuss: -ways of preventing chemical degradation. -the role of government in preventing chemical degradation.	(4) Participates in class discussion (5) Project Environmental impact assessment of a local chemical industry.	(2) Relevant legislation. (3) A local chemical industry.	Students to: (3) carry out the project and: -identify the impact of a local chemical industry on the environment.
8	REVISION OF TEAMS WORK						
9	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	Energy and Society	Students should be able to: (1) identify the sources of energy. (2) distinguish between renewable and non-renewable sources of energy. (3) identify various ways energy is used. (4) explain the importance of energy in the development of society. (5) explain the effect/impact of energy use on the environment. (6) identify energy sources that are environmentally friendly and those that are hazardous to the environment.	(1) Source of energy (2) Renewable and non-renewable energy (3) Uses of energy and development. (4) Energy and diversification and conversion (5) Energy diversification and conversion (6) Environmental impact of energy use: Global warming and green house effect, oil spillage (7) Energy crisis.	(1) Leads discussion on the use of energy. (2) How energy affects the development of a society. (3) The effects of energy use on the environment. (4) Energy crisis in Nigeria. (5) Shows film on energy uses. (6) Invites an expert to give a talk on energy and society	(1) To identify energy source in his environment (2) To mention the various uses of energy within the immediate environment. (3) To identify energy use within the immediate environment, its harmful to the environment. (4) To suggest ways of safe energy use.	(a) Coal, crude oil wood, solar panel (b) Charts showing sources of energy and methods of energy utilization and conversion	Students to: (1) itemize the sources of energy (2) distinguish between renewable and non-renewable energy. (3) mention impacts of energy on the environment.
2	Conversion of Energy	Students should be able to: (1) identify forms of energy and state how these forms of energy can be converted from one form to another. (2) use simple devices to convert one form of energy to another.	(1) Conversion of: Mechanical energy to electrical, heat sound energies etc. Electrical energy to heat, mechanical to light energies etc. (2) Radiation energy to electrical, heat energies (3) Chemical energy to electrical, mechanical energies (vice versa) etc.	Demonstrates energy conversion using bicycle dynamo, cells or batteries, solar panels etc.	(1) Convert mechanical energy to heat by rubbing hands against one another. (2) Convert chemical energy to electrical energy by using cells. (3) Convert radiation energy into heat by placing a black metallic surface under the sun.	(1) Cell/Batteries bicycle, dynamo, solar panels electric torch.	Students to: (1) mention the different forms of energy. (2) mention devices that are used to convert energy from one from to another.

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3	Properties of Waves	Students should be able to: (1) state and explain four properties of waves. (2) demonstrate interference of waves. (3) demonstrate polarization of light waves (4) demonstrate diffraction of waves	(1) Interference of wave light and sound. (2) Diffraction of wave: sound and light (3) Polarization of light application in polar aid only	(1) Sets up the ripple tank for students to observe wave pattern. (2) Demonstrates interference of two circular water waves from the ripple tank. (3) Demonstrates diffraction pattern with circular wave (4) Demonstrates to students the use of candle flame to show interference of light. (5) Shows picture/chart of interference and diffraction patterns.	(1) Observe interference of two circular water waves from the ripple tank (2) Observe diffraction patterns with circular waves.		

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 3: WAVE MOTION WITHOUT MATERIAL TRANSFER							
4	Electromagnetic waves	Students should be able to: (1) distinguish between electromagnetic waves and mechanical waves (2) list the six radiation in the electromagnetic spectrum in order of increasing wavelength and increasing frequency (3) state some uses of electromagnetic waves (4) apply the formula $V = f\lambda$ to solve simple problems relating to E.M. waves	(1) Electromagnetic spectrum	(1) Shows picture/chart of electromagnetic spectrum. (2) Leads discussion on different types of radiation in the electromagnetic spectrum. (3) Shows the position of the visible spectrum in the electromagnetic spectrum.	(1) Discuss different types of radiation in the electromagnetic spectrum. (2) Identify the position of the visible spectrum in the electromagnetic spectrum.	(1) Spectrum chart (2) Slinky (3) Oscilloscope	Students to: (1) differentiate between electromagnetic and mechanical waves. (2) list the radiations in the electromagnetic spectrum in order of increasing frequency and wavelength. (3) use the formula $V = f\lambda$ to solve simple problems.
THEME 4: FIELDS AT REST AND IN MOTION							
5	Gravitational Field	Students should be able to: (1) calculate the gravitational force between two masses. (2) calculate the gravitational force between two planets. (3) explain the meaning of 'G' and show that 'g' is the force per unit mass on the earth's surface.	(1) Gravitational force between two masses (Newton's law of universal gravitation). (2) 'G' as a universal constant. (3) Solar system (4) Kepler's laws (5) Natural and artificial satellites. (6) Escape velocity.	(1) Explains the movement of planets in the solar system using a chart. (2) Shows films on the launching of satellites.	(1) Calculate the gravitational force between (a) Two protons (b) A proton and an electron. (c) Two planets (2) Calculate the force per unit mass on the earth's surface.	(1) Pendulum bob, string, stop watch, metre rule, split cork, stand and clamp (2) Charts, film	Students to: (1) explain the difference between 'G' and 'g'. (2) solve simple problems on gravitational force between any given two masses.

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6	Gravitational Field I	Students should be able to: (1) identify all the components parts of simple cell and accumulator. (2) solve problems involving series and parallel connections of resistors and cells. (3) convert galvanometer to an ammeter and to ammeter. (4) state the factors on which the resistance of a uniform wire depends. (5) states and demonstrate the condition for a balanced Wheatstone bridge circuit and deduce the condition for a balance metre bridge circuit.	(1) Production of continuum charges: Primary and secondary cells. (2) Electric circuit series and parallel arrangement of cells and resistors. (3) Shunt and multiplier (4) Resistivity and conductivity (5) Principles of potentiometer: meter bridge -Wheatstone bridge. (6) Measurement of: -Electric current -Potential difference -Resistance and Emf. of a cell (7) Electrical conduction through liquids and gases -Electrolytes and non-electrolytes.	(1) Demonstrates the use of: -potentiometer -meter bridge -wheat stone bridge (2) Leads discussion on dynamics of charged particles in electrolytes. (3) Leads discussion on how the reduction in pressure of a gas in a suitable container leads to electrical conduction. (4) Leads discussion on how the reduction in pressure of a gas in a suitable container is applied in the fluorescent tube and cathode ray oscilloscope.	(1) Arrange cells in series and parallel and determine the resultant Emf. (2) Determine equivalent resistance for resistors in series and in parallel. (3) Convert a galvanometer to: -An ammeter -A voltmeter (4) Measure the resistance of a wire by the following methods - Ammeter, -Voltmeter -Meter bridge (Wheatstone bridge) (5) Determine the temperature coefficient of resistance for a suitable wire. (6) Use a potentiometer wire to: -Measure Emf -Compare the values of two Emf.	(1) Copper/cordon plates (2) Iron plate (3) Suitable electrolytes (4) Connecting wires (5) Central-zero galvanometer (6) Standard resistors (7) Resistance wires (8) Wheatstone bridge or meter bridge.	Students to: (1) connect simple circuit. (2) read meters (3) solve simple circuit problems. (4) list conductions under which liquids and gases conduct electricity and set up a simple voltmeter circuit.

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7	Gravitational Field II	<p>(6) explain the basic principle of the potentiometer circuit.</p> <p>(7) explain the conditions under which liquids and gasses conduct electricity</p> <p>Explain the behaviour of charges or charge carriers in liquids and gases in the electric field.</p> <p>(9) describe an application each on electrical conduction through liquids and gases.</p> <p>(10) calculate the electric force between two charges.</p> <p>(11) explain electric field intensity and electric potential.</p> <p>(12) explain the term capacitance.</p> <p>(13) calculate the equivalent capacitance for series and parallel arrangements of capacitor</p> <p>(14) determine the energy stored in a capacitor.</p>	<p>- Conduction of charged electrolytes: Voltmeter, electroplating, Hot cathode emission</p> <p>(8) Faraday's law of electrolysis</p> <p>(9) Electric force between point charges (Coulomb's law)</p> <p>(10) concept of: -Electric field -Electric field intensity; electric potential</p> <p>(11) Capacitance: -definition -arrangement of capacitors -energy stored in a charged capacitor.</p>	<p>(1) Demonstrates the use of: -potentiometer -meter bridge</p> <p>-wheat stone bridge</p> <p>(2) Leads discussion on dynamics of charged particles in electrolytes.</p> <p>(3) Leads discussion on how the reduction in pressure of a gas in a suitable container leads to electrical conduction.</p> <p>(4) Leads discussion on how the reduction in pressure of a gas in a suitable container is applied in the fluorescent tube and cathode ray oscilloscope.</p>	<p>(7) Set up a potentiometer circuit and calibrate it</p> <p>(8) Identify solutions that conduct electricity and those that do not.</p> <p>(9) Determine the current in electrolysis</p> <p>(10) Calculate the electric force between two point charges in free space. Compare this force with gravitational force between two protons</p> <p>(11) Calculate the electric field intensity and electric potential of simple systems.</p> <p>(12) Determine the equivalent capacitance for: -series; parallel arrangements of capacitors.</p> <p>(13) Calculate the energy stored in a charged capacitor for given values of V, Q and C.</p>	<p>(1) Potentiometer</p> <p>(2) Cells/accumulate</p> <p>(3) Electrolysis apparatus</p> <p>(4) Discharge tube, oscilloscope</p> <p>(5) Plug keys capacitors.</p>	<p>Students to:</p> <p>(1) apply faraday's law in solving simple problems in electrolysis</p> <p>(2) students should do: simple calculations on electric force, electric field intensity, electric potential, capacitance and energy stored in capacitors and applications of principles</p>

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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8	Magnetic fields	<p>Students should be able to:</p> <p>(1) plot the magnetic field around -a bar magnet - a straight conductor carrying current -a solenoid.</p> <p>(2) make a magnet from a soft iron bar</p> <p>(3) make an electromagnet</p> <p>(4) describe the working principles of an electric bell and a telephone ear piece.</p> <p>(5) locate the earth's magnetic north-south direction.</p> <p>(6) explain the magnetic force on a moving charge</p> <p>(7) state the relation between magnetic force and the motion of a charge in a magnetic field.</p>	<p>(1) Concept of magnetic field</p> <p>(2) Magnetic field around - A bar magnet - A straight conductor carrying current - A solenoid</p> <p>(3) Magnets: Temporary and permanent -Making magnets</p> <p>(4) Application of electro-magnetic field.</p> <p>(5) Earth's magnetic field: Description and use mariner's compass</p> <p>(6) Magnetic force on a moving charge</p>	<p>(1) Demonstrates how to distinguish between magnetic and non-magnetic materials.</p> <p>(2) Leads discussion on the formula $F = qv \times B$ as an example of a vector product.</p>	<p>(1) Investigate the field around a conductor by using the compass needle and iron fillings</p> <p>(2) Plot the magnetic field of a bar magnet.</p> <p>(3) Make magnets by contact and electrical methods</p> <p>(4) Suspend a bar magnet horizontally and locate the earth's N-S direction</p> <p>(5) Solve simple problems involving motion of charged particle in a magnetic field.</p>	<p>(1) Compass needle</p> <p>(2) Iron fillings</p> <p>(3) Bar magnet</p> <p>(4) DC sources</p> <p>(5) Soft iron.</p>	<p>Students to:</p> <p>(1) explain the concept of magnetic field.</p> <p>(2) solve simple problems involving the force on a moving charge in a magnetic field.</p> <p>(3) plot lines force of: -permanent magnet -current carrying conductor.</p>

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9	Electro-magnetic Field I	Students should be able to: (1) identify the directions of current, magnetic field. (2) explain the action of a loop wire carrying current in a magnetic field. (3) explain the basic working principle of galvanometer and the electric motor (4) state and explain faraday's law of electromagnetic induction (5) state and explain the implications of Lenz's law.	(1) Concept of electro-magnetic field -Interaction between magnetic field and currents in -A current carrying wire in a magnetic field (2) A current carrying solenoid in a magnetic field (3) Applications of electromagnetic field -Electric motor -Moving coil galvanometer -Induction coil.	(1) Shows the relationship between the directions of the magnetic field, current and force by using a current carrying wire in a magnetic field using Fleming's left hand rule. (2) Shows effects of passing current through two conductors -Parallel in the same direction -Parallel in the opposite directions, -Perpendicular to each other. -At an angle to each other such that $0^\circ < \theta < 90^\circ$	(1) Investigate the effect of passing current through a solenoid in a magnetic field. (2) Investigate the effect of rotating wire in magnetic field. (3) Investigate the effect of moving a magnet in a solenoid or coil carrying current near a solenoid.	(1) Solenoid, Bar magnet, soft iron (2) DC source, Galvanometer, plug key. (3) Connecting wires (4) Induction (5) Model transformer	Students to: (1) explain application of faraday's law and Lenz's law and the conservation principle involved in the law. (2) list and explain the implications of Lenz's law. (3) students to explain the working principle of the electric motor.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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10	Electro-magnetic Field II	(6) explain how the conservation principle is involved in both laws with regard to: charge energy (7) explain the principle underlying the production of direct and alternating current. (8) state the use of induction coils and transformers. (9) explain why the cores of the induction coil and its transformers are laminated.	(4) Electromagnetic induction: -Faraday's law -Lenz's law -Motor-generator effect (5) Eddy currents	(3) Demonstrates the effect of switching the current on and off in a solenoid which is connected to another solenoid to which a galvanometer is connected. (4) Demonstrates the motor effect. (5) Demonstrates the principles of induction coil (6) Demonstrates the principles of the transformer. (7) Shows an Eddy current by rotating suspended coil in a magnetic field and a laminated core in a magnetic field.			
11	REVISION						
12	EXAMINATIONS						

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SUB-THEME 4: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Simple A. C. Circuit	Students should be able to: (1) explain the peak and r.m.s. values of current and p.d. (2) establish the phase relationship between current and p.d in an a.c. circuit. (3) explain reactance and impedance (4) determine current in circuits containing -resistance and capacitance -resistance, inductance and capacitance (5) determine power in an a.c. circuit.	(1) Alternating current circuits: -Nomenclature, in a.c. air units -Peak and r.m.s. values. - Series circuits containing resistance, inductance and capacitance. -Reactance and impedance (2) Power in an a.c. circuit.	Uses vector to show the directions of resistance, inductance and capacitance in an a.c. circuit	Calculate current in a simple a.c. circuit	(1) Capacitors (2) Inductors (3) Resistors (4) Voltmeter (0-500v) Connecting wires, A.C. source, break and make switch.	Students to: simple problems on peak value, r.m.s. value, resistance, inductance, reactance and impedance.
THEME 5: ENERGY QUANTIZATION AND DUALITY OF MATTER							
2	Models of the Atoms	Students should be able to: (1) state and discuss what chemical evidence for the existence of atom. (2) state and discuss what experimental evidence for believing that matter is electrical in nature (3) describe Bohr Rutherford models of atom (4) explain nucleon no and their relationship	(1) Concept of the atom. (2) The various models of the atom. -Thomson, Rutherford, Bohr and election cloud models (3) Limitations of the physical models.	(1) Leads discussion on the historical events that led to the modern concept of the atom (2) Leads discussion on the scattering experiment and its analogue.	(1) Use Bohr model of the atom to explain structure of the atom. (2) Discuss on the scattering experiment and its analogue	(1) Charts of atomic models (2) Models of the atom.	Students to: (1) explain the modern concept of the atom. (2) students to solve problems involving nucleon numbers, proton and number of atoms.

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SUB-THEME 4: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Nucleus	students should be able to: (1) identify the radiation from radioactive substances using their characteristics. (2) solve simple problems involving half life of radioactive substances. (3) state some uses of radioactive substances (4) use the concept of nuclear fission and fusion for the development of nuclear energy programme for Nigeria.	(1) Radioactivity natural and artificial: -Isotopes -Reductive element -Radioactive emission -Half-life and decay constant (2) Nuclear reaction -Fission -Fusion -Nuclear energy -Nuclear power and atomic bomb (3) Nigeria's nuclear energy programme.	(1) Leads discussion on random events and probability of decaying atoms (2) Gives work examples on radioactive decay (3) Leads discussion on nuclear fission and fusion. (4) Leads discussion on the applications of radioactivity in medicine, agricultural science, industry etc. (5) Leads discussion on the development of nuclear programme in Nigeria.	(1) Use half-life analogue and plot a decay curve (2) Solve simple problems on radioactive decay (3) Discussion on nuclear fission and fusion. (4) Discuss on the application of radioactivity in medicine, agriculture etc. (5) Discuss on the development of nuclear energy programme for Nigeria	(1) Charts and films (2) Invite an expert to give a talk on nuclear energy and its applications.	Students to: (1) distinguish between natural and artificial radioactivity (2) solve problems involving half-life and decay constant of radioactive substances (3) explain atomic energy, nuclear energy, fission, fusion and their principles.
4	Energy quantization	Students should be able to: (1) explain the concept of energy quantization (2) use the photon concept to explain the effect of electrons in the photoelectric effect. (3) describe x-ray production and state its characteristics, properties and uses.	(1) Energy levels in atom -Ground state -Excited state -Emission of light-energy on return to ground state (2) Photo-electric effect (3) Einstein photo-electric equation and its explanation (4) X-ray -Production - Characteristics and -Properties and uses.	(1) Gives worked examples involving threshold frequency work function and Planck's constant. (2) Leads students to an x-ray centre and observe the operation of the x-ray equipment.	(1) Solve examples involving threshold frequency, work function and Planck's constant. (2) Discuss the operation of an x-ray tube.	(1) X-ray films (2) Pictures and charts of x-ray machines.	Students to: (1) explain the concept of threshold frequency, work function and their relationship with maximum kinetic energy. (2) solve simple problems involving these concepts.

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SUB-THEME 4: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Energy quantization and duality of mater.	Students should be able to: identify phenomena which are only satisfactorily explained by assuming that matter behaves like: -waves and -particles	Wave-particle duality.	(3) Leads discussion using simple illustration theories of the nature of light, particle theory and wave theory.	(3) Discuss on the theories of the nature of light, particle theory and wave theory.	Charts and pictures.	Students to: explain the behaviour of matter -as a wave -as a particle depending on the circumstances.
6	Battery electro-plating and application of electro-magnetic field.	Students should be able to: (1) construct a battery. (2) electroplate a suitable electrode. (3) construct and use. -galvanometer -electric motor -generators.	- Battery - Electroplating - Galvanometer - Electric motor - Generators.	(1) Provides suitable electrolyte for use in the construction of a battery of at least 3 cells. (2) Assists students to construct battery and use it to light a bulb. (3) Provides suitable electrolyte for use in electroplating a suitable electrode. (4) Shows film/chart of battery and its parts. (5) Leads discussion on the application of electroplating in industries. (6) Visits an appropriate industry to see electroplating in process. (7) Shows film of galvanometer, electric motor, generator and their various parts. (8) Arranges a visit to an electrician work shop for display of various parts under repair. (9) Leads discussion on the construction of these devices.	(1) Construct a battery of at least 3 cells and use it to light a bulb. (2) Prepare a suitable electrolyte and use it to electroplate a suitable electrode. (3) Discuss the application of electroplating in industries. -Construct a galvanometer and use it. (4) Construct an electric motor (5) Construct D.C and A.C. generators.	Components of cells: (1) Different metal plates. (2) Suitable electrolyte (3) Suitable electrolyte -Electrodes, D.C. (4) Connecting wires, key, Rheostat. (5) Ammeter. (6) Horse shoe magnet (7) D.C. source, soft-iron core. (8) Hair spring. (9) Pointer. (10) Cardboard, model transformer. (11) Connecting wires and key, poles, araldite.	Students to: (1) construct a battery of at least three cells and measure the e.m.f. (2) electroplate a metal spoon and use it. (3) galvanometer (4) d.c. motor (5) a.c. motor (6) dc/ac generator and use them (7) explain their functions.

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SUB-THEME 4: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Transmission Systems Users of machines Repairs and maintenance of machines	Students should be able to: (1) construct simple transmission system. (2) explain why it is preferred to have a high p.d. instead of high current transmission over a long distance. (3) state the need for the use of machines (4) state instances where machines are used. (5) state the need to identify faults in machines and repair them. (6) state the need for regular maintenance of machines (7) identify and follow a maintenance schedule for a machine.	(1) Transformer (2) Need for use of machines in doing work -Easier -Quicker and more conveniently (3) Instances of use of machines: At home, in offices, in industries, in agriculture, in transportation (4)Need for a repairs of machines (5) Need for regular maintenance of machines. (6) Maintenance schedule of machines.	(1) Shows film/chart of a transformer and its parts (2) Invites an expert to give a talk on electrical transmission from energy generating plant to the consumers in the street. (3) Leads discussion on the need for the use of machines. (4) Leads discussion on various instances for the use of machines. (5) Leads discussion on the need for identification of faults in machine and their early repairs. (6) Leads discussion on regular maintenance of machines. (7) Shows picture/chart, on faulty machines and consequence of poorly maintained machines.	(1) Construct a model transmission system using a transformer. (2) Discuss the need for and instances where we use machines. (3) Discuss the need for early repairs of identified faults in machines (4) Discuss regular maintenance of machines. (5) Watch pictures/film on faulty machines and consequences of poorly maintained machines.	(1) Chart showing different types of simple and complex machines. (2) Chart/pictures of abandoned faulty machines. (3) Film on consequences of poorly maintained machines.	Students to: (1) construct a model of a transmission system. (2) explain how electrical energy is transmitted from generating plant to the street users. (3) students to list the uses and instances for the use of machines. (4) state need for repairs of machines (5) state need for regular maintenance of machine. (6) identify and follow maintenance schedules for machines.

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SUB-THEME 4: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Dams and energy Rockets and satellites	Students should be able to: (1) identify dams for producing electricity in Nigeria. (2) describe how electricity is produced from a dam (3) identify the component parts of rockets and satellites; (4) describe the functions of rockets and satellites. (5) state the uses of rockets and satellites.	(1) Location of dams for producing electricity in Nigeria (2) Principle of production of electricity from dams. (3) Component parts of rockets and satellites. (4) Function of rockets and satellites. (5) Uses of rockets and satellites.	(1) Shows film/picture/chart of dams in Nigeria (2) Leads discussion on how electricity is produced from a dam. (3) Shows pictures/chart of rockets and satellites indicating their component parts. (4) Leads discussion on the functions of rockets and satellites (5) Invites an expert to give a talk on rockets, satellites and their uses to man.	(1) Watch film/chart/picture of dams in Nigeria. (2) Discuss how electricity is produced from a dam. (3) Examine picture/charts of rockets and satellites to identify their component parts. (4) Discuss the functions of rockets and satellites s (5) Discuss the uses of rockets and satellites.	(1) Film /picture/chart of dams in Nigeria. (2) Pictures /chart/film of rockets and satellites.	Students to: (1) list dams in Nigeria for producing electricity (2) describe how electricity in produced from a dam. (3) identify the components parts of rockets and satellites. (4) describe the function of rockets and satellites. (5) state the uses of rockets and satellites.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Niger –SAT I	(1) state the features of Niger-SAT I; (2) describe its operation (3) state its uses to Nigeria and its neighbours.	(1) Features of Niger-SAT I (2) Its operation and uses.	(1) Shows pictures/charts/films of Niger-SAT I indicting its components parts. (2) Leads discussion on its features, operation and uses. (3) Invites an expert to give talks on Niger-SAT I and its contribution to Nigeria.	(1) Examine picture/charts on Niger-SAT I (2) Read literature on Niger-SAT I and discuss features, operation and uses of Niger-SAT I (3) Examine picture/charts or film on NICOM-SAT I (4) Read literature on NICOM-SAT I and discuss the features operations and uses of NICOM-SAT I.	(1) Picture /charts/films of Niger-SAT I (2) Literature on Niger-SAT I: Newspapers cutting, (3) Information pamphlet on Niger-SAT I.	(1) list the features of Niger-SAT I (2) describe its operation. (3) list its uses.
	NICOM-SAT I	(1) state features of NICOM-SAT I (2) describe its operation (3) state its uses to Nigeria and it neighbours	(1) Features of NICOM-SAT I (2) Its operation and uses.	(1) Shows pictures/charts/film of NICOM-SAT I indicating its components parts. (2) Leads discussion on it features, operations/uses. (3) Invites an expert to give a talk on NICOM-SAT and its contribution to Nigeria.		(1) Pictures /charts/film of NICOM-SAT I (2) Literature on NICOM-SAT I (3) Newspaper cuttings. (4) Information pamphlet on NICOM-SAT I.	(1) list the features of NICOM-SAT I (2) describe its operation. (3) list its uses.
9	REVISION AND EXAMINATIONS						

FURTHER MATHEMATICS
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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Inequalities	Students should be able to: solve quadratic inequalities and inequalities in two dimensions.	Quadratic inequalities and inequalities in two dimensions.	Guides students to solve quadratic inequalities and inequalities in two dimensions.	Solve problems in quadratic inequalities and inequalities in two dimensions	Chart of problems on quadratic inequalities and inequalities in two dimensions	Students to: solve quadratic inequalities in one and two dimensions.
2 & 3	Matrices and determinant $2 \times 2, 3 \times 3$	Students should be able to: (1) write down the array as addition subtraction and multiplication of matrices. (2) state the array as linear transformation (3) find determinant and apply it to solve simultaneous equations in two or three unknowns.	Basic definitions of: (1) matrices as linear addition subtraction and multiplication. (2) matrices as linear transformation (3) determinant (4) solution of 2 and 3 simultaneous equations.	Leads students to understanding matrices as: -addition, subtraction and multiplication -transformation solving 2 or 3 simultaneous equation.	Work out example on matrices and application involving 2 or 3 simultaneous equation.	Chart of problem on matrices and application involving 2 or 3 simultaneous equation.	Students to: (1) solve simultaneous equation in 2 or 3 unknown. (2) find the determinant for application.

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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Partial Fraction	Students should be able to: resolve rational functions into partial functions i.e. degree of numerator less than that of denominator which is less than 4	(1) Basic definitions of partial fraction (2) Proper rational function with denominators as linear factors (distinct and repeated and others).	Leads students to resolve rational function into partial fractions.	(1) Solve different types of problem involving partial fraction. (2) Practice with different denominators of maximum degree of 4 including single linear factor, distinct and repeated linear factor and others. (3) Practice with different denominator of maximum degree 4 including single linear factor.	(1) Chart of problem involving partial fractions.	Students to: (1) resolve rational function to partial fractions. (2) solve different types of problems involving partial fractions.
5 & 6	Probability and distribution and approximation	Students should be able to: Define the different probability distribution and their uses for approximation and practical problems.	(1) Binomial (2) Poisson (3) Normal distribution (4) Binomial approximation by poisson distribution.	(1) Exposes the student to the shapes and properties of the normal distribution, poisson distribution and binomial distribution. (2) Applies this distribution for approximation.	Write down and uses the distribution in solving simple problems in the class.	Chart of normal distribution curve	Students to: (1) define binomial poisson and normal distribution. (2) use the distribution in simple problem for statistical approximation.

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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Variance	Students should be able to: (1) define the term mean, variance coefficient of variance of the different probability distributions. (2) binomial poisson and normal distributions.	(1) Mean (2) Variance (3) Coefficient of variance of binomial Poisson and normal distributions.	Defines the term mean variance coefficient of variance based on Binomial Poisson and normal distributions.	Write down and understand mean variance and coefficient of variance of the distributions.	Chart of normal distributions curve	Students to: define mean variance coefficient of variance of binomial poisson and normal distributions.
9 & 10	Correlation	Students should be able to: (1) explain correlation negative zero and positive correlation from scatter diagram, rank correlation spearman's; rank and correlation coefficient (2) use data without ties.	(1) Concept of correlation as measure of relationships. (2) Scatter diagrams (3) Rank correlation (4) Tied rank.	(1) Guides students to understand the concept of correlation from scatter diagrams. (2) Leads students to the meaning and application of rank correlation spearman's rank and correlation coefficient.	(1) Write down the various concepts of correlation, scatter diagrams. (2) Solve practical problems by application of rank correlation and correlation coefficient (3) Use data without ties.	(1) Real life data brought to class by teacher and student for application (2) Use data without ties.	Students to: (1) explain the concept of correlation (2) use a scatter diagram to calculate rank correlation coefficient and use data without ties.
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12	EXAMINATION						

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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Integration	Students should be able to: (1) write integration as the reverse process of differentiation. (2) integrate algebraic polynomials including $\frac{1}{x}$ and logarithmic function. (3) apply integration to kinematic problem, including velocity-time graph (4) use the definite integral to calculate area under as curve.	(1) Understand integration as the reverse process of differentiation (2) Integration of algebraic polynomials including $\frac{1}{x}$ and logarithmic function. (3) Definite integrals and application to kinematics apply to v-t and s-t graphs (4) Area under the curve trapezoidal rule volume of solids of revolution.	(1) Guides students to understand integration as the reverse process of differentiation. (2) Guides students to integrate algebraic polynomials including $\frac{1}{x}$ and logarithmic function (3) Guides students to solve problems on integration including area bounded by: -two curves -a curve, the x -axis and two coordinates -a curve, the y axis and two abscissas. (4) Uses integration to solve problems including velocity time graph.	(1) Note that integration as the reverse process of differentiation solve problems on integration of algebraic polynomials including $\frac{1}{x}$ and logarithmic function (2) Solve problems of integration including area bounded by two curves. (3) A curve, the x -axis and two coordinate, a curve, the y axis and two abscissas. (4) Solve kinematics problems requiring the use of partial fraction.	(1) Charts of problems showing integration as the reverse process of differentiation. (2) Charts of problems of integration of algebraic polynomials including $\frac{1}{x}$ and logarithmic function (3) Charts of problems on integration including areas bounded by: -two curves -a curve, the x axis and two coordinates a curve, the y axis and two abscissas.	Students to: (1) understand integration process as the reverse of differentiation. (2) Charts of problems of integration of algebraic polynomials including $\frac{1}{x}$ and logarithmic function. (3) solve problems on integration of kinematics including velocity time graphs.

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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Conic Sections	Students should be able to: (1) state the equations of parabola ellipse and hyperbola in a rectangular cartesian coordinates and parametric equation. (2) to recognize practical solid shapes of parabolic, elliptic and hyperbolic types.	(1) Equation of parabola, ellipse hyperbola in rectangular Cartesian coordinates. (2) Parametric equation.	Introducing the equation of parabola ellipse and hyperbola in both rectangular Cartesian coordinate and parametric equation.	(1) Write down the equation. (2) Use the equation to solve practical problems.	(1) Solid shape of parabolic elliptic and hyperbolic types to the class. (2) Paper cutting of parabolic elliptic and hyperbolic.	Students to: (1) state the equation of parabola, ellipse and hyperbola in a rectangular cartesian coordinate and parametric equation. (2) use the equation to solve problems involving these conic section.
THEME: MECHANICS							
5 & 6	Statics	Students should be able to: (1) explain and use force in equilibrium their resultant forces. (2) find moment of two or three forces acting at a point. (3) state polygon of forces and forces of friction and resolve them.	1) Force in equilibrium. (2) Resultant of parallel force (in the same direction and in opposite directions) acting on a rigid body. (3) Moment of a force 2 and 3 force acting at a point. (4) Polygon of force (5) Resolution force of friction.	(1) Explains force and their effect on a rigid body. (2) Defines forces in equilibrium, their resultant force. (3) Guides students to find moment of 2 or 3 forces acting at a point. (4) Exposes the concepts of polygon of forces and forces of friction (5) Leads students to resolution of forces.	(1) Write and appreciate the concept of force and their action on the rigid body. (2) Students define force in equilibrium find the resultant force (3) Find moment of example of 2 or 3 force acting at a point of a rigid body (4) Write concept of polygon of force of friction. (5) Solve some examples in the class.	(1) Illustrate with Billiard game football game etc. (2) Tag-team of equal number of boys on both sides.	Students to: (1) give example of forces around him acting at a point of a rigid body. (2) define force in equilibrium and determine their resultant force. (3) find moment of 2 or 3 forces acting at a point of a rigid body (4) state polygon of forces and frictional force of given forces. (5) resolve force using some examples.

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SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: OPERATION RESEARCH							
7	Modeling	Students should be able to: (1) explain concept and importance of modeling. (2) explain the differences between dependent and independent variables in modeling. (3) give example of models. (4) state methodology of model building. (5) explain solution of problem in modeling (6) give application to physical biological social and behavioral services.	(1) Introduction to modeling dependent and independent variable in mathematical modeling. (2) Examples of some model construction of some model methodology of modeling. (3) Application to physical biological social and behavioral services.	(1) Explains concept of modeling. (2) Explains different between dependent and independent variable in mathematical modeling. (3) Gives practical examples of models (4) Leads students to construct mathematical models.	(1) Understand concept of modeling, differentiate between dependent and independent variable. (2) Gives practical examples of models construct some simple mathematical models.	(1) Chart showing various types of models like symbolic, iconic, mental model etc. (2) Chart showing some mathematical models.	Students to: (1) explain modeling (2) distinguish between dependent and independent variable in mathematical modeling. (3) give some practical example of model construct new mathematical models.
8	Games Theory	Students should be able to: (1) explain the importance of game theory in decision making. (2) describe various types of games. (3) represent games in matrix form, learn techniques of finding strategies and values of two person zero sum games using pure and mixed strategies.	(1) Introduction to game theory (2) Description of types of game (3) Solution of two person zero sum games using pure and mixed strategies. (4) Matrix games.	(1) Explains the importance of games theory in decision making. (2) Describes the various types of games. (3) Gives practical examples of two person zero sum games. (4) Represents game in matrix form.	(1) State the importance of game theory. (2) Describe the various types of games. (3) Give examples of two person zero sum games Express some games in matrix form.	Charts listing various types of games e.g. prisoner's dilemma zero sum games, constant sum games two person zero sum games etc.	Students to: (1) discuss importance of games in decision making mention any three types of games. (2) represent the matching penny game in matrix form.
9	REVISION AND EXAMINATION						

HEALTH EDUCATION
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Pioneers of health education in Nigeria.	Students should be able to: write brief notes on profile of pioneers of health education in Nigeria.	Profile of pioneers of health education in Nigeria like: (i). Z. A Ademuwagun (ii). J.A Ajala (iii). C. O Udoh (iv). J. Fawole (v). Owie (vi). Oshodin (vii). Folawiyo (viii). O. C Nwana (ix). G. B. I. Onuha. (x). J. O Adeniyi (xi). Oundeji etc.	Discusses the profile of notable pioneers of health education in Nigeria as listed in the contents.	Explains the profile of notable pioneers of health education in Nigeria.	1. Films clips. 2. Textbooks.	Students to: write brief notes on five pioneers of health education in Nigeria.
2	Posture and postural defects.	Students should be able to: 1. define posture. 2. demonstrate different postures e.g. sitting, walking and standing. 3. describe the different types of postural defects.	1. Definitions of posture. 2. Correct postures for human activities. 3. Determinant of correct postures (nutrition and exercises). 4. Types of postural defects.	1. Explains the meaning of posture. 2. Demonstrates correct postures for human activities. 3. Describes types of postural defects. 4. Explains the determinants of correct posture.	1. Demonstrate correct: Sitting Walking Pushing Pulling Standing and Lifting postures. 2. Lists and describes types of postural defects.	1. Posters. 2. Charts. 3. Textbooks.	Students to: 1. define postures. 2. demonstrate two correct postures. 3. describes two postural defects.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Dental health education.	Student should be able to: 1. explains dentition. 2. states types of human teeth. 3. explains teeth diseases.	1. Dentition: - Meaning - Types. 2. Types of human teeth: incisors, canine, premolar and molar. 3. Teeth diseases e.g. dental caries, gingivitis etc.	1. Guides students to state the meaning of dentition. 2. Discusses the types of dentition. 3. Explains the types of human teeth. 4. Describe teeth diseases.	1. States the meaning of dentition. 2. Lists and identify types of human teeth 3. Compare children and adult dentition and state the differences. 4. Mention common teeth diseases.	1. Dentures 2. Posters 3. Charts.	Students to: 1. state meaning of dentition. 2. states two types of dentition. 3. lists the types of human teeth. 4. lists two teeth disease.
4.	Pest and vectors control.	Students should be able to: 1. differentiates between pests and vectors. 2. states the habitations of pests and vectors. 3. identify harmful effects of pest and vectors. 4. discusses how pests and vectors are controlled.	1. Pests: - Meaning. - Habitats - Harmful effects. - Control. 2. Vector. - Meaning. - Habitats - Harmful effect. - Control.	1. Explains the meaning of pest and vector. 2. Discusses the habitats of pest and vectors. 3. Explains harmful effects and control of pest and vectors.	1. Distinguish between pests and vectors. 2. Mention some common pest and vectors. 3. Draw diagrams of some pests and vectors in their habitats 4. Identify some harmful effects of pest and vectors in their community. 5. Bring to the class available materials used in pest and vector control in the community.	1. Textbooks. 2. Insect treated nets 3. Pesticides. 4. Insecticides.	Students to: 1. distinguish between pests and vector. 2. mention two habitats of pest and vectors. 3. lists two harmful effects each of pest and vectors. 4. name two ways of controlling pest and vectors.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Disability.	Students should be able to: 1. explains the meaning of disability. 2. lists types of disability. 3. states ways of preventing disability.	Disability: - Meaning. - Prevention (i). Primary. (ii). Secondary. (iii). Tertiary.	1. Explains the meaning of impairment disability and handicap. 2. Discusses disability prevention	1. Describes disabled people. 2. States different types of preventive measures for disability..	1. Posters 2 Charts. 3. Video clip 4. Textbooks. 5. Life objects.	Students to 1. describes three disabled person with different impairments. 2. lists three types of disability prevention.
6	Rehabilitation .	Students should be able to: 1. explains rehabilitation. 2. discusses types of rehabilitation.	1. Rehabilitation. - Meaning - Types (i). Medical (ii). Vocational (iii). Social (iv). Psychological.	1. Explains the meaning of rehabilitation 2. Discusses types of rehabilitation as listed in the contents	1. Describes rehabilitation. 2. States and dramatize types of rehabilitation strategies.		Students to: 1. explains rehabilitation. 2. lists three types of rehabilitation. 3. dramatize a type of rehabilitation strategies.
7.	Population education I	Students should be able to: 1. distinguish between population and population education. 2. describe the types of population. 3. states the advantages and disadvantages of small and large population.	1. Meaning of population and population education. 2. Types of population. (i). Small population. (ii). Large population.	1. Explains the meaning of population and population education. 2. Discusses types of population. 3. Explains the advantages and disadvantages of different types of population.	1. States the meaning of population and population education. 2. Describes the types of population. 3. States the advantages and disadvantages of small and large population.	1. Posters. 2. Charts 3. Textbooks 4. Films	Students to: 1. distinguish between population and census. 2. list two types of population. 3. state four disadvantages of large population.

**HEALTH EDUCATION
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Population education II	Students should be able to: 1. explains census. 2. states the problems of census in Nigeria. 3. lists the advantages of accurate census.	1. Meaning of census. 2. Problems of Census in Nigeria. 3. Advantages of accurate census.	1. Explains the meaning of census. 2. Discusses the problems of census in Nigeria. 3. Explains the advantages of accurate census.	1. Describes census. 2. Explains the problems of Census in Nigeria. 3. Document the problems facing census activities in Nigeria.	1. Posters. 2. Charts 3. Textbooks 4. Films	Students to: 1. define census. 2. mention four problems of census activities in Nigeria.
9	Nostrum I	Students should be able to: 1. states the meaning of nostrum. 2. discusses the various types of nostrum in their community.	1. Definition of nostrum. 2. Types of nostrum. (i). Health tonic. (ii). Miracle substances (iii). Magic portions. (iv). Amulets and talisman.	1. Explains the meaning of nostrum. 2. Examines and classify types of nostrum.	1. State the meaning of nostrum. 2. Examine and classify types of nostrum.	1. Charts. 2. Posters. 3. Magazine 4. Real objects.	Students to: 1. define nostrum. 2. list three types of nostrum.
10	Nostrum II	Students should be able to: lists reasons why nostrum should be avoided.	Reason why nostrum should be avoided.	Discusses reasons why nostrum should be avoided.	State reasons why nostrum should be avoided.		Students to: list two reasons why nostrum should be avoided.
11	REVISION						
12	EXAMINATION						

HEALTH EDUCATION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Systems of the body: Endocrine system.	Students should be able to: 1. explains the nature of endocrine system. 2. describes disease associated with endocrine system.	1. Endocrine system. 2. Diseases of the endocrine system.	1. Explains the endocrine system. 2. Describes disease associated with the endocrine system 3. Draws and labels the endocrine system.	1. Draws and labels the endocrine system. 2. Lists some diseases associated with the endocrine system.	1. Posters. 2. Charts. 3. CDs. 4. Textbooks.	Student to: 1. draw and label endocrine system. 2. list two diseases of endocrine system.
2.	Health maintenance and promotion	Students should be able to: 1. differentiate between health maintenance and health promotion. 2. lists essentials factors for health maintenance and health promotion. 3. explains the meaning of health screening. 4. states the importance of health screening.	1. Definition. - Health maintenance - Health promotion. 2. Essentials for health maintenance and promotion: (i). Exercise. 3. (ii). Regular medical check-up (iii). Nutrition. 3. Health screening. (i). Visual (ii) auditory. 4. Importance of health screening.	1. Differentiates between health maintenance and health promotion. 2. Discusses essentials factors for health maintenance and promotion. 3. Demonstrates health screening.	1. Differentiates between health maintenance and health promotion. 2. Identify factors that can make them healthy. 3. Lists factors for health maintenance and promotion. 4. Lists importance of health screening. 5. Asks and answer questions.	1. Posters. 2. Audiometer. 3. Coloured charts. 4. Textbooks.	Students to: 1. distinguish between health maintenance and health promotion. 2. lists three essentials factors for health maintenance. 3. mention two health screening tests.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Epidemiology and vital statistics	Students should be able to: 1. define the following term: (i). epidemiology (ii). vital statistics (iii). population dynamics. 2. states major components of vital statistics and their uses. 3. states the uses of vital statistics.	1. Definition of the terms. (a). Epidemiology (b). Vital statistics (c). Population dynamics. 2. Components of vital statistics: (a) Fertility rate. (b). 2. Component of vital statistics. (a). Fertility rate. (b). Mortality rate. (c). Morbidity rate. 3. Uses of vital statistics.	1. Defines and illustrates the terms: (a). Epidemiology. (b). Vital statistics. (c). population dynamics. 2. Explains the components of vital statistics. 3. States the uses of vital statistics.	1. Listens to explanations. 2. Enumerates components of vital statistics in school health records. 3. States the uses of vital statistics.	1. Posters. 2. Charts. 3. Magazines illustrating vital statistics and population. 4. Textbooks.	Students to: 1. defines the terms: (i). epidemiology (ii). vital statistics (iii). population dynamics. 2. lists three components of vital statistics. 3. states two uses of vital statistics.
5.	Food hygiene and storage.	Students should be able to: 1. explain food hygiene. 2. lists agents that can cause food poisoning. 3. lists ways of preserving and storing food.	Food - Hygiene - Preservation. - Storage - Poisoning.	1. Discuss i. Principles and meaning of food hygiene 2. Explains types of food poisoning. 3. Demonstrates how to preserve and store foods.	1. Visits kitchens and restaurants to observe principles of food hygiene in practice. 2. Demonstrate how to preserve and store food at home.	1. Empty food cans, 2. Containers. 3. Apron. 4. Detergents. 5. Flask. 6. Salt and food items.	Students to: 1. explains food hygiene. 2. demonstrate how to preserve yam and beans. 3. states two agents that causes food poisoning.

**HEALTH EDUCATION
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Pathogens and parasites	Students should be able to: 1. list pathogens which cause communicable disease. 2. lists parasites which cause communicable diseases. 3. describes the relationship of each relation to diseases causation.	1. Pathogens. 2. Parasites. 3. Characteristics of each non-communicable disease in relation to causation.	Explains and illustrates activities of each parasites and pathogens.	1. Listens attentively to illustration of the activities of parasite on pathogens. 2. Tabulate parasites and pathogens into different diseases causation.	1. Textbooks 2. Posters. 3. Charts. 4. Real Objects.	Students to: 1. differentiate between pathogens and parasites. 2. mentions one communicable disease each as a result of fungi and bacterial infections.
7.	Health insurance.	Students should be able to: 1. define health insurance. 2. discusses the importance of health insurances.	1. Meaning of health insurance. 2. Importance of health insurance. 3. States of health insurance in Nigeria.	1. Explains the meaning of health insurance. 2. Discusses the importance of health insurance. 3. Describes the state of health insurance in Nigeria.	1. States the meaning of health insurance. 2. Discuss the importance of health insurance. 3. Compile the lists of organization handling operations of health insurances scheme in Nigeria.	1. Charts. 2. Posters. 3. Field trip. 4. Collections.	Students to: 1. explains the meaning of health insurance. 2. states the importance of having insurance policy.
8.	Advertisement of health products and services.	Students should be able to: explains the influences of advertisement on health products and services.	Advertisement of health products and services.	Discusses the value of advertisement of health product and consumers services.	Assemble print media cuttings on health products and consumers services advertisement.		Students to: mention one influence of advertisement on adolescent behaviours.
9	REVISION AND EXAMINATION						

PHYSICAL EDUCATION
SS III
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Greek festivals and the Olympic games	Students should be able to: 1. state the significance of Greek festivals. 2. discuss the origin of Olympic games. 3. state the values of the Olympic games. 4. discuss the revival of modern Olympics.	1. Greek festivals 2. Ancient Olympic games. 3. Modern Olympic games.	1. Explains the significance of Greek festivals. 2. Discusses the origin of the Olympic games. 3. Highlights the values of the Olympic games. 4. Discusses the role of Pierre de Coubertin in the revival of the modern Olympics.	1. Note the importance of Greek festivals. 2. Participates in discussion and ask questions. 3. List the values of the Olympic games. 4. Note the role of Pierre de Coubertin in the revival of the Olympic games.	1. Textbook 2. Posters 3. Charts 4. CD – ROMS	Students to: 1. list the three importance of Greek festival. 2. compare the ancient and modern Olympic games. 3. list four values of the Olympic games. 4. describe the role of Pierre de Coubertin in reviving the modern Olympic games.
2.	Recreation	Student should be able to: 1. differentiate between work, rest, leisure and recreation. 2. demonstrate skills for effective utilization of leisure 3. discuss what constitute outdoor recreational activities.	1. Definitions 2. Skills for effective utilization of leisure. 3. Outdoor recreational activities.	1. Defines the major concepts. 2. Explains the skills for effective utilization of leisure. 3. Guides students to explain some outdoor activities suitable for recreation.	1. Listen to the teacher's definitions and take down notes. 2. Identify the skills for effective utilization of leisure under guidance of the teacher. 3. Ask and answer questions.	1. Pictures 2. Posters 3. CD – ROMS 4. Video 5. Documentaries	Students to: 1. define recreation leisure, work and rest. 2. list three skills for effective utilization of leisure. 3. describe four activities suitable for outdoor recreation.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Circulatory system I	Students should be able to: 1. describe the structure and functions of the heart. 2. identify the different blood vessels of the heart.	1. The heart and its functions. 2. Regulation of the body temperature.	1. Explains the structure and the different blood vessels of the heart 2. Guides students to explain how the body temperature is regulated.	1. Take down notes 2. Participate in class discussions 3. Ask and answer questions.	1. Textbooks 2. Diagrams 3. Models 4. CD-ROM 5. Projectors	Students to: 1. describe the structure and two functions of the heart. 2. draw and label the different blood vessels of the heart.
4.	Circulatory system II	Students should be able to: 1. describe the conditions that will result to changes in the body temperature. 2. explain how the body temperature is regulated.	Effects of exercise on the body temperature	Explains the condition that will result to changes in the body temperature.	1. Take down notes 2. Participate in class discussions 3. Ask and answer questions.	1. Textbooks 2. Diagrams 3. Models 4. CD-ROMS 5. Projectors	Students to: discuss how the body temperature is regulated.
5.	Respiratory system I	Students should be able to: 1. explain the term external respiration. 2. discuss the changes of gases in the lungs.	1. External respiration. 2. The process of exchange of gases in the lungs.	1. Guides students to explain the meaning of external respiration 2. Leads discussion on the processes involved in the exchange of gases in the lungs.	1. Participate in class discussion under the guidance of the teacher. 2. Listen to the teacher. 3. Take down notes as the teacher explains.	1. Textbooks 2. Diagrams 3. Models 4. CD-ROMS 5. Projectors	Students to: 1. define respiration. 2. describe the changes of gases in the lungs.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Respiratory system II	Students should be able to: 1. explain internal respiration. 2. differentiate between external and internal respiration.	1. Internal respiration 2. State the differences between external and internal respirations.	1. Guides students to explain the meaning of internal respiration. 2. Explains the difference between internal and external respirations.	1. Participate in class discussions under the guidance of the teacher. 2. Listen to the teacher. 3. Take down notes as the teacher explains the difference between external and internal respiration.	1. Textbooks 2. Diagrams 3. Models 4. CD-ROMS 5. Projectors	Students to; 1. define internal respiration. 2. differentiate between internal and external respiration.
7.	Athletics (track events) I	Students should be able to: 1. demonstrate strategies of long distance races. 2. describe the types and number of laps to be covered.	1. Type of long distance races and the number of laps to be covered. 2. Strategies of long distance races.	1. Discusses the types of long distance races. 2. Demonstrate the strategies in long distance running.	1. Listen to the teacher. 2. Demonstrate style and forms under the supervision of the teacher.	1. Textbooks 2. Pictures and magazines 3. I.A.A.A. Handbook 4. Notebook	Students to: 1. explain two strategies of long distance races. 2. discuss two types of long distance races and the number of laps to be covered.
8.	Athletics (track events) II	Students should be able to: state the rules and regulations of long distance races.	Rules and regulations of long distance races.	1. Demonstrates the strategies in long distance races. 2. Supervises the students during practice.	1. Listen to the teacher. 2. Demonstrates the running styles and forms under the supervision of the teacher.	1. Textbooks 2. Pictures and magazines 3. I.A.A.A. Handbooks 4. Notebook.	Students to explain three rules and regulations of long distance races.

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SS III
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Ball games hockey I	Students should be able to: 1. draw and label the hockey pitch. 2. describe the functions of the various equipment in hockey.	1. Types of Hockey pitches 2. Dimensions of the hockey pitches. 3. Equipment and their functions in hockey.	1. Discusses the type of Hockey pitches. 2. Lists out the equipment in Hockey game.	1. Listen to the teacher. 2. Participate in class discussions. 3. Ask and answer questions.	1. Hockey sticks 2. Hockey balls 3. Pitch diagram 4. Textbook	Students to: 1. list the types of pitches. 2. list four equipment in hockey and their functions.
10.	Ball game hockey II	Students should be able to: 1. demonstrate the basic skills in hockey. 2. list official and their functions in hockey.	1. Basic skills in Hockey. 2. Official and their functions.	1. Guides students to list and demonstrate the skills in Hockey. 2. Supervises the students while they practice.	1. Listen to the teacher. 2. Demonstrate the skills. 3. Participate in class discussions 4. Practice the skills. 5. Ask and answer question.	1. Hockey sticks 2. Hockey balls 3. Textbooks	Students to: demonstrate three basic skills in hockey.
11.	REVISION						
12.	MOCK EXAMINATION						

**PHYSICAL EDUCATION
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	International competitions I	Students should be able to: 1. discuss international competition 2. name where the secretariats are located.	1. The F.I.F.A World Cup 2. The Olympic/Paralympics games	1. Uses chalk board to explain various acronyms 2. Guides students to identify the various secretariat and their locations	1. Listen to the teacher's explanation and take down notes 2. Ask and answer questions.	1. Textbooks 2. Magazines	Students to: 1. explain the full meaning of the acronym F.I.F.A 2. locate the position of F.I.F.A head quarters in a given map.
2.	International competitions II	Students should be able to: 1. discuss the symbols on the Olympic flag 2. list some international competitions.	1. World secondary school soccer championships 2. The world volley ball league	1. Lists the various international competitions 2. Guides students to identify the various symbols on the Olympic flag.	1. Listen to the teacher's explanations and take down notes 2. Ask and answer questions 3. Identify the various symbols on the Olympic flag in groups.	1. Textbooks 2. Magazines 3. Flags of the governing bodies	Students to: 1. discuss two symbols on the Olympic flag. 2. list five international competitions.
3.	Sports governing bodies I	Students should be able to: list the various national and international governing bodies.	National and international sports governing bodies e.g. F.I.F.A, NSC, LOC, and SCSA.	Leads discussions on the various sports governing bodies.	1. Participate in class discussions and copy from the chalk board. 2. Listen to the teacher's explanation 3. Ask and answer questions.	1. Textbooks 2. Charts 3. Flags of the sport's governing bodies 4. Video documentaries	Students to: list five national and international governing bodies with their abbreviations.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Sports governing bodies II administrative structures 1 function at national, state and local government levels.	Students should be able to: 1. differentiate between institutional sports. 2. administrative and executive arm of government sports administration.	Administrative structures and functions at national state and local government	Invites a guest speaker to give talk on the administrative structural and functions at the national state and local government.	1. Participate in class discussions and copy from chalk board. 2. Listen to the teacher's explanation 3. Ask and answer questions	1. Textbooks 2. Charts 3. Flats of the sports governing bodies 4. Video documentaries	Students to: write short notes on the following institutional sports administration and executive arm of government sports administration.
5.	Sport governing bodies III administrative structure/functions at primary, secondary and tertiary institutions	Students should be able to: differentiate between institutional sports administrative and executive arm of government sports administration.	Administrative structures and functions at the national state and local government	Invites a guest speaker to give talk on the administrative structures and functions at the state and local government.	1. Participate in class discussion and copy from the chalk board 2. Listen to the teacher's explanation 3. Ask and answer question	1. Textbooks 2. Charts 3. Video documentaries	Students to: write short notes on the following institutional sports administration and executive arm of government sports administration.
6.	REVISION OF SS ONE WORK						
7.	REVISION OF SS TWO WORK						
8.	EXAMINATION						

AGRICULTURAL SCIENCE
SS III
FIRST TERM

THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Crop improvement.	Students should be able to: 1. enumerate the aims of crop improvement. 2. explain the methods of crop improvement. 3. state Mendel's 1 st law of segregation of genes. 4. state Mendel's 2 nd law of independent assortment of genes. 5. list the advantages of crop improvement.	1. Aim of crop improvement - increase yield - improve quality of produce etc 2. Methods of crop improvement - proper timing of planting - adoption of better cultivation methods etc 3. Mendel's law of inheritance i. Definition of some genetic terms - character of traits, chromosomes, genes etc ii. Mendel's 1 st law of segregation of genes. iii. Mendel's 2 nd law of independent assortment of genes give examples 4. Advantages of crop improvement.	Guides class discussion.	Participate actively in class discussion.	Charts showing Mendel's laws of inheritance.	Students to: 1. enumerate five aims of crop improvement. 2. explain the methods of crop improvement. 3. state and briefly explain Mendel's law of inheritance. 4. mention advantages and disadvantages of crop improvement.

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THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 2: ANIMAL SCIENCE							
2	Animal improvement I	Students should be able to: 1. explain the meaning of animal improvement. 2. state the aims of animal improvement. 3. describe the various methods of animal improvement. 4. state the effect of each process on animal improvement.	1. Meaning of animal science. 2. Aims of animal improvement. 3. Methods of animal improvement. - introduction - selection types of selection - breeding types of breeding	Presents pictures of different types of breed to show differences and similarities between the breeds.	Observe differences and similarities between the breeds.	Pictures of local and exotic breeds.	Students to: 1. define animal improvement. 2. mention five aims of animal improvement. 3. list the various methods of animal improvement.
3.	Animal improvement II [Artificial insemination]	Students should be able to: 1. explain the ratification insemination as an instrument of breeding. 2. state the advantages and disadvantages of artificial insemination.	Meaning of artificial insemination - methods of collecting semen - advantages and disadvantages of artificial insemination.	Illustrates using concept map.	Participate in the illustration.	Concept map of animal improvement.	Students to: 1. explain the term 'Artificial insemination. 2. state two advantages and two disadvantages of artificial insemination.

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THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Animal health management I	Students should be able to: 1. define diseases. 2. State the causal organisms of animal diseases. 3. state and discuss factors that could predispose animals to diseases.	1. Meaning of disease. 2. Causal organisms - viruses - bacteria - fungi - protozoa 3a. Factors that could predispose animal to diseases. - health status of animals - nutrition - management etc 3b. Reactions of animals to diseases, susceptibility and resistance to diseases.	Displays chart of disease causal agents and mode of transmission.	Familiarize with charts displayed.	1. Picture and charts of disease causal agents. 2. Live, sick farm animal.	Students to: 1. explain the meaning of diseases. 2. state causal organisms of diseases. 3. state factors that could predispose animals to diseases.
5	Animal health management II	Students should be able to: 1. name some important diseases of livestock and their causal organisms. 2. describe their mode of transmission, symptoms, effects/economic importance, preventive and control measures. 3. identify some ecto and endo-parasites of livestock.	Symptoms, effects and mode of transmission of selected diseases e.g. i. viral diseases - foot and mouth rimder pest - new castle etc ii. bacterial - anthrax - brucellosis - tuberculosis etc iii. protozoa - trypanesomiasis - coccidiosis etc. iv. fungal - scabies - ring worm etc v. parasite - meaning of parasites. - types of parasite - Mode of transmission and life cycles of some selected livestock parasites.	1. Displays of specimens of common endo-parasites and ecto- parasites. 2. Charts for live cycle of selected endo-parasites and ecto-parasites.	1. Draw and label the life cycle in their note books. 2. Draw and label one example from each group.	School ranch and poultry specimens of parasites - tick - lice - tape worm - round worm - liver fluke etc	Students to: 1. name some important disease of livestock. 2. give three examples of ecto and endo-parasites.

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THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Animal health management III	Students should be able to: 1. describe the life cycle and mode of transmission of selected live stock parasites. 2. discuss preventive, control and curative methods of important animal diseases.	1. General methods of prevention and control of diseases and parasites - Quarantine, inoculation etc 2. Control of parasites - Dipping, drenching, spraying and deforming.	1. Uses concept map on animal health management. 2. Illustrates key concept and their relationship. 3. Demonstrates dipping and spraying. 4. Guides field trip to a livestock farm in their locality.	1. Record observation to their farm record books during field trip or visit to their school ranch or poultry. 2. Observe the illustration.	1. School ranch and poultry or visit to a livestock farm. 2. Concept map on animal health and management.	Students to: 1. state six preventive measures of disease. 2. list two ways of controlling ecto-parasites.
7	Aqua-culture	Students should be able to: 1. define aqua-culture and name different types of aqua-culture. 2. explain the meaning of fish farming. 3. state importance of fish farming. 4. state the conditions necessary for siting fish pond. 5. establish and maintain a fish pond. 6 state the basic laws and regulations on fishing. 7. identify different fishing tools and their uses.	1. Meaning of aqua-culture. 2. Different types of aqua-culture - fish farming - crab farming etc 3. Meaning of fish farming. 4. Importance of fish farming. 5. Conditions for siting a fish pond - adequate water supply - vegetation etc 6. Establishment and maintenance of fish pond. 7. Fishing regulations - meaning and regulations like close season, catch quota, regular stocking etc 8. Fishing methods and tools.	1. Maintains a fish pond where the students can learn the topic practically. 2. Assists the students at every stage of study. 3. Uses concept map for class illustration.	1. Visit to the school pond or excursion to a fish farm. 2. Participate in all the practical involves in maintaining a pond. 3. Keep of their observation.	1. School fish farm. 2. Concept map on fish production.	Students to: 1. define aqua-culture. 2. explain fish farming. 3. state conditions necessary for fish farming. 4. state the basic laws and regulation on fishing. 5. briefly discuss how to establish a fish pond in a school farm. 6. list the maintenance methods for the fish pond.

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THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Apiculture or bee-keeping	Students should be able to: 1. explain the meaning of apiculture. 2. list different types of bees. 3. state importance of bee-keeping. 4. state various methods of bee keeping and their equipment. 5. state precautionary measures in bee keeping. 6. prepare equipment for bee keeping and produce quality honey.	1. Meaning of apiculture or bee keeping. 2. Types of bees i. indigenous bees ii. exotic bees 3. Importance of bee keeping Job/wealth creation - bees and bee products are medicinal etc 4. Methods of bee keeping. 5. Bee keeping equipment i.e. bee hives, hives tools like suits, smokers, jungle boots, brusher etc 6. Precautionary measures in bee keeping -local apiaries far from human dwellings -put warning symbols near your apiary etc.	1. Displays charts or pictures of bee in the class. 2. Organizes visit to bee farmers. 3. Displays bee equipment. 4. Keeps bees within the school.	Participate in all activities.	1. Charts and pictures of bees. 2. Bee equipment. 3. Concept map on apicultural production.	Students to: 1. state the meaning of apiculture. 2. list different types of bees. 3. state importance of bee keeping. 4. state various methods of bee keeping. 5. state precautionary measures in bee keeping. 6. prepare or assemble equipment and carry out bee keeping for quality honey production. 7. prepare records of bee keeping activities.

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THEME: CROP PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 3: AGRICULTURAL ECONOMICS AND EXTENSION							
9	Agricultural finance I	Students should be able to: 1. define agricultural finance. 2. state and discuss importance of agricultural finance. 3. determine sources of farm financing. 4. discuss sources of farm financing.	1. Meaning of agricultural finance. 2. Importance of agricultural finance. 3. Sources of farm financing - personal savings - commercial banks - cooperative societies - government [Local, State and Federal] - non-governmental organizations etc.	Guides discussion.	Participate in the discussion.	1. Resource person to give lecture on the role of finance houses in agricultural development. 2. Guest lecture.	Students to: 1. define agricultural finance. 2. list and explain five importance of agricultural finance in agricultural development. 3. list and explain five sources of farm financing.
10	Agricultural finance II	Students should be able to: 1. classify credit. 2. mention types of credit based on periods and sources of credits. 3. mention problems faced by farmers in procuring agricultural credit. 4. list and discuss problems faced by institutions in granting loans to farmers.	1. Classes of credit a. Classification based on lengths of period i.e. time period i. short term credit ii. medium term credit iii. long term credit b. classification based sources of credit i. institutional credit e.g. banks, cooperatives, government, NGO's ii. Non-institutional credit e.g. personal savings, friends and relatives and money merchants. c. Classification based on liquidity i. Loan in cash ii. Loan in bond.	Guides discussion.	Participate in discussion.	Visit to banks and NGO's involved in agricultural lending.	Students to: 1. name two class of credit. 2. name five sources of credit. 3. discuss any three.
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Agricultural finance (capital market I agriculture) III	Students should be able to: 1. state the meaning of capital market. 2. list institutions that are involved in the capital market. 3. state sources of fund for the capital market. 4. state the meaning of agri-business. 5. list and define the roles of capital market in the development of agri-business.	a. Meaning of capital market institution that deals with medium and long term loans for agric business. b. Institutions involved in the capital market - commercial banks - mortgage banks - Nigerian Agric co-operative and rural development bank etc. c. sources of funds for the capital market - bonds - insurance - merchant banks - the stock exchange sales and purchase of shares d. roles of capital markets - mobilization of long term funds for on lending - reduce over reliance on money market etc.	1. Guides class discussion. 2. Guides visit to bank or farm to inquire about their experiences (field survey) 3. Discusses on the topic. 4. Visits to NACRDB. 5. Uses of concept map for illustration.	1. Discussion or field survey. 2. Observe the trends of illustration using concept map. 3. Participate in the discussion visit to NACRDB.	1. Concept map on capital market. 2. Guest lecture e.g. banker or stock broker. 3. Pamphlets and flyers from capital market institutions.	Students to: 1. define capital market. 2. give examples of two capital markets. 3. list five sources of fund for capital market. 4. state two roles which the capital market can play in agri-business.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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2	Farm records and accounts I	Students should be able to: 1. state the importance of farm records and accounts. 2. state important types of farm records. 3. develop farm records.	1.Importanceof farm records - performance evaluation of farms - farm management decisions etc 2. Types of farm records. - inventory records - production records - income and expenditure records. - supplementary or special records 3. Design farm records.	1. Discusses on types of record. 2. Instructions on how to design farm records.	Illustrate the design of some farm records with the required materials.	Model of some farm materials.	Students to: 1. list and explain two importance farm records. 2. enumerate two types of farm records. 3. define some production records.
3.	Farm records and accounts III	Students should be able to: 1. state the meaning of farm accounts. 2. draw up a farm account e.g. preparation of profit and loss account.	Farm accounts i. expenditure account (purchase account) ii. income/sales account iii. profit and loss account iv. Balance sheet.	Illustrations on how to design and prepare profit and loss account and balance sheet.	Practice preparation of farm account i.e. entries of expenditures, sales and other incomes into the various books of account.	Balance sheet ad income statement of some farm organizations.	Students to: 1. prepare a balance sheet for a farm.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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4	Marketing of agricultural produces I	Students should be able to: 1. state the meaning and importance of agricultural marketing. 2. list the various marketing agents/channels 3. state the advantages and disadvantages of the various channels. 4. list the functions performed by marketing agents.	1. Meaning and importance of marketing - marketing agents e.g. retailer and whole sellers (middle man) 2. Marketing functions i. assembling ii. transportation iii. processing etc.	1. Illustrate using concept map. 2. Visits to an agricultural exporting company/coop erative/society/ agencies.	Participation in some of the functions being demonstrated.	1. Concept map of agricultural marketing. 2. Guest lecture	Students to: 1. state the meaning of marketing. 2. list the importance of marketing. 3. list and explain the marketing functions performed by marketing agents.
5	Marketing of agricultural produce [export promotion]	Students should be able to: 1. mention and list the types of crops that are commonly exported to other nations. 2. rules that guide exportation of crops.	1. Marketing of export crops. 2. Export crops in Nigeria - cocoa, cotton, oil palm, rubber etc 3. Guideline for exporting crops in Nigeria. 4. corporate bodies, cooperative societies and individuals engaged in exporting agricultural products e.g. ANCE, Association of Nigeria Cooperative Exporters etc 5.Importance of exporting agricultural products - foreign exchange earning - wealth creation for farmers etc 6.Problems of marketing agricultural products - inadequate processing and storage facilities etc.	1. Visits to an agricultural exporting company/coop erative society in your locality. 2. Identifies marketing problems in their locality.	1. Visit to an agricultural exporting company. 2. Comment on the existing marketing facilities in their locality and suggest solution to these problems.	Export guidelines for agricultural products. 2. Visit to some selected markets and the facilities available.	Students to: 1. mention five export crops in Nigeria. 2. mention two guidelines for exporting agricultural products. 3. mention two corporate bodies engaged in export. 4. mention two major problems of agricultural marketing in your locality.

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6	Agricultural insurance	Students should be able to: 1. state the meaning of agricultural insurance and the importance of agricultural insurance. 2. name types of insurance that can be taken by agricultural operators.	1. Meaning of agricultural insurance. 2. Importance of agricultural insurance. 3. Types of insurance policies for agricultural production - Specific enterprise insurance e.g. crop insurance, livestock insurance. -Farm vehicle insurance - Fire disaster insurance or machine and building. - life assurance [farmers, farm workers and farmers house hold] 4. Insurance premiums. 5. Problems of agricultural insurance - uncertainties of weather -Losses due to natural disasters etc.	1. Uses concept map to illustrate relationships. 2. Discusses on the meaning, importance and types of agricultural insurance with practical examples.	Observe illustration on meaning, importance and types of agricultural insurance with practical examples.	1. Concept map of agricultural insurance. 2. Guest lecturer from agricultural insurance house.	Students to: 1. define agricultural insurance. 2. State four importance of agricultural insurance. 3. mention types of insurance policies that can be taken for agriculture.

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7	Agricultural extension I	Students should be able to: 1. state the meaning and importance of agricultural extension programme in Nigeria. 2. state some methods of disseminating information to farmers.	1. Meaning of agricultural extension as teaching and learning process 2. Agricultural extension programme 3. Extension methods.	Displays and demonstrates the various teaching aids use in extension e.g. charts, GSM, radio, TV, flyers etc	1. Observe the teaching aids; make comments on the teaching aids. 2. Field visit.	Charts, radio, GSM, TV and flyers.	Students to: 1. state the meaning of agricultural extension. 2. state the various methods of disseminating information to farmers. 3. mention five extension programme in Nigeria.
8	Agricultural extension II	Students should be able to: 1. list agricultural extension programmes in Nigeria. 2. list problems faced by agricultural extension agents in Nigeria.	1. Agricultural extension programmes in Nigeria e.g. ADP, NDE, Agro-service centres, state ministries of Agricultural Resources. 2. Problems faced by agricultural extension in Nigeria e.g. illiteracy among farmers. - inadequate transport facilities etc.	Visits farmers with extension agents.	1. Field visit. 2. Suggest how GSM would be useful in knowledge dissemination.	1. Concept map of agricultural extension.	Students to: 1. mention five extension programmes in Nigeria. 2. discuss any five agricultural extensions in Nigeria.
9	REVISION AND EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	Birth of Jesus Christ	Students should be able to: narrate the story of the annunciation	The annunciation of Jesus Christ. Matt. 1:18-25; Lk 1:25-33	Instructs students to read the bible story on the annunciation.	Read the annunciation of Jesus Christ.	Holy Bible	Student to: explain the annunciation of Jesus Christ.
		Students should be able to: 1. explain the birth of Jesus Christ. 2. state the importance of his birth.	The birth of Jesus Christ Matt. 2:1-23, Lk 2:1-20	Reads the birth of Jesus and explain.	Read the birth of Jesus Christ.	Bible pictures of Jesus Christ lying in the manger.	Student to: 1. discuss the birth of Jesus. 2. state the importance of his birth.
		Students should be able to: 1. discuss the visit of the wise men. 2. state the significance of the three gifts.	The visit of the wise men and the significance of the gifts. Matt. 2:1-12.	Discusses the visit of the wise men; state the three gifts and their significant.	Explain the visit of the wise men and point out the significant of the gifts.	Bible picture of the visit of the wise men	Student to: narrate the visit of the wise men and point out the significant of the gifts.
2	Baptism of Jesus Christ	Students should be able to: 1. state the types of baptism. 2. the purpose of Christ baptism.	1. Meaning and types of baptism. 2. Purpose of Jesus baptism. 3. Synoptic account of the baptism of Jesus Christ. Mt. 3:13-17, Mk 1:9-11, Li. 3:21-22. 4. the significant of Jesus baptism.	1. Guides students to discuss the meaning, types and purpose of baptism. 2. Lists four purposes of Jesus baptism. 3. Guides students as they compare the synoptic account.	1. Define the term baptism, stat its purpose among Christian. 2. List the purpose of Jesus baptism. 3. Ask and answer teacher's questions.	1. Holy Bible 2. Bible picture of Jesus baptism.	Student to: 1. give the meaning of baptism. 2. state the purpose 3. give five reasons why Jesus accepted the baptism. 4. point out two lesson learnt from this epistle.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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3	Temptation of Jesus Christ	Students should be able to: compare the different account of the temptation of Jesus Christ.	Synoptic account of the temptation of Jesus Christ Matt. 4:1-11 Mk. 1:9-13 Lk. 4:1-12	Guides students to read the account of Jesus experiences to the temptation and how he overcame.	Read the bible passages from the three synoptic accounts stating their similarities and differences.	1. The holy bible 2. The students discuss their personal experiences to temptation and how they overcame them.	Student to: 1. compare the account of the synoptic gospels. 2. state their similarities and differences.
		Students should be able to: explain the significance of each of the three temptation of Jesus Christ.	Significance of each of the three temptations.	1. Mentions the three temptations. 2. Teaches students the significance of each.	1. Read the bible 2. Ask teacher questions.	Holy Bible	Student to: 1. state the significance of each temptation of Jesus. 2. explain the three temptations of Jesus according to the synoptic gospel.
		Students should be able to: list temptations people face in the world today. State how Jesus overcame the temptation.	Temptation in the world today and how to overcome it.	Asks students to state various forms of temptations today.	List some of the temptation in the world today.	1. Student's personal experience of temptation. 2. The Holy Bible.	Student to: 1. state six temptations which young people face often. 2. discuss how Jesus overcame his temptation.
4	Call to discipleship	Students should be able to: 1. state the meaning of a disciple. 2. give reasons why Jesus called His disciples.	Discuss the meaning of discipleship and reasons why Jesus called the disciples. Matt. 28:19-20, Mak. 16:15-19, Lk. 5:10	Guides student to read references to discover why Jesus needed disciples in His ministry.	Read the bible passage to uncover the reasons why Jesus called the disciples.	1. The Holy bible 2. Map of Palestine in the time of Christ showing places mentioned in the story.	Student to: state the importance of disciples in Jesus ministry.

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		Students should be able to: 1. describe the call of the first four disciple and their responses. 2. list the names of the twelve disciples of Jesus Christ.	1a. the call of the first four disciple sand their responses. Matt. 4:18-25 Mk 2:13-17, 1:16-20 Lk. 5:1-11 1b. The names of the twelve disciples of Jesus Christ.. Matt. 10:1-4	1. Leads them to discuss the responses of the different disciples. 2. Asks student to list the name of the twelve disciples of Jesus.	1. Explain the response of the different. disciples Jesus called 2. List the name of the twelve disciples of Jesus Christ.	1. The Holy Bible 2. Picture of Matthew in front of the tax office.	Student to: 1. discuss the response of Peter to the call of discipleship. 2. list the four first name of Jesus disciples.
		Students should be able to: 1. point out the responses of the would be disciples. 2. mention the qualities lacking by the four would be disciples.	The call of the word is disciples and the demand for discipleship.	1. Leads students to discuss the quality lacked by the four would be disciple. 2. Asks them what would be their attitude and response.	Discuss the response of the different disciples b. List the names of the twelve disciples.	Holy Bible	Student to: 1. state the responses of the would be disciples. 2. mention the qualities lacked by the four would be disciples.
5	Mission of the twelve and seventy disciples	Students should be able to: 1. explain the word mission. 2. state the reasons why Jesus sent out his disciples on a mission.	Reasons why Jesus sent out his disciples on a mission.	Leads them to discuss why Jesus sent out his disciples on a mission.	Discuss the reasons why Jesus sent out his disciples on a mission.	1. Holy bible 2. Pictures of missionaries.	Student to: 1. explain the word mission. 2. discuss the reason why Jesus sent out His disciples on a mission.
		Students should be able to: discuss the mission of the twelve.	Mission of the twelve Mtt. 10:L1-15 Mk. 6:7-13 Lk. 9:1-16	Guides students to read the bible passages.	Read the bible references.	Holy Bible	Student to: discuss the mission of the twelve.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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		Students should be able to: explain the achievements of the mission of the twelve and its significance.	Achievements of the mission of the twelve and its significance.	Leads discussion on achievement of the mission of the twelve. 2. Ask them to find out the differences.	1. Participate in the discussion on the achievement. 2. Copy points into their note books.	Holy Bible	Student to: 1. state three achievements of the twelve. 2. discuss the differences in the synoptic account of the mission.
6	Mission of the seventy	Students should be able to: discuss the mission of the seventy.	Mission of the seventy. Lk. 10:1-20 Note instructions given to the seventy.	Guides student to read the bible passages and note instruction given in the mission of the seventy by the synoptic.	Read the bible references	1. The holy bible 2. Pictures of the missionaries	Student to: discuss the mission of the seventy.
		Students should be able to: identify the achievement of the seventy.	Achievement of the seventy disciples.	Leads discussion on the achievement of the mission of the seventy.	Participate in discussion on the achievements.	Holy bible	Student to: list three achievements of the seventy.
		Students should be able to: 1. identify the difference and the similarities of the twelve and the seventy disciples. 2. state the significant of the mission of the twelve and the seventy disciples.	1. Differences and similarities in the mission of the twelve and the seventy disciples. 2. The significance of the mission of the twelve and the seventy disciples	Leads discussion on the achievements of the mission of the seventy. Asks them to find out the significance point of the twelve and the seventy disciples.	1. Participate in discussion on the achievement of the twelve and the seventy. 2. Copy points into their notebooks.	Holy bible	Student to: 1. discuss the difference and the similarities of the twelve and the seventhly. 2. state three significant point of the twelve and the seventy.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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7	The trial before the high priest	Students should be able to: 1. mention the three authorities that tried Jesus Christ i. before the Priest ii. before Pilate iii. before Herod iv. explain the reaction of Jesus to various accusation	a. The names of the three authorities that tried Jesus Christ b. Christ before the high priest. Matt. 26:36-75 Mk. 14:53-72 Lk 22:66-71	1. Provides Jesus film for the students to watch. 2. Guides students in their discussion.	1. Read the warranted the three synoptic gospel. 2. Discuss the procedure of each trial.	1. The holy bible 2. Film show title Jesus of Nazareth	Student to: 1. state three authorities that tried Jesus. 2. explain what influenced the verdict in each case and why.
		Students should be able to: 1. discuss what happened when Jesus was brought before Herod. 2. explain the danger of false accusation.	Christ before Herod. Lk. 23:6-12 Danger of false accusation.	Guides students to discuss what happen.	Read and summarize the bible reference.	Holy bible Picture of an accused person.	Student to: 1. discuss what happened to Jesus when he got to king Herod. 2. explain the danger of false accusation.
8	Crucifixion, death and burial of Jesus Christ	Students should be able to: recount the process of crucifixion.	The crucifixion. Mtt. 27:32-66 L. 23: 26-46	Provides the film on Jesus crucifixion.	Read the narration from the synoptic gospels.	1. Watch film on Jesus crucifixion 2. Songs on Jesus crucifixion.	Student to: recount the process of the crucifixion of Jesus Christ.
		Students should be able to: explain Jesus words on the cross.	Jesus words on the cross seven words of Jesus on the cross Mtt. 27:46 Mk. 15:34 Jn. 19:27. Jn 19:30	Guides students in their discussion.	Copy points into their note books.	Holy Bible	Student to: state the seven words of Jesus on the cross.

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		Students should be able to: 1. state how he was crucified and died on the cross. 2. mention those present at Jesus burial. Mary Magdalene, Mary the mother of James and Jesus. The mother of the sons of Zebedee. 3. explain the significance.	1. Death and burial. Mtt. 27:57-71 Mk. 15:42-47 Lk. 23:50-56 2. The role of Joseph of Arimathea 3. the women in the burial of Jesus Christ Lk:23:50-56 Jn. 19: 38-42 Significance of Jesus death.	1. Explains the peculiarity of His crucifixion 2. Guides students to discuss the role played by Joseph of Arimathea. 3. Discusses the significance.	1. Discuss how He was certified by death on the cross. 2. Mention those present at Jesus burial. 3. Discuss the significance of the death of Jesus Christ.	Holy Bible Bible picture of Jesus Christ on the cross	Student to: 1. explain how Jesus Christ was certified dead on the cross. 2. State who certified His death (the centurion) . 3. mention those present at Jesus burial.
9	Resurrection of Jesus Christ	Students should be able to: relate the synoptic account of the resurrection.	Jesus rose from the dead after three days Mtt. 28:1-10 Mk 16:1-14 Lk 24:1-35	Guides students on discussion on the resurrection of Jesus.	Read and summarize the biblical passages.	Holy Bible	Student to: briefly state the accounts of the resurrection of Jesus Christ.
		Students should be able to: describe the activities of women in the resurrection story.	The activities of women in the resurrection story.	Leads students to discuss the activities of the women in resurrection story.	Discuss the activities of the women in the resurrection story.	Holy Bible	Student to: describe the activities of women in the resurrection story.
		Students should be able to: state the significance of the resurrection to the Christian faith.	The importance of the resurrection of Jesus to the Christian faith	Leads students to discuss the importance of the resurrection of Jesus to the Christian faith.	1. Discuss the importance of the resurrection of Jesus to the Christian faith.	The Holy Bible	Student to: explain the significance of the resurrection of Jesus to the christen faith.

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		Students should be able to: narrate the appearance of Jesus to the two disciples on their way to Emmaus.	Jesus appearance to the two disciples on their way to Emmaus. Lk. 24:1-35.	Narrates the appearance of Jesus Christ to the two disciples on their way to Emmaus.	2. Narrate the appearance of Jesus to the two disciples on their way to Emmaus.	Holy Bible	Student to: narrate the appearance of Jesus Christ to the two disciples on their way to Emmaus.
10	Communal living in the early church	Students should be able to: explain Peter's address.	Peter's address. Act. 1:15-20.	Guides students to read reference passages.	Read the biblical passage	The Holy Bible	Student to: explain Peter's address
		Students should be able to: discuss the replacement of Judas Iscariot	The election of the successor of Judas Iscariot. Act 1:21-26	Guides students to describe the process by which Matthias was elected.	Describe the process by which Matthias was elected as a successor to Judas.	1. The Holy Bible 2. Picture of people in worship.	Student to: explain the replacement of Judas Iscariot.
		Students should be able to: identify the characteristics of the early Christian community.	Characteristics of the early Christian community. Acts 2:24-47, Acts 4:32-37 1. Dishonesty Acts. 5:1-11 2. Discrimination. Hellenistic and Hebrew 3. Partiality	Leads students to identify the composition of the early Christian community. Discuss the problem of early church.	Identify the characteristics of the early Christian community. Discuss the problem of the early church.	1. The Holy Bible 2. Picture of people in worship-	Student to: 1. identify characteristics of the early Christian community. 2. enumerate the problem of the Christian living.

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		Student should be able to: 1. discuss the problem of early Christian communal living. 2. state the problem of the early Christian community; identify the need for the appointment of seven deacon relate the problem of early Christian community will the problem of tribalism or sectionalism in local churches today. 3. discuss the way of solving the problem.	1. Solution to the problem of the early Christian community. Acts 6:2-6. 2. The need to appoint seven deacons. Relate the problem of early community with the problem of tribalism or sectionalism in local churches today. 3. Ways of solving these problems.	1. Leads students to examine the need for the appointment of seven deacons. 2. Guides students to relate the problem of early Christian community with the problem of tribalism or sectionalism in our local church today.	1. State what brought the appointment of the seven deacons. 2. Discuss the need for the appointment. 3. Discuss the problem of early Christian community with the problem of tribalism and sectionalism in local churches today.	The Holy Bible	Student to: 1. examine the need for the appointment of seven deacons. 2. Relate the problem of early Christian community with the problem of tribalism and sectionalism in the local church. 3. State ways of solving the problems.
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	The holy spirit in Pentecost	Students should be able to: discuss Jesus promise to sent the Holy Spirit.	The promise of the Holy Spirit. Acts 1:8.	Guides students to read biblical texts.	Read the Holy Bible.	Sing song on the Holy Spirit.	Students to: discuss the promise to send down the Holy Spirit.
		Students should be able to: 1. recognize the coming of the Holy Spirit. 2. identify the signs associated with the coming of the Holy Spirit.	The coming of the Holy Spirit Acts 2:1-13.	1. Leads students to discuss the coming of the Holy Spirit and its fulfillment. 2. Guides students to describe the coming of the Holy Spirit.	1. Discuss the fulfillment of Jesus promise of the Holy Spirit. 2. List the sign associated with the coming of the Holy Spirit.	The Holy Bible	Students to: 1. narrate eh story on the coming of the Holy Spirit . 2. identify the signs associated with the coming of the Holy Spirit.
		Students should be able to: 1. identify the major points in Peter’s sermon. 2. recognize the fact that the Holy Spirit is still at work today.	1. Peter’s speech Acts 2:14-41. 2. The Holy spirit at work today.	1. Leads students to recount the major points in Peter’s speech. 2. Guides students to identify ways in which the Holy Spirit is still at work today.	1. Point out the points Peter made in his sermon. 2. Identify ways through which the Holy Spirit still at work today	The Holy Bible	Students to: 1. list 5 points from Peter’s sermon. 2. recognize the fact that the Holy Spirit is still at work today.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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2	Mission to the gentiles	Students should be able to: 1. discuss Saul's conversion. 2. recognize its effect on the spread of Christianity.	Saul's conversion Acts 9:1-19.	Leads students to discuss the bible passages.	Discuss Saul's conversion.	Biblical maps of Paul's missionary journey.	Students to: narrate the story of Paul's conversion.
		Students should be able to: discuss Saul in Damascus and Jerusalem.	Saul in Damascus and Jerusalem Acts 9:20-30.	Leads students to discuss biblical text.	Discuss Saul in Damascus and Jerusalem.	Map of the Holy land	Students to: locate the position of the Holy land on the map.
		Students should be able to: 1. describe the mission of Peter in Lydda and Jopp. a 2. relate the admission of the Gentiles into the church .	1. Peter's ministry in Lydda and Joppa Acts 9:32-42. 2. Peter and the Gentles convert Acts 10:44-48, 11:1-18.	Leads students to describe the mission of Peter in Lydda and Joppa. 2. To know about Peter and the Gentles converts.	1. Point out the key of Peter's mission in Lydda and Joppa. 2. Discuss the admission of the Gentiles into the church.	The Holy Bible	Students to: relate the mission of Peter in Lydda and Joppa and identify the role Peter or Saul played in addressing the Gentles.
3	Opposition to the gospel message	Students should be able to: point out the accusations leveled against the Apostles and their defense.	Arrest and imprisonment of the Apostles. Acts 4:1-31.	Leads students to enumerate the accusations against the Apostles.	Discuss the accusations against the Apostles.	The Holy Bible	Students to: identify the accusation against the Apostles and their trials.

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				TEACHER	STUDENTS		
		Students should be able to: 1. discuss the various types of opposition to the spread of the gospel. 2. identify various types of opposition to the spread of the gospel.	Opposition against Stephen. Acts 6:8-17, 10. And death of Stephen. Acts 7:1-60.			The Holy Bible	Students to: 1. discuss various types of opposition to the spread of the gospel. 2. what is their effect on the church?
		1. discuss Saul's involvement in the opposition against the gospel. 2. discuss Herod's opposition against the gospel.	1. Saul's opposition to the early church. Saul's early life and his conversion. Acts 9:3-32, 9-3-32. 2. Herod's opposition. Acts 12:1-24.	1. Guides students in discussing Saul involvements in persecuting the Christians. 2. Guides students to discuss Herod's involvement in opposing the gospel.	1. Discuss the involvement of Saul in opposing the church 2. Discuss the involvement of Herod in opposing the church.	1. The Holy Bible 2. Picture of Saul.	Students to: 1. narrate the conversion of Saul. 2. discuss Herod's opposition against the gospel.
4	The need for order in society	Students should be able to: 1. explain the meaning of civil responsibility constitution, charter and human right. 2. identify the right of human being as in constitution.	1. Meaning of civic responsibility constitution charter and human rights. 2. The Nigeria constitution.	Guides students to discuss the meaning of civic responsibility and state the various rights in the three documents.	To define civic responsibility constitution charter and human rights.	1. Video film that portrays violation of rights. 2. Picture of violating the right of people.	Students to: 1. define civic responsibility constitution human right charter. 2. state ten human right.

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		Students should be able to: 1. describe the right as enshrined in African charter on human and people's right. 2. discuss the United Nations declaration on human rights.	The African charter on human and people rights a. the in declaration on human right. b. maintenance of law and order in the society.	Guides students to know their right as enshrined in United Nation declaration on human right.	Discuss the right as enshrined in the United Nation's declaration on human rights.	The Holy Bible	Students to: 1. mention the right as enshrined in Africa charter on human's and peoples right. 2. discuss the united nation declaration on human right.
		Students should be able to: identify some ways they can help to maintain law and order in the society.	Maintainers of law and order.	Guides students to identify some ways by which they can maintain laws and orders in the society.	Discuss some ways they can maintain law and order in the society.	The holy Bible	Students to: identify some ways by which they can maintain law and order in the society.
		Students should be able to: 1. explain the need to be responsible and reliable. 2. discuss how you can submit to those in legitimate authority.	1. Need to be responsible and reliable. 2. Submission to those in legitimate authority.	1. Leads students to discuss the need to be responsible and reliable. 2. Guide the students to identify their rights and responsibilities.	1. Discuss the need to be responsible and reliable. 2. Ask for explanation on the rights that are not clear to them.	The Holy Bible	Students to: 1. explain the need to be responsible and reliable. 2. discuss different way of submitting to those in authority.

CHRISTIAN RELIGIOUS STUDIES
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Good citizenship	Students should be able to: a. explain what good citizenship means. b. enumerate the duties of a good citizen. c. The holy bible.	a. Meaning of good citizenship. b. Christian duties of a good citizenship in the society. Peter 2:13-17.	Leads students to read the bible text.	Point out the duties of a good citizen.	Picture of people queuing up at public places.	Students to: list five duties of a good citizen.
		Students should be able to: a. discuss the rights of a good citizen. b. discuss the qualities of a good citizen.	The rights of a good citizen.	a. Guides students to discuss the rights of a good citizen. b. Guides students to discuss the qualities of a good citizen.	a. List the right of a good citizen. b. Identify the qualities of a good citizen.	a. Picture of cars obeying traffic rules at traffic junction. b. The holy bible.	Students to: a. write down four rights of a good citizen . b. discuss the qualities of a good citizen.
		Students should be able to: 1. explain types of citizenships in Nigeria. 2. identify the result of disobedience and breaking of law.	1. Types of citizenship in Nigeria. 2. Results of disobedience and law breaking.	1. Guides students to discuss types of citizenship in Nigeria. 2. Lead the students to discuss the results of disobedience and law breaking.	a. Discus the types of citizenship in Nigeria. b. Identify the result of disobedience and law breaking.	The Holy Bible	Students to: a. explain the types of citizenship in Nigeria. b.. identify the results of disobedience and law breaking.
6	Care of the sick	Students should be able to: 1. explain what HIV/AIDS is and the causes. 2. identify how people can be infected by HIV/AIDS and the symptom.	1. Meaning and causes of HIV/AIDS. 2. Identification of the symptoms and how people can be infected.	1. Leads students to decide how HIV/AIDS can be prevented. 2. Describe the psychological effect on the person.	a. State how people can be infected and narrate how HIV/AIDS can be prevented. b. Discuss how those who have been infected can be cared for.	1. Pictures of those infected by HIV/AIDS in the Hospital with people sitting by their bed sides.	Students to: 1. explain the care of HIV/AIDS and the causes. 2. identify ways of contracting HIV/AIDS and the symptoms.

CHRISTIAN RELIGIOUS STUDIES
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		1. discuss how HIV/AIDS can be prevented. 2. examine how those who have been infected can be care for. 3. explain how HIV/AIDS stigmatization. 4. narrate how Jesus cared for those who are sick.	1. The preventative measures of HIV/AIDS. 2. How is HIV/AIDS transmitted and HIV/AIDS stigmatization? 3. Jesus cared for those who are sick. Jn. 4:46-51 Jn. 5:1-5 Jn. 9:1-7	1. Leads students to decide how HIV/AIDS is prevented. 2. Leads students to explain how HIV/AIDS is transmitted. 3. Guides student to narrate the love and compassion of Jesus to the sick	1. List how people can be infected and narrated. 2. How HIV/AIDS can be prevented. 3. Discuss how those who have been infected can be cared for. 4. Discuss Jesus as a compassionate Saviour who love and cares for the sick .	1. Picture of Jesus performing an acts of compassion or healing. 2. The Holy Bible.	1. narrate ways of preventing HIV/AIDS through order writing test. 2. state how HIV/AIDS is transmitted. The role play, care for someone who is sick.
		Students should be able to: 1. point out the impart of HIV/AIDS on the affected person. 2. the family and society.	Impart of the HIV/AIDS 1. Affected person 2. On the family and society. 3. Economics effect. 4. Social effect.	1. Guides students to point out the impart of HIV/AIDS on the affected person and the family and the society. 2. leads students to know the economics social, educational and the psychological effect of HIV/AIDS.	1. Discuss the impact of HIV/AIDS on the affected person and the family and the society. 2. Copy chalkboard summary.	The Holy Bible	Students to: 1. assignment on the impart of HIV/AIDS on the affected person and the family and the society. 2. explain the economics, social educational and the psychological effects of HIV/AIDS.

CHRISTIAN RELIGIOUS STUDIES
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Independence self actualization	Students should be able to: explain the meaning of skill acquisition, empowerment and creativity.	meaning of skill acquisition, empowerment and creativity.	Leads discussion on the concepts of skill acquisition, empowerment and creativity.	Ask questions	Pictures of farmers, fishermen, carpenters, mechanics, hair dressers, tailors etc.	Students to: discuss skill acquisition, empowerment and creativity.
		Students should be able to: 1. recognize the power of creativity that is latent in them. 2. discuss different ways of being empowered and independent self reliant.	1. The power of creativity that is latent in them. 2. different things which they can do with their hands.	1. Leads students to know what can be done through skill acquisition. 2. Guides students to discuss different ways of being empowered and independent and self reliant.	1. Discuss what can be done through skill acquisition. 2. Write down different ways of being empowered and independent and self reliant.	Pictures of farmers, fishermen, carpenters, mechanics, hair dressers, tailor etc.	Students to: 1. discuss the power of creativity that is latent in them. 2. examine different ways of being empowered and independent and self reliant.
8	Dignity of Labour	Students should be able to: explain why they should take work seriously .	The obligation to work. 1Thess. 2:9, II Thess. 3:6 – 15, Colossians 3:23-25, Ephe. 6:5-8, Titus 3:1	Leads student to study the biblical passages.	Discuss the biblical obligation to work.	1. Video films of people at their different work places. 2. The holy bible. 3. Pictures of people whose hand work, lift them from poverty to riches.	Students to: explain the biblical obligation to work.

CHRISTIAN RELIGIOUS STUDIES
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		Students should be able to: explain the different types of labour. State the benefits of hard work.	1. Enumerate the different types of labour. 2. The benefits of hard work.	Leads students to discuss the benefits of hard-work.	Write an essay on types of labour and their benefit.	Video films of people doing different types of jobs or work.	Students to: 1. discuss different types of labour. 2. state the benefit of hard work.
		Students should be able to: 1. discuss the advantages of the dignity of labour . 2. explain the dangers of idleness in the society. 3. state why no respect for menial job.	1. The advantages of the dignity of labour 2. Danger of idleness 3. Lose of respect for personal dignity e.g. (menial job)	1. Guides students to discuss the advantages of the dignity of labour. 2. Leads student to explain the danger of idleness. 3. Guides students to know that no work is menial and that all jobs contribute to the general welfare of the society.	1. Discuss the dangers of idleness. 2. Enumerate what is today considered as menial job.	Video films of people along different types of jobs.	Students to: 1. list the advantage of the dignity of labour. 2. identify the dangers of idleness in the society 3. mention all types of menial jobs.
9	REVISION AND EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
SS III
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sirah Briefly History of Uthman Dan Fodio	Students should be able to: 1. narrate the history of Uthman Dan Fodio. 2. mention the origin or Dan Fodio. 3. list his contribution. 4. recognize each of his qualities as lessons.	Explain the life history of Uthman Dan Fodio.	1. Discusses with students the life history of Uthman Dan Fodio. 2. Mentions the origin of Uthman Dan Fodio. 3. Guides students to recognize his qualities. 4. Describes his contribution of Uthman Dan Fodio.	1. Give account detail of Uthman Dan Fodio. 2. State the source of Dan Fodio. 3. Mention the contributions of the man Uthman Dan Fodio.	1. A charts showing Uthman Dan Fodio. 2. Information technology devices.	Students to: 1. give account of Uthman Dan Fodio. 2. outline the origin of Uthman Dan Fodio. 3. mention the contribution of the Uthman Dan Fodio. 4. mention his qualities.
2	Hadith	Students should be able to: 1. recite the text individually and collectively. 2. translate the meaning of these hadiths. 3. appraise the lessons contained in the hadiths.	1. Introduction to An-Nawawis collections. - An-Nawawis 6 - An-Nawawis 7 -An-Nawawis 8 - An-Nawawis 9 - An-Nawawis 22 - An-Nawawis 23 - An-Nawawis 25 - An-Nawawis 26 - An-Nawawis 27.	1. Leads them in recitation of the hadiths. 2. Guides them in each meaning. 3. States some lessons contained in the hadith.	1. Listen to the teacher pronunciation. 2. Explain the collection of the hadith. 3. Explain the lessons derived.	1. A chart containing of hadith. 2. Information and technology devices.	Students to: 1. give account of the hadith. 2. mention the collectors of the hadith. 3. enumerate the lesson.

ISLAMIC RELIGIOUS STUDIES
SS III
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Islamic moral education kindness to parents	Students should be able to: 1. explains the reason why they should be kind to their parents. 2. state the manners in which they should show kindness to their parents. 3. enumerate the importance of home behaviour. 4. state the verses of the Quran that teaches kindness to parents and honesty in words and deeds.	Selected topics in Islamic moral education: -kindness to parents. -honesty in words and deeds.	1. Explains positive roles played by the parents in their upbringings. 2. Discusses the way in which they show kindness to their parents. 3. Leads students to illustrate virtues of honesty. 4. Discusses with the students how honesty benefits the community. 5. Enumerates some verses of the glorious Quran that teaches kindness Q17vs23-24 honesty Q2vs42.	1. Listen to the teacher discussion. 2. outline reasons why they should show kindness to their parents. 3. Discuss the benefits of honesty in ways and deeds. 4. Describe that rewards of honesty in words and deeds. 5. Mention some verses in connection with kindness to parents and honesty in words and deeds.	A chart containing verses related to kindness to parents and honesty in words and deeds.	Students to: 1. mention the need to show kindness to parents. 2. state the ways of showing kindness to parents. 3. Discuss how dishonesty harms the relationship between people. 4. state how honesty benefits individuals in this world and hereafter. 5. mention some verses of the glorious Quran that teach kindness to parents and honesty in words and deeds.

ISLAMIC RELIGIOUS STUDIES
SS III
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Moral education modesty in dressing, behaviour and trust	Students should be able to: 1. explain the prophet (SAW) teaching about the need for every person to dressing well. 2. state why modesty in dressing and behaviour are prescribed in Islam. 3. specify the dresses that are modest for both male and female Muslims. 4. Explain what is meant by amanah (trust). 5. give example of amanah (trust). 6. mention and identify the trust and responsibilities of leadership and followership. 7. make references to Quran and hadith.	1. Selected topics in Islamic moral education modesty in dressing, behaviour and trust. 2. Leadership 3. Followership and justice.	1. Leads students to appreciate the hadith of the prophet (SAW) which speaks about behaviour. 2. Discusses with the students the benefit of good behaviour. 3. Explains the different styles of dress and behaviours among the society. 4. Mentions that the covering of gaze applied to both men and woman in Islam. 5. Discusses the meaning of trust: amanah. 6. Discusses the concept of leadership at all levels in Islam and responsibilities. 7. Identifies some relevant verses of the glorious Quran and hadith relevant to the topic.	1. Listen to the teacher discussion. 2. Mention the rewards of good behaviours. 3. Discuss that students need to be modest in daily living. 4. Define the term amanah. 5. Describe what is leadership and followership. 6. State some of leadership and followership. 7. Mention the harmful effects of injustice on society.	1. Pictures of Islamic styles of dressing. 2. Pictures of immodest dressing. 3. Information technology devices and glorious Quran and hadith.	Students to: 1. state the parts of the body that should be properly covered by the Muslims. 2. discuss the consequences of immodest dressing. 3. define amanah. 4. example of amanah in our daily life. 5. explains what a good leadership is. 6. assess the significance of justice in the society. 7. mention some relevant verses and hadith.

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Sirah Islamic moral education on perseverance	Students should be able to: 1. explain the words of perseverance. 2. give example of perseverance. 3. state the perseverance activities.	Perseverance	1. Discusses the meaning of perseverance. 2. States the concept of perseverance. 3. Mentions the relevant verses of the Quran and hadith relevant to the topic.	1. Listen to the teacher discussion. 2. Describe the words of perseverance. 3. State the relevant verses or the Quran and hadith.	Information technology device.	Students to: 1. explain what is perseverance. 2. state the perseverance concept. 3. state the example of perseverance.
6	Tawhid and fiqh right and duties of husbands and wives Nikah (marriage).	Students should be able to: 1. state the rights that are due to the wife from her husband. 2. mention the duties of the wife to her husband. 3. recognize that the rights and duties of the wife include the payment of Sadaq (dower)	Rights and duties of husbands and wives.	1. Discusses the right of wife expected from her husband. 2. Lists the duties of wife to her husband. 3. Mentions some verses of the glorious Quran and hadith to support the discussion. 4. Discusses the lessons derivable from the topic.	1. Listen to the discussion. 2. List the rights and duties of husband and wife. 3. Mention some verses of the glorious Quran and hadith that support the topic. 4. Identify the lessons derived from the topic.	1. A chart containing Quranic verses and hadith relating to the topic. 2. Pictures of couple living in harmony.	Students to: 1. mention the right of the wife to the husband. 2. discuss the duties of wife to the husband. 3. rehearse some verses and hadith supporting the topic. 4. state some lesson derived from the topic.

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FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Nikha	Students should be able to: 1. state the status of women in most societies. 2. discuss the status of married women in Islam. 3. mention the position of Islam on polygamy. 4. state the rules governing polygamy.	The status of women in Islam: -polygamy and its rules.	1. Explains that both men and women have equal right to life in Islam. 2. Mentions that some societies do not give women these rights. 3. Explains the position of Islam on polygamy. 4. Enumerates the rules governing polygamy. 5. Identifies some verses of the glorious Quran and Hadith that support the status of women in Islam and the position of polygamy.	1. Listen to the teacher explanation. 2. Discuss the status of women in Islam. 3. Examine the position of polygamy in Islam. 4. Mention conditions that govern polygamy. 5. Mention some verses of the glorious Quran and Hadith in support of women and polygamy in Islam.	Information and communication technology devices.	Students to: 1. mention the status of a woman in Islam. 2. discuss the status of a woman in other societies. 3. state the position of polygamy in Islam. 4. identify the condition that govern the polygamy. 5. mention some verse in the glorious Quran and hadith.

ISLAMIC RELIGIOUS STUDIES
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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Nikkah Talaq (divorce)	Students should be able to: 1. define divorce. 2. state the Islamic attitude to divorce state the kinds of divine and describe each. 3. enumerate various types of iddah in Islam.	Talaq; -definition -Islamic attitudes toward it. -types -iddah -custody of children.	1. Defines the terms Talaq, iddah and hadanah; 2. Discusses Islamic attitude on divorce. 3. Describes the kinds of divorce and their durations. 4. States the position of Islam on the custody of children after divorce. 5. Mentions some verses of the glorious Quran and hadith related to each of the items.	1. Listen to the teacher definition and explanation of the terminologies. 2. Mention the position of Islam on divorce, and custody of children after divorce. 3. Discuss the kinds of divorce and their durations. 4. Identify some verses of the glorious Quran and hadith related to each items.	1. Pictures of children from broken homes. 2. Information and communication technology devices.	Students to: 1. define some of the terminologies. 2. mention the circumstances that can lead to divorce. 3. state kinds of divorce and condition that govern each of them. 4. examine the duration for each of the kinds of iddah. 5. discuss the custodians of children after divorce. 6. mention some verses of the glorious Quran and hadith related to the items.

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Quran Surat Nasir and Nas	Students should be able to: 1. recite correctly with Tajweed the suwar. 2. recognize the lessons contained in the suwar. 3. state how to apply those lessons in daily life.	1. Reading in Arabic translation and brief commentary on the following chapters of the Quran. 2. Suratul-Nasir and Nas.	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 individually and collectively. 2. Listen to the teacher explanations. 3. Mention some lessons contained in the suwar. 4. Pronounce the difficult words repeatedly.	1. A copy of the glorious Quran. 2. Chart showing the chapter and the verses. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with Tajweed. 3. give the translation of suwar. 4. list the lessons contained in the suwar. 5. state how the lessons can be applied in daily life.
10	Quran Surat Nasir and Nas	Students should be able to: 1. recite correctly with Tajweed the suwar. 2. recognize the lessons contained in the suwar. 3. state how to apply those lessons in daily life.	Reading in Arabic, translation and brief commentary on the chapters of the Quran Surat Ikhlas.	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 individually and collectively. 2. Listen to the teacher explanations. 3. Mention some lessons contained in the suwar. 4. Pronounce the difficult worlds repeatedly.	1. A copy of the glorious Quran. 2. Chart showing the chapter and the verses. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with Tajweed. 3. give the translation of suwar. 4. list the lessons contained in the suwar. 5. state how the lessons can be applied in daily life.
11	REVISION						
12	EXAMINATION						

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Qur'an	Students should be able to: 1. recite the surahs correctly with Tajweed. 2. Recognize the lessons contained in the surah (suwar). 3. state how to apply the lessons in daily life.	Revision: 1. Reading in Arabic, translation and brief commentary on the following chapters of the Qur'an: -Suratil Nasr -Suratil Lahab -Suratil Ikhlas -Suratil Falaq -Suratil Nas.	1. Recites the suwar with the students. 2. Leads the students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciation.	1. Recite the text of the suwar individually and collectively. 2. Listen to the teacher explanations. 3. Mention some lessons contained in the suwar. 4. Pronounce the difficult words repeatedly.	1. A copy of the Qur'an. 2. Charts showing the chapter. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with Tajweed. 3. give the meaning of suwar. 4. list the lessons contained in the suwar. 5. state how the lessons can be applied in daily life.
2	Hadith	Students should be able to: identify the compilers of the collections. mention a brief life history of the compilers. recite the text and the meanings of the hadith. 4. appraise the lessons and use in daily life.	Introduction of an-Nawawis collection: -An-Nawawis 32 An-Nawawis 34 -An-Nawawis 35 An-Nawawis 38 An-Nawawis 41	Discusses a brief history of the compilers of the collections. Leads students in the relation of the text and the meaning of the hadith. Explains the meaning of the hadith. State some lessons in the hadith. 5. Explains how to apply them in their daily life.	Listens to the teacher explanations. 2. Read after the teacher the text and translation of the Hadith. State some of the lessons of the Hadith. 4. Explain how the lessons could be applied in their daily life.	A chart containing the hadith. 2. Information technology devices.	Students to: narrate a brief history of the compilers of An-Nawawis collections. recite some of the hadith. 3. mention the meaning of the hadith.

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Mikkah (marriage)	Students should be able to: 1. state the rights that are due to the wife from the husband. 2. mention the duties of the wife to her husband. 3. recognize that the rights and duties of the wife include the payment of (sadaq) dowry.	1. Rights and duties of husbands and wives.	1. Discusses the right of wife expected from her husband. 2. Lists the duties of wife to her husband. 3. Mentions some verses of the Quran and hadith to support the discussion. 4. Discusses the lessons derivable from the topic.	1. Listen to the discussion. 2. List the rights and duties of husband and wife. 3. Mention some verses of the Quran and hadith that support the topic. 4. Identify the lessons derived from the topic.	1. Charts containing Quranic verses and hadith relating to the topic. 2. Pictures of a couple living in harmony.	Students to: 1. mention the rights of the wife to the husband. 2. discuss the duties of wife to the husband. 3. rehearse some verses and hadith supporting the topic. 4. state some lessons derived from the topic.
4	Islamic moral education	Students should be able to: 1. explains the reason why they should be kind to their parents. 2. state the manners in which they should show kindness to their parents.	1. Selected topics in Islamic moral education: kindness to parents. 2. Honesty in words and deeds.	1. Explains positive roles played by the parents in their upbringings. 2. Discusses the way in which they show kindness to their parents. 3. Leads students to illustrate virtues of honesty.	1. Listen to the teacher discussion. 2. Mention reasons why they should show kindness to their parents. 3. Discuss the benefits of honesty in ways and deeds.	1. A chart containing verses related to kindness to parents and honesty in words and deeds.	Students to: 1. mention the ways to show kindness to parents 2. Discuss how dishonesty harms the relationship between people.

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TARIKH							
5	Islamic moral education	Students should be able to: 1. state the essence of unity and brotherhood in Islam. 2. explains the Islamic brotherhood knows no boundary of race, nation or tribe. 3. discuss benefits of religious tolerance and peaceful co-existence. 4. explaining the meaning of good behaviour and forbidden vices.	1. Selected topic in Islamic moral education -unity and brotherhood. -religious tolerance and peaceful co-existence. -enjoying what is righteous and forbidding what is evil.	1. Explains the importance of unity and brotherhood in Islam. 2. Discusses that Islamic brotherhood is wider than tribe, nation or race. 3. Explains the benefits in religious tolerance and peaceful co-existence. 4. Stresses the importance and the effects of doing good and avoiding evils. 5. Identifies some verses of Quran and hadith to support the topic.	1. Listen to the teacher explanations. 2. Mention the wisdom behind the unity and brotherhood of Islam. 3. Discuss the merits of religious tolerance and peaceful co-existence. 4. List the importance and the positive effects of good behaviour. 5. Mention some acts which are good and those that are bad. 6. Recite some verses of the Quran and Hadith to support the topic.	1. A chart showing the relevant verses of the Quran and hadith.	Students to: 1. state the unity and brotherhood of Islam during the life time of the prophet (SAW) in Madinah. 2. mention some methods of fostering unity and religious tolerance and peaceful co-existence. 3. state some acts which are good and those that are bad. 4. recite some verses of the Quran and hadith to support the topic.

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THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Islamic moral education	Students should be able to: 1. explain the need for personal cleanliness and environmental sanitation. 2. demonstrate the ways of maintaining personal cleanliness and environmental sanitation.	1. Personal hygiene and environmental sanitation. 2. Danger of smoking.	1. Leads discussions in order to realize the need for personal cleanliness and environmental sanitation. 2. Explains how to achieve personal cleanliness and environmental sanitation.	1. Listen carefully to the teacher discussion. 2. Practice the various forms of personal cleanliness and environmental sanitation. 3. Discuss some of the disadvantages of uncleanness and environmental pollution.	1. Pictures showing the forms of personal cleanliness. 2. Pictures showing tools for maintaining personal cleanliness and environmental sanitation.	Students to: 1. explain the need for personal cleanliness and environmental sanitation. 2. demonstrate the ways and means of maintaining personal cleanliness and environmental sanitation.
7	Islamic moral education	Students should be able to: 1. explains what is wrong in bribery, corruption and stealing. 2. state the Islamic prohibition of stealing and punishment. 3. identify various types of gambling. 4. discuss the harmful effects of gambling. 5. mention the effects of intoxicants, dangerous drugs or mental and physical health. 6. identify some verses of the Quran and hadith.	1. Prohibition of bribery, corruption and stealing. 2. Prohibition of gambling intoxicants and drug abuse.	1. Discusses why bribery, corruption and stealing are morally wrong both in public and private sectors. 2. Explains the harmful effects of bribery, corruption and stealing. 3. Discusses the evil effects of gambling. 4. Mentions some various forms of gambling. 5. Guides students to appreciate the evil effects of alcohol, drug abuse on the health of the students. 6. Makes reference to some verses of the Quran and hadith.	1. Listen attentively to the teacher discussion and explanation. 2. Mention the harmful effects of bribery, corruption and stealing in the society. 3. Mention various forms of gambling. 4. Discuss the effects of intoxicants and drug abuse on health. 5. Recite some verses of the Quran and hadith.	Pictures of a drug abused persons.	Students to: 1. discuss the evil effects of bribery corruption and stealing. 2. mention the harmful effects of intoxicants and drug abuse on health. 3. Identify some verses of the Quran and hadith.

**ISLAMIC RELIGIOUS STUDIES
SS III
SECOND TERM**

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: QURAN HADITH							
8	Quran and Hadith	Students should be able to: 1. recite all Surat taught and hadith with Tajweed and correct pronunciation. 2. recognize all the lessons in the surat and hadiths. 3. state how to apply the lessons in daily life.	Revision: reading and translation of all suwar and hadith.	1. Guides them to recite the all suwar and hadith. 2. Identifies some difficult suwar and make correction where necessary.	1. Read the text of all suwar individually and collectively. 2. Read the text of all hadith taught individually and collectively.	1. A copy of the glorious Quran and hadith. 2. Information 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 the lessons can be apply in daily life.
9	REVISION AND EXAMINATION						

**VISUAL ART
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Western art history	Students should be able to: trace the historical development of Western Art.	Styles and periods: - pre-historical - Mesopotamia - Greek Art - roman Art - early Christian Art Islamic and - medieval Art - renaissance Art	Discusses the origin, states of developments, nature and characteristics styles of Western Art.	1. Listen attentively 2. Copy Note	Photographs, maps, slides, projector.	Students to: mention and discuss 3 of the styles and periods in Western Art History
2.	Western art history	Students should be able to: state the differences and similarities between the various art styles at personal groups regional or period levels.	The differences in styles e.g. Islamic and Christian art and the style of Leonardo Da Vinci and that of Greek vase painters.	1. Discuss the achievements of the leading artist of the period, styles and movements 2. Illustrate with slide prints, or photographs for students to see.	1. Listen attentively and ask questions 2. Copy Notes	As in the above	Students to: mention two artists and their works e.g. Praxiteles, Donatello.
3.	Impact of African art on western art and vice versa	Students should be able to: explain the impact of African art on European art and vice versa.	1. 19 th and 20 th Century art of Europe: - Impressionism - Expressionism - Abstraction - Cubism - New concept and media for art in Africa 2. neglect of African art education and destruction of many artifacts.	1. Discuss the artist revolution in Western Art due to contact with African Art. 2. Explains origin and development of main stream art.	1. Listen attentively and participate in class discussion. 2. Copy Notes.	Slides photograph projector.	Students to: list the influence of African Art on European art.

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FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Impact of Nigerian art on western art.	Students should be able to: explain the position of Nigerian Art and its impact globally.	1. Benin primitive and looted art works. 2. Ife bronze heads, iron ceremonial screens.	Leads discussion on the influence of these art works on Western art works.	1. Listen and participate in class discussion. 2. Copy Notes	1. Slides 2. Photographs 3. Projector	Students to: state two Nigerian art that have impact globally.
5	impact of Nigerian art on western art	Students should be able to: explain the position of Nigerian Art and its impact globally.	1. Yoruba carved doors, bowls and pillar posts. 2. Nok art culture and other traditional Nigerian arts	Leads students in class discussion	1. Listen and participate in class discussion 2. Copy Notes	1. Slides 2. Photographs 3. Projector	Students to: list three (3) Nigerian traditional art cultures
6	Contemporary world art	Students should be able to: explain the recent development in art globally	New terms and direction in Art - Visual culture - Installation art - Performance art - Video art	Leads class discussion on new terms and directions in world art	1. Participate in class discussion 2. Copy Notes	1. Slides 2. Projector 3. Photograph 4. Selected video clips	Students to: mention three new ideas and directions in contemporary world art
7	Drawing and painting from life	Students should be able: 1. represent human figure 2. represent the arrangement still life objects in drawing and painting 3. draw and paint a landscape of seascape scenery	1. Drawing the human figure with colour crayon or colour ink 2. Control of paint, crayon or colour in from light and shade effect 3. Proportion: Relation of parts to part of the whole body. - Anatomical studies - Drawing or painting of portraits - Quick action poses - Long poses for detail drawing and painting 4. Still life drawing and painting of objects 5. landscape drawing and painting	1. Explain the standard proportion of human heads to the whole body 2. discusses the following concept foreground, Sky line colour perspective tone, background, foreground, balance etc. as they relate to land and sea scope	1. Listen attentively to the teacher 2. Draw and paint the human figure posed before the class	1. Cardboard papers 2. Pen ink 3. Crayon 4. Pastel 5. Acrylic 6. Brushes	Students to: 1. draw and paints the human figure with water colour or pen and colour ink. 2. practice drawing and painting the arranged still life object. 3. draw and paint land or seascape

**VISUAL ART
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FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Sculpture wood carving in relief	Students should be able to: 1. know the term sculpture 2. know what the term relief is 3. Identify carving tools 4. Know the functions of carving tools 5. differentiate between relief sculpture and sculpture in the round 6. make simple relief carving on wood	1. Relief carving 2. types of relief – low and high 3. Carrima tods 4. Various functions of carving tools.	1. Define the term sculptural 2. Explains relief and types 3. Discus the different carving tools. 4. Explains the functions of carving tools.	1. Participate fully in the lesson 2. Participate in wood relief carving exercise.	1. Wood 2. Chisel 3. Mallet 4. Scrappers Sand paper steel, vice	Students to: 1. define sculpture 2. explain the term relief 3. show and identify carving tools 4. relate the difference between relief and sculpture in the round S. produce a relief carving on 30cm by 30 cm plant
9.	Carving in the round (simple) forms	Students should be able to: objects that can be carried in the round. Ash tray morto, wooden plate, wooden stool and seats	1. Defines carving in the round. 2. Illustrate by carving an object in the round for the students to see.	1. Listen to teacher's explanation. 2. Practice carving with a chosen object.	1. Explain sculpture in the round 2. List four objects in the round 3. Produce one carving in the round	Wood chisel Mallet, vice stone Shapner riffler iron sponge, Rasps, sand paper	Students to: objects that can be carried in the round. Ash tray morto, wooden plate, wooden stool and seats
10	Carving in the round (life forms)	Students should be able to: carve a figure in the round.	Carving in the round - volume – Plane - mass – Base	1. Leads the discussion on carrying of figures 2. Guides students to carve a figure	Practice how to carve a figure in the round.	Specimen Illustration Chisel wood mallet vice etc.	Students to: produce a life form on wood
11	REVISION						
12	EXAMINATION						

VISUAL ARTS
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Making models for art production	Students should be able to: 1. know what a model is 2. design and construct models from their designs	Designs of objects: cars, bottles, cell phone, building, airplanes, gliders	1. Explains a model 2. Introduces and discusses the general process of industrial design model prototypes and test functionality	1. Listen attentively in the class. 2. Select objects for design and model.	Clay, paper, paper mache, cement, fibre, glass, drawing set, T-square, corn stalk.	Students to: 1. explain model 2. design and construct a model of their own choice
2.	Block lettering	Students should be able to: 1. explain block lettering 2. construct simple block letters 3. know the functions of block letters 4. know the qualities of lettering	1. Block lettering exercise. Roman, Gothic and so on 2. construct simple block lettering 3. Know the qualities of lettering 4. Know the functions of lettering	1. Explains to the students 2. Demonstrates the construction of block lettering 3. Lists the functions of lettering 4. Gives the function of lettering	1. Listen to the teacher 2. Practice the construction of block lettering 3. Copy necessary notes given	Drawing instruments, pen and ink, calligraphic pen set, cardboard papers, colours tracing paper, pencil lettering set	Students to: 1. construct phrase with block lettering 2. mention two function of lettering 3. give the qualities of lettering
3.	Calligraphy	Students should be able to: 1. know the term calligraphy; pen 2. write fanciful and legible calligraphic letters	1. Calligraphic lettering. Sam serif ornament 2. Calligraphic pen writing	1. Explains to the students 2. Explains to the students the term calligraphy 3. WriteS phrases before the students in calligraphy 4. Guides students to write theirs.	1. Listen to the teacher 2. Practice calligraphic writing 3. copy Notes	As in the above As in the previous	Students to: 1. construct phrase with block lettering 2. guide students to write in calligraphy

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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Computer assisted design	Students should be able to: 1. make simple advert design with the computer	1. Corel Draw windows environment: task bar, menu bar, tool box, status bar page view 2. Clip art for illustration 3. Texts, - Dialogue boxes, interactive fill tools 4. Logout features	1. identifies and explain the features of the coral draw environment 2. Guides students on how to import clip for illustration 3. Guides students on how to write and manipulate texts on Corel draw	1. Listen carefully to instruction 2. Practice importing clip art objects from CD, flash drives or hard disks	Computer set, compact disk, flash drive, paper card boards	Students to: 1. design a simple greeting card on computer.
5.	Layout and book illustration	Students should be able to: 1. do simple layout and book illustration 2. produce illustration for books, magazines and newspapers, with different techniques	1. layout features: - Columns - Margin - Spine - Bleeding - Blurb etc. 2. Illustration techniques on computer using free hand tools	Explains page layout features	1. Students to participate actively in the discussion 2. Try their hands on page layout and some illustrations	Magazines, Newspaper tabloid, set of computers, pencil, paper.	Students to: 1. produce a page layout of a 3 column magazine on an a4 paper size 2. use computer to draw a composition of human figures.
6.	Spinning and weaving	Student should be able to: weave fabrics with simple techniques	1. Basic principles - Warp - Weft - Colour - Pattern 2. Spinning process	1. Explains the process of weaving 2. Demonstrates weaving techniques 3. Spins some raw cotton into thread.	1. Practice weaving 2. Carryout some spinning exercise	Wood, Twilling simple loom	Students to: weave simple kaftan

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SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Stencils	Students should be able to: prepare paper or mesh stencils for applied design such as balkit décor or back stage design.	1. Paper stencil cutting 2. Screen stencil laying and cutting.	1. Leads students in preparing a simple stencil. 2. Applies these to make a given design as specified.	Participate in groups to make their own stencils and apply them .	Cardboard Paper Straw Broads Meters of baft fabric Wax Enamel Pam	Students to: produce a one meter mesh, stencil, for a stage back drop
8.	Photography	Students should be able to: 1. identify and label parts of a standard single lens reflex camera. 2. mention and explain some terminologies in photography. 3. explain loading focusing and shooting.	1. Types of camera - Double lens reflex - Single lens reflex - Box camera - Bellow camera 2. Terminologies in photography - Focus - Snap - View Panning 3. Parts of a SLR camera: - Apparatus - Lens - View finder 4. Photographic materials and equipments - Camera - Film 5. Photographic processes - Loading - Snap - Shooting	1. Guides student to identify the function of a camera. 2. Discusses with the aid of photograph and other musical examples, terminologies in photography. 3. States photographic equipments and materials. 4. Explains photographic processes. 5. Demonstrates loading, focusing and shooting.	1. Participate fully in the discussion 2. Practice loading, focusing and shooting	Still camera Video camera Digital camera Photographs	Students to: 1. label parts of a SLR camera 2. list and explain four terminologies in photography 3. load film focus and shoot a picture
9	REVISION AND EXAMINATION						

MUSIC
SS III
FIRST TERM

THEME: HISTORY AND LITERATURE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Baroque period (1600-1750)	Students should be able to: 1. explain the term Baroque. 2. identify the characteristics of baroque music. 3. discuss the life and works of a named composer e.g. J.S Bach, G.F. Handel etc.	1. The meaning of baroque and the musical styles of the period. 2. Characteristics of baroque music 3. Composers and their works E. G. J. S. Bach, G. F Handel.	1. Explains to the students the meaning of 'Baroque'. 2. Highlights the musical styles of the period. 3. Enumerates the characteristics of Baroque music. 4. Names some major composers of this period and their works.	Take notes and asks questions.	1. Textbook 2. Chalk board 3. Picture board	Students to: 1. write short notes on baroque period and gives 5 characteristics of music 2. discusses the life work of a named composer of this period.
2	Baroque period (1750-1820)	Students should be able to: 1. explain the term classicism 2. identify the characteristics of the musical of the classical period. 3. discuss the lives and works of some named composers of the period.	1. The meaning of classical and the musical styles of the period. 2. Characteristics of classical music. 3. Composers of classics period and their works. (lives and works)	1. Explains the meaning of the term 'classical' 2. Highlights the musical styles of the period 3. Enumerates the characterizes of classical music	Take notes and asks questions.	1. Textbook 2. Chalk board 3. Picture board	Students to: 1. write short notes on baroque period and gives 5 characteristics of music 2. discusses the life work of a named composer of this period.

MUSIC
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FIRST TERM

THEME: HISTORY AND LITERATURE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	African music (colonial and post colonial)	Students should be able to: 1. enumerate Nigerian art musician and their works 2. discuss the development of art music in Nigerian	1. Nigerian art music: meaning of art music 2. History of the development of art music in Nigerian. Lives and works of Nigerians arts musicians.	1. Explains the term art music 2. Gives brief history of the development of art music in Nigerian 3. Highlights the Nigerian are musicians which includes: Adams Fiberesima, Akin Euba, Joshua Uzoigwe, Fela showande	Take notes and asks questions	1. Text book 2. Chalkboard 3. Pictures chart 4. Pictures	Students to: 1. mention 5 art musicians and 2 of their works each 2. write short note on the development of art music in Nigerian
4.	Western music (form and analysis of Baroque and classical periods)	Students should be able to: identify and discuss the characteristics of Baroque and classical period	1. forms of music during baroque 2. forms of music during classical period. 3. characteristics of baroque and classical period	Explains the forms of music during Baroque and classical period, binary, tannery, rondo, sonata, allegro, e. t. c	Take notes and asks questions	1. Textbook 2. Chalk board 3. Picture chart.	Students to: list 5 forms of music during baroque and classical period.

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THEME: HISTORY AND LITERATURE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Composition	Students should be able to: 1. compose an 8 bar passage for soprano and alto. 2. arrange a folk song for a solo instrument and piano. 3. learn the ranges of the four types of human voice and their names soprano, alto tenor and bass.	1. Composition 8 bar passage for soprano and alto. 2. Four types of human voice. (soprano, alto, tenor and bass) 3. Arrangement of solo instrument and piano.	1. Discusses the rules guiding two part writing E G: Avoidance of parallel 5 th and 8 ^{ve} wide caps 2. Guides the students in composing for the two female voices 3. Explains the steps arranging for a solo instrument and accompaniment.	1. Observe the rules of composition 2. Take a folk song and arrange it for a local instrument (e.g. the xylophone poi e.t.c.) and accompaniments of other instruments of their choice	1. Manuscript paper 2. Chalk board 3. Writing materials 4. Piano 5. Local instruments available in the school.	Students to: 1. write a simple 8 bar passage for soprano and alto voices. 2. arrange a folk song for the xylophone and accompaniment of other instruments named by the teacher.

THEME: THEORY OF MUSIC

6	Transposition	Students should be able to: 1. name the transposing instruments like trumpet, saxophone etc. 2. distinguish between concert pitch and transposing instruments.	1. Transposing instruments 2. Ranges of common transposing instruments 3. Concert pitch and transposing instruments	1. Explains the reasons for transposition. 2. Lists the transposing instruments such as the trumpet, saxophone, tuba, clarinet 3. Gives the ranges of some common transposing instruments	1. Observe the structure of the instruments. 2. Play a tone on a transposing instrument and difference in pitch of the same note played on a concert instrument (piano). 3. Copy the ranges of some transposing instruments 4. Write a simple melody for the following transposing instruments: - trumpets - saxophone - clarinet	1. Manuscript paper 2. Available transposing instruments in the school	Students to: 1. list 3 transposing instrument and their ranges. 2. explain the term 'transposing' instrument
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THEME: HISTORY AND LITERATURE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Harmony	Students should be able to: 1. harmonise a given melody. 2. analyse the chords used in a musical score.	1. Four-parts harmony i.e. harmonising a melody in 4 parts 2. Analyse of the chords in a musical score. 3. Playing the four parts harmony.	1. Reviews the procedures for harmonizing a melody in 4 parts 2. Guides the students in harmonizing a given melody 3. Helps the students to analyze the chords used in a four part piece.	1. Copy the musical examples given by the teacher. 2. Harmonise a given melody on the chalk board. 3. Critically analyze the chords used in above (2)	1. manuscript paper 2. musical score 3. chalkboard. 4. keyboard.	Students to: 1. harmonize the following melody in four. parts <pre> =====6-4===== &===== ==d===== d===== ===== &===== b===== o===== d===== </pre> 2. analyze the chords used in the music.
8	Music dictation (Ear training)	Students should be able to: 1. hear and write down an 8-bar melody played by the teacher 2. reproduce rhythmic patterns tapped or chapped by the teacher.	1. Rhythmic clapping 2. Listen to melody played, 3. Writing an 3-bar melody played	Introduces an 8 bar melody plays it several times and asks the students to write it down	Write down the 8-bar melody after being played several times by the teacher.	1. Piano 2. Manuscript paper 3. Chalk board 4. Pencil 5. Eraser	Students to: listen to several playing by the teacher and write down the 8-bar melody.
9	REVISION AND EXAMINATION						

MUSIC
SS III
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Listening and appreciation	Students should be able to: 1. develop attentive listening. 2. describe in their own words what they hear. 3. identify the theme of an instrumental work. 4. identify and distinguish the voices of various instruments.	1. Listening and appreciation. 2. Writing of what you heard 3. Identification of voices and various instruments used in a piece.	1. Plays a selected work to the students and makes them listen to it. 2. Discusses the theme of what he played. 3. Identifies various sounds from the instruments	1. Develop the sense of listening 2. Differentiate the voices of various musical instruments 3. Identify the form and style of a named piece of music.	1. Tape recorder 2. Chalkboard 3. Cassette tapes of CDS/ VCDS of various composers	Students to: 1. write down their impressions of what they heard. 2. enumerate the various instruments used in a piece
THEME: APPLIED MUSICAL							
2.	Ensemble	Students should be able to: 1. play their various musical instruments. 2. form ducts trios, quartet e. t. c. to encourage group performance 3. improvise on their instruments as they accompany songs and dances	1. Group performance ducts trios, quartet e. t. c. 2. Playing of musical instrument. 3. Improvisational skills on instruments	1. Directs from them in playing their various musical instruments. 2. Organizes the students in groups.	1. Play their instruments as guided by the teacher. 2. Improvise with their musical instruments in solo performance or in ensemble	Musical instruments	Students to: 1. play their musical instruments 2. organize themselves in performance groups. 3. develop improvisational skills

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SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Musical instruments (study skills)	Students should be able to: 1. play some technical exercises on their musical instruments. 2. play some selected piece. 3. go through some studies.	1. Musical exercises on individual instruments. 2. Study skills for the instruments. 3. Exercises on selected pieces.	Writes out some technical exercises written for them by the teacher.	Ply the technical exercises written for them by the teacher.	1. Available musical instruments in the school 2. Musical scores of technical exercises and studies	Students to: 1. practice rapidity exercises 2. play some selected pieces. 3. practice skills for the instruments.
THEME: MUSICAL PRACTICE AND PERFORMANCE							
4.	Nigerian dance styles.	Students should be able to: 1. improvise movements. 2. choreograph a contemporary dance on any theme of their choice.	1. Dance improvisation 2. Dance composition 3. Differences between modern dance and traditional dance.	1. Explains improvisational dance to the students 2. Discusses dance composition with the students 3. Leads students through the structuring of movements into phrases and sequences.	Attempt to create dance sequences.	1. Local musical instruments 2. Tape/C D player. 3. Chalkboard.	Students to: 1. choreograph a contemporary dance on any theme of their choice. 2. analyze the differences between modern dance and traditional dance.

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THEME: MUSICAL PRACTICE AND PERFORMANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Nigerian musical instruments of different Ethnic Groups.	Students should be able to: 1. identify and differentiate the various instruments of different ethnic groups. 2. discuss the reason for their concentration on a particular ethnic group.	1. Identification of Nigerian musical instruments. 2. Classification of instruments into their various ethnic groups. 3. Reasons for the classification. i. e. ethnic grouping.	1. Names the various musical instruments Nigerian. 2. Groups the musical instruments according to their ethnic origins. 3. Discusses the sources of Nigerian musical instruments e. g. calabash instrument (northern Nigeria) drums (west) wooden instruments south etc.	1. List various instruments from their localities 2. Ask questions and copy notes.	1. Textbook 2. Chalkboard.	Students to: list 12 different musical instruments and group them into their various ethnic groups.
THEME: HISTORY AND LITERATURE OF MUSIC							

MUSIC
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THEME: MUSICAL PRACTICE AND PERFORMANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Trends in Nigerian music (post independence till date)	Students should be able to: 1. discuss the economic importance of Nigerian musicians 2. explain their contributions to the development to the Nigerian economy. 3. highlight the differences between modern Nigerian music and the music before independence.	1. Modern Nigerian music 2. Nigerian music before independence. 3. Lives and works of Nigerian contemporary musicians.	1. Discusses the lives and works of selected Nigerian musicians and the environmental and other factors, which influence their works 2. Guides students to what they can about Nigerian musicians of their choice and write about them 3. Highlights the trends in the development of Nigerian music.	listen, ask questions and take notes.	1. Tape recorder 2. Textbooks 3. Chalkboard 4. Pictures 5. Musical scores.	Students to: 1. list 5 Nigerian contemporary musicians and two works by each of them. 2. write 3 differences between Nigerian music of the colonial era and that of the contemporary era.
7.	Music of the romantic period western period	Students should be able to: 1. explains the term 'Romantic' 2. identify the characteristic of the Romantic period. 3. identify the musical styles of the period.	1. History of the Romantic period. 2. Characteristics of the Romantic period. 3. Musical styles of the period.	1. Explains the meaning of Romantic. 2. Highlights the musical styles of the period. 3. Enumerates the characteristics of Romantic period.	Take notes and asks questions.	1. Textbooks 2. Chalkboard 3. Pictures board	Students to: 1. learn and write down example of forms of the period. 2. record the characteristics of romantic period.

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THEME: MUSICAL PRACTICE AND PERFORMANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Romantic composers	Students should be able to: 1. discuss the lives and works of any two Romantic composers. 2. identify the features of music of the Romantic period. 3. discuss the general characteristic of the romantic period.	1. History of Romantic composer-lives and works Robert Schumann (1810-1856) 2. History of Romantic composers-lives and works Felix Mendel son (1809-1847). 3. Musical features of the Romantic period.	1. Discusses the lives and works of some named Romantic composers. 2. Plays an important work of the period. 3. Highlights the characteristics of Romantic period.	Listen to the music of the period and take note of the musical features.	1. Recorded music 2. Musical scores 3. Tape recorder 4. Textbook	Students to: 1. discuss the lives and works of the 2. named composers of the romantic period. 3. identify the musical characteristics and
9	REVISION AND EXAMINATION						

HISTORY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Islamic Movement of Usman Dan Fodio	1. Students should be able to: 1. discuss the causes of the Fulani Jihad. 2. state the reason for the success and consequences of the Fulani Jihad.	1. The origin of the Fulani Jihad 2. Causes and effects of the Fulni Jihad 3. Reasons for the success of the Jihad	1. Guides students to discuss the Sokoto Jihad. 2. Uses posters to guide students in discussing the consequences and reasons for the success of the Jihad.	1. Participate in the discussion of the causes, effects and reasons for Jihad. 2. Listen to the teachers explanations. 3. Ask questions as the lesson progress.	1. A poster showing the pictorial representation of Usman Dan Fodio and people fighting holy war 2. Video tapes of people at war.	Students to: 1. explain the origin of the Fulani Jihad. 2. discuss the effects and the reasons for the success of the Jihad.
2	Islamic Movement of Seku Ahmadu and Alhaji Umar	Students should be able to: discuss the causes and effects of the Ahmadu and Alhaji Umar Jihads.	Causes of the Seku Ahmadu and Alhaji Umars Jihad and the consequences the two Jihads.	1. Guides students to discuss the causes and effects of the two Jihads 2. Illustrates the lesson with pictorial representation of the two Jihadists.	Participate in the discussion of the causes and effects of the Sek Alimadu and Alhaji Umars Jihads.	1. The pictures of Seku Alhmadu and Alhaji Umar 2. Video tapes of a holy war.	Students to: 1. discuss the causes and effects of the two Jihads. 2. answer questions on the above topics.
3.	Empires of Western Sudan and African History	Students should be able to: 1. discuss the reign of the Theodore and Menelik in Ethiopia. 2. participate in the discussion of the rise and fall of new states in S/Africa eg. Zula, Bantu etc.	Ethiopia at the beginning of the 19 th century The rise and fall of emperor Theodore and Menelik II	Guides students in discussing Ethiopia in the 19 th century and causes of the rise and fall of Ethiopia under Emperor Theodore and Menelik II.	1. Participate in the discussion in the rise of Ethiopia in the 19 th Century . 2. Ask questions for better understanding 3. Participate in the discussions of the rise and fall of Zulu State.	1. Text books 2. Picture representation of Emperor Theodore, Menelik, Shaka de Zules etc.	Students to: answer questions on topics explained by the teacher they identify the pictures of emperor Theodore, Menlik Shaka de Zulu etc.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	West and African History Empires of Western Sudan	Students should be able to: explain the reasons for the collapse of Ojo, Borno Benin in the 19 th Century.	Factors responsible for the collapse of the old Oyo, Benin Borno etc in the 19 th Century.	Guides students participation in the discussion of the reasons for the collapse of Ojo, Benin Borno etc in the 19 th Century	Ask questions on topics taught Draw the picture of Oba Ewuare of Benin Kingdom etc.	1. Textbooks 2. Pictures of Oba Ewuare 3. Video display of Benin masbacre	Students to: explain reasons for the collapse of the Oyo, Benin and Bornu empires in the 19 th Century.
5.	Colonial rule in Nigeria and colonial economy	Students should be able to: 1. explain the meaning of Colonial rule. 2. discuss the British Colonia Policy. 3. Nigeria and the Colonial economic policies in Nigeria.	1. The meaning of colonialism. 2. The British policy of indirect rule in Nigeria and the Colonial economy in Nigeria.	Guides students participation in the discussion of the British colonial rule, Policy of indirect rule and the colonial economy in Nigeria.	1. Ask teacher questions on the topics discussed 2. Draw the picture of Lord Lugard	1. Text books 2. The video display of Lord Lugard pictures of warrant chiefs in Igbo land	Students to: explain the meaning of indirect rule, reasons for its introduction in Nigeria.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Nationalist movement and Decolonization in Africa Nationalist movement and decolonization in Africa	Students should be able to: 1. participate in the discussion of the internal and external factors which promoted nationalist movements in Africa 2. explain the meaning of nationalism	Meaning of nationalism 1. The role of the formation of political parties in the rise of nationalist movement in Africa. 2. The role of the world war II in the increase agitation for self-rule in Nigeria and Africa in general.	1. Guides students participation in the discussion of the definition of nationalism, the role of the formation of political parties, world war II in the increased agitation for self-rule in Africa illustrates his lesson with the drawn pictures of Nigerian. 2. Nationalist e.g. Herbert Marculay.	Ask questions on the topic under discussion - Identify the drawn pictures of some of the Nigerian and other African nationalist e.g. Nkrumah of ahona, Nnamdi Azikiwe etc.	1. Textbooks 2. Picture representation of some African Nationalist video display of soldiers at war (World war II).	Students to: answer oral questions on the meaning of nationalism and the reasons for nationalist agitations for self rule.
7.	Prelude to Apartheid and Apartheid Legislations	Students should be able to: 1. explain the meaning of apartheid factors that led to its introduction in South Africa. 2. the equally explain the apartheid legislations.	1. Introduction of apartheid in South Africa. 2. Meaning of apartheid 3. Apartheid legislations in South Africa.	1. Guides students participation in the discussion of the meaning of Apartheid policy. 2. Explains the apartheid legislation in South Africa. 3. Display the poster of Nelson Mandela.	1. Ask teacher questions as the lesson progresses. 2. Explain the apartheid legislations. 3. Draw the picture of Nelson Mandela.	1. Textbooks 2. Poster of Nelson Mandela and others who resisted white minority rule in South Africa.	Students to: 1. define apartheid policy. 2. Identify the posters or pictures of Africans who resisted racism in South Africa.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	The suppression of the African Nationalist Movements in S/Africa and External Reactions e.g. A.U	Students should be able to: 1. explain the various ways the whites adopted to suppress the African resistance to Apartheid regime in South Africa. 2. they should be able to discuss the reactions of external bodies to the introduction of Apartheid policies in S/Africa.	1. The struggles mounted by the black South Africans to resist Apartheid policies. 2. The role of the O.A.U to put an end to apartheid in South Africa 3. The support for and against Apartheid regime in South Africa by other bodies e.g. Britain U.N.O 4. Actions taken by the white minority rule to suppress nationalist movements in South Africa.	1. Guides students in discussing the resistance of the black South Africans to Apartheid policies. 2. Explains the role taken by O.A.U and other bodies to put to an end to Apartheid rules in South Africa. 3. Illustrates this lesson with the poster of black South African Nationalists e.g. Nelson Mandela.	1. Ask teacher questions on the topic. 2. Under discussion. 3. Identify some of the black South African Nationalists in poster. 4. Explain moral lessons or immoralities learnt from Apartheid legislations.	1. Text books 2. Picture representative of some \south Africa Nationalist and some white minority leaders.	Students to: 1. answer question on the topic learnt. 2. identify from the posters some of the black S/African nationalists.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	External reactions to Apartheid OAU and Apartheid	Students should be able to: 1. discuss the stand of OAU (AU) to Apartheid policy in South Africa as well as that of the UNO. 2. explain the role Nigeria played in dismantling Apartheid policy in South Africa.	1. External reactions to Apartheid South-Africa in the role of OAU, UNO. 2. Nigeria in the abolition of Apartheid policy in South-Africa.	Guides students participation in discussing the role played by OAU (AU) UNO and Nigeria in dismantling Apartheid policy in South Africa.	Ask teacher questions on topics taught: 1. answer question from the teacher on same topics. 2. appreciate the morality of the Nigerian UNO stand on the abolition of racial discrimination in South Africa.	1. Textbooks 2. Pictures or posters of the General Assembly of the UNO. - Assembly of Heads of State and Government deliberating on apartheid on rule in South Africa.	Students to: 1. answer questions on topic. 2.the role of OAU, UNO and Nigerian in the abolition racial segregation in South Africa.
10	Problems of Independent African states	Students should be able to: discuss the problems confronting the African independent states.	1. Neocolonialism. 2. Poor economic development.	1. Guides students in discussing reasons for poor economic development in Africa. 2. Meaning of neo-Colonialism ad features.	Ask teacher questions on neo-colonialism and reasons for poverty in Africa (increased debt burden).	1. Textbooks 2. Pictorial representation of youth militancy in Africa.	Students to: answer questions on the topics taught by the teacher.
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12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Problems of Independent African States	Students should be able to: explain the political and social problems of independent African States.	1. Political instability. 2. Unequal development within Sates. 3. Corruption.	Guides students to discuss political instability among African States. Corruption and unequal developments within states.	1. Ask teacher questions on discussion. 2. Answer teacher questions on same topics.	1. Textbooks 2. Posters illustrating peaceful demonstration over corrupt practices of our leaders oppression of some ethnic groups.	Students to: answer questions on the topics discussed from the teacher write assignments on the topics.
2.	Global Issues	Students should be able to: discuss the consequences of military in African politics, reasons for the military intervention in African politics.	Military intervention in African Politics Boundary disputes among African states and threat to African Unity.	Guides students to discuss causes of Military in African politics and the consequences of boundary disputes among African States.	1. Answer questions on the topic under discussion from the teacher. 2. Write assignment on the topics. 2. Mention the dates and coup d'état that have taken place in Nigeria.	1. Textbooks 2. Drawing illustrating some major military coups in Nigeria	Students to: answer oral questions on the topics and also write assignment on the topics.
3.	The Common Wealth of Nations	Students should be able to: discuss the Origin, membership, Organizational structure and its role in dismantling Apartheid in South Africa.	1. Meaning of Common Wealth and Origin membership of the organization. 2. the organization structure of the union.	1. Guides students in participating in the discussion of the meaning of Common Wealth for Nation. 2. Membership and the organizational structure of the Union.	1. Ask questions and answer questions as the lesson progresses. 2. State some names of the members of the Common Wealth.	- Textbooks - Picture or poster of Queen Elizabeth - As the Head of the Common Wealth	Students to: 1. ask and answer oral question on the topic 2. take home assignment.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	The Common Wealth Nations	Students should be able to: 1. explain the bound of unity of the Common Wealth members. 2. achievements and problems of the organization.	1. Benefits derived by member states of the Common Wealth. 2. Achievements 3. Problems of the Common Wealth.	Guides students in participating in the discussion of the bonds of unity of the Common Wealth, problems and achievement of the Common Wealth.	1. Ask and answer questions as the lesson progresses. 2. Identify the Head of the Common Wealth in a poster. 3. Have a take home assignment.	1. Text books 2. Picture or poster of Queen Elizabeth II etc.	Students to: 1. answer oral questions from the teacher on the topic 2. have a take home assignment.
5.	African Union (OAU)	Students should be able to: 1. discuss the formation. 2. membership of the organization and its organizational structure.	1. The origin and formation of OAU 2. Membership of OAU (AU). 3. The organizational structure of the Union. 4. Achievement 5. Problems	1. Guides students in the participation of the discussion of the formation of A.U (OAU). 2. Membership and the organizational structure of African Union.	1. Ask and answer questions as the lesson progresses. 2. State the names of the members of A.U. 3. Draw the map of Africa.	1. Text books 2. Map of Africa indicating names of countries as members of A.U. (OAU).	Students to: answer oral questions from the teacher and have a taken home assignment.
6.	Economic community of West African States. (ECOWAS)	Students should be able to: 1. discuss the formation. 2. organizational structure of the union, achievement and problems of the Union.	1. The origin of ECOWAS. 2. The Organizational structure. 3. Achievement and problems of ECOWAS.	1. Guides students in the participation of the discussion of the: - formation of ECOWAS. - its organizational structure achievements and problems.	1. Ask and answer questions as the lesson progresses. 2. Draw the map of West Africa indicating member State of ECOWAS.	1. Text books 2. A map of West Africa indicating member states.	Students to: 1. answer and ask questions on the topics. 2. have a take home assignment.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Organization of Petroleum Exporting Countries	Students should be able to: discuss the formation of OPEC, Control of member states and its contribution to the economic development of States.	The formation of OPEC - Organizational structure of OPEC and its contributions to the economic development of States.	Guides students in discussing the formation of OPEC, the organizational structure and control of its members.	Listen to the teacher's explanation ask and answer questions as the lesson progresses.	1. Textbooks 2. Map of some member countries of the Union.	Students to: 1. answer questions on the topic. 2. mention member states of OPEC. 3. have a take home assignment.
8.	The role of the U.N.O. and Developed Societies of the World	Students should be able to: explain the role of the UNO and other developed societies of the world in the provision of an improved standard of living conditions and maintenance of world peace.	1. Dept relief for poor countries control of arm production. 2. Nuclear science, maintenance of world peace and contributions of millennium development goals (MDG) and NGOS to the development of states.	Guides students participation in discussing the role of the UNO, developed societies of the Millennium Development Goals (MDG) to world development.	Listen to the lesson, ask and answer the teacher's questions as the lesson progresses.	1. Textbooks 2. Diagrams or picture representation of various ammunition. 3. Computer sets 4. Posters of soldiers on peace keeping operations.	Students to: 1. answer questions on the topics e.g. how has computers improved telecommunication in the world. 2. have a take home assignment.
9	REVISION AND EXAMINATION						

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	1. Federalism i. Origin of federalism in Nigeria.	Students should be able to: 1. account for the adoption of federalism in Nigeria. 2. identify the factors that led to the formation of the federation. 3. explain the role of persons directly involved in the conferences at which federalism was adopted.	1. Emergence of federalism in Nigeria. 2. Factors that necessitate the formation of federalism. 3. Conferences organized by the colonial powers.	1. Leads discussion on adoption of federalism in Nigeria. 2. Discusses the major constitutional conferences prelude to adoption of federalism and issues involved.	1. Participate in the discussion. 2. Draw the map of Nigeria showing the 3 region, 12 states etc. 3. Take notes.	1. Textbooks. 2. Map of the federation. 3. Pictures and charts. 4. Films	Students to: 1. explain the reasons for the adoption of Nigerian federalism. 2. discuss the role of eminent personalities involved in the constitutional conferences.
2.	Nature and Structure of Nigerian Federalism	Students should be to: 1. explain the challenges in the structures of Nigerian federalism. 2. discuss the features of Nigerian federalism.	1. Structure of Nigerian federalism. (i). Federalism before independence. (ii). 1960-1966 (iii). 1967-1975 (iv). 1976 to date.	1. Leads discussion on the political structure and division of powers in Nigerian federalism. 2. Leads debate on the advantages and disadvantages of federalism.	1. Contribute to discussion. 2. Participate in debate. 3. Take notes.	1. Textbooks. 2. Political maps of Nigerian showing the 3regions, 12 states, 19 state etc. 3. Pictures and charts.	Students to: 1. describe the structure of Nigeria federalism. 2. explain the features of Nigeria federalism.

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Problems of Nigerian Federalism. - Revenue Allocation - Minority Issues And The Creation Of State. - Inter Ethnic Rivalry and issue of secession.	Students should be able to: 1. explain what revenue allocation means and why it is necessary in a federal system. 2. discuss the various means of revenue allocation formulae overtime in Nigerian. 3. asses the conflicts generated by the recommendations of various revenue allocation commission. 4. list the major and minor ethnic groups within the federation. 5. explain the reasons for the demand for more states in Nigeria. 6. explain the recommendations of willinks commission. 7. suggest solutions to minority problems. 8. explain the nature of ethnic conflicts in Nigeria. 9. examine the problems of Secession in Nigeria. 10. suggest how to avoid Secession in Nigeria.	1. The need for revenue allocation in a federal state 2. Revenue allocation formula in Nigeria. 3. Conflicts over each adopted revenue allocation formula. 4. The major and minor ethnic groups in Nigeria. 5. Reasons for the demand for more states. 6. Complexity and endless nature of the state creation. 7. Recommendation of Willinks commission. 8. Solution to minority problems in Nigeria.	1. Leads students to recognize revenue allocation as a major problem of Nigeria federalism. 2. Leads discussion on the controversy over any adopted formula (i). Derivation. (ii). Population. (iii). National interest etc. 3. Leads discussion on minority issues in Nigeria. 4. Leads debate by the students on the advantages of creation of more state in Nigeria. 5. Leads discussion on regionalism and ethnic conflicts in Nigeria. 6. Explains the factors underlying the attempt by Eastern region to secede.	1. Participate in discussion. 2. Mention major sources of revenue in Nigeria. 3. Take notes. 4. Site examples of movements asking for state creation in Nigeria.	1. Textbook. 2. Economic maps. 3. Pictures and charts. 4. Films. 5. An ethicgraoguc map. 6. Newspaper cutting.	Students to: 1. what is revenue allocation? 2. list the various factors considered for revenue allocation in Nigeria. 3. explain the controversy behind each revenue. Allocation formula. 4. why do minority groups need separate states? 5. what are the reasons for state creation. 6. outline the recommendations of Willinks commission on minority problems. 7. explain the nature of ethnic conflicts in Nigeria. 8. what are the problems of secession 9. give suggestions to avoid secession in Nigeria.

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Development of political parties in Nigeria. (i). Nigeria National Democratic Party. (NNDP). (ii). The Nigeria Youth Movement. (NYM) (iii). National Council of Nigeria and Cameroon/Citizen. (NCNC). (iv). Action Groups (AG) (v). Northern People's Congress (NPC) (vi). Northern Element Progressive Unions. (NEPU).	Students should be able to: 1. discuss the origin of NNDP, NYM, NCNC AG, NPC and NEPU. 2. describe the organizational structure. 3. explain how the parties were financed. 4. list, discuss the objectives of the political parties. 5. assess their performances.	1. Origin of the political parties. 2. Motives for the formation of AG, NPC and NEPU. 3. Organizational structure. 4. Sources of finance. 5. Objectives. 6. Performance.	1. Leads discussion on the origin, structure, sources of finance, objectives and performance. 2. Identifies the common features among the political parties. 3. Explains the rivalry between the parties.	1. Contribute to discussion. 2. Ask students to list the differences in the political parties. 3. Take notes.	1. Textbooks. 2. Maps 3. Pictures and charts. 4. Films.	Students to: 1. explain the origin of NNDP, NYM, NCNC, AG, NPC and NEPU. 2. how is the organizational structure of these parties. 3. mention the objectives of the parties. 4. evaluate the performance of the parties.

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	(vii). National Party of Nigeria (NPN) (viii). Unity Party of Nigeria (UPN) (ix). Nigeria's People Party. (NPP). (x). Great Nigerian's People Party (GNPP) (xi). People's Redemption Party. (PRP). (xii). Nigerian Advance party. (NAP).	Students should be able to: 1. discuss the formation of NPN, UPN, NPP, GNPP, PRP and NAP. 2. explain the structure of the parties. 3. list/mention the source of finance. 4. discuss the objectives of the parties. 5. explain the performances of the parties.	1. Formation of NPN, UPN, NPP, GNPP, PRP, and NAP. 2. Organizational structure. 3. Source of finance. 4. Objectives. 5. Performances.	1. Leads discussion on the emergence structure, sources of finance, objective and achievements of the parties. 2. Discusses the crisis in NPP.	1. Contribute to discussion. 2. Mention the performance of NPN. 3. Find out why NAP was not registered in 1979. 4. Take notes.	1. Textbooks. 2. Pictures and charts. 3. Films.	Students to: 1. explain the origin of NPN, UPN NPP, GNPP, PRP and NAP. 2. describe the structure of the parties. 3. mention their sources of finance. 4. outline the objectives of the parties. 5. highlight their performances.
6.	(xiii). Social Democratic Party. (SDP). (xiv). National Republican Convention (NRC). (xv). People's Democratic Party. (PDP). (xvi). All Nigerian People's Party. (ANPP) (xvii). Alliance for Democracy. (xviii). Action Congress (AC) and Small Political Parties.	Students should be able to: 1. explain the formation of SDP, NRC, PDP, ANPP, AD, AC and others. 2. explain the structural organization of the parties. 3. lists the sources of fiancé for the parties. 4. outline the Objectives. 5. examine the performance of the parties.	1. Formation of SDP, NRC, PDP, ANPP, AD, AC and other small parties. 2. Structural organization. 3. Sources of finance. 4. Objectives. 5. Performance.	1. Discussion on the origin, structure, sources of finance, objectives and performance of these parties. 2. Explains the reasons government formed political parties. 3. Explains the relationship between the parties.	1. Contribute to discussion. 2. Debate on the performance of the ruling party. 3. Take notes.	1. Textbooks. 2. Pictures. 3. Films. 4. Newspaper Cuttings.	Students to: 1. explain how the SDP, NRC, PDP, ANPP, AD, AC and others were formed. 2. highlight the structure of the parties. 3. outline the sources of finance of the parties. 4. list the parties Objectives. 5. evaluate the performance of the parties.

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Major Political Crisis in Nigeria.	Students should be able to: 1. state the major political crisis in Nigeria. 2. discuss the main causes. 3. examine the consequences. 4. discuss the political implication. 5. suggest ways of preventing.	1. Political Crisis. (i). Kano riot 1953. (ii). Easter regions Constitution 1953. (iii). Census Crisis 1962/63. (iv). Action groups crisis 1962, 1961-1970 2. Electoral Crisis: (i). Federal election 1964. (ii). Western Nigeria election 1965. (iii). General election 1979. (iv). Executive Vs Legislative Crisis 1981 in Kaduna. (v). General election 1983. (vi). General election 1993.	1. Leads discussion on the major political crisis in Nigeria. 2. Shows films of political Crisis in Nigeria.	1. Participate in the discussion. 2. Watch films. 3. Take notes.	1. Textbooks. 2. Films 3. Pictures and charts. 4. Newspaper cutting.	Student to: 1. list the major crisis in Nigeria. 2. explain the political implication. 3. suggest ways of preventing crisis.
8.	Military rule in Nigeria.	Students should be able to: 1. discuss the reason for military intervention. 2. explain the roles of government structure under the military rule. 3. discuss the performance of military administration. 4. explain how military camp can be avoided.	1. Military rule: (i). 1966-1975 (ii). 1975-1979. (iii). 1983-1985 (iv). 1985-1993. (v). 1993-1999. 2. Features. 3. Causes. 4. Consequences. 5. Structure.	1. Evaluates Justification for military intervention. 2. Leads discussion on various reasons cited by comp. makers for the interventions. 3. Explains the structures and their notes.	1. Participate in the discussion. 2. Watch films. 3. Take notes.	1. Textbooks. 2. Newspaper cuttings. 3. Films.	Students to: 1. explain the reasons for military intervention. 2. discuss the achievements of military administration.

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Conflicts resolution and management. Peace Education.	Students should be able to: 1. explain the meaning of conflict. 2. discuss the causes of conflict. 3. examine the consequences of conflicts. 4. explain ways of resolving conflicts. 5. explain the meaning of peace. 6. discuss the need for peace. 7. state who peace can be promoted.	1. Conflicts. - Meaning. - Types. - Causes. - Consequences. 2. Conflict resolution. 3. Meaning of peace. 4. Mechanism for promoting peace.	1. Leads discussion on conflicts. 2. Organize debate on conflict resolution. 3. Leads discussion on peace education. 4. Provides films	1. Participate in the discussion. 2. Take notes. 3. Films.	1. Textbooks. 2. Films. 3. Newspaper cutting.	Students to: 1. what is conflict? 2. what causes conflict? 3. how conflict can be managed. 4. state the need for peace. 5. why is peace education necessary for political stability?

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THEME 6: POLITICAL CRISIS AND MILITARY RULE IN NIGERIA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 7: NIGERIA AND THE WORLD.							
10	The Inter-independence of Nations and Globalization. Nigerian's Foreign Policy.	Students should be able to: 1. discuss inter-independence of nations. 2. explain Nigeria's international interaction in terms of: (i). economic interaction; (ii). political interaction; and (iii). cultural/social interaction. 3. identify the advantages and disadvantages with nations. 4. define foreign policy. 5. examine the factors that influence Nigeria's foreign policy. 6. discuss the origin of non-alignment. 7. assess the effectiveness of non-alignment in foreign politics.	1. Inter-dependence of nations. 2. Community of nations. 3. Purpose of interaction. 4. Nigeria's interaction; (i). Economic. (ii). Political. (iii). Social cultural. 5. Merits and demerits. 6. Factors affecting Nigeria's foreign policy. 7. Aims and objectives of Nigeria's foreign policy. 8. Nigeria's foreign policy since independence. 9. Non-alignment. 10. Nigeria and non-alignment.	1. Leads discussions on the inter-dependence of nations. 2. Assesses Nigeria's international interaction. 3. Leads discussion on foreign policy. 4. Assess Nigeria's foreign policy. 5. Discuss non-alignment. 6. Organizes a debate on the merits and demerits of Nigeria's membership of the non-alignment.	1. participate in the discussion. 2. Take notes. 3. Films.	1. Textbooks. 2. Newspaper Cuttings. 3. Pictures and charts. 4. World map.	Students to: 1. discusses the inter-dependence of nations. 2. explain Nigeria's international interactions. 3. outline the advantages and disadvantages of interaction between nations. 4. what is foreign policy? 5. explain the factors that influences Nigeria's foreign policy.
11.	REVISION						
12	EXAMINATION						

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THEME 7: NIGERIA AND THE WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	International Organization. The United Nation Organization (UNO).	Students should be able to: 1. list five international organizations. (UNO). 2. explain the origin of the UNO. 3. discuss the aims and objective of the UNO. 4. discuss the achievement and features of the UNO.	1. International Organizations: (i). United Nations Organization (UNO). 2. Agencies of the UNO. (i). UNDP (ii). FAO (iii). UNESCO (iv). WHO. (v). UNICEF. 3. Aim and objectives. 4. Achievements.	1. Leads discussion on international organizations. 2. Organizes debate on these organizations. 3. Shows films.	1. Participates in the discussion. 2. Watch films. 3. Take notes. 4. Form two groups and participate in the debate on international issues.	1. World maps. 2. Textbooks. 3. Pictures and charts. 4. Films.	Student to: 1. lists four names of international organization. 2. discuss their origin. 3. outline some of their achievements.
2.	The Organization of African Unity. (OAU)/AU African Union.	Students should be able to: 1. lists the OAU/AU as an international organization. 2. explain the origin of the OAU/AU. 3. discuss the aims and objectives of the OAU/AU. 4. discuss the achievement and failures of the OAU/AU.	1. International organization: OAU/AU. 2. Agencies of the OAU/AU. 3. Aims and objectives. 4. Achievements and failures.	1. Leads discussion on international organizations: OAU/AU. 2. Organizes debate on these organizations. 3. Shows films	1. Participate in the discussion. 2. Watch films. 3. Take notes. 4. Form two group and participate in the debate.	1. World map. 2. Textbooks. 3. Pictures and charts. 4. Films.	Student to: 1. lists four names of international organization. 2. discuss their origin OAU/AU. 3. outline the achievements and failure of OAU/AU.

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THEME 7: NIGERIA AND THE WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	The Commonwealth of Nations.	Students should be able to: 1. lists the commonwealth of nations. 2. explain the origin of the commonwealth. 3. discuss the aims and objectives of the commonwealth. 4. Discuss the achievements and failure.	1. International organization. - The commonwealth. 2. Organs of the commonwealth. 3. Aims and objectives. 4. Achievements and failure of the commonwealth.	1. Leads discussion on international organizations: - The commonwealth of Nations. 2. Organizes debate on these organizations. 3. Shows films.	1. Participate in the discussion. 2. Watch films. 3. Take notes. 4. Form two groups and participate in the debate.	1. World map. 2. Textbooks. 3. Pictures and charts 4. Films.	Student to: 1. lists four names of international organization. 2. discuss their origin- The commonwealth. 3. outline the achievements and failures.
4.	The Economic community of West African States (ECOWAS).	Students should be able to: 1. lists the ECOWAS as an international organization. 2. explain the organization of ECOWAS. 3. discuss the aims and objectives of ECOWAS. 4. discuss the various organs of ECOWAS. 5. discuss the achievements and failure.	1. International organization.- ECOWAS. 2. Organs of ECOWAS. 3. Aims and objectives of ECOWAS. 4. Achievements and failures of ECOWAS.	1. Leads discussion on international organization- ECOWAS. 2. Organizes debate on these organizations. 3. Shows films.	1. Participate in the discussion.. 2. Watch films. 3. Take notes. 4. Form two groups and participate in the debate on ECOWAS.	1. World map 2. Textbooks 3. Pictures and charts. 4. Films.	Students to: 1. lists four names of international organization. 2. discuss their origin- the ECOWAS. 3. outline the achievements and failures of ECOWAS.

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THEME 7: NIGERIA AND THE WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Millennium Development Goals (MDG)	Students should be able to: 1. explain the meaning of MDG. 2. list the goals. 3. discuss the need for MDG.	1. Meaning. 2. MDG achieve by 2015. (i). Eradicate extreme poverty and hunger. (ii). Achieve universal primary education. (iii). Promote gender equality and empower women. (iv). Reduce child mortality. (v). Improve maternal health. (vi). Combat HIV/AIDS, malaria. (vii). Ensure environmental sustainability.	Leads discussion on MDG by listing the goals and explaining what necessitate them.	1. Participate in the discussion. 2. Take notes.	1. Textbooks. 2. Newspaper cutting. 3. Pamphlet on MDG.	Student to: 1. lists the goals. 2. discuss their aims and objectives.
6.	New Economic Partnership for Economic Development (NEPAD).	Student should be able to: 1. explain the meaning of NEPAD. 2. discuss the aims and objectives of NEPAD.	1. Meaning. 2. Aims and objectives.	Leads discussion on NEPAD.	Participate in the discussion and take notes.	1. Textbooks. 2. Newspaper Cutting.	Student to: 1. discuss the meaning of NEPAD. 2. state the aims and objectives of NEPAD.

**GOVERNMENT
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THEME 7: NIGERIA AND THE WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	E- Government.	Students should be able to: 1. state the meaning of e-government. 2. explain offices/areas it can be used. 3. discuss the advantages and disadvantages of e-government.	1. Meaning: use of computers or ICT in government business or activities. 2. Areas: - Nigerian immigration services. - Nigeria customs service. - Federal inland Revenue service. (FIRS). - JAMB, WAEC, NECO. 3. Other uses. - Website - E-mail - Network of offices. 4. Advantages and disadvantages.	1. Leads detailed discussion on e-government, using the listed materials. 2. Visits any government office where i.e. money is collected online. 3. Arranges for a visit to any Cyber Café and observe activities.	1. Take part in discussion. 2. Take notes. 3. Carryout visits as arranged by teacher and observe, ask questions and take notes.	1. Textbooks and material. 2. Pictures. 3. Charts. 4. Newspaper Cuttings. 5. Computers, Laptops. 6. Films.	Students to: 1. explain the meaning of e-government. 2. name three offices e-government can be used. 3. discuss how it is used. 4. state two advantages and two disadvantages.

**GOVERNMENT
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THEME 7: NIGERIA AND THE WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Leadership and Followership.	Students should be able to: 1. explain the meaning of leadership. 2. explain the meaning of followership. 3. discuss the qualities of a good leader. 4. discuss the qualities of a good follower. 5. explain their roles in politics. 6. explain their roles in government.	1. Leadership. 2. Followership. 3. Qualities. 4. Roles politics and government.	1. Leads discussion on leadership and followership. 2. Shows films of leadership and followership.	1. Take part in discussion. 2. Observe films. 3. Take notes.	1. Textbooks. 2. Newspaper cutting. 3. News Magazines. 4. Films.	Student to: 1. discuss the meaning of leadership and followership. 2. explain their qualities. 3. state their roles in politics and government.
9	REVISION AND EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Earthquake	Students should be able to: 1. define earthquake. 2. explain the origin and focus of earthquakes. 3. discuss its causes. 4. locate earthquake prone regions on a world map. 5. describe the effects of earthquakes on the environment.	1. Origin/focus: - tremor - epicenter waves - shock waves 2. Causes of earthquakes: - faults from collision of tectonic plates. - sudden release of stress. 3. Regions of earthquake occurrence: - tonga region - chile – argentina region - fiji islands - mid-atlantic ridge - some asian countries 4. Effects of earthquakes: - displacement of earth's crust. - raising and lowering of coastal rocks. - raising and lowering of ocean floor. - landslides and cracks etc.	1. Uses documentary films to guide discussions on: - meaning origin/focus of earthquakes - causes of earthquakes - earthquake regions and their characteristic features. - effects of earthquakes. 2. Supervises and guides students to insert earthquake regions on a world map. 3. Summarizes the highlights of the lesson on the board	1. Watch documentary films. 2. Listen attentively to teacher's explanation, ask and answer questions 3. Participate in class discussions 4. Draw and insert earthquake regions on a map of the world 5. Copy the board summary.	1. Documentary 2. Video films 3. World map 4. Diagrams and sketches. 5. Drawing paper 6. Tracing paper 7. Stencil	Students to: 1. describe earthquakes. 2. state its origin and focus. 3. explain the causes of earthquakes. 4. insert earthquake regions on a world map. 5. explain the effects of earthquake on earth's environment.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2 & 3	Vulcanicity	Students should be able to: 1. define vulcanicity 2. describe vulcanicity processes. 3. locate volcanic regions on a world map. 4. state the characteristic features of landforms in the regions.	1. Meaning of vulcanicity 2. Process: - crustal disturbance - intrusion - extrusion - eruption - emission etc. 3. Regions of occurrences 4. Characteristics features of landforms in the regions. (a) Intrusion features/landforms: - sills - dykes - batholiths - laccoliths - phacoliths (b) Extrusion features: - composite cone - lava domes or shield volcanic. - ash and under cones.	1. Uses documentary films to guide discussion on: - vulcanicity process - volcanic regions of the world. - intrusive features/landforms in volcanic regions. - extrusive features/landforms in volcanic regions. - effects of vulcanicity. 2. Supervises and guide students to insert volcanic regions on a world map. 3. Summarizes the highlights of the lesson on the board.	1. Watch documentary films. 2. Listen attentively to teacher's explanation, ask and answer questions. e. Participate in class discussion. 4. Draw and insert volcanic region on a world map. 5. Copy the board summary.	1. Documentary video films. 2. World map 3. Diagrams and sketches. 4. Drawing paper 5. Tracing paper 6. Stencil	Students to: 1. explain the concept of vulcanicity. 2. identify volcanic processes. 3. insert volcanic regions on a world map. 4. describe the characteristic features of volcanic landforms. 5. explain the effects of vulcanicity on earth's environment.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5	Karst (limestone) Topography	Students should be able to: 1. identify karst regions in Nigeria and the world. 2. state the characteristics of karst topography. 3. identify and describe the surface and underground features of karst region. 4. discuss the importance of karst regions to man.	1. Karst topography regions. 2. Characteristics of karst topography: - solubility - absence of luxuriant vegetation codes. - absence of drainage. - joints and rugged topography. - dry surface valley etc. 3. Features of karst region. (a) Surface features: - grikes - clints - swallow holes - sink holes - doline - uvalo - piojes (b) Underground features: - causes and caverns - limestone gorge - resurgence or spring - stalactites - stalagmites - pillar 4. Importance of karst topography.	1. Takes students for field experience of karst regions (where possible). 2. Uses simple experiments pictures, maps and documentaries to: - explains the characteristics of karst topography. - helps students locate the karst regions around the world especially in Nigeria. - guides discussions on surface and underground features of karst regions. - explains the importance of karst topography. 3. Guides and supervises students as they make annotated diagrams of karst region. 4. Writes note on the board.	1. Go on field experience where possible. 2. Watch documentary films. 3. Watch teacher's demonstrations, ask and answer question. 4. Participate in class discussions. 5. Draw annotated diagrams of karst regions. 6. Copy notes from the board.	1. Samples of limestone. 2. Documentary films. 3. Pictures 4. Maps 5. Drawing paper 6. - Tracing paper	Student to: 1. name some karst regions around the world. 2. describe the characteristics of karst regions. 3. explain the characteristics of four surface and underground features of karst regions. 4. state the economic importance of karst regions.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Denudational Process (a) Weathering	Students should be able to: 1. explain the concept of denudation. 2. identify denudational process. 3. discuss the factors affecting denudation. 4. define weathering. 5. identify types of weathering. 6. explain the processes of each types. 7. discuss the effects of weathering on the environment.	1. Meaning 2. Types of denudational processes: - weathering - mass movement etc. 3. Factors affecting denudation: - relief - climate - human activities etc. 4. Major concepts: - disintegration (expansion and contraction). - decomposition (oxidation and carbonation). - weathered debris, etc. 5. Types of weathering. (a) Physical weathering). (b) Chemical weathering: - solution - oxidation - hydrolysis - hydration - carbonation (c) Biological weathering: - plants and animals - burrowing - human activities	1. Uses pictures, films and models to explain the meaning of denudation. 2. Takes students on field work. 3. Guides class discussion on: - Denudational processes. - factors affecting denudation. 4. guides and supervises students on the field work. 5. Takes students to field work to observe weathering effects. 6. Uses pictures, films and models to: - explain the meaning of weathering. - guides discussion on types of weathering and their processes. - identifies the effects of and their process. - identifies the effects of weathering on the environment. 7. Guides and supervises students on field work. 8. Writes notes on the board.	1. Watch films, listen to teacher's explanations, ask and answer questions. 2. Participate in class discussions 4. Write reports of field work. 5. Participate in field work. 6. Draw sketch diagrams showing effects of weathering on landforms. 7. Copy notes.	1. Films 2. Pictures 3. Models 4. Diagrams and sketches. 5. Quarry sites 6. Documentary films 7. Drawing paper 8. Tracing paper	Students to: 1. define denudation. 2. list denudational process. 3. explain the factors affecting denudation. 4. explain the concept of weathering with respect to disintegration and decomposition of relief. 5. state the meaning of weathered debris 6. name the three major types of weathering. 7. identify and describe the processes involved in each type. 8. explain the effects of weathering on the environment.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Mass Movements	Students should be able to: 1. define the concept of mass movements. 2. identify types of mass movement. 3. describe the processes involved in the different types of mass movements. 4. discuss the effects of mass movement.	1. Meaning of mass movement. 2. Types of mass movement: - slow (e.g. creep, soil flow). - rapid mass movement (e.g. land slide, avalanche/rock fall, etc). 3. Mass movement processes. a) Soil creep: - weathered materials - gentle slope - water lubricants - heating and cooling - wetting and drying (b) Soil flow: - rock fragments - down slop - freezing - thawing (c) Landslides: - loose rock - sleep slope - water lubricants - earthquakes, etc (d) Rock avalanche: - rock fall - sleep cliff, etc. 4. Effects of mass movement.	1. Takes students on field work (where possible) to observe mass movements. 2. Shows documentary films on mass movement. 3. Uses pictures, sketches and documentaries to: - explains types of mass movement. - guides discussions on mass movement process. - explains the effects of mass movements on the environment and human activities. 4. Writes notes on the board.	1. Go on field work (where possible). 2. Watch documentary films. 3. Listen to teacher's explanations, ask and answer questions. 4. Participate in class discussions. 5. Draw diagrams and sketches. 6. Copy note from the board.	1. Documentary 2. Films 3. Pictures 4. Maps 5. Drawing paper 6. Tracing paper	Student to: 1. explain the concept of mass movement. 2. list the different types of mass movement. 3. explain the processes involved in the different mass movement types. 4. state the effects of mass movements on (a) the environment (b) human activities.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Climatic change	Students should be able to: 1. explain the causes of climate change. 2. discuss the consequences of climatic change. 3. explain measures the Nigerian government can take to prevent or remedy the problems. - reforestation - zero carbon emission - population education - introduction of gas - drawn cars - stop use of aerosols - legislation etc.	1. Causes of climatic changes: - green-house effect - ozone layer depletion - chloro-floro carbon (CFC) gases. - carbon emission - deforestation - gas flaring etc. 2. consequences of climatic change: - melting of ice caps. - increasing temperature - high rainfall. - submergence of coastal cities. - desertification - cancer and eye cataracts. - emergence of new diseases. - extinction of some plants and animals etc. 3. Remedies	1. Uses documentaries, pictures etc to: - explains climatic changes. - discusses causes and consequences of these changes on human environment. - gives examples of observed consequences of climatic changes in towns in Nigeria e.g. regular flooding of coastal towns like Lagos and Port-Harcourt, desert encroachment in some cities in Northern Nigeria. - guides students to identify preventive measures/remedies to the problems. 2. Summarizes the highlight of the lesson on the board.	1. Watch documentary films. 2. Listen to teachers explanations, ask and answer questions. 3. Participate in class discussions. 4. Copy the board summary.	1. Posters 2. Documentary films 3. Photographs models 4. Government publications e.g. environmental protection law.	Students to: 1. list and describe five causes of climatic change. 2. identify and describe some observed consequences of climatic changes in Nigerian cities and towns. 3. describe ways the government has taken to arrest the problems in Nigeria.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Satellite Remote Sensing	Students should be able to: 1. define the following concepts: remote sensing, satellite and satellite remote sensing. 2. discuss the applications of remote sensing. 3. explain the relationship between remote sensing and GIS.	1. Definition of concepts: - remote sensing - satellite - satellite remote sensing 2. Application of satellite remote sensing: - forestry - environment - agriculture - telecommunication - transportation - emergency response etc. 3. Relationship between GIS and remote sensing.	1. Explains the following with examples: - remotes sensing - satellites e.g. Nigeria Sat I, IKONOS, SPOT, Radar, NICON Sat I, ERs – I etc. -satellites remote sensing. 2. Takes students on field work. 3. Supervises students on field work. 4. Guides discussions on applications of remote sensing and the relationship between GIS and remote sensing. 5. Summarizes the highlights of the lesson on the board.	1. Go on field work. 2. Listen to the teacher, ask and answer question, take down notes. 3. Participate in class discussions. 4. Writes reports. 5. Copy notes on board.	1. Slide 2. Satellite images 3. Multimedia CD on satellites 4. Posters	Students to: 1. explain the meaning of remote sensing, satellites and satellite remote sensing. 2. describe the applications of remote sensing. 3. state the relationship between remote sensing and GIS.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	GIS Application	Students should be able to: 1. explain the various applications of GIS. 2. discuss the problems militating against GIS implementation in Nigeria.	1. Areas of use: - defense - agriculture - urban development - mapping - surveying - transportation - census 2. Problems with GIS implementation in Nigeria: - power - personnel - capital (costal hardware and software).	1. Explains the applications of GIS in various activities like agriculture, defense, mapping, urban development etc. 2. Imitates and guide class discussions on the problems militating against the implementation in Nigeria. 3. Summarizes the highlight of the lesson the board.	1. Listen to the teacher, ask and answer questions. 2. Participate in class discussions. 3. Copy notes on the board.	1. Slide 2. Satellite images 3. Multimedia CD of GIS. 4. Published materials.	Students to: 1. identify areas of GIS application. 2. explain the problems of GIS implementation in Nigeria.
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Representation of Relief Forms	Students should be able to: 1. identify physical features on topographical maps. 2. describe methods of representing these features (relief) on maps. 3. construct topographical maps using the methods to represent physical features in their discrete forms.	1. Physical features (relief): - valley - spar - pass - knoll - conical hills etc. 2. Methods of representing relief: - contour - hill shading - relief colouring - spot heights - hauchers etc.	1. Brings different types of maps to the class. 2. Uses maps, models, etc to help the student to recognize relief features on maps. 3. Uses send trays and ashes to demonstrate the formation of contour lines. 4. Guides discussions on methods of representing relief features on maps 5. Gives an assess students assignments. 6. Writes notes on the board for students to copy.	1. Observe topographical maps to identify sets of physical feature e.g. Rivers, Plateau, flood, plans, hills, etc. 2. Watches teacher's demonstrations ask and answer questions. 3. Participate in class discussions. 4. Construct topographical maps by using contour lines to represent relief in their discrete forms. 5. Copy the board summary.	1. Maps 2. Atlas 3. Models 4. Rules 5. Colours 6. Pens of various sizes. 7. Ashes 8. Trays	Students to: 1. list physical features on a topographical map. 2. explain the methods used for representing physical features on maps. 3. represent relief on topographical map.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Map enlargement	Students should be able to: 1. enlarge a map to a given proportion. 2. plot details on enlarged maps. 3. compare and contrast scales of an enlarged map and a reduced map. 4. write new scales for enlarged maps.	1. Map enlargement procedure: - determination of scale factor. - construction of new rectangle with the scale factor. - grid/square method 2. Scales (small/large) of new enlarged maps.	1. Provides topographical maps of different types for students to enlarge. 2. Demonstrates map enlargement. 3. Helps and guides students as they: - enlarge maps - compare details e.g. Numbers, scales etc on enlarge maps. 4. Assess students practical work. 5. Writes notes on the board for students to copy.	1. Carryout practical activities in map enlargement. 2. Solve problems on scales of maps can change when maps are enlarged. 3. Participate in class discussions. 4. Plot selected details on the enlarged maps and compare the proportion of these details. 5. Write reports of practical work. 6. Copy the board summary.	1. Maps 2. Sketches 3. Pair of dividers 4. Ruler 5. Drawing paper	Students to: 1. correctly enlarge a map to a given proportion. 2. state the difference between scales of enlarged maps. 3. show correct details of enlarged maps. 4. correctly write the new scale for the maps.
5 & 6	Map Reduction	Students should be able to: 1. reduce a map to a given proportion. 2. plot details on reduced maps. 3. compare and contrast scales of a reduced map and an enlarged map. 4. write new scale for reduced maps.	1. Map reduction procedure: - determination of scale factor. - construction of new rectangle with the scale factor. - grid/square method 2. Scales (small/large) of new reduced maps.	1. Provides topographical maps of different types for students to reduce. 2. Demonstrates map reduction. 3. Helps and guides students as they: - reduce maps - compare details e.g. Numbers scales, etc. on reduced maps. 4. Assesses students practical work. 5. Writes notes on the board for students to copy.	1. Carryout practical activities in map reduction. 2. Solve problems on scale of maps can change when maps are reduced. 3. Participate in class discussions. 4. Plot selected details on the reduced maps and compare the proportion of these details. 5. Write reports of practical work. 6. Copy the board summary.	1. Maps 2. Sketches 3. Pair of dividers 4. Ruler 5. Drawing paper	Students to: 1. correctly reduce a map to a given proportion. 2. state the difference between scales of reduced maps. 3. show correct details of reduced maps. 4. correctly write the new scale for the maps.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Interpretation of physical and cultural features	Students should be able to: 1. define contour. 2. identify and interpret physical features as represented on a map. 3. identify and interpret cultural features on maps. 4. explain the effects of physical and cultural features on human activities.	1. Contour lines 2. Physical features: - ridges - spurs - valleys - hills - plateau - rivers, etc 3. Cultural features: - roads - settlements - schools - communication lines - markets etc.	1. Uses maps to guide students to identify physical and cultural features. 2. Demonstrates to students how to identify and interpret cultural features on maps. 3. Initiates and guide discussions on the relationship between physical and cultural features on human activities. 4. Supervises and assess students, practical work. 5. Writes notes on the board for student to copy.	1. Watch teacher's demonstrations, ask and answer questions. 2. Carryout practical work. 3. Copy the board summary.	1. Maps 2. Sketches 3. Atlas 4. Slides	Students to: 1. explain and describe contour lines. 2. list the physical and cultural features represented on a given map. 3. interpret the physical and cultural features on a given map. 4. describe human activities that are products of physical and cultural features.
9	REVISION AND EXAMINATION						

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WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Economics lessons from Asian Tigers, Japan, Europe and America (1)	Students should be able to: 1. explain the factors that account for the rapid development of those countries in South East Asia. 2. explain the meaning of Japanese miracle	1. Economics history of the Asia Tigers and Japan (1960-2000) 2. Review of the development strategies employed by the Asian Tigers, Japan Europe and America.	1. Tests pervious knowledge of economic system taught in previous years. 2. Leads students to locate Indonesia, Korea, Taiwan and Japan on world map. 3. Leads Students to explain the Japanese Miracle.	1. Students should take the test on economic by items 2. Students should discuss the economic history of Indonesia, Korea, Taiwan and Japan from 1960 to date 3. Road about the Japanese Miracle.	1. Map of the world 2. Textbooks	Students to: 1. discuss the economic history of Indonesia, Korea and Taiwan, 2. explain the Japanese Miracle 3. explain the strategies of economic development adopted by these countries.
2	Economics lessons from Asian Tigers, Japan, Europe and America (2)	Students should be able to: 1. differentiate between the development strategies of Asia Tigers, Japan, Europe and America. 2. identify the lessons for Nigeria	Lessons for the Nigeria Economy.	1. Assists them to describe the economic history of Indonesia , Korea , Taiwan and Japanese (from 1960 to date 2. Guides students to differentials between economic strategies employed by the newly industrialized countries and the countries of Europe and America. 3. Leads students to draw lessons from the experience of the newly industrialized countries.	1. Study the economic strategies employed by the newly industrialized countries and the countries of Europe and America. 2. Compare the experience of the newly industrialized countries with that of Nigeria and identify the weakness of the Nigerian approach.	1. Textbooks 2. Map of the world	Students to: 1. differentiates between the development strategies by Asia Tigers, Japan, the Western European countries and America. 2. draw lessons for Nigeria.

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WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 2 : POPULATION, LABOUR MARKET AND HUMAN CAPTAL DEVELOPMENT							
3.	Human Capital Development	Students should be able to: 1. define human capital 2. explain the factors affecting the efficiency of human capital 3. distinguish clearly between human and physical capital. 4. define brain drain.	1. Definition of human capital characterizes of human capital. 2. Factors that affect the efficiency of human capital. 3. Distinct on between human and physical capital 4. Brain drain and its effect on the Nigeria economy 5. Arresting brain drain.	1. Asks students if a teacher had left their school for another job abroad and was not replaced or whether a nurse or doctor left their community for another job abroad and was not replaced 2. If yes, he should help them to recount the experience of the students or community. 3. Guides students to learn the factors that affect efficiency of human capital.	Recount their experience when an experience teacher, Nurse or Doctor left their Community for another job abroad.	Relevant textbooks and materials	Students to: 1. what is human capital 2. list and explain features that effect efficiency of human capital 2. explain the meaning of brain drain 3. differentiate between human capital and physical capital.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME3: STRUTURES OF THE NIGERIA ECONOMY							
4.	Petroleum and The Nigeria Economy	Students. should be able to: 1. states the growth of the petroleum industry in Nigeria. 2. discuss adequately the impact (positive and negative) of petroleum on the Nigeria economy. 3. explain the role of the NNPC and OPEC in the production and marketing of petroleum products.	1. Development of petroleum industry 2. Contribution of petroleum to the Nigeria economy (positive and negative) 3. Role of NNPC and OPEC in the exploration, production, refining, marketing and distribution of petroleum products.	Arranges a clear debate on the role of NNPC in the exploration, distribution and marketing of petroleum products in Nigeria.	Discuss the positive and negative contributions of the petroleum industry in the Nigeria economy.	Arrange an excursion to a refinery in your location.	Students. To 1. state the contributions of OPEC and NNPC to the economic development of Nigeria 2. list and explain the contributions of petroleum to Nigeria economic development.
5.	Manufacturing and Construction	Students should be able to 1. define Manufacturing and Construction 2. list the types of Manufacturing activities 3. list the contributions of manufacturing to economic development 4. list the contributions of the construction industry to economic development.	1. Explain the meaning of Manufacturing and Construction, types of manufacturing (crafts, food processing etc. 2. Contribution of manufacturing and construction sectors to Nigeria Gross Domestic Product (GDP) 3. Role of Manufacturing and Construction in economic development.	1. Guides students to define,, discuss the benefits manufacturing activities to the Nigeria economic 2. States the problems encountered by local firms	1. Define the term manufacturing 2. Discuss the benefits of manufacturing activities to the economy	1. Relevant textbooks 2. Excursion to industrial site	Students to: a. list the contributions of manufacturing and construction firms. b. explain the problems encountered by manufacturing firms in Nigeria.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Service Industries	Students should be able to: 1. describe economic services 2. state types of economic services 3. list the role of the service industry to economic development.	1. Explain the meaning of service industries (tourism, transport, banking, insurance, warehousing, advertisements 2. State the contributions of service industries to development.	Guides students to discourse importance of tourism and other services industries in the economy.	Explain the role the tourism industry can play in employment generation.	Visit any tourism location in your locality.	Students to: 1. list the type of economic service provided within your locality. 2. state contributions of the service sector to economic development.
7.	Agencies that regulates the financial markets.	Students should be able to: 1. identify regulatory agencies. 2. state the aspect of the market regaled by each agency.	1. Regulation of money markets, Agencies and their roles. 2. Regulation of Capital Market, Agencies, Objectives and tools.	1. Asks students to mentions the regulatory agencies they know 2. Organizes visit to any of the regulatory agencies (CBN, NDIC etc.) 3. Explains the history, functions and processes of the organization.	1. Mention the regulatory agencies they know if any, 2. List any regulatory agencies in their locality. 3. Learn about the evolution, functions and tools used by the agencies.	Textbooks and other materials	Students to: outline the role the functions of NDIC and SEC.
8.	Functions and Roles of Regulatory Agencies	Students should be able to: 1. explain the functions of CBN, NDIC, SEC, etc. 2. demonstrate knowledge of their evolution.	Functions and significance of the Agencies in the economy.	Organizes a visit to any regulatory agency in the locality.	Learn about the evolution, functions and tools used by the agencies.	Textbooks	Students to: state their contributions to economic development.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 5: INTERNATIONAL TRADE AND BALANCE OF PAYMENT							
9	International Trade	Students should be able to 1. explain how domestic trade differs from international trade. 2. discuss comparative cost theory 3. explain the limitations of comparative cost theory	1. Meaning of international trade 2. Distinguished between domestic and international trade. 3. Discuss the reasons for international trade. 4. State the theory of comparative cost ad its short comings.	1. Guides students to explain the importance of international trade. 2. Explains the theory of comparative advantage.	Take note on the basic concepts and theories of international trade	Textbooks and charts	Students to 1. distinguish between domestic and international trade 2. explain the meaning comparative cost advantage 3. outline the limitations of the theory of comparative advantage.
10	International Trade (2)	Students should be able to: 1. explain the terms of trade and discuss the instruments of foreign protection. 2. explain the foreign of various forms of economic integration. 3. outline the trend and structure of Nigeria external trade.	1. Meaning of Globalization 2. The features of challenges of Globalization 3. The opportunities Globalization presents to the Nigerian economic.	1. Guides students to explain globalization 2. Lead students to identify the Nigeria exports. 3. Explains to students Nigeria trade partners of foreign level 4. Outlines the trend of Nigeria's foreign trade.	1. Explain terms of trade 2. Discuss the various forms of economic integration.	Text books and charts	Students to: 1. explain terms of trade. 2. suggest why nations engage in foreign trade 3. discuss the concept of globalization and relate it to the present day Nigeria.
11	REVISION						
12	EXAMINATION						

ECONOMICS
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Balance of Payments (B.O.P) 1	Students should be able to: 1. identify factors that give rise to payment of money into and out of the home country's account. 2. explain balance of payment concepts such as trade balance, current account balance and overall balance.	1. Terms of trade and measurements. 2. Favorable and unfavorable balance of payment and their effects, 3. Balance of payment concepts i.e. surplus and deficit.	1. Guides students to the able to state the meaning of balance of payment. 2. Lists the components of balance of payment suing Central Bank of Nigeria publications.	Write note on the meaning and major concepts of balance of payment and its components	Central Bank of Nigeria publications	Students to: 1. describe the components of a balance of payment statement 2. state when a balance of payment is deficit on surplus.
2.	Balance of Payments (B.O.P) 2	Students should be able to: 1. identify the different ways of dealing with balance of payments disequilibrium. 2. Trace the developments in Nigeria's balance of payment.	Methods of correcting balance of payment problems.	Leads students to identify ways of dealing with balance of payments disequilibrium	Take note on ways of connecting balance of payment disequilibrium. .	Central Bank of Nigeria publications	Students to: state ways correcting balance of payment problem.

ECONOMICS
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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 6: DEVELOPMENTAL ECONOMICS							
3.	Economic Growth and Development	Students should be able to: 1. explain the concept of economic development and distinguish between economic growth and development 2. explain the characteristics of an underdeveloped economy. 3. explain the factors that influence economic development.	1. What is economic development 2. Distinguish between economic growth and development 3. Problems of economic development in Nigeria.	1. Guides students to explain the different between economic growth and development 2. Explains the indices of economic development.	Identify the characteristics of a developed economy.	Text Books	Students to: 1. state the different between economic growth and development. 2. list and explain characteristics of underdevelopment .
4.	Economic development planning	Students should be able to: 1. explain the meaning of Economic development planning 2. differentiate between types of economic planning. 3. Explain the importance of economic in National development.	Elements of development planning, Nigeria planning experience, objectives of Nigeria development plans.	1. Introduces types of economic plans to the students 2. Guides students to explain the reasons for planning and the problems associated with planning in Nigeria.	Discuss the different types of economic plans.	1. Arrange a visit it the planning ministry of your state.	Students to 1. list and explain types of economic plans. 2. discuss Nigeria's planning experience. 3. discuss the need for economic planning.

ECONOMICS
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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 7: INTERNATIONAL ECONOMIC ORGANISATION							
5.	International Economic Organization	Students should be able to: Discuss the contributions of IMF, IBRS, ECA, etc. to the economic growth and development of Nigeria.	1. Historical development of these organizations – ECOWAS, ECA, IMF, IBRD, ADB, OPEC, WACH, GATT, UNCTAD. 2. Amis, objectives and roles of the organizations.	Guides students to explain the functions and benefits that Nigeria derived from IMF, IBRD etc.	Visit World Bank assisted projects in their localities.	Organize visit to project site within their localities	Students to 1. state the reasons for the establishment of the International Bank for Reconstruction and Development (IBRS) 2. mention the benefits derived by Nigeria from IBRS. 3. describe the functions of International Monetary Fund (MF).

**ECONOMICS
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SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 8: APPLIED ECONOMIC AND COMTEMPORARY							
6.	Current Economic plans; MDGS NEEDS Vision 2020	Students should be able to: 1. list and explain current economic planning instruments the millennium Development Goals(MDGs) National Economic Empowerment and Development strategies (NEEDS) Vision 2020 2. list and explain the MDGs 3. list the objectives of NEEDS and Vision 2020 and other cotemporary economic plans.	Meaning and objectives of MDGs, NEEDS and Vision 2020.	1. Guides students to list and be able to explain the MDGs 2. States the objectives of the NEEDS and Vision 2020.	Search for current information on progress being made in the attainment of the MDGS, NEEDS and Vision 2020.	Newspaper -articles (magazine etc and the internet	Students to: explain the objectives of NEEDS and Vision 2020.

ECONOMICS
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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Economic Development Challenges	Students should be able to: 1. explain development challenges such as; Debt burden and debt relief, poverty alleviation and eradication, HIV, AIDS and the economy power and energy supply, resources control and corruption.	1. Meaning and effects of poverty, method of poverty alleviation and eradication Agencies for poverty alleviation such as National Poverty Eradication Program (NAPEP) National Directorate of Employment (NDC) etc HIV/AIDS and the economy, Power and Energy inadequacy.	Asks students to search and download current information on the poverty alleviation agencies and the control of HIV/AIDS.	Search the internet for current information on the state of the Nigeria economy	Newspaper articles, magazines the internet.	students to: 1.discuss the challenges of economic development in Nigeria 2.state the role of agencies for poverty alleviation 3.mention the effects of corruption HIV/AIDS TO THE Nigeria economy
8.	Economic reform programmes	Student should be able to: 1.explain economic programs such an consolidation of financial and commercialization, deregulation. 2.discuss the role of EFCC and ICPC and their role in the Nigeria economy.	Consolidation of financial institution privatization and commercialization, EFCC and ICPC, NAFDAC and SON.	Asks students to search for current information on the programs being made in the implement action of the recent economic reform.	Search the internet for information on the level implementation of the economic reforms their benefits and challenges.	Newspaper articles magazines etc. and the internet.	Students to: 1.discuss the impact of the economic reform programs such as privatization and commercialization e.t.c. in the economy
9	REVISION AND EXAMINATION						

LITERATURE IN ENGLISH
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	African Poryty-Gbanabam Hallowell “the dinning table.	Students should be able to: i. discuss and describe the background of the poet and poem. ii. state in their own words what the poem is all about.	(a). Background of: i. The poet. ii. The poem; (b). Subject matters.	i. Presents biographical background of the poem. ii. Gives a brief background of the poem. iii. Leads on what the poem is all about.	i. Participates in class discussion on the background of the poet. ii. Relate the background of the poet to that of the poem.	The selected poem.	Students to: i. accurately write on the background of the poet; ii. write the poem in their own words.
2	Poetic analysis of: dinning table:	Students should be able to: i. identify the main theme(s) in the poem, ii. point out the used in the poem; iii. comment on the unique features language used in the poem.	Emphasis on: i. Theme(s). ii. Structure iii. Style (diction, mood, tone, imagery symbolism, poetic devices).	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. iii. Guides discussion on the language used in the poem. iv. Leads the students to identify the images used in the poem. v. Brings out the symbols found in the poem.	i. List the theme(s) in the poem. ii. Discuss the form of the poem in groups. iii. Work in groups to identify the rhyming scheme used in the poem. iv. Pick out the poetic devices used.	The poem.	Students to: i. identify and explains the major theme in the poem. ii. discuss the structure of the poem. iii. write out the rhyming scheme used in the poem, iv. bring out two images used in the poem.

LITERATURE IN ENGLISH
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Non- African poetry- Robert frost : “birches”	Students should be able to: i. discuss and describe the background of the poet as well as the poem. ii. explains in their own words what the poem is all about.	1. Background of: (a). the poet. (b). the poem 2. Subject matter.	i. Presents a biographical background of the poem. ii. Gives a brief background of the poem. iii. Leads a discussion on what the poem is all about.	i. Do a written re-tell of the background of the poet as well as the poem. ii. Take active part in the class discussion.	The poem.	Students to: i. accurately restate the title of the poem and write on the background of the poet; ii. write the poem in their own words.
4.	Poetic analysis of: “birches”.	Students should be able to: i. identify the main theme(s) of the poem. ii. identify the various parts of the poem. iii. states features of language that characterize the poem. iv. bring out the dominant images in the poem. v. pick out the symbols used in the poem and interpret them.	Emphasis on: i. theme ii. structure iii. style (diction, mood, tone, imagery symbolism, poetic devices.	i. Guides students to identify the main theme of the poem. ii. Discusses the form of the poem. iii. Leads a discussion on the appropriateness of the language used in the poem. iv. Links the images with the background of the poem.	i. Express their personal feelings and ideas concerning the theme(s). ii. Responds to words of varying difficult levels selected from the poem; iii. Work in groups to write out interpretation of the symbols used.	The poem.	Students to: i. state two themes found in the poem. ii. list at least two instances of unique language used. iii. explains in writing, the effectiveness of the poetic devices and symbols used in the poem.

LITERATURE IN ENGLISH
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Non- African drama- Lorraine Hansberry: a raisin in the sun	Students should be able to: i. discuss and describe the background of the playwright and the play; ii. describe the setting of the play. iii. trace the sequences of events in the play.	1. Background of: (a). the playwright. (b). the play. 2. The setting. 3. Plot.	i. Introduces the playwright and his background. ii. Leads students to discuss the setting of the play. iii. Guides students to discuss the sequential unfolding of events.	i. Recount playwright's background. ii. Discuss the setting of the play. iii. Read identified portions of text aloud in class.	Selected play.	Students to: i. adequately describe the playwright's background; ii. list major events of the play.
6	textual analysis of: a raisin in the sun.	Students should be able to: i. states the theme(s) in the play. ii. list the major and minor characters; iii. bring out the dramatic techniques used in the play.	Emphasis on: i. theme(s) ii. characterization. iii. dramatic techniques.	i. Leads discussion on the unfolding events that embodied the main theme(s). ii. Groups students to dramatize the different scenes in which the theme(s) are found. iii. Uses character sketches to understand the characters better. iv. Leads the students to discover drama techniques used in the play.	i. Make a sketch of the play ii. Discuss the theme(s) in groups iii. List the major and minor characters. iv. Pick out the dramatic techniques used in the play.	i. Recommend text, ii. Costume and props may be required.	Students to: i. writes their specific theme(s) ii. discuss the plot of the play; iii. analyses the different characters. iv. pick out techniques in the play.

LITERATURE IN ENGLISH
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	textual analysis of: a raisin in the sun.	Student should be able to: i. read the acts and scenes of the play. ii. summarizes the acts and scenes that they have read.	Act and scenes summary of the play.	i. Guides students in 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 where necessary.	Participate in class reading of the play, paying attention to the characters they are assigned to.	Recommended text.	Students to: summarize the acts and scenes they have read in class.
8.	textual analysis of: a raisin in the sun.	Student should be able to: i. read the acts and scenes of the play. ii. summarizes the acts and scenes that they have read.	i. Acts and scenes ii. Summary continues.	Rotates the roles played by the students by choosing new persons to play such roles.	Participates in class reading of the play, paying attention to the characters they are assigned to.	Recommended text.	Students to: summarize the acts and scenes they have read in class.
9	African poetry: Gbemisol Adeoti- "ambush"	Students should be able to: i. discuss and describe the background of the poet and the poem; ii. states in their own words what the poem is all about.	i. Background of: (a). The poet. (b). The poem. ii. Subject matter.	i. Presents a biographical background of the poet. ii. States a brief background of the poem. iii. Leads a discussion on what the poem is all about.	i. Participates in class discussion on the background of the poet. ii. Relate the background of the poet to that of the poem.	The selected poem.	Students to: i. accurately state the background of the poet; ii. write the poem in their own words.

LITERATURE IN ENGLISH
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Poetic analysis of: “ambush”	Students should be able to: i. identify the main theme(s) in the poem; ii. point out the rhyming words used in the poem; iii. comment on the unique features of language used in the poem; iv. bring out the symbols and images used in the poem.	Emphasis on: i. Theme(s). ii. Structure iii. Style (diction, mood, tone symbolism, poetic devices, imagery).	i. Leads a discussion that will enable students to discover the theme(s) found in the poem. ii. Draws the students attention to the divisions within the poem. iii. Guides discussion on the language used in the poem. iv. Leads students to identify the images used in the poem. v. Brings out the symbols found in the poem.	i. Lists the theme(s) in the poem. ii. Discuss the forms of the poem in group. iii. Work in groups to identify the rhyming scheme used in the poem. iv. Identify the images used in the poem.	The poem.	Students to: i. identify and explain the major theme in the poem. ii. discuss the structure of the poem; iii. write out the rhyming scheme used in the poetry. iv. brings out two images used in the poem.
11	REVISION						
12	EXAMINATION						

LITERATURE IN ENGLISH
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Non-African prose- Richard Wright: native son.	Students should be able to: i. discuss and describe the background of the novelist; ii. describe the setting of the novel; iii. lists major elements of language in the text.	i. Background of: (a). The novelist. (b). The novel. ii. Setting. iii. Diction.	i. Provides information on the novelists background. ii. Leads students to read the selected passages that expose the setting of the text. iii. Guides students to describe the language elements used in the text.	i. Identify and discuss the chapters that contain unique language elements. ii. Describe the setting of the text. iii. Discuss the background of the author in groups.	The novel.	Students to: i. describe the author's background; ii. identify the setting of the text; iii. brings out one element of language used in the novel.
2.	Textual analysis of: native son	Students should be able to: i. read the chapters of the text; ii. summarizes the chapters they have read.	Chapter by chapter summary of the text.	i. Guides the students in reading the novel by assigning different chapters to them to read. ii. Calls them out one after the other in front of the class to read.	i. Participate in the reading of the novel chapter by chapter reading.	Recommend text.	Students to: summarizes the chapters read in class.
3.	Textual analysis of: native son.	Students should be able to: i. read the chapters of the text; ii. summarizes the chapters they have read.	Chapter by chapter summary continues	i. Guides students in reading the novel by assigning different chapters to them to read. ii. Calls them out one after the other in front of the class to read.	i. Participate in the reading of the novel chapter by chapter reading.	Recommended text.	Students to: read and summarizes the chapters they read in class.

LITERATURE IN ENGLISH
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Analysis of: native son.	Students should be able to: i. states the theme(s) used in the novel; ii. identify the major and minor characters in the novel; iii. list major events in the novel; iv. pick out the narrative techniques used in the text.	Emphasis on: i. Themes ii. Plot. iii. Characterization. iv. Narrative techniques.	i. Draws student's attention to the chapters where theme(s) are found. ii. Uses character sketches to make students understand the characters better. iii. Leads students to discover the narrative techniques used in the text.	i. Discuss the theme(s) in group. ii. Lists the major and minor characters. iii. Pick out the narrative technique use in the text.	Recommend text.	Students to: i. write their specific themes, ii. discuss the narrative techniques used in the text; iii. Analysis the different characters.
5.	William Shakespeare. Othello	Students should be able to: i. provide information on the background of the text; ii. bring out language element used in the play; iii. describe the setting of the play.	1. Background of: (a). The playwright. 2. Setting. 3. Diction.	i. Introduces the playwright and his background. ii. Leads students to discuss the setting of the play; iii. Guides students to identify the language elements used in the play.	i. Recount playwright background. ii. Discuss the setting of the play. iii. Pick out unique language elements in the play.	William Shakespeare. Othello.	Students to: i. adequately describe the playwright's background; ii. discuss the setting of the play; iii. state one example of unique language element in the play.
6.	Textual analysis of: William Shakespeare's Othello.	Students should be able to: i. read the acts and scenes in the play; ii. summarizes the acts and scenes that they have read.	Reading And Summary Of The Text: Othello	i. Guides students in reading the play by giving them different roles to play. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they take their roles and gives the necessary corrections.	i. Read the play, paying attention to the characters they are representing.	Recommended text.	Students to: summarize the acts and scenes they have read in class.

LITERATURE IN ENGLISH
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Textual analysis of: Othello.	Students should be able to: i. read the acts and scenes in the play; ii. summarizes the acts and scenes that they have read.	Acts and scenes summary.	Rotates the roles played by the students by choosing new person to play such roles.	Read the play, paying attention to the characters they are representing.	Recommended text.	Students to: summarize the acts and scenes they have read in class.
8.	Textual analysis of: Othello.	Students should be able to: i. identify the main theme(s) in the play; ii. trace the sequence of the major events in the play; iii. identify the major and minor characters in the play; iv. pick out the dramatic techniques used in the text.	Emphasis on: i. Theme(s) ii. Plot. iii. Characters/characterization. iv. Dramatic techniques (Dialogue, Aside, soliloquy, climax, suspense flashback).	i. Leads discussion on the unfolding events in the text. ii. Groups students to dramatize the various scenes in which the theme(s) 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.	i. Make a sketch of the text. ii. Discuss the themes in groups. iii. Lists the major and minor characters. iv. Pick out the dramatic techniques used in the play.	i. Recommended text; ii. Costumes and props may be required.	Students to: i. write their specific theme(s); ii. discuss the plot of the play; iii. analysis the different characters; iv. pick out one dramatic techniques used in the play.
11	REVISION						
12	EXAMINATION						

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
1	Demander l'avis de quelqu'un	1. Les apprenants serout capable de : 1. discuter, argumenter et demander l'avis de ses anus sur un sujet.	Vocabulaires/ structures/ expressions aidant a discuter l'avis de quelqu'un sur un sujet.	1. L'enseignant propose quelques programmes : Ex Excursion, un voyage fictif a Cotonou et sollicite l'approbation des elevés. 2. Il écoute et not l'avis des apprenants. 3. Il discute ses avis avec les apprenants et propose d'autres sujets. 4. Il guide les apprenants par jeu de rôles de demander l'avis de l'autre sur ses sujets proposes. 5. Il écrit les opinions sur le tableau et les apprenants doit argumenter. Ex I : Choix d'un programme sportif pour le weekend. II : Choix de meilleur footballeur ou club etc.	1. Les apprenants écoutent et donnent ses avis sur le programme propose. 2. Ils discutent ses avis avec l'enseignant en classe. 3. Ils participent activement dans la discussion en classe avec l'enseignant pour l'activité orale. 4. Ils proposent un programme et demandent l'avis de ses camarades en classe. 5. Ils font l'argument sur les programmes et enfin font un jugement.	1. Activité orale et écrite. 2. Textes de lecture facile 3. Le jeu de rôles. 4. Vidéo CDs	Ecrivez une lettre a un correspondant au Togo pour lui demander son avis sur ce sujet : Quel est le pays le plus intéressant a visiter pendant les vacances : Le Bénin ou le Ghana ?

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
2	Juger/ critiquer un acte Qu une attitudes.	Etre capable de porter un sur des situations diverses.	Vocabulaires/ structures/ expressions permettent de porter et critiquer un un acte eu une attitude.	1. L'enseignant guide les apprenants a mentionner quelques actes et attitudes que ne sout pas bien. Ex : (i) Funer la cigarette. (ii) Manger en partant etc. 2. Il guide les apprenants a critiquer ses attitudes en utilisant des expressions ainsi - D'apres moi.... - a mon avisetc.	1. Les apprenants participent activement en parlant de ces actes. 2. Il utilisent les expressions pour s'exprimer. 3. Ils font l'activite ecrite sur le tableau noir et dans leurs cahiers.	1. Activité orale et écrite. 2. Textes de lecture. 3. Documents authentiques 4. Images 5. Cartes	Estree que c'est bon de juner des cigarettes ? Justifiez votre avis.

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
3 & 4	Faire des reproches a quelqu'un	Les apprenants serout capable de : Protester Réprimander juger Argumenter se disputer s'indiquer accuser et interroger envers une personne en fonction d'une situation.	Vocabulaires/ structures/ expressions qui envoient a faire des reproches a quelqu'un.	<p>1. L'enseignant guide les apprenants a parler des differentes situations qui peuvent amener des reproches a quelqu'un. Ex : Un eleve a des mauvaises notes. Ses parents le font les reproches.</p> <p>- Vous etes dans un taxi entre Lagos et, Abuja. Le chauffeur roule trop vite. Vous lui faites des reproches.</p> <p>- Un commercant refuse de vous rendre la monnaie ----- Vous lui faites des reproches.</p> <p>2. Avec le jeu de roles, U aide les apprenants a utiliser des differentes formes de reproches avec les expressions suivantes :</p> <p>- An non, je ne suis pas d'accord ! - Qu'est-ce que tu racontes ? - Tu dis n'importe quoi..... - Tu fait n'importe quoi.. etc.</p> <p>4. Il introduit le conditionnel passe avec négation. Ex : Tu n'aurais pas dur... - Il ne fallant pas....</p> <p>5. l'enseignant écrit au tableau</p>	<p>1. Les apprenants discutent les différents situations avec l'enseignant en classe.</p> <p>2. Ils apprenant le conditionnel passe avec negation et l'utilisent pour faire des phrases.</p> <p>3. Par groupe, ils font des petits dialogue ou piece de theatre en classe avec quelques situations qui peuvent amener des reproches. Ex : Votre voisin de la table a vote votrebic, vous lui faites des reproches.</p> <p>4. Les apprenants copient les notes dans leurs cahiers.</p>	<p>1. Activite orale.</p> <p>2. Jeu de roles</p> <p>3. Films</p> <p>4. Textes audio</p>	<p>Les apprenants a</p> <p>1. font des reproches a quelqu'un qui fume le cigarette au public/ dans l'eghse.</p>

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
5	S'excuser - Se justifier - Se défendre.	Les apprenants seront capable de : 1. échapper a une situation délicate en S'excusant et en se justifiant. 2. Défendre quelqu'un en se justifiant.	Vocabulaires et expressions utiles pour s'excuser, se justifier et se défendre. Ex : Je vous prie de m'excuser. - désolé(e) - Je ne les pas fait exprès. - Ce n'est pas ma faute etc.	1. L'enseignant guide les apprenants a utiliser les expressions utiles pour s'excuser, se défendre et se justifier. 2. Il donne des situations aux apprenants pour parler et il les écoute. Ex : Vous êtes en retard a un rendez-vous, vous vous excusez en vous justifiant.	1. Les apprenants en groupe simulent le déroulement d'un procès (des accusés, des témoins, des avocats, le juge). 2. Certains défendent les accusés, d'autres veulent au contraire qu'ils soient punis d'avantage. Chaunu apporte ses arguments.	1. Activité écrite 2. Activité orale 3. Jeu de rôles etc.	Tu es invité a une réception. Tu aimerais bien y aller mais tu ne peux pas. Ecris une lettre pour l'excuser de ne pas aller en te justifiant.
6	Pardonna quelqu'un - Défendre quelqu'un	Etre capable de pardonner a et de défendre quelqu'un	Vocabulaires et expressions qui renouent au pardon et a la défense.	L'enseignant guide les apprenants a apprendre les expressions utiles pour pardonner a quelqu'un et défendre quelqu'un. Ex 'ce n'est pas sa faute - Pardonnez – moi. - Je ne savais pas.. - C'est parce que.. - Ce n'est pas ma faute.... - Ce n'est pas grave..... - Ce n'est rien..... - Je le comprends .. - Je te pardonne ... - Ne vous en faites pas...	Trois apprenants jouent respectueusement les rôles d'accusé, d'avocat et de juge. Ils parlent en conséquence.	1. Jeu de rôles. 2. Activité orale 3. films	Tu es avocat, défends un accusé.

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
7 & 8	S'informer - Donner des informations sur le passé proche. - interdire	Etre capable de: 1. donner des informations. 2. donner une directive au futre.	Vocabulaires et expressions aidant a donner des informations et directives/ ordres/ interdire. 2. Expressions liees au temps passe.	<p>1. Le professeur a l'aide d'un texte (enquete policiere) amene les apprenants a poser des questions (Passe compose) et a tenter d'y repondre. (approche du plus-que-perfait) Ex : A quelle heure ca s'est passe?</p> <p>- Il a dit que cela c'etait passe a dix heures...</p> <p>2. Il ecrit quelques expressions au tableau noir Aelles ques: - J'ai entendu que .. - Ou m'a dit que.. - ther, j'ai/je'tais etez. - J'etais occupe(e) a - Dans la matinee... Pour donner les directives. - Prenez la premiere rue a gauche. - Allez tout droit - Arretez – vous au croisement. - Suivez cette rue. - Pour donner des ordre/intendre. - Ne pas mardier sur la pelouse. - Il fait que + subjonctif...</p> <p>3. Ill guide les apprenants a utiliser ses expressions en les expliquant.</p>	<p>1. Les apprenants eccoutent et participent activement en classe.</p> <p>2. Ils utilisent les expressions pour s'exprimer. Donner des directives.</p> <p>3. Ils appliquent le jeu de roles.</p>	<p>Activite orale. Jeu de roles.</p>	<p>Donner des directives a une. Jeune fille qui vient garder ton enfant pendant deux jours.</p>

**FRENCH
SS III
FIRST TERM**

THEME: EXPRESSING DIVERSE EMOTIONS AND FEELINGS

SEMINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITIES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
9 & 10	Exprimer une obligation dirate - formelle - Moins formelle/ implicite.	Etre capable de produire des enonces qui renvoient a l'obligations onverte ou cachee.	Vocabulaire/ structures/ expressions qui touchent a ce qu'il faut faire directement ou unpticement. L'imperatif : Le futur, un instent : tout de...	1. L'enseignant parle de subjonctif present ; Il faut que + subjonctif et guide les apprenants al'utiliser pour parler de l'obligation. Ex : Je suis malade, Il faut que j 'aille a l'hopital. - Je me rends a l'hopital, il faut que.... - Je dois absolument parler - Je dois aller le voir cette semaine. 2. L'enseignant revise l'imperatif avec les etudiants. 3. L'enseignant ecrit les pharse au tableau.	1. Les etudiants ecoutent et observe comment L'enseignant utilise le subjonctif present. 2. Ils repetent les phrases apres lui. 3. Les etudiants copient les phrases. 4. La classe est divisee en deux groupes. Le premier s'adresse au deux-leme en se servant d'expressions.	1. Jeu de role. 2. chaloques	Exprimer une obligation avec IL faut que.
11	REVISION						
12	EXAMEN						

**FRENCH
SS III
SECOND TERM**

THEME: EXPRESSING DIVERSE COMMUNICATIVE INTENTIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
1 & 2	Exprimer la certitude et l'incertitude dans le futur - Exprimer la probabilité	Etre capable de: 1. Exprimer la certitude d'une action 2. d'imaginer ce qui va se passer.	Structures / expressions de nature affirmative pour exprimer la certitude: I am certain that... I don't have any doubt that... Assuredly Evidently it is certain/ undeniable	Le professeur guide les étudiants à utiliser les expressions afin d'exprimer la certitude e. t. c. Ex: I am certain that 1. pleura't demain: Il n' y a pas de doute qu' il réussira. 2. le professeur demande aux étudiants d'anticiper les événements futurs 3. Il écrit ses expressions au tableau.	Les étudiants participent activement dans la classe. 2. Ils observent et répètent des expressions après le professeur. 3. Répétition élève/élève. 4. les étudiants copient les expressions au tableau dans leurs cahiers.	Textes de lectures faciles 2. textes de production orale 3. documents authentiques	1. A partir de votre horoscope, dites ce qui peut ou ne peut pas arriver dans le futur.

**FRENCH
SS III
SECOND TERM**

THEME: EXPRESSING DIVERSE COMMUNICATIVE INTENTIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
3 & 4	- Exprimer la but - la possibilité - la conséquence	Etre capable de: 1. montrer le but d'une action d'un événement 2. Exprimer la possibilité d'une action/d'un état. 3. exprimer la conséquence d'une action	Structures / expressions qui renvoient au but: Afin de----- -- Pour que----- Afin que----- 2. Il est possible qu'il t subjonctif peut-être----- C' est possible e. t. c. Bien que, dus qu'a ce que ----- - En conséquence,	1. le professeur fait des phrases avec des expressions de but. 2. le professeur paude des étudiants ses expressions repeater après-lue Ex: Il es't possible qu' ils viennent ce soir. 3. le professeur écrit des phrases qui marquent la conséquence 4. Il fait des gestes qui inspirent chez les étudiants les expression de conséquence.	1. Trois étudiants jouent respectivement les rôles d'accusé, d'avocat et de juge, tout en mettant sur leurs actions. Jeu de rôle 2. un étudiant pose une question, à laquelle un autre répond par une expression de possibilité. 3. les étudiants remplacent une expression de conséquence par une autre.	Textes de lectures faciles 2. textes de production orale 3. documents authentiques 4. 1 textes de deux de rôles	Les ethnicités a----- - 1. montre le but d'une action 2. faire des phrases qui montrent de la possibilité.

**FRENCH
SS III
SECOND TERM**

THEME: EXPRESSING DIVERSE COMMUNICATIVE INTENTIONS

SEM AINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
5 & 6	Exprimer l' opposition - la concession - la condition	Etre capable 1. établir l' opposition entre deux actions/situations 2. exprimer la concession 3. de montrer la condition, don't dépend une action/un événement	Structures / expressions qui permettent d'exprimer l' opposition: par contre: Au contraire re, contrairement a - ----- cependant. 2. structure/expressions destinées à réaliser la concession: Bien que----t-subj même si----- malgré----- 3. à condition que t indicatif	1. le professeur fait au tableau les expressions qui expriment l' opposition. 2. le professeur propose des exercices. Il écrit au tableau des phrases à compléter par des expressions de concession. 3. Il propose des exercices structuraux, la condition don't dépend une action ou un événement. Ex: si on gagne, on recevra des points.	1. les étudiants participent activement dans la classe. 2. Ils observent et répètent des expressions après le professeur. 3. les étudiants copient les expressions au tableau dans leurs cahiers	1. Textes de lectures faciles 2. textes d' ordres des mots 3. textes de production orale	Les ethnicités a----- - 1. "En petits groupes" Faire un petit débat "pour" ou "contre" sur le sujet "Est-ce que la mode vous intéresse?" 2. montrer la condition don't dépend une action.

**FRENCH
SS III
SECOND TERM**

THEME: EXPRESSING DIVERSE COMMUNICATIVE INTENTIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	ETUDIANT		
7 & 8	- Discuter - Débattre - la vérité générale	Etre capable: 1. tenir une conversation de s'exprimer sur n'importe quel sujet. 2. reconnaître les vérités générales dans un énoncé écrit et de les employer.	Structures / expressions pour porter un jugement, lexique de la discussion du débat et de l'argumentation en découvenatut dans les textes à réemployer en contexte. 2. d'exprimer la vérité générale. - proverbes l e.g c'est en forgeant qu'on devient forgeront.	1. le professeur demande aux étudiants d'engager sur la discussion des sujets suivants: la femme dans la société. La femme est-elle l'égal de l'homme? Doit-elle (être?): Tous les hommes, sont-ils libres et égaux partout dans le monde 2. le professeur donne des dictées ou figuret de telles expressions.	Jeu de rôles une entreprise est touchée par cause de pollution. Si l'entreprise est condamnée, 500 employés perdront leurs travaux. Si l'entreprise est acquittée, la ville sera davantage polluée. Imaginez? Le procureur, témoins, plaignants, avocat, jury-----	1. production orale 2. Textes de jeu de rôles 3. Textes de lecture facile.	Les étudiants a----- - 1. Faire le débat sur le sujet "les droits de l'enfant" (l'enfant, est-il laïc?)
9	REVISION AND EXAMEN						

**IGBO
SS III
TAAM NKE MBU**

NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
1	Ekwumekwu Nzikoritaenzi keteknoloji	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu nzikoritaenzi keteknoloji 2. ikwuputa uzo di iche iche esi ezikorita ozi keteknoloji 3. ikwu uru nzikoritaenzi keteknoloji. 4. ikwu oghom nzikoritaenzi 5. izikorita ozi na website Igbo n'intaneet.	1. Ihe bu nzikoritaenzi keteknoloji 2. uzo di iche iche e si ezikorita ozi keteknoloji 3. Oghom din a ezikoritaenzi keteknoloji 4. Nzikorita ozi na website Igbo n'intaneet.	1. Ikowa ihe bu nzikoritaenzi keteknoloji 2. Iduzi umuakwukwo n'ikparita uka banyere uzo di iche iche si ezikoritaenzi keteknoloji oghom ezikoritaenzi keteknoloji 3. Igosi onyoonyoo na ngwa ndi e ji ezikorita enzi 4. Idu umuakwukwo gaa njem nleranya n'ulooru nzikoritaenzi keteknoloji 5. Idu umuakwukwo n'izikorita ozi na website Igbo n'intaneeti	1. Ikwuputa ihe bu nzikoritaenzi keteknoloji 2. Ikparita uka banyere uzo di iche iche e si ezikorita enzi keteknoloji - uru nzikorita keteknoloji 3. Ikiri eserese na onyoonyoo. 4. Ije nyem n'nleranya oru nzikorita ozi keteknoloji 5. Izikorita ozi na website Igbo n'intaneeti	- Akwukwo ogugu klasi - Eserese - Vidio - Teepe na teepe rekoda - Redio - Telefoonu.	Umuakwukwo: 1. ikowa ihe bu nzikorita ozi keteknoloji. 2. ikwuputa uzo ano e si ezikorita enzi keteknoloji. 3. ikwu uru abuo na oghom abuo nke nzikorita ozi keteknoloji. 4. izikorita otu enzi keteknoloji.
2	Agumagu adinala	Umu akwukwo ga-enwe ike: 1. ikwughari ihe bu agumagu odinala, nkenudi na uru ya. 2. igu agumagu odinala di iche iche. 3. inyocha na itule ndina na njirimara agumagu odinala.	1. Mmughari ihe a muburu n'agumagu odinala. 2. Iggu agumagu odinala di iche iche 3. Itule na inyocha njirimara agumagu odinala - Isiokwu ihe e dere - Usoro lnhazi - Nkaasusu - Nkwenye na omenala ndi Igbo putara ihe	1. Idu klasi n'imughari ihe a mubari ihe a muburu n'agumagu odinala. 2. Idu klasi n'igu agumagu odinala di iche iche. 3. Idu klasi n'itule ndina na njirimara agumagu odinala a guru	1. Ikwughari ihe a murula banyere agumagu odinala. 2. Idu agumagu odinala di iche iche 3. Itule na inyocha ndina na njirimara agumagu odinala a guru. 4. Ije ejije 5. Iji ejiji 6. Ise eserese.	- Akwukwo ogugu - Eserese - Tepu rekoda - Vidio	Umuakwukwo : 1. igutali agumagu odinala di iche iche. 2. ikwu njirimara agumagu odinala ato. 3. igosiputa njirimara ato agumagu odinala a guru.

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SS III
TAAM NKE MBU**

NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
3	Njirimara ndi Igbo 11. nsoala/lbeene	Umu akwukwo ga-enwe ike: 1. ikwu ihe bu nsoala/lbeene 2. inue omuma atu nsoala/lbeene. 3. ikwu etu nsoala/lbeene obodo ufodu siri nialite. 4. ikwu ntwu ntaramahuhu diiri ndi mebiri nsoala/lbeene obodo. 5. ideputa uru idebe nsoala/lbeene obodo bara.	1. Ihe bu nsoala lbeene. 2. Iweputa omumaatu nsoala/lbeene 3. Etu nsoala/lbeene obodo ufodu siri malite 4. Oru di iche iche nsoala/lbeene na-arụ n'obodo. 5. Ntaramahuhu diiri ndi mebiriwu nsoala lbeene di ka ikpu aru ma o bu ikpu ala.	1. Ikowa ihe bu nsoala/lbeene 2. Iweputa omumaatu nsoala/lbeene 3. Ikwu etu nsoala/lbeene 4 Iziputa ntaramahuhu diiri onye mere nsoala lbeene.	1. Ikwuputa ih bu nsoala/lbeene 2. Ikwu etu nsoala ufodu siri malite 3. Ikoputa uru di iche iche n'idebe nsoal/lbeene bara. 4. Ikoputa oghom di iche iche di n'edebeghi iwu nsoala/lbeene 5. Igu akwukwo a hoputara.	- Ihe ekike e ji akpu nsoala/lbeene dk: omu, ugbene okuko, e do nzu dg - Eserese - Chaati.	Umuakwukwo: 1. ikoputa ihe bu nsoala/lbeene 2. inye omumaatu 3. ideputa uru abuo idebe nsoala/lbeene bara. 4. ideputa ntaramahuhu ato diiri onye mebiri nsoala/lbeene.
4	Udaasusu	Umuakwukwo ga-enwe ike: 1. Ikowaputa udi mkpuru udasusu (fonim) di iche iche 2. Ikowa etu e si a ebe a na-akpoputa ha. 3. Ikowaputa ihe bu nkejiokwu. 4. Ikewaputa nkejiokwu di namkpuruokwu 5. Itinye udaolu na nkejiokwu.	1. udi mkpuru udaasusu (fonim) di iche iche - etu si akpoputa ha. - ehe mkpoputa ha. 2. Nkejiokwu 3. Myiriudaccme dika nkejiokwu	1. Ikowaputa udi mkpuruuda asusu di iche iche: - etu e si akpoputa ha - ebe mkpoputa ha. 2. Igosi eserese ogan okwu na chaati na-egosiabe mkpoputa na etu e si akpoputa mkpuruudasusu 3. Ikowaputa ihe bu nkejiokwu 4. Idu umuakwukwo n'ikewaputa na mkpuruokwu nakwa ikanye akara udaolu na nkejiokwu.	1. Ikowaputa ebe na etu e si akpoputa mkpuruud asusu 2. Irugosi n'eserese ogan okwu ebe a na-akpoputa mkpuruuda asusu nke o bula 3. Ise eserese ogan okwu. 4. Ikowaputa ihe bu nkejiokwu. 5. Kewaputa nkejiokwu din a mkpuruokwu 6. Itinye akara udaolu na nkejiokwu	- Eserese ogan okwu - chaati na-egosiabe mkpoputa mkpuruuda asusu	Umuakwukwo: 1. Ikpoputa udi mkpuruudasusu abuo e nwere 2. Irugosi ogan okwu abuo e ji akpoputa mkpuruudasusu 3. Ikowaputa nkejiokwu mkpuruokwu ise 4. Ikewaputa myiriuda ume dika nkejiokwu na mkpuruokwu 5. Ikanye akara wdaolu na nkejiokwu

**IGBO
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NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
NGALABA OMUMU: AGUMAGU							
5	Agumagu ederede	Umu akwukwo ga-enwe ike: 1. igu akwukwo agumagu ahoputara. 2. ikowaputa ma nyochaa ihe ha guru. 3. ichikota nkenke ihe ha guru.	1. Igu agumagu ederedendi a hoputara. 2. Inyocha na itule agumagu ederede. - ntoala agumagu - usorolnhazi - isiokwu ihe e dere. - nkenudi - kaasusu - omenaala nankwenye Igbo putara ihe.	1. Iduzi umuakwukwo a hoputara 2. Iduzi ha n'ikowaputa ndina akwukwo a guru. 3. Iduzi ha n'inyocha na itule njirimara akwukwo a guru 4. Iduzi ha n'imeputa ejije.	1. Igu akwukwo agumagu a hoputara. 2. Ikwu n'uzo di nkenke ndina akwukwo a guru. 3. Itule na inyocha ndina na njirimara akwukwo a guru. 4. Ide n'uzo di nkenke ndina ihe ha guru 5. Imeputa ejije.	- Akwukwo agumagu a hoputara - chaati - Eserese - Vidio - Tepu rekoda	Umuakwukwo: 1. iza ajuju ise banyere ndina akwukwo agumagu a hoputara 2. iza ajuju abuo banyere njirimara udi agumara di iche iche 3. ichikota na nkenke ihe a gutara n'akwukwo a hoputara.
6	Otu ogbo/uke Ebiri.	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu otu ogbo/uke/Ebiri 2. ikowa usoro e si aba n'otu ogbo/uke/Ebiri. 3. ikowaputa uru na oghom di n'otu oghom di n'otu ogbo/uke/ebiri. 4. ideputa otu ogbo ndi ha maara na onodu ha n'ogeugbu a.	1. Ihe otu ogbo/uke/ebiri putaea. 2. Usoro esi aba n'otu ogbo. 3. Uru na oghom di n'otu ogbo. 4. Oru ya n'iwelite ma o bu n'igbochi oganiihu. 5. Onodu otu ogbo n'oge ugbu a.	1. Ikowaputa ihe bu otu ogbo. 2. Ikowaputa oru ya. 3. Iduzi umuakwukwo n'iziputa uru na oghom ya. 4. Igosi eserese na onyonyoo gbasara otu ogbo. 5. Iduzi umuakwukwo n'itule onodu otu ogbo n'oge ugbu a. 6. Iduzi n'ije ejije. 7. Ihazi njem nlereanya otu ogbo n'oge mmemme.	1. Ikowaputa ihe bu otu ogbo. 2. Ikowaputa oru otu ogbo di iche iche. 3. Ikoputa uru na oghom di n'otu ogbo. 4. Ikiri eserese na onyonyoo gbasara otu ogbo. 5. Iduzi umuakwukwo n'itule onodu otu ogbo n'oge ugbu a. 6. Iji ejije 7. Iga njem nlereanya otu ogbo n'oge mmemme	- Eserese na onyonyoo - Tepu rekoda - Akwukwo ogugu. - Ngwa ejiji otu ogbo	Umuakwukwo: 1. ikowa ihe bu otu ogbo. 2. ikwu uru abuo na oghom abuo di n'otu ogbo 3. ide n'uzo di nkenke ondu ya ugbu a. 4. ideputa uzo ihe abuo ha huru na gara.

**IGBO
SS III
TAAM NKE MBU**

NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
7	Ahiriokwu na nkenudi ya.	Umu akwukwo ga-enwe ike : 1. Ikwu ihe bu ahiriokwu. 2. Igosiputa udi ahiriokwu di iche iche. 3. Ikwu njirimara udi ahiriokwu nke o bula. 4. Ikwu ndiiche di n'etiti udi ahiriokwu ndi a. 5. Imebe ahiriokwu na-egosiputa nkenudi ahiriokwu ndi a. 6. Ikwughari/Ideghari okwu ekelesu ka ha buru okwu ngom.	1. Ihe bu ahiriokwu. 2. Udiahiriokwu e nwere: - ahirimfe - ahirinha - ahiriukwe - ahirinju - ahiriajuju - ahirintimiwu - ahiriekelesu - ahiringomss	1. Ikwu ihe bu ahiriokwu 2. Inye omumaatu. 3. Iji chaati gosiputa udi ahiriokwu di iche iche 4. Igu ihe ogugu 5. Iduzi umuakwukwo n'ikwughari/Ideghari okwu ekelesu ke ha buru okwu ngom	1. Ikwaputa ihe bu ahiriokwu 2. Inye omumaatu udi ahiriokwu di iche iche. 3. Ikwu njirimara udi ahiriokwu nke o bula. 4. Ikwuputa ndiiche di n'etiti ahiriokwu mdi iche iche 5. Irugosi udi ahiriokwu di iche iche na Imebe udi ahiriokwu di iche iche	- Akwu kwoogugu klasi - Kadboodu.	Umuakwukwo 1. Ikwu ihe bu ahiriokwu 2. Iji ahiriokwu ise gosiputa udi ahiriokwu di iche iche 3. Irugosi udi ahiriokwu ato di iche iche na chaati 4. Ikwughari ma o bu ideghariokwu ekelesu abuo ka haburu okwu ngom.
8	Echiche ndi Igbo banyere eluuwa.	Umu akwukwo ga-enwe ike : 1. Ikwu odidi mmadu ndiiche, mmuo na arusi 2. Ikwu ihe ha ma banyere ndu na-esote onwu, ogbanjeilo uwa na akaraogoli/ofeke. 3. Ikpoputa ahachi di iche iche na oruhan'ebe ndi Igbo no.	1. Nkwu odidi mmadu, ndiiche, mmuo na arusi. 2. Ndu na-esota onwu, ogbanje, ilo uwa na akaraogoli/ofeke 3. Aha na udi chi di iche ndi Igbo nwere 4. Oru chi ndi a na-aruru ndi Igbo.	1. Ikwaputa echiche ndi Igbo maka elu uwa: - nkowa odidi mmadu, ndiiche, mmuo na arusi - ndu na-esota onwu, ogbanje, ilo uwa na akaraogoli. - aharaogoli. - aha na udi chi di iche iche ndi Igbo nwere: - Oru chi ndi a na-arurundi Igbo. - Iduzi ndi klasi n'ikwu echiche ha banyere eluuwa ndi Igbo. 2. Ihazi eserese na onyoonyoo.	1. Ikwaputa echiche ndi Igbo maka eluuwa. 2. Ikwuputa oru chi ndi a na-aruru ndi Igbo. 3. Ikwaputa echiche ha (umuakwukwo) banyere eluuwa ndi Igba. 4. Ikiri onyoonyoo.	- Eserese Akpuruakpu na aturuatu - Akwukwo ogugu omenala - Redio - Tivii - Videio	Umuakwukwo: 1. Ikwaputa odidi mmadu, ndiiche, arusi na mmuo 2. Ikpoputa aha chi di iche iche ano ma kwuo kwa oru abuo nke o bula na-aruru 3. Ide otu nkenke ederede ga-egosiputa uche ha banyere eluuwa nduuwa ndi Igbo.

**IGBO
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TAAM NKE MBU**

NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
9	Nsoroedide: Akara Edemedede	Umu akwukwo ga-enwe ike : 1. Ikpoputa na ieugosi akaraedemedede ndi a murula 2. Ikwu akaraedemedede ndi ozo na oru ha.	1. Mmughari akaraedemedede ndi a murula. 2. Akaraedemedede ndi ozo - rikom elu - Kpomkpom - kpom rikom	1. Iduzi ndi klasi n'imughari akaraedemedede. 2. Ikowa akaraedemedede ndi ozo na oru ha. 3. Inye omumaatu. Inye omumaatu 4. Igosi chaati 5. Ime akpoede	1. Ikowaputa na irugosi akaraedemedede ndi a murula. 2. Ikwuputa na irugosi akaraedemedede ndi ozo. 3. Ikwu oru akaraedemedede ndi a. 4. Itinye akaraedemedede	Akwukwo ogugu klasi - chaati - Tepu na tepu rekoda	Umuakwukwo 1. Ikowaputa ihe bu akaraedemedede 2. Irugosi akaraedemedede ise na ikwu oru ha. 3. Itinye akaraedemedede
10	Nsoroedide: Akara Edemedede	3. Itinyetali akaraedemedede etu o kwesiri	- akara mkpu - akara ngwu - akara mgbodo			Akwukwo ogugu klasi - chaati - Tepu na tepu rekoda	
11	MMUGHARI IMUNWE IHE E MERE NA TAAM						
12	ULE						

**IGBO
SS III
TAAM NKE MBU**

NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
1	Tensi na aspekti	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu tensi na ikwu udi tensi e nwere. 2. ime usorokwu na ahiriokwu metutara ha. 3. ikowa ihe bu aspekti na ikwu udi aspekti e nwere. 4. ideputa ahiriokwu nwere aspekti.	1. Mputara tensi 2. udi tensi dika: - Tensi ndinaazu - Tensi ndinugbu a. 3. Mputara aspekti 4. Udi aspekti aika - Aspekti ndieme - Aspekti ndimecha	1. Ikowaputa tensi na aspekti 2. Inye omumaatu ha. 3. Igu ihe ogugu 4. Ime ajuaza 5. Igosiputa ngwaa din a aspekti	1. Ikowaputa tensi na aspekti 2. Inye omumaatu ngwaa di n'aspkti 3. Igu ihe ogugu 4. Ihazighari flashi kaadi 5. ide ahiriokwu ndi nwere ngwaa gosiputara tensi na aspekti	1. Akwukwo ogugu klasi 2. chaati 3. Flashi kaadi	Umuakwukwo: 1. ikowaputa udi aspekti na tensi e nwere. 2. ide ahiriokwu abuo abuo nwere tensi na aspekti 3. ika akara iji gosiputa aspekti na tensi di iche iche.
2	Atumatuokwu asusu nka	Umu akwukwo ga-enwe ike: 1. ikowaputa atumatuokwu na inye omumaatu ha. 2. ichoputa atumatuokwu n'agumagu e dere ede. 3. itinye ha na mkpuruokwu n'ime ederede. 4. ikowaputa asusu nka na inye omumaatu 5. ichoputa asusu nka n'agumagu e dere ede.	1. Mmughari atumatuokwu ufodu: - ndika/myiri - mburu - mmemmadu - nsinuda - ogbaraokwu 2. Asusu nka ufodu dika: - Ilu - Ukabuilu - Akpaalaokwu	1. Ikowaputa atumatuokwu/asusu nka na inye omumaatu 2. Iduzi umuakwukwo igu ihe ogugu nwere atumatuokwu asusu nka. 3. Idu umuakwukwo ichoputa ufodu atumatuokwu/asusu nka n'ekwumekwu na n'ederede.	1. Ikowaputa ihe bu atumatuokwu asusu nka na inye omumaatu ha 2. Igu ihe ogugu nwere atumatuoku 3. Ichoputa ufodu atumatuokwu/asusu nka n'agumagu a hoputara 4. Itinye ha n'ekwumekwu ma jiri ha deededemedede nka.	- Akwukwo a hoputara - Chaati - Akwukwo agumagu a hoputara - Chaati	Umuakwukwo: 1. ikowaputa ihe bu atumatuokwu/asusu nka. 2. ikoputa udi atumatuokwu abuo ma nye omumaatu 3. ikpopatu udi asusu nka abuo ma nye omuaatu 4. itinye atumauokwu abuo na asusu nka abuo n'edemedede nke ha.

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NGALABA OMUMU: ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
3	Echi chi na echimechi odinala II	Umu akwukwo ga-enwe ike: 1. ikwu ihe ha mere banyere: - ihe bu echimechi odinala - udi di iche iche e nwere 2. ikwu njirimara onye chiri echichi dika nze, ozo, obi, igwe, Iyom dg. 3. ikwu uru na oghom diiri onye chiri echichi. 4. ikwu mgbanwe batarala n'echichi na n'echimechi ufodu.	1. Mmughari echichi odinalal 2. Ikowa njirimara onye chiri echichi. 3. Uru na oghom diiri onye echiri echichi. 4. Nkwalite iche echichi ufoduna-ada ada n'ala Igbo. 5. Mgbanwe ufodu ndi batalala n'echichi odinala.	1. Imeghari ihe e mere n'echichi odinala. 2. Ikwu njirimara onye chiri echichi. 3. Iziputa uru na oghom onye chiri echichi. 4. Ikowa udi mgbanwe batarala n'echichi na n'echimechi ufodu. 5. Igu akwukwo n'ije ejije banyere echimechi	1. Iko maka ihe e mere n'echichi odinala l. 2. Ikwu udi echimechi e nwere 3. Ikowa njirimaraonye chiri echichi. 4. Iziputa udi mgbanwe batarala n'ichi echimechi. 5. Igu akwuko a hoputara.	- Eserese - Chaati - Posta - Vidio	Umuakwukwo: 1. ikoputa njirimara onye chiri echichi 2. ise eserese na-egosi ndi chiri 3. ime ejije 4. ideputa uru abuo diiri ndi chiri echiche 5. ideputa mgbanwe abuo batarala n'ichi echichi odinala. 6. igu akwukwo a hoputara.
4	Ogugu na aghotaazaa akwukwo dika ihe na-emegehe uzo agamnihu	Umu akwukwo ga-enwe ike: 1. igutali Igbo were were na osiiso 2. ikowaputa ihe ha guru banyere agumagu banyere agumakwukwo dika ihe na-emegehe uzo agamnihu.	1. Ogugu banyere agumakwukwo dika ihe na-emegehe uzo agamnihu. - nkowa agumakwukwo - nkowa agamnihu - etu agumakwuwo si ewetaagamnihu. - oghom di n'agughi akwukwo 2. Igu na iza ajuju banyere agumakwukwo dika ihe na-emegehe uzo agamnihu.	1. Iduzi umuakwukwo n'ogugu banyere ihe na-emegehe uzo agamnihu. 2. Ikowa mkpuruokwu ndi siri ike 3. Inye omumaatu	1. Igu ihe ogugu 2. Iju naiza ajuju 3. Ikowa mkpuruokwu ohuru na mkpuruokwundi siri ike.	1. Akwukwo ogugu 2. Eserese 3. Posta 4. Vidio.	Umuakwukwo: 1. iguputa ihe ogugu nke oma. 2. iza ajuju ise metulara ihe a gurus

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IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
5	Ogugu na aghotaazaa agumakwukwo dika ihe na-emegehe uzo agamnihu	3. ikowa mkpuruokwu ohuru na mkpuruokwu ndi siri ike n'ihe ha guru. 4. iji mkpuruokwu ohuru mebe ahiriokwu 5. ikwu uche ha banyere ihe ha guru	3. Uche umuakwukwo banyere ihe ha guru.	4. Igbazi mkparitaua banyere ihe a guru. 5. Igesi eserese na onyoonyoo. 6. Iduzi ha n'ejije banyere isiokwu.	4. Iji mkpuruokwu ohiriokwu. 5. Ikwu uche ha banyere ihe ha guru 6. Ikiri eserese na onyoonyoo 7. Ije ejije	1. Akwukwo ogugu 2. Eserese 3. Posta 4. Vidio.	3. ikwu ma o bu ide uche ha banyere ihe a guru.
6	Edemede:Leta anamachoihe	Umuakwukwoga-enwe ike: 1. ide leta anamachoihe. 2. ihazi leta anamachoihe n'usoro dabara adaba.	Leta anamachoihe dika icho oru n'ulooru govmenti ihe ndi di mkpa: - adreesi oguu - ekele mmeghe - ekele mmeghe - isiokwu leta - ahu leta - mmechi leta signecho na aha ode.	1. Ikwaputa ihe bu leta anamachoihe 2. Iduzi umuakwukwo ide leta anamachoihe.	1. Ikwaputa ihe bu leta anamachoihe 2. Ihazi n aide otu leta anamachoihe	- Kadboodu - Chaati - Akwukwo ogugu.	Umuakwukwo : 1. ikowaputa ihe bu leta. anamachoihe 2. ihazi na ide leta anamachoihe.
7	ntughari	Umuakwukwo ga-enwe ike: 1. ikowa ihe bu ntughari. 2. ikwu usoro e si eme ntughari. 3. itughari ahiriokwu.	1. Nkowa ihe bu ntughari 2. Usoro e si eme ntughari - Iji Igbo Izugbe - Igbakwasi ukwu n'echiche karia namkpuruokwu. 3. Okwu ndi tara akpu: - Okwu mbite - akpaalaokwu 4. Ntughari kpomkwem.	1. Ikwaputa ihe bu ntughari 2. Ikwaputa usoro e si eme ntughari 3. Inye omumaatu. 4. Iduzi ndi klasi n'ime ntughari.	1. Ikwu ihe bu ntughari 2. Ikwu usoro e si eme ntughari 3. Inye omumaatu 4. Ime ntughari	- Akwukwo agugu klasi - Chaati - Kadboodu	Umuakwukwo : 1. Ikwu ihe bu ntughari. 2. Ikwu usoro e si eme ntughari. 3. Itughari ahiriokwu ise.
8	MMUGHARI IMUNWE IHE E MERE NA KLASI A						

BASIC ELECTRICITY
SS III
FIRST TERM

THEME: ELECTRICAL MACHINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic features of transformer and operations of transformer.	Students should be able to: 1. identify the basic construction of transformer. 2. classify transformers by phase and core type. 3. explain the working principles of a transformer.	1. Features of a transformer. 2. Classification of transformers - single phase - three phase -shell type and core type. 3. Working principle of transformer including transformation ratio.	1. Displays a transformer, draws diagram and identifies types. 2. Explains differences between the types. 3. Recalls the induction principles and uses it to explain the working principles. 4. Calculates the transformation ratio.	1. Identify the parts of a transformer. 2. Classify transformer. 3. Explain the working principles of a transformer. 4. Calculate transformation ratio.	1. Shell and core type of transformer. 2. Labeled diagram of a transformer.	Students to: 1. what is transformer efficiency? 2. calculate the efficiency of a transformer input and output power are 1000kw and 80kw respectively. 3. list two transformer losses.
2	Electric field intensity.	Students should be able to: 1. draw electric lines of force around a positive charge. 2. generate continuous flow of charge. 3. explain electric current. 4. set up a simple electric circuit. 5. define resistance as opposition to current flow of charges. 6. draw two unlike charges – and +	1. Electric lines of force. 2. Potential difference and electric current. 3. Production of electric current. 4. Electric conduction through materials.	1. Demonstrates the production of continuous flow of charge. - chemical energy - heat energy - solar energy 2. Illustrates importance of fuses in an electric circuit by setting up short circuit.	1. Produce an electric circuit from electric cell, key, the ammeter, voltmeter and resistors. 2. Measure current and resistance, potential difference from circuit arrangement.	1. Charts showing the lines of force. 2. Different metals - coil, cell, thermo couple, magnet, solar cells, ammeter, voltmeter, resistor etc 3. Different types of wire. 4. Electric motor, pulley set of weight, stop clock.	Students to: 1. explain the properties of electric field. 2. solve problems involving current, p.d resistance in an electric circuit. 3. differentiate electrical conductors from insulators.

BASIC ELECTRICITY
SS III
FIRST TERM

THEME: ELECTRICAL MACHINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Transformer efficiency cooling, loss and application.	Students should be able to: 1. explain and calculate efficiency of transformer. 2. state methods of cooling a transformer. 3. list transformer losses. 4. state application of a transformer.	1. Transformer efficiency. 2. Methods of cooling transformers. 3. Transformer losses. 4. Application of transformer.	1. Explains transformer efficiency and illustrates how it can be calculated from the formula $n = \frac{\text{output}}{\text{input}} \times 100$ 2. Explains various methods of cooling a transformer. 3. Explains sources of loss in a transformer.	1. Calculate the efficiency of a given transformer. 2. State various methods of cooling transformer. 3. List transformer losses. 4. State applications of transformer.	1. Transformer of various types. 2. Charts. 3. Chalk board.	Students to: 1. what is transformer efficiency? 2. calculate the efficiency of a transformer if the input and output power are 2000k/wand 40k/w.
4	Basic principles of transmission electricity at low frequencies.	Students should be able to: 1. explain the system of electricity transmission at low frequencies. 2. state some of the materials needed for transmission. 3. applications of transmission at low frequencies.	1. Systems of electricity transmission at low frequencies. 2. Components of transmission system. 3. Application of the transmission. 4. Functions of the equipments.	1. Explains transmission of low frequency of electricity. 2. Explains that voltage of low frequency transmission is much higher than that of high frequency of transmission.	1. State the components of transmission e.g. generator control panel 2. Circuit breaker. 3. Substations. 4. Ring main unit. 5. Bus bar chamber etc	Components or materials 1. Text book. 2. Bus bar chamber 3. Insulators 4. Lie support 5. Ring main unit [R.M.U] 6. Transmission lines 7. Transformers step up and step down	Students to: 1. explain the system of transmission at low frequency. 2. name the various components. 3. list the functions of components.

BASIC ELECTRICITY
SS III
FIRST TERM

THEME: ELECTRICAL MACHINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Energy conversion.	Students should be able to: 1. define energy and state its unit. 2. explain various types of energy. 3. state the use of or importance of each energy to man.	1. Understand the concept of energy. 2.Types of energy - electrical - mechanical etc	1. Explains the general meaning of energy to the students. 2. States various form of energy on the chalk board for the students to see.	1. State and identify various types of energy. 2. State the units of various types of energy.	1. Chalk board. 2. Textbooks.	Students to: list the types of energy.
6	Basic principle of electricity distribution.	Students should be able to: 1. explain how electricity is distributed in the country. 2. explain the following a.c supply system [NEPA] - single phase 3 wire - three phase 3 wire three phase 4 wire 3. advantages of the above system.	1. Electricity distribution. 2. The different phase system. 3. Advantages.	1. Explains and demonstrates the system of distribution of electricity within an area. 2. Explains the pattern of the different phase system. 3. States the usefulness of these phase system.	1. Pay attention to the teacher explanation, ask questions and answer later. 2. Participate actively in the class room discussion.	1. Cable wires and accessories. 2. Chalk board. 3. Text books.	Students to: 1. state the two different types of distribution system. 2. list the various phase system of electricity.
7	Energy conversion	Students should be able to: 1. concept of energy conversion. 2. relationship between the various types of energy thermal, electrical, mechanical etc 3. process of conversion hydro power station.	1. Concept of energy conversion. 2. Relationship between the various types of energy Thermal, electrical, mechanical etc 3. Process of conversion hydro power station.	1. Explains the concept of energy conversion. 2. Identifies the sources of various energy generations. 3. Explains the process of energy conversion, example electrical → thermal → mechanical → electrical etc.	1. State the various sources of energy generation. 2. Participate in classroom discussion. 3. Listen attentively and ask questions.	1. Solar cell 2. Charts. 3. Chalk board.	Students to: explain the process of energy conversion in hydro power station.

BASIC ELECTRICITY
SS III
FIRST TERM

THEME: ELECTRICAL MACHINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Energy conversion	Students should be able to: 1. concept of energy conversion. 2. relationship between the various types of energy thermal, electrical, mechanical etc 3. process of conversion hydro power station.	1. Concept of energy conversion. 2. Relationship between the various types of energy Thermal, electrical, mechanical etc 3. Process of conversion hydro power station.	1. Explains the concept of energy conversion. 2. Identifies the sources of various energy generations. 3. Explains the process of energy conversion, example electrical → thermal → mechanical → electrical etc	1. State the various sources of energy generation. 2. Participate in classroom discussion. 3. Listen attentively and ask questions.	1. Solar cell 2. Charts. 3. Chalk board. 4. Text books.	Students to: explain the process of energy conversion in hydro power station.
9	Common house hold appliance and their power rating.	Students should be able to: 1. explain the meaning of common house hold electrical appliance. 2. identify each common house hold material. 3. state the quantity of electrical energy each consumes. 4. solve problem involving power rating.	1. Concept of common house hold appliance using electricity. 2. Relationship between appliances and power rating. 3. Examples of house hold materials - blender - fans - electrical kettle.	1. Explains the common house hold materials example coffee peculator, blender, grinder, mixer, electric kettle, pressing iron. 2. Explains their different power rating - electric boiler = 100watts = 0.10k/w Electric fan = 108k/w = 0.8k/w Pressing iron = 1000k/w = 1.00k/w etc.	1. State some common house hold material that uses electricity. 2. List some house hold materials with their power rating. 3. Participate in class room discussion.	1. Chalk board. 2. Common house hold material example i. fan ii. kettle iii. toaster etc	Students to: 1. explain the uses of the house hold material appliance. 2. list the power rating of each appliance listed.

BASIC ELECTRICITY
SS III
FIRST TERM

THEME: ELECTRICAL MACHINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Installation tests	Students should be able to: state the types of test that are carried out in a completed installation i.e. now installation.	Types of installation - Polarity test - continuity test - Earth leakages test - insulation resistance test	States these types of test to be carried out in a newly completed installation e.g. polarity test, earth leak test, installation e.g. polarity test, continuity test	1. Listen attentively, Ask questions. 2. Participate in carrying out the test.	1. Ohmmeter installation resistance tester. 2. Tool box mega. 3. Copper wire etc	Students to: list the sequences of test in a completed installation.
11	REVISION						
12	EXAMINATION						

BASIC ELECTRICITY
SS III
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Installation faults	Student should be able to: 1. identify and locate faults in a completed installation. 2. repair common faults in a completed installation.	Faults diagnosis in a completed installation.	1. Illustrates the common faults e.g. open circuit, short circuit and earth fault. 2. Blast bulbs or fuses due to high current. Open or naked wire etc	Follow in determining faults in a completed installation.	1. Tool box. 2. Ohmmeter. 3. Tester.	Students to: use Ohmmeter to diagnosis an open circuit.
2	Earthing	Student should be able to: 1. define earthing. 2. state and explain the meaning of earthing to the common man language. 3. describe the process of earthing.	1. Importance of earthing to avoid electric shock. 2. Method of earthing - connecting wire to metal frame to the earth or the ground.	1. Explains the term earthing. 2. Describes the various method of earthing e.g. connecting metal rod or plate from the house to the ground. 3. Explains earth faults.	1. Participate in indentifying earthing faults. 2. Listens to the teacher ask questions.	1. Earthing material. 2. Electrodes. 3. Copper metal frame. 4. Water pipes.	Students to: describe various methods of earthing.
3	The terminal p.d and e.m.f of a cell	Student should be able to: explain the terminal potential difference of a cell and e.m.f	Delivering of a current as p.d across stermirol. 2. The E.M.F is p.d when the cell is to delivering current.	1. States differences between p.d and e.m.f of a cell. 2. States that $I = \frac{V}{R} = \frac{E}{R+r} \dots 1$	1. To solve problem involving terminal e.m.f 2. State the equations.	1. Chalk board. 2. Text books.	Students to: 1. define p.d and e.mf and explain them.

BASIC ELECTRICITY
SS III
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	protective devices	Student should be able to: 1. explain the need for protective device and operation in electrical installation. 2. identify types of protective devices. 3. explain the operating principles or protective device. 4. state the function of protective device.	1. The need for operative device and protective devices. 2. Types of operative device and protective device. Fuses, circuit breaker etc	1. Displays some protective and discusses operating principle. 2. Install fuses and circuit breakers in a given circuit. 3. Goes round the workshop to explain mole of use.	1. Identify protective devices and explains principles behind it. 2. Install protective devices in a circuit. 3. Participate in the use of the materials.	Different types of protective devices e.g. hand glove, rubber tubbings, circuit breaker, fuses, contactors, rubber head, screw driver and hammers.	Students to: 1. list three or four types of protective devices. 2. define a protective device. 3. use a protective device perfectly.
5	Electrical appliance, repair or maintenance and use.	Student should be able to: 1. define electrical appliances. 2. classify electrical appliances. 3. mention and repair electrical appliance.	1. Classes of electrical appliances. 2. Electrical appliances maintenance. 3. Electrical appliance fault trouble shooting. 4. Electrical appliances repair.	1. Defies electrical appliances e.g. electric kettle, pressing iron etc. 2. Displays electrical appliances as example shoed above. 3. Displays faulty electrical appliances. 4. Demonstrates methods of electrical props handling of electrical appliance.	1. Examine electrical appliance displayed. 2. Examine electrical appliances which are faulty. 3. Examine the tools for repairing electrical appliances which are faulty.	1. Chalk board. 2. Text book. 3. Electrical appliances sound and faulty ones. 4. Electrical repair tools.	Students to: 1. list the five steps of electrical appliances maintenances. 2. carry out the repair of a faulty electrical appliance e.g. heater or electrical iron.

BASIC ELECTRICITY
SS III
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Relationship between electrical energy input, mechanical energy output and efficiency.	Student should be able to: explain the difference between electrical energy input and mechanical energy output and efficiency.	1. The work done in a electrical motor. 2. Electrical input energy. 3. The efficiency of electrical energy.	1. Explains that work is done when an object e.g. electric motor is acted upon by a force. 2. That if the force on a load for e.g. was acting on at an angle of 30 ⁰ to calculate the work done W= work done f = force 12 x Cos 30 ⁰ Cos 30 ⁰ = 0.866 D = 20m the w = P x D W= 12 X 0.866 X 20 W = 207.84 J	1. Participate in classroom discussion. 2. Calculate some problems involving efficiency of electrical energy, work and power. 3. State formulae for efficiency of energy transfer $E = \frac{\text{useful out put}}{\text{energy input}} \times \frac{100}{1}$	1. Some electrical materials used at home e.g. fan, air conditioner, food ioastor.	Students to: 1. differences between efficiency and energy. 2. solve problems relating to electrical materials using emery.
7	Number system digital basics.	Student should be able to: 1. explain basics. 2. solve problems involving number basics. 3. convert from one base to another.	1. Number bases. 2. Mathematical operations of number bases.	1. Explains number bases. 2. Converts numbers in a base to another base. 3. Carries out mathematical operations of addition, subtractions, multiplication and division in bases.	1. Carry out the operation of number base conversion of one base to another base. 2. Carry out mathematical operations.	1. Chalk board. 2. Text book. 3. Calculator.	Students to: 1. list four reasons for digital operations. 2. perform binary addition of 110 and 111. 3. Convert 5 and 9 to binary.

BASIC ELECTRICITY
SS III
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Logic gate.	Student should be able to: 1. define logic gate. 2. list various logic gates. 3. draw the symbols of logic gate. 4. state the application of logic gates.	1. Meaning of logic gates and logic circuits. 2. Symbols of logic gates e.g. AND gate OR-gate NOR – gate etc 3. Show samples of logic gates to students. 4. Some application of logic gate.	1. Examines samples of the logic gate presented by some persons. 2. Defines logic gates. 3. Shows samples of logic gates to the students. 4. Describes some applications of logic gates.	1. Examines samples of the logic gate presented by teacher to them. 2. List at least five applications of logic gates.	1. Chalk board. 2. Text book. 3. Sample of logic gate e.g. OR-gate AND- gate, NOR-gate NAND	Students to: 1. name logic gates from diagrams. 2. list three areas of application of logic gates.
9	REVISION AND EXAMINATION						

BASIC ELECTRONICS
SS III
FIRST TERM

SUB THEME: DIGITAL BASICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Number system	Students should be able to: 1. identify different number system 2. explain the basic of formation of different number systems. 3. perform some additions and subtractions in binary numbers 4. convert formation basic number to another.	1. Different number system e.g. binary octal and hexadecimal 2. Formation of different number system, e.g. binary octal and he decimal 3. Simple calculation in binary number	1. Explain the different number system 2. Explains formation different number system. 3. Demonstrates addition and subtraction in binary number. 4. Converts from one base number to another.	1. Participate in the lesson. 2. Writes sequentially in figure, different number system. 3. Perform simple calculation in binary number 4. Convert from one number base to another	Charts showing different number system Logic nodules.	Students to: 1. mention different number system. 2. write 10 given range of numbers sequentially in different number system. 3. all 1110_2 and 1001_2 4. Substrate 1111 from 11111_2
2 & 3	Logic Gates	Students should be able to: 1. explain logic gates 2. state different logic gates, or NOR and NAND. 3. construct TRUTH Table for each of the above mentioned gates.	1. Concept of logic gates 2. Types of logic gates or NOR, AND and NAND 3. Construction of Truth table.	1. Explain logic gates 2. Leads students to identify types of logic gates. 3. Demonstrates the TRUTH table for the above logic gates.	1. Listen attentively. 2. Participates in class discussion 3. Construct TRUTH table of OR, NOR, AND and NAND	1. Charts different TRUTH Tables. 2. Logic nodules	Students to: 1. define logic gates 2. state different types of logic gates. 3. construct TRUTH table of OR NOR, AND and NAND

BASIC ELECTRONICS
SS III
FIRST TERM

SUB THEME: DIGITAL BASICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ELECTRONIC COMPONENTS AND CIRCUITS							
4, 5, & 6	Amplifier	Students should be able to: 1. define amplifier 2. list the classes of amplifier. 3. state the applications of amplifier.	1. Concept and principles of amplifiers. 2. Classes of amplifier 3. Applications of amplifier. - Radio frequency - Audio frequency - Intermediate frequency.	1. Defines and explains the principles of amplifier. 2. Discusses the classes of amplifier based on the operating characteristics as follows class A, B, AB and (amplifiers) 3. Explains the types of amplifier - Direct current amplifier. - Audio frequency - Intermediate. frequency amplifier. 4. States the applications of amplifier.	1. Participate in class room discussion. 2. Ask and answer questions. 3. Copy notes from the board.	1. Pictures of amplifier 2. Charts showing various types of amplifiers. 3. Chalk board etc.	Students to: 1. explain the basic principles of amplifier. 2. list the classes of amplifier. 3. list the types of amplifier.
7 & 8	Feedback circuits	Students should be able to: 1. explain the principles of feedback 2. list the types of feedback amplifier. 3. explain the principles of Oscillator	1. Principles of feedback 2. Types of feedback amplifier: - Positive feedback, Negative feedback. 3. Concept of Oscillator and feedback	1. Explain the principles of amplifier feedback. 2. Discusses types of feedback amplifier. 3. Explains the principles of Oscillator 4. Explains the functions of positive feedback	1. Participate in classroom discussion 2. Ask questions 3. Copy notes from the chalk board	1. Pictures of feedback displayed on the chalk board. 2. Charts of diagram of feedback circuit.	Students to: 1. state the principles of feedback circuits. 2. explain the principles of Oscillator

**BASIC ELECTRONICS
SS III
FIRST TERM**

SUB THEME: DIGITAL BASICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9 & 10	Feedback circuits	Students should be able to: 1. list the types of Oscillator. 2. state the applications of an Oscillation.	1. Types of Oscillator: i. Tune diollator Oscillator ii. Hartley Oscillator. iii. Colpifs Oscillator etc. 2. Applications of Oscillators. - Telecom - Alarm chock - Computer etc.	1. List and Explains types of Oscillator. 2. Guides students to state the application of Oscillator.	1. Participate in classroom discussion. 2. Ask question 3. Copy Notes on the chalk board.	1. Charts of diagram of feed circuits. 2. Chalk board. 3. Pictures of diagram showing feedback circuits	Students to: 1. state the principles of feedback circuits 2. explain principles of Oscillator. 3. list types of Oscillator
11	REVISION						
12	EXAMINATION						

**BASIC ELECTRONICS
SS III
SECOND TERM**

SUB THEME: COMMUNICATION SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Satellite	Students should be able to: 1. explain concept of satellite communication. 2. explain the principles of transmission and reception system 3. explain the principles of operation of: - dish / LNB - frequency changer - video crystal decoder - MPU - audio section 4. explain types satellite dish and LBN.	1. Concept of satellite communication 2. Principles of transmission and reception system in satellite. 3 Principles of operation of satellite receiver sections: - Dish / LNB - Frequency change. - Video crystal decoder - MPU - Audio section 4. Types of satellite dish and LNB	1. Explains the concept of satellite communication 2. Explains principles of transmission and reception system. 3. Explains the principles of operation of: - Dish / LNB - Frequency change. - Video crystal decoder - MPU - Audio section 4. Leads discussion on types of satellite dish and LBN	1. Listen attentively 2. Participate in discussion 3. Copy notes	Charts showing satellite communication system. Satellite dish Decoder	Students to: 1. explain concept of satellite communication. 2. explain principles of reception system. 3. explain the principles of following receiver section. - dish and LBN - MPU - frequency changer 4. state types of satellite dish and LBN
3 & 4	Information communication technology (ICT)	Students should be able to: 1. explain the operations of telephone. 2. explain the operations of internet system. 3. explain the operations of global system mobile (GSM) Phones.	1. Operation of telephone 2. Operation of internet system. 3. Operation of global system mobile (GSM) phones	1. Explains the operations of telephone. 2. Explains the operations of internet system. 3. Explains the operations of Global system mobile (GSM) phones.	1. Identify different sections of a telephone. 2. Draw the block diagram of GSM phone.	1. GSM phones 2. Pictures of different GSM phones. 3. Pictures of web connection.	Students to: 1. explain with appropriate illustrations of telephone. 2. explain the operations of internet system. 3. use block diagram of GSM phone to explain its operation.

**BASIC ELECTRONICS
SS III
SECOND TERM**

SUB THEME: COMMUNICATION SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: CONTROL SYSTEM							
5 & 6	Control circuits	Students should be able to: 1. explain the concept of control circuits 2. state types of control circuits. 3. Explain principles of operation of control circuits.	1. Control circuits 2. Types of control circuits. 3. Principles of operation of control circuits	1. Explains the concept of control circuits. 2. State types of control circuits 3. Explains principles of operation of control circuits.	Participate in class discussion	Charts and software on control circuits	1. explain the concepts of control circuits. 2. mention types of control circuits. 3. State principles of control.
7	Servo-mechanism	Students should be able to: 1. explain the operations of servo-system 2. explain the applications of a servo-system.	1. Operations of servo system. 2. Applications of servo-system, e.g. in car doors and boots; reflect photo-electric rays etc.	1. Explains the operation of servo system. 2. Explains applications of servo system, e.g. car doors and boots, reflect photoelectric rays, etc.	1. Participate in discussion. 2. Ask and answer questions. 3. Copy notes	Charts of objects that operate on the principles of servo systems, e.g. car doors boots and relays.	Students to: 1. explain with illustrations the operation of servo system. 2. explain the application of servo mechanism.

**BASIC ELECTRONICS
SS III
SECOND TERM**

SUB THEME: COMMUNICATION SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Entrepreneurs hip in electronics	Students should be able to: 1. mention possible business opportunities in electronics. 2. discuss sources of fund for business take off. 3. explain budgeting. 4. explain business management.	1. Business opportunities in electronics. 2. Sources of fund for business take off. 3. Budgeting 4. Business management.	1. Explains business opportunities in electronics. 2. Explains sources of fund for business take off. 3. Explains budgeting. 4. Explains business management.	1. Listen attentively. 2. Ask questions 3. Copy notes.	Video clip Business proposals Visit to electronics business premises	Students to: 1. state three possible opportunities in electronics. 2. mention three sources of fund for business take off. 3. explain budgeting. 4. explain organizing controlling and staffing as business managements function.
9	REVISION AND EXAMINATION						

**AUTO MECHANICS
SS III
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Causes of accidents	Students should be able to: 1. state the main causes of accidents. 2. list the components which can cause accident and identify the various faults in each component. 3. explain how each cause an accident.	1. Main causes of accidents: vehicle defects driver errors road conditions and their combinations. 2. Main components: engine, brakes sheering, lights, tyres, suspension, fuel system and electrical system. 3. Defects in the above system and their effect on safety.	1. Explains various ways in which road accidents can occur. 2. Describes how the conditions of the various cars system/components can affect safety.	1. State various ways in which road accidents can occur. 2. Identify various cars, system/components that can affect safety.	1. Software 2. Chalkboard 3. Posters 4. Charts	Students to: 1. state four causes of accidents. 2. list various car system/components that can cause accident.
2	Safety devices and measures of safe driving	Students should be able to: 1. identify the various safety mechanism built into cars. 2. explain how they contribute to the safety of the occupants. 3. identify, sketch and interpret various road signs and state their importance.	1. Devices for preventing accidents: e.g. brake anti-leek devices. 2. Device for reducing injuries in the event of accidents e.g. seat belt and impact damper. 3. The high way code. 4. Proper driving training. 5. Defensive driving.	1. Identifies and state the functions of the main safety device in the car. 2. Identifies /sketches and interpret various road signs.	1. Identify and state the functions of safety devices. 2. Sketch and interpret road signs.	1. Posters 2. Charts 3. Chalkboard. 4. Software.	Students to: 1. identify various safety mechanisms built into cars. 2. identify road signs and state their importance.

**AUTO MECHANICS
SS III
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Fault diagnosis	Students should be able to: diagnose faults using appropriate equipment.	1. Systematic fault diagnosis. 2. Using diagnostic equipment such as meter and tester.	1. States the procedures for fault diagnosis. 2. Carries out fault diagnosis, using diagnostic equipment.	1. List the procedure for fault diagnosing. 2. Demonstrate how to use diagnostic equipment.	1. Software 2. Chalkboard.	Students to: 1. carry out fault diagnosis, using diagnostic equipment. 2. Record the procedures.
4	Factors affecting engine performance	Students should be able to: 1. list the factors affecting engine performance. 2. carry out simple preventive maintenance e.g. valve clearance adjustment and engine timing.	1. Main factors affecting engine performance such as compression ratio, tappet clearance and engine temperature. 2. Valve clearance procedure and operation. 3. Engine timing procedure and operation.	1. Explains causes of poor engine performance. 2. Carries out valve clearance adjustment and describe the procedures.	1. List the factors affecting engine performance. 2. State the procedure for valve clearance adjustment.	1. Software 2. Chalkboard. 3. Real object.	Students to: 1. state four factors that affect engine performance. 2. list the procedure for valve clearance adjustment.
5	Engine performance	Students should be able to: 1. perform lubrication service. 2. carry out simple engine tuning. 3. check and adjust front wheels bearing.	1. Lubrication service. 2. Lubrication points. 3. Engine turning 4. Front wheel bearing adjustment.	1. Performs lubrication service. 2. Demonstrates on how to carry out simple engine tuning e.g. contact breaker point. 3. Checks and adjust the front wheel bearing.	1. Carry out simple engine tuning and record the procedure. 2. List the procedure for checking and adjusting front wheel bearing.	1. Software 2. Real object 3. Posters 4. Chalkboard.	Students to: 1. perform simple lubrication service and list the procedure.

**AUTO MECHANICS
SS III
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Lubrication	Students should be able to: 1. state reasons for lubrication. 2. list the components of lubrication system. 3. state their functions. 4. differentiate between engine oil and gear oil.	1. Reasons for lubrication system. 2. Types of gear oil. 3. Types of motor oil. 4. Properties of engine oil and gear oil.	1. Explains reasons for lubrication. 2. Distinguishes between oil used on the engine and the gear box.	1. Identify types of engine oil, gear box oil. 2. Inspect sample of various lubricants.	1. Chalkboard 2. Real object. 3. Charts 4. Software.	Students to: 1. list reasons for lubrication. 2. mention five components and their functions. 3. differentiate oil used on the engine from oil used on the gear box.
7	Engine lubrication and greasing	Students should be able to: 1. identify and list parts that need to be lubricated. 2. a line sketch of the engine lubricating system. 3. carry out lubrication service.	1. Forms and types of lubrication system. 2. Use of lubrication. 3. Parts needed lubrication.	1. Demonstrates the lubricating path of flow. 2. Explains problems, causes, and correction on lubricating system. 3. Identifies parts to be lubricated.	1. Draw and indication path of oil flow. 2. List problems, causes and correction in lubrication system. 3. Inspect areas to be lubricated.	1. Chalkboard 2. Real object. 3. Charts 4. Software.	Students to: 1. draw the engine lubricating system. 2. identify parts needing lubrication.
THEME: ENGINE SYSTEM							
8	Valve operation mechanism	Students should be able to: 1. state the functions of valve and their operating mechanism. 2. sketch the layout of the valve operating mechanism, labels its parts and describe its operation. 3. sketch and describe how camshaft is driven by crankshaft. 4. draw the valve timing diagram of multi-cylinder engine.	1. Functions of valve operating mechanism. 2. Main components of valve operation mechanism. 3. Valve timing.	1. Sketches and explain the functions of the valve. 2. Demonstrates the operation of the valve mechanism. 3. Sketches and explains how to carry out engine timing.	1. Examine various types of valve operating mechanism. 2. Sketch and describe their operations. 3. Draw valve timing diagram of a four stroke engine.	1. Chalkboard 2. Charts 3. Software.	Students to: 1. list the functions of valve. 2. draw and list the part of valve mechanism. 3. what happen to inlet valve when piston is at (0° BTDC).

**AUTO MECHANICS
SS III
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TRANSMISSION AND BRAKING SYSTEM							
9	Steering layout and main components	Students should be able to: 1. state the functions of steering system and describe its operations. 2. sketch, label and identify the main components of the steering system. 3. explain reversible and irreversible steering. 4. sketch different types of steering box and describe their operations.	1. Functions, operations and layout. 2. Types: reversible and irreversible. 3. Main components e.g. steering wheel, columns and steering boxes.	1. Sketches the layout of a steering system and describe it's describe its operation. 2. Sketches different types of steering box and their operations. 3. Explains reversible and irreversible steering.	1. Draw steering system layout. 2. Identify the main parts. 3. Explain the operation of a steering system.	1. Real object 2. Chart 3. Posters 4. Software.	Students to: 1. list 5 components of a steering system. 2. explain the operation of a steering system. 3. sketch two types of steering box.
10	Steering geometry and angles	Students should be able to: 1. define the basic terms used in steering geometry. 2. identify, sketch and state the importance of all the steering angles. 3. state factors affecting the steering geometry and effect of wear on steering performance.	1. Basic terms e.g. Ackerman linkage, Castro and Camber angle. 2. Steering angles e.g. king pin indication, toe-out and Castro. 3. Factors affecting steering geometry. 4. Effects of wear on steering. 5. Importance of the steering angle.	1. Defines the basic terms. 2. Sketches steering angles and their importance. 3. Lists and explains factors affecting steering geometry. 4. Explains the effect of wear on steering performance.	1. Define basic terms. 2. Sketch and identify the steering angles. 3. List factors affecting steering geometry.	1. Posters 2. Chalkboard 3. Real objects 4. Software.	Students to: 1. define the following: king pin, toe-out and Castro. 2. state two effect of wear on steering performance.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

**AUTO MECHANICS
SS III
SECOND TERM**

THEME: TRANSMISSION AND BRAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Power assisted steering	Students should be able to: 1. state the function of power steering, its merits and demerits. 2. sketch and label the main components. 3. identify where power steering is used and reason for its usage.	1. Functions of power assisted steering. 2. Main components: pump, valves and reservoir. 3. Rack and pinion power assisted system.	1. States the functions of power assisted steering and their merits and demerits. 2. Sketches the main components. 3. Lists where power steering is used with reasons.	1. State the functions of power assisted steering. 2. State their merits and demerits. 3. List where power assisted steering is used.	1. Software 2. Chalkboard 3. Real object.	Students to: 1. state the merits and demerits of power assisted steering. 2. sketch a simple layout of power assisted steering and label 4 parts.
2	Common steering faults and wheel alignment	Students should be able to: 1. list symptoms of steering problems and state their possible causes and remedies. 2. state the importance of wheel alignment. 3. describe procedure for wheel alignment, defect and correct wheel misalignment.	1. Common steering faults. 2. Symptoms and remedies. 3. Need for wheel alignment. 4. Equipment and procedure for wheel alignment. 5. Detection and correction of wheel misalignment.	1. Lists and explains the possible cause of steering problems. 2. Outlines their remedies. 3. Explains the importance of wheel alignment. 4. Demonstrates how to detect and correct wheel alignment.	1. State possible cause of steering problems. 2. Carry wheels alignment and record the procedure.	1. Chalkboard 2. Wheel alignment equipment 3. Software	Students to: 1. state the causes of steering problems. 2. correct wheel alignment and state the procedure.
3	The suspension system	Students should be able to: 1. state the functions and types of suspension system. 2. sketch the layout of different types and state their differences. 3. detect faulty components.	1. Layout and functions of the suspension system. 2. Types of suspension: rigid beam and independent suspension. 3. Main components and their functions e.g. springs, damper bushings. 4. Common faults.	1. Sketches the layout of main components. 2. Lists and explains types of suspension and their differences. 3. Demonstrates how to detect suspension faults.	1. Identify types of suspension and their differences. 2. Draw and state the functions of main components. 3. List the procedure for detecting faults.	1. Software 2. Chalkboard 3. Real object.	Students to: 1. list 5 components of suspension and state their functions. 2. sketch a simple layout of a suspension. 3. demonstrate how to detect suspension faults.

**AUTO MECHANICS
SS III
SECOND TERM**

THEME: TRANSMISSION AND BRAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Battery charging	Students should be able to: 1. state the purpose of lead-acid storage battery. 2. describe the basic construction features of the battery. 3. diagnose basic battery problems. 4. charge the battery.	1. Purpose of a lead-acid storage battery. 2. Basic construction features of a battery. 3. Chart on battery diagnosis. 4. Charging guide.	1. Explains the purpose of a lead-acid storage battery on a motor vehicle. 2. Sketches and explains basic construction features of a battery. 3. Demonstrates the standard methods of charging the battery 4. Explains common battery problems and remedies.	1. State the purpose of a battery. 2. Draw and label the features of a basic lead-acid battery. 3. State common battery problems. 4. Carry out battery charging.	1. Chalkboard 2. Lead-acid battery. 3. Charts 4. Battery charging machines.	Students to: 1. state the importance of a battery on a motor vehicle. 2. state four features of a battery. 3. state common battery problems and remedies.

THEME: ELECTRICAL SYSTEM

5	Remote control	Students should be able to: 1. state principle of a remote control. 2. list basic components of a remote control.	1. Principles of remote control. 2. Basic components of a remote control. 3. Operating guide.	1. Sketches and explains the principles of remote control. 2. Explains the functions of remote control components. 3. Demonstrates how motor vehicle remote operate.	1. Draw and label the remote control principles. 2. State functions of remote control. 3. Operate the remote (to open the door).	1. Chalkboard 2. Remote control 3. Charts 4. Projector 5. Software 6. Posters.	Students to: 1. state the principle of remote control. 2. list 2 basic components and their functions.
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**AUTO MECHANICS
SS III
SECOND TERM**

THEME: TRANSMISSION AND BRAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Mechatronics principles	Students should be able to: 1. define mechatronics and list its components. 2. state reasons and benefits for the introduction of mechatronics on motor operation. 3. describe the mechatronics components operations. 4. remove and refit a components.	Mechatronics: 1. components of mechatronics. 2. operation of the mechatronics components. 3. reasons and benefits of mechatronic on motor car.	1. Sketches and explains mechatronic engineering. 2. Identifies reasons and benefits of mechatronics. 3. Demonstrates the mechatronics operation. 4. Demonstrates standard procedure on how to remove and refit a component.	1. Sketch and label the vein diagram of mechatronics. 2. Identify reasons and benefits of mechatronics. 3. Observe remove and refit a component.	1. Chalkboard 2. Real object. 3. Chart.	Students to: 1. define mechatronics. 2. state 3 benefits and reasons for mechatronics on a motor car. 3. list four components enabled by mechatronics and state how it operations.

THEME: AUTO-AIR CONDITIONING SYSTEM

7	Working fluid	Students should be able to: 1. state the main characteristics of working fluid. 2. State symptoms of inadequate or exhausted working fluid.	1. Types, functions and properties of working fluid.	1. Explains the characteristics of the working fluid. 2. Demonstrates the standard conditions at which refrigerant should be. 3. Explains the symptoms of inadequate working fluid.	1. Switch on an auto-air conditioner and observe the sight glass. 2. Record observation and state whether the working fluid is sufficient or not.	1. Chalkboard. 2. Charts. 3. Projector 4. Auto air conditioning. 5. Software.	Students to: 1. state the characteristics of working fluid. 2. what are the symptoms of inadequate working fluid.
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**AUTO MECHANICS
SS III
SECOND TERM**

THEME: TRANSMISSION AND BRAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Performance effects of working fluids	Students should be able to: 1. state the effect of air-conditioning load on engine performance. 2. state problems, causes of failure, and correction of auto-air conditioning unit.	1. Air condition fault diagnosis. 2. Effect of air conditioning load on engine performance.	1. Explains the auto-air conditioning diagnostic chart. 2. Demonstrates the effect of air conditioning load on the engine.	1. Identify low and high pressure circuits. 2. Observe the motor car tachometer (rpm)	1. Chalkboard 2. Motor vehicle 3. Charts 4. Software	Students to: 1. state four auto car air conditioning problems, causes and remedy. 2. what happen to the tachometer when you engage and disengage the air conditioner at 2000 rpm.
9	REVISION AND EXAMINATION						

BUILDING CONSTRUCTION
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Ceiling	Students should be able to: (1) explain the purpose of ceiling. (2) identify and explain parts of ceiling. (3) select appropriate materials used for ceiling.	(1) Purpose of ceiling (2) Identification of ceiling parts. (3) Materials used for ceiling.	(1) Discuss purposes of ceiling. (2) Discuss part of a ceiling. (3) Explain materials used for ceiling asbestos, cellotex, nard board etc.	(1) Listen to the teacher explanations and takes notes. (2) State the purpose of ceiling. (3) Participate in the identification of parts of ceiling. (4) State the materials used for ceiling.	Ceiled and unceiled house, video clips, pictures, charts etc.	Student to: (1) outline five reasons for ceiling a house. (2) list four materials used for ceiling.
2	Plumbing and Drainage System	Students should be able to: (1) state the quality of a good drainage. (2) distinguish between the various systems of drainage pipe work. (3) describe the purpose of septic tank and soak away.	(1) Quality of a good drainage (2) System of drainage pipe work. (3) Description of septic tank and soak away.	(1) States the quality of a good drainage (2) Identifies and explains the system of pipe work: one pipes two pipe and single stack system. (3) Illustrate with sketches the system of pipe work. (4) Enumerate the advantage and Disadvantage of each system.	(1) Listen to the teacher explanations and takes notes. (2) State the quality of good drainage. (3) Identify the systems of drainage pipe work. (4) Sketch the systems of drainage pipe wood. (5) State the purpose of septic tank and soak away.	Pipes with accessories, gum, diagrams, charts, pictures etc.	Students to: (1) identify three system of pipe work (2) explain any two of the drainage system.

BUILDING CONSTRUCTION
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Solar system	Students should be able to: (1) define solar energy. (2) State the functions of solar system. (3) identify the components of a solar system.	(1) Definition of solar energy. (2) Functions of solar system (3) Components of a solar system.	(1) Defines solar energy. (2) States the functions of solar system. (3) Explains the solar system components.	(1) Listen to the teacher explanations and takes notes. (2) Define solar energy. (3) State the functions of solar system. (4) Explains the solar system components.	(1) Solar panel and accessories, video, clips, diagram, pictures and poster.	Students to: (1) identify any two component of a solar system. (2) state the function of the components of a solar system.
4	Plastering and Rendering	Students should be able to: (1) define and explain plastering (2) state the uses of materials used for plastering (3) state the uses of tools and equipment used for plastering (4) list and explain different coast in plastering. (5) explain the procedure involved in plastering. (6) Identify and discuss defects in plastering and rendering. (7) state ways of preventing plastering defects. (8) explain the differences between plastering and rendering.	(1) Definition of plastering (2) Materials for plastering (3) Tools and equipment used in plastering and rendering (4) Coasts in plastering (5) Procedures used in plastering. (a) Defects in plastering and rendering (Cracks, bonds etc.) (b) Ways of preventing and plastering and rendering defects. (3) Differences between plastering and rendering.	(1) Explain plastering (2) List and explains material used for plastering. (3) List and state uses of tools and equipment in plastering (4) Identifies and explains different coats in plastering e.g. rendering, floating, finishing coast. (5) Demonstrates plastering procedure e.g. mixing surface preparation and use. (6) Explain method of detecting defects in plastering and rendering. (7) Demonstrate methods of detecting plastering and rendering defects. (8) Explain differences between plastering and rendering.	(1) Listen to the teacher explanations and takes notes. (2) Participate in preparing materials for plastering. (3) Mix appropriate mortar for plastering. (4) Prepare surface of wall and plaster them. (5) State the defects in plastering and rendering. (6) List ways of preventing defects. (7) State the difference between plastering and rendering.	Plastering materials: cement, sand, water, battens, hand trowel, drawing etc. Charts, video clips, rendering materials: roller brushes etc.	Students to: (1) list three materials used in plastering and explain their uses. (2) explain the procedures involved in plastering and rendering. (3) mention and explain two problems in plastering and rendering. (4) explain ways of preventing problems in plastering and rendering. (5) explain the differences between plastering and rendering.

BUILDING CONSTRUCTION
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Floor Finishes	Students should be able to: (1) list materials for floor finishes. (2) select suitable materials for finishing a given floor. (3) prepare floor to receive a finishing. (4) mix floor finishing materials to required ratio. (5) Lay floor finishes.	(1) Description of floor finishing materials e.g. cement, cement screed, terrazzo, PVC, tiles, ceramic tiles etc. (2) Preparation of floor for finishing. (3) Mix for floor finishing. (4) Laying of floor finishing e.g. screed, PVC etc.	(1) Explains the procedure of finishing a floor: mixing, laying and curing of floor finish. (2) Demonstrates the procedure of preparing floor finishing. (3) Emphasizes durability, ease of maintenance, noise level and safety of floor finishing materials. (4) Takes students on field trips to building sites.	(1) Listen to the teacher explanations and take notes. (2) Identify materials for floor finishing. (3) Prepare mixes for cement, sand screed, terrazzo etc. adhesive on PVC tiles. (4) Visit building site and observe the procedure of finishing a floor.	Real sample of flooring materials (cement, sand, granite, chipping, ebonite stripe). Tools and equipment (Shovel, head pan, spirit level) etc.	Students to: (1) list any two type of materials used in finishing. (2) state the procedure for laying a terrazzo floor finish. (3) state the ratio required for floor finishing. (4) prepare mix for floor finishing.
6	Ceiling Finishes	Students should be able to: (1) describe suitable materials for a particular unit of a building. (2) apply durable sound proof and thermal control materials into a ceiling structure.	(1) Meaning of ceiling finishes (2) Ceiling finishes materials: timber, cellotex board, asbestos, pop, etc. (3) Sound proof and thermal control material.	(1) Explains ceiling finishes (2) Explains different types of materials for ceiling finishing (3) Emphasizes particular materials for specific functions.	(1) Listen to the teacher explanations and takes notes. (2) Identify types of materials used in the classroom and homes. (3) Visit a building site to observe procedure for applying finishes to ceiling structure.	Ceiling finishes, samples of different materials used in finishing ceiling procedures, poster, video clips of finished ceiling etc.	Students to: (1) list three types of ceiling finishes. (2) states two thermal control materials.

BUILDING CONSTRUCTION
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Fence and Fencing	Students should be able to: (1) discuss types of fence. (2) outline and discuss materials used for fences. (3) construct a fence.	(1) Explanation of types of fence. (2) Materials for fencing (3) Construction of fence.	(1) Outlines and discusses types of fence. (2) Guide students to identify fencing materials. (3) Explain materials for fencing (4) Demonstrates construction of a fence.	(1) Listens to the teacher explanation and take notes. (2) Visit new sites and observe types of fence. (3) Sketch different types of fence (4) Participate in construction of fence.	Block, steel, timber, charts, video clips etc.	Students to: (1) list five types of fence (2) describe two types of fence.
8	Gates	Students should be able to: (1) identify types of gates. (2) discuss production of gates (3) explain fixing of gates. (4) fix gates	(1) Types of gates (2) Production of gates (3) Fixing of gates	(1) Explain types of gates e.g. in term of materials and functions. (2) Discuss production of gates (3) Demonstrate fixing of gates.	(1) Listen to the teacher explanation and take notes (2) Participate in identifying types, of gates (3) Practices fixing of gates. (4) Visit building sites to observe gates.	Gate samples, charts, video clips etc.	Students to: (1) identify two types of gates. (2) explain procedure for the production of two types of gates. (3) demonstrate fixing of gates.
9	Access Road	Students should be able to: (1) differentiate between access roads to buildings from other modes of transportation network. (2) Discuss materials for access roads (3) discuss construction methods of access roads (4) carryout construction of access roads.	(1) Types of access roads (2) Materials for construction of access roads. (3) Construction techniques.	(1) Explain types of access roads. (2) Display sample materials for construction of access roads (3) Demonstrate construction techniques e.g. unsurfaced, bitumen, concrete. Etc.	(1) Listen to the teacher explanations and take notes. (2) Participates in identifying types of access road. (3) Observe displayed sample materials. (4) Visit construction sites to observe access roads.	Charts, video clips, pictures, photographs, sample materials for road construction etc.	Students to: (1) mention three types of access roads. (2) list five materials for road construction. (3) construct sample access.

**BUILDING CONSTRUCTION
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Landscaping	Students should be able to: (1) beautify and make their environment healthy. (2) identify materials used for landscaping. (3) explain the procedures for landscaping.	(1) The need for a beautiful environment. (2) Ways of beautifying an environment. (3) Materials for landscaping (4) Procedures for landscaping.	(1) Emphasizes the need for beautification of the environment (2) State the materials for landscaping. (3) Lead students to building sites for physical identification of various materials used in landscaping.	(1) Listen to the teacher explanations and takes notes. (2) State the importance of a beautiful environment. (3) State the materials for landscaping. (4) Visit building sites to observe materials used for landscaping.	Landscaping materials, flowers, trees shrubs, concrete, Krebs, top soil etc. poster, pictures of typical landscapes.	Students to: (1) explain the need for landscaping (2) identify three material used for landscaping (3) Plant tree and flowers.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

BUILDING CONSTRUCTION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Locally source building materials.	Students should be able to: (1) explain the term “Locally sourced materials” (2) state reasons for their slow integration in buildings. (3) discuss progress made in new building materials development.	(1) Definition of locally sourced building materials. (2) Factors militating against use of these materials (3) New building material development.	(1) Explains the meaning of locally sourced building materials. (2) List and discusses factors affecting integration of these materials. (3) Discusses various developments in building materials.	(1) Listen to the teacher. explanations and take notes. (2) Participate in the discussion on locally sourced materials. (3) Identity local building materials.	Video clips, local materials Rice Husk Ash (RHA) Pulverized Fuel Ash (PFA) etc.	Students to: (1) explain locally sourced building materials. (2) list five locally sourced building materials (3) discuss four factors militating against use of locally sourced building materials.
2	Alternative cement binder/aggregates.	Students should be able to: (1) explain binders in masonry and concreting. (2) identify other binders as alternatives to cement. (3) outline alternative aggregate in concreting.	(1) Binder as alternative to cement e.g. pozzolanas including Rice Husk Ash (RHA) Pulverized Fuel Ash (PFA) etc. (2) Alternative aggregates.	(1) Explains binders (2) Discusses alternative to cement binders. (3) Lists alternative aggregates. E.g. Palm Kernel Shell, Perimnkle Shells (PS) etc.	(1) Listen to the teacher explanation and takes notes. (2) List the binder in masonry. (3) Participate in discussion of alternative aggregates.	Video clips, RH, RHA, PFA, PS etc.	Students to: (1) mention and discuss two binders. (2) list three alternative aggregates.

BUILDING CONSTRUCTION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Bricks	Students should be able to: (1) explain earth bricks (2) classify earth bricks (3) explain stabilization of earth bricks. (4) explain materials used in earth bricks stabilization. (5) make earth bricks.	(1) Description of earth bricks. (2) Classification of earth bricks (3) Stabilization of earth bricks. (4) Materials used in earth bricks stabilization. (5) Production of earth bricks.	(1) Describes earth bricks. (2) Leads students to classify earth bricks e.g. adobe bricks, stabilized bricks, Compressed Earths Bricks (CEB) etc. (3) Explains stabilization of earth bricks. (4) Explains various materials used for stabilizing bricks e.g. pozzo lanas, cement, lime fibre etc. (5) Shows samples of earth bricks.	(1) Listens to the teacher explanations and takes notes. (2) Observe samples of materials for stabilization (3) Discuss various materials used for making earth bricks (4) Participate in making earth bricks.	Pictures, video clips, samples of earth bricks, stabilized bricks, materials for making earth bricks: sand, water, straw, etc.	Students to: (1) describe earth bricks (2) list three materials used for earth bricks stabilization (3) make sample earth bricks.
4	Health and Safety	Students should be able to: (1) define health and safety. (2) identify necessary basic hygiene measures/practices needed in a construction site. (3) identify essential protective wears needed in building sites. (4) explain causes of accidents on building sites.	(1) Safely in working environment (2) Health and hygiene (3) Working with dangerous materials electricity, scaffolding, from work, cement, roofs. Etc. (4) Causes of accident first aid. (5) First aid.	(1) Emphasizes the importance of a safe working environment. (2) Itemizes the basic protective wears to the student's e.g. hard hat/helmet, hard sold rubber boot, nose mask, hand glove etc. (3) Explains necessary safety measures while working on a site (4) Leads students to carryout first aid treatment for a purported accident victim.	(1) Listens to the teacher explanations and takes notes. (2) Explain the importance of a safe working environment. (3) Put on the protective wears (4) Participate in mock administration of first aid to a purported accident victim	Charts showing safety hints, protective wears like gloves, masks, goggles, helmets, boots etc. First aid box, materials and equipments	Students to: (1) define health and safety (2) list three essential protective wears needed on a building site. (3) state steps to be taken if someone receives an electric shock. (4) identify three safety materials that can be found on a building site (5) List five items contained in a first Aid box.

BUILDING CONSTRUCTION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	National Building Code	Students should be able to: (1) define national building code. (2) state reasons for evolution of the national building code. (3) state the main aim of the national building code. (4) state the scope of the national building code.	(1) Definition of national building code. (2) Reasons for evolution of national building code. (3) Aim of the national building code. (4) Scope of the national building code.	(1) Defines national building code. (2) Leads students in discussing reasons for the evolution of the national building code e.g. lack of planning of the town/cities, incessant collapse of buildings, lack of referenced design standards for professional etc. (3) States the aim of national building code. (4) State the scope of national building code.	(1) Listen to the teacher explanations and takes notes. (2) Participate in stating the aim of the National Building Code. (3) State the scope of the National Building Code.	Copy of national building code.	Students to: (1) state aim of the national building code. (2) give five reasons for the evolution of the national building code. (3) state the scope of the national building code.
6	Types of Business organizations and ways raising capital.	Students should be able to: (1) briefly explain the principles of organization and management of sole proprietorship partnership and limited liability company. (2) state types of capital. (3) explain source of capital.	(1) Principles of organization and management of a business unit. (2) Types of capital (3) Sources of capital.	(1) Explains the principles of organization and management of business units e.g. Sole proprietorship partnership and limited liability company. (2) States types of capital. (3) Outlines sources of capital e.g. bank loan, contribution, saving etc.	(1) Listen to the teacher explanations and take notes. (2) State the principles of organization and management (3) Discuss sources of capital.	Video clips, charts, pictures etc.	Students to: (1) state three principles of management. (2) list two types of business organization. (3) list two types of capital. (4) list four sources of capital.

BUILDING CONSTRUCTION
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Bookkeeping	Students should be able to: (1) describe bookkeeping for daily business. (2) identify various books of original entries.	(1) Bookkeeping in small scales businesses (2) Books of original entries.	(1) Defines bookkeeping (2) Explains daily records in a business. (3) Explains problems in bookkeeping.	(1) Listen to the teacher explanations and takes notes (2) Define bookkeeping (3) Solve given assignment in bookkeeping	Business software, charts, sales, books invoice etc.	Students to: (1) define bookkeeping. (2) list three different books of entries.
8	Contact work	Students should be able to: (1) define contract (2) list and explain forms of contract (3) explain nature and uses of contract document. (4) discuss briefly the function of parties involved in contract.	(1) Definition and types of contract (2) Contract documents (3) Parties to a contract.	(1) Defines contract (2) Explains forms of contract. (3) Describe different types of contract documents. (4) States functions of each party involved in contract.	(1) Listen to the teacher explanation and takes notes. (2) Defines types of contract. (3) State the uses of contract document. (4) Participate in discussing the functions of parties in a contract.	Business Software, Video clips Chart, contract documents etc.	Students to: (1) define contract. (2) list two parties to a contract. (3) state two contract documents and their functions.
9	REVISION AND EXAMINATION						

**WOOD WORK
SS III
FIRST TERM**

SUB THEME: STANDARD WORKING DROWING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Standard working drawings	Students should be able to: 1. prepare standard working drawings. 2. prepare cutting list and bill of materials	1. Working drawings 2. Cutting list and bill of materials.	Gives design problems and assists in the preparation of preliminary freehand sketches, working drawings cutting list, bill of materials and construction details	1. Prepare cutting and bills of materials 2. Show construction details and demonstrate good draftsmanship skills	Furniture items, drawing instruments and materials etc.	Students to: 1. prepare the cutting list of materials for the table. 2. show the method of securing the table top to the under frame.
2	Project design and drawing	Students should be able to: 1. design functional furniture items to meet given design problems 2. make preliminary freehand sketches of different designs of the same furniture items	1. Preliminary freehand sketching of designs of furniture items 2. Preparation of working drawings	1. Places emphasis on design principles, process and techniques. 2. Places emphasis on use of scale, dimensioning lay out, lettering line, quality etc.	1. Make preliminary freehand sketches of the designs of furniture items. 2. Prepare well dimensioned working drawings.	1. Drawing instruments and materials. 2. Design instructions, specifications and problems.	Students to: 1. describe the layout of views in first and their angle or the graphic projections. 2. state 5 dimensioning techniques.

**WOOD WORK
SS III
FIRST TERM**

SUB THEME: STANDARD WORKING DROWING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Working drawing first and third angle	Students should be able to: 1. prepare working drawing in the first and third angle projections. 2. exhibit good draftsmanship skills	1. Preliminary freehand sketching of furniture items 2. Preparation of working drawings.	1. Places emphasis on design principles, process and techniques. 2. Places emphasis on use of scale, dimensioning layout, lettering line quality, etc.	1. Prepare well-dimensioned working drawing 2. Do proper layout, good lettering and quality lines	1. Drawing instruments and materials. 2. Design instructions specifications` and problems	Students to: 1. describe the layout of views in first and third angle. 2. choose a design problem make freehand sketches of the design and prepare the working drawing. 3. prepare a cutting list and bill of materials for the chosen design
THEME: WORKING DRAWING AND BILL OF MATERIALS							
4.	Working drawings and bill of materials	Students should be able to: 1. prepare working drawings and bill of materials. 2. show appropriate construction details	1. Preparation of cutting lists and bill of materials 2. Details of construction	1. Places emphasis on design principles, process and techniques. 2. Places emphasis on use of scale dimensioning layout, lettering line, quality etc.	1. Prepare well-dimensioned working drawing. 2. Do proper layout, good lettering and quality lines	1. Drawing instruments and materials. 2. Design instructions, specifications and problems	Students to: 1. choose a design problem, make freehand sketches of the design and prepare the working drawing 2. prepare a cutting list and bill of materials for the chosen design.

**WOOD WORK
SS III
FIRST TERM**

SUB THEME: STANDARD WORKING DROWING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Introduction to business opportunities in wood working	Students should be able to: 1. become aware of business opportunities in wood working	Business opportunities in wood work: 1. Log, timber and plywood merchandising	Discusses varieties of business opportunities in wood work	1. Visit saw mills timber sheds carving shops spraying shops wood turning shops, etc.	Films and videos, catalogs, posters, directory of local and foreign manufacturer of furniture materials fittings etc.	Students to: 1. write a report on the wood work business understudies for evaluation as part of continuous assessment
6	Interest in business wood working	Students should be able to: 1. develop interest in one or two businesses in wood working	Business opportunities in wood work: 1. Furniture spraying 2. Upholstery work 3. Wood turning 4. Decoration work: inlaying carving etc.	1. Takes students to timber- yard, machine shops saw-wills spraying shops etc. 2. Arouses students interest in picking up businesses in wood working 3. follow up of students understudying chosen wood-work business	1. Develop interest in log, timber and plywood merchandising etc. 2. Make a choice of a business in wood work 3. Understudy an operation of the chosen business	Films and videos, catalogs, posters, directory of local and foreign manufacturer of furniture materials fittings etc.	Students to: 1. write a report on the wood work business understudies for evaluation as part of continuous assessment
7.	Project design and construction	Students should be able to: 1. design to meet given specifications and design problems 2. make working drawing of designs	1. Project selection and design 2. Preparation of working drawing cutting lists and bills of materials	1. Guides student to select appropriate design problem. 2. Supervises preliminary freehand sketching, preparation of working drawings, cutting lists and bills of materials, casting	Plan and execute projects	Magazines, internet, catalogs etc.	Students to: 1. plan and execute projects for evaluation as part of continuous assessment

**WOOD WORK
SS III
FIRST TERM**

SUB THEME: STANDARD WORKING DROWING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Cutting list and bills of material	Students should be able to: 1. prepare cutting lists and bills of materials 2. construct the project and apply wood finishes	1. Construction 2. Application of finishes.	1. Guides student to select appropriate design problem. 2. Supervises preliminary freehand sketching, preparation of working drawings, cutting lists and bills of materials, casting.	Plan and execute projects.	Magazines internet, catalogs etc.	Students to: plan and execute projects for evaluation as part of continuous assessment.
THEME: CUTTING LIST AND BILLS OF MATERIALS							
9	Upholstery tools and materials	Students should be able to: identify and use various upholstery tools and materials.	Types and uses of upholstery tools and materials	Displays common upholstery tools and materials.	Visit to upholstery workshop.	Upholstery materials and tools	Students to: list 3 upholstery tool and 3 upholstery tools and 3 upholstery materials.
10	The properties of upholstery materials	Students should be able to: 1. describe the properties of upholstery materials. 2. sketch upholstery tools.	1. Properties of upholstery materials. 2. Sketching of upholstery tools.	1. Describes the uses of upholstery tools and materials. 2. Explains the properties upholstery materials.	1. Students visit to upholstery workshop. 2. Uses upholstery tools and materials.	Upholstery materials and tools.	Students to: 1. state the uses of 3 upholstery tools and 3 upholstery materials. 2. sketch 3 upholstery tools.
11	REVISION						
12	EXAMINATION						

**WOOD WORK
SS III
SECOND TERM**

SUB THEME: PROCESS AND TECHNIQUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Processes and Techniques	Students should be able to: 1. describe processes and techniques of preparing platforms, padding and covering	Types of upholstery platforms, padding covering materials and techniques.	Demonstrates preparation of upholstery platforms, padding and covering.	Prepare upholstery platforms.	Platforms, padding and veering materials upholstery tools.	Students to: 1. prepare a platform, pad and cover it.
2.	Select appropriate platform	Students should be able to: 1. selection appropriate platform, padding and covering materials. 2. produce upholstered furniture	Upholstery process	Preparation of upholstery platforms, padding and covering	1. Prepare upholstery platforms 2. Pad and cover platforms	Platforms; padding and covering materials upholstery tools	Students to: 1. prepare a platform, pad and cover it. 2. describe the process involved in upholstering the platform.
3.	Select appropriate platform	Students should be able to: 1. select appropriate platform, padding and covering materials. 2. produce upholstered furniture.	Upholstery process	Preparation of upholstery platforms, padding and covering	1. Prepare upholstery platforms 2. Pad and cover platforms	Platforms; padding and covering materials upholstery tools	Students to: 1. list 5 parts of the wood lathe. 2. sketch 3 wood turning tools
4.	Turned parts of the lathe machine	Students should be able to: 1. produce turned parts on the lathe machine	Wood turning processes and operations	Demonstrates techniques of turning between centres and face plate turning	Produce turned on the lathe	1. Turned items 2. Wood lathe 3. Turning tools 4. Wood	Students to: 1. list 5 parts of the wood lathe 2. sketch 3 wood turning tools. 3. list three items that are turned on the wood lathe.

**WOOD WORK
SS III
SECOND TERM**

SUB THEME: PROCESS AND TECHNIQUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WOOD CARVING AND SCULPTURE							
5.	Wood carving and sculpture	Students should be able to: 1. name wood and tools suitable for carving and sculpture 2. produce carves objects and sculpture	1. Characteristics of wood suitable for carving and sculpture 2. Carving and sculpturing techniques processes and tools	1. Names timber suitable for carving and sculpture 2. Displays and describes tools for carving and sculpturing 3. Demonstrates carving and sculpture techniques and process	Practices carving and sculpturing	1. Wood for carving and sculpturing. 2. Carving and sculpturing tools 3. Posters and charts 4. Carved objects and sculptures	Students to: 1. list 5 timbers suitable for carving and sculpture 2. state 4 characteristics of timber suitable for carving and sculpture. 3. list 5 tools for carving and sculpturing
6.	Surface decoration	Students should be able to: 1. identify and describe type of surface decoration	Description to types of surface decoration	Displays surface decoration patterns tools and materials	Carry cut surface decoration	Tools and materials for surface decoration	Students to: 1. briefly describe the following surface decorations; - inlaying - margery - parquetry - herringbone - moldings
7.	Techniques of surface decoration	Students should be able to: 1. describe techniques of surface decoration 2. carryout surface decoration.	1. Techniques of surface decoration 2. Tools and materials for surface decoration	Demonstrates techniques of surface decoration	Carry cut surface decoration	1. Tools and materials for surface decoration 2. Pattern of surface decoration	Students to: 1. briefly describe the following surface decorations: - inlaying - margery - parquetry - herringbone - moldings

**WOOD WORK
SS III
SECOND TERM**

SUB THEME: PROCESS AND TECHNIQUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WOOD SHAPING							
8.	Wood shaping	Students should be able to: 1. identify, describe and sketch the various forms of wood shaping	1. Types of wood shapes - Rounding - Mounding - Beveling - chamfering - Tapering etc	Illustrates different wood shapes	Carryout beveling, chamfering, tapering rounding molding activities etc.	Tools and machines for wood shaping	Students to: 1. describe the following forms of wood shaping: - tapering - beveling - chamfering
9	Tools and machines for wood shaping	Students should be able to: 1. name tools and machines for wood shaping 2. produce different wood shapes	Tools and machines for wood shaping	1. Describes the process of wood shaping 2. Produces wood shapes	Carryout beveling chamfering tapering rounding molding activities etc.	Tools and machines for wood shaping	Students to: 1. describe the following forms of wood shaping: - tapering - beveling - chamfering
10	Mass production	Students should be able to: 1. describe the concept and principles of mass production and allied terms	1. Definition of concept and principles of mass production	Describes mass production, principles and allied terms	Design produce and use templates	Templates jigs, cardboards, plywood, tools etc.	Students to: 1. differentiate between jigs and fixtures.
11	REVISION						
12	EXAMINATION						

**HOME MANAGEMENT
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Money management and wealth creation.	Student should be able to: 1. explain the meaning and importance of money management and wealth. 2. enumerate different types of wealth. 3. describe the guidelines for money management. 4. describe the steps in money management. 5. develop a family budget of not more than ten thousand naira (10,000) a month. 6. state advantages of wealth creation. 7. describe ways of creating wealth.	Management: 1. Money management and wealth creating - Meaning - Type of wealth - Importance - Guidelines - Steps. 2. Family budget - Advantages 3. Ways of creating wealth e.g. saving, investing trading.	1. Guides students discussion on the topic. 2. Plans a family budget. 3. Invites a resources person. 4. Gives assignment.	1. Participates in discussion on the topic and. 2. Listen attentively to resources person. 3. Make a personal budget of not more than five thousand naira. (5,000).	1. Charts and pictures. 2. Real objects of wealth.	Students to: 1. explains the meaning of money management and wealth. 2. state reasons for importance of money management and wealth. 3. states guidelines and steps. 4. list ten types of wealth. 5. describe ways of creating wealth.
2	Capital market investment.	Students should be able to: 1. explain the meaning of capital market investment. 2. enumerate advantages of capital market investment. 3. state guidelines for capital market investment. 4. describe capital market investment opportunities.	Capital market investment: - Meaning - Advantages - Guidelines - Opportunities e.g. stock, shares, marketing, retirement marketing, treasury bills.	1. Discusses the meaning of capital market investments: - Advantages - Guidelines - Opportunities 2. Invites a resources person.	1. Listen to teacher and resources person. 2. Ask question and answer. 3. Participates in discussion.	1. Charts and pictures. 2. Materials from stock exchange share firms and certificates dividend warrants.	Students to: 1. explain the meaning of capital market. 2. enumerate the advantages of capital market investment. 3. states guidelines for investments in capital market. 4. describe three investment opportunities in the capital market.

**HOME MANAGEMENT
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Pregnancy, child birth and parenting.	Students should be able to: 1. describe the different parts of the reproductive organs with their functions. 2. explains the processes of ovulation, menstruation and fertilization. 3. identify the signs of pregnancy. 4. describe different kinds of pre and post-natal care. 5. describe the stages in child birth. 6. explains the meaning and importance of parenting. 7. describe the responsibilities in parenting.	1. The reproductive systems. 2. Ovulation, menstruation. 3. Fertilization and pregnancy. 4. Pre- and post-natal care. 5. Child birth 6. Meaning and importance of parenting. 7. Responsibilities e.g. provisions of needs, training/guidance, mentoring/role. 8. Modeling.	1. Explains the meaning of pregnancy and childbirth. 2. Guides students discussion. 3. Explains the meaning of parenting and related issues. 4. Invites a resources person.	1. Listen to the resources person. 2. Ask questions and answer. 3. Participates in discussion.	1. Charts and pictures. 2. Real objects for child care e.g. baby layette, feeding kit, toiletries.	Students to: 1. explain the meaning of each of the following terms. - pregnancy - ovulation - fertilization - menstruation. 2. states any three signs of pregnancy. 3. describe the three stages of child birth. 4. gives reason and importance of parenting. 5. states important needs of children and ways of meeting them.
4	Child development.	Students should be able to: 1. explains the principles of child development. 2. enumerate the factors that influence child development. 3. describe the different types of development. 4. explains the importance of immunization for children. 5. provide adequate toys for children.	1. Child development. - Meaning. - Related terms. - Principles. - Factors - Types: Physical/mental 2. Common ailments in children. 3. Immunization 4. Toys and play materials	1. Explains the meaning of child development, its principles, types etc. 2. Invites a resources person. 3. Guides the students discussion.	1. Listen to the teacher and resources person. 2. Participates in class discussion 3. Collects instructional materials such as toys.	1. Charts, 2. Pictures, 3. Toys, 4. Play materials and real objects.	Students to: 1. explains the meaning of child development. 2. states only four principles of child development. 3. explains the process of physical development. 4. list any three ailment common in children. 5. states factors to be considered when providing toys for children.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Home health care.	Students should be able to: 1. describe common home accidents. 2. describe the content of home medicine chest/box (first aid box). 3. describes first aid for minor household injuries.	1. Common home accidents e.g. burns, choking, bites 2. The home medicine chest/box (first aid box). 3. Basic first aid.	1. Explains the components of home health care. 2. Invites a resources person. 3. Guides student's discussion.	1. Listen to the teacher and resource person. 2. Take participates in discussion.	1. Charts and pictures. 2. Real objects such as first aid box.	Students to: 1. describe any three common home accidents. 2. enumerate six content of a first aid box.
THEME 3: FEEDING THE FAMILY							
6	Kitchen plan, utensils, equipment, hygiene and safety.	Students should be able to: 1. identify different kitchen types and plans. 2. identify kitchen utensils and equipments. 3. describes uses of kitchen utensils and equipments. 4. states guidelines for use and care of kitchen equipment and utensils. 5. discuss personal and kitchen hygiene. 6. describes safety measures necessary in the kitchen.	1. Kitchen plan. - Types - Guidelines for uses. 2. Types of kitchen utensils and equipment. 3. Guidelines for use care and procedures for kitchen utensils and equipment. 4. Personal and kitchen hygiene. 5. Safety measures in the kitchen.	1. Guides the discussion. 2. Ask students questions. 3. Gives chalkboard summary. 4. Collects notes and make necessary correction	1. Participates class discussion. 2. Answer questions. 3. Copy notes. 4. Submits notes for correction	1. Chart and pictures showing different types of kitchen and kitchen equipment.	Students to: 1. identify two types of kitchens. 2. describe kitchen plans. 3. identify kitchen utensils and equipment. 4. enumerate use of kitchen equipment. 5. states principle of kitchen hygiene.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Food purchasing.	Students should be able to: 1. lists factors to consider when buying various food items. 2. explains the guidelines for purchasing food. 3. Purchase food items.	1. Factors to consider when buying food items such as - Meat - Tubers - Grains. - Fruits. - Vegetables. 2. Guidelines for purchasing foods. 3. Procedures for food purchase.	1. Guides discussion on food purchase. 2. Ask question. 3. Gives chalkboard summary. 4. Collects notes and make necessary corrections.	1. Participates in discussion. 2. Ask and answer questions. 3. Copy notes. 4. Submits notes for corrections.	1. Charts and pictures showing different food stuff e.g. meat, tubers, grains, fruits, vegetable etc. 3. Real food items.	Students to: 1. identify types of food in a given season. 2. list six factors to consider when buying food-stuffs. 3. lists three major procedures in food purchases.
8.	Table setting and meal service.	Students should be able to: 1. differentiate between formal and informal table setting. 2. states ways of serving meals. 3. identify table wares that are used for table setting and meal services. 4. set a table for a given meal and service.	1. Types of table setting and meal services. 2. Table wares for table setting and meal services. 3. Procedures of table setting and meal services.	1. Guides discussion on table setting and meal services. 2. Ask and answer questions. 3. Demonstrates table setting and meal services. 4. Supervises practical activity.	1. Participates in class discussion. 2. Ask and answer questions. 3. Practice table setting and meal services.	1. Table setting. 2. Materials. 3. Cutleries 4. Crockery 5. Table mats, 6. Napkins etc.	Students to: 1. states two differences between formal and informal table setting. 2. describes four methods of serving meals. 3. set an informal table for four persons.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Entertainment	Students should be able to: 1. identify different occasions that calls for entertainment. 2. states guidelines for entertainment. 3. plan for an occasion. 4. state the principles and characteristics of a good host and hostess. 5. prepare a simple dish for entertainment.	1. Occasion for entertainment e.g. birthdays, wedding, naming ceremonies, house warming. 2. Guidelines for entertainment. 3. Plan for an occasion. 4. Principles and characteristics of a good host/hostess. 5. Preparation of a simple dish for entertainment.	1. Guides class discussion on entertainment. 2. Demonstrates the preparation of a simple dish.	1. Participates in class discussion. 2. Ask and answer questions. 3. Copy chalkboard summary. 4. Prepare simple dishes. 5. Submits notes for necessary corrections.	1. Simple of invitation card. 2. Pictures of various dishes for entertainment. 3. Charts on entertainment. 4. Real objects e.g. food and decoration item dishes.	Students to: 1. identify six occasion for entertainment. 2. writes and send invitation cards. 3. list five types of dishes and three snacks served on occasion. 4. states five principles/characteristics of a good host/hostess.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Sewing equipment, tools and sewing proceses.	Students should be able to: 1. identify major equipment and tools for sewing. 2. explains their uses. 3. identify the parts of a sewing machine. 4. states how to take care of sewing equipment and tools. 5. enumerates the processes included in sewing. 6. differentiates between temporary and permanent stitches. 7. produces an album of temporary and permanent stitches. 8. explains how edges can be finished.	1. Classify sewing equipment and tools. - Uses. - Guidelines for uses. - Guidelines for care. 2. Sewing processes. - Temporary stitches. - Permanent stitches. - Seams and seam finishing. 3. Sewing of simple household articles e.g. pillow caresses dresses, bed sheets etc.	1. Display sewing machines sewing tools. 2. Explains the uses of a sewing machine. 3. Explains the uses of tools and equipment. 4. Describes the care of each of the tools and equipments. 5. Discuss sewing processes. 6. Guides students to differentiate between temporary and permanent stitches and sewing.	1. Contributes to discussion. 2. Ask questions. 3. Uses equipment and tools. 4. Construct temporary and permanent stitches. 5. Make an album of specimen. - Simple household articles e.g. pillowcases, dresses bed-sheets etc.	1. Real objects. 2. Charts. 3. Pieces of materials. 4. Thread and needles.	Students to: 1. identify sewing tools, equipment and their uses. 2. state the process involved in sewing. 3. describes the differences between temporary and permanent stitches.
11	REVISION						
12	EXAMINATION						

**HOME MANAGEMENT
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Renovation and repairs of family clothing and household linen.	Students should be able to: 1. describe the different methods used in repairing family clothing and household linen. 2. repair zippers, fix buttons, make button holes, elastic, darn a household article, patch a table cloth.	1. Darning and articles. 2. Patch an articles. 3. Repair of zippers buttons, button holes, elastic, household articles.	1. Describes the different methods used to repair and renovate cloths and household linen. 2. Demonstrate how to repair some dishes and household articles e.g. zips, buttons and button holes patch and darn some articles. 3. Supervises student's practices.	1. Listen attentively. 2. Practice how to fix buttons, repairs zips and replace elastic darn and patch household articles.	Real objects - Stokes with holes. - Wouen fabrics with cuts. - Clothes with spoilt zippers etc.	Students to: 1. describe the methods used in renovating and repairing clothes and household linen. 2. states guidelines for patching clothes. 3. mention guidelines for darning. 4. repair zippers darn stockings darn a hole in bed linen.
THEME 5: HOUSING THE FAMILY							

**HOME MANAGEMENT
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	Utilities in the home.	Students should be able to: 1. mentions sources and uses of water and purify water for drinking. 2. define electricity related terms and read meters. 3. uses different electricity and household fuels contently and observe safety measures. 4. operates and make simple repairs in global service monitoring phones (G.S.M). communication devices.	1. Water. - Sources. - Uses. - Purification - Storage - Water cycle - Hardness. 2. Electricity. - Related terms. - Generation - Meter reading and electric bills - Safety in the use of electricity. 3. Household fuel - Cooking gas - Kerosine - Firewood. - Charcoal - Sawdust 4. communication device: G.S.M.	1. Discusses utilities in the home. 2. Invites resources person. 3. Takes students out to utility supply centers (field trips). 4. Demonstrates water purification.	1. Participates in the discussion. 2. Carryout practical exercise on water purification. 3. Students participate in the discussion and copy notes. 4. Participates in field trip.	1. Pictures water, filter, alum, water hyacinth. 2. Electric cables, sockets, bulbs etc. 3. Resources persons on - G.S.M - Electricity.	Students to: 1. mentions three sources of water. 2. mention five uses of water. 3. purify water. 4. define electric current, voltage, wastage. 5. explains tow safety measures in the usage of electricity. 6. identify three household fuel and explain how to use one. 7. states three uses of G.S.M in the house.

**HOME MANAGEMENT
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Simple home maintenance and repair.	Students should be able to: 1. identify some possible home repairs. 2. states importance of simple home maintenance and repairs. 3. carryout simple home maintenance and repairs.	1. Simple home maintenance and repairs. - Types e.g. blocked gutters and sinks/wash-hand basins, replacing electric bulbs. - Importance. - Performance.	1. Discusses simple home maintenance and repair. 2. Carryout repairs. 3. Invites resources persons.	1. Participate in discussion. 2. Practice simple repairs.	1. Pictures tools bosc, other objects.	Students to: 1. list any three simple home repairs. 2. states three reasons of importance of home maintenance and repairs. 3. repairs blocked drainage, replace worn out screws on doors handle.
4.	Safety measures in the home.	Students should be able to: 1. explains the importance of safety measures in the home. 2. state common accidents in home. 3. states preventive measures against common accidents in the home. 4. states the uses of a first aid box in the home.	1. Importance of safety measures in the home. 2. Common accidents in the home. 3. Preventive measures against common home accidents. 4. Items in a first aid box. 5. Uses of first aid box.	1. Discusses safety measures in the home. 2. Invites a resources persons to demonstrate some safety measures.	1. Participate in the discussion. 2. Share their experiences 3. Role play a common accident in the home.	- Picture. - First aid box.	Students to: 1. states three reasons for the importance of safety measures in the home. 2. state five common accidents in the home. 3. states five preventive measures for home accidents. 4. lists five items in a first aid box.

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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Sanitation in the home.	Students should be able to: 1. state the importance of sanitation in the home. 2. describe different types of drainage systems. 3. clean open drainage systems. 4. dispose household wastes properly. 5. keep the home free and clean from household pest.	1. Importance of sanitation in the home. 2. Drainage systems. - Types. - Cleaning. 3. Household waste disposal 4. Household pest. - Types - Control.	1. Discusses topic. 2. Organizes field trip to waste disposal centres. 3. Demonstrates aspects of waste disposal.	1. Participates in discussion. 2. Participate in field trip. 3. Carryout assignment on sanitation.	1. Pictures. 2. Samples of paste exterminators refuse bin.	Students to: 1. describe two types of drainage system. 2. discuss two advantages of open gutter. 3. clean their immediate surroundings. 4. describes two methods of refuse disposal 5. lists five household pests. 6. explains three types of household pests.
6.	Wise purchasing practices.	Students should be able to: 1. explains the importance of wise purchasing practices 2. describe wise purchasing practices. 3. mentions the advantages and disadvantages of hire purchase (credit facility). 4. keep records of purchase. 5. mentions the note of co-operatives in consumerism.	1. Importance of wise purchasing practice. 2. Wise purchasing practice 3. Advantages and disadvantages of hire purchase practice. 4. Record keeping. 5. Role of co-operatives in consumerism.	1. Discusses the topic. 2. Demonstrates record keeping. 3. Discusses co-operatives in consumer education.	1. Participates in discussion. 2. Ask and answer question. 3. Practices record keeping. 4. Role-play of articles.	Charts and real objects.	Students to: 1. state four reasons for the importance of making wise purchases. 2. describe any five wise purchasing practice. 3. state three disadvantages of hire purchases.

**HOME MANAGEMENT
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Market and market survey.	Students should be able to: 1. explain the meaning of market. 2. describe the different types of markets. 3. describe the importance of market survey. 4. describe the procedures for market survey.	1. The meaning of market. 2. Types of markets e.g. stock market, e-market etc. 3. Use/importance of market survey. 4. Procedures for market survey.	1. Discusses the topic. 2. Field trip on market survey. 3. Gives students assignments.	In field trip. 3. Carryout assignment.	Charts	Students to: 1. state the meaning of market. 2. describes four types of markets. 3. states two uses of market survey.
8.	Prevention of wastage.	Students should be able to: 1. enumerate disadvantages of food wastage in the home. 2. state the causes of food wastage. 3. mention types of food wastage. 4. states ways by which food wastage can be prevented in the home.	1. Disadvantages of wastage in the home. 2. Causes of wastage. 3. Types of wastage e.g. food, toiletries, water, gas, fuel 4. Prevention of wastage in the home.	1. Explains the disadvantages of wastage in the home. 2. Leads students on discussion on causes of wastage. 3. Explains sources of wastages. 4. Discussion on ways of preventing wastages.	1. Listen attentively. 2. Participates in class discussion.	Charts and real objects.	Students to: 1. state three disadvantages of wastage. 2. mention five causes of wastage. 3. describe three ways by which wastage can be prevented.
9	REVISION AND EXAMINATION						

FOOD AND NUTRITION
SS III
FIRST TERM

THEME: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Special diets: Vegetable diets	Students should be able to: 1. define vegetables. 2. state the three types 3. states reasons why people become vegetarians. 4. state the factors to consider when planning a vegetable meal. 5. plan a day's menu for the different types of vegetarians.	1. Definition 2. Types 3. Reasons why people become vegetarians. 4. Factors to consider when planning a vegetable menu. 5. Suggested menu for the different types of vegetarians.	1. Leads class discussion on topic. 2. Plan a day's diet for the vegetarian. 3. Gives Chalkboard summary. 4. Corrects and mark students notebooks.	1. Participate in class discussion. 2. Copy chalkboard summary.	Charts showing diets for vegetarians	Students to: 1. define the term vegetable. 2. explains the three types. 3. gives them reason why people become vegetarians. 4. plan a day's menu for any of the vegetarian.
2	Invalids and convalescent diets.	Students should be able to: 1. define the terms invalids and convalescents. 2. state the points to consider when catering for invalids and convalescents.	1. Definitions. 2. Points to consider when catering for invalids and convalescents. 3. Suggested meals for invalids and convalescents.	1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks	1. Participates in class discussion. 2. Copy chalkboard summary.	Charts showing diets for invalids and convalescents.	Students to: 1. define the terms invalid and convalescent. 2. states points to consider when catering for invalids and convalescents. 3. plan a day's meal for invalids and convalescents.

FOOD AND NUTRITION
SS III
FIRST TERM

THEME: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Diet in fever and infection.	Students should be able to: describes diets for the - diarrhea patient. - diabetic, ulcer patient, hypertensive, HIV/AIDS.	1. Diarrhea 2. Diabetic 3. Ulcer 4. Hypertensive. 5. HIV/AIDS	1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks.	1. Participates in class discussion. 2. Copy chalkboard summary.	Charts showing diets for persons having fever and infections.	Students to: state the dietary needs of persons in fever and other infections e.g. diabetic, ulcer, hypertension.
4.	Overweight and underweight diet	Students should be able to: 1. define the terms overweight, and underweight. 2. states guidelines for correcting overweight and underweight. 3. plan a day's menu for both groups of people.	1. Definitions. 2. Guidelines for correcting overweight. 3. Guidelines for correcting underweight. 4. Sample daily menu for both groups.	1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks.	1. Participates in class discussion. 2. Copy chalkboard summary.	Charts showing diets for overweight and underweight diet.	Students to: 1. define the terms overweight and underweight. 2. states three guidelines for correcting overweight and underweight. 3. plan a day's meal for both groups.
5.	The art of entertainment.	Students should be able to: 1. States qualities of a good host. 2. States responsibilities of a host/hostess.	1. Being a good host/hostess 2. Responsibilities of a host/hostess.	Leads class discussion on the topic.	Participates in class discussion.		Students to: state five responsibilities of a good host/hostess.

FOOD AND NUTRITION
SS III
FIRST TERM

THEME: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	- Planning ahead - invitation letters/cards - response to invitation - receiving guest.	Students should be able to: 1. plan ahead for an entertainment. 2. write invitation letters or cards. 3. receives guests. 4. respond to invitation letters.	1. Planning ahead. 2. Invitation letter or cards. 3. Response to invitation. 4. Receiving guests.	1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks.	1. Participates in class discussion. 2. Copy chalkboard summary.	Charts showing sample invitation cards.	Students to: 1. writes a sample invitation letters/cards. 2. states the points in planning ahead for an entertainment by a host.
7.	Being a good guest: - responsibilities of a good guest. - table manners.	Students should be able to: 1. state the responsibilities of a good guest. 2. state commonly accepted table manners.	1. Being a good guest. 2. Responsibilities of a good guest. 3. Table manners	Leads discussions on the topic.	1. Participates in class discussion. 2. Copy chalkboard summary.		Students to: 1. states three responsibilities of a good guest. 2. states five commonly accepted table manners.
8.	Table setting.	Students should be able to: demonstrate different table settings.	1. Table setting. 2. Formal and informal.	1. Leads discussion on the topic.s 2. Demonstrates different table setting.	1. Participates in class discussion. 2. Copy chalkboard summary. 3. Observe demonstration.	1. Charts showing different types of table setting. 2. Table setting materials.	Students to: distinguish between formal and informal table settings.
9	Serving of foods.	Students should be able to: 1. states the guidelines for successful cooking and serving of meals. 2. observe all the rules guiding proper meal service.	1. Guidelines for successful cooking and serving of meals. 2. Things to observe when serving meals.	1. Leads classes discussion on the topic. 2. Demonstrates serving of meals.	1. Participate in the class discussion. 2. Copy chalkboard summary.	Charts showing meal service.	Students to: states three guidelines for the successful serving of meals.

**FOOD AND NUTRITION
SS III
FIRST TERM**

THEME: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Waiting at table.	Student should be to: 1. states the function of a waiter/waitress. 2. states the qualities of a waiter/waitress. 3. list the procedure for clearing and washing up after meals and 4. putting the kitchen in order.	1. Functions of a waiter or waitress. 2. Qualities of a waiter or waitress. 3. Clearing and washing up after meals. 4. Guidelines and procedure for washing and putting the kitchen in order after meals.	1. Leads discussions of the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebook.	1. Participates in class discussion 2. Copy chalkboard summary.	Charts showing waiters and waitress waiting at table or involved in meal service.	Students to: 1. states three functions of waiters/waitress. 2. lists four guidelines of waiter. 3. states three guidelines for washing up and putting the kitchen in order after meals.
11	REVISION						
12	EXAMINATION						

FOOD AND NUTRITION
SS III
SECOND TERM

THEME: ENTERTAINMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cultural food habits.	Students should be able to: 1. define food fads, fallacies and food taboos. 2. states factors that influences food habit.	1. Fads and fallacies 2. Food taboos. 3. Definition. 4. Factors that influences food habits.	1. Leads discussions on the topic. 2. Gives chalkboard summary. 3. Corrects students notebooks and mark.	1. Participates in class discussion. 2. Copy chalkboard summary.		Students to: 1. explains the meaning of food habits food fads fallacies and food taboos. 2. states three factors that influences food habits.
2.	Traditional dishes from delta.	Students should be able to: discuss the traditional dishes that are associated with taboos in their locality.	1. The local govt. area. 2. Other local govt. area.	1. Leads the discussion on the topic. 2. Gives chalkboard summary. 3. Corrects students notebooks and mark.	1. Participates in class discussion. 2. Copy chalkboard summary.	Pictures of different traditional dishes from various local govt. areas.	Students to: 1. states two traditional dishes associated with taboos. 2. list traditional dishes from other local govt. areas.
3.	Traditional dishes from other states.	Students should be able to: name, identify and prepare various dishes from other states.	1. Hausa dishes. 2. Calabar dishes. 3. Yoruba dishes. 4. Igbo dishes.	1. Leads the discussion on the topic. 2. Gives chalkboard summary. 3. Corrects students notebooks and mark.	1. Participates in class discussion. 2. Copy chalkboard summary.	Pictures of different traditional dishes from other states.	Student to: name three dishes each from - Hausa land. - Calabar - Yoruba land and - Igbo land.
4.	Foreign dishes	Students should be able to: name various foreign dishes from india, - europe - american - japan - chinese and other African countries.	- India. - European - Chinese - American - Japanese - Other African countries.	1. Leads the discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks.	1. Participate in class discussion. 2. Copy chalkboard summary.	Pictures of foreign dishes from other countries.	Students to: name two dishes from - India - Europe - Japan - China - America.

FOOD AND NUTRITION
SS III
SECOND TERM

THEME: ENTERTAINMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Foods for special occasions.	Students should be able to: 1. lists the various foods for the following special occasions. - birthdays. - weddings. - buffet, dinner, luncheon. 2. prepare and serve different foods for special occasions.	1. Birthdays. 2. Naming. 3. Weddings 4. Cocktails 5. Dinner; Buffet 6. Luncheon, etc. Fried rice, jollof rice, pounded yam/soup, moi-moi, semovita/soup.	1. Leads the discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks.	1. Participates in class discussion. 2. Copy chalkboard summary.	Pictures showing different foods for special occasions.	Students to: name four foods for special occasion.

THEME: FOOD PREPARATION STORAGE AND PRESERVATION.

6.	Beverages.	Students should be able to: 1. identify types of beverages. 2. explains the nutritive value of beverages. 3. prepare beverages, juices and drinks for different occasions.	1. Nutritive value. 2. Types. 3. Alcoholic 4. Non-Alcoholic 5. Preparation and serving of beverages.	1. Lists alcoholic and non alcoholic beverages. 2. Explains how to prepare different fruits juices and drinks. 3. Demonstrates how to prepare coffee using different methods. 4. Gives a chalkboard summary.	1. Participates in class discussion and observe demonstrations. 2. Record observation. 3. Copy chalkboard summary.	Charts and pictures of various beverages.	Students to: 1. identify types of beverages. 2. explains the nutritive value of beverages. 3. prepare beverages, juices and drinks for different occasions.
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FOOD AND NUTRITION
SS III
SECOND TERM

THEME: ENTERTAINMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Rechanffe	Students should be able to: 1. define rechanffe 2. state reasons why leftover foods should not be reheated more than once. 3. explains the reasons for reheating leftovers foods. 4. state the disadvantages of overheating.	1. Meaning. 2. Reheating or warming. 3. Rules for reheating. 4. Reasons for reheating. 5. Disadvantages of overheating.	1. Leads the discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebook.	1. Participates in the class discussion. 2. Copy chalkboard summary.	1 Cut out photographs of displayed leftovers foods.	Students to: 1. explains the meaning of rechanffe. 2. state two reasons for reheating foods; 3. states two disadvantages of overheating. 4. give two reheating.
8.	Preservation or storage of leftover foods.	Students should be able to: 1. state the principle of preserving leftover foods. 2. state the rules for preserving leftover foods. 3. explains the preparation and use of leftover foods. 4. demonstrates the use of left-over foods in cookery.	1. Principles of preserving leftover foods. 2. Rules for preserving leftover foods. 3. Preparation and use of left-over foods. 4. Making new dishes of leftover foods, e.g. fish, meat, yam, vegetable etc.	1. Leads the discussion on the topic. 2. Demonstrates the use of left-over foods in making new dishes. 3. Gives chalkboard summary. 4. Collects students notebooks and mark.	1. Participates in class discussion. 2. Observes teacher's demonstration. 3. Copy chalkboard summary.	Cut out photographs of displayed left-over foods.	Students to: 1. states two principles of preserving leftover foods. 2. state two rules for preserving leftover foods. 3. name the uses of the following leftover foods in rechanffe cookery. 4. meat, fish, yam, bread.
9	REVISION AND EXAMINATION						

STORE MANAGEMENT
SS III
FIRST TERM

THEME 1: RISK MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Risk Management	Students should be able to: 1. define risk and risk management. 2. importance of risk management.	Risk Management: - definition of risk and risk management. - importance of risk management.	1. Explains risk and risk management. 2. States the importance of risk management.	1. Note the explanation. 2. Ask questions on risk management.	Poster, and charts risk management.	Students to: 1. define risk and risk management. 2. state two importance of risk management.
2	Methods of Managing risk	Students should be able to: state and describe the different methods of managing risk.	Different Method of Risk Management: - sound - management - reduction of risk - transference of risk through hedging business and employee insurance	1. Describes the various methods of risk management. 2. Illustrates with examples in students environment.	1. Note the methods and descriptions of risk management. 2. Ask questions 3. Appreciate the use of risk management techniques in business.	Chart showing the methods of managing risk	Students to: list and describe two methods of risk management.
3.	Imprest System	Students should be able to: 1. define and describe the imprest system. 2. Operate an office imprest.	Imprest system: - definition - description - operation of office imprest account - items that are covered by imprest	1. Explains the imprest system and describes the way it works. 2. States the items to be handled by imprest.	1. Listen and ask questions. 2. Note and ask questions. 3. Watch and copy the chalkboard summary.	Cardboard sheets with imprest format.	Students to: 1. define and describe the imprest system. 2. draw imprest account format.
4.	Preparation of Imprest Account	Students should be able to: prepare Imprest Account.	Preparation of Imprest Account.	Illustrates the use of the imprest by making entries on the cardboard format or on the board.	1. Listen and ask questions. 2. Watch and copy the illustration.		Students to: 1. prepare imprest account. 2. make correct entries in the account.

**STORE MANAGEMENT
SS III
FIRST TERM**

THEME 1: RISK MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Proceeds from Sales	Students should be able to: account for all monies collected.	Proceeds from sales: - proper recording of transactions. - accurate calculations of all receipts.	1. Explains the recording of transactions. 2. States with examples on the board, how calculations are made. 3. Uses calculator and cash register to calculate.	1. Note and ask questions. 2. Copy the teacher's calculations. 3. Watch teacher demonstrate with calculator and cash register.	1. Calculators 2. Cash registers 3. Visit to school tuck-up shop.	Students to: 1. record the financial amount received at the same time. 2. calculate five amounts received at the same time.
6	Ways of keeping proceeds	Students should be able to: 1. provide safety for proceeds from sales. 2. state ways of keeping proceeds.	Ways of keeping proceeds - Cash - Cheques - Drafts etc.	1. Explains method of housing cash like using safe banks etc. 2. Describes methods of depositing cheques, drafts into bank account.	Notes and ask questions.	1. Cheque 2. Bank draft etc.	Students to: explain two methods of keeping cash sales.
7.	Investment	Students should be able to: 1. identify ways of investing surplus funds in the capital market. 2. state the advantages of capital market.	The capital market: - investing in the capital market. - advantages of capital market.	1. Describes the method of investing in capital market. 2. States the advantages of capital market.	1. Note the description of capital market. 2. Listen and ask questions.	Newspaper cutting of share prices	Students should be able to: 1. state three methods of buying shares. 2. state four advantages of capital market.

**STORE MANAGEMENT
SS III
FIRST TERM**

THEME 1: RISK MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	The Functions of the Nigerian Stock Exchange	Students should be able to: appreciate investments in the capital market and state the functions of Nigeria stock exchange.	The functions of the Nigerian stock exchange.	States on cardboard the functions of NSE.	Write the function of the NSE on the cardboard.	Cardboard showing samples of NSE.	Students to: discuss four functions of the Nigerian stock exchange.
9.	Advantages of being a shareholder	Students should be able to: state the advantages of being a shareholder.	Advantages of being a shareholder.	States and discusses the advantages of being a shareholder.	Listen to the teacher and copy chalkboard summary.		Students to: state the advantages of being a shareholder.
10	The Money Market Instruments	Students should be able to: discuss the different investments in the money market.	The Money Market Instruments: - treasury bills - bonds - commercial paper etc.	Pastes on the board specimens of treasury bills, bonds, commercial paper, etc. and explains how they are used.	1. Copy and listens to the teacher. 2. Notes and ask questions.	Specimen of treasury bills, bonds, and commercial paper.	Students to: state and describe two instruments used in the money market.
11	REVISION						
12	EXAMINATION						

STORE MANAGEMENT
SS III
SECOND TERM

THEME 2: HANDLING FINANCES OF THE STORE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Taxation	Students should be able to: explain tax and state the importance of taxation.	Taxation - Meaning of tax - importance	Describes taxation and discusses with the students the importance of taxation.	Note and participate in discussion of the terms		students to: explain tax and the importance of taxation
2.	Problems Associated with Tax Collection	Students should be able to: explain problems associated with tax collection.	Problems Associated with Tax Collection	Discusses the problems associated with tax collection.	Note and participate in discussion and ask question		Students to: state five problems associated with tax collection
3.	Types of Business Taxes	Students should be able to: identify and explain the uses of different types of business taxes.	Types of Business taxes - Income tax - Import duties types: - Excise duties Value added tax (VAT)	Writes the duties on the board or cardboard or and discuss their uses with the students.	Note the duties and participate in the discussion	Posters pictures describing	Students to: 1. identify different types of business taxes 2. explain the uses of three business taxes
4.	Effects of Taxation	Students should be able to: explain the effects of taxation.	Effect of taxation	Discusses the effects of taxation.	Participate in the discussion of effects of taxation		Students to: state three effect of taxation

**STORE MANAGEMENT
SS III
SECOND TERM**

THEME 2: HANDLING FINANCES OF THE STORE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Documents used foreign trade	Students should be able to: identify documents used in foreign trade	Documents used in foreign trade - Certificate of company registration - Letter of credit - Credit guarantee - Bill of lading - Bill of exchange - Certificate of origin - Way bill - Custom declaration - NAFDAC registration number for food and drug - Standard organization of Nigeria ISO number for other products.	1. Discusses each document with its sample and explain its uses. 2. Draws documents on the cardboard sheet	Participate in class discussion and ask questions about documents used in foreign trade.	Cardboard showing samples of the documents on foreign trade	Students to: 1. state six documents used in foreign trade 2. explain the uses of four documents in foreign trade.

STORE MANAGEMENT
SS III
SECOND TERM

THEME 2: HANDLING FINANCES OF THE STORE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Documents used in Home trade	Students should be able to: identify documents used in home trade	Documents used in home trade: - certificate of company registration. - NAFDAC registration number - standard organization of Nigeria registration number. - licenses - state government - local government.	1. Explains of each document with samples. 2. Draws documents on the cardboard sheet.	Participate in discussion and ask questions about documents used in domestic trade	Cardboard showing samples of the document on home trade	Students to: 1. state three documents used in home trade 2. describe the uses of three home trade documents
7.	Basic Computer Literacy	Students should be able to: 1. write routine business letter on the computer 2. store, retrieve and delete documents in the computer.	Word processing - Revise the rules - Writing of simple business letters.	1. Revises the word processing rules with the students. 2. Writes simple short business letter as samples for students. 3. Demonstrates on a computer 4. Demonstrate the storing, retrieving and deleting functions on the computer.	Participate in class discussion on basic computer literacy		Students to: explain how to write business letters on the computer.

**STORE MANAGEMENT
SS III
SECOND TERM**

THEME 2: HANDLING FINANCES OF THE STORE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Store, retrieves and delete documents in the computer	Students should be able to: store, retrieve and delete documents in the computer.	Store, retrieve and delete documents in the computer.	Explains and demonstrates how to store, retrieve and delete documents in the computer.	1. Listen and ask questions 2. Participate of store, retrieve and delete documents in the computer.	Computer desk plate flash drive.	Students to: 1. explain how to store, retrieve and delete documents in the computer.
9	REVISION AND EXAMINATION						

**ACCOUNTING
SS III
FIRST TEAM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Final account	Students should be able to: 1. explain the use of profit and loss and appropriate account. 2. identify the items in the profit and loss appropriate account.	1. Profit and loss appropriate account uses. 2. Appropriation item: -amount written off -goodwill -preliminary expenses -amount transferred to - reserve -bonus -reserve	1. Discusses the use of profit and loss account appropriate account. 2. Explains the profit and loss account and balance sheet.	1. Listen to the teacher. 2. Participate in the preparation of profit and loss appropriate and balance sheet.	1. Textbook 2. Charts	Students to: 1. list 4 profit and loss appropriate items. 2. prepare the profit and loss appropriate and balance sheet.
2	Prepare profit and loss appropriate account	Students should be able to: 1. preparation of profit and loss appropriation account. 2. explain the following terms and dividend -reserves -preliminary expenses.	1. Preparation of profit and loss appropriate account. 2.The company -balance sheet -layout -preparation -analyzing -interpretation	Prepares the profit and loss account and balance sheet.	1. Calculation of importance ratio from the balance sheet and profit and loss appropriate account. 2. Current ratio, quick assets, ratio, rate of stock turnover, gross profit or turnover.	1.Textbook 2.Chalkboard 3.CAMA 1990 4. Copies of companies financial statement.	Students to: 1. analyze the company balance sheet. 2. calculate 4 importance ratio from the final account of a company.

**ACCOUNTING
SS III
FIRST TEAM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Regulation of the capital market	Students should be able to: 1. explain the items regulations of capital market. 2. state reasons for regulating the capital market. 3. mention the types of regulation of the capital market.	1. Regulation of the capital market: -meaning -reasons -regulations 2.types of regulation a statutory regulations: -the law is a no 45 1999 -securities and exchange commission -objectives of statutory regulations.	Guides students to understand the need for types of regulation in the capital market.	1. Explain the meaning of regulations. 2. Outline the major types of regulations in the capital markets.	1. Charts 2. Publications 3. SEC 4. MSE 5. CSCS 6. ASCE	Students to: 1. explain the meaning of regulations. 2. itemize the 2 types of regulations. 3. explain how sec regulates the capital markets.
4	Market tools of regulations	Students should be able to: 1. describe the features of each type of regulations. 2. describe the required attributes of capital market operators.	Protect investors Develop the market tools of regulation: -registration -surveillance -monitoring -investigating -enforcement -rule making	1. Guides students to understand the tools of regulations. 2. Guides students to appreciate the required attributes of capital operators.	Outline the required attributes of capital market operators.	1. Textbooks 2. Chalkboard 3. Internet	Students to: 1. state (2) objective of statutory regulations. 2. mention 2 required attributes of capital markets.

ACCOUNTING
SS III
FIRST TEAM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Self regulation stock exchange	Students should be able to: 1. define a Nigerian stock exchange. 2. outline 3. abuja stock and commodity exchange	1. Self regulation stock exchange: -definition -stock exchange 2. Explain the Nigerian stock exchange. 3. Importance of Nigerian stock exchange.	Guides students explain: 1. self regulation stock exchange. 2. involve the students in the course of explanation.	Write short notes on the topics.	1. Textbook 2. Chalkboard	Students to: 1. explain the meaning of regulations. 2. itemize the 2 types of regulations.
6	Hire purchase and installment payment	Students should be able to: explain the operators of hire purchase and installment payment account.	1. Hire purchase and installment payment accounts: -definition -the system -preparation of accounts in the sellers ledger and hirers ledger.	Guides students to explain: 1. the terms hire purchase. 2. the operations and importance of hire purchase to seller and the hirer.	Write shorts notes on the operations and importance of hire purchase.	1. Textbook 2. Chalkboard 3. Charts	Students to: define hire purchase and installment.
7	Hire purchase account and interest account	Students should be able to: 1. explain the importance. a. the seller b. hirer c. the society	Hire purchase accounts: -meaning -importance to the seller, hirer, the society.	1. Discusses on the importance of the a. The seller b. Hirer c. The society.	Take part in the discussion.	1. Textbook 2. Chalkboard	Students to: explain the following -the seller -the hirer -the society.
8	Consignment account	Students should be able to: 1. define consignment account. 2. identify the importance of consignment account.	Consignment account: -definition -importance of consignment account to consign and consignee.	Discusses consignment account and importance.	Listen and take parts in the discussion.	1. Textbook 2. Chalkboard	Students to: 1. define consignment account. 2. list 4 importance's of consignment accounts.

**ACCOUNTING
SS III
FIRST TEAM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Books of account connected with consignment	Students should be able to: mention the various books of accounts of consignment.	Books of consignment accounts: -consignment -consign -consignee -consignment outward -consignment inwards -de-credere commission	Discusses the various books of consignments accounts.	Take part in the discussion and give short note	1.Textbook 2 .Chalkboard	Students to: mention 5 various books of consignment accounts.
10	Prepare consignment accounts	Students should be able to: 1. prepare consignment account. 2. consignee account. 3. consignor account.	1. Preparation of consignment account. 2. Consignee account. 3. Consignor account. 4. Consignment outward 5. Consignment inwards	Guides students on the preparation of consignment account.	Take part in the preparation of consignment account.	1.Textbook 2 .Chalkboard	Students to: prepare the consignment account.
11	REVISION						
12	EXAMINATION						

**ACCOUNTING
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Joint ventures account	Students should be able to: 1. explain what is meant by joint ventures account. 2. distinguish between joint venture and partnership.	1. Joint ventures account. 2. Explanation: - distinguish from partnership.	Guides students to: 1. explain joint ventures. 2. Distinguishes between joint ventures and partnership.	Write short note and joint ventures.	1. Textbook 2. Chalkboards	Students to: explain joint ventures.
2	Preparation of joint venture account	Students should be able to: 1. joint venture account: -prepare accounts related to joint ventures.	1. Preparation of joint ventures account: -individuals account -joint ventures -memorandum account.	Prepares joint ventures account.	Prepares joint ventures account.	1. Textbook 2. Chalkboards	Students to: prepares joint ventures account.
3	Contract account	Students should be able to: Explain contract account.	1. Terminologies: -nominal notional profits. -retention money -work certificated -world in progress	Guides students to: explain contract account items.	Participate during explanation.	1. Textbook 2. Charts	Students to: explain contract account items.
4	Preparation of contract account	Students should be able to: Prepare contract account.	Prepare contract account.	Work examples on contract account.	Prepare contract account.	Textbook	Students to: prepare contract account.

**ACCOUNTING
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Department account	Students should be able to: 1. explain the need for department account. 2. prepare departmental account.	1. Department account: -needs -preparation	Explains the differences between foreign and local.	Take part in the discussion.	Textbook	Students to: preparation of departmental account.
6	Branch account	Students should be able to: identify organization with branch.	Branch account 1. Description of branch organization. 2. Types of branches local and foreign. 3. Importance of branch account.	States the importance of branch account.	Take part in the preparation of branch account	Textbook	Students to: Prepare departmental account.
7	Public sector of accounting	Students should be able to: 1. enumerate source of government revenues. 2. explain simple terms related to public sector accounting.	1. Public sector accounting. 2. Sources of government revenues.	Guides students to: identifies various sources of governmental revenues.	Identify the sources of government revenues.	1.Textbook 2.Chalkboard	Students to: 1. enumerate source of government revenue. 2. explain simple terms related to public sector accounting.
8	Capital and recurrent account	Students should be able to: classify expenditure into capital and recurrent.	1. Capital expenditure. 2. Recurrent expenditure recruitment.	Explains the uses of revenue by the government.	State 5 ways government uses its revenue.	1.Textbook 2.Chalkboard	Students to: List 5 sources of government revenues.
9	REVISION AND EXAMINATIONS						

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Capital	Students should be able to: 1. explain the meaning of capital from the point of view of the accountant, economist and layman. 2. list and explain the various types of capital 3. describe and calculate the working capital in a given problems	Capital 1. Meaning - Economist concept - Accountants - Layman's concepts 2. Types: Authorized, registered, nominal, issued capital, called up, paid up capital, capital employed, liquid/circulating capital. 3. Calculation of working 4. Importance of working capital	1. Leads students to examine annual reports of companies to identify various types of capital. 2. Works examples on the chalkboard.	1. Come to class with annual reports of companies to identify various types of capital. 2. Calculate working capital	1. Charts 2. Textbooks 3. Companies Annual Reports	Students to: 1. state the various types of capital 2. calculate working capital.
2	Credit	Students should be able to: 1. define credits 2. list and describe various types of credit and their sources. 3. state functions of credit to retailer and wholesaler 4. state the various credit instruments.	Profit 1. Meaning 2. Sources Mortgage Loans & Overdraft, finance houses etc. Hire Purchase 3. Function of credit to retailer wholesaler 4. Credit instruments	1. Invites a local business man (farmer or trader) who can narrate how credit has helped his business. 2. Collects newspaper cuttings of finance houses. 3. Describes credit instruments.	1. List and ask questions 2. Collect newspaper cuttings of finance houses	1. Newspaper cutting of finance houses 2. Textbooks	Students to: 1. explain the reasons why their rights as consumers should be protected

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Profit	Students should be able to: 1. explain the meaning of profit 2. state the types of profit. 3. calculate gross profit and net profit from a given data. 4. calculate the percentage of gross profit or net profit to turnover	Profit 1. Meaning 2. Types - Gross profit - Net profit 3. Calculations of gross profit, and net profit, percentage of gross profit or net profit to turn over	1. Leads students to compute gross profit and net profit from a given data. 2. Provides appropriate date for the calculation. 3. Uses both business mathematics and accounting approaches.	Students to compute gross profit and net profit from a given data using both business mathematics and accounting methods	Text books	Students to: 1. differentiate between gross profit. 2. state uses of profit.
4.	Turnover	Students should be able to: 1. explain turnover 2. state the importance of turnover. 3. calculate the rate of turnover, calculate the percentage of gross profit to turnover. 4. explain the variation in turnover in different types of business.	Turnover 1. Meaning 2. Relationship of capital investment to turnover. 3. Calculation of rate of turnover 4. Calculation of gross profit / net profit to turnover 5. Variation in different types of business.	Work examples on the board for students to copy.	Calculate rate of turn over from given data.	Text books	Students to: 1. explain turnover. 2. use given data to compute them rate of turnover.

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Business law	Students should be able to: 1. list and explain the branches of commercial law 2. distinguish between rights and defies of the principal and agent. 3. describe the right and obligation of the employee 4. explain patent trademark copyright etc. 5. identify documents required for business establishment..	1. Branches of commercial law e.g. sale of goods, contract, agent, hire purchases etc. 2. Principles of agency. 3. Rights and obligations of employer and employee. 4. Government regulations of business. - Regulation of business - Patent e.g. intellectual property. - trade mark - copy rights	1. Guides students to interview employers of labour and employees and report for discussion. 2. Displays and discusses charts in duties of principal and agents. 3. Guides simple cases to illustrate the principles of business law.	Write short note on: 1. sales of goods 2. law of contract 3. agency law 4. hire purchases 5. corporate affairs commission 6. documents required for business establishment.	1. Textbooks 2. Publication on government regulations. 3. Companies and allied matters act 4. Memorandum and articles of association.	Students to: 1. explain commercial law. 2. list the rights and obligations of the employer to the employee and vice versa. 3. explain fully the meaning of patent trade mark and copyright.

COMMERCE
SS III
FIRST TERM

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Structure of business	Students should be able to: 1. draw an organization chart showing various positions. 2. distinguish between the power of an individual and the power of an office. 3. define span of control. 4. state the importance of inter and intra departmental communications to business. 5. list various media of communication.	1. Organizational set up. 2. Authority 3. Responsibility 4. Span of control 5. Inter and intra departmental communication.	1. Illustrates with a chart an organization set-up. 2. Guides students to interpret organizational set-up.	Write short notes: 1. Meaning of structure of business. 2. Outline the departments in an organization. 3. Visit some business organization in your locality.	1. Charts 2. Pictures 3. Flannel graph	Students to: 1. explain organizational set-up. 2. itemize the departments in an organization. 3. mention the different types of media used inter and intra departmental communication.
7.	Introduction to business management	Students should be able to: 1. explain the meaning and objective of business. 2. identify business resources 3. define management.					

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Introduction to business management	Students should be able to: 1. draw organizational chart of business. 2. list the departments in a business organization. 3. state the functions of each department. 4. state the social responsibilities of business.	1. Business organization - Department - Functions - Organizational charts. 2. Business and its environment 3. Social responsibilities of business. Scholarship award Employment of people in the community Sponsoring sports and games on radio / television Provision of social amenities - sponsoring educative programme on radio and television.	1. Guides students to mention and explain social responsibilities. 2. Assigns projects to the students.	1. Draw organizational chart in their notebook. 2. Visit project undertaken in the locality and report to the class.	1. Pictures 2. Charts 3. Newspaper cutting.	Students to: 1. draw an organizational chart. 2. classify business organization 3. list social responsibilities of business.

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Introduction to management	Students should be able to: 1. explain the meaning of marketing. 2. discuss the importance and functions of marketing in an economy 3. explain the marketing concept and marketing mix 4. classify products 5. describe various pricing policies 6. identify marketing activities. 7. explain the methods of production.	1. Meaning of marketing 2. Importance and functions of marketing in an economy 3. Marketing concept and marketing mix - Product - Price - Place - promotion	1. Explains the marketing concept 2. Guides students to discuss marketing mix. 3. Explains the various pricing policies. 4. Guides students to mention and explain the methods of promotion.	1. Participate in discussion on sales and marketing. 2. Explain the marketing concept and marketing mix. 3. Visit a market and compare prices of similar products.	1. Textbooks 2. Charts	Students to: 1. explain the meaning of marketing. 2. mention three importance of marketing. 3. describe the marketing mix.

**COMMERCE
SS III
FIRST TERM**

SUB THEME: BUSINESS CAPITAL AND CUSTOMER SERVICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Consumer protection	Students should be able to: 1. explain the need to protect consumer. 2. explain consumerism. 3. list the instruments for protection. 4. list the organs or agencies responsible for consumer protection.	Consumer protections 1. Need for protection 2. Consumer rights 3. Instruments for protection e.g. legislations such as - Trade descriptor act of 1968 - Standard organization of Nigeria - National Agency for food and drug acumination (NAFDAC) - Rent tribunals - Sanitary inspection - Environmental agencies etc.	1. Asks students to provide newspaper cutting of advertised products and categorized them in regulating agencies and legislative acts. 2. Discusses rights of consumers. 3. Explains consumerism.	1. Provide newspaper cuttings of advertised products. 2. Participate in class discussion on consumer rights consumerisms and agencies responsible for consumer protection.	1. Newspaper cutting of advertised products 2. Textbooks	Students to: 1. explain the reasons why their rights as consumers should be protected. 2. list legislative acts. 3. explain the role of regulating agencies
11	REVISION						
12	EXAMINATION						

**COMMERCE
SS III
SECOND TERM**

SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Business documents	Students should be able to: 1. list and describe various documents used in buying and selling of goods. 2. explain trade terms 3. state the full meaning of the abbreviations used in trade. 4. enumerate terms of sales. 5. list and explain various means of payments	1. Essential business documents: letter of inquiring, invoice, credit, receipt, quotation, catalogues, price list delivery notes, consignment notes, Performa invoice, statement of account and debt note etc. 2. Trade terms and abbreviations trade of discount: COD (Cash on delivery, CIF (cost insurance preflight - FOR (force on roll) - FAS (force alongside slip). 3. Terms of trade: cash, credit payment in areas. 4. Means of payment - Legal tender e.g. coins, bank note. Through the bank e.g. cheques, western union, electronic money transfer money gram etc.	1. Provides buying and selling documents. 2. Explains the functions of the documents. 3. Gives reasons for granting discounts. 4. Guides students to organize a school shop to stimulates buying and selling 5. Describes the means of payments.	1. Provide documents used in buying and selling. 2. Write letters of enquiry. 3. Give reasons for granting discount 4. Explain the uses of the means of payment.	1. Business documents 2. Textbooks	Students to: 1. list some business documents and describe their importance. 2. explain the various means of payments.

COMMERCE
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SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Commercialization	Students should be able to: 1. explain commercialization 2. give reasons for commercialization. 3. state the advantage and disadvantages of commercialization.	1. Meaning of commercialization. 2. Reasons for commercialization. 3. Advantages and disadvantages of commercialization.	1. Leads students in discussing commercialization 2. Explains the advantages and disadvantages of commercialization.	1. Participate in class discussion 2. Takedown notes on the advantages and disadvantages of commercialization .	1. Pamphlets 2. Text books 3. Newspaper articles	Students to: 1. explain commercialization 2. state two reasons for commercialization. 3. list two advantages of commercialization.
3	Privatization	Students should be able to: 1. explain privatization 2. give reasons for privatization 3. state the advantages and disadvantages of privatization 4. differentiate between commercialization and privatization.	1. Meaning of privatization 2. Reasons for privatization 3. Advantages and disadvantages of privatization 4. Difference between commercialization and privatization.	1. Leads students to discuss privatization. 2. Explains the advantages and disadvantages of privatization. 3. Explains the difference between commercialization and privatization.	1. Participate in class discussion 2. Bring pamphlets and newspapers articles of privatization.	1. Pamphlets 2. Text books 3. Newspaper articles	Students to: 1. explain privatization 2. state three reasons for privatization. 3. differentiate between commercialization and privatization.
4	Deregulation	Students should be able to: 1. explain the term deregulation 2. give the benefits of deregulation.	Deregulation 1. Meaning 2. Advantages 3. Disadvantages	Leads discussion of deregulation as one of the government methods of reforming the Nigerian economy.	Participate in class discussion on deregulation	Government publication on deregulation	Students to: explain the genesis of deregulation in petrology industry

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SECOND TERM

SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	History of the Nigerian capital market.	Students should be able to: 1. trace the origin of Nigeria capital market. 2. list (with dates) the evolution of the committees that facilitated the development of the capital market.	Historical Development 1. 1946: development loan stock (First issue) 2. 1960: Lagos stock exchange act. 3. 1962: capital issue committee 4. 1979 capital issue commission.	Outlines the evaluation of the Nigerian capital market from 1946 to date.	Take down note on the various committees and dates involved in evaluation of capital market.	1. Pamphlets 2. Text books 3. Newspaper articles	Students to: 1. trace the history of Nigerian capital market with dates.
6	History of the Nigerian capital market (cont'd).	Students should be able to: 1. list (with dates) the evaluation of the committees that facilitated the development of the capital market.	Historical development 1. 1979: securities and exchange commission decree No. 71. 2. 1985: second tier securities market (SSM) 3. 1999: Investment and securities act.	Outlines the evaluation of the Nigerian capital market from 1947 to date.	Copy note on the various committees and dates involved in evaluation of capital market.	1. Textbooks 2. Reports	Students to: trace the history of Nigerian capital market with date.

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SECOND TERM

SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Stock exchange (SE)	Students should be able to: 1. explain the meaning of stock exchange. 2. state the functions and importance of the stock exchange 3. describe organization set-up and procedures at the stock exchange. 4. mention the scantiest (instruments) trade in the capital market. 5. explain capital market and methods of raising funds. 6. describe the speculative in the stock exchange. 7. name bodies that can access the capital market.	1. Stock exchange: - meaning function - importance 2. Organizational set up and transactions at the exchange stock 3. Stock exchange securities - Meaning , Types a. Shares b. Stock c. Bonds d. Gilt – edged e. Debentures 4. Capital markets - Meaning, Methods of raising funds: a. offer for sale b. offer for subscription c. Rights issue d. Private placement 5. Speculation: - meaning - speculators 6. Bodies - Public Companies - Government	1. Guides students to complete a list of quoted companies. 2. Guides students to role play the transactions on stock exchange. 3. Invites a speculator to talk on the gains of securities. 4. Asks students to obtain weekly report of quoted companies from newspapers. 5. Guides students to make a list of stock brokers in Nigeria. 6. Discusses various ways of accessing capital market through the speculators. 7. Guides students to identify the bodies that can access the capital market.	1. Participate in role playing the transactions on the stock exchange. 2. Listen to a talk and ask questions. 3. Visit the floor of the stock exchanges 4. Make a list of stock brokers in Nigeria. 5. Study the share certificate and not the contents	1. Reports of quoted companies in Newspapers 2. Charts 3. Financial services regulation coordinating committee (FSRCC) 4. Video clips of activities on the floor of exchange 5. Internet 6. Textbooks & Publications of securities and exchange commission 7. Share subscription adverts 8. Share certificate	Students to: 1. explain the meaning of stock exchange 2. state three functions of stock exchange 3. explain three types of securities. 4. describe bull beak, and stag 5. mention two ways of raising funds in capital market.

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SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Second tier securities market (SSM)	Students should be able to: 1. explain the meaning of second tier market. 2. list advantages of SSM to companies and investing public. 3. state the operating regulations 4. distinguish between primary and secondary markets. 5. differentiate between first tier securities and second tier securities markets.	1. Meaning 2. Advantages to the companies and the investing public 3. Primary and secondary markets first-tier and second-tier markets.	1. Leads discussion on advantages of SSM to companies and investing public 2. Guides students to list cooperating regulations. 3. Guides students to compile list of quoted companies. 4. Leads discussion on primary and secondary markets.	1. Participate in discussion on advantages of SSM to companies and investing public 2. Participate in listing operating regulations. 3. Compile list of quoted companies. 4. Participate in class discussion on primary and secondary markets.	1. Textbooks 2. Publication of NSE 3. Share certification 4. Share transfer form 5. Prospection	Students to: 1. explain the meaning of second-tier securities market. 2. list four advantages of SSM to companies and investing public 3. list three operating regulations of SSM 4. differentiate between primary and secondary market.

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SUB THEME: ESTABLISHMENT AND MANAGEMENT OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Economic Groupings in west Africa	Students should be able to: 1. narrate the history of ECOWAS, NBC 2. list the member countries 3. explain their objective and achievement 4. state their problems	1. Economic communities of West African States (ECOWAS) - History - Member Countries - Objectives - Achievements - Problems 2. Nigeria Basin commission (NBC) - History - Member countries - Objection - Achievement - Problems	1. Shows maps of west Africa to locate counties that make up the economic grouping. 2. Leads discussion on ECOWAS, NBC.	1. Copy short notes on each of the economic groupings in West Africa. 2. Participate in group discussion on economic groupings mentioned.	1. Charts 2. Maps 3. Textbooks	Students to: 1. list and explain each economic grouping in west Africa. 2. discuss the objectives of setting up any of the economic grouping
10	Economic Groupings in west Africa.	Students should be able to: 1. narrate the history of LCBC, WACH, MAND. 2. list and explain their objectives 3. state their achievements and problems.	Lake and basin commission (LCBC) - History - Member countries - Achievements - problems 4. West African clearing house (WACH) - History - Member countries - Objectives - Achievements - Problems.	1. Leads discussion on each of the economic groupings in West Africa. 2. Leads discussion on LCBC, WACH, MANO 3. Leads debate on the activities of English and preach speaking member counties in the ECOWAS.	Participate actively in class discussion.	1. Charts 2. Maps 3. Textbooks	Students to: 1. discuss the problems of LCBC, WACH and MAND. 2. state their achievements.
11	REVISION						
12	EXAMINATION						

OFFICE PRACTICE
SS III
FIRST TERM

THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Communication (i). Definition and importance.	Students should be able to: 1. define communication. 2. states the importance of communication.	1. Definition of communication. 2. Importance of communication.	1. Defines and explains communication. 2. Leads students to discuss the importance of communication.	1. Listens attentively and write down the definition. 2. Participates in discussion.	1. Pictures of communication tools. 2. G.S.M handset. - Analogue. - Telephone. - Fax machine. - Computer etc.	Students to: 1. define communication. 2. lists four importance of communication.
2	Communication (2). types of communication.	Students should be able to: mention the types of communication.	Types of communication. - Verbal. - Written - Non-verbal. - Visual etc.	1. Guides discussion on types of communication. 2. Presents specimens/pictures showing communication types.	1. Listens attentively and participates in discussion on types of communication. 2. Go on excursion to a media house. - cyber café.	1. Chalkboard. 2. Specimen of written communication and visual communication. 3. Demonstrates verbal communication.	Students to: 1. mention types of communication 2. write shorts report on the excursion.
3.	Communication(3). methods of communication.	Students should be able to: 1. lists the methods of communication. 2. distinguish between the traditional method and modern method of communication.	1. Methods of communication. - Traditional. - Town criers. - Drum. - Gong. 2. Modern methods. - Letters - Telephone. - Cable-gram. - Telegram. - Radio. - Television. - Electronic.	1. Leads in discussion on the methods of communication. 2. Demonstrates traditional methods, drum, town criers. 3. Organizes visits to communication house e.g. radio house, television house.	1. Participates in discussion. 2. Copy note. 3. Ask question where necessary.	1. Chalkboard. 2. Drum. 3. Radio.	Students to: 1. lists 2 methods of communication. 2. writes a report on the visit to radio and television house.

**OFFICE PRACTICE
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THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Advantages and disadvantages of communication.	Students should be able to: states the advantages and disadvantages of communication.	Advantages and disadvantages of methods of communication.	Guides discussion on advantages and disadvantages of each methods of communication.	1. Lists advantages and disadvantages of the different methods of communication. 2. Copy notes.	Chalkboard.	Students to: states four advantages and disadvantages of different methods of communication
5.	Communication service/system.	Students should be able to: identify the various communication services.	Communication services. - NIPOST. - NITEL. - Radio. - Television. - Satellite. - Internet. - Service (e-mail etc).	1. Takes all students on excursion to all these facilities within their locality, if possible. 2. Shows Photographs and real objects for communication services facilities. 3. Demonstrates the uses of some of the communication services.	1. Notes and ask questions where necessary. 2. Participates in using real objects for communications.	1. Envelops 2. Stamps 3. G. S. M. 4. Radio.	Student to: 1. list five communication services. 2. explain 3 communication services.
6	Meeting: (1). meaning of meeting, types of meeting.	Students should be able to: 1. explains meeting. 2. mention types of meeting.	1. Meaning of meetings. 2. Types of meeting. - Emergency. - Board. - Management - Annual general meeting etc.	1. Explains meetings. 2. Discusses types of meetings.	1. Take notes. 2. Participates in discussion on types of meetings.	1. Specimens. 2. Notice of meetings. 3. Agenda. 4. Minutes of various meeting.	Students to: 1. define meeting. 2. lists and explains four types of meetings.

**OFFICE PRACTICE
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THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Meeting (2). procedure of meeting.	Students should be able to: lists the procedure of meeting.	Procedures of meeting. - Opening prayer. - Agenda. - Chairman's remark. - Reading of the last minutes. - Correction if any. - Adoption of last minutes. - Matters arising from the last minutes. - Main business - Any other business (AOB). - Closing remark.	1. Leads in discussion on the procedure for meeting. 2. Demonstrates the procedure in class.	1. Participates in discussion. 2. Take notes of the explanation. 3. Ask question where necessary. 4. Copy notes.	1. Chalkboard. 2. Specimen of minutes of meeting.	Students to: 1. write a minutes of a meeting. 2. lists the procedure for meeting.
8.	Meeting (3). meeting terminologies.	Students should be able to: states the terminologies used in meeting.	Meeting Terminologies. - Agenda. - Adoption. - Adjournment. - Adoption - Adjournment. - AOB etc.	Explains the terminologies for meeting.	1. Listen attentively e.g. Copy notes. 2. Ask questions where necessary.	Chalkboard.	Students to: 1. list the terminologies of meetings. 2. write short notes on two terminologies.

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THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Meeting (4). Role of the chairman at meeting.	Students should be able to: explains the role of the chairman in a meeting.	Role of the chairman at meetings.	Explains the role of the chairman at meeting.	1. Listen attentively. 2. Take notes of the explanation. 3. Copy notes.	Chalkboard.	Students to: demonstrates the role of the chairman in a meeting.
10	Meeting (5). Role of the secretary at meeting.	Students should be able to: 1. explains the role of the secretary in a meeting. 2. lists their major role.	1. Role of the secretary in a meeting. 2. Writing the minutes of the meeting.	Leads in discussion on the role of the secretary in a meeting.	1. Participates in the discussion. 2. Ask questions where necessary. 3. Copy notes.	Chalkboard.	Students to: 1. write the role of the secretary in a meeting. 2. lists the major role.
11	REVISION						
12	EXAMINATION						

**OFFICE PRACTICE
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SECOND TERM**

THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Communication : report writing, meeting of report writing; types of report writing.	Students should be able to: 1. explains the meaning of report writing. 2. mention the types of reports writing.	1. Meaning of report writing. 2. Types of report writing. - Formal report - Informal report.	1. Explains report writing. 2. Discusses types of reports.	1. Writes notes from chalkboard. 2. Participates in discussion on types of reports.	1. Specimen of a written report. 2. Visits to any ongoing trade fair or manufacturing company.	Students to: 1. explains report writing. 2. lists two types of reports.
2.	Procedures for writing report.	Students should be able to: identify the procedures for writing report.	Participates for writing report. - Terms of reference. - Format. - Observation. - Summary. - Recommendation(s)	1. Guides students in discussing the procedures for report writing. 2. Gives assignment on report writing.	1. Participate in discussion on procedures for report writing. 2. Carryout teacher's assignments on report writing.	1. Chalkboard 2. Specimen of a written report.	Students to: 1. mention the procedures for writing reports. 2. writes a reports of your visits to a trade fair or a manufacturing concern.
3.	Importance of writing report.	Students should be able to: states the importance of writing report.	Importance of writing report.	1. Explains the importance of report writing. 2. Assigns students to attend a trade fair or any ongoing business activity with a view to writing a report.	1. Take notes on importance of report writing. 2. Show written assignment on report on trade fair.	Chalkboard.	Students to: states the importance of writing reports.
4.	Sources of information 1. definition of information, types of information.	Students should be able to: 1. define information. 2. mentions types of information.	1. Definition of information. 2. Types of information.	1. Defines information. 2. Discusses types of information.	1. Writes down definitions. 2. Participates in discussion on types of information.	1. Magazines. 2. Newspaper. 3. Journals.	Students to: 1. defines information. 2. lists three types of information.

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THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Sources of information. (2). periodicals. - internets. - radio. - textbooks. - yellow pages. - maps.	Students should be able to: identify sources of information.	Sources of information periodicals. - Internets. - Radio - Textbooks - Yellow pages. - Maps.	1. Explains sources of information. 2. Copy note on the board.	1. Students Listen attentively. 2. Writes down explanation. 3. Ask question where necessary.	1. Computer 2. Mobile phone. 3. Television etc.	Students to: 1. states four sources of information 2. demonstrates the uses of two sources of information.
6.	Sources of information: (3). Roget - thesaurus. - telephone directory - post office directory. - dictionary. - diaries etc.	Students should be able to: lists and explains the sources of information.	Sources of information. - Roget - Thesaurus. - Telephone directory - Post office directory. - Dictionary. - Diaries etc.	1. Leads in discussion on the sources of information. 2. Gives assignment to students to 3. Demonstrates the uses of three sources of information.	1. Participates in the discussion. 2. Copy note. 3. Submit their assignment to the teacher.	1. Chalkboard. 2. Magazines. 3. Journals 4. Computer. 5. G.S.M	Students to: 1. writes short note on four sources of information. 2. writes a price of information.
7.	Uses of information.	Students should be able to: states the uses of information.	Uses of information. - Planning. - Decision making. - Future reference etc.	1. Explains the uses of information. 2. Ask students questions. 3. Lists four uses of information.	1. Listens attentively. 2. Copy the notes. 3. Participates in the discussion on the uses of information.	1. Chalkboard. 2. Textbooks.	Students to: 1. states three uses of information. 2. writes short note on two uses of information.

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THEME 3: OFFICE COMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Storage of information.	Students should be able to: 1. states how information can be stored. 2. lists the machine or equipments used for storage of information.	Storage of information. - Files. - Tapes-disc - Electronic. - VCD/DVD, - Flash drives. - Floppy disc etc.	1. Explains how information can be stored. 2. Lists the equipments or machines uses for information storage.	1. Listens attentively. 2. Copy notes on the storage of information. 3. Lists the equipment or machines use for storage of information.	1. Chalkboard. 2. Textbooks. 3. Files. 4. Tapes-disc. 5. Electronic. (VCD/DVD. 6. Flash drives. 7. Floppy disc etc.	Students to: 1. writes short note on the storages of information. 2. lists the equipments for storage of information.
9	REVISION AND EXAMINATION						

**INSURANCE
SS III
FIRST TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Special Features of life assurance	Students should be able to: 1. explain the meaning of life assurance. 2. list and explains the features of life assurance.	1. Meaning of life assurance. 2. Features of life assurance.	Explains: 1. meaning of life assurance. 2. features of life assurance.	1. Participate in the discussion. 2. Copy note from chalkboard.	-Chalkboard -Textbook	Students to: 1. define life assurance. 2. state the special features of life assurance.
2	Reasons/ benefits of life assurance	Students should be able to: 1. highlight the benefits of life assurance 2. distinguish between life and non-life assurance	1. Benefits of life assurance 2. Difference between life and non-life assurance.	Explains: 1. The benefits of life assurance 2. Difference between life and non life assurance	1. Participate by listening and asking questions. 2. Copy notes from chalkboard.	-Chalkboard -Textbook	Students to: 1. outline the benefits of life assurance. 2. differentiate between life an non life assurance.
3.	General uses of life assurance I	Students should be able to explain the uses of life assurance as to: 1. educating one's children 2. provision for retirement. 3. investment	1. Educating one's children 2. Provision for retirement. 3. Investment	Explains the uses of assurance to: 1. educating one's children. 2. provision for retirement. 3. investment	1. Participate in the discussion 2. Copy notes from chalkboard.	-Chalkboard -Textbook	Students to: 1. explain the uses of life assurance to needs of the following: i. education of children. ii. provision for retirement iii. investment.

**INSURANCE
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FIRST TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	General uses of life assurance II	Students should be able to: 1. explain the uses of life assurance as it relates. Collateral, monetary estate and protection	1. Collateral 2. Monetary estate 3. Protection	Explains the uses of life assurance to: a. collateral b. monetary estate c. protection.	1. Participate in the discussion. 2. Copy notes from chalkboard.	-Chalkboard -Textbook	Students to: 1. explain the uses of life assurance to a. collateral 2. monetary estate 3. protection.
5.	Underwriting and reinsurance	Students should be able to: 1. define underwriting and underwriter 2. explain reinsurance 3. state advantages of reinsurance	1. Meaning of underwriting and reinsurance 2. Advantages of reinsurance 3. Reasons why insurance companies reinsure	1. Differentiates between underwriting and reinsurance. 2. Outlines the advantages of reinsurance. 3. Explains reason for reinsuring.	1. Participate in the discussion. 2. Copy notes from chalkboard.	-Chalkboard -Textbook	Students to: 1. differentiate between underwriting and reinsurance. 2. state advantages of reinsurance. 3. outline any two reasons for reinsuring.
6	Insurance market	Students should be able to: 1. define insurance market 2. distinguish between insurance sellers and buyers 3. give examples of insurance sellers and buyers.	1. Meaning of insurance market 2. Insurance sellers 3. Insurance buyers	Explains insurance market. 1. Meaning of insurance market. 2. Insurance sellers and buyers. 3. Gives examples of insurance sellers and buyers.	1. Listen and ask questions. 2. Copy note from the chalkboard.	-Chalkboard -Textbook	Students to: 1. define insurance market. 2. differentiate between insurance sellers and buyers with examples.

**INSURANCE
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FIRST TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Insurance intermediaries I	Students should be able to: 1. classify insurance intermediaries 2. define insurance agent 3. list and explain the types of insurance agents	1. Classification of insurance intermediaries 2. Meaning of insurance agents 3. Types of insurance agents	1. Classify insurance intermediaries 2. Defines insurance agent 3. Explains the types of insurance agents	1. Participate in the discussion 2. Copy notes from chalkboard	-Chalkboard -Textbooks -Costumes	Students to: 1. classify insurance intermediaries 2. define insurance agents 3. differentiate between part time agent and full time agent
8.	Insurance intermediaries II	Students should be able to: 1. define insurance broker 2. differentiate between insurance brokers and agents 3. outline the roles of brokers and agents	1. Insurance brokers 2. Differences between agents and brokers 3. Roles/functions of agents and brokers	1. Defines insurance broker 2. Explains the differences and roles of brokers and agents	1. Participate in the discussion 2. Copy notes from chalkboard	Chalkboard Textbooks Costumes	Students to: 1. define insurance brokers 2. in a tabular form distinguish between and agent and broker. 3. state the roles of agents and brokers
9	Insurance supporting services	Students should be able to: 1. explain the meaning of insurance supporting services 2. list insurance supporting services.	1. meaning of insurance supporting services. 2. roles of supporting services.	1. Explains the insurance supporting services 2. State their roles	1. Participate by listening 2. Copy notes from chalkboard	Chalkboard Textbooks	Students to: 1. define insurance supporting services 2. list insurance supporting services.

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SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Procedures of insurance contract.	Students should be able to: Explain the procedures of insurance contract with reference to: i. inquire ii. proposal form iii. premium iv. cover note v. insurance policy vi. the parties involved.	Procedures of insurance contract.	Explains the procedures of insurance contract.	1. Participate in the discussion. 2. Copy notes from chalkboard.	Chalkboard Textbooks	Students to: explain the procedures of insurance contract.
11	REVISION						
12	EXAMINATION						

**INSURANCE
SS III
SECOND TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Nigeria Insurer Association (NIA)	Students should be able to 1. state purpose 2. role 3. membership of Nigerian insurer association	1. Meaning of Nigeria insurer association. 2. Purpose of the association. 3. Role of the association. 4. Membership requirement of the association.	Explains: 1. meaning of the association. 2. purpose and role of the association. 3. membership requirements of NIA.	Listen and copy notes from the chalkboard.	-Chalkboard -Textbooks	Students to: 1. explain the meaning and purpose of setting up the association. 2. state the roles of NIA. 3. list three membership requirement.
2.	Nigerian Council of Registered Insurance Broker (NCRIB)	Students should be able to: 1. briefly explain the meaning of NCRIB. 2. state the purpose and roles of NCRIB. 3. state membership requirement.	1. Meaning of NCRIB. 2. Purpose of NCRIB. 3. Role of NCRIB. 4. Membership of NCRIB.	1. Discusses the meanings of NCRIB. 2. Explains the purpose and functions of NCRIB. 3. Discusses membership of NCRIB.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	-Chalkboard -Textbooks	Students to: 1. state the purpose of NCRIB. 2. state the functions and membership of NCRIB.
3.	Institute of Loss Adjusters of NIGERIA (ILAN)	Students should be able to: 1. give the meaning of ILAN. 2. list the functions of ILAN. 3. state the membership of ILAN.	1. Meaning of ILAN. 2. Establishment and role of ILAN. 3. Membership of ILAN.	Explains: 1. meanings and establishment of ILAN. 2. the membership requirements of ILAN. 3. demonstrates the roles of loss adjusters.	1. Participate in the discussion. 2. Listen and observe the teacher's demonstration.	Chalkboard Textbooks, materials use for adjustment e.g. tape, ruler, pencil etc.	Students to: 1. state the meaning of ILAN. 2. explain the establishment and role of ILAN. 3. state the membership of ILAN.

**INSURANCE
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SECOND TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	National Insurance Commission (NAICOM)	Students should be able to: 1. explain the regulatory body of NAICOM. 2. mention when it was established 3. state the functions of NAICOM.	1. NAICOM as a regulatory body. 2. When it was established. 3. Functions of NAICOM.	Introduces a resource person (Insurance Personnel) to discuss the operations of NAICOM.	Listen and participate in the discussion	Resource person, specimen documents e.g. registration certificate	Students to: 1. state operations of NAICOM 2. list regulatory functions of NAICOM
5.	Chartered Insurance Institute of Nigeria (CIIN)	Students should be able to: 1. state when CIIN was established. 2. state two requirement for establishment 3. List the functions of CIIN	1. Establishment of CIIN 2. Functions of CIIN	Explains: 1. Establishment of CIIN 2. Functions of CIIN	1. Participate in the discussion of CIIN 2. Copy note from the chalkboard	Chalkboard Textbook	Students to: 1. outline the requirement after the establishment of CIIN 2. list three functions of CIIN
6.	Common Insurance Terminologies I	Students should be able to: 1. list some common terminologies used in insurance. 2. state their meanings	Common terminologies. - Concealment - Disclosure - Days of grace - Ex-gratia payment - Extra premium - Endorsement - Excepted subject matter of insurance - Under insurance - Subject matter of contract	Explain eh terminologies	1. Participate in the discussion 2. Copy notes from chalkboard	Textbooks	Students to: 1. list five terms used in insurance 2. state their meanings

**INSURANCE
SS III
SECOND TERM**

SUB THEME: GENERAL INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Common Insurance Terminologies II	Students should be able to: 1. familiar with insurance terminologies	Other insurance terminologies - Return of premium, - Actuary - Proposal form - Cover note - Insurance policy - Surrender value - Insurer - Insured - Jettison - Brown card - Barratry etc	Explain other terminologies	1. Listen and participate in the discussion. 2. Copy notes from the chalkboard	Chalkboard textbooks	Students to: 1. familiar with insurance terminologies
8.	Excursion	Students should be able to visit any insurance company within or outside their locality	1. Insurance companies 2. Itemize their experiences from the visit	1. Assists students to the excursion 2. Emphasizes on their experience from the visit	Visit to an insurance company	Excursion	Students to: 1. narrate their experiences on their visit to an insurance company
9.	REVISION AND EXAMINATION						

AUTO BODY REPAIR AND SPRAY PAINTING
SS III
FIRST TERM

THEME: SAFETY RULES AND REGULATION IN AUTO BODY REPAIR AND SPRAY PAINTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Factory acts on safety rules and regulations	Students should be able to: state hazardous waste acts.	1. 1984 amended resource conservation recovery act. 2. Environmental protection agency regulations.	Guides students to: 1. lists hazardous waste acts. 2. explains hazardous waste acts.	List hazardous waste acts 2. Explain hazardous waste acts.	Factory act manual chart, picture etc.	Students to: 1. list two hazardous waste acts. 2. briefly explain the hazardous waste acts listed.
2	Waste disposal	Students should be able to: 1. dispose hazardous waste. 2. recycle hazardous waste. 3. identify best hazardous waste container. 4. describe solvent recovery system.	1. Hazardous waste disposal 2. Hazardous waste recycling. 3. Solvent recovery system.	1. Guides students on how to dispose hazardous waste 2. Guides students on how to recycle hazardous waste 3. Leads students to identify the best hazardous container. 4. Discusses solvent recovery system.	1. Demonstrate how to dispose hazardous waste. 2. Demonstrate how to recycle hazardous waste. 3. Identify the best container for collecting hazardous waste. 4. Discusses solvent recovery system.	Waste, waste container, charts.	Students to: 1. dispose hazardous waste. 2. recycle hazardous waste 3. identify best hazardous container. 4. describe solvent recovery system.

AUTO BODY REPAIR AND SPRAY PAINTING
SS III
FIRST TERM

THEME: SAFETY RULES AND REGULATION IN AUTO BODY REPAIR AND SPRAY PAINTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: AUTO BODY REPAIR MACHINES							
3	Machines I	Students should be able to: 1. define a machine. 2. identify the machines used in auto body repair workshop. 3. state advantages and disadvantages of machines. 4. state the uses of machines in auto body repair workshop.	1. Definition of machine. 2. Identification of different types of machine 3. Uses of the different types of machine. 4. Advantages and disadvantages of machines.	Guides students to: 1. defines machine. 2. identifies various types of machine used in the auto body repair workshop. 3. states the uses of different types of machine in auto body repair workshop. 4. states advantages and disadvantages of machine..	1. Define a machine. 2. Identify various types of machines in auto body repair workshop. 3. State the uses of different types of machine. 4. Write out the advantages and disadvantages of machine.	1. Chalkboard, power jack, compressor drilling machine etc.	Students to: 1. define a machine 2. identify three machines in auto body repair workshop. 3. state the uses of three named machines in auto body repair workshop. 4. state two advantage and two disadvantage of machine.
4	Machines II	Students should be able to: 1. operate different machines in the auto body repair workshop. 2. state three safety precautions to be observed when using a machine.	1. Operation of different types of machine in the auto body repair workshop. -Power jack -Trolley jack -Drilling machine -Air compressor etc. 2. General safety precautions on use of machines.	1. Guides students to operate different types of machines in the auto body repair workshop. 2. Ensures that students observe safety precautions when operating machines.	1. Participate in the operation of different types of machine in the auto body repair workshop. 2. Observe some safety precautions when operating machines.	1. Different types of machine e.g. power jack, trolley jack, compressor, drilling machine.	Students to: 1. operate power jack. 2. operate trolley jack. 3. operate drilling machine. 4. operate compressor 5. state three safety precautions to be observed when operating a machine.

AUTO BODY REPAIR AND SPRAY PAINTING
SS III
FIRST TERM

THEME: SAFETY RULES AND REGULATION IN AUTO BODY REPAIR AND SPRAY PAINTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Maintenance of machines (routine maintenance).	Students should be able to: 1. define routine maintenance. 2. carry out routine maintenance in machines used in the auto body repair workshop.	1. Purpose of machine maintenance. 2. Routine maintenance 3. Carrying out routine maintenance on machines.	1. States the purpose of machine maintenance. 2. Guides students to define routine maintenance. 3. Assists students to carry out routine maintenance on different types of machine used in the auto body repair workshop.	1. Discuss the purpose of machine maintenance. 2. Define routine maintenance. 3. Carry out routine maintenance on some machines used in the auto body repair workshop.	1. Different machines e.g. power jack, compressor, drilling machine etc.	Students to: 1. define routine maintenance. 2. carry out routine maintenance on -power jack -trolley jack. -drilling machine -air compressor.
6	Maintenance of machines (predictive maintenance)	Students should be able to: 1. define predictive maintenance. 2. carry out predictive maintenance on machines used in auto body repair workshop.	1. Predictive maintenance. 2. Carrying out predictive maintenance on machines used in the auto body repair workshop.	Guides students to: 1. defines predictive maintenance. 2. carries out predictive maintenance on machines used in the auto body repair workshop.	1. Participate in defining predictive maintenance. 2. Take part in carrying out predictive maintenance on machine used in the auto body repair workshop.	Different machines used in the auto body workshop.	Students to: 1. define predictive maintenance. 2. carry out predictive maintenance on given machines.

AUTO BODY REPAIR AND SPRAY PAINTING
SS III
FIRST TERM

THEME: SAFETY RULES AND REGULATION IN AUTO BODY REPAIR AND SPRAY PAINTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Maintenance of machines (corrective maintenance)	Students should be able to: 1. define corrective maintenance. 2. carry out corrective maintenance on machines use in the auto body repair workshop.	1. Corrective maintenance (definition). 2. Carrying out corrective maintenance on machines.	1. Guides students in defining corrective maintenance. 2. Guides students to carry out corrective maintenance on machines used in the auto body repair workshop.	1. Participate in defining corrective maintenance. 2. Take part in carrying out corrective maintenance on machines used in auto body repair workshop.	Different types of machines used in the auto body repair workshop.	Students to: 1. define corrective maintenance. 2. carry out corrective maintenance given machines.
THEME: AUTO BODY REPAIR							
8	Aluminum panel repair	Students should be able to: 1. list step for aluminum panel repair. 2. prepare and align damaged aluminum panels. 3. repair aluminum deck lid with oxy-acetylene welding torch.	1. State involved in aluminum panel repair. 2. Repair and alignment of damaged aluminum panel guide. 3. Aluminum deck lid repair procedure.	Guides students to: 1. lists and explain steps for aluminum panel repair. 2. demonstrates how to repair and align aluminum panel. 3. demonstrates how to repair aluminum deck lid	1. List steps for aluminum panel repair. 2. Participate in the repair and aligned aluminum panel. 3. Participate in the repair of damaged aluminum deck lid.	1. Aluminum panel, deck lid, tension plate body spoon, dolly, hammer, orbital sanders etc.	Students to: 1. list steps involved in aluminum panel repair. 2. repair a given damaged aluminum deck lid. 3. repair and align a damaged aluminum panel.

AUTO BODY REPAIR AND SPRAY PAINTING
SS III
FIRST TERM

THEME: SAFETY RULES AND REGULATION IN AUTO BODY REPAIR AND SPRAY PAINTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Plastic repair	Students should be able to: 1. state the two types of plastic in use. 2. identify the two types of plastic. 3. carry out repair on plastic by welding. 4. state safety precautions when repairing plastic.	1. Types of plastic. -Thermosetting -Thermoplastic 2. Repair of plastic by welding. 3. Safety precautions to be observed when repairing plastic.	Guides students to: 1. states two types of plastic. 2. differentiates the two types of plastic. 3. identifies the two types of plastic. 4. demonstrate two to repair plastic by welding. 5. ensures observation of safety precautions by students.	1. Participate in the discussion of the two types of plastic. 2. Participate in identification of the two types of plastics 3. Carry out repair on plastic by welding. 4. Observe safety precautions	Plastic welder, thermosetting plastic, thermoplastic.	Students to: 1. state the two types of plastic. 2. identify the two types of plastic. 3. carry out repair on plastic by welding. 4. state three safety precautions to be observed when carry out repair on plastic.
10	Fibre glass panel repair	Students should be able to: describe a fibre glass panel. identify fibre glass panel list the steps to follow when repairing fibre glass panel. carry out repair on fibre glass panel. 5. observe safety rules when repairing fibre glass panel.	Fibre glass panel. Identification of fibre glass panel Procedure for repairing fibre glass panel. Repairing a fibre glass panel.	Guides students to: describes fibre glass panel. identifies fibre glass panel. writes out the steps to follow when repairing fibre glass panel. carries out repair on fibre glass panel 5. observes safety precautions when repairing fibre glass panel.	Part takes in the description of fibre glass panel. Identify fibre glass panel. Write out the steps to follow when repairing fibre glass panel Carry out repair on fibre glass panel. 5. Observe safety precautions when repairing fibre glass panel.	Fibre glass panel, workshop manual etc.	Students to: describe fibre glass panel. identify fibre glass panel. list the steps to follow when repairing fibre galss panel. carry out repair on a given fibre glass panel. 5. state three safety precautions to be observed when repairing fibre galas panel.
REVISION AND EXAMINATION							

AUTO BODY REPAIR AND SPARY PAINTING
SS III
SECOND TERM

THEME: AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Auto body panel adjustment (Doors)	Students should be able to: 1. state reasons for auto body panel adjustment. 2. list the operations to be carried out during motor vehicle doors adjustment. 3. carry out adjustment on motor vehicle doors.	1. Reasons for auto body panel adjustment. 2. Operations to be carried out when carrying out adjustment on motor vehicle doors.	Guides students to: 1. states reasons for auto body panel adjustment. 2. lists the operations to be carried out when adjusting motor vehicle door. 3. carries out adjustment on a motor vehicle door.	1. State reasons for carrying out auto body panel adjustment. 2. List the operations to be carried out when adjusting a motor vehicle door. 3. Carry out adjustment on a motor vehicle door.	1. Motor vehicle body with doors, hammers, punches, manufacturer's manual etc.	Students to: 1. state four reasons for auto body panel adjustment. 2. write out the operations to be carried out when carrying out adjustment or motor vehicle door. 3. carry out adjustment on the door of a given vehicle.
2	Auto body panel adjustment (Fender)	Students should be able to: 1. identify a fender on a given motor vehicle. 2. state reasons for adjusting a fender. 3. list out the step to follow when adjusting a fender. 4. carry out adjustment on the fender of a given motor vehicle.	1. Fender identification. 2. Reasons for fender adjustment. 3. Steps to be followed when carrying out adjustment on the fender of a motor vehicle. 4. Carrying out adjustment on the fender of a motor vehicle.	Guides students to: 1. identifies a fender on a motor vehicle. 2. states reasons for a fender to be adjusted. 3. writes out the step to be followed when carrying out adjustment on the fender of a motor vehicle. 4. carries out adjustment on the fender of a given motor vehicle.	1. Identify the fender of a motor vehicle. 2. State reasons for the fender to be adjusted 3. List out the operations to be carried out when adjusting a fender of a motor vehicle. 4. Carry out adjustment on the fender of a given motor vehicle.	Motor vehicle with fender, hammers, manufacturer's manual etc.	Students to: 1. identify a fender on a given vehicle. 2. state three reasons for adjusting a fender. 3. list out the steps to be followed when adjusting a fender. 4. carry out adjustment on the fender of a given motor vehicle.

AUTO BODY REPAIR AND SPARY PAINTING
SS III
SECOND TERM

THEME: AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: AUTO BODY SPRAY PAINTING							
3	Types of paint.	Students should be able to: 1. identify paints to be used on auto body. 2. identify and interpret manufacturer's paint code. 3. identify special paint used on car body. 4. state reasons for using special paint on car body.	1. Identification of paint 2. Importance of manufacturer's paint code. 3. Identification of special paints. 4. Importance of special paints.	Guides student to: 1. identifies types of paint used on auto body. 2. interprets the manufacturer's paint code. 3. identifies special paints. 4. states reasons for using special paints on car body.	1. List types of paint used on cars by vehicle manufacturers. 2. Read manufacturer's paint code and interpret it. 3. Identify special paints and give reasons for using them.	Paints and manufacturer's code.	Students to: 1. identify paints to be used on auto body. 2. identify and interpret manufacturer paint code. 3. name and identify two special paints used on car body. 4. give two reasons for use of special paints on car body.
4	Matching paints	Students should be able to: 1. briefly explain what is meant by matching paints. 2. identify the factory paint on the auto body. 3. determine the colour of paint to be used 4. match paints colour to obtain new colour.	1. Paints matching 2. Matching lacquer. 3. Manufacturer's paint code.	Guides students to: 1. identifies the original paint colour on a car body. 2. explains matching paints. 3. determines the colour of paint to be used. 4. demonstrates how paints are compared to match with the factory paint. 5. interprets the manufacturers.	1. Explain what matching paint is. 2. Participate in identifying the paint originally used in the car body. 3. Participate in comparing factory paint to match. 4. Part takes in interpreting the manufacturer's manual.	Variety of paint, manual.	Students to: 1. Briefly explain what is meant by matching paint. 2. Identify the factory paint on auto body. 3. Determine the colour of paint to be used. 4. Match paints colour to obtain a new colour.

AUTO BODY REPAIR AND SPARY PAINTING
SS III
SECOND TERM

THEME: AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Matching colours	Students should be able to: 1. determine the original factory colour used on the car body. 2. state reasons for matching colour. 3. state guides that aid selection of matched colours.	1. Matching the original factor colour last used on the car body 2. Matching colour code.	Guides students to: 1. determines factory colour. 2. determines last colour used on the car body. 3. states the guides that aid selection of matched colours.	1. Participate on determining the original body colour. 2. Take part in discovering the last colour used on the car body. 3. List the guides that aid obtaining matched colour.	Car, body, chart, pictures, colour code etc.	Students to: 1. determine the original factory colour used on the car body. 2. state the reason for matching colour. 3. state three guides that aid selection of matched colours.
6	Metallic paint	Students should be able to: 1. identify the two variables agents when applying metallic paint. 2. master the metallic paint spray techniques. 3. determine which drying processes is most appropriate.	1. Explanation of what metallic paint is. 2. Variable agents (flakes and pigment). 3. Metallic sprays techniques. -Wet spray -Dry spray 4. Quick and slow drying process.	Guides students to: 1. lists and explain variable agents of metallic paint. 2. masters the spraying techniques 3. determines which drying process is appropriate.	1. List the variable agents of metallic paint. 2. Participate in the metallic paint spray operation technique. 3. Demonstrate drying process. 4. Participate in selecting the best drying process.	Flakes, pigments, spray gun, drying agent etc.	Students to: 1. identify the two variable agents when applying metallic paint. 2. describe wet spraying and dry spraying. 3. determine when quick drying process is to be used. 4. when is slows drying process is to be used.

AUTO BODY REPAIR AND SPARY PAINTING
SS III
SECOND TERM

THEME: AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: SETTING UP AUTO BODY REPAIR WORKSHOP							
7	Siting an auto body repair workshop.	Students should be able to: list the factors to be considered before siting an auto body repair workshop.	1. Factors to be considered before siting an auto body workshop. -Land -Road -Tools, machines and equipment -Environment etc.	Guides students to: 1. lists factors to be considered before siting an auto body repair workshop. 2. discusses each factor.	1. List factors to be considered before siting an auto body repair workshop. 2. Take part in the discussion of each factor.	Chalkboard, charts and pictures	Students to: 1. list four factors to be considered before siting an auto body repair workshop. 2. briefly explain the factors.
8	Designing an auto body repair workshop	Students should be able to: state the factors to be considered when designing an auto body repair workshop.	Factors to be considered when designing an auto body repair workshop. - Size of land - Number of office - List of tools machines and equipment - Ventilation.	Guides students to: 1. states the factors to be considered when designing an auto body repair workshop. 2. discusses each factor.	1. Participate in stating the factors to be considered when designing an auto body repair workshop. 2. Take part in the discussion of the factors stated.	Charts, pictures and chalk boards office equipment, machines and equipment, power tools etc.	Students to: 1. state four factors to be considered when designing an auto body repair workshop. 2. briefly explain each factor stated.
9	REVISION AND EXAMINATION						

AUTO MECHANICALWORK
SS III
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Routine maintenance of the chassis	Students should be able to: 1. identify types of chassis bracket. 2. identify and select appropriate tools/equipment for maintenance of chassis.	1. Methods of chassis joints: i. permanent joint ii. temporary joints. 2. Method of supporting various components to the chassis. i. engine mountings, suspension unit, rubber pads etc. 3. Chassis alignment. 4. Maintain and adjust couplings.	1. Explains the procedure of joining. 2. Identifies the methods of supporting various components to the chassis. 3. Explains and carries out chassis alignments process. 4. Explains coupling devices.	1. Examine and observe method of supporting various components to the chassis. 2. Examine methods of supporting/joining chassis. 3. Observe and practice the procedures involve in alignment process.	1. Live vehicle. 2. Complete vehicle chassis. 3. Charts and posters. 4. Hammers, spanners etc.	Students to: 1. state and explain two types of common use. 2. describe the procedure for checking vehicle chassis. 3. list the tools and equipment in carryout the vehicle chassis alignment.

THEME: AUTOMOBILE ENGINES

2	Engine	Students should be able to: 1. explain the constructional differences between gas turbine and wankel engine. 2. illustrate with sketches principles of operations in gas turbine. 3. state the firing order for different types of engine [4, 6 and 8 cylinders]. 4. decarbonizes the combustion chamber.	1. Gas turbine engine. 2. Wankel rotary engine. 3. Types of engine cylinder. 4. Combustion chambers. 5. Maintenance. 6.Overhauling - Decarbonization	1. Explains the operational sequence in gas turbine and wankel engine. 2. Lists and explains types of engine firing order. 3. Identifies types of combustion chambers. 4. Explains the term decarbonization.	1. Observe and examine the operational sequence in gas turbine and wankel engine. 2. Observe the procedure involved in determining firing orders. 3. Identify the types of combustion chambers. 4. Visit medium workshop.	1. Live vehicle. 2. Posters. 3. Charts.	Students to: 1. describe with the aid of sketches the operations of i. gas turbine ii. wankel rotary engine 2. state the firing order for a 4, 6 and 8 cylinder engine. 3. from the vehicle provided reconnect the high tension leads in the sequence and start engine. 4. de-carbonize the combustion chambers of the cylinder head provided.
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AUTO MECHANICALWORK
SS III
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TRANSMISSION SYSTEM							
3.	Fluid flywheel and transmission components I	Students should be able to: 1. explain the construction and operation of different types of gear box. 2. explain the principle of operation i. propeller shaft ii. universal joints iii. automatic transmission.	1. Fluid flywheel. 2. Gear box. 3. Propeller shaft. 4. Universal joint. 5. Rear axle.	1. Explains the operation and the constructional details of a fluid flywheel. 2. Explains the principle and operation layout and assemble of propeller shaft. 3. Testing propeller shaft for straightness [using dia indicator and vee block].	1. Make free hand sketches and label i. fluid fly wheel ii. Types of universal joints, gear box iv. Real axle	1. Live vehicle 2. Fluid flywheel 3. Propeller shaft 4. Universal joint 5. Tools 6. Posters	Students to: 1. with the aid of diagram draw and explain the operation of fluid flywheel. 2. describe the procedure for testing a propeller shaft for straightness. 3. state the function of universal joints.
THEME: FUEL AND EXHAUST SYSTEM							
4	Fluid flywheel and transmission components II	Students should be able to: 1. explain the construction, operation and adjustment of rear axle. 2. identify various tools and equipment for the removal, repair and adjustments of gear box. 3. state different types of gear in rear axle i.e. grown wheel, sun wheel planet gears and pinion.	1. Fluid flywheel. 2. Gear box. 3. Rear axle.	1. Explains the principle of synchronization and gear ration. 2. Dismantles, inspects and re-assembles a rear axle. 3. Dismantles, identifies and inspects parts [worn or rack] and re-assemble of components parts of the gear box.	1. Examine types of rear axle casing [split and banjo]. 2. Examine types of rear axle construction [live and dead]. 3. Identify and examine types of rear axle assembly i. semi-floating ii. three quarter floating. iii. fully floating	1. Rear axle. 2. Tools. 3. Posters. 4. Charts.	Students to: dismantle and inspect the component part of a rear axle.

AUTO MECHANICALWORK
SS III
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: SUSPENSION AND STEERING							
5	Suspension system/ maintenance	Students should be able to: carry out maintenance of suspension system.	Maintenance of suspension system.	1. Explains the need for suspension maintenance. 2. Carries out maintenance on suspension.	1. Participate in the maintenance. 2. State the need for maintenance.	1. Real object. 2. Suspension system. 3. Spanners, screw drivers, hammers 4. Charts and posters.	Students to: 1. enumerate the need for suspension maintenance. 2. remove and replace suspension system.
6	Steering system	Students should be able to: 1. explain types of springs. 2. explain the working principle of 1 above. 3. state the principle of operation of power assisted steering. 4. explain the function of reversible and in reversible steering. 5. carry out alignment setting on vehicle.	1. Power assisted steering. 2. Principle of operation and construction of a steering system. 3. Principle of operation of Ackerman, linkage. 4. Camber angle. 5. Castor angle. 6. Toe-in and toe out. 7. Icing pin. 8. Under steer and over steer.	1. Sketches and explains the principle of operation of the power steering. 2. Explains with the aid of sketches the principle of steering geometry. 3. Carries out wheel alignment testing.	1. Observe teachers demonstration and practice the sketches of steering geometry. 2. Observe and explain the principle of operation of manual steering power assisted steering.	1. Power assisted unit. 2. Types of suspensions. 3. Charts. 4. Posters.	Students to: 1. explain under steering and over steering. 2. what is toe in and toe out 3. explain with the aid of sketches i. camber angle ii. castor angle iii. carry out wheel alignment testing on the vehicle.
THEME: ENGIE LUBRICATION AND COOLING SYSTEM							
7	Additives	Students should be able to: 1. identify types of additives. 2. explain oil additives and their uses.	1. Oil additives. 2. Importance of oil additives.	1. Defines additives. 2. Explains types of additives. 3. States the reason for additives.	Listen to teacher explanation.	1. Oil 2. Charts 3. Posters	Students to: 1. distinguish between oil additives and engine oil. 2. list two types of additives.

AUTO MECHANICALWORK
SS III
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Types of cooling system	Students should be able to: 1. differentiate between air cooling and water cooling system. 2. carry out radiator flushing.	1. Air cooling system. 2. Water cooling system. 3. Comparison of air and water cooling system.	1. Explains the difference between air cooling system and water cooling system. 2. Demonstrates the operation of as grease gum. 3. Carries out flushing of a radiator.	1. Listen to teacher explanation. 2. Observe and demonstrate operation of grease gun. 3. Carry out radiator flushing.	1. Radiator 2. Grease gun 3. Charts and posters.	Students to: 1. distinguish between air cooling system and water cooling system. 2. perform the operation of flushing radiator.

THEME FUEL AND EXHAUST SYSTEM

9	Fuel pump	Students should be able to: 1. identification of fuel pump and electrical fuel pump. 2. explain the operation of electrical fuel pump and mechanical pump. 3. carry out maintenance of fuel pump.	1. Types of pumps. 2. Functions of fuel pump. 3. Advantages and disadvantages of mechanical and electrical fuel pumps. 4. Fuel pumps maintenance.	1. Displays specimen of types of fuel pump. 2. Dismantles and explains the parts in a fuel pump. 3. Emphasises the importance of each part.	1. Examine specimen of fuel pump types. 2. Carry out simple test of fuel delivery.	1. Live vehicle. 2. Types of fuel pumps.	Students to: 1. mention four parts of a mechanical fuel pump. 2. dismantle and name the parts in a fuel pump. 3. dismantle the mechanical fuel pump and inspect the following parts i. diaphragm ii. return spring iii. inlet and out let valve and re assemble the units.
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AUTO MECHANICALWORK
SS III
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Muffler and its design	Students should be able to: 1. identify muffler. 2. install the exhaust manifold pipes and mufflers. 3. fix appropriately the exhaust system.	1. Define muffler. 2. Functions and types of muffler.	1. Displays specimen of silencer unit. 2. Explains the importance of muffler in a silencer unit.	Examine various types of muffler.	1. Silencers 2. Mufflers 3. Charts and posters	Students to: 1. list types of muffler design. 2. state the importance of muffler in a silencer unit.
11	REVISION						
12	EXAMINATION						

AUTO MECHANICALWORK
SS III
SECOND TERM

THEME: BREAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Braking system. Faults tracing	Students should be able to: 1. identify various faults in the brake system. 2. explain various brake faults and their remedy. 3. rectify various brake faults.	1. Types of brake faults. 2. Remedy of faulty brakes.	1. Explains the meaning of brake faults. 2. Identifies various brake faults. 3. Demonstrates the effect of faulty brake in a vehicle. 4. Carries out maintenance of faulty brakes.	1. Participate in class/workshop activities. 2. Observe teachers demonstration and practice the techniques. 3. Observe various faults as identified. 4. Participate in the maintenance of faulty brakes.	1. Complete brake. 2. Tools and equipment. 3. Brake fluid. 4. Charts and posters.	Students to: 1. list and explain various brakes and their remedy. 2. state the causes of unbalanced brake. 3. carry out brake bleeding on the vehicle.
2	Anti-lock braking system [ABS]	Students should be able to: 1. explain anti-lock braking system. 2. state the advantages of anti-lock braking system over others.	1. Functions of anti-lock braking system. 2. Advantages and disadvantages of anti-lock braking system.	1. Explains the importance and the principle/operation of anti-lock braking system. 2. Demonstrates ABS. 3. Lists the components of ABS.	1. Examine and observe teachers demonstration. 2. Identify various ABS components.	Live vehicle with ABS.	Students to: state two advantages of ABS over other.
THEME: WHEELS AND TYRES							
3.	Wheels balancing	Students should be able to: 1. explain the importance of wheel balancing. 2. differentiate between types of rims.	i. Light alloy rims ii. Pressed steel disc iii. wire wheels.	1. Emphasizes on the importance of balancing. 2. Displays rims for identification. 3. Carries out wheel balancing and alignment.	1. Listen attentively and observe types of rims. 2. Observe wheels balancing and alignment.	1. Live vehicle. 2. Wheels balancing. 3. Wheel alignment gauge. 4. Balancing weight. 5. Posters. 6. Charts.	Students to: 1. explain the reasons for carrying out wheel balancing. 2. state the advantages of alloy rims over pressed steel disc. 3. carry out wheel alignment balancing of the vehicle.

AUTO MECHANICALWORK
SS III
SECOND TERM

THEME: BREAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Tyre balancing	Students should be able to: 1. explain the importance of tyre balancing. 2. interchanging tyres.	1. Interchanging tyres. 2. Types of tyre balancing.	1. Emphasizes the importance of tyre balancing. 2. Displays tyres for identification.	Observe the interchanging of tyre being carried out.	1. Tyre 2. Instrument used for removing tyres. 3. Wire brush 4.Charts 5. Posters	Students to: 1. explain the reasons for carrying out tyre balancing. 2. interchange the tyres of the vehicle.
THEME: ENTERPRNEURSHIP							
5.	Management I	Students should be able to: 1. define management. 2. explain the functions of management.	1. Definition of management i. planning ii. organizing iii. controlling iv. staffing v. directing /supervising.	1. Defines management. 2. Explains the functions of management.	Listen to the teacher and participate in class discussion.	Organizational chart of a business Organogram.	Students to: explain the term management.
6.	Management II	Students should be able to: explain the purposes of managing money, me, materials and machines.	Managing of resources and machines.	Explains the purpose of managing resources.	Listen to the teacher attentively and participate in class discussion.	Organizational chart of a business.	Students to: briefly explain reasons for managing resources.
7	Management III	Students should be able to: examine the concept of authority and responsibility in a business set up.	Concept of authority and responsibility in enterprises.	Explains the concept of authority and responsibility in a business set up.	Listen to the teacher attentively and participate in class discussion.	Organizational chart.	Students to: explain the concept of authority and responsibility in a business set up.

**AUTO MECHANICALWORK
SS III
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THEME: BREAKING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Enterprise	Students should be able to: 1. identify types of enterprise. 2. explain the objectives of automobile business organization.	1.Types of enterprise 2. Advantages and disadvantages of different types of enterprise in automobile e.g. - vulcanizing - suspension - brake -steering etc.	1. Lists and identifies types of business organization. 2. Emphasizes the objective of automobile business organization.	Listen to the teacher attentively and participate in class discussion.	Visit to different types of automobile business organization.	Students to: 1. explain types of business enterprises. 2. differentiate between auto mechanics establishment and business organization.
9	REVISION AND EXAMINATION						

AUTO MOBILE PARTS MERCHANDISING
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Electrical parts	Student should be able to: list electrical parts/components of an automobile	Electrical components/parts of automobile vehicle e.g. battery, alternator, ignition coil, bulbs, cut-out etc.	Lists the parts of electrical component	1. Listen 2. Observing the teacher 3. Ask question	1. Real object 2. Software 3. Lesson plan	Students to: list 10 electrical components of an automobile
2	Electrical parts identify the parts	Student should be able to: 1. identify the electrical parts 2. state the functions of the electrical parts	1. Physical identification of electrical components 2. Function of the parts	1. Demonstrates how to identify the components 2. States and explains the functions of electrical components	1. Listen 2. Observing the teacher 3. Ask questions	1. Real object 2. Software 3. Lesson plan	Students to: 1. demonstrate physically how to identify the following parts a. Alternator b. Kick starter 2. state 3 functions of any 3 components
3.	Wheel and Tyres	Student should be able to: 1. list types of wheel and tyres 2. identify types of wheel and tyres and their sizes	1. Types of wheels 2. Types of tyres 3. Wheel and tyres size	1. Lists and explains wheel tyres an size 2. Lists and explain tyre types and size. 3. Demonstrates how to identify wheel and tyres size.	1. Listen 2. Observing the teacher 3. Ask questions	1. Real object 2. Software 3. Lesson plan	Students to: list 3 types of wheel/rim and their sizes
4.	Wheel and tyres	Student should be able to: state the function of wheel and tyres	Function of wheel and tyres	Lists and explains function of wheel and tyres	1. Listen 2. Observing the teacher 3. Ask questions	1. Real object 2. Software 3. Lesson plan	Students to: state the function of tyres

AUTO MOBILE PARTS MERCHANDISING
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FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Steering system and its parts	Student should be able to: 1. identify the two tyres of steering e.g. manual and power assisted steering 2. list and identify the parts of steering system 3. state the function of the parts of steering system	1. Types of steering e.g. manual and power assisted steering. 2. Steering parts e.g. steering gear boxes, steering wheel, steering shaft tie rod etc.	1. Explains the two types of steering 2. Lists and identify parts of steering system 3. Explains the functions of the parts	1. Ask question 2. With the help of the teacher identify parts of steering 3. Take notes	Real object Software Lesson plan	Students to: 1. name the types of steering 2. list 6 parts of steering 3. state the function of steering
6	Braking system and its parts	Student should be able to: 1. identify types of brake 2. list the parts of brake 3. state functions of brake	1. Types of brakes e.g. drum and disc 2. Brake parts e.g. master cylinder wheel, cylinders parts, brake shoes brake ling etc. 3. Functions of the parts	1. Explains the two types of brake 2. List and identify parts of brake 3. Explains the functions of parts of brake	1. Listen 2. Ask questions 3. Identify parts 4. Take notes	Real object Software Lesson plan	Students to: 1. name the two types of brake 2. list 8 parts of brake 3. state the functions of brake parts.
7.	Lubrication system and its parts I	Student should be able to: 1. identify lubricating parts 2. list types of lubricant and their uses	1. Lubrication parts - Sump - Oil filter - Oil dump 2. Types of lubricants e.g. oil and grease - SAE 40, 60, etc - grease e.g. lithium base	1. Lists and identifies lubrication parts 2. States the types of lubricants and their uses	1. Observe the teacher 2. Identify parts physically 3. Ask questions	Real object Software Lesson plan	Students to: 1. list and identify 6 lubrication parts. 2. list 4 types of lubricants and their uses.

AUTO MOBILE PARTS MERCHANDISING
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FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Lubrication system and its parts II	Student should be able to: state the functions of lubrication parts	Function of the lubricating parts	Lists and explains the functions of the lubricating components	1. Listen 2. Observing 3. Ask question	Real object Software Lesson plan	Students to: state the functions of the lubrication parts such as sump, oil filter oil dump, oil ring etc.
9	Accessories	Student should be able to: 1. define accessories list and identify the accessories used on motor vehicle 2. state the function of the accessories	1. Definition of accessories 2. Accessories in auto mobile vehicles e.g. car, radio, wheel cover etc. 3. Functions of the accessories	1. Defines and explains the meaning of accessories 2. Lists and identifies the accessories practically using live motor vehicle 3. State the function of the accessories	1. Listen 2. Observing 3. Ask question 4. Take notes	Chalkboard Software Overhead Projectors Real object live motor	Students to: 1. define accessories 2. identify 4 accessories in a car 3. state two importance of good care/storage of accessories
10	Care of accessories	Student should be able to: 1. states types of care to be taken on accessories 2. list the importance of care/storage of accessories.	1. Type of care - cleaning - switch off when not in use - store away when not fixed 2. Importance of care/storage of accessories	1. Lists and explains types or ways of caring for accessories. 2. Lists the need for care.	1. Listen 2. Observing 3. Ask question	Chalkboard Software Overhead Projector	Students to: 1. list 4 ways to take care of accessories 2. state two importance of good care/storage of accessories
11	REVISION						
12	EXAMINATION						

AUTO MOBILE PARTS MERCHANDISING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Inventory	Students should be able to: 1. define inventory 2. explain the concept of inventory 3. explain how to take inventory	1. Definition of inventory 2. Concept of inventory 3. Types of inventory 4. Detail procedures of how to take inventory	1. Explains the concepts of inventory 2. Demonstrates procedures on how to take inventory 3. List types of inventory	1. Jotting 2. Observing 3. Ask questions	Charts Software on inventory	Students to: 1. define inventory 2. list the procedure for taking inventory
2.	Product sourcing	Students should be able to: 1. explain the meaning of product sourcing 2. list the different ways of sourcing product 3. state the need for product sourcing	1. Meaning of product sourcing 2. Ways/method of product sourcing 3. Need for product sourcing	1. Explains the meaning of product sourcing 2. Lists and explains ways of product sourcing 3. States the need for product sourcing	1. Listening 2. Writing 3. Note taking 4. Asking questions	1. Chalkboard 2. Lesson plan	Students to: 1. explain the meaning of product sourcing 2. list 3 ways of product sourcing
3.	Merchandise legislation	Students should be able to: 1. define legislation 2. explain the meaning of buyer and sellers protection 3. state enabling laws that will protect buyer and seller.	1. Definition of legislation 2. Meaning of buyer and seller protection 3. Enabling/protective laws for buyer and seller	1. Define legislation 2. Explains the meaning of buyer and seller protection 3. States and explains enabling and protective laws for buyers and seller	1. Jotting 2. Observing 3. Ask questions	Overhead Projector Lesson plan	Students to: 1. define legislation 2. explain the meaning of buyer and sellers right 3. state two enabling laws that will protect buyers and sellers

AUTO MOBILE PARTS MERCHANDISING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Record keeping	Students should be able to: 1. list types of record used in auto parts merchandising 2. state the function of each record 3. keep the various records used in auto part merchandizing shop.	1. Types of record - Sales ledge - store ledge 2. Function of type of record 3. Process of keeping the various records	1. Lists and explains the various records. 2. States the functions of each record. 3. Explains the process of keeping each record.	1. Listen 2. Ask question	Poster Charts Software on record keeping	Students to: 1. list types of record 2. explain the process of record keeping.
5.	Fund raising	Students should be able to: 1. define fund raising 2. list ways of fund raising 3. state process of fund raising	1. Definition of fund raising 2. Ways of fund raising e.g. through bank, loan co-operative society etc. 3. Process of fund raising	Explains fund raising and ways of raising fund.	1. Note taking 2. Listen 3. Ask questions	Poster Lesson plan Chalkboard	Students to: 1. define fund raising 2. list means of ways of fund raising 3. state process of fund raising
6.	Characteristics of a successful entrepreneur	Students should be able to: 1. list the characteristic of a successful entrepreneur 2. explain each of the characteristics listed above	Character of a successful entrepreneur e.g. accountability, confidence, drive honesty, risk taking, discipline etc.	Lists and explains the characteristics of a successful entrepreneur	1. Jot down note 2. Participate 3. Ask question	Lesson plan Chalkboard	Students to: state and explain 5 characteristics of a successful entrepreneur

AUTO MOBILE PARTS MERCHANDISING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Market Analysis	Students should be able to: 1. define market analysis. 2. list ways to analysis market state marker segment.	1. Definition of market analysis 2. Ways of market analysis e.g. population, income etc. 3. Market segment	1. Lists types of market analysis 2. Identify way of analysis 3. Define market segment.	1. Listen 2. Take note 3. Ask question	Chalkboard Software Projector	Students to: 1. define market analysis. 2. list ways to analysis market state marker segment.
8	Value pricing	1. define value pricing 2. list types of value pricing 3. state area of application	1. Definition of value pricing 2. Types of value pricing e.g. price cutting 3. Areas of application	1. Lists types of value pricing. 2. Define price cutting.	1. Listen 2. Take note 3. Ask question	Chalkboard Software Overhand project	Students to: 1. define value pricing 2. explain price cutting
9	REVISION AND EXAMINATION						

REFRIGERATION AND AIR CONDITION
SS III
FIRST TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Fault diagnosis and trouble shooting	Students should be able to: 1. state the different methods of diagnosing fault in refrigeration and air conditioning system. 2. select the appropriate method to diagnose fault in a given system. 3. effect repairs on faulty system. 4. trouble shooting a given system.	1. Different method of diagnosing fault; systematic method, trial and error observation. 2. Common faults in refrigeration system and their symptom: -leakage -dead system -dead compressor -ineffective cooling -electric shock etc.	1. Explains the different method of diagnosing fault in refrigeration and air conditioning system. 2. Lists common faults and their symptoms. 3. Demonstrates techniques for carrying out repairs in the system.	1. Participate actively in the class discussion. 2. Identify the common faults and symptoms. 3. Effect repairs on a given system. 4. Troubleshoot a given system.	Refrigerator, air-conditioner, repair kits, welding set etc.	Students to: 1. list at least three methods of diagnosing fault in refrigeration and air conditioning system. 2. Use the appropriate tools to effect repair on a dead air-conditioning system.
2	Temperature and pressure	Students should be able to: 1. state the effect of temperature, pressure and volume on refrigeration and air conditioning system. 2. state Gas law, Boyles law, Charles law and Dalton law. 3. demonstrate calculations involving gas law formulae.	1. Effect of temperature, pressure and volume in refrigeration and air-conditioning system. 2. Gas law, Boyle's law, Charles law, Dalton law. 3. Calculations involving general gas law formulae $P_1 V_1 = P_2 V_2$ $\frac{P_1}{T_1} = \frac{P_2}{T_2}$	1. Explains the effect of pressure, temperature, and volume in the refrigeration and air-conditioning system. 2. Explains Gas law, Boyles law Charles law, Dalton law. 3. Performs calculation involving general gas law formulae.	1. State the effect of temperature, pressure and volume in the refrigeration system etc. 2. State Gas law, Boyles law, Charles law, Dalton law. 3. Perform calculation involving general gas law formulae. 4. Plot various temperature scales.	Charts posters, diagrams log table rule, graph book.	Students to: 1. state the effect of temperature, pressure and volume on refrigeration system. 2. state general Gas law, Boyles law, Charles law and Dalton law. 3. Perform calculation using general gas law formulae.

REFRIGERATION AND AIR CONDITION
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THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Forms of refrigeration	Students should be able to: 1. list the forms of refrigeration. 2. state the application of various forms of refrigeration. 3. explain the principle of operation of absorption system. 4. state the function of the component and accessories.	1. Type and application of the various forms of refrigeration. 2. Principle of operation of forms of refrigeration system. 3. Functions of the components and accessories i.e. relay solenoid valves, capacitor, thermostat, etc. of absorption refrigeration system.	1. Explains types and application of forms of refrigeration e.g. absorption ice refrigeration, thermoelectric, solar refrigeration etc. 2. States functions of the components and accessories e.g. relay solenoid valves, capacitor.	1. Identify, and state the application of the various forms of refrigeration. 2. Explain the principle of operation of the various forms of refrigeration. 3. Identify and select accessories for refrigeration. 4. State the function of each accessory.	1. Chart showing forms of refrigeration. 2. Refrigeration and air-condition accessories e.g. relays, capacitors, valves thermostat etc.	Students to: 1. list at least four forms of refrigeration system. 2. explains the working operation of absorption refrigeration system. 3. state the uses of relays, capacitors and valves.
4	Liquid receiver and service valves	Students should be able to: 1. differentiate the types of liquid receivers and service valves (accumulator). 2. state the purpose and function of liquid receivers and service valves. 3. explain the principle of operation of liquid receiver and service valves. 4. service and repair liquid receiver and service valves.	1. Types purpose and function of liquid receiver and service values. 2. Principle of operation of liquid receiver and service values. 3. Servicing and repair procedure for liquid receivers and service values.	1. Displays type of liquid receiver and service values, explain their function and operation. 2. Demonstrates the installation, service and repair of liquid receiver and service values.	1. Identify types of liquid receivers and state their uses. 2. Explain the principle of operation of liquid receivers. 3. Install and repair liquid receiver and service values in the refrigerator system.	Evaporators, condenser, service valves, service tools, oxy-acetylene welding set, liquid receiver.	Students to: 1. list different types of liquid receivers. 2. explain the principle of operation of liquid receivers and service values. 3. write the procedures for installing a liquid receiver in a refrigeration system.

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THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Motors and generation	Students should be able to: 1. differentiate between motors and generators. 2. Identify different types of motors and generators and state their applications. 3. install motors and generators in cold rooms (mobile and stationary). 4. maintain both motors and generators in refrigeration system.	1. Types, function, operations and application of motors and generators. 2. Installation procedures of motors and generators. 3. Maintenance of motors, and generators in refrigeration system.	1. Displays motors and generators, types and explains their operations, functions and application. 2. Demonstrates how to install motors and generators in cold room system. 3. Demonstrates how to carry out regular maintenance on motors and generators of a refrigeration system.	1. Identify types of motors and generators. 2. Explain their operation functions and state the application of each. 3. Carry out the installation of motors and generators in a cold room. 4. Carry out regular maintenance of motor and generators.	1. Repair kit 2. Service kit 3. Set of spanners 4. Generators posters and chart showing motors and generations.	Students to: 1. state the difference between motors and generators. 2. list at least three types of motors. 3. diagnose the faults in a motor given to you and rectify the fault.
6	Cold room	Students should be able to: 1. explain the working principle of cold room. 2. state the procedures for installing cold room. 3. Estimate space cooling load of a cold room. 4. Explains factors affecting cold room operations.	1. Working principle of cold room. 2. Cold room installation procedures. 3. Space cooling load. 4. Factors affecting cold room operations.	1. Explains the working principles of a cold room. 2. States the procedures for installing cold room and demonstrate the installation. 3. Illustrates how to estimate the space cooling load. 4. Explain the factor affecting cold room operations.	1. Draw a line diagram showing the working principle of cold room. 2. State factors affecting the operation of a cold room. 3. Estimate space cooling load in a cold room. 4. Install a cold room.	1. Cold room 2. Service kit 3. Welding set.	Students to: 1. state the procedure for installing cold room. 2. estimate the space cooling load of a 7hp cold room.

REFRIGERATION AND AIR CONDITION
SS III
FIRST TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Maintenance and testing	Students should be able to: 1. list the types of tests and maintenance on a refrigeration system. 2. carry out tests and maintenance on refrigeration system.	1. Testing for -leakages -polarity -insulation -continuity -pressure -efficiency 2. Maintenance of compressors, evaporators, motors, condensers, valves, accumulators, contactors etc.	1. Lists and explain types of maintenance to be carried out in a refrigeration system i.e. preventive and breakdown maintenance. 2. Demonstrate how to test for leakages, polarity, insulation, continuity, pressure and efficiency, emphasizing the precautionary measure to be observed. 3. Identifies and demonstrate how to repair faults in compressors, evaporators, motors, and condenser.	1. State the types of maintenance to be carried out on a refrigeration system. 2. Carry out leakage, polarity, continuity, insulation, pressure and efficiency tests on a refrigeration system. 3. Maintain and repair compressor, evaporator, motor, condenser, valve, accumulator and contactors etc.	Auometer leakage testers, barometer vacuum pump compressor motors, generators evaporators service valves etc.	Students to: 1. state the procedure for testing for leakages and blockage in a refrigeration system. 2. state the difference between preventive, and breakdown maintenance. 3. carry out the breakdown maintenance. 4. carry out the breakdown maintenance of a given refrigeration system.
8	Business concepts	Students should be able to: 1. understand the concept of business enterprise and types of business. 2. state different source and types of finances.	1. Nature of business. 2. Sources of finance: loan, mortgage, shares, overdrafts, and savings. 3. Sole proprietorship partnership, limited liability etc.	1. Explains different forms of business. 2. Identifying and demonstrate a meaningful style of marketing. 3. Explain the source of finance for a business start up.	1. Participate effectively the discussion. 2. List the types and sources of financing a business. 3. Differentiate one form of business from the other e.g. sole proprietor and partnership.	Poster film books.	Students to: 1. list different types of business. 2. identify source of finance for business start up. 3. write a proposal for a business start up in refrigeration and air conditioning.

REFRIGERATION AND AIR CONDITION
SS III
FIRST TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Marketing	Students should be able to: 1. identifying a commercial means of productive marketing. 2. list, state and identify differences in marketing styles. 3. carry out a meaningful marketing style.	1. Types, functions of marketing styles. 2. Meaningful marketing at the least cost. 3. Marketing protocol and cost.	1. Explain the different types, functions and style of marketing. 2. Identifies and demonstrate a meaningful style of marketing. 3. Explain the need for marketing protocol, cost and implication.	1. List the different style, function of marketing. 2. Carry out an estimate of a meaningful marketing style.	Poster film.	Students to: carry out a commercial marketing process.
10	Accounting	Students should be able to: 1. understand the need for accounting. 2. list different accounting books and business records.	1. Principle of accounting. 2. The concept of business as a separate entity. 3. Ledger, trial balance and balance sheet.	1. Explains the principles of accounting. 2. Explains the concept of business as a separate entity. 3. Identifies and explains the use of the major books of accounting.	1. Explain the principle of accounting. 2. Explain the concept of business as a separate entity. 3. Identify list and explains the uses of the major books of accounting.	1. Cash book ledger trial balance. 2. Balance sheet.	Students to: 1. list the principle of accounting. 2. list the different accounting books.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

REFRIGERATION AND AIR CONDITION
SS III
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Pressure in a gas	<p>Students should be able to:</p> <ol style="list-style-type: none"> state the meaning of pressure. states Boyle's law and the formula for solving problem $P_1 V_1 = P_2 V_2$ and $P \propto \frac{1}{V}$ $P = \frac{c}{V}$ and c is a constant. uses experimental proof Boyles law to solve problem. plot a graph of Boyle's law pageants. 	<ol style="list-style-type: none"> Boyle's law statement. Boyle's experiment. Pressure in a gas. Graph of Boyle's law experiment. 	<ol style="list-style-type: none"> State Boyle's law of pressure of given mass of gas. Uses posters and diagram to guide classroom discussion. Use suitable demonstrations for students to distinguish between pressure and volume of a gas a given time (t). 	<ol style="list-style-type: none"> Participate in classroom discussion observe and describe changes takings place in the experiment. Draw graph of Boyle's law. 	<ol style="list-style-type: none"> Chalkboard Charts Posters Boyle's law apparatus material. 	<p>Students to:</p> <ol style="list-style-type: none"> define Boyles law. pressure in a gas. draw graph of Boyle's law.
2	<ol style="list-style-type: none"> Thermal expansion of gas. Absolute zero temperature 	<p>Students should be able to:</p> <ol style="list-style-type: none"> state the thermal expansion of in gases using experiment. read the thermometer column of temperatures of 40°C, 50°C → 100°C. draw graph of volume or length plotted against temperature. state the precautions of the experiment. 	<ol style="list-style-type: none"> Experiment to find the variation of volume with temperature at constant pressure. Absolute zero temperature. 	<ol style="list-style-type: none"> States the lowest temperature possible -273°C or about -273°C. To state that this temperature scale is called Kelvin temperature on this scale are sometimes called absolute temperatures or thermodynamic temperatures. 	Participate in classroom discussion and observed the temperature scale called absolute temperatures.	<ol style="list-style-type: none"> Charts Posters Chalkboard. Textbook Graph board. 	<p>Students to:</p> <ol style="list-style-type: none"> absolute zero scale. convert Celsius temperature to absolute temperature i.e. $\theta + 273 = T$

REFRIGERATION AND AIR CONDITION
SS III
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THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	i. The change of state ii. Melting points and freezing point.	Students should be able to: 1. state the meaning of change of state. 2. mention the changes that took place which they observe solid substance changes to liquid state the temperature increases. 3. distinguish between freezing and condensation or solidification. 4. explain fusion or melting.	Types of change of state 1. Fusion or melting. 2. Vapouration 3. Condensation 4. Freezing or solidification.	1. States the meanings of change of state. 2. Defines melting and freezing points. 3. Uses suitable demonstrations to explain melting and freezing point. 4. Uses cooling curve experiment to determine melting point.	1. Observe and describe the modes of change of state from solid to liquid to gas. 2. Identify the terms fusion, melting point, freezing point, vapouration, condensation etc.	1. Charts 2. Posters 3. Textbooks 4. Graph of cooling curve etc.	Students to: 1. explain the meaning of change of state. 2. describe the changes that take place between freezing and melting point. 3. plot a graph of cooling curve i.e. temperature vs time.
4	i. Evaporation ii. Cooling by evaporation including the refrigeration.	Students should be able to: 1. the process of evaporation. 2. meaning of evaporation. 3. list the five factors which influence the rate of evaporation. -temperature -pressure -area of the liquid -nature of liquid -wind and dryness.	1. Process of evaporation. 2. Cooling by evaporation. 3. Converting a liquid into vapour, when it is absorbed.	Uses chart to initiate classroom discussion of evaporation and cooling in terms of convection into vapour.	1. Identify evaporation and cooling. 2. List some factors of evaporation. 3. Explains that evaporation takes place at all temperatures.	1. Textbooks. 2. Charts. 3. Liquid of certain measurement.	Students to: 1. define cooling by evaporation and evaporation to solid. 2. list factors of vapouration: -temperature -pressure -nature of liquid -area of surface etc.

REFRIGERATION AND AIR CONDITION
SS III
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	i. Boiling ii. Effect of pressure and dissolved substances on boiling and freezing points.	Students should be able to: 1. define boiling 2. explains the process of heating a liquid before liquid evaporates. 3. explains boiling point and freezing point. 4. state some effects of pressure and dissolved substances on boiling and freezing point.	1. Boiling of liquid. 2. Transformation from liquid to vapour. 3. Evaporation increase at certain temperature. 4. Factors and effects of pressure on dissolved substances.	1. Uses experiment of boiling under reduced pressure to initiate and guide the classroom discussion on changes that occurs during boiling. 2. Uses demonstrations to explain freezing point.	1. Participate in classroom discussion. 2. Observe the water boiling under reduce pressure. 3. Identify and name the materials used for the experiment.	1. Retort stand. 2. Water 3. Heating materials. 4. Ice block 5. Charts, picture or poster. 6. Textbook etc.	Students to: 1. state the meaning of boiling. 2. mention four factor or effects of pressure and dissolved substances example -lowering of temperature. -lowering of freezing point. -regulation -lowering of melting point.
6	i. Latent heat ii. Specific latent heat and specific latent heat of fusion.	Students should be able to: 1. define latent heat. 2. explain latent heat of fusion. 3. define specific latent heat of fusion. 4. quote or state the formula of specific latent heat of vapouration of steam $-Q = M \times L$ and $L = \frac{Q}{M}$ -state its unit of measurement.	1. Latent heat 2. Changes that occurs during latent heat. 3. Specific latent heat. 4. Formula for latent heat or specific latent heat.	1. States and explain the meaning of latent heat. 2. States latent heat of fusion. 3. Performs an experiment for determination of latent heat of fusion of ice. 4. Writes down the symbol for calculation $M_1 = \text{mass of}$ $M_2 = Q_1 = M_3 = Q_2$ $Q_2 = (M_1 C_2 + (M_2 - M_2) \times (Q_1 - Q_2) \text{ and } (M_3 - M_2) + (M_3 - M_2) (w_{\theta_2}) \text{ etc.}$	1. Students participate in classroom discussion. 2. Observe and describes the changes that takes place during latent heat of ice.	1. Charts 2. The apparatus for the experiment -calorimeter boiling water. -text books etc.	Students to: 1. define latent heat. 2. state different latent heat and specific latent heat. 3. list the precautions of the experiment. 4. solve the problems of latent heat.

REFRIGERATION AND AIR CONDITION
SS III
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Common features of refrigerator	Students should be able to: 1. state features of refrigerator. 2. identify the common features associated with a refrigerator.	Features of refrigeration: evaporators, condenser, compressor refrigerant.	1. Identifies some features of a refrigerator. 2. Displays them for the students to see. 3. Asks some questions to the students while they answer.	1. Participate in classroom discussion. 2. Observe and describe changes that takes place in a refrigeration functioning.	1. Components parts 2. Compressor. 3. Evaporator 4. Condenser etc.	Students to: 1. explain meaning of refrigerant, a feature parts. 2. identify the common parts.
8	i. Charles law ii. Pressure law.	Students should be able to: 1. state Charles law. 2. convert temperature to absolute scale $\theta^{\circ}C$. Using $\frac{V_1}{T_1} = \frac{V_2}{T_2} = \frac{V_3}{T_3}$ 3. state the pressure law $(\frac{1}{273})$ i.e. $P\theta = P\theta(1 + \gamma\theta)$. 4. define pressure expansivity at constant volume. $\gamma = \frac{\text{change in pressure}}{\text{pressure } \theta^{\circ}\text{extemp.rise}}$	1. Charles law 2. Pressure law. 3. Cubic expansivity of a gas.	1. Uses charts to initiate students in class discussion on the Charles law and pressure law. 2. Guides students to solve problems on Charles law and cubic expansivity using their formular $\frac{V_1}{T_1} = \frac{V_2}{T_2}$ and $\gamma = \frac{V\theta - V}{V_0\theta} = 1/273/K$	1. Participate in classroom discussion. 2. States the different definition of the law. 3. Participate in solving problem on the chalkboard.	1. Chalkboard 2. Textbook 3. Charts.	Students to: 1. explain Charles law. 2. define pressure law. 3. state the formulars. 4. solve problems on the above topic.
9	REVISION AND EXAMINATION						

FABRICATION AND WELDING
SS III
FIRST TERM

SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Environmental pollution in (workshop) I	Students should be able to: list types and causes of environmental pollution.	Types and causes of environmental pollution: 1. air pollution 2. water pollution 3. noise pollution	Explains different causes and types of environmental pollution in the workshop.	Listen and write down note.	1. Charts 2. Videos 3. Clips	Students to: list at least 4 types of environmental pollution.
2	Environmental pollution in (workshop) II	Students should be able to: explain environmental pollution prevention measures.	Methods of preventing environmental pollution.	Explains how to prevent environmental pollution.	Write out environmental pollution prevention.	1. Charts 2. Videos 3. Clips	Students to: explain various environmental pollution prevention measures.
3.	Environmental pollution in (workshop) III	Students should be able to: 1. list different types and composition of electrodes. 2. identify gauges of electrodes.	1. Types of electrodes and their composition. 2. Gauges of electrodes	1. Explains types of electrodes and their composition. 2. Guide students to identify gauge of electrodes.	Note different types of electrodes and their composition.	Charts and various types of electrodes. Vernier caliper, micrometer gauges.	Students to: 1. list at least 5 different types of electrodes. 2. identify different types of gauges of electrodes.
4.	Environmental pollution in (workshop) IV	Students should be able to: select suitable electrodes for different welding jobs.	Selection of appropriate electrode.	Guides students to select the right electrode for a given job.	Select suitable electrode for a given job.	Electrode of various types.	Students to: select suitable electrodes for different welding jobs.

**FABRICATION AND WELDING
SS III
FIRST TERM**

SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Equipment fault and troubleshoot	Students should be able to: 1. detect fault on welding equipment 2. detect fault on fabrication equipment. 3. troubleshoot fault on welding and fabrication equipment.	1. Fault detection on welding and fabrication equipment. 2. Troubleshooting on welding and fabrication equipment.	1. Explains how to detect faults on welding and fabrication equipment. 2. Explains how to troubleshoot welding and fabrication equipment.	1. Write fault detection on welding and fabrication equipment. 2. Write down how to troubleshoot welding and fabricated equipment.	Charts, videos, clips and welding and fabrication equipment fault detection equipment.	Students to: 1. identify fault on welding and fabrication equipment. 2. troubleshoot welding and fabrication equipment.
6	Principles of selection of metals	Students should be able to: select appropriate metals for a given job.	Selection of metals for jobs.	Explains what to consider when selecting metals for any given job.	Listen and write down note.	Chart, samples of finished work.	Students to: select appropriate metal for a given job.
7.	Heat treatment of metals	Students should be able to: carry out heat treatment on different metals.	Types of heat treatment processes: 1. hardening 2. normalizing 3. annealing 4. tempering 5. case-hardening etc.	Demonstrates different processes of heat treatment on metals.	Perform heat treatment process in the workshop.	Finance, forge, tongs, various metals.	Students to: demonstrate heat treatment processes.

**FABRICATION AND WELDING
SS III
FIRST TERM**

SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Welding techniques and applications	Students should be able to: 1. list and explain the welding techniques. 2. apply welding techniques.	i. Welding techniques ii. Application of welding techniques.	1. Lists and explain the welding techniques. - Right-ward - Left-ward 2. Guides student to apply welding techniques leftward and rightward.	Apply welding techniques.	Pictures, charts showing the welding techniques.	Students to: 1. explain welding techniques. 2. list two welding techniques and their application.
9	Techniques in fabrication work	Students should be able to: 1. describe folding techniques in fabrication work. 2. state the importance of folding techniques in fabrication work.	1. Description of folding techniques in fabrication work. 2. Importance of folding techniques in fabrication work.	1. Describes the folding techniques in fabrication work. 2. States the importance of folding techniques in fabrication works.	Listen and write down note.	Chart showing the description of folding techniques in fabrication work.	Students to: 1. describe folding techniques in fabrication work. 2. state the importance of folding techniques in fabrication work.
10	Surface preparations method	Students should be able to: 1. list the methods of surface preparations. 2. describe surface preparation methods before welding.	Surface preparation methods: - scrapping - filling or with emery cloth etc.	Lists the methods of surface preparation methods e.g. scrapping, filling or with emery cloth etc.	1. Write down the methods of surface preparation. 2. Write out the surface preparation methods.	Charts, pictures, showing the methods of surface preparation.	Students to: list the methods of surface preparations.
11	REVISION						
12	EXAMINATION						

FABRICATION AND WELDING
SS III
SECOND TERM

SUB THEME: WELDING SURFACES AND WORKING ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Surface finishing processes	Student should be able to: list and explain the surface finishing processes.	Surface finishing processes painting, metal spraying, galvanizing.	Guides students to list and explain surface finishing processes: painting, metal spraying, galvanizing etc.	Listen and take down note.	Charts, picture showing the surface finishing processes.	Students to: list and explain at least 4 of the surface finishing processes.
2.	Defects in welded surfaces	Student should be able to: 1. state welded surface defects their causes. 2. explain how to correct welded surface defects.	Defects in welded surfaces causes, remedies.	1. Explains weld surface defects and their causes. 2. Explains how to correct welded surface defects.	Write down welded surface defects and their cause, write down how to correct welded surface defects.	Charts, defective welded components.	Students to: 1. identify 3 welded defective surface. 2. explain the 3 steps for correcting defective welded surfaces.
3.	Welding environments I	Student should be able to: identify hazards in welding environments.	Hazards to welding environment.	Explains and identify hazards in welding environment.	Identify hazards in welding environment.	Charts, video, clips, welding workshop sites.	Students to: state 4 hazards in welding environment.
4.	Welding environments II	Student should be able to: state the precautions required to welding in a hazardous environment.	Safety precautions for welding in hazardous environments.	Explains precaution for welding in a hazardous environment.	Write down the precautions for welding in a hazardous environment.	Charts, video, clips, welding workshop sites.	Students to: state at least 3 precautions required to weld in a hazardous environments.

**FABRICATION AND WELDING
SS III
SECOND TERM**

SUB THEME: WELDING SURFACES AND WORKING ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Welding of dissimilar metals	Student should be able to: weld dissimilar metals.	Welding of dissimilar metals.	Explains how to weld dissimilar metals.	Write down steps of welding dissimilar metals.	Charts, video, metals e.g. stainless, copper, aluminum.	Students to: explain how to weld two components of dissimilar metals.
6 & 8	Project	Student should be able to: fabricate a functional project.	Projection of functional project e.g. milling or grinding machine, trolleys water tank and charcoal stove etc.	Explains how to get materials for the project and fabricate the object.	Get materials for the project and fabricate the project.	Project materials, sheet metals, bars, pipes etc.	Students to: fabricate and document functional project e.g. water tank, charcoal stove etc.
9	REVISION AND EXAMINATION						

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS III
FIRST TERM

THEME: WORKSHOP SAFETY RULES AND REGULATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	First Aid for electrical accidents I	Students should be able to: identify the contents of a first aid box.	First aid box.	Explains and displays contents of the first aid box.	Observers touch and ask questions on the contents of the first aid box.	First Aid box with sterilized dressings, i.e. cotton wool, adhesive plaster, roller bandages eye drops etc.	Students to: list contents of a first aid box.
2	First Aid for electrical accidents II	Students should be able to: explain treatment for cuts, burns and electric shock.	First aid treatments for electrical accident.	Demonstrates treatment for cuts, burns and electric shock.	Observe poster on first aid treatment especially on mouth-to-mouth respiration.	First aid box, cotton wool, plaster, bandages etc.	Students to: explain treatment of cuts, burn and electric shock.
3.	Statutory regulations	Student should be able to: 1. state the various statutory regulations. 2. state the importance of the regulation	Statutory regulations as it concerns use of conductors	Explains and list the various statutory regulations	1. List the various regulations 2. Observe available copies	Copies of the regulation i.e. i. electricity supply regulation ii. I.E.E regulations etc.	Students to: 1. mention at least 2 statutory regulation and the IEE regulation. 2. list 2 objective of the regulation.
4.	Data communication and cabling method	Student should be able to: identify different types of data communication.	1. Types of data communication cables e.g. computer cable, fibre optics and co-axial cable. 2. Uses of data communication.	Explains different types of data communication.	Observe posters and charts on data communication.	Posters, charts and software.	Students to: 1. identify different types of data communication. 2. state uses of 2 data communication cables.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS III
FIRST TERM

THEME: WORKSHOP SAFETY RULES AND REGULATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Tools and equipment for winding jobs	Student should be able to: identify tools and equipment for winding jobs.	Tools and equipment used for winding jobs e.g. Hammers, screw drivers, spanners, crimping, hacksaws, penknives, mallet, workbenches, winding machines.	Explains various tools used in winding jobs and sketch them.	Observe various tools used in winding jobs and sketch them.	1. Tools 2. Hammer screwdriver spanners, hacksaws penknives etc.	Students to: 1. sketch tools. 2. select appropriate tools for a given job.
6	Cell I	Student should be able to 1. identify primary cell and state its parts. 2. construct simple cell. 3. explain the working principle of primary cell.	Primary cell and its working principle.	1. Draw cell and identify the parts. 2. Explain working principle of primary cell.	1. To sketch a cell and label its parts. 2. Construct a simple cell.	Primary cell, charts and posters.	Students to: 1. identify primary cell. 2. explain the working principle of a primary cell. 3. draw and label a primary cell.
7.	Cells II	1. identify secondary cell and state its parts. 2. explain the working principle of secondary cell. 3. construct simple cell.	Secondary cell and its working principle.	1. Draw cell and identify the parts 2. Explain the working principle of secondary cell.	1. To sketch a cell and label its parts. 2. Construct a simple cell.	Secondary cell, charts and posters.	Students to: 1. identify secondary cell. 2. explain the working principle of a secondary cell 3. draw and label a secondary cell.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS III
FIRST TERM

THEME: WORKSHOP SAFETY RULES AND REGULATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WORKSHOP PRACTICE							
8.	AC and DC machines I	Student should be able to: 1. identify various types of AC and DC motors. 2. describe the operation of AC and DC motors. 3. Differentiate between DC and AC motors.	AC and DC motor.	1. Explain types of DC and AC motors. 2. Explain the operation of DC and AC motors. 3. Differentiate between DC and AC motors.	Sketch DC and AC motor and label their parts.	AC and DC motors and operators.	Students to: 1. mention 2 types of DC motors. 2. differentiate between AC and DC motors. 3. draw and label an AC motor.
9	AC and DC machines II	Student should be able to: 1. identify various types of AC and DC generators. 2. describe the operation of AC and DC generators. 3. differentiate between DC and AC generators.	AC and DC generator.	1. Explain types of DC and AC generators. 2. Explain the operation of AC and DC generators 3. Differentiate between AC and DC generators.	Sketch DC and AC generator and label their parts.	AC and DC generators and operators.	Students to: 1. mention 2 types of DC generator. 2. different between AC and DC generator 3. draw and label an AC generator.
10	Installations of AC and DC	Student should be able to: 1. identify different types of enclosures and connection in electrical machines. 2. select suitable starter, correct size of cable for machine installation.	1. Types of enclosures and their application. 2. Installation of AC and DC machines.	1. Identify and explain different types of enclosures. 2. Demonstrate the actual installation of machines, using appropriate cables.	1. Observe different types of enclosures. 2. Carryout various connections on the starters.	Various enclosures and starters, slide rails diagrams, charts posters and software.	Students to: 1. list 3 enclosure. 2. connect to a star/delta starter.
11 & 12	REVISION AND EXAMINATION						

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS III
SECOND TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Winding drawing	Student should be able to: prepare and interpret simple wave and lap winding drawing.	Drawing and interpretation of simple wave and lap winding drawings.	Draws and interprets simple wave and lap windings.	1. Draw simple lap and wave winding. 2. Observe position of coil ends on commentator and slip rings.	Copper coil, stator, slip rings brushes etc.	Students to: 1. draw wave winding. 2. state the application of wave and lap winding.
2.	Rewinding of electric motor	Student should be able to: describe and list types of insulating materials.	Sizes of conductors and types of insulating material used in winding.	Describes sizes of conductors and types of insulation material used in winding.	1. Sketches winding formers. 2. Fix winding coils in their slots.	Formers, coils of copper wire, varnish, insulation materials, instrument (megger).	Students to: 1. construct formers for winding. 2. rewind electric motor.
3.	Armature, commutator and slip rings	Students should be able to: skim armature, slip ring and commutator.	Skimming of armature, slip ring and commutator.	Explains and demonstrate skimming of armature, commutator and slip rings.	1. Observe how to skim commutator, slip rings and armature. 2. Under cuts commutator.	Armature, slip rings, charts and software.	Students to: 1. skim a commutator. 2. under cut a commutator.
4.	Entrepreneurship in electrical installation	Student should be able to: identify electrical accessories, tools, equipment, and materials.	Merchandising of electrical goods.	Explains the act of buying and selling of electrical goods	1. Group themselves and write business proposal. 2. Execute the proposal.	Visit to electrical installation shops	Students to: 1. list 20 electrical installation goods. 2. write contract proposal and to the budgeting.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS III
SECOND TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Maintenance of electrical equipment	Student should be able to: list and explain types of maintenance.	Types of maintenance.	Explains types of maintenance and procedure for machine and equipment maintenance.	1. Sketch tools and equipment for machine maintenance. 2. Observe systematic procedure for machine maintenance test for functionality of the maintained machine.	Lubricants, tools e.g. screw drivers, pliers, electrical appliance.	Students to: 1. name and explain types of maintenance. 2. differentiate between oil and grease.
6.	Repair of electrical machines, equipment and installation	Student should be able to: identify and explain causes of breakdown and faults.	Cause of breakdown.	Explains cause of breakdown.	1. Inspect and interpret electric circuit diagrams. 2. Observe faults in electrical equipment and interpret circuit diagrams	Circuit diagrams, faulty appliances, tools and materials, instrument for testing.	Students to: 1. explain causes of breakdown. 2. mention 3 symptoms of fault in a particular machine.
7.	Final inspection and testing of machines	Student should be able to: inspect for good bearing and other parts of the machine.	Inspection of the bearing and other part of the machine.	Detects and explains bad bearing and other parts.	1. Observe and bearing and other parts of the machine. 2. Test for continuity and insulation resistance.	Faulty machine, megger, megger bridge, avo meter tools.	Students to: 1. mention parts of a machines. 2. identify faulty parts by inspection test for continuity in a given machine.
8.	Dismantling of machines	Student should be able to: dismantle machines.	Dismantling of machines.	Explains the procedure for dismantling machine.	1. Observes machine being dismantled. 2. Dismantle machine.	Machines, extractor, posters, charts and software.	Students to: differentiate between front and back shield.
9	REVISION AND EXAMINATION						

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Safety precautions in television workshop	Students should be able to: 1. discharge smoothening capacitors in the power supply section of the television. 2. clean debris and dust collected around high voltage cage or the anode of the tube. 3. take care and dispose picture tube properly. 4. replace fuse and sensitive components with the right specification	1. Power supply 2. Picture tube 3. Extra high voltage section 4. Component	1. Provides working television sets. 2. Instructs students with adequate guide lines to dismantle the set. 3. Identifies the danger points VIZ. Anode cap, filter capacitor in power section, fuse and other safety components ratings. 4. Demonstrates the appropriate procedures when handling those points e.g. how to discharge the capacitor, remove the anode cap (18-25KV) and how to check fuse ratings and need for checking	1. Follow the teacher's guide to dismantle the television set. 2. Observe with attention demonstrate on the appropriate procedure for identifying the danger points and all the effective practices in handling those danger sections on the television set. 3. Assemble the television set and return to the store	1. Television set 2. Screw drivers 3. Digital multimeter	Students to: 1. discharge smoothening capacitors in the power supply section of the television set. 2. clean debris and dust collected around high voltage cage or the anode of the tube. 3. dismantle a faulty picture tube and dispose that properly. 4. replace blown fuse and faulty sensitive components in the television receiver

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: BASIC ELECTRICITY							
2	Kirchhoff's laws I	Students should be able to: 1. define and state vector diagrams of Kirchhoff's law: - Current law - Voltage law 2. explain current law using vector diagram	1. Definition of Kirchhoff's first and second laws. 2. Diagram and algebraic expression of Kirchhoff's first and second laws.	1. Defines the laws 2. States their algebraic expression 3. Uses vector diagram to explain the laws e.g. a. $1^1+11=1^3+1$ b. Total EMF is equal to zero.	1. Listen attentively and participate as the teachers explain Kirchhoff's law. 2. Draw the vector and circuit diagrams as they observe the teacher draw them	Calculator Ruler Pencil Graph sheet	Students to: 1. define Kirchhoff's laws 2. determine value of current junction using vector diagram 3. solve numerical problems involving the laws
	Kirchhoff's laws II	Students should be able to: 1. solve simple numerical problems involving current and voltage laws. 2. state uses of Kirchhoff's law and its advantages over ohm's law	1. Calculations involving Kirchhoff's first and second laws 2. Applications of Kirchhoff's law	1. Draws a simple circuit to illustrate the law. 2. Solves simple problems involving Kirchhoff's first and second laws	1. Solve numerical problem involving the laws e.g. determine the values of current junction	As listed on Kirchhoff's law	Students to: solve numerical problems involving the laws

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ELECTRONIC TOOLS AND INSTRUMENTS							
4	Fault finding equipment	Students should be able to: 1. identify each of the instruments 2. explain the operations uses of functional parts 3. localizing fault to a component using test equipment 4. repair faults	Identification uses and operations of: a. Oscilloscope b. Signal tracer c. Digital frequency counter d. Logic probe e. TV analyzer	1. Introduces technique for trouble shooting in a television set 2. Lists the common faults in the various stages of a television e.g. receiver starting with tuner stage, IF Amplifier stage, video Amplifier stage etc. 3. Presents trouble shooting instrument (e.g. pattern generator, EHT meter) and demonstrates their operations and application 4. Provides TV sets and issues guide for dismantling.	1. Identify trouble shooting instruments 2. Listen and take notes on technique of trouble shooting and common faults in the various stages of a television receiver, starting with tuner, IF amplifier, video amplifier etc.	Black and white TV set. Signal generator Signal Tracer Power supply Pattern generator If sweep generator Dual trace oscilloscope. EHT meter and other fault finding equipment Demonstration board. Set of solder in iron	Students to: 1. explain the operation, uses of functional parts, and limitation and fault finding equipment 2. localize fault to a section and to a component using test equipment. 3. repair common faults.

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ELECTRONICS DEVICES AND CIRCUITS							
5	Resistive inductive, capacitive (RLC) circuits I	Students should be able to: calculate simple problems involving inductive and capacitive reactance	1. Calculation of capacitive reactance 2. Calculation of inductive reactance 3. Calculation involving RC circuits	1. Reminds the students of the concepts of reactance emphasizing the similarities and differences between purely reactive loads/circuits and purely resistive load circuit	1. Answer questions based on their previous knowledge on the concept of reactive and resistance loads	Charts showing the various circuits	Students to: calculate simple problems involving inductive and capacitive reactance.
6	Resistive inductive, capacitive (RLC) circuits II	Students should be able to: calculate simple problems involving RC, RL, LC, and RLC circuits	1. Calculation involving RL circuits 2. Calculation involving LC circuits 3. Calculation of series RLC circuits 4. Calculation of parallel RLC circuits	1. Demonstrates the procedures for calculating capacitive, reactance, inductive reactance, RC, RL, LC, series RLC and parallel RLC circuits	1. Participate actively e.g. by used of calculators, in the calculations involving capacitive reactance and inductive reactance, RL, RC, LC series RLC and RLC circuits	As listed on resistive, inductive and capacitive (RLC) circuits	Students to: calculate simple problems involving RC, RL, LC and RLC circuits

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Feedback	Students should be able to: 1. explain the basic concepts of feedback amplifiers 2. explain types of negative feedback and their characteristics. 3. explain the effects of positive feedback on amplifiers 4. advantages of negative feedback	1. Concept of feedback 2. Negative and positive feedback and their differences 3. Advantages of negative feedback 4. Effect of positive feedback on amplifiers band width, noise, gain and distortion	1. Explains ergative feedback and positive feedback 2. Uses circuits diagrams to illustrate types of negative feedback e.g. - Voltage current feedback - Current-Current Feedback - Current-voltage feedback 3. Demonstrates the effect of positive feedback on amplifiers using radio sets. 4. Explains the advantages of negative feedback	1. Observe the teacher illustrate the various types of feedback 2. Respond to teacher's questions and give some examples on the effect of feedback on radio and TV receiver sets. 3. Observe the teacher demonstrate the effect of feedback on an electronic communication system	1. Radio receiver set 2. Television receiver set 3. Schematic diagram of a radio and television sets 4. Chart or sketch of feedback circuits	Students to: 1. define feedback 2. explain with the aid of a circuit diagram the types of feedback 3. explain the advantages N.F.B over PFB

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Oscillators and multi vibrators I	Students should be able to: explain the basic principles, designs and applications of simple oscillators and multi vibrators	1. Principle of oscillators 2. Type of Oscillator Hartly colpitt, Tuned, collector, etc. 3. Types of multi vibrators (IC 555) As table, BI-stables monostable.	1. Defines Oscillator and multi vibrator. 2. Uses schematic diagram and RTV systems to identify and discuss oscillator and multi vibrator in their circuits.	1. Observe the teacher explains the principles of Oscillation and multi vibrator using chart, schematic diagram, radio set. 2. Identify oscillator and multi vibrator units in a complex circuit diagram	1. Schematic diagram of a radio and TV receiver sets. 2. Dis-used radio set. 3. Oscillator and multi vibrator components. 4. Hand tools.	Students to: explain with the aid of a diagram the various types of oscillators and their applications
9	Oscillators and multi vibrators II	Students should be able to: 1. build a simple oscillator and multi vibrators 2. explain the various types of oscillators and their applications 3. explain the various types of multi vibrators and their applications	Construction of a typical oscillator circuit	Builds simple oscillator and multi vibrator and use C.R.O to determine their outputs	Build simple oscillator and multi vibrator and use CRO to check the out puts.	1. Oscillator and multivibrator components 2. Hand tools 3. Cathode Ray Oscilloscope (CRO)	Students to: 1. state the differences between oscillator and multi vibrator 2. build simple oscillator and multi vibrator and use CRO to check their outputs.

RADIO TELEVISION AND ELECTRONIC WORK
SS III
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Television transmitter	Students should be able to: 1. explain the basic working principle of a television transmitter 2. draw the block diagram of a television transmitter 3. explain the functions of each of the stages of a television transmitter	1. Basic working principle of a television transmitter 2. Block diagram of television transmitter 3. Stages of a television transmitter	1. Explains the basic working principle of a television transmitter in order to generate the information video and audio signals, modulate, amplify and process the signals for transmission 2. Displays the chart of the block diagram of television transmitter. 3. Uses the block diagram in the chart displayed explains the functions of each of the stages of a television transmitter	1. Participate actively in the class discussions on the basic working principle of a television transmitter. 2. Observe the chart and listen attentively to the teacher's explanations on the functions of the stages of a television transmitter. 3. Draw the block diagram of a television transmitter from the display chart	Charts showing the block diagram of a television transmitter	Students to: 1. explain the basic working principle of a television transmitter 2. draw the block diagram of a television transmitter. 3. explain the functions of each of the stages of the television transmitter
11	REVISION						
12	EXAMINATION						

RADIO TELEVISION AND ELECTRONIC WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB THEME: BASIC ELECTRICITY							
1.	Image reproduction in TV receiver I	Students should be able to: 1. describe how image is reproduced by the process of scanning in a television receiver. 2. explain the video signal path from the antenna to the picture tube or the display unit	1. Principle of scanning 2. Video signals	1. Describes with the aid of sketch or chart the principles of scanning in a television receiver 2. Specifically explain the sequence of movement of the electron gun in the cathode ray tube (CRT) with the aid of live television set. 3. Explains with the aid of television receiver, how the video signal enters the set through antenna and follows the circuits to the CRT	1. Draw the sketch explain the principle of scanning in the cathode ray tube. 2. Participate actively in teacher's discussion on the principle of scanning in television system 3. Draw the flow chart explaining the processing of signal from the antenna to the CRT. 4. Observe the teachers demonstration with the television set.	Video camera Television set Flow chart/sketch	Students to: 1. explain the video signal path from the antenna to the CRT 2. describe how image is formed by the process of scanning in television system
2	Sound reproduction in TV receiver II	Students should be able to: explain the sound signal path from the receiver to the loud speaker	Principle of FM detection	Explains with the aid of block diagram of a television receiver how the audio signal is recovered and reproduced	Draw the audio signal flow chart for the reproduction of the sound signal	Flow chart for the audio signal recovering and reproduction of sound	Students to: explain how the sound signal is recovered and reproduced through the loud speaker in TV receiver

RADIO TELEVISION AND ELECTRONIC WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Mono-chrome television receiver	Students should be able to: 1. explain the basic concept of television receiver 2. draw the block diagram of a monochrome television receiver 3. explain the functions and operation of a monochrome television receiver	1. Concept of television receiver 2. Application of television system 3. Function and operation of monochrome (B/W) television receiver	1. Explains the basic systems of television receiver. 2. Draws block diagram of mono chrome television receiver 3. Displays flow charts 4. Explains the operation of each stages of the mono chrome television receiver starting from the antenna to the tube	1. Take notes on the explanation of television receiver 2. Draw the block diagram of mono chrome receiver. 3. Participate actively in class activities while teacher explain the functions and operations of monochrome TV receiver	Monochrome television receiver, panel showing the various stages flow charts	Students to: 1. explain the basic concept of television receiver 2. draw the block diagram of monochrome television receiver 3. explain the function and operation of television receiver
4	Principles of operation of colour television receiver	Students should be able to: 1. draw the block diagram of colour television receiver 2. state the functions of each stage of colour television receiver. 3. describe the processing of picture and sound signal at different stages of a colour TV receiver	1. Block diagram of colour television receiver and functions of each stage. 2. Processing of picture and sound signal at different stages of colour TV receiver	1. Draws the block diagram of colour television receiver 2. Displays the flow chart of colour television receiver showing different stages 3. Uses the flow chart to explain the functions of each stage of colour television receiver 4. With flow chart and colour TV receiver panel, the teacher describes the process in g of picture and sound signals at different stages of colour television receiver	1. Draw the block diagram of colour television receiver 2. Take notes on teacher's explanation of the function of each stage of colour TV receiver 3. Observe teacher's demonstration with the colour television panel and ask or answer questions where necessary	Flow chart Magnifying glass Panel of colour television receiver	Students to: 1. draw block diagram of colour television receiver 2. state the functions of each stage of colour television receiver 3. describe the processing of picture and sound signals at the different stages of a colour TV receiver

RADIO TELEVISION AND ELECTRONIC WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Principles of colour signal, transmission and reception	Students should be able to: 1. state the primary colours 2. explain the major system and standards for colour transmission and reception 3. list the components of colour signal in television system	1. Primary colour in television 2. Colour television systems and standards PAL, SECAM, and NTSC. 3. Colour signal components	1. Lists and explain the primary colour 2. Provides charts on the primary colour and explain it 3. Explains colour television standards and systems-PAL, NTSC and SECAM 4. Emphasis the need for colour transmission and reception and plan out the need for compatibility in colour television system. 5. Explains Q,I,Y and B,G components of colour matrix	1. List the primary colour from experience 2. Copy the drawing of primary colour in the chart 3. Relate the experience they have in colour problem while operating colour television set. 4. Observe the need for compatibility 5. Draw the sketch in the chart and explain	Charts Tube base showing RGB	Students to: 1. state the primary colour 2. explain the major system and standards for colour transmission and reception 3. list the components of colour signal in television
6	Diagnosis and repair of black and white TV receiver	1. State the procedures for TV repairs 2. Interpret service manuals and circuit diagrams 3. Identify the symptoms and clear faults common to tuner, if amp, video amp, CRT and synchronizing stages 4. Operate various electronic instruments to clear faults in a TV set	1. Procedure for TV repairs 2. Use service information (manual) and circuit diagram 3. Identification of symptoms and repair of faults common to tuner, IF AMP, video AMP, CRT and synchronizing stages 4. Fault clearing instruments e.g. signal generator, colour-pattern generator, etc.	1. Tests the symptoms of a TV Set 2. Diagnoses and clears faults common to the tuner IF and other stages in the TV set. 3. Demonstrates the removal, installation and adjustment of CRT. 4. Demonstrates the setting of presets and non-preset on a TV receiver 5. Investigates on CRO: synch pulse stage and line time base stage	1. Observe teacher on: a. Testing symptoms of each stage b. Diagnosing faults common to all the stages c. Demonstrate the uses of different instruments to clear faults. 2. Demonstrate the setting of preset and non-presets 3. On their own carry out all repairs operations demonstrated by the teacher	1. Black and white TB receiver set 2. Colour TV receiver set 3. RF signal generator 4. Colour pattern generator 5. TV frequency sweep generator 6. Video analyzer 7. Picture tube analyzer and restorer 8. EHT meter 9. Non-Magnetic screw drivers 10. Demonstrate board 11. Electronic repair tools	1. Identify the normal operations of black and white at each stage using black and white schematic diagram 2. Clear faults common to the different stages of TV receiver set 3. Operate the different instruments to clear faults in a TV receiver set.

RADIO TELEVISION AND ELECTRONIC WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Diagnose and repair of a colour television receiver II	1. Identify symptoms and common faults to each stage of a colour TV set. 2. Differentiate between static and dynamic colour convergence and operated the colour	1. Symptoms of basic fault of a colour television receiver. 2. Fault clearing at each stage of a colour TV receiver 3. Static and dynamic colour convergence comparison 4. Colour bar generator and signal testing	1. Compares and discusses static and dynamic colour convergence 2. Demonstrates the operation of colour bar generator to test signal 3. Demonstrates how to identify symptoms in each stage of a colour television receiver. 4. Demonstrates with the use of multimeter and CRO how to clear faults common to each of stages. - Cromo circuit - Colour tube - Tuner, video, AGC, SYC, AFC, etc. 5. Tests for high voltage 6. Cleans chassis of cabinet 7. Determines purity	1. Identify normal operation of a colour TV set 2. Identify symptoms and clear faults at each stage after observing teacher demonstrate on how to clear faults at each stage of a colour TV. 3. Observe teacher demonstrate colour convergence and alignment 4. On their own carry out the repair operations demonstrated by the teacher	1. Colour bar generator 2. Colour television receiver set. 3. Colour TV receiver service manual and circuit diagram 4. Hand tools 5. Instruments for repairs e.g. CRO, signal generator, pattern generator, multimeter, etc.	1. Identify common fault of each stage of a colour TV set. 2. Carry out colour convergence and alignment 3. Identify faults and the probable component failures. 4. Use CRO and other instruments to clear faults common to each stage.
8	1. Business management	Students should be able to: 1. Compare or balance credit against debit 2. State purchasing method 3. Fill business records appropriately	1. Accounting practices 2. Cost benefit analysis 3. Purchasing method - Accounting Ledger - Repair order form - Inventory sheet	1. Explain the basic concept of account balancing, meaning of credit and debit as applied in business management 2. Demonstrates how to fill business records appropriately	Listen attentively to the teacher. Take notes and ask questions	Charts and diagrams depicting accounting practices	Students to: 1. Compare or balance credits against debit 2. State purchasing methods. 3. Fill business records appropriately

RADIO TELEVISION AND ELECTRONIC WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. Finance	Students should be able to: 1. List the sources of capital 2. Name Bank and credit union	1. Finding sources of capital 2. Banks and credit unions	Lists the sources of capital and challenges the students to search for bank credit and union for entrepreneur	Carry out field survey for bank and credit unions	Audio visual equipment	Students to: 1. List the sources of capital 2. Name bank and credit union
	3. Customer relations	Students should be able to: 1. Appear neat and well groomed 2. Apply courteous action to solve customer complaints 3. Promote employer's image 4. Answer phone calls using appropriate answering techniques	1. Daily appearance 2. Customer psychology 3. Working relations 4. Telephone courtesy	1. Reminds the students on the needed components in answering phone call especially from a new customer. 2. Demonstrates the benefits of neat and well groomed appearance that promotes employer's image.	Practice appropriate use of GSM in business and appropriate appearance to promote employers image	Charts Video clips	Students to: 1. Answer phones calls using appropriate answering techniques 2. Apply courteous actions to solve customers' complaints. 3. Appear neat and well groomed
	4. Business opportunities in radio, TV and Electronic works	1. Explore business opportunities in RTV. 2. Select business field for growth and advancement	1. Business opportunities in Radio and TV work. 2. Satellite installation 3. Electronic specialist technician 5. Radio and TV consultant 6. Sales and service craftsman 7. Antenna and TV installation work	1. Presents to the students the business opportunities in RTV. 2. Guides students with adequate information to suit appropriate areas of electronics for growth and development	Search for business opportunity in electronics within the area of resident		1. Explore business opportunity in RTV. 2. Select business filed for growth and development
9	REVISION AND EXAMINATION						

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Construction of simple block/brick walls.	Student should be able to: 1. interpret block and brick wall from working drawing. 2. sketch fixing of doors and windows frames at construction stage and the completion of construction 3. distinguish between pointing and jointing and sketch different types in wall construction.	1. Interpretation of working drawing of block/brick wall. 2. Fixing of doors and window . 3. Pointing and jointing.	1. Demonstrates the interpretation of working drawing. 2. Visit to construction site where window and door frames are been fix. 3. Explains the difference between pointing and jointing. 4. Sketches different types of pointing and jointing.	1. Interpret block/brick wall from working drawing. 2. Sketch window and door frames pointing and jointing in walls.	A set of working drawing Chart and drawing sketches.	Students to: 1. interpret working drawing 2. sketch window and door frames pointing and jointing in walls.
2.	Design and construction of stair.	Student should be able to: 1. describe with the aid of sketches different types of stair. 2. explain the basic principle of construction of straight flight stair case.	1. Stair construction method 2. Basic principle of construction. 3. Types of stair 4. Terms in stair construction.	1. Describes principle of construction of stair. 2. Defines stair 3. Explain different terms in stair 4. Lists and describes with sketches different type of stair.	1. Sketches different types of stair. 2. Explain different terms in stair construction riser, landing nosing etc.	Stair model, picture, charts, films, sketches, drawing tool.	Students to: sketch different types of stair.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Construction erection and dismantling of scaffolds.	Student should be able to: 1. identify various member and situation where each can be used. 2. describe with sketches different types of scaffold. 3. describe various hoisting equipment for hoisting material on the site e.g. jig wheel, stationary and mobile cranes.	1. Types of scaffold 2. Scaffold components 3. Hoisting equipment.	1. Lists and sketch types of scaffold and identify their parts. 2. Sketches support with bridle at window openings 3. Identifies safety precaution peculiar to scaffolding. 4. Demonstrates the process and dismantling of scaffold 5. Arranges visit to construction site where scaffolds is used.	1. Identify specific construction work requiring application of scaffold. 2. Erect appropriate scaffold suitable for particular work. 3. Dismantle and store scaffold component correct.	Spanner, jig wheel, coupler wrench, timber, nail etc.	Students to: 1. identify specific construction work requires application of scaffold 2. erect scaffold, dismantle and store.
4	Materials used for walls and walling	Student should be able to: 1. identify various types of materials suitable for walling in Nigeria. 2. describe the process involved in preparation of wall for plastering. 3. identify various bonding patterns for walling 4. specify mortar mix for different materials used for walling.	1. Types of walling materials 2. Process involved in preparation of wall for plastering 3. Bonding patterns for walling. 4. Mortar mix for different materials used for walling.	1. Shows students different types of materials, stone, granite marble etc. 2. Sketches the different bonding patterns in walling 3. Identifies mix proportion of mortar for wall use different materials.	1. Select and prepare material suitable for walling. 2. Carry out rendering operation in wall.	Samples of different materials, stone, granite marble etc.	Students to: 1. select appropriate materials for walling.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Construction of simple drainage system	Student should be able to: 1. distinguish between sewer and drain. 2. describe with detailed sketches the structural detail of septic tank, soak away inspection chamber, men hole and cesspool. 3. describe with sketches method of determining fall of underground drain 4. interpret from working drawing construction detail of simple drainage system involving trench excavation.	1. Sewer and drain. 2. Construction detail of septic tank, soak away inspection chamber, men hole and cesspool. 3. Method of determining fall of underground drain. 4. Construction details of simple drainage system involving trench excavation	1. Leads students to construction site to show students how drain are constructed. 2. Identifies the following on the site, septic tank, soak away, inspection chamber, men hole and cesspool. 3. Explains to students the site method of determining fall of underground drain 4. Interprets from working drawing the construction of simple drainage system.	1. Sketch the following septic tank, soak away, inspection chamber, cesspool and men hole. 2. Interpret working drawing of simple drainage system	Sketches and charts for drainage systems set of working drawing.	Students to: 1. sketch the structural detail of soak away, septic tank etc. 2. interpret working drawing.
6	Laying of Kerbs and surface drainage	Student should be able to: 1. state the function of kerbs. 2. Sketch and describe different types of kerb and material for production. 3. describe method of laying pre-cast concrete kerbs and state standard size of kerbs. 4. specify quality of brick and jointing mortar suitable for construction of channel and gutter.	1. Functions and types of kerbs 2. Method of laying pre-cast concrete kerbs 3. Quality of brick and jointing mortar suitable for construction of channel, gutter.	1. Shows pictures of a runaway showing arrangement of kerbs 2. Lists materials used in production of kerbs 3. Explains the quality of brick and jointing mortar.	1. Visit to block making industry where kerbs are made and study production processes. 2. Visit road construction site to observe process of laying kerbs. 3. Specify quality of brick and jointing mortar suitable for construction of gutter.	Charts, picture, slide films, vehicle of road construction site and block making industry.	Students to: 1. list the steps of laying of kerb. 2. list material used in production of kerbs.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Method of reinforcing a concrete structure	Student should be able to: 1. explain the need for reinforcing concrete. 2. sketch methods of reinforcing concrete structure. 3. identify types of reinforcing bars.	1. Need for concrete reinforcement. 2. Method of reinforcing concrete structure. 3. Types of steel reinforcement members.	1. Sketches on the chalkboard 2. Identifies reinforcement members.	1. Visit a construction site. 2. Sketch reinforcement members.	Various sizes of steel reinforcement bars.	Students to: 1. state 3 sizes of steel reinforcement bars. 2. sketch reinforcement members.
8	Method of structural detailing.	Student should be able to: 1. interpret with aid of sketches common representation and symbols in structural drawing.	Common symbols of structural drawing.	Interprets structural drawing sketches.	Interpret structural drawings.	Charts and showing the symbols, structural detailed drawing of building elements.	Students to: interpret the structural drawings.
9	Production of sound reinforced and mass concrete structure	Student should be able to: 1. identify common reinforcement steel and state their uses. 2. fix to specification steel reinforcement in simple concrete structure 3. state reason for good quality of reinforces steel for concrete production. 4. describe the method of casting and curing concrete structures.	1. Common reinforcement concrete 2. Reinforcement in simple concrete structure. 3. Quality for good concrete production 4. Method of cast and curing of concrete.	1. Demonstrates the use of common reinforcement material e.g. bars, steel etc. 2. Guides students in fixing of reinforcement bars. 3. Carries the students to the construction site. 4. Demonstrates methods of casting and curing concrete.	1. Identify common reinforcement steel and state their uses 2. Visit a construction site.	Sketches, charts, reinforcement steel.	Students to: identify two common reinforcement materials.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Production and use of pre-stressed concrete in construction industries.	Students should be able to: 1. state meaning of pre-stress concrete. 2. state with example the use of pre-stressed concrete in Nigeria. 3. describe the protective and precaution to be taken in casting reinforced concrete.	1. Meaning of pre-stressed concrete 2. The use of pre-stressed concrete 3. Procedure and precaution.	1. Explains the meaning of pre-stressed concrete 2. States the example of pre-stressed concrete 3. State safety precaution.	1. State meaning of pre-stressed and examples. 2. Visit a production site to have the experience in production process 3. State safety precautions.	Provide a vehicle, charts, pictures, and slide of film.	Students to: explain the meaning of pre-stressed concrete.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Techniques and methods of fixing various types of wall and ceiling tiles	Students should be able to: 1. outline the procedures and precaution to be taken in laying tiles. 2. estimate the quantity of wall tiles required for a specified wall area.	1. Procedures and precautions in laying tiles. 2. Estimation of quantity of tiles from working drawing.	1. Explains the common types of tiles and 2. Lists the procedures for fixing tiles 3. Calculates the quantity of tile.	1. Identify the common types of tiles 2. List the procedure and precaution of fixing tiles. 3. Calculates the quantity of tiles for a given wall area.	Working drawing, charts, sketches tiles of different sizes and make.	Students to: 1. list 3 common types of tiles.
2	Techniques and methods of applying pre-mixed rendering	Student should be able to: 1. describe the composition, properties and methods of applying Tyrolean and sand tex. 2. explain causes of failure in Tyrolean finishes, sand tex and the required job.	1. Composition, properties and methods of applying Tyrolean and sand tex. 2. Causes of failure in Tyrolean finishes.	1. Presents sample of Tyrolean and sand tex and to students 2. Emphasizes On peeling, discoloration, cracking, crazing and dusting etc.	1. Apply Tyrolean finishes on wall 2. List causes of failure in Tyrolean finishes.	Cement, Tyrolean, trowel, water etc.	Students to: list causes of failure in Tyrolean.
3	Business opportunities in building industries	Student should be able to: 1. identity various opportunities in building industry (Block making timber shade building materials construction equipment). 2. explain the procedure for establishing the business opportunities.	1. Opportunities in building industry. 2. Procedures for establishing business in the industries.	1. Explains the various opportunities in building industries. 2. Leads students to visit some of the business areas block industry, timber shades, building materials market, hiring of plants etc.	1. List the various opportunities in building industry. 2. Visit some business areas such as block industry, timber, shades etc.	Vehicle	Students to: list four business opportunities in building industry.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Managing construction business	Students should be able to: mention requirement for managing construction business e.g. investment, short and long term loans, co-operative society, feedback using good quality materials.	Requirement for managing construction business.	1. Explains the requirement in detail. 2. Leads students to visit some construction company.	List the requirements for managing construction business.	Vehicle	Students to: .list three requirement for managing construction business.
5	Estimating and costing of construction job	illustrate with aid of sketches of a simple one bedroom self contained building with working specification and estimate cost of materials.	Estimating cost of construction in simple buildings.	1. Sketches and explains a detail one bedroom self-contained working drawing. 2. Prepares estimate and cost of the construction.	1. Sketches and explain a one bedroom self contained building.	Chalkboard	Students to: prepare estimate and cost of the construction.
6	Bookkeeping principles and techniques	Students should be able to: explain the importance principles and techniques of bookkeeping in building establishment.	Principles and techniques of bookkeeping.	Explains the important principles and technique of bookkeeping e.g. accurate accounts. -Stock taking -Open ledger for material -Catalogs -File jackets -Shelve cabinet	List the principles and techniques for bookkeeping.	Magazines of bookkeeping, pictures. Visiting some building construction of files.	Students to: list 4 procedure for bookkeeping.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Methods of proportioning mixing and testing concrete	Student should be able to: 1. distinguish between design and prescribe mix and state factors to be consider in determining mix ratio. 2. define water cement ratio. 3. mixing ratio for common range of construction e.g. strip foundation slab floor 4. define batching.	1. Types of concrete mix. 2. Mixing ratio -Cement and aggregate ratio. -Water cement ratio -Method of batching.	1. Demonstrates mixing ratio for common range of construction. 2. Explains construction. 3. Explains method of batching. 4. Demonstrates the operation of different mixer.	1. Operate concrete mixer. 2. Explain different type of mixer. 3. Explain methods of batching. 4. Demonstrate the operation of different mixers. 5. Manual mixing of concrete.	Concrete mixer, shovels, spade, cement, coarse and fine aggregate, water, bricklaying tools.	Students to: 1. distinguish between various types of mixer. 2. produce good quality concrete by manual method. 3. operate concrete mixer.
8	Building foundation	Student should be able to: 1. explain purposes of foundation. 2. describe various types of foundation. 3. list and describe factors influencing choice of foundation .	1. Purpose of foundation. 2. Types of foundation strip, pile, raft, pad step etc. 3. Factors influencing choice of foundation nature and types of soil, type, of structure, proximity to existing structure.	1. Explains purpose of foundation. 2. Sketches and discusses type of foundation. 3. Discusses factors influencing choice of foundation.	1. Define foundation 2. Sketch and identify various types of foundation 3. List factors influencing choice of foundation.	Charts of various foundation.	Students to: 1. explain the purpose of foundation. 2. list five types of foundation 3. state four factors that influence choice of foundation.
9	REVISION AND EXAMINATION						

PAINTING AND DECORATION
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to figure drawing and painting.	Students should be able to: 1. discuss the meaning of figure or life drawing.	1. Meaning of figure drawing and painting. 2. Drawing matches stick figures. 3. Human proportion in figures drawing. 4. Anatomy in figures. 5. Fine shortening.	1. Explains meaning and terms in figure drawing and painting. 2. Demonstrates and guides students in match stick drawing. 3. Explain and illustrates human on proportion in figure drawing and painting. 4. Explains and guides students in fineshitening of figure. 5. Explains, demonstrate and guides students in anatomy drawing.	1. Discuss the meaning of figure or life drawing and painting. 2. Mention and explain terms in figure drawing and painting. 3. Draw match stick figures. 4. Make studies of anatomy draw human figure in accurate proportion. 6. Paints figure form models.	1. Pencils 2. Chalkboard 3. Brushes 4. Posters colours 5. Palettes 6. Water colour, models etc.	Students to: 1. explains correct proportion in figure drawing. 2. draw match stick figures. 3. make studies of human anatomy. 4. draw and paint form models.
2	Figure painting.	Students should be able to: 1. paint from life models with emphasis on proportion and correct distribution of light. 2. paint composition of figures in different attempts. 3. make studies of dapperness on life models.	1. Painting from models. - Male models. - Female modes. 2. Composition of figures in action. 3. Dapperness in figures. Compositions.	1. Guides students to: paint life models (male, female and children) in different actions and poses. 2. Illustrates the painting of draperies 3. Posses models in all drapes for the students to paint. 4. Guides students in the study of model in drapers.	1. Paints models in different positions. 2. Watch and observe the teachers illustrate of draperies. 3. Make studies of posed models in draperies.	1. Pencils, paints, brushes. 2. Chalkboard 3. Paper 4. Strong board 5. Emulsion paint 6. Gloves paint 7. Wood finish 8. Easels. 9. Models 10. Palettes etc.	Students to: 1. paint models in different positions. 2. study draperies on models. 3. displays their works.

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3.	Portraiture I	Students should be able to: 1. explain the meaning of portraiture. 2. discuss principles guiding the drawing and painting of portraits. 3. makes studies of facial features in paper proportion.	1. Introduction to portraiture. 2. Definition 3. Principles guiding portrait drawing and painting. 4. Painting proportion in babies, children and adults.	1. Explains portraiture I painting in terms of definitions, proportions and principles guiding the drawing and painting portrait 2. Illustrates the positions of facial features in relation to one another.	1. Define portraiture. 2. Discuss the principles guiding portrait drawing and painting 3. Explain and practices the drawing of facial features in babies, children and adults in their correct proportions.	1. Pencil 2. Cardboard. 3. Paper 4. Canvas, 5. Colours 6. Drawing. 7. Brands. 8. Easels. 9. Models 10. Magazines 11. Photographs etc.	Students to: 1. explain the term portraiture 2. discusses the principles guiding the drawing and painting of portrait. 3. apply the knowledge of the principles learnt in the drawing of portraits in proportions and profiles.
4.	Portraiture II	Students should be able to: 1. draw and paint portraits of models in facial view. 2. draw and paint portraits of models in profiles. 3. painting portraits. From photograph and pictures.	1. Drawing and painting of portraits frontal view. 2. Drawing and painting of portraits in profile. 3. Portraits paintings from photographs and pictures.	1. Demonstrates the painting of portraits from life models (babies, children and adults male and females). 2. Guides students in the drawing and painting of portraits in frontal view and in profile.	1. Draw and paint portraits using models in frontal pose and in profiles. 2. Paints portraits from photographs and magazines.	1. Canvas 2. Strong board. 3. Drawing board 4. Paper chip 5. Colours 6. Photographs 7. Magazines 8. Pictures 9. Models etc.	Students to: draw and paint portraits from pictures and photographs.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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5.	Imaginative composition	Students should be able to: 1. define and explains imaginative composition. 2. compose and paints imaginative scents e.g. market square, ceremonies, political rallies, motor parks etc.	1. Definitions of imaginative composition. 2. Paintings imaginative composition of scenes.	1. Explains imaginative composition. 2. Illustrates imaginative composition with emphasis on perspective, colour, harming, proportion and balance of paper or surface. 3. Guides students to draw and to paint imaginative composition base on given themes.	1. Explain meaning of imaginative composition. 2. Draw and paint imaginative composition take from themes like, markets scene, motor park and political rally etc.	1. Straw board. 2. Colour 3. Board chip 4. Easels 5. Brushes. 6. Palettes.	Students to: 1. define imaginative composition. 2. compose imaginative seems emphasizing perspective proportion colour harmony and balance. 3. display finished works.
6	Abstract painting.	Students should be able to: 1. explain the term abstract art 2. day another name for abstract art. 3. discuss the characteristics 4. enumerate the stages in the production of abstract painting. 5. produce abstract painting.	1. Meaning of abstract painting. 2. Stages in the production of abstract painting. 3. Production of abstract painting.	1. Explains: - meaning of abstract art. - characteristics - stages in the production of abstract painting, with the use of illustration and picture. 2. Discusses some renowned artistic in this are and their works e.g. Uche Okeke Rene Magritee etc. 3. Demonstrates the stages in the production of abstract painting. 4. Guides students in the production of abstracts. 5. Assists students to display their work.	1. Listening to the teacher explanations and take down notes. 2. Examine the abstract paintings in the shades and pictures. 3. Watch the teacher demonstrations. 4. Produces abstract paintings. 5. Display the finished work.	1. Straw board. 2. Colour 3. Board chip 4. Easels 5. Brushes 6. Palettes 7. Emulsion paint. 8. Gloves paint 9. Wood finish 10. Thinner 11. Container for water and tuner.	Students to: 1. discuss the meaning and characteristics of abstract art. 2. enumerate the stages in the production of abstract paintings. 3. discuss some renowned painters and their work 4. produce abstract paintings and themes given. 5. displays finished work.

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7.	Painting in building trade	Students should be able to: 1. mention two techniques of painting in building. 2. lists the materials used in the two types of painting 3. discusses the techniques involved 4. practices blow lamp method of painting and spray method of painting.	1. Blow lamp method of painting 2. Spray method of painting.	1. Lists the five techniques of building paintings. 2. Introduces blow lamp method and spray method of painting. 3. Demonstrates the blow lamp techniques an spray.	1. Listen attentively to the teacher. 2. Take down notes. 3. Do practical pose of using the two techniques.	1. Paints 2. Compressors 3. Thinner 4. Turpentine 5. Below lamp, 6. Respirators. 7. Goggles 8. Overalls 9. Spray booths, etc.	Students to: 1. lists 5 techniques in building painting. 2. explain the techniques of below lamp method and spray method. 3. do practical work on buildings painting using the two techniques.
THEME: DECORATIVE ARTS.							
8.	Decoration for body adornment I	Students should be able to: discuss advancement beading with emphasis on materials and techniques used.	1. Introduction to modern beading. (a). Beads - Stone beads - Plastics beads - Glass beads 2. Materials - Tiger tail cutters - Chippers, stoppers - Hooks, fishing line.	1. Explains beading in modern times. 2. Introduce different types of beads explaining their qualities 3. Displays the beading materials and took explaining their uses.	1. Listen attentively to the teachers explanations. 2. Watch the teachers demonstration. 3. Mention the various materials for making beads.	1. Coloured beads, cutter tiger tail 2. Fishing line. 3. Stopper 4. Hook, Clipper etc.	Students to: 1. mention different types of beads. 2. list beading materials. 3. discuss their uses.

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9	Decoration for body adornment	Students should be able to: 1. design creative beads.	Beads. 1. Production of creative beads for necks, rings, earrings, bracelet hair chips, slippers and shoes etc.	1. Demonstrates stringing of beads 2. Guides students in the production of creative beads.	1. Produce creative beads under the teachers guidance 2. Display their works.	1. Beads 2. Hooks, 3. Coloured beads Cutter. 4. Tiger tail/fishing line. 5. Clippers etc.	Students to: 1. produce creative beads for earrings, necklace bracelets, dippers, handbags etc. 2. display finished works.
10	Decoration for interiors and gardens and their patronage. I	Students should be able to: 1. lists the materials for balloon decorations and draperies 2. discuss different types of balloon arrangements.	1. Materials for balloon decoration and draperies 2. Balloon arrangements. - Rosettes - Chandeliers 3. Draperies - Sways - Double sways - A design of sways and a design. - Combinations of sways and A design 4. Hall decoration with draperies and balloons.	1. Lists the materials used for balloon decoration and draperies. 2. Discusses the patronage of the interior decoration 3. Demonstrates the different types of balloon arrangement. 4. Demonstrates the different types of design with draperies.	1. Lists materials required balloon decorations and draperies.	Balloon Fabrics Hack pins Scissors Ribbons Twine Photographs and magazines slide projector Video clips etc.	Students to: 1. lists materials required for balloon decoration and draperies.
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Decoration for interiors and gardens and their patronage. II	Students should be able to: 1. discuss the patronage of the interior decoration. 2. decorate interiors and gardens using balloons and draperies.	1. Garden decorations with draperies and balloons. 2. Patronage - Individuals - Organizations - Government.	Guides students in the decoration of interiors and gardens using balloons and draperies.	1. Discuss the patronage of the interior decorator 2. Decorate hall and gardens using balloons and draperies	Balloon Fabric Trava pins Scissors Ribbons Twine Photographs Magazines Slide projectors Video clips Excursions.	Students to: 1. discuss patronage of the interior decoration 2. decorate hall and gardens with balloons and draperies.
THEME: DESIGN SYSTEM							
2.	Stenciling.	Students should be able to: 1. define the term “stenciling” 2. explains the use of stencils 3. list materials for stenciling 4. prepare stencils 5. print papers or fabric using stencils.	1. Introduction to stenciling: - Definitions and history. - Materials 2. Preparation of stencils 3. Printing with stencils.	1. Introduces stenciling by defining and giving its origin. 2. Explains the uses and materials involved. 3. Demonstrates the preparation of stencils 4. Demonstrates printing with stencils. 5. Describe fixing of designs. 6. Guides students in the preparation and printing with stencils.	1. Explains the meaning and origin of stenciling. 2. Lists materials and their uses 3. Observes the teacher demonstrations. 4. Prepare stencils using stencils on 5. Prepared fabric. 6. Fix the printed designs 7. Display the finished works.	Hand paper Thin zing Plastic sheets Cutting knives. Rape, scissors Stippling brush or form poster colour or paints, printing ink etc.	Students to: 1. discuss the meaning and origin of stenciling 2. mention the materials. 3. discuss the uses of stenciling. 4. prepare stencils 5. print design on fabrics or paper using stencils. 6. fix the design. 7. display their work.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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3.	Screen printing and prospects I	Students should be able to: 1. define screen printing. 2. explains the uses 3. list the materials for screen printing. 4. discuss the stages in screen preparation transferring design on to screens.	1. Introduction to screen printing. - What is screen printing. - Uses - Materials. 2. Stages in screen printing. - Screen preparation - Transferring design onto screen.	1. Introduces screen printing by explaining the meaning uses, materials involved and prospects. 2. Demonstrates the stages in screen printing. 3. Guides students to prepare their screens.	1. Discuss the meaning, Uses and prospects in screen printing. 2. List the materials for screen printing. 3. Prepare screen for their printing. 4. Transfer design onto screens.	Frame, mesh, making tape, linger, tact, pins, squeegee, printing ink, fabric, spoon, pressing iron, old newspaper, tables etc.	Students to: 1. discuss the meaning and uses of screen printing. 2. discuss the stages in screen preparation. 3. list materials 4. prepare screen.
4.	Screen printing and prospects. II	Students should be able to: 1. print design on fabric. 2. discuss the prospects in screen printing.	1. Printing 2. Fixing of design. 3. Display of finished works. 4. Prospect on screen printing - Banners - T- shirts. - Handkerchiefs - Wears - Stickers.	1. Demonstrates the printing of design on fabric. 2. Guides students to print their design on fabrics. 3. Assists students to display their works.	1. Discuss the prospect in screen printing. 2. Print design on fabrics 3. Fix the printed designs. 4. Display the finished work.	Frame, Marking tape. Mesh, lunge Tack, pins Squeegee Printing inks Fabrics, spoons, pressing iron Old newspapers Tables etc.	Students to: 1. explains the uses of computers. 2. discuss the relevant computer packages 3. lists the relevant computer pages for graphics.
5.	Computer graphics. I	Students should be able to: 1. discuss the use of the computer in producing art work. 2. discuss the relevant computer packages for graphics. 3. explore the computer packages.	1. Introduction to the uses of computers. 2. Introduction to relevant computers packages. - Corel draw - Paint brush - Power point.	1. Introductions to the uses of computer. 2. Explains the computer packages relevant for production of graphics works. 3. Demonstrates the applications of Corel draw paint brush and power point.	1. Students to listen attentively to the teachers explanations 2. Mentions the relevant computers packages. 3. Explore the computer packages relevant to graphics.	1. Computers 2. Printers 3. Textbooks samples of produced works.	Students to: 1. explains the uses of computers 2. discuss the relevant computer packages 3. list the relevant computer packages for graphics.

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6.	Computer graphic. II	Students should be able to: produce design of cards, hand bills and posters with computers.	Use of computer in producing graphics works.	Guides students in the uses of computers to produce graphics designs.	Students to: 1. Produces cards, posters, and other graphics design using computer. 2. Display the finished works.	Computers Printers Textbooks Samples of produced work.	Students to: 1. produce graphics designs using computers 2. display the finished works.
7.	Preservation mounting and exhibition of art works funding and marketing of art product.I	Students should be able to: 1. discuss the need for the preservation of art work mounting art works. - exhibiting art works. 2. list materials needed. 3. discuss the use of the materials. 4. states the steps involved in the presentation amounting and exhibition of art work. 5. carryout assignment on preservation, mounting and exhibiting art works.	1. Need for preservation, mounting and exhibition of art works. 2. Materials and their uses 3. Steps in preserving mounting and exhibiting art works. 4. Practical in preserving mounting and exhibition of art works.	1. Explains the need for the preservation, mounting and exhibition of art works 2. Lists materials used in the activities. 3. Explains the uses of the materials. 4. Enumerates and demonstrates the steps in preserving, mounting and exhibiting art works. 5. Guides the students in practical.	1. Participates in the lesson by listening and making contribution where necessary. 2. List and explains uses and materials required. 3. Carryout practical activities.	Excursion Fixative Frames Embossed Paper Board Exhibition Stand Cell phone Papers Stapler Tack pins Polish Vanish etc.	Students to: 1. explain the need for preserving mounting and exhibiting art works. 2. first the uses of materials needed in preserving, mounting and exhibiting art work. 3. carryout practical activities in preservation, mounting and exhibition of art works.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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8.	Preservation mounting and exhibition of art works funding and marketing of product II	Students should be able to: 1. list possible outlets for marketing art products 2. discuss sources of funding for art production 3. discuss pricing and marketing of art works 4. art exhibition.	Art funding and marketing of art products: - outlets - sources of funding - marketing art products - determine prices for art works	1. Explains possible outlets for marketing and product. 2. Discusses the source of funding for art product. 3. Explains process and marketing of art work. 4. Assists student in mounting an art exhibition.	1. List outlets for marketing art product. 2. Name source of funding for art production. 3. State ways of deterring the price of an art work. 4. Exhibiting art work.	1. Excursion 2. Frames 3. Fixative 4. Pastel/chalk 5. Embossed papers, boards exhibition stand, cellophane paper/vanish/polish etc.	Students to: 1. explains source of funding of art production. 2. explain processes of pricing and marketing of art product. 3. exhibition of art works.
9	REVISION AND EXAMINATION						

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THEME: SYMBOLS AND CONVENTIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Symbols and Convention I	Students should be able to: 1. identify various symbols and convention. 2. interpret symbols and conventions.	Plumbing symbols and convention.	1. Explains symbols and conventions. 2. Displays symbols and conventions.	Write down note.	Chart	Students to: list and explain 5 symbols and conventions.
2	Symbols and Convention II	Students should be able to: apply symbols and convention.	Plumbing drawing.	Uses building plan to identify position of symbols	Observe symbols and conventions.	Video clip	Students to: identify 3 symbol in a plumbing plan.
THEME: PIPE FITTING							
3	Pipe fitting materials and pipe fitting I	Students should be able to: identify various types of pipe fitting materials and their uses.	1. Types of junction. 2. Connecting sockets. 3. Elbows/bends	1. Explains various types of pipe fitting materials. 2. Explains various types of bends/elbows.	Listen and write down note.	1. Picture 2. Charts.	Students to: list any 3 types of bends, sockets and junctions.
4	Pipe fitting materials and pipe fitting II	Students should be able to: fix the fitting to join together.	Interceptions, bottle traps	Explains how to fix sockets, junction, bends etc.	Carry out the fixing of fittings on pipes.	Various pipe fittings.	Students to: fix at least one sockets or bend.
5	Choice of pipe	Students should be able to: list the factors that affect choice of pipes.	Factors affecting choice of pipes.	Explains the factors that lead to the choice of pipes.	Listen and write down note.	Charts	Students to: list 3 factors that affect choice of pipes.

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THEME: SYMBOLS AND CONVENTIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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6	Sewage collection	Students should be able to: state and construct the various types of sewage collection point (cesspool, septic tank, soak away).	1. Types of sewage collection 2. Construction of sewage collection points.	1. Explains and leads student to the type of sewage collection. 2. Visits a construction site.	Observe the type of sewage collection disposals	Picture, charts, video clips.	Students to: 1. describe and construct cesspool. 2. describe and construct septic tank and soak away.
7	Man hole and inspection chamber	Students should be able to: explain and construct the man hole and inspection chamber.	1. Man hole and inspection chamber. 2. Construction of man hole and inspection chamber.	Explains and leads students to man hole and inspection chamber.	Observe the man hole and inspection chamber on site	Picture, charts, video clips.	Students to: describe and construct man hole and inspection chamber.
8	Central sewage system	Students should be able to: central sewage system e.g. ventilated discharge, primary ventilated sack, etc.	1. Central sewage 2. Construction of central sewage system.	Explains and leads students to the central sewage system.	Observe the central sewage system on site.	Picture, charts, video clips.	Students to: describe and construct central sewage system.

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THEME: SYMBOLS AND CONVENTIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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9	Method of laying pipes	Students should be able to: 1. list methods of setting out trenches for laying pipes 2. various methods for laying ventilated and iron spigot. 3. Practically carry out laying of PVC, pipes and spigot and asbestos pipes.	1. Setting out trenches and laying pipes. 2. Methods of laying pipes (socket, spigot, support, piers support etc. 3. Laying pipes	1. Explains methods of setting out trenches and demonstrate the method practically. 2. Explains and demonstrate the methods of laying various types pipes practically.	1. Observe while teacher demonstrates. 2. Carry out laying of pipes.	Picture, charts, video clips, trenching material (pipes, collars).	Students to: 1. list 3 methods in trenching for pipe laying. 2. list procedures in various methods of laying pipes. 3. lay pipes on different from of bed.
10	Drainage system	Students should be able to: 1. define drainage system 2. list and explain various types of drainage systems.	1. Various types of drainage systems. 2. Method of installations.	1. Defines drainage system. 2. Lists and explain various types of drainage and materials.	Observe teacher's demonstration.	Pictures, chart, video clips, drainage pipes and fittings.	Students to: 1. define drainage 2. list 2 types of drainage system.
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	Cold Water Supply System I	Students should be able to: 1. list the components for cold water supply in a building. 2. state and explain methods of cold water supply in a building.	1. Cold water supply system 2. Components of cold water supply system.	1. Lists component of cold water supply system. 2. Explains the differences between direct and indirect cold water supply.	Listen and write down note.	1. Charts 2. Video clips 3. Component of cold water supply system.	Students to: list component of cold water supply system.
2	Cold Water Supply System II	3. fixing cold water supply in a building.	3. Fixing cold water system in a building.	3. Leads students to identify the components of the cold water supply system.	Carryout practical work on how to fix cold water supply.	Charts, video clips.	carry out the fixing of cold water supply to a building.
3	Hot Water System	Students should be able to: 1. list components of hot water. 2. explain methods of hot water supply. 3. fix hot water supply in a building.	1. Types of hot water supply system. 2. Components of hot supply system. 3. Fixing hot water system in a building.	1. Lists components of hot water supply system. 2. Explains the differences between the two types of hot water supply system.	1. Listen and write down note. 2. List methods of hot water supply system. 3. Carry out practical work on how to fix hot water supply system in a building.	1. Charts, video clips.	

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Types of business organization and ways of raising capital I	Students should be able to: 1. briefly explain the principals of organization of the following business units. -sole proprietorship -partnership -limited liability company.	Principles of organization.	1. Explains the principles of organization and management.	Listen and take down note on principles of organization.	Video clip, charts.	Students to: outline three principals of organization.
5	Types of business organization and ways of raising capital II	2. types of capitals 3. ways of raising capital.	2. Types of capitals 3. Ways of raising capital.	2. Defines fixed and working capital explain how business raise capital.	2. Write note on how business unit rise capital.	Video clip, charts.	explain two ways a business unit raise money.
6	Bookkeeping	Students should be able to: 1. describe record keeping for daily business transaction. 2. books of original entries.	1. Bookkeeping definition. 2. Daily records in business. 3. Problem on daily record.	1. Explains bookkeeping. 2. Explains daily records in business.	Listen and write down notes.	Simulation materials, charts, sales books.	Students to: 1. define bookkeeping. 2. attempt problems.

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7	Contract work I	Students should be able to: 1. define contract 2. name various forms of contract.	1. Definition of contract. 2. Contract documents.	1. Defines contracts 2. Explains forms of contract	Listen and write down notes.	1. Business software. 2. Simulation materials 3. Charts.	Students to: 1. define contract
8	Contract work II	3. forms and uses of contract. 4. function of parties.	3. Parties to contract.	3. Functions of parties in contract.	2. Listen and write down notes.	1. Simulation materials. 2. Charts.	2. state three parties to a contract.
9	REVISION AND FINAL EXAMINATION						

MACHINE WOOD WORKING
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	Safety in the operations of wood work machines	Students should be able to: 1. observe necessary safety rules in the operation of wood work machines	Safety rules in the operation of: 1. band saw 2. tenoner 3. mortise 4. router 5. spindle moulder 6. lathe	1. Explains and demonstrates safety rules in the use of the machines 2. Supervises students activities	1. Observe the teacher's demonstrations 2. Practice operations on the machine	1. Safety poster's 2. Machines 3. Safety devices	Students to: 1. state five safety rules to be observed when using: a. band saw b. router c. lathe
2	Wood Work Machines	Students should be able to: identify parts of selected wood work machines	1. Parts and use of a. Mortises b. Router c. Spindle moulder d. Lathe	1. Shows and names parts of the machines 2. Describes the uses of the machines and their parts	Participate actively in class discussions	1. Machines 2. Maintenance materials	Students to: state one specific use of each machine listed above
3.	Uses of machines and their parts	Students should be able to: 1. state the uses of the machines and their parts 2. clean and lubricate the machine parts and accessories	Types of maintenance	1. Demonstrates how to maintain the machines. 2. Gives practical exercises maintenance	Identify and name parts of machines - Carryout maintenance on machines	1. Machines 2. Maintenance materials	Students to: clean and lubricate the machine parts and accessories
4.	Wood Machining	Students should be able to: selected machines for various operations	Machine operations 1. Curve cutting 2. Tenoning 3. Mortising 4. Shaping 5. Turning 6. Moulding 7. Mitre cutting	1. Demonstrates machine operations 2. Supervises students activities	1. Observe the teacher demonstrations 2. Carryout machine operations	1. Machines 2. Timber safety devices	Students to: use appropriate machines to produce: 1. circular shapes 2. moulding (ovolo) 3. flower vase 4. turned legs 5. mortise and tenon joint

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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5.	Wood finisher and finishing	Students should be able to: identify and state the uses of different wood finisher	1. Term wood finishes 2. Types uses and properties	Describes types classification uses and characteristics of wood finishers	Describe classify and state the uses and characteristics of wood finishers.	Various wood finishers	students to: name 5 wood finishes
6	Equipment and materials for applying finishes	Students should be able to: 1. name the tools equipment and materials for applying finishes 2. state properties of wood finishes	1. Tools equipment and materials for application of finishes. 2. 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	Spray gun hand brush, cotton wool, glass paper etc.	Students to: state 4. characteristics of the listed wood.
THEME: MACHINE MAINTENANCE							
7.	Wood working machines and maintenance	Students should be able to: 1. list and state the uses of wood working machines. 2. identify the parts of wood working machines and state their uses	Wood working machines (e.g. wood lathe, drilling machine morticer, band saw	States the uses of wood lathe drilling machine morticer and band saw	1. Identify the machines and their parts	1. Wood working machines. 2. posters and charts	Students to: a. wood lathe b. drilling machine c. morticer d. band saw.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Machines maintenance	Students should be able to: use wood working machines and observe necessary safety precautions when using them.	Maintenance of wood working machines. - Types of lubricant - Reasons for carrying out regular maintenance on machines	Identifies parts of each machine and state the function - Demonstrates use of machine how to observe, safety precautions on them	Observe and demonstration safe use of the machines and their maintenance - Safety use each machine for the correct purpose	- Posters - Lubricants - Video clips	Students to: 1. name at least 2 parts of each machine listed in one and state the function of each parts. 2. use band saw and state one reason for carrying out regular maintenance on wood working machines
9	Wood Turning	Students should be able to: 1. identify and label parts of the wood lathe 2. sketch and state the uses of wood turning tools	1. Parts of the lathe machine and their uses. 2. Wood turning tools, user and sketches	1. Displays diagrams showing parts of wood lathe 2. Describes the use of wood turning tools	1. Identify parts of the wood lathe 2. Sketch and state the uses of wood turning tools	1. Turned Items 2. Wood Lathe 3. Turning tools	Students to: list 5 parts of the wood lathe
10	Wood turning tools	Students should be able to: 1. sketch and state the uses of wood turning tools 2. produce turned parts on the lathe machine	1. Wood turning tools, uses, and sketches 2. Wood turning processes and operations	1. Demonstrates techniques of turning between centres and face plate turning	1. Produce turned on the lathe	1. Wood lathe 2. Turning tools 3. Wood	Students to: 1. sketch 3 wood turning tools 2. list three items that are turned on the wood lathe
11	REVISION						
12	EXAMINATION						

WOOD WORKING MACHINE
SS III
SECOND TERM

THEME: WOOD SHAPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Wood shaping	Students should be able to: 1. define wood shaping 2. identify describe and sketch the various form of wood shaping	1. The term wood shaping 2. Types of wood shapes - Rounding - Moulding - Beveling - Chamfering - Tapering etc.	Explains the term wood shaping illustrates different wood shapes	Carryout beveling chamfering, tapering, rounding moulding activities	Tools and machines for wood shaping	Students to: describe the following forms of wood shaping: - tapering - beveling - chamfering
2.	Tools and machines for wood shaping	Students should be able to: 1. name tools and machines for wood shaping 2. produce different wood shapes	Tools and machines for wood shaping	1. Describes the process of wood shaping 2. Produces wood shapes	To produce wood shapes	- Tools - Machines for wood shaping	Students to: explain the following forms of wood shaping
3.	Business opportunities in wood machining	Students should be able to: identify business opportunities in machine wood working	1. Business opportunities a. Martising b. Shaping c. Planning d. Tenoning e. Moulding	Organizes field trip for students to machine shops and saw mills	Visit saw mills and machine shops	Video clips simulation material.	Students to: write and submit a report on field trip and feasibility study undertaken
4.	Business opportunities in wood machining	Students should be able to: undertake a feasibility study of business opportunities in wood machining	Business opportunities a. Caving b. Spraying c. Turning	Arranges a talk by distinguished machine operators officials SME and finance institutions etc.	Under take a feasibility study	Video clips simulation material	Students to: write and submit a port on field trip and feasibility study undertaken

WOOD WORKING MACHINE
SS III
SECOND TERM

THEME: WOOD SHAPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Funds sourcing	Students should be able to: explore possible sources of funds	Source funds: 1. personal saving 2. bank land 3. cooperative associations and thrifts	Guides students to identify possible sources of funds	List the source of found	Video clips business software and simulation materials	Students to: list five sources of funds
6.	Operating and managing wood machine shop	Students should be able to: set up and manage a machine shop	1. Setting up a machine shop 2. Managing a machine shop	Guides students in setting up and managing machine shop	1. Attach themselves to existing wood machine shop operators	Business soft ware and simulation materials	Students to: write and submit a report on their experiences with the machine shop operator under studied.
7.	Managing wood work production	Students should be able to: demonstrate, understanding of what it takes to effectively manage personnel and financial resources in wood production system	Production planning materials procurement estimating and costing sourcing for funds	Explains production planning, material procurement estimating and costing fund sourcing	1. Choose a furniture production outfit and under study management of the enterprise 2. Submit a report	1. Organizational charts 2. Flow charts 3. Charts work workshop and machine layout	Students to: describe 3 activity areas in managing a wood work production system
8.	Case studies in entre preneurship wood working	Students should be able to: explore business opportunities in wood working	Merchandising enterprise: timber logs, manufactured boards, fittings etc.	Guides students into exploring and choosing business enterprises in wood working	Explore and choose business enterprises in wood working	Charts showing business enterprises in wood working	Students to: submit business plans
9	REVISION AND EXAMINATION						

CARPENTRY AND JOINERY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Worksite safety	Students should be able to: list and identify sources of work site hazards.	Worksite safety e. g. when handling and using hand tools, machines, portable power tools, and using ladder and steps, et. c.	Lists and identify sources of work site accidents.	Observe demonstration safety posters and simulation materials.	Worksite safety posters and simulation materials	Students to; list at least 5 sources of worksite hazards.
2	Safety precautions to prevent worksite hazards.	Students should be able to: take necessary safety precautions to prevent work site hazards.	1. Safety in using ladder and stops.	1. Emphasizes and demonstrates safety precautions to prevent worksite accidents 2. Displays worksite safety posters and simulation materials	Take necessary precautions to prevent worksite hazards.	Worksite safety posters and simulation materials video clips	Students to: 1. list at least 5 sources of worksite hazards. 2. state 1 safety precaution to take when using: i) ladder and steps ii) handling the jig saw, e. t. c.
3.	Wood working machines and maintenance	Students should be able to: 1. list and state the uses of wood working machines. 2. identify the parts of wood working machines state their uses.	1. Wood working machines (e. g. wood lathe drilling machine mortise and band saw) 2. Maintenance of wood working machines. Types of lubricant reasons for carrying out regular maintenance on machines.	1. States the uses of wood lathe drilling machine mortise and band saw. 2. Identifies parts of each machine and state the function.	1. Identify the machines and their parts. 2. Observe and demonstration safe use of the machines and their maintenance	1. Woodworking machines 2. posters and charts	Student to: 1. state the use of a) wood lathe b) drilling machine c) mortician d) band saw 2. name at least parts of each machine listed in 1 and state the function of each parts.

CARPENTRY AND JOINERY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Woodworking machines and observe safety	Students should be able to: 1. use wood working machines and observe necessary safety precautions when using them. 2. carry out regular maintenance of wood working machines.	Maintenance of wood working machines types of lubricant reasons for carry out regular maintenance on machines.	1. Demonstrates use of machine and how to observe safety precautions on them. 2. Demonstrates how to carry out maintenance on each machine.	Safety use each machine for the correct purpose.	1. Lubricants 2. Video clips	Students to 1. state 1 safety precaution to take when using each machine listed in 1 2. use band saw and state 1 reason for carrying out regular maintenance on wood working machines.
5.	Roofing and ceiling materials	Students should be able to: name and identify types of common roofing and ceiling	1. Common roofing and ceiling materials.	Displays samples of common roofing and ceiling materials.	Observe samples of common roofing and ceiling materials displayed.	Sample of roofing and ceiling materials in common use	Students to: 1. List at least 5 roofing materials and 5 ceiling materials in common use.
6	Common roofing and ceiling materials.	Students should be able to: state the advantages of common roofing and ceiling materials.	1. Advantages of common roofing and ceiling materials.	Lists common roofing and ceiling materials and state their advantages	Observe samples of common roofing and ceiling materials displayed.	Sample of roofing and ceiling materials in common use.	Students to: 1. list at least 5 roofing materials and 5 ceiling materials in common use 2. state 1 advantage of each material listed in 1 above.
7.	Cladding materials	Students should be able to: 1. name and identify common cladding materials. 2. describe the properties of cladding materials	Types and properties materials manufactured boards, Timber, e. t. c.	1. Displays samples of cladding materials and name them. 2. Explains the properties of common cladding materials.	Observe and identify the samples of cladding materials displayed	Samples of cladding materials.	Students to. 1. name at least 5 cladding materials. 2. state 1 property of each cladding materials named in 1.

CARPENTRY AND JOINERY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Wall panelling cladding and partitioning	Students should be able to: understand the purpose, principles and techniques of frame construction.	Purpose of wall parcelling	Explains the purpose of wall parcelling.	Select suitable timber for wall parcelling.	Simple frame constructions and wall parcels	Students to state at least 2 purpose of wall parcelling.
9	Principles and tourniquets of frame construction	Students should be able to: apply the principles and techniques of frame construction to wall parcelling, wall cladding and partitioning.	1. Principles and techniques of frame construction 2. Timber suitable for wall parcelling cladding and partitioning.	1. Explains the principles and techniques of framer construction. 2. Names timber satiable for wall parcelling. Cladding and partitioning. 3. Demonstrates construction of types of wall panels.	Observe demonstration and do wall parcelling, cladding and partitioning.	Sample frame constructions and wall parcels.	Students to 1. explain the principles and techniques of frame construction. 2. name at least 4 timbers suitable for wall parcelling. 3. choose 1 type of wall parcel and construct it.
10	Prefabricated building	Students should be able to; explain pre-fabrication and understand the methods, techniques and basic principles of prefabricated structures.	Concept of prefabrication.	Explains pre-fabrication, methods techniques and principles of constructing prefabricated structure.	Observe demonstration.	Timber materials nails samples of a prefabricated structure video clips	Students to: explain prefabrication.
11	REVISION						
12	EXAMINATION						

CARPENTRY AND JOINERY
SS III
SECOND TERM

THEME: PRE-FABRICATION STRUCTURES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Common pre-fabrication structures	Students should be able to: construct common pre-fabrication	Construction of hoards batchers e. t. c.	Demonstrates construction of a pre-fabricated structure	Construct a chosen pre-fabricated structure	Sample of a prefabricated structure video clips	Students to: 1. explain prefabrication 2. explain the methods techniques, and principles of making prefabricated construct a pre-fabricated unit.
2.	Students, Hand Railings and Balusters	Students should be able to: explain the purpose of astir and factors determining it's location in a building.	Factors determining location of stairs, sketches of common types common terms flight, headroom, rise landing tread etc.	Explains the purpose of a stair factors determining it's location and common stair case terms.	Observe site work	Models of common stairs hand railings and balusters.	Students to: 1. explain: a) the purpose of a stair in a building. b) at least 2 factors that determine the location of a stair in a building.
3.	Sketch common types of stairs.	Students should be able to: name and sketch common types of stairs and identify the parts.	Parts of a stair function and sketches.	Names describe and sketches stairs and label the parts.	Construct and fix woodier stairs hand railings and balusters	1. Models of common stairs hand railings and balusters 2. Tools	Students to: 1a) name and sketch 2 common types of stairs. 2b) label 3 parts of one of the sketches in 2 (a)

CARPENTRY AND JOINERY
SS III
SECOND TERM

THEME: PRE-FABRICATION STRUCTURES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: STAIRS AND RAILINGS AND BALUSTERS							
4.	Wooden stairs hand railings and balusters	Students should be able to: construct and fix wooden stairs hand railings and balusters.	1. Construction and fixing of wooden stairs, hand railings and balusters	Takes students to project site to observe construction and fixing of stairs hand railings and balusters.	1. Observe site work. 2. Construct and fix wooden stairs hand railings and balusters	1. Models of common stairs hand railings and balusters 2. Tools	Students to: 1. Explain each of the following terms used in stair construction: (a) rise and going of a step and a stain (b) pitch (c) head room (d) flight.
5.	Scaffolding and ladder	Students should be able to: explain the purposes of scaffold and basic requirements of a good scaffold and ladder.	Purpose of scaffold, basic requirements of a good scaffold and ladder.	Explains the purpose of scaffold and basic requirement of a good scaffold and ladder.	Construct a wooden scaffold	Timber materials	Students to explain the purpose of scaffold.
6.	Main parts of a scaffold and functions	Students should be able to: identify the main parts of a scaffold and state their functions	Parts of scaffold and functions.	Demonstrates construction, maintenance and use of wooden scaffold and ladder.	Maintain and safety use scaffold and ladder.	1. Timber materials 2. Tools	Students to: list at least 2 basic requirements of a good scaffold and ladder.
7.	Wooden scaffold and ladder maintain and safely use	Students should be able to: construct wooden scaffold and ladder maintain and safely use them.	Construction maintenance and safe use of scaffold and ladder.	Demonstrates construction, maintenance and use of wooden scaffold and ladder.	Maintain and safely use scaffold and ladder	1. Timber materials 2. Tools	Students to: 1. list at least 5 members of a scaffold and state their functions. 2. construct a sample scaffold

CARPENTRY AND JOINERY
SS III
SECOND TERM

THEME: PRE-FABRICATION STRUCTURES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ROOFING AND CEILING							
8.	Roofing and ceiling	Students should be able to: explain the purposes of a roof and ceiling.	Functions of roofs and ceilings.	Explains the function of roofs and ceilings.	Visit site, Observe and take part in roofing and ceiling work.	1. Models of various roofing types. 2. Roofing and ceiling materials	Students to: state at least 2 function of roofs and ceilings.
9	REVISION AND EXAMINATION						

FURNITURE MAKING
SS III
FIRST TERM

SUB THEM: CABINET FITTINGS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cabinet fittings	Students should be able to: list and sketch various types of cabinet fittings.	Types of cabinet fittings.	Displays various types of cabinet fittings.	1. Note various types of fittings 2. Sketch various types of fittings.	Sample of cabinet article containing fittings.	Students to: sketch at least three types of cabinet fittings.
2	Uses of cabinet fittings	Students should be able to: 1. state their uses. 2. fix different types of cabinet fittings.	Methods of fixing cabinet fittings.	Demonstrates the fixing of fitting.	Fix some of the cabinet fittings discussed.	Cabinet fittings software charts and posters.	Students to: describe methods of fixing different types of fittings.
3.	Wood Adhesives	Students should be able to: list various methods of applying adhesives.	Different methods of applying adhesives.	Explains various methods of application.	Apply adhesives on a given project.	Project ready for gluing.	Students to: list at least two methods of applying adhesive.
4.	Uses of wood Adhesives	Students should be able to: 1. explain the advantages of each method. 2. prepare and apply adhesives.	Advantages and disadvantages of each method.	Demonstrates the application of adhesives.	Apply adhesive on a prepare work.	Clamps Glue	Students to: 1. state two advantages and disadvantages of each method listed in 1. 2. apply glue to their projects.
5.	Tools and equipment used in furniture making	Students should be able to: list various types of equipment used in furniture making.	Equipment used in furniture making.	Displays different types of equipment used in furniture making.	Observe the displays of different equipment.	Furniture equipment.	Students to: list at least 4 types of equipment.

FURNITURE MAKING
SS III
FIRST TERM

SUB THEM: CABINET FITTINGS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Functions of different equipment	Students should be able to: sketch and state the functions of different types of equipment in furniture making.	Equipment used in furniture making.	Demonstrates the use of each of the equipment.	Sketch and state the uses of each of the equipment.	Charts Poster Software	Students to: . sketch and explain the uses of each of the equipment listed in I.
7.	Maintenance of furniture tools	Students should be able to: explain the operations involved in the maintenance of furniture tools.	Sharpening, e.g. plane cutters chisels, saws etc.	1. Discusses various ways of maintaining furniture tools. 2. Demonstrates maintenance of furniture tools.	Observe the teacher demonstrate the maintenance of furniture tools.	1. Tools sharpening equipment 2. Charts. 3. Posters	Students to: explain how to carryout maintenance of cutting tools e.g. chisel, plane, cutter etc.
8.	Machine operation and safety	Students should be able to: state different types of machine used in furniture workshop.	Machine operation 1. Sawing machine 2. Planning machine	Discusses operation techniques and safety precautions of various types of machine	Observe and operate the machines	1. Machines 2. Charts 3. Posters	Students to: list at least three types of machines used in furniture workshop
9	Safety precaution on various machine	Students should be able to: explain the safety precautions involved when using each machine.	Machine operation 1. Drilling machine. 2. Mortising machine etc. safety in machine operation.	Demonstrates how machines are operated.	Note and practice safety precautions in operating different machines.	1. posters 2. Soft ware 3. Video clips.	Students to: 1. explain safety precautions involved in using different machines. 2. operate any of the machines efficiently.

**FURNITURE MAKING
SS III
FIRST TERM**

SUB THEM: CABINET FITTINGS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Planning furniture construction	Students should be able to: 1. explain what a working rod is. 2. set out a working rod.	1. Working rod. 2. Selection of materials.		Participate in preparation of a working rod.	1. Samples of working rods 2. Charts.	Students to: explain the meaning of the working rod.
11	REVISION						
12	EXAMINATION						

FURNITURE MAKING
SS III
SECOND TERM

SUB THEME: CUTTING TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Application of a cutting list	Students should be able to: 1. select appropriate materials for job at hand. 2. prepare a cutting list 3. state the component of a cutting list.	Cutting list.	1. Uses a drawing to produce a cutting list. 2. Describes factors to be considered in selection of materials.	Participate in preparation of a cutting list.	1. Charts showing cutting list. 2. Working drawing of furniture materials.	Students to: form a given working drawing prepare a cutting list.
2.	Construction of different items of furniture	Students should be able to: 1. prepare materials for construction 2. set-out joints and shapes 3. assemble – parts of joints 4. carry out the finishing	1. Preparation of materials 2. Setting out of joints 3. Cutting of joints 4. Assembling joints 5. Finishing	1. Demonstrates to the students how to prepare materials 2. Sets out joints 3. Assembles joints 4. Demonstrates the steps involved in finishing	1. Participate in the preparation of materials 2. Take part in setting out 3. Participate in assembling joint	1. Samples of materials and tools 2. Charts showing the process of preparing materials	Students to: 1. prepare materials for construction 2. set-out joints and shapes. 3. assemble the joints 4. carry out the finishing
3.	Padding and stuffing	Students should be able to: 1. describe padding and stuffing materials 2. list padding and stuffing materials	1. Padding and stuffing 2. Types of padding and stuffing materials	1. Describes padding and stuffing 2. Demonstrate padding and stuffing of materials	Note the description of padding and stuffing	1. Samples of padded and stuffed upholstery item 2. Charts posters, video clips	Students to: 1. describe padding and stuffing 2. list at least two padding materials and two stuffing materials

FURNITURE MAKING
SS III
SECOND TERM

SUB THEME: CUTTING TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Fixing sewn material	Students should be able to: 1. identify fixing materials 2. list fixing materials	1. Fixing materials 2. Tools used in fixing sewn materials	Displays and show fixing materials	Observe fixing materials and tools used in fixing sewn materials	Samples of sewn materials	Students to: 1. identify fixing materials 2. list at least three fixing materials
5.	Tools fixing sewn materials	Students should be able to: 1. identify tools used in fixing sewn materials 2. fix sewn materials to a simple framed items	Tools used in fixing sewn materials	1. Displays tools used in fixing sewn materials 2. Demonstrates fixing of sewn materials	Fix sewn materials to a simple framed item	1. Samples of half covered upholstery items 2. Charts 3. posters	Students to: 1. identify at least two tools of fixing sewn materials 2. fix sewn materials to a simple framed item
6.	Business opportunities in furniture making	Students should be able to: identify and list business opportunities in furniture in furniture making	1. Furniture business manufacture, sales and supplies 2. Upholstery business	1. Discusses various opportunities in furniture making 2. Discusses sources of funding 3. Invites a resource person (s) to give a talk	Note various business opportunities in furniture making	Video clips software on different aspect of business in furniture making	Students to: identify and list three different business opportunities in furniture making

**FURNITURE MAKING
SS III
SECOND TERM**

SUB THEME: CUTTING TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Starting a furniture business	Students should be able to: 1. state factors to be considered when locating a business site 2. carry out feasibility study	Locating a business site	Discusses factors that are considered when locating a business site	note the factors that are considered when locating a business site	Invite an entrepreneur to give a talk on how to start a furniture business	Students to: state at least three factors to be considered when locating a business site
8.	Source of funding	Students should be able to: identify source of funding	Fund sourcing	Discusses various sources of funding	Participate in the discussion of source of funding	Software on stating a business venture	Students to: list at least three sources of funding
9	REVISION AND EXAMINATION						

**UPHOLSTERY
SS III
FIRST TERM**

THEME: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Accident	Students should be able to: 1. explain the term accidents. 2. state causes of accidents.	1. Meaning of accident. 2. Causes of accidents.	1. Discusses the meaning of accident. 2. Stimulates accidents scenes.	1. Listen and take notes. 2. Discuss causes of accident.	1. Posters. 2. ICT software on accident, pictures.	Students to: discuss causes of accidents.
2	Accident management	Students should be able to: 1. discuss management of accident. 2. state steps of accident reduction.	1. Methods of handling accident. 2. Accident reduction.	1. Explains methods of handling accidents. 2. Outlines steps for accident reduction.	1. Discusses methods of handling accidents. 2. State methods of reducing accidents.	1. Posters 2. ICT software on accident. 3. Pictures 4. Guest speaker on safety, e.g. fire brigade officer.	Students to: 1. to practice handling of accident by simulation. 2. outline methods for accident reduction.
3	Fire Management	Students should be able to: 1. define fire 2. list types of fire 3. state sources of fire. 4. state fire prevention precautions.	1. Meaning of fire 2. Types of fire 3. Sources of fire e.g. electrical fault, inflammable materials, unsafe work habits etc.	1. Explains meaning of fire. 2. Discusses sources of fire. 3. Discusses causes of fire.	1. Listen 2. Take notes	1. Posters 2. ICT software on firefighting equipment.	Students to: 1. define fire 2. explain causes of fire. 3. discuss fire prevention in groups.

**UPHOLSTERY
SS III
FIRST TERM**

THEME: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: FIRE EQUIPMENT							
4.	Types of fire equipment	Students should be able to: 1. list types of fire prevention equipment. 2. handling fire occurrence situations.	1. Fire equipments e.g. sand buckets. 2. Water hose, fire extinguishers, etc. 3. Methods of handling fire occurrence.	1. Enumerates firefighting equipment. 2. Demonstrates fire handling methods in the workshop.	1. Take notes 2. Practice fire fighting operations.	1. Guest speaker's e.g. Fire Brigade personnel. 2. Medical personnel. 3. Note phone numbers and address of fire brigade stations.	Students to: 1. discuss fire prevention in groups. 2. participate in fire fighting stimulation.
5.	First Aid	Students should be able to: 1. explain the term first aid. 2. list first aid equipments. 3. state uses of first aid equipment. 4. discuss first aid activities. 5. administer first aid in an accident situation.	1. Meaning of first aid. 2. First aid equipment. 3. First aid activities e.g. artificial respiration 4. Administration of first aid.	1. Explains meaning of first aid. 2. Outlines first aid equipment, e.g. First aid box and content. 3. Discusses first aid activities. 4. Demonstrates administration of first aid.	1. Listen 2. Taken notes 3. Discuss first aid methods activities, and equipment in groups. 4. Practice administration of first aid.	1. Posters 2. ICT software on first aid. 3. Guest speakers, e.g. medical personnel.	Students to: 1. explain first aid. 2. discuss first aid application. 3. demonstrate administration of first aid.

UPHOLSTERY
SS III
FIRST TERM

THEME: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: USES OF MACHINES							
6	Introduction to industrial machines	Students should be able to: 1. identify modern industrial machines 2. discuss the features of modern industrial machines.	1. Modern industrial machines. 2. Features of modern industrial machines.	1. Identifies industries with modern upholstery machines. 2. Organizes industrial visits to some identified modern upholstery industries.	1. Listen 2. Taken notes 3. Visit industries.	1. Pictures of modern upholstery machines. 2. ICT software on modern upholstery work and machines.	Students to: 1. list modern industrial machines. 2. outlines the features of modern industrial machines.
7.	Special purpose tools and machines.	Students should be able to: enumerate special purpose tools and machines used in upholstery.	Types of special purpose tools and machines.	1. Outlines features of modern industrial machines. 2. Prepare a format for students report.	1. Ask questions from industrial experts on the modern machines. 2. Write report on the industrial visitation.	1. Physical modern upholstery industries. 2. Catalogues. 3. Manufacturers manuals.	Students to: 1. discuss modern upholstery workshop in groups. 2. submit report on the industrial visitation. 3. outlines their experiences and observations.
THEME: UPHOLSTERY WORK							
8.	Design of more complex upholstery work.	Students should be able to: outline elements of complex upholstery designs.	Elements of complex upholstery design: (a) Environment of use. (b) Social status of the customers (c) Quality of materials. (d) Availability of tools and materials (e) Labour requirement. (f) Overall cost, etc.	1. Explains elements of complex designs. 2. Discusses the implications of the elements, to the overall design and cost.	1. Listen attentively 2. Take notes	1. Posters 2. Charts 3. Catalogues 4. Real object	Students to: discuss the elements of complex upholstery designs.

UPHOLSTERY
SS III
FIRST TERM

THEME: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Articles involving complex upholstery work	Students should be able to: 1. enumerate examples of articles involving upholstery works. 2. develop the designed an article involving complex upholstery works.	(1) Examples of articles involving complex upholstery work: (i) auto-upholstery (ii) office furnishing doors, table, chairs, wall panels etc. (iii) home furnishing beds, lunge seats etc. (2) Development of the design following the stages: (i) preliminary sketches (ii) selection of 'best' alternative. (iii) working drawing. (iv) cutting lists (v) estimate of materials and cost.	1. Gives examples of articles involving complex upholstery design. 2. Guides students in the development of the design. 3. Approves the working drawings.	Develop a design involving complex upholstery work.	1. ICT software on complex upholstery designs. 2. Students designs	Students to: 1. list articles involving complex upholstery designs. 2. develop the design of an article involving complex upholstery work.
10	Repair and maintenance of upholstery articles	Students should be able to: 1. discuss meaning of fault. 2. identify faults. 3. identify materials required. 4. estimate the cost of repair. 5. execute the repair.	1. Meaning, types and sources of faults e.g. stains, tear, breakages etc. 2. Fault identification 3. Identification of materials. 4. Estimation of cost. 5. The repair	1. Discusses meaning and types of faults. 2. Outlines the characteristics of types of fault. 3. Explains how to identify faults. 4. Demonstrates: (i) estimation of cost of repair (ii) rectification of faults.	1. Listen 2. Take notes 3. Critically observe the procedures of the demonstration. 4. Carry out a given repair work.	1. Real objects 2. ICT on repairs	Students to: 1. discuss meaning of fault. 2. identify a given fault. 3. estimate cost of repair. 4. carry out a given repair work.
11-12	REVISION AND EXAMINATION						

**UPHOLSTERY
SS III
SECOND TERM**

THEME: WORKSHOP AREA

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Workshop Environment	Students should be able to: 1. explain the concept of workshop environment 2. discuss workshop layout 3. list the facilities and equipment in the workshop	1. The work shop environment: The building surroundings ventilation, lighting, utilities storage equipment, electrical installation, etc. 2. Types of workshop layout, access ways, floor area, work stations etc. 3. Types of workshop facilities and equipment. Conveniences. ICT room, show room, safety devices and equipment etc.	1. Discusses workshop environment. 2. Draws typical workshop layouts with emphasis on the allocation of the floor area. Conveniences. ICT room etc. 3. Lists essential facilities and equipment. 4. Supervises students workshop layout drawings.	1. Take notes 2. Draw work shop layouts as directed by teacher. 3. Group work for creativity	Posters. Charts Pictures ICT soft Ware on Work shop Layouts, industrial visits.	Students to: 1. define workshop environment. 2. list types of workshop layout 3. list essential work shop spacer 4. list essential work shop facilities and equipment.
2	Work shop personnel	Students should be able to: 1. list the types of work shop personnel 2. state the function of the workshop personnel.	1. Types of workshop personnel: cleaners attendants workshop assistants, store keepers and teachers. 2. Characteristics of workshop personnel. 3. Function of work shop personnel.	1. Lists the types of workshop personnel. 2. States their characteristic and functions. 3. Demonstrates the chain of communication in the workshop.	1. Listen. 2. Ask questions 3. Participate in role playing and contribute to the discussions. 4. Draw the communication chart.	Posters Charts Pictures ICT soft Ware etc.	Students to; 1. discuss the functions of workshop personnel's. 2. discuss the communication chart.

**UPHOLSTERY
SS III
SECOND TERM**

THEME: WORKSHOP AREA

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Material control	Students should be able to: 1. discuss the concept of materials control. 2. conduct market survey.	1. The concept of material control. 2. Sources of materials.	1. Discusses the concept of material control. 2. Identifies sources of materials.	1. Pay attention to the concept given. 2. Identify materials required. 3. Compile material list.	Real objects, control documents ICT soft ware on material control.	Students to: 1. discuss material control. 2. state the methods of procurement of materials.
4.	Methods of procurement of material control.	Students should be able to: 1. discuss the methods of procurement. 2. procure required materials. 3. store the procured materials.	1. Procurement of materials 2. Storage: receiving, stocking, issuing and retrieving.	1. Discusses methods of procurement. 2. Explains meaning of storage of different types of materials 3. Discusses methods of controlling the use of materials.	1. Take notes 2. Conduct market survey 3. Use the store effectively.	1. Posters 2. Catalogues 3. Manufacturer's manual	Students to: 1. state the methods of procurement of materials. 2. explain the functions of store man in the utilization of materials.
5.	General maintenance.	Students should be able to: 1. discuss the purpose of maintenance. 2. explain the importance of housekeeping.	1. Purpose of maintenance 2. Importance of housekeeping. 3. Housekeeping equipment.	1. Discusses the general purpose of maintenance. 2. Draws programme for housekeeping.	1. Listen. 2. Take notes 3. Carryout regular maintenance of the work shop.	1. Posters 2. Charts 3. Real objects	Students to: discuss the importance of regular maintenance.

**UPHOLSTERY
SS III
SECOND TERM**

THEME: WORKSHOP AREA

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WORK SHOP SAFETY							
7.	General workshop safety	Students should be able to: 1. discuss importance of safety in the workshop 2. exhibit safety consciousness.	1. Maintenance of safety. 2. Safety first. 3. Safety signs and poster. 4. First aid.	1. Explains importance of safety in the work shop. 2. Sources and displays safety signs and posters. 3. Explains the concept of safety first. 4. Ensures compliance to safety rules.	1. Take notes 2. Discuss the concept of safety first. 3. Form safety committees. 4. Produce safety signs and posters.	1. ICT soft ware on safety. 2. Poster's resources persons on safety issues, etc.	Students to: 1. discuss the importance of safety 2. observe safety rules and regulations. 3. produce safety signs.
8.	Sales.	Students should be able to: 1. identify the customers. 2. analyze customer's needs 3. satisfy customer's needs. 4. package the product.	1. Customer identification. 2. Customer needs 3. Customer satisfaction 4. Product packaging 5. Quality control	1. Explains the concept of the customer. 2. Analyses the customer. i. environment ii. economic status, iii. purpose iv. cost 3. Discusses quality control parameters.	Listen, take notes, and contribute.	Posters drawings real object ICT soft ware on advertisement and packaging.	Students to: 1. discuss the concept of customer. 2. state the characteristics of a customer. 3. carryout the quality evaluation of a product..
9	REVISION AND EXAMINATION						

CATERING CRAFT
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FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: MENU PLANNING							
1	Special menu and demonstration I	Students should be able to: Plan and prepare meals for vegetarians.	1. Meals plan for vegetarians 2. Meals plan for the vulnerable group.	1. Explains the various types of vegetarians and their dishes. 2. Discusses meals for the vulnerable group.	1. Participate in class discussions. 2. Practice the preparation the special meals. 3. Display their products.	Charts of different special meals.	Students to: 1. List any two types of vegetarians. 2. Plan two meals for vegetarians and vulnerable group.
2	Special menu and demonstration II	Plan and prepare meals for different physiological conditions.					
3.	Practical	Plan and prepare meals for vegetarians and physiological conditions.	Plan and cook for vegetarians and vulnerable group.	1. Demonstrates the preparation of meals for vegetarians and vulnerable group. 2. Supervises student's practical.		1. Cooking equipment and utensils. 2. Food ingredients.	Students to: Prepare and cook meals for vegetarians and vulnerable group
4.	Special menu and demonstration II	Plan and prepare meals for different occupational group	Meals plan for manual, sedentary workers etc.	1. Explains and prepare meals for manual, sedentary workers etc. 2. Demonstrates the preparation of meals 3. Supervises students practical	1. Practice the preparation of meals for the different occupational groups e.g. sedentary, manual workers 2. Display their products.	1. Charts of different occupational groups 2. Cooking equipment and utensils 3. Food ingredients	Students to: 1. List any two types of occupational group 2. Plan two meals for manual and sedentary worker.

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SS III
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Accompaniments (Food)	1. Explain what is meant by accompaniment 2. Identify different accompaniments that can be served with various food	Food accompaniments	1. Explain the meaning of food accompaniments 2. Discusses their uses and advantages e.g. fish with lemon etc.	Takes part in the discussion	1. Charts on different accompaniments. 2. Food accompaniments	Students to: 1. List five different accompaniments for five dishes
6	Accompaniments (table)	1. Explain table accompaniments 2. Identify different table accompaniments	Table accompaniments	1. Explain the meaning of table accompaniments 2. Discusses their uses and advantages e.g. cruets, menu cards etc.	Take part in the discussions	Charts on different accompaniments	Students to: 1. List any four table accompaniments
7.	Practical	Practical	Practical	Practical			
8.			Practical				
9-	REVISION						
12	EXAMINATION						

**CATERING CRAFT
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: SERVICE OF FOOD AND DRINKS							
1	Types of beverages (bar) I	Students should be able to: explain the term 'bar' and its uses.	1. Bar 2. Alcoholic beverages	1. Explains the meaning and functions of the bar. 2. Discusses types and uses of alcoholic beverages 3. Demonstrates production of some alcoholic beverages 4. Supervises the students practical's	1. Participate in the discussion 2. Practice the production of alcoholic beverages.	1. Charts of the various alcoholic beverages 2. Display of different types of alcoholic beverages. 3. Equipment materials (ingredients)	Students to: 1. explain three functions of the bar. 2. prepare two alcoholic beverages.
2.	Types of beverages (alcoholic drinks)	Students should be able to: 1. list the different types of alcoholic beverages 2. prepare and serve alcoholic beverages					
3.	Types of beverages II (non-alcoholic)	Students should be able to: 1. list the different types of non-alcoholic beverages 2. prepare and serve non-alcoholic beverages	Non-alcoholic beverages	1. Discusses types and uses of non-alcoholic beverages. 2. Demonstrates production of some non-alcoholic beverages. 3. Supervises the students practical	1. Participate in the discussion 2. Practice the productions of non-alcoholic beverages.	1. Charts of the various non-alcoholic beverages. 2. Display of different types of beverages. 3. Equipment 4. Ingredients	Students to: prepare two non-alcoholic beverages

**CATERING CRAFT
SS III
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Costing and control in catering (cost/sales)	Students should be able to: Explain the element of cost/sale.	Cost/sale	Explains the various elements of cost, i.e. food cost and labour cost etc.	1. Participate on the discussion and costing of a dish. 2. Copy board summary 3. Do assignment	1. Dish costing sheet. 2. Portion control equipment	Students to: 1. Describe two elements of cost. 2. Cost a dish using dish costing sheet. 3. Mention three portion control equipment
5.	Costing and control in catering II (dish costing and portion control)	Students should be able to: 1. Estimate the cost of each dish. 2. Exercise portion control	1. Dish costing 2. Portion control	1. Explains sample costing of a dish on the board 2. Uses different equipment to explain portion control.			
6	REVISION						
9	EXAMINATION						

GRAMENT MAKING
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: PATTERN DRAFTING							
1	Drafting basic skirt blocks	Students should be able to: 1. outline the body measurements necessary for drafting skirt blocks. 2. take body measurement for skirt blocks. 3. draft front and back blocks.	1. Measurements for drafting skirt blocks. 2. Taking of measurement. 3. Drafting of skirt blocks.	1. Guides discussions on body measurement for drafting skirt blocks. 2. Guides students to observe the taking of measurement. 3. Demonstrates the drafting of pattern for front and back block.	1. Participate in the discussion. 2. Draft personal skirt blocks.	Brown paper pencils, pins, rules, scissors skirt guide etc.	Students to: 1. list the body parts to be measured. 2. take body measurement for drafting skirt block. 3. draft front and back skirt blocks.
2.	Drafting the basic trouser blocks	Students should be able to: 1. outline the body measurement necessary for drafting trouser blocks. 2. take body measurement 3. draft the trouser blocks.	1. Measurement for drafting trouser blocks. 2. Drafting of trouser blocks.	1. Guides discussions on body measurement necessary for drafting trouser blocks. 2. Demonstrates the drafting of trouser blocks 3. Supervises students' practice.	1. Participates in the discussion. 2. Take body measurement. 3. Draft personal trouser blocks.	Brown papers, pins pencils T-square, long ruler scissors etc.	Students to: 1. list the body parts to be measured for drafting trouser block. 2. take body measurement. 3. draft the trouser blocks.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Adaptation of skirt patterns	Students should be able to: 1. explain the pattern adaptation techniques. 2. utilize the pattern adaptation techniques to obtain various styles of skirts.	1. Techniques of pattern adaptation viz: dart manipulation, slashing and spreading methods. 2. Adaptation of skirt styles from the basic skirt blocks.	1. Explains the various techniques for adaptation of skirt block. 2. Demonstrates the adaption of skirt styles using the basic block. 3. Supervises student practice.	Practice the adaptation of various skirt styles.	Basic skirt blocks brown paper, pins eraser, cello tape, skirt guides rules etc.	Students to: 1. explain the techniques to pattern adaptation. 2. adapt skirt patterns correctly.
4.	Adaptation of trouser pattern	Students should be able to: adapt various trouser styles form the trouser blocks.	Adaptation different trouser styles from trouser block.	1. Demonstrates the adaptation of trouser styles from trouser block 2. Supervises students practice.	Practice adaptation of trouser styles using the trouser block.	Drafter trouser blocks, brown paper pencil, eraser scissors, cello tape etc.	Students to: adapt two styles of trouser from basic trouser blocks.
5.	Adaptation of knickers pattern	Students should be able to: Adapt various knickers styles from the basic knickers block.	Adaptation of different knickers styles from the basic knickers block.	1. Demonstrates the adaptation of knickers styles from the basic knickers block. 2. Supervises student practice.	Practice adaptation of knickers styles using the knickers block.	Drafted knickers blocks, brown paper pencil, pins eraser scissors, cello tape etc.	Students to: adapt two knickers styles from basic knickers block.
6	Adaptation of other outfits Gowns	Students should be able to: 1. explain how to adapt gown patterns from bodice patterns. 2. adapt gown patterns from bodice patterns.	Adaptation of gowns from bodice pattern.	Explains the adaptation of gown from bodice block.	practice the adaptation of gowns.	Blouse patterns, shirt patterns, sleeve block, brown paper pencil, pin scissors, ruler etc.	Students to: 1. explain how to adapt gown pattern. 2. adapt two styles of gowns from blouse patterns.

GRAMENT MAKING
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FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Adaptation of other outfits e.g. Jumpers	Students should be able to: adapt jumper patterns from shirt block.	Adaptation of jumper from shirt block pattern.	1. Demonstrates the adaptation of jumper pattern. 2. Supervises students' practice.	Practice the adaptation of jumpers.	Shirt patterns brown paper, pins pencil, ruler cello tape etc.	Students to: 1. explain how to adapt jumper pattern. 2. adapt jumper styles from shirt patterns.
8.	Practical construction of skirts	Students should be able to: 1. explain the procedure for the unit method of sewing skirts. 2. make a skirts.	1. Revision of the unit method of making skirt. 2. Application of the unit method in sewing skirt.	1. Demonstrates the unit method. 2. Supervises student practice.	1. Practice making skirt. 2. Model the self made garment.	Patterns of skirt, interfacing fastenings, fabric sewing tools.	Students to: 1. describe the procedure for making skirt. 2. make a skirt.
9	Practical construction of Trousers	Students should be able to: 1. explain the procedure for the unit method of sewing trousers. 2. make trousers.	1. Revision of the unit method of making trouser. 2. Application of the unit method in sewing trouser.	1. Demonstrates the procedure for making trousers. 2. Supervises student practice.	1. Practice making trousers. 2. Model the self made garment.	Patterns of gown, interfacing fastening, fabric, sewing tools.	Students to: 1. describe the procedure for making trouser. 2. make a trouser.
10	Practical construction of Gowns	Students should be able to: 1. explain the procedure for the unit method of sewing gowns. 2. make a gown.	1. Revision of unit method of making gowns. 2. Application of the unit method in making gown.	1. Demonstrates the procedure for making gown. 2. Supervises students practice.	1. Practice making gown. 2. Model the self-made gown.	Patterns of gown, interfacing fastening, fabric, sewing tools.	Students to: 1. describe the procedure for making gown. 2. make a gown.
11	REVISION						
12	EXAMINATION						

GRAMENT MAKING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Practical construction of Jumpers	Students should be able to: 1. explain the procedure for the unit method of sewing a jumper. 2. make a jumper.	1. Revision of the unit method of making jumper. 2. Application of the basic garment making processes in sewing jumper.	1. Demonstrates the method of making jumper. 2. Supervises student practice. 3. Encourages students to develop passion for garment making.	1. Practice making jumper. 2. Model the self-made jumper.	Patterns of interfacing jumper, fastening, fabric, sewing tools.	Students to: 1. describe the procedure for making jumper. 2. make a jumper correctly.
2	Setting a garment making business (Minimum requirement)	Students should be able to: 1. state the minimum requirement for setting up a garment making business. 2. estimate the cost of the basic requirement e.g. tools and equipment etc.	1. Basic requirements for garment making business. 2. Estimation of the cost of the minimum requirement.	1. Guides discussion on the basic requirements for garment making business. 2. Organizes of field trip to garment making outfits to ascertain the basic requirement.	1. Participate in the discussion. 2. Visit garment makers to ascertain the basic requirement for the business and the cost.	Catalogues, charts etc.	Students to: 1. outline five basic requirement for setting up garment making business. 2. state the cast estimates of each basic tools/equipments.
3.	Setting making business (factors that can affect small business)	Students should be able to: 1. explain the meaning of small business. 2. outline factors that can lead to success of small business. 3. outline factors that contribute to failure of small business.	1. Meaning of small business. 2. Factors that contribute to success of small business. 3. Factors that contribute to failure of small business.	1. Guides discussion on meaning of small business. 2. Factors that contribute to success of small business. 3. Factors that lead to success of small business.	1. Participate in the discussion. 2. Ask and answer questions. 3. Copy board summary.	Charts showing a comparison of factors that contribute to either success or failure of small business.	Students to: 1. explain the meaning of small business. 2. identify three factors that contribute to success. 3. state three factors that contribute to failure of small business.

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SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Setting up a garment making business: (Financing a business)	Students should be able to: 1. explain the meaning of financing. 2. outline the main sources of finance for a small business. 3. describe the points to consider in managing finance.	1. Finance meaning. 2. Sources of finance for a small business. 3. Managing finance.	1. Guides discussion on meaning of finance. 3. Sources of fiancé for a small business. 4. Finance management.	1. Participate in class discussions. 2. Ask and answer questions. 3. Copy board summary.	Charts illustrating the sources of finance for a small business.	Students to: 1. explain financing. 2. state three main sources of finance for a small business. 3. mention three points to consider in finance management.
5.	Setting up a garment making business (profit/ price fixing)	Students should be able to: 1. explain the meaning of profit. 2. explain how to determine the profit margin. 3. explain how to fix price.	1. Meaning of profit and profit margin. 2. Determination of profit margin. 3. Factors to consider in fixing prices.	1. Explains profit and profit margin. 2. Guides discussion or determination of profit margin. 3. Demonstrates the calculation of profit margin and price fixing.	1. Participate in the discussion. 2. Practice how to compute profit margin and price determination.	Charts showing factors to consider in determine prices.	Students to: 1. explain the meaning of profit and profit margin. 2. compute profit margin. 3. explain how to fix appropriate prices using figure provided.
6.	Setting up a garment making business customer relationship	Students should be able to: 1. explain the tips for enhancing good relationship with customers. 2. describe the strategies for handling customer's credit needs.	1. Maintaining healthy customer relationship. 2. Strategies for handling customer credit needs .	1. Leads discussion on: i. tips for maintaining good customer relations. ii. managing customer credit needs. 2. comments students' dramatization.	1. Participate in the discussion. 2. Dramatize good customer relationship.	1. Charts showing customers in a garment shop. 2. Charts showing finished out fits on display.	Students to: 1. enumerate four tips for enhancing good relationship with customers. 2. outline three strategies for handling customer credit needs.

**GRAMENT MAKING
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Setting up a garment making business (record keeping)	Students should be able to: 1. outline various types of records necessary for small business. 2. outline the importance of record keeping. 3. enumerate the tips for adequate record keeping.	1. Types of records necessary for small business. 2. Importance of record keeping 3. Tips for adequate record keeping	Leads discussion on: 1. types of record necessary for small business. 2. importance of keeping record 3. demonstrate how to keep record.	1. Participate actively in the discussion. 2. Make a record keeping plan. 3. Copy board summary.	1. Record keeping note books cash book receipts booklets etc. 2. Charts illustrating tips for adequate record keeping.	Students to: 1. mention two types of record keeping for small business. 2. state two reasons for record keeping. 3. outline three tips for adequate record keeping.
8.	Setting up a garment making business (promoting a Business)	Students should be able to: 1. explain the meaning of business promotion. 2. enumerate various types of promotional activities. 3. explain the importance of business promotion.	1. Meaning of business promotion. 2. Types of promotional activities. 3. Importance of business promotion.	1. Meaning of business promotion. 2. Types of promotional activities. 3. Importance of business promotion.	1. Participates in the discussion. 2. Prepare simple advertisement messages notices, handbills, business card, etc.	1. Posters of business advertisements 2. Charts illustrating various types of promotional activities. 3. Samples of handbills, business card etc.	Students to: 1. explain the meaning of business promotion. 2. mention three types of promotional activities. 3. give three reasons for business promotion.
9	REVISION AND EXAMINATION						

CLOTHING AND TEXTILE
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Information Communication Technology (ICT) in clothing and textiles I	Students should be able to: 1. define ICT 2. explain the roles of computer in clothing and textile.	1. Meaning of ICT 2. Roles of computer in clothing and textiles e.g. use of computer used sewing machine etc.	1. Explains the roles of computer in clothing and textile. 2. Demonstrates how to use computer to obtain information from the internet.	1. Participate in class discussion. 2. Ask and answer question. 3. Copy notes.	Computer with internet facilities.	Students to: explain three roles the computer plays in clothing and textile.
2	Information Communication Technology (ICT) in clothing and textiles II	Students should be able to: 1. use computer to obtain current information from internet about clothing and textile. 2. use the computer to obtain information on other clothing and textile matters globally.	Computer technology and globalization in clothing and textile.	Explains the technology in computer and meaning of globalization.	1. Participate in class discussion. 2. Operate the computer and use it to obtain information from the internet.	1. Computer with internet facilities. 2. Textbooks 3. Chalkboard.	Students to: explain the term globalization in clothing and textiles.
3	Information Communication Technology (ICT) in clothing and textiles III	Students should be able to: use the computer to draft patterns for garment.	1. Computer aided textile designing. 2. Use of computer in pattern drafting.	Demonstrates how to use computer to draft patterns.	Operate the computer and draft patterns.	1. Computer with internet facilities. 2. Sample of pattern created using the computer. 2. Textbooks. 3. Chalkboard.	Students to: draft a pattern with the aid of a computer.

CLOTHING AND TEXTILE
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Information Communication Technology (ICT) in clothing and textiles IV	Students should be able to: use the computer to create different textile designs.	1. Textile designs 2. Monogramming.	1. Demonstrates how to use the computer to create designs. 2. Demonstrates how to create monogrammic work in garments.	1. Participate in class discussion. 2. Create a monogrammed work on garment with computer.	1. Computers with internet facilities. 2. Samples of monogrammed work created used computer.	Students to: create a monogrammed work with the aid of computer.
5	Information Communication Technology (ICT) in clothing and textiles V	Students should be able to: use computer to create different embroidery work and other computer aided designs.	Use of computer in making. -embroidery -other computer aided designs.	Demonstrates how to use computer to create embroidery work and other computer aided designs.	1. Participate in class discussion. 2. Demonstrates how to use the computer to make embroidery and other computer aided designs.	1. Computer with internet facilities. 2. Samples of embroidery worked with computer. 3. Textbooks 4. Chalkboard.	Students to: designed three different types of embroidery work with a computer.
6	Consumer Education I	Students should be able to: 1. explain the meaning of consumer education. 2. list the various principles of consumer education.	1. Meaning of consumer education. 2. Principles of consumer education.	1. Explains the meaning of consumer education. 2. Explains the principles of consumer education.	1. Participate in class discussion. 2. Ask and answer question. 3. Copy notes.	1. Textbooks 2. Chalkboard.	Students to: List five principles of consumer education.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Consumer Education II	Students should be able to: 1. explain the meaning of impulsive buying. 2. discuss the advantages of impulsive buying	1. Impulsive buying. 2. Disadvantages of impulsive buying.	1. Explains the meaning of impulsive buying 2. Guides discussion on disadvantages of impulsive buying.	1. Participates in class discussion. 2. Copy notes.	1. Textbooks 2. Chalkboard.	Students to: 1. define impulsive buying 2. state two disadvantages of impulsive buying.
8.	Consumer Education III	Students should be able to: 1. identify consumer agents. 2. state how consumer agents operates.	1. Consumer agent. 2. Markets 3. Distributors. 4. Hawkers.	Guides discussion on consumer agents and their operation.	1. Participates in class discussion. 2. Ask and answers questions. 3. Copy notes.	1. Textbooks 2. Chalkboard. 3. Pictures of consumer agents e.g. market scene etc. 4. Magazines	Students to: 1. list two consumer agents. 2. explains how any of the consumer agents operates.
9.	Consumer Education IV	Students should be able to: 1. state regulations governing the clothing and textile industries in Nigerian. 2. list various textile and clothing manufacturers both locally and internationally.	Government agencies and regulations guiding the clothing and textile industries.	1. Discusses the government agencies protecting clothing and textile industries. 2. Guides students to discuss the laws and regulations guiding clothing and textile industries.	1. Participates in class discussion. 2. Ask and answer questions. 3. Copy notes.	1. Textbooks 2. Chalkboard.	Students to: 1. list three government consumer agencies and regulation bodies. 2. state three functions of the regulation bodies. 3. list two local manufacturers of textiles in Nigeria.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10.	Consumer Education V	Students should be able to: state the meaning of community programmes.	Community programmes e.g. cooperative societies etc.	1. Guides students to discuss the meaning of community programme. 2. Explains community programmes organized to help clothing and textile consumers.	1. Participates in class discussion. 2. Ask and answer questions. 3. Copy notes.	1. Textbooks. 2. Chalkboard. 3. Magazine /Newspaper	Students to: state two community programmes organized to help clothing and textile consumers.
11	REVISIONS						
12	EXAMINATION						

CLOTHING AND TEXTILE
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Modeling Education I	Students should be able to: 1. explain the meaning of modeling. 2. describe the role of different figure types in the art of modeling.	1. Meaning of modeling. 2. Basic modeling skills. -figure types in relation to modeling.	1. Explains the meaning of modeling. 2. Explains the roles of different figure types in the art of modeling.	1. Participate in class discussion. 2. Copy notes.	1. Resource person. 2. Magazines 3. Textbooks 4. Chalkboard.	Students to: 1. explain the meaning of modeling. 2. list two figure types in the art of modeling.
2	Modeling Education II	Students should be able to: explain the importance of good grooming in modeling.	Basic modeling skills: -good grooming and modeling. -posture and modeling.	1. Discusses the importance of goods grooming. 2. Discusses the place of good grooming in modeling.	1. Participate in class discussion. 2. Copy notes.	1. Resource person. 2. Magazines. 3. Textbooks. 4. Chalkboard.	Students to: list three importance of good grooming in modeling.
3	Modeling Education III	Students should be able to: relate costume and culture to modeling.	Basic modeling skills: -costume and modeling. -culture and dressing in modeling.	Guides students to discuss the different costumes of different culture and their application to modeling.	1. Participate in class discussion. 2. Copy notes.	1. Resource person. 2. Magazines. 3. Samples of costumes from different culture. 4. Textbooks. 5. Chalkboard.	Students to: list one costume each from each of the geo-political zones in Nigeria.
4	Modeling Education IV	Students should be able to: list the roles of mass media in fashion business.	Basic modeling skills: -the role of mass media in fashion business.	Discusses the roles of mass media in fashion business.	1. Participate in class discussion. 2. Ask and answer questions. 3. Copy notes	1. Resource person. 2. Textbooks 3. Chalkboard.	Students to: list three roles of mass media in the promotion of modeling in Nigeria.

CLOTHING AND TEXTILE
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5 & 6	Entrepreneurship in clothing and textile I	Students should be able to: 1. explain the meaning of entrepreneurship. 2. identify the different entrepreneurial skills for successful business ventures in clothing and textiles.	1. Meaning of entrepreneurship. 2. Entrepreneurial skills in clothing and textile e.g. integrity, self confidence, diligence, etc.	1. Explains the meaning of entrepreneurship. 2. Discusses the different entrepreneurial skills for successful business ventures in clothing and textiles.	1. Participate in class discussion. 2. Visit a renowned fashion designers outfit.	1. Textbooks 2. Chalkboard	Students to: 1. define entrepreneurship. 2. list five entrepreneurial skills needed for a successful business venture in clothing and textiles.
7	Entrepreneurship in clothing and textile II	Students should be able to: enumerate different small-scale businesses available in clothing and textile.	1. Small-scale businesses in clothing and texture e.g. clothing merchandising, interior decoration, apprentice training programmes, tying and dyeing etc.	Explains different small-scale businesses available in clothing and textile.	1. Participate in class discussion. 2. Copy notes.	1. Charts and picture showing different small-scale clothing and textile industries. 2. Magazines 3. Textbooks. 4. Chalkboard.	Students to: list six small scale businesses available in clothing and textiles.
8	Entrepreneurship in clothing and textile III	Students should be able to: list the renowned fashion designers in Nigeria.	Renowned fashion designers in Nigeria.	1. Guides students to list renowned fashion designers in Nigeria. 2. Takes students on field trip to a renowned fashion designer outfit.	1. Participate in class discussion. 2. Visit a renowned fashion designers outfit.	1. Magazines 2. Newspaper 3. Textbooks 4. Chalkboard 5. Field trip to a renowned fashion designer outfit.	Students to: mention five renowned fashion designers in Nigeria.
9	REVISION AND EXAMINATION						

DYING AND BLEACHING
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Batik linax resist	Students should be able to: define batik as a resist in cloth making.	1. Batik and resist 2. Types of batik dyeing and resist.	1. Explains the meaning of batik and resist. 2. Explains types of batik dying and resist.	1. Listen and participates. 2. Observe and touch tools, materials for wax resist.	1. 100% cotton fabric. 2. Candle wax 3. Assorted dye stuff. 4. Chemicals e.g. Hydrosulphite and caustic soda. 5. Brushes, spoon, foams. 6. T-tanting. 7. Plastic bowl 8. Pot 9. Stove.	Students to: 1. define batik and resist. 2. list types of batik dyeing and resist. 3. list different methods or procedures for wax resist. 4. produces splashing effect on two/three yards fabric. 5. iron and display finished work.
2 & 3		Students should be able to: 1. mention different types of batik dyeing and resist. 2. explains different procedures used in batik production. 3. lists tools and materials for batik with emphasis on wax.	1. Different procedures or materials of wax resist by splashing with broom or foam. 2. Equipments, materials, tools for wax resist e.g. fabric wax resist. - Assorted dye stuff.	1. Explains the different procedure/methods of wax resist. 2. Displays the tools materials used in candle wax resist/splashing method).	1. Observe teachers demonstration. 2. Produce splashing effect with broom or brush/foam.		

DYING AND BLEACHING
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5		Students should be able to: 1. describe splashing techniques. 2. produces two/three yards of fabric and create splashing effect.	1. Hand gloves (rubber) - Containers for melting wax, bowls, brooms. - T-tanting. - Iron or hot water - Mallet etc. 2. Demonstration with splashing techniques.	1. Demonstrates splashing techniques. 2. Guides students to produces two/three yards of fabric card create splashing effect.	1. Display the finished products for appreciation.	1. Boiling ring. 2. Pressing iron	
6 & 7	Batik (starch resist)	Students should be able to: 1. define starch. 2. list tools and materials for starch resist.	1. Meaning of starch. 2. Materials and tools for starch techniques.	1. Explains the meaning and sources of starch in batik resist method. 2. Demonstrates the process of preparing starch.	1. Listen attentively and ask questions. 2. Observe the process of starch resist techniques. 3. Observe the materials and tools displayed. 4. Produce a suitable design for starch resist and transfer the design on fabric.	1. Fabric 2. Assorted dye stuff 3. Gloves. 4. Containers. 5. Alum. 6. Stove. 7. Wooden paddle 8. Cassava flour etc.	Students to: 1. state the process of starch resist. 2. mention the tools, materials for starch resist. 3. make pattern suitable for starch resist. 4. apply starch and dye in bric.

DYING AND BLEACHING
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8 & 9		Students should be able to: 1. explains the method of preparing starch resist. 2. prepare starch paste.	Different processes of starch resist e.g. - Stenciling. - Fire hand drawing. - Screening - Stamping.	Displays tools, materials and equipment used in creating starch resist design.			
10	Practical work.	Students should be able to: display prepared starch on fabric based on design.	Demonstrate with emphasis on starch techniques.	Demonstrates the starch resist method.	Display		Students to: display prepared starch on fabric based on design.
11	REVISION						
12	EXAMINATION						

DYING AND BLEACHING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Printing.	Students should be able to: 1. define printing. 2. explain the different techniques of printing. 3. mention different materials, tools and equipment in printing.	1. Printing. 2. Printing techniques e.g. - Relief process. - Intaglio process. - Planographic process - Silk screen process. 3. Tools, materials and equipment for printing.	1. Explains the meaning of printing. 2. Demonstrates different techniques of printing. 3. Displays different types of materials, tools or equipments for printing.	1. Listen attentively and ask questions. 2. Observe teachers demonstration. 3. Observe and handle materials, tools or equipments. 4. Participates in discussion.	1. Printing table. 2. Frames. 3. Mesh. 4. Squeegee 5. Textile inks. 6. Masking tapes. 7. Turpentine. 8. Lacquer/vanish. 9. Rubber gloves.	Students to: 1. explains the meaning of printing. 2. list different types of techniques in printing. 3. name the materials tools or equipment in printing. 4. design and transfer using any method.
3		Students should be able to: explains the procedure for silk screen printing and frames construction.	Procedures for silk-screen printing.		Practice printing of design motif or pattern on fabric.		

DYING AND BLEACHING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5		Students should be able to: print patterns, motifs or design on fabric.	<ul style="list-style-type: none"> - Mesh - Construction of fabric. - Fixing of mesh. - Creating of design/pattern. - Methods of transfer into mesh etc. - Printing - Drying. - Fixing. 3. Uses of screen printing fabrics e.g. <ul style="list-style-type: none"> - Bed spreads/pillows - Table lamp/cover - Bcas, tops, boubou etc. 	1. Directs discussion on procedures for silk-screen printing/frame construction. 2. Demonstrates printing on fabric. 3. Arranges finished works for appreciation and critic.	Display finished works.	1. Old new prints. 2. Water 3. Fabric. 4. Stappler 5. Scissors. 6. Emulsion. 7. Sensitizer 8. Plastic troy etc.	Students to: 1. print one yard each in one colour. 2. display finished work.
6	Tie/dye and printing.	Students should be able to: 1. define the terms associated with tie/dye and printing. 2. tie/dye fabric in any dyeing techniques. 3. make design, motif or pattern.	1. Terms associated with tie, dye and printing. <ul style="list-style-type: none"> - Tie/dye. - Printing. - Fixing. - Chemicals. - T-tanting. - Squeegee. - Mesh - Patterns. - Wax. - Submerge etc. 2. Methods of dyeing.	1. Explains terms associated with tie/dye and printing. 2. Reviews previous lesson on tie/dye techniques.	1. Listen and participates. 2. Make design motif or pattern on paper. 3. Transfer on mesh.	1. Fabric (pure cotton). 2. Dye stuff. 3. caustic soda. 4. Hydrosulphite. 5. Raffia rope/Nylon twine. 6. Plastic bowl/containers.	Students to: 1. explains the following terms used in tie/dye and printing. <ul style="list-style-type: none"> - squeegee. - t-tanting. - mesh - submerge etc. 2. explain how to tie/dye fabric using one techniques. 3. discuss how to make design motif or pattern

DYING AND BLEACHING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.		Students should be able to: produce printing frame and mesh and transfer design, motif or pattern on it.		Demonstrates print using screen printing techniques.	1. Print on fabric. 2. Display for appreciation and criticism.	1. Printing table. 2. Frames. 3. Mesh.	
8.		Students should be able to: 1. print on already dyed fabric. 2. display finished work for appreciation and criticism.	1. Printing (combination of tie/dye and printing). 2. Display.	Assigns students to work on fabric.		1. Squeegee. 2. Textile inks. 3. Masking tapes. 4. Turpentine. 5. Lacquer/ Vanish. 6. Rubber hand gloves. 7. Old new prints. 8. Water. 9. Stapler 10. Scissors. 11. Emulsion. 12. Sensitizers. 13. Plastic tray etc.	Students to: 1. produce a project work on tie/dye and printing. 2. display finished work for appreciation and criticism.
9	REVISION AND EXAMINATION						

PRINTING CRAFT
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Photo composition I	Students should be able to: outline typesetting procedure and display their outputs.	(1) Typesetting /word processing procedures. (2) Outputs of photo composition.	Discusses two types of programs for typesetting in the printing industry.	Study the basic procedures for operating the photo composition machine.	(1) Photo composition machine. (2) Computer and accessories.	Students to: make an outline of typesetting procedures and display their outputs.
2	Photo composition II	Students should be able to: (1) discuss the advantages of photo composition. (2) explain photo composition.	Maintenance of photo composition machines and accessories.	Explains the layouts of the key board and functioning of each.	(1) Work in groups to typeset assignments. (2) Ask questions for more explanations.	(1) Scanner (2) Printer (3) Digital colour separation machine.	Students to: (1) discuss advantages of photo composition. (2) state the uses of photo composition.
3	Film making I	Students should be able to: (1) prepare for film exposure. (2) identify different	(1) Preparation for film exposure (2) Films and their characteristic. (a) Pan chromatic films.	(1) Discusses preparation for film exposure. (2) Explains each type of film and its characteristics. (3) Discusses preservation of films.	(1) Discuss preparations for film exposure. (2) Observe each type of film and write down.	(1) Camera processing sink. (2) Making tools. (3) Films.	Students to: (1) expose negative/positive film. (2) differentiate films by their characteristics.

PRINTING CRAFT
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Film making II	Students should be able to: develop a black and white film or line negative film.	A laser films. Chemicals for films processing: (a) developers (b) fixatives (c) stop bath.	(1) Highlights effects of unwanted light on the film (flogging). (2) Demonstrates the mixing of film processes chemicals discussing their functions on exposed film. (3) Explains preparation of the chemicals.	(1) Observe each type of film and write down its characteristic. (2) Develop film following given procedure.	(1) Developers (2) Fixatives (3) Water (4) Original art work (5) Digital colour. (6) Separation machine.	Students to: develop a line negative /positive film.
5	Plates	Students should be able to: (1) define plates (2) identify kinds of plates. (3) understand the use.	(1) 201 plate the smallest. (2) G. to plate doubles of 201 (medium). (3) Cord plate double of G.T.O plate. (4) Sword plates the biggest.	(1) Discusses plate and sizes. (2) Explains the uses of plate (3) Demonstrates the processes of plate making.	(1) Watch and listen. (2) Demonstrate plate making processes.	(1) Plate (2) Office (3) Cabinet (4) Table (5) Dark (6) room (7) Air conditioner fertilities'	Students to: (1) describe 4 kinds of plate. (2) mention 3 safety measures for plate storage.

PRINTING CRAFT
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6-7	Plate making I	Students should be able to: (1) describe plate making processes and explaining the functions of each chemical. (2) state equipment for plate exposure. (3) mention safety precautions in plate making room.	(1) Plate exposure (a) Meaning (b) Equipment and plate exposure. (2) Safety precautions.	(1) Describes tools and equipment for plate making. (2) Explains the processes of plate making. (3) Discusses safety rules in plate making room.	(1) Read and explain plate exposure. (2) Follow instructions and demonstrations by the teacher to expose plate.	(1) Text book (2) Sponge (3) lacquer (4) Presensitized plate.	Students to: (1) describe the processes of plate exposure and the function of each chemical. (2) mention 5 safety precautions in plate making room.
8	Plate making II	Students should be able to: (1) enumerate steps for plate exposure. (2) describe methods of correction on plate. (3) describe how plates are preserved.	(1) Steps of plate making. (2) Correction on plates. (3) Preservation of plates.	(1) Demonstrates steps of plate making and guide students to expose a plate. (2) Corrects errors on plate through different method. (3) Shows how plates are preserved.	List methods of corrections and preservation of plate.	(1) Plate processor table. (2) Vacuum frame. (3) Plate gum (4) Developing sink.	Students to: (1) describe how to make correction on plate. (2) describe plate preservations.
9	EXECUTION TO PRINTING PRESS						
10	PRACTICAL ON PLATE MAKING						
11	REVISION						
12	EXAMINATION.						

PRINTING CRAFT
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1- 2	Photographic screen making	Students should be able to: (1) explain photographic making process. (2) sate the use of kodak lath translucent printing paper. (3) make a screen from a photographic nosedive.	(1) Photographic screen making process. (2) Making a screen from a photographic negative. (3) Use of enlarger and Kodak lath translucent printing paper.	(1) Explains the photographic screen making process. (2) Explains the use of Cod translucent printing paper and the enlarger. (3)Leads students to make a screen from photographic negative.	(1) Listen. (2) Demonstrate with enlarger and Kodak lath printing paper. (3) Practice making screen from photographic negative,	Silk or organdie Kodak lath translucent printing paper enlarger photographic negative developer, dark room, computer set.	Students to: (1) explain the photographic screen making process. (2) sate the use of translucent printing paper. (3) make a screen from photographic negative.
3	Image reproduction.	Students should be able to: (1) make a print from the screen. (2)make reproduction of the same screen.	The process of print reproduction.	(1) Leads students to make prints. (2) Illustrate reproduction of design using the same screen.	(1) Demonstrate print making. (2) Participate in reproduction of design using the same screen.	(1) Ready to print screen. (2) Squeegee (3) Oil bare or water free ink.	Students to: (1) make prints from screen. (2) make reproduction of prints using same screen.
4	Edition binding	Students should be able to: (1) explain edition binding. (2) list edition binding materials and their usage. (3) explain technical term in print finishing. (4) distinguish between edition and other types of book binding.	Edition binding: - definition - procedure - materials and tools. - binding operations.	(1) Shows samples of edition binding. (2) Describes stepwise procedure for edition binding. (3) Guides students to carryout binding operations.	(1) Identify edition binding from a display of books with other kinds of binding (2) Carryout edition binding operations.	(1) Book binding tools and materials. (2) Accessories for print finishing operation E.g. twine sewing thread, chipboard, sewing tape leather, sewing machine strawboard, etc.	Students to: (1) define edition binding. (2) list five edition binding materials and their usages. (3) mention five technical terms in print finishing. (4) distinguish between edition binding and others.

PRINTING CRAFT
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Loose sheet binding	Students should be able to: (1) describe loose sheet binding. (2) outline the binding operations (3) carryout loose sheet binding.	Loose sheet binding: - definition - materials tools and equipments. - binding operations.	(1) Demonstrates loose sheet binding. (2) Guides students to carryout loose sheet binding operations.	(1) Study procedures to lose sheet binding. (2) Practice the operation of loose sheet binding.	(1) Binding materials and tools. (2) Spiral binding machine. (3) Plastic combs	Students to: (1) define loose sheet binding. (2) list two examples of materials, tools and equipments. (3) carryout loose sheet binding.
6 & 7	Paper and ware house practice.	Students should be able to: (1) take inventory of materials in the ware house. (2) identify various types of binding papers covers and boards by their sizes, substance colour and gram mage. (3) set out and interpret specifications in the work ticket. (4) write the squeegee of operation for a given job. (5) identify the different types of inks in the ware house.	(1) The ware house: - safety rules in the ware house. - materials in the ware house (2) Printing papers covers and boards. (3) Printing inks. (4) Precision aids. (5) Work ticket specifications. (6) Job tickets (7) Latter press printing surfaces. (8) Thermo graphic materials.	(1) Discusses the ware house set up and safety rules. (2) Displays different printing papers, covers and boards and teach their uses. (3) Describes printing inks.	(1) Learn and observe ware house safety rules. (2) Identify printing paper by their gram mage. (3) Print sample greeting cards business cards, letter head etc.	(1) Printing papers (2) Printing inks (3) Covers (4) Boards (5) Printing surfaces.	Students to: (1) define ware house. (2) take inventory of material in the ware house. (3) set out and interpret. specification in the work ticket. (4) identify types of printing ink.

**PRINTING CRAFT
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Legal aspects of the printing industries.	Students should be able to: (1) mention trade house in the printing industry. (2) explain the roles of trade unions, employer's association professional bodies and examination bodies in printing industry.	(1) Trade houses in printing industry and their basic activities viz. (2) Trade union employers association professional bodies training institutions, examination bodies.	(1) Lists and explains some local and foreign examples of trade houses. (2) Explains the importance of trade unions in printing industries.	(1) Discuss the roles of trade houses e.g. publishing commercial press, gravure screen. (2) Printing press and metal printing press.	Textbooks	Students to: (1) mention three trade houses in the printing industry. (2) explain the roles of trade unions, employer's association professionals' bodies and examination bodies in printing industry.
9	REVISION AND EXAMINATION						

COSMETOLOGY
SS III
FIRST TERM

SUB-THEME: CARE AND HAIR PRODUCT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Artificial Hair I	Students should be able to: 1. list types of hair pieces and wigs 2. state the difference between wigs and hair pieces	1. Hair pieces and wigs 2. Difference between wigs and hair pieces	1. Explains the differences between wig and hair piece. 2. Demonstrates the making of wigs. 3. Demonstrates application of hair extension on a dummy or volunteer.	1. Differentiate between wig and hair piece. 2. Practice application of hair extension on a volunteer 3. Collect sample to see manufacturer's instructions for care and handling of wigs and hair pieces	Sample of wigs hair pieces needles thread. Scissors etc nets dummy.	Students to: 1. produce an album on different types of wigs and hair pieces. 2. differentiate between wigs and hair pieces 3. state at least 2 tips of buying wigs and hair pieces. 4. explain the care of wigs and hair pieces 5. give 3 reasons for wearing wigs 6. carry out fixing of hair pieces on a dummy.
2	Artificial Hair II	Students should be able to: 1. state reason for wearing wigs 2. state tip when buying wigs and hair pieces. 3. care for wigs and hair pieces.	1. Reasons for wearing wigs 2. Caring for wigs and hair pieces 3. Tip when buying hair pieces and wigs				

**COSMETOLOGY
SS III
FIRST TERM**

SUB-THEME: CARE AND HAIR PRODUCT

WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Artificial Hair III	Students should be able to: Practice how to maintain wigs and hair pieces	Production of wigs (Practical)				
4.	Artificial Hair IV	Students should be able to: fix artificial hair on a patron or volunteer	Procedures for fixing artificial hair				
5.	Hair weaving I	Student should be able to: 1. explain hair weaving 2. state reasons for weaving hair 3. identify and select tools and materials for weaving hair.	1. Hair weaving 2. Reasons for weaving hair. 3. Styles of weaving	1. Explains the meaning of hair weaving using sample posters. 2. Mention the reasons for weaving hair 3. List styles of weaving 4. Displays samples of hair pieces. 5. Lists brand names of hair pieces on the board. 6. Demonstrates weaving of hair by using dummy or volunteer. 7. Shows making of album with different styles of branding and weaving.	1. Identify and classify hair pieces. 2. Practice hair weaving on a volunteer. 3. Suggest more weaving styles. 4. List reasons for weaving hair. 5. make an album containing brand names of hair pieces	Combs Posters Pomade Albums Hair pieces Scissors Needles thread Weaving stand etc.	Students to: 1. list at least 3 types of materials for weaving hair 2. list four hair weaving styles 3. give at least two reasons for weaving hair. 4. make an album of different weaving hair styles 5. practice a style of hair weaving using a brand name of choice

COSMETOLOGY
SS III
FIRST TERM

SUB-THEME: CARE AND HAIR PRODUCT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Hair weaving II	Students should be able: mention and list the various styles of weaving	Type of hair pieces for the weaving of hair.				
7.	Hair weaving III	Students should be able: 1. identify various hair pieces available for weaving hair. 2. mention brand names of hair	1. Tools or materials for hair weaving. 2. Brand names of hair pieces.				
8.	Hair barbering I	Students should be able to: 1. define barbering 2. identify hair diseases associated with barbering	1. Barbering 2. Common hair diseases (bumps, lice, hair shaft damage etc.)	1. Defines the term barbering. 2. List hair diseases associated with barbering 3. Displays magazines and pictures to show common hair diseases and risks associated with barbering. 4. Displays charts and pictures showing various barbering styles. 5. Displays barbering tools: the clipper and dismantle it to show its parts and functions to the students. 6. Demonstrates assembling of the clippers. 7. Carries out simple hair cut on a dummy or volunteer.	1. Attempt definition of terms 2. Identify diseases associated with barbering and their causes. 3. Carry out simple sterilization of barbering tools. 4. Practice dismantling and assembling of clippers and shaving sticks 5. Practice barbering on a volunteer.	Charts pictures magazines video clips apron generator set clipper mirror sterilizer	Students to: 1. list at least three barbering tools and materials. 2. list at least 2 barbering styles in vogue 3. state at least two each of the disease and risk associated with barbering. 4. dismantle and assemble the clipper and name at least five parts and their functions. 5. carry out at least two barbering styles. 6. carry out sterilization of the clipper.

COSMETOLOGY
SS III
FIRST TERM

SUB-THEME: CARE AND HAIR PRODUCT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Hair barbering II	Students should be able to: 1. list various risks associated with barbering 2. name and identify different current barbering styles 3. list and identify the parts of the clippers	1. Risks associated with barbering (HIV) transmission, ringworm etc. 2. Barbering styles (low cut, afro etc)				
10	Hair barbering III	Students should be able to: 1. dismantle barbering clippers 2. carry out sample care and maintenance of the clipper 3. practice barbering on dummy	1. Barbering tools and materials (clippers, scissors, comb etc) 2. maintenance of barb clippers.				
11	REVISION						
12	EXAMINATION						

COSMETOLOGY
SS III
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Shampoos and hair conditioners	Students should be able to: 1. state the meaning of shampoos and conditioners 2. mention types of shampoos and conditioners	1. Shampoos and conditioners. 2. Reasons for hair shampooing conditioning	1. Explains the meaning of hair shampoos and conditions 2. Lists types of shampoos and condition. 3. Explains the functions of the different types of shampoos and conditioners 4. Displays samples of shampoos and conditioners 5. Demonstrates how shampooing and conditioning is carried out on a cheat	1. Classify shampoos and conditions under different hair problem 2. Practice techniques of shampooing and conditioning on a chart. 3. Read manufacturers instruction on shampoos and conditioners. 4. Visit beauty shops and saloon for a wide range of products	Sample of soft water; warm water, Luke warm water.	Students to: 1. select the right types of shampoos and conditions for different textures of hair. 2. mix warm water for applying shampoos and conditioners. 3. carryout techniques of shampooing and conditioning on a dummy. 4. differentiate between hair shampoo and hair conditioners
2.	Functions and importance of hair shampoos and conditioners	Students should be able to: 1. state function of hair shampoos and conditioners. 2. explain the importance of shampooing and conditioning hair 3. select the correct type of shampoo for different texture and condition of hair and scalp	Techniques for hair shampooing and conditioning.				

COSMETOLOGY
SS III
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Nails	Students should be able to: 1. explain the terms (manicure, pedicure) 2. list and identify tools for manicure and pedicure	1. Manicuring and pedicuring. 2. Tools and equipments for manicuring and pedicuring	1. Leads discussion on the meaning of manicuring and pedicuring 2. List the content of manicure and pedicure kit on the board. 3. Name other materials tools and equipment used for manicure and pedicure 4. Select nail extension and colour for usage in demonstrate the process of oil manicuring and pedicuring 5. Explains and demonstrate the process of oil manicure.	1. Participate in the discussion 2. Differentiate between manicure and pedicure. 3. List materials tools and equipment used for manicure and pedicure 4. Practice manicure and pedicure on a client.	Chart/pictures of manicure/pedicure tools. Nail vanish colour nail colour removal/dissolver	Students to: 1. select the right nail polish to use 2. list at least three manicure and pedicure tools. 3. make album showing different type of nail polish colours.
4.	Nails 2	Students should be able to: 1. select the right colour of nail polish to use. 2. state the procedures for manufacturing and pedicuring 3. maintenance of manicuring and pedicuring tools and equipments	1. Nail vanish colour 2. Practical manicure and pedicures 3. Care of tools and equipments				

COSMETOLOGY
SS III
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Opening a beauty salon	Students should be able to: 1. explain term the salon 2. state the necessary condition for establishing a thriving salon business. 3. list equipment, tools required for a salon business	1. Salon 2. Conditions for establishing a salon. 3. Salon equipment	1. Explains the term salon 2. Discusses the conditions necessary for establishing a salon	1. Cut out from magazines articles on the establishment of a salon business. 2. Write salon rules and regulations 3. Suggest more media for advertisements 4. Look for magazines showing different salon plan	Chart/pictures salon equipment tools chart and pictures showing different salon plan	Students to: 1. list more salon equipment and implements for opening a salon. 2. state conditions necessary for establishing a salon business. 3. draw at least three different salon plans indicating positions of equipment/tools 4. mention eight equipment tools needed for opening a salon business. 5. make albums showing different types of salon plan.
6 & 7	Opening a bearing salon	Students should be able to: 1. state the various rules, regulations and laws for opening a salon business. 2. draw a plan of a salon 3. list media for advertising a salon	1. Rules, regulations and laws governing salons business (registration of a member with a local hair dressers association, payment of business premises levy to government) 2. Media for advertising		1. Under take excursion to various salon in the locality 2. Takes students out on excursion to at least two salons in the areas.		
8	EXCURSION						
9	REVISION AND EXAMINATION						

PHOTOGRAPHY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCE	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Contemporary Nigeria Photographers	Students should be able to discuss the works of selected contemporary photographers.	Contemporary Nigeria Photographers - Sunmi - Smart Col - J.D. Okhar - Ojikibire - Ameize Ojikihire - George Oshodi - Yinka Shoribare - John Ogene - Andrew Eziebo - Kelechi Amadi	Discusses: - place of birth - date of birth - institutions attended - exhibitions - contributions to photography in Nigeria by the photographers.	Identify: 1. works of the photographers. 2. style of expression.	1. Journals photographs 2. Exhibition 3. Catalogues.	Students to: Analyze the works of five contemporary Nigeria photographers.
3 & 4	Emergence of digital photograph	Students should be able to discuss the history of digital photograph.	Development of digital photography from the early 80s.	Traces of development of digital photograph from the early 80s.	Compare digital photograph with tradition photography.	Digital camera computer system Photographs (digital and analogue).	Students to identify discuss the development of digital photograph.
5 & 6	Digital photography today	Students should be able to describe the present photography today.	Photograph today.	Discusses the effect of digital photography in the practice of photography.	Discuss Digital photography.	Photographs.	Students to compare Digital photography in the 80s.
7 & 8	Creative printing	Students should be able to: Explore different techniques to produce creative photographs.	i. stencilling ii. contact printing iii. masking iv. photogram etc.	Demonstrates the use of selected creative techniques.	Produce creative photographs by using selected creative technique.	Enlarger negative photo paper cardboards developer fixer dryer etc.	Students to mention three techniques of producing creative photographs.
9 & 10	Practical	Students should be able to produce photograph from different perspective.	- Natural scene - Market scene - Festival.	Selections of scene techniques of snapping pictures.	Practice on the teacher direction.	- Camera - Photo- papers	Students to demonstrate on photographic camera.
11	REVISION						
12	EXAMINATION						

PHOTOGRAPHY
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCE	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Creative printing	Students should be able to: Explore different techniques to produce creative photographs.	i. stencilling ii. contact printing iii. masking iv. photogram etc.	Demonstrates the use of selected creative techniques.	Produce creative photographs by using selected creative technique.	Enlarger negative photo paper cardboards developer fixer dryer etc.	Students to mention three techniques of producing creative photographs.
3 & 4	Input methods in digital photography	Students should be able to upload digital images into a computer system using various input devices.	- Input devices - Scanner - Digital camera - Compact disc - Flash drive - Zip	1. Explains the functions of the input devices. 2 Demonstrates the process of uploading images from each of the devices into the computer.	Operate the computer by uploading digital images from the input devices.	Computer system seamier digital camera compact disc flash drives Zip.	Students to explain the process of uploading of images from four input devices.
5	Output methods in digital photography	Students should be able to output digital images from a computer.	Output methods: - Printer - Internet - Computer - Monitor	Explains the different methods of outputting and displaying of digital photographs.	Print out photographs using the printer	Computer system printer.	Students to explain two methods of outputting digital photographs.
6 & 7	Excursion to a photograph colour laboratory	Students should be able to: narrate field trip experiences acquired from a photographic colour laboratory.	Excursion to a colour photographic laboratory.	Leads students to an established photographic colour laboratory.	Asked relevant questions on the practice of photography.	Camera Notebooks photographs	Student to write report on the excursion.
8	Exhibition of student's work	Students should be able to: display a collection of selected photographs.	i. Mounting an framing ii. Display techniques	Explains various methods of 1. Mounting and framing photographs 2. Displaying photographs for public exhibition.	1. Mount and frame selected photographs. 2. Exhibit selected photographs based on different display techniques.	Frames Exhibition boards etc.	Students to evaluate the exhibition.
9	REVISION AND EXAMINATION						

**MINING
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Mineral market and mineral cartels	Students should be able to: 1. discuss the importance of mineral market. 2. explain international mineral markets and mineral commodity buying centres 3. explain mineral cartels 4. discuss their influence in world mineral trade.	1. Importance of mineral markets. 2. International mineral markets. 3. Mineral commodity buying centres. 4. Mineral cartels 5. Their influence in world mineral trade e.g. London metal exchange etc.	1. Guides class discussion on; importance of mineral market, influence of international mineral market, mineral commodity buying centres in Nigeria. 2. Explains the term cartel, their significance in world trade.	1. Listen to explanations. 2. Ask questions.	1. World map 2. Map of Nigeria	Students to: 1. explain the importance of mineral market. 2. mention international markets. 3. mention mineral commodity buying centres in nigeria. 4. discuss the significance of mineral cartels.
2	Mine accounting and sources of finance for mining venture	Students should be able to: 1. define mine accounting. 2. discuss importance of mine accounting in mine ventures. 3. mention sources of finance for mining venture.	1. Mine accounting. 2. Importance of mine accounting in a mining venture. 3. Sources of finance for mining venture.	1. Discusses mine accounting and its importance. 2. Explains sources of finance for mining venture.	Participate in class discussions.	1. Charts 2. Accounting books.	Students to: 1. explain the importance of mine accounting in relation to bookkeeping in mining venture. 2. mention sources of finance for mining venture.

**MINING
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	a. Aspects of minerals and mining act 2007; b. Mining titles acquisition	Students should be able to: 1. outline key issues in the mineral and mining act 2007; 2. identify relevant section dealing with ownership of minerals in Nigeria; 3. list guidelines for mining titles acquisition. 4. explain cadastre system granting mining titles.	1. Important issues in the minerals mining Act 2007. 2. Ownership of minerals in Nigeria. 3. Mining titles acquisition and cadastre system.	Explains important issues in the minerals and mining Act 2007 mention relevant section dealing with ownership of minerals in Nigeria guidelines for mining title acquisition and cadastre system of granting mining titles.	1. Listen to teacher's explanation. 2. Participate in class discussions.	Mineral and mining Act 2007	Students to: 1. identify key issues on the minerals and mining act, 2007 act. 2. mention guidelines for mining titles acquisition. 3. explain cadastre system of granting mining titles.
4	Physical and chemical properties of rock-forming minerals	Students should be able to: 1. identify the rock-forming minerals; 2. classify rock-forming minerals based on their crystal forms and chemistry.	1. Rock-forming minerals. 2. Physical and chemical properties of rock-forming minerals.	1. Describes common rock-forming minerals explain the physical and optic properties.	1. Listen to explanation 2. Participate in class discussions 3. Ask questions.	1. Charts 2. Mineral samples 3. Petro-graphic microscope.	Students to: 1. mention the common rock-forming minerals 2. identify their physical and chemical properties.
5	Introduction to igneous, metamorphic and sedimentary rocks	1. distinguish between the three main types of rocks; 2. explain their composition and mode of formation.	1. Igneous, metamorphic and sedimentary rocks. 2. Differences. 3. Rock cycle.	Guides class discussions on mode of formation of the three types of rocks; explains their differences, describes the rock cycle.	1. Participate in class discussions. 2. Identify the three types of rocks.	1. The three rock samples 2. Microscope	Students to: 1. explain the mode of formation of the three types of rocks. 2. explain the rock cycles.

**MINING
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Structures associated with rocks	Students should be able to: 1. recognize and describe structures in rocks; 2. explain how rocks are deformed; 3. state their importance; 4. take measurements of strike and dip of rock structures.	1. Structures in rocks. 2. Rock deformation 3. Measurements of structural features in rocks (e.g. strike and dip).	Explains structures in rocks, rock deformation mechanism and measurement of structural features in rocks.	1. Listen to explanations. 2. Ask questions 3. Demonstrate how to measure strike and dip.	Diagrams, sketches and pictures.	Students to: 1. identify major structures in rocks. 2. explain the mechanism of rock deformations.
7	Minerals, rocks and weathering	Students should be able to: 1. explain weathering 2. list and explain the three main types of weathering 3. identify the various products of weathering.	1. Weathering of minerals and rocks. 2. Weathering processes. 3. Products of weathering.	Explains weathering as it relates to minerals and rocks, processes of weathering and products.	1. Participate in class discussions. 2. Ask questions	1. Diagrams 2. Sketches 3. Pictures.	Students to: 1. define weathering in rocks and minerals. 2. explain processes of weathering. 3. mention the products of weathering.

**MINING
SS III
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Interpretation of topographic and geological map	1. differentiate between topographic and geological maps; 2. interpret topographic and geological maps; 3. draw simple geological cross section.	1. Map interpretation 2. Geological sections. 3. Differences between them.	1. Explains difference between topographic and geological maps, 2. Discusses the features in each map and interpret. 3. Demonstrate how to draw a good cross section.	1. Listen to explanations 2. Ask questions 3. Participate in practical exercise.	1. Topographical and geological maps. 2. Tracing paper, pencil, masking tape etc.	Students to: 1. identify the difference between topographic and geological maps. 2. draw geological sections.
9	Open-pit and open-cast mines	Students should be able to: 1. identify the difference between open-pit and open-cast mines; 2. explain the feature of open-pit and open-cast mines; 3. identify minerals mined in both mines.	1. Open-pit and open-cast mines 2. Features of open-pit and open-cast mines 3. Minerals mined in both mines.	1. Explains open-pit and open-cast mines, their features and minerals mined 2. Guides students to draw diagrams of both mines.	1. Listen to explanation. 2. Ask questions. 3. Draw diagrams of open-pit and open-cast mines.	1. Models of open-pit and open-cast mines.	Students to: 1. identify the differences between open-pit and open-cast mines. 2. mentions there feature of each mine. 3. identify minerals mined.
10	Underground mine	Students should be able to: 1. explain features underground mine; 2. draw a sketch of an underground mine.	1. Meaning of underground mine. 2. Features of underground mine (e.g. shafts etc.)	1. Guides class discussions on; meaning and features of underground mine. 2. Guides students to draw sketches of underground mine.	1. Participate in class discussions 2. Draw a sketch of an underground mine.	1. Model of underground mine.	Students to: 1. explain the term underground mine. 2. mention features of underground mine.
11	REVISION OF TEAM WORK						
12	EXAMINATION						

**MINING
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Material handling equipment	Students should be able to: 1. explain the term material handling; 2. identify mine materials handling equipment.	1. Material handling equipment 2. Mine materials handling equipment (e.g. conveyor belt, trucks, pay-loader etc.)	1. Explains the term material handling, 2. Guides discussions on mine materials handling equipment.	1. Listen to teacher's explanations. 2. Participate in class discussions.	Model of mine equipment e.g. dragline. Etc.	Students to: 1. explain the term material handling. 2. mention mine materials equipment.
2	Quarrying	Students should be able to: 1. explain the meaning of quarry 2. identify the various products of a quarry; 3. list the uses of the products from a quarry industry. 4. draw flow sheet of the production of aggregates and dimension stones.	1. Meaning of quarry 2. Products of a quarry (stones, aggregates etc.) 3. Operations of a quarry 4. Uses of quarry products 5. Flow sheet of the operation of quarry.	1. Explains the term quarrying, product and uses, unit operations of a quarry. 2. Guides students to draw flow sheet of the operation of a quarry.	1. Listen and ask questions. 2. Participate in class discussions. 3. Draw flow sheets of a quarry.	Model of a quarry.	Students to: 1. explain the term quarry. 2. identify five products from a quarry. 3. mention five uses of a quarry product. 4. mention the unit operations of a quarry industry.

MINING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	a. Crushing and Grinding b. Mineral concentration	Students should be able to: 1. explain the terms crushing and grinding. 2. explain the role of crushing and grinding as prelude to mineral concentration; 3. identify different stages a crushing and grinding. 4. list equipment used in crushing and grinding. 5. explain the term concentration; 6. identify the properties on mineral concentration; 7. outline the methods of mineral concentration.	1. Crushing and grinding. 2. Their role to mineral concentration. 3. Equipment used in crushing and grinding (e.g. jaw crusher, gyratory crusher, ball mill etc.) 4. Stages in crushing and grinding (e.g. primary, secondary etc. 5. Role of crushing and grinding properties of mineral concentration. 6. Methods of mineral concentration (e.g. gravity, magnetic flotation etc.)	Guides class discussions on; meaning of crushing and grinding their role, equipment used, the different stages of crushing and grinding, properties and methods used in mineral concentration.	1. Listen attentively to explanation. 2. Ask questions. 3. Participate in class discussions. 4. Identify by observing equipment used in crushing and grinding.	Models of crusher and grinding machines.	Students to: 1. explain the terms crushing and grinding in mining industry. 2. mention three stages of crushing and grinding. 3. name four equipments used in crushing and grinding. 4. list the properties of mineral concentration. 5. list three methods of mineral concentration.

MINING
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Extractive metallurgy	Students should be able to: 1. explain the meaning of extractive metallurgy; 2. identify and describe processes of metal extraction.	1. Meaning of extractive metallurgy. 2. Processes of metal extraction (e.g. pyrometallurgy, hydrometallurgy and electrometallurgy).	1. Explains extractive metallurgy as a process of extracting metals from ores. 2. Guides students to mention the processes of metal extraction.	1. Participate in class discussion.	1. Diagrams 2. Pictures.	Students to: 1. explain the meaning of extractive metallurgy. 2. mention three processes of extraction of metals.
5	Types, identification and grading of gemstones	Students should be able to: 1. list types of gemstones. 2. enumerate the methods of identifying gemstones; 3. categorize gemstones according to grade; 4. describe the unit of measurement of gemstones; 5. list the purchasing cost of different grades of gemstones.	1. Types of gemstones (e.g. natural, synthetic). 2. Methods of identification of gemstones. 3. Properties of gemstones (e.g. physical and optic properties). 4. Quality of gemstones. 5. Unit of measurement of gemstones. 6. Purchasing cost of gemstones.	1. Guides students in class discussion on; types of gemstones, properties, grading system, and purchasing cost. 2. Assists students to observe gemstones by hand specimen and microscopes.	1. Participate in class discussions. 2. Observes sample of gemstones by hand and microscopes.	1. Crystal samples of gemstones, 2. Microscope 3. Spectroscope 4. Retract meter	Students to: 1. identify and describe different types of gemstones. 2. categories gemstones based on quality. 3. describe the unit of measurement of gemstones. 4. mention two methods used in identification of gemstones.

**MINING
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Legislation on health and safety of environment (HES) in mining industry	Students should be able to: 1. explain the rules and regulations guiding mining operations; 2. list general safety requirements in mining; 3. identify measures of protecting the environment.	1. National policy on mineral development. 2. National policy on the environment.	Explains laws put in place by the government on mineral development, mention the government body responsible for enforcement of the law and compliance.	1. Listen to explanation. 2. Ask questions	Mining and mineral Act 2007.	Students to: 1. mention the ruler guiding sustainable mineral development. 2. list general safety requirements in mining.
7	First aid and accident reporting	Students should be able to: 1. explain the term first aid and accident report; 2. identify the first treatment or aid required in simple accidents; 3. list the items in a first aid box; 4. enumerate the guidelines for proper accident report; 5. report mine accident correctly.	1. Meaning of first aid and accident reporting. 2. First treatment required in simple accidents 3. Items in a first aid box (e.g. plaster, iodine, bandages etc.) 4. Guideline for accident reporting.	1. Explains procedures for carrying out simple first aid in any accident situation. 2. Guides students to mention the items in a first aid box, guideline for accident reporting.	1. Listen and ask questions. 2. Participate in class discussions. 3. Identify items in a first aid box.	1. First aid box 2. Pictures.	Students to: 1. explain the meaning of first aid. 2. mention the items in a first aid box. 3. list the guideline for accident reporting

**MINING
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Environment control	Students should be able to: 1. mention steps taken by government to address environmental problems. 2. identify decrees put in place to protect the environment.	1. Steps for environmental control 2. Decrees guiding environment protection.	Discusses control measures aimed at ensuring minimum damage to the environment e.g. land reclamation afforestation etc.	Listen and ask questions.	Pictures of the environment.	Students to: 1. mention the steps taken to address environmental problems caused by mining activities. 2. list the decrees guiding environment protection.
9	REVISION AND EXAMINATION						

**TOURISM
SS III
FIRST TERM**

SUB-THEME: TOURISM MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Tourism Marketing I	Students should be able to: (1) define tourism marketing (2) state various marketing strategies.	Tourism marketing -Meaning -Marketing strategies	(1) Gives students the meaning of tourism marketing. (2) Guides students to list the different marketing strategies	Note and write down tourism marketing. List the strategies of tourism marketing	Magazines and journals	Students to: (1) define marketing and related tourism. (2) list 3 types of marketing strategies.
2	Tourism Marketing II	Students should be able to: (1) describe segmentation, mass marketing and niche marketing (2) state the effect of each strategy on marketing. (3) write the differences between each strategy.	(1) Segmentation (2) Mass marketing (3) Niche Marketing	Explains to the students using braches to indicate types of marketing strategies. Explains the effect and difference between each strategy.	Note and write down the types of marketing strategies Identify the effects and differences between each strategy.	Tourism products Brochures	Students to: (1) describe three marketing strategies. (2) identify the effect of each strategy on tourism (3) identify one difference between each strategy.
3	Tourism Marketing III	Students should be able to: (1) identify various marketing tools in tourism (2) explain how the electronic media affect tourism marketing.	Marketing tools -Electronic media (a) Television (b) Radio	(1) Explains what tourism tools are. (2) Guides student to identify the various marketing tools in tourism. (3) Leads students to know how electronic media affects tourism marketing.	Participate in discussion. Take note and write down the marketing tools. Identify how electronic media affects tourism marketing	Tourism products Brochures CDS	Students to: (1) list 3 marketing tools in tourism. (2) describe how electronic media impacts on tourism marketing.

**TOURISM
SS III
FIRST TERM**

SUB-THEME: TOURISM MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Tourism Marketing	Students should be able to: (1) identify the different tools in the print media used for tourism marketing. (2) explain how each tool in the print media affect tourism.	Print media -Newspapers -Magazines -Journals -Publications	(1) Guides students to identify the different tools in the print media. (2) Explains how each tool impacts on tourism marketing.	Write down and participate in the discussion of notes on the impact of print media on tourism is made by the students	Journals Publications Brochures Magazines	Students to: (1) identify different tools in the print media (2) describe the impact of at least two print media tools on tourism marketing.
5	Tourism Marketing	Students should be able to: (1) identify local fairs and international fairs. (2) differentiate between fairs and exhibitions	Fairs and exhibition	(1) Explains fairs and exhibitions to students. (2) Helps them to identify local fairs and international exhibitions and the differences between fairs and exhibitions.	Take down note and participates in the discussion.	Posters Stickers Post cards Branded T- shirts and face caps.	Students to: (1) identify local fairs and international exhibitions (2) list two differences between fairs and exhibition.
6	Tourism Marketing	Students should be able to: (1) define e-tourism (2) identify the tools in e-tourism (3) explain how these tools are used.	E-tourism -Internet services -E-banking -E-reservations -Electronic billboards	Defines e-tourism Guides the students to identify the tools of e-tourism and explains how these tools are used.	(1) Take down notes. (2) Participate in the discussion	Internet Magazines Brochures	Students to: (1) define e-tourism (2) identify 4 tools in e-tourism (3) describe how three are used.

**TOURISM
SS III
FIRST TERM**

SUB-THEME: TOURISM MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ENTREPRENEURSHIP IN TOURISM							
7	Cottage Industries I	Students should be able to: (1) define entrepreneurship (2) identify cottage industries (3) list items produced from cottage industries.	Entrepreneurship -Definition -cottage industries	(1) Defines entrepreneurship. (2) Guides students to understand cottage industries. (3) Leads them to identify cottage industries.	(1) Note the definition of entrepreneurship. (2) Identify some cottage industries.	Samples of items made from cottage industries.	Students to: (1) define cottage industries (2) identify cottage industries. (3) list items produced from 5 cottage industries.
8	Cottage Industries II	Students should be able to: (1) understand the process involved in leather works (2) produce leather works	Leather works Bags Shoes Sandals	(1) Explains what leather works are. (2) Does a demonstration on producing leather works	Observe keenly ask question and participate in the production of the leather item(s).	Samples of items made from leather	Students to: produce at a leather bag.
9	Cottage Industries III	Students should be able to: produce works from cottage industries.	-Ceramics and pottery -Bead making -Tie and dye -Hair weaving	(1) Guides students on how to produce items from these cottage industries. (2) Demonstrations sample production is done.	Observe and participate in the production processes.	Clay, beads, fabric, dyes, etc.	Students to: produce at least one item from the cottage industry crafts.
10	Cottage Industries IV	Students should be able to: produce items from paintings cloth weaving raffia weaving.	Paintings Cloths weaving Raffia weaving	Guides students to produce items from paintings Clothe weaving Raffia weaving	Observe and participate	Oil colours Poster colours Raffia palm, fabric	Students to: produce at least on items.
11 & 12	REVISION AND EXAMINATIONS						

TOURISM
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Service Delivery in Tourism	Students should be able to: (1) Define service delivery (2) List service delivery in tourism.	Service delivery -Meaning -Functions	(1) Guides students to the meaning of service delivery in tourism. (2) Identifies the agents of service delivery in tourism.	Note and write down service delivery in tourism. Participate in the discussion. Lists service delivery	Pictures Brochure	Students to: (1) Define service delivery (2) List service delivery (six)
2	Service Delivery in Tourism	Students should be able to: (1) Define each -Service delivery -write the function of each	(1) Tour guides (2) Ticket retailer (3) Cooks (4) Waiters (5) Photographers (6) Choreographers (Cultural dancers) (7) Drivers (8) Game guards	Defines each service delivery and guides the students to know the functions of each one.	Note and write down the definition of each service delivery. Participate in the discussing the functions of each service delivery.	Pictures Brochure Films slides	Students to: (1) Define at least 5 service delivery agents (2) Enumerate the functions of five service delivery agents.
3	Skill Acquisition	Students should be able to: (1) Define skill (2) Define skill acquisition (3) List skill acquisition centres	Skill acquisition -Meaning -Skill acquisition centres	(1) Defines skill. (2) Guides students to list skill acquisition centres in Delta State and Nigeria.	Write down the definition of skill. Lists the skill acquisition centres in Delta State and Nigeria	Publication Official documents	Students to: (1) Define skill (2) what is skill acquisition (3) Mention four skill acquisition centres in Delta State.
4	Skill Acquisition	Students should be able to: (1) Describe the functions of (SMEDAN) and (NDE) (2) Know when these bodies were setup and for what purpose	(1) Small and medium enterprise development agencies of Nigeria (SMEDAN) (2) National direct rate of employment (NDE)	(1) Explains the reason why SMEDAN and NDE were set up and when it was setup. (2) Guides students on the functions of these bodies	Writes down notes participate in the class discussion. Ask questions	Visit to skill acquisition centres	Students to: (1) Why and when SMEDAN and NDE were setup. (2) Write down 2 functions each of SMEDAN and NDE

**TOURISM
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Skill Acquisition	Students should be able to: (1) Mention when and the purpose for setting up the National Institute for Hospitality and Tourism (NIHOTOUR) (2) Identify the functions of (NIHOTOUR)	National Institute from Hospitality for and tourism (NIHOTOUR)	(1) Guides students to know when, how and why (NIHOTOUR) was set up. (2) Leads students to identify the functions of (NIHOTOUR)	(1) Write down note, participates in class discussions. (2) Ask questions	Visit to centre of official document	Students to: (1) Mention the year (NIHOTOUR) was setup. (2) Identify the functions of (NIHOTOUR).
6	Skill Acquisition	Students should be able to: (1) Mention when and the purpose for setting up National Institute for Cultural Orientation (NICO) (2) Identify the functions of NICO	NATIONAL INSTITUTE FOR CULTURAL ORIENTATION (NICO)	(1) Guides students to know when how and why NICO was set up. (2) Leads students to identify the functions of NICO.	(1) Write down notes. (2) Participate in class discussions (3) Ask questions	Official document Visit to centre	Students to: (1) Mention the years and purpose for which NICO was set up (2) Identify the functions of NICO.
7	Skill Acquisition	Students should be able to: (1) Mention when and the purpose for which USHAFAPOTTERY CENTRE (UPC) was set up (2) Identify its functions	USHAFAPOTTERY CENTRE (UPC)	(1) Guides students to know when, how and why UPC was set up. (2) Leads students to identify the functions of UPC.	(1) Write down notes. (2) Participate in class discussions (3) Ask questions	Official document Brochures Visit to centre	Students to: (1) Mention the year and purpose for which UPC was set up. (2) Identify the functions of UPC.

**TOURISM
SS III
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Skill Acquisition	Students should be able to: (1) Identify skill acquisition centres in Delta State (2) Enumerate their functions (3) Identify the mode of operations of these centres	SKILL ACQUISITION CENTRES IN DELTA STATE.	(1) Guides students to identify the skill acquisitions centres in Delta State (2) Leads students to know the mode of operation of these centres and their functions	(1) Write down notes. (2) Participate in class discussions (3) Ask questions	Official document Brochures Visit to skill acquisition centres in Delta State	Students to: (1) Mention at least three skill acquisition centres in Delta State. (2) Enumerate the functions of any two centres (3) Describe how any 2 of the skill acquisition centres operate.
9 & 10	REVISION AND EXAMINATIONS						

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Upper lasting	Students should be able to: 1. explain the purpose of lasting. 2. draw and label parts of a last. 3. identify materials used for stiffener and toe puff. 4. condition the upper material before lasting. 5. enumerate different lasting techniques.	1. Purpose of lasting. 2. Parts of a last. 3. Purpose of bottom metal planting. 4. Types of materials for stiffener and toe puff. 5. conditioning upper materials before lasting 6. Lasting techniques	1. Explains the purpose of lasting. 2. Illustrate the parts of a last with the aid of a diagram. 3. displays materials for stiffener and toe puff. 4. Demonstrates treatment of materials applying the techniques involved.	1. Listen 2. Draw and label parts of a last. 3. Observe the displayed materials for stiffener and toe puff. 4. Condition the materials before lasting. 5. Apply the techniques.	1. Last 2. Tacks 3. Stapler 4. Leather board 5. Thermoplastic impregnated cloth. 6. Pincers	Students to: 1. explain the purpose of lasting. 2. draw and label parts of a last. 3. carryout lasting operations.
5-6	Equipment, and hand tools for solve attaching	Students should be able to: 1. identify the equipment and hand tools for sole attaching. 2. explain the functions and working principles of sole attaching. 3. maintain sole attaching equipment, and hand tools. 4. apply safety precaution in using sole attaching equipment and hand tools.	1. Types of machines equipment and hand tools for sole attaching. 2. Functions and working principles of sole attaching machines. 3. Maintenance: - storage - care - adjustment 4. Precautions in using equipment and hand tools.	1. Explains the types of equipment, and hand tools for sole attaching. 2. Discussing the functions and working principles of sole attaching machines. 3. Outlines the processes involved in maintaining sole attach machines. 4. Explains the precautions in using sole attaching machine.	1. Listen attentively. 2. Participate in discussion. 3. Use the sole attaching equipment and hand tools.	1. Sole attaching machine. 2. Leather sole 3. Last 4. Knife 5. Roughing machine 6. Lubricating oil 7. Packing pieces.	Students to: 1. identify the equipment, machines and hand tools for sole attaching. 2. explain the functions and working principles of the equipment and hand tools. 3. explain the processes involved in maintaining sole attaching machines. 4. use the equipment to design a shoe sole.

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7-8	Difference between shank and bottom filler	Students should be able to: 1. select the correct type of souring abrasive. 2. list the methods and equipment for roughing. 3. state the purpose of shank and bottom fillers. 4. differentiate between shank and bottom fillers. 5. carry out the following operations successfully - pounding - roughing - margin	1. Types of scouring e.g. wire brush, sand, paper etc. 2. Methods and equipment for roughing. 3. Produce 'A shank' A bottom fillers. 4. Difference between shank and bottom fillers. 5. Carrying out operations e.g. pounding rounding, margin etc.	1. Explains the different types of scouring abrasive. 2. Leads discussion on the methods and equipment for roughing. 3. Guides discussion on purpose and differences between shank and fillers. 4. Demonstrates roughing and margin operations.	1. Listen attentively. 2. Participate in class discussion. 3. Observe teacher demonstrations. 4. Carryout operations.	1. Wire brush 2. Sand paper 3. Roughing machine. 4. Shank 5. Fillers	Students to: 1. select the correct type of souring abrasive. 2. list the methods and equipment for roughing. 3. differentiate between shank and bottom fillers. 4. carryout the following operations - pounding - roughing - margin

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9-10	Techniques of sole attaching	Students should be able to: 1. identify different types of adhesives. 2. state the uses of adhesives. 3. explain how adhesives could be stored. 4. state the mechanism and precaution in sole attaching. 5. carryout sole attaching operations.	1. Types of adhesive. 2. Causes of adhesives. 3. Storage of adhesives. 4. Mechanism of adhesion and precaution in sole attaching. 5. Re-activation of adhesive. 6. Selection of adhesives. 7. Carrying out operations e.g. - Sole treatment - Applications of adhesives to shoe bottom. - Mock welt attaching etc.	1. Explains the types of adhesive and their uses. 2. Discusses the storage of adhesives. 3. Demonstrates sole attaching operations.	1. Listen attentively. 2. Participate in discussion. 3. Observe demonstration. 4. Carryout operations.	1. Adhesives 2. Sole 3. Welt 4. Activating machine. 5. Wire brush 6. Solvent	Students to: 1. identify types of adhesives. 2. state the uses of adhesives. 3. explain the storage age of adhesives. 4. state the mechanism and precaution in sole attaching. 5. carryout attaching operation.
11.	REVISION						
12.	EXAMINATION						

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Equipment and hand tools used for shoe finishing	Students should be able to: 1. identify the equipment, and hand tools for finishing operations. 2. explain the working principles of the equipment. 3. maintain finishing equipment, and hand tools. 4. apply safety precaution in using equipment and hand tools.	1. Types of equipment and hand tools for finishing operations e.g. Trimming machine, scouring machine etc. 2. Functions and working principles of and equipment for shoe finishing. 3. Maintenance: - storage - care - adjustment 4. Precautions in using equipment and hand tools.	1. Explains the types of equipment, and hand tools for shoe finishing. 2. Discusses the functions and working principles of shoe finishing machines. 3. Outlines the processes involved in Maintaining the equipment and hand tools. 4. Explains the precautions to be followed in using shoe finishing machines.	1. Listen carefully. 2. Participate in discussion. 3. Use the shoe finishing equipment and hand tools.	1. Trimming machine. 2. Edge cutters. 3. Spraying gun. 4. Lubricating oil	Student to: 1. identify the various equipment and hand tools for shoe finishing. 2. explain the functions and working principles of the equipment and tools. 3. explain the processes involved in maintaining the equipment and tools. 4. use the equipment to finish a piece of sole.

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	Techniques of sole and heel finishing	Students should be able to: 1. explain the two methods of sole finishing. 2. select the right tools for trimming and scouring according to the equipment used 3. carryout operations on. - sole edge trimming - heel scouring - edge inking etc.	1. Methods of sole finishing. 2. Edge trimming tools. 3. Heel scouring abrasive e.g. materials and equipments. 4. Carryout operation e.g. sole edge, trimming, heel scouring, sole heel assembly with nail edge inking and last removing.	1. Explains the differences between the two methods of sole finishing before and after sole attaching. 2. States the right tools for trimming and scouring according to the equipment. 3. Demonstrates sole trimming and scouring operation.	1. Listen attentively. 2. Participate in discussion. 3. Observe demonstration. 4. Carryout operation	1. Sole finishing machines. 2. Nail 3. Adhesives 4. Abrasive 5. Ink	Students to: 1. identify the right tools for trimming and scouring. 2. state the methods of sole finishing. 3. carryout sole finishing operation.
3.	Cleaning and dressing materials	Students should be able to: 1. identify different types of cleaning and dressing materials for shoes. 2. state the uses of the cleaning and dressing materials. 3. carryout shoe cleaning, dressing and packing operations.	1. Types of cleaning materials e.g. spirit solvent, type, detergents, etc. 2. Cleaning product - types of stains or spots - Carrying out operations, e.g. Cleaning of the shoes, inserting sock. 3. Dressing of the shoe by hand and by spray gun, arranging shoe in parts and sizes, final examination and packing in boxes and cartons.	1. Explains the types of cleaning and dressing materials and their uses. 2. Discusses the product according to the nature of the upper materials. 3. Demonstrates the cleaning and dressing operations.	1. Listen carefully. 2. Participate in class discussion. 3. Observe demonstration. 4. Carryout operations.	1. Detergents 2. Leather 3. Waxes 4. Polish 5. Buckles and bows 6. Dye 7. Boxes 8. Tissue	Students to: 1. identify types of materials for cleaning and dressing. 2. state the uses of the materials. 3. carryout cleaning and dressing operations on a finished shoe.

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Specialized clicking and skiving	Students should be able to: 1. explain grading methods for leather. 2. explain costing for leather and other materials. 3. state the technique for cutting 4. cut the following items. - reptiles - patterned fabric etc. 5. carryout machine skiving and splitting.	1. Grading methods for leather. 2. Costing for leather and other related materials. 3. Techniques for cutting. 4. Cutting - Reptiles - Artificial grading leather - Patterned fabrics - Plastics etc. 5. Carryout machines skiving and splitting.	1. Explains grading methods, costing for leather and techniques for cutting. 2. Demonstrates cutting of items. 3. Supervises students as they carryout machine skiving and splitting.	1. Listen attentively. 2. Observe teachers demonstration. 2. Cut item 4. Carryout mach in skiving and splitting.	1. Leather 2. Reptile leather 3. Embossed leather.	Students to: 1. explain grading methods, costing for leather and techniques for cutting. 2. cut items e.g. reptiles, artificial grain leather patterned fabrics etc. 3. carryout machine splitting.
5.	Use of sewing machine, guides and gadgets	Students should be able to: 1. position machine for maximum light and workflow. 2. state the factors for work imitations of machines. 3. use guide and mechanical aids for stitching and lubrication. 4. handle, manipulate and organize work on machine. 5. inspect finished product for defects.	1. Positioning machines for maximum light and workflow. 2. Factors of work limitations of machines. 3. Use guides and mechanical aids for machine stitching and thread lubrication. 4. Organize work handling, manipulation and organization for the promotion of machine continuity. 5. Inspect finished products or defects.	1. Explains and demonstrates the positioning of machines for maximum workflows. 2. Explains factors responsible for work limitations of machines. 3. Illustrate the use of guides and mechanical aids for stitching and thread lubrication. 4. Demonstrates work handling in the machines. 5. Supervises students as they carryout work handling on the machines. 6. Inspects the finished products for defects.	1. Listen and watch teacher demonstration. 2. Carry work handling on the machine.	1. Machine guides 2. Prepared uppers	Students to: 1. position machines for light and maximum workflow. 2. state the functions for work limitations of machines. 3. use guide and mechanical aids for stitching and thread lubrication. 4. handle, manipulate and organize work on the machine. 5. inspect the finished products for defects.

LEATHER GOODS MANUFACTURING AND REPAIR
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Entrepreneurs hip in leather goods manufacture and repairs	Students should be able to: 1. source for fund. 2. set up and operate leather goods shop. 3. manage the business effectively.	1. Source of fund. 2. Setting up and operating leather goods shop. 3. Managing the business.	1. Explains sources of funds. 2. Explains methods of setting up leather goods shop.	1. Listen attentively. 2. Ask questions and responds to teacher's questions.	Charts and diagrams of shops, financial institutions	Students to: 1. enumerates sources of funds. 2. explains steps in setting up leather goods shops.
7.	Material supplies and mechanizing	Students should be able to: 1. purchase and supply materials for leather goods manufacture. 2. sell the goods above cost price through effective bargaining.	1. Purchase and supply materials. 2. Selling and bargaining skills. 3. Fund management.	1. Explains the processes involved in purchasing and supply of materials. 2. Discusses methods of pricing and selling.	1. listen 2. Participate in class discussion.	Leather materials of various qualities.	Students to: 1. differentiate between purchases and supply. 2. demonstrate advertising skills 3. manage funds appropriately.
8.	Contract	Students should be able to: 1. scout for contracts. 2. negotiate for contract. 3. satisfy the costumers. 4. manage funds.	1. Scouting for contrasts. 2. Negotiating skills 3. Customer satisfaction. 4. Fund management.	1. Explains the processes in scouting for contracts. 2. Illustrates customer's satisfaction.	1. Listen attentively. 2. Participate in discussions.	Various adverts on contracts.	Students to: 1. scout for contract 2. demonstrate negotiating skills. 3. ensures customers satisfaction. 4. manage funds.
9	REVISION AND EXAMINATION						

**DATA PROCESSING
SS III
FIRST TERM**

SUB-THEME: DATA MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Indexes I	Students should be able to: (1) define indexes. (2) state types of indexes. (3) explain dense versus sparse. (4) explain clustered versus unclustered indexes.	(1) Define indexes. (2) Types of indexes. (3) Dense versus sparse. (4) Clustered versus Unclustered indexes.	(1) Defines indexes. (2) States types of indexes.	Listen to teacher's explanations.	Computer set.	Students to: (1) explain indexing. (2) state two types of indexes. (3) explain difference between dense and sparse and clustered and unclustered.
2	Indexes II	Students should be able to: (1) explain primary and secondary indexes (2) explain indexes using composite search keys.	(1) Primary indexes. (2) Secondary indexes. (3) Indexes using composite search keys.	(1) Explains primary and secondary indexes. (2) Leads the students in the class activity.	Listen and participate actively.	(1) Computer set (2) Library cards.	Students to (1) explain primary and secondary indexes. (2) explain indexes using composite search keys.
3	Database security I	Students should be able to: (1) explains introduction to database security. (2) defines database security. (3) defines access control (4) state the importance of data security.	(1) Introduction to database security. (2) Definition of database security. (3) Access control (4) Importance of data security.	Defines data security and access control.	Listen to the teacher's explanations.	Use the internet.	Students to: (1) explains introduction to database security. (2) defines database security (3) defines access control. (4) state the importance of data security.

DATA PROCESSING
SS III
FIRST TERM

SUB-THEME: DATA MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Database security II	Students should be able to: defines the roles of database administrator in security.	(1) Role of the database administrator in security. (2) Define Encryption.	States the role of database administrator in security.	Listen and participate actively.	Use the internet.	Students to: (1) define the roles of database administrator in security. (2) define encryption.
5	Crash recovery I	Students should be able to: (1) explain introduction to arise with reference of redo and undo analysis. (2) discuss other recovery related data structure.	(1) Introduction to Aries (Analysis redo and undo). (2) Other recovery related data structure.	Explains the terms analysis redo and undo.	Listen to teacher's explanation.	Charts	Students to: (1) explain introduction to arise (analysis redo and undo). (2) discusses other relate recovery structure.
6	Crash Recovery II	Students should be able to: (1) defines write ahead log protocol. (2) explains check pointing. (3) explain media recovery.	(1) The write ahead log protocol. (2) Check pointing. (3) Media recovery.	Defines write a head log protocol.	Listen and participate actively.	Charts	Students to: (1) define write a head log protocol. (2) explain check pointing. (3) explain media recovery.
7	Parallel and Distributed Database I	Students should be able to: (1) explain the term parallel and distributed databases. (2) state importance of parallel databases (3) explain architecture for parallel database.	(1) Architecture for parallel databases (2) Introduction to distributed databases. (3) Explain parallel and distributed databases. (4) Importance of parallel DBMS.	(1) Defines the terms parallel and distributed databases. (2) Explains parallel and distributed DBMS. (3) States the importance of parallel DMBS architecture.	Listen and participate actively.	Charts	Students to: (1) explain parallel and distributed databases. (2) state importance of parallel database. (3) explain architecture for parallel databases management system.

**DATA PROCESSING
SS III
FIRST TERM**

SUB-THEME: DATA MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Parallel and Distributed Database II	Students should be able to: (1) explain architecture of distributed DBMS (2) describe how data can be stored in distributed DBMS (3) states importance of distributed database.	(1) Distributed database management system architecture (2) Storing data in a distributed data base management system (3) Importance of distributed database.	(1) Explains distributed database management system architecture (2) Storing data in a distributed database management system. (3) Importance of distributes database.	Listen and participate actively.	Charts	Students to: (1) explain architecture of distributed DBMS (2) describe how data can be stored in distributed DBMS. (3) state the importance of distributed DBMS.
9 & 10	Practical	Students should be able to: (1) use indexes to prepare tables. (2) use database prepare -Relational database -Hierarchical database -Flat file database structures, for students.	(1) Prepare table in indexes (2) Use database to prepare -Relational database -Hierarchical database -Flat file database structures, for students.	Leads students in performing the activities.	Participates in the practical work.	(1) Computer set. (2) Appropriate software.	Students to: (1) prepare table using indexes package. (2) use database package to prepare -relational database -hierarchical database -flat file database structures, for students.
11	REVISION						
12	EXAMINATIONS						

**DATA PROCESSING
SS III
SECOND TERM**

SUB-THEME: TOOLS FOR PROCESSING INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Networking I	Students should be able to: (1) explain the meaning of networking. (2) outline the different types of networking.	(1) Definition of networking (Internet and Internet). (2) Types of networking- Ethernet -Token ring -Arenet (3) Network topology- star -Bus -Ring	Defines networking to the students.	Takes note on the definition of networking.	(1) Computer laboratory. (2) Pictures of computer in a network.	Students to: (1) define networking. (2) mention the types of networking.
2	Networking II	Students should be able to: (1) explains the different network devices. (2) states benefits of networking.	(1) Network device -Hub, Modems, switches, router, network interface card (NIC). (2) Benefits of networking.	Explains the different network devices and states benefits of networking.	Participate in the classroom discussions.	Pictures of computer network devices and charts.	Students to: (1) explain the different network devices. (2) state three benefits of networking.
3	Computer virus I	Students should be able to: (1) define the term computer virus. (2) state the types of computer virus.	(1) Meaning of computer virus. (2) Types of virus. (3) Examples of virus -Trojan horse -Sleepers etc.	(1) Guides students to define computer virus. (2) Leads students to identify types of viruses and how they are contacted.	(1) Participate in classroom discussion. (2) Note the source through which a computer can be infected with virus.	Pictures of viruses.	Students to: (1) Define the term computer virus. (2) List two types of computer virus. (3) List four examples of computer.

**DATA PROCESSING
SS III
SECOND TERM**

SUB-THEME: TOOLS FOR PROCESSING INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB-THEME: COMPUTER MAINTENANCE ETHICS HUMAN ISSUES							
4	Computer virus II	Students should be able to: (1) state sources through which -computer can be infected with a virus (2) state virus warning signs (3) describes how virus can be detected/prevented	(1) Sources of virus-infected disks-e-mails-internet down loads-illegal duplication of software etc. (2) Virus warning signs -Incomplete saving of files -Tiny dots -Strange characters on the screen etc. (3) Virus detection/prevention -use of antivirus e.g. Norton MacAfee scan etc.	Guides students to identify antivirus software/warning signs	Participate in classroom activities	Computer system with antivirus software installed	Students to: (1) state three sources of virus (2) state three virus warning signs (3) describe how virus can be detected and prevented.
5	Maintenance of computer I	Students should be able to: carryout simple computer maintenance (both hardware and software).	(1) Details of hardware maintenance. (2) Details of software maintenance.	(1) Explains the process of maintaining computer (Hardware in detail) (2) Guides students on the procedure for software maintenance in detail.	(1) Copy chalkboard summary in their notebooks. (2) Participate in the maintenance process.	(1) Some computer scraps in the Lab. (2) Software for hardware maintenance.	Students to: (1) carryout simple computer maintenance (hardware). (2) carryout simple software maintenance.

**DATA PROCESSING
SS III
SECOND TERM**

SUB-THEME: TOOLS FOR PROCESSING INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Career options in it data processing	Students should be able to: (1) draw a list of career opportunities associated with computer usage. (2) state the functions of each of the professional. (3) list the qualities of a good professional (4) list the computer professional bodies. (5) list the function of these bodies.	(1) Professional in computer (2) Functions of computer professionals (3) Qualities of a good professional (4) Computer profession bodies and functions.				Students to: (1) list four computer professions. (2) state two functions of a given computer profession. (3) list four qualities of a good professional. (4) list four professional bodies in computer profession. (5) list two functions each of the computer professional bodies.
7 & 8	REVISIONS						
9	WASSCE EXAMINATIONS						

STORE KEEPING
SS III
FIRST TERM

THEME: REQUISITIONING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Role and qualification of a store keeper.	Students should be able to: describes the roles of a store keeper.	Roles: - receiving goods and store and issues equipments, materials, merchandises etc in the store when required. - counts, grades or weight articles, store, supplies in bins on floors, or on shares depending on the nature of the articles for convenient removal, etc.	Explains the roles of a store keeper.	Take notes on the roles of a keeper and ask questions.	1. Flips. 2. Charts.	Students to: mention three (3) roles of a store keeper.
2	Qualification of a store keeper.	Students should be able to: state the qualifications for different position in store keeping.	Qualification required for position in store keeping e.g. - Store keeper requires senior secondary school certificate (SSCE).	Identifies and explains the different qualifications for positions in store keeping.	Participates in the identification of qualification required for store keeping position.	1. Flips. 2. Charts.	Students to: identify the qualification for different store keeping positions.
3.	Duties and responsibilities of a store keeper.	Students should be able to: write the duties and responsibilities of a store keeper.	Duties and responsibilities. - Record keeping care. - Issues of supplies in a store room.	Guides students to identifying the duties and responsibilities of a store keeper.	Participates in the discussion of duties and responsibilities of a store keeper.	1. Flips. 2. Charts.	Students to: mention and explains three (3) duties and three (3) responsibilities of a store keeper.

**STORE KEEPING
SS III
FIRST TERM**

THEME: REQUISITIONING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Skills needed for store keeping.	Students should be able to: identify skills for store keeping.	Skills - Numerical - Administrative. - Computer etc.	Leads students in identifying store keeping skills.	Contributes in the identification of skills needed for store keeping.	1. Flips. 2. Charts.	Students to: describes four (4) skills needed for store keeping.
5.	Handling of equipment and facilities.	Students should be able to: take care of storage facilities by keeping them clean.	Care of storage facilities.	Explains care of storage equipment and facilities.	Participates in the discussion of caring for storage equipment and facilities.	1. Charts.	Students to: states and explains care of storage equipment and facilities.
6	Appropriate storage facilities.	Students should be able to: uses appropriate storage facilities to avoid damage to materials.	Uses of storage equipment.	Guides students in discussing the use of storage equipment and facilities.	Participate in the discussion of storage facilities.		Students to: mention and describe two (2) uses each of three storage facilities.
7.	Terminologies in store keeping.	Students should be able to: 1. identify the terminologies in store keeping. 2. uses common terminologies in store keeping.	Terminologies. - Stock out. - Lead time. - Record level. - Maximum level. - Minimum level. - Economic order quality (EOQ) etc.	1. Lists and explains terminologies. 2. Illustrate the uses of common terminologies in store keeping.	1. Take notes on the terminologies in store keeping. 2. Write common terminologies in store keeping and their uses.	1. Charts.	Students to: 1. lists five (5) terminologies in store keeping. 2. state the uses of terminologies in store keeping.

**STORE KEEPING
SS III
FIRST TERM**

THEME: REQUISITIONING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Warehousing project.	Students should be able to: 1. choose goods to be warehoused. 2. choose warehousing method.	1. Selection of goods. 2. Selection of warehousing method.	Explains warehousing project giving examples of goods to be warehoused and method of warehousing.	1. Selects goods and warehousing methods. 2. Writes and present report on chosen project.	1. Cardboard sheet.	Students to: writes reports on projects conducted.
9.	Preparation of warehousing documents.	Students should be able to: prepare commonly used warehousing document. - bin cards - stocks record etc.	Warehousing documents.	Provides samples of warehousing documents.	1. Prepare samples of warehousing documents. 2. Present the document at a seminar.	Samples of warehousing documents.	Students to: writes and presents documents prepared by them.
10	Electronic warehousing (e-housing).	Students should be able to: use the computer for inventory management.	E-inventory.	Demonstrates the uses of computer for inventory control.	1. Watch the teacher demonstrate. 2. Imitate the teacher via class assignment.	Computers.	Students to: 1. prepare inventory on computer. 2. present finished work on e-inventory for evaluation.
11	REVISION						
12	EXAMINATION						

**STORE KEEPING
SS III
SECOND TERM**

THEME 1: OVERVIEW OF STORE KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to requisitioning.	Students should be able to: 1. explains the meaning of requisitioning. 2. outline the importance of requisitioning.	1. Definition of requisitioning. 2. Importance of requisitioning.	1. Leads learners in discussion of the meaning of requisitioning. 2. Guides students on the importance of requisitioning.	1. Participate in the guided discussion. 2. Discusses requisitioning documents.	Charts.	Students to: 1. define requisitioning. 2. outline the importance of requisitioning.
2	Requisitioning procedure.	Student should be able to: states the procedure for requisitioning.	Procedures for requisitioning: - presentation of materials requisition/issues notes etc.	Describes procedures for requisitioning.	Take notes.	1. Charts. 2. Pictures.	Students to: explains procedure for requisitioning.
3	Documents for requisitioning.	Students should be able to: states and describes documents involved in requisitioning.	Requisition document.	1. Lists requisition documents on the board. 2. Guides learners to identify the requisition document.	Take notes.	1. Pictures. 2. Charts.	Students to: lists and describe three (3) requisition documents.
4	E-requisitioning.	Students should be able to: use computer to make requisition.	E-requisitioning.	Explains the term E-requisitioning.	Take notes and ask question on E-requisitioning.	Computer.	Students to: prepare requisition on computer.
5	Trend in requisitioning meaning.	Students should be able to: explains the meaning of trend in requisitioning.	Definition of trend in requisitioning.	Explains trend in requisitioning.	1. Practice requisitioning on the computer. 2. Notes trend in requisitioning.	Computer.	Students to: explains the trend requisitioning.

**STORE KEEPING
SS III
SECOND TERM**

THEME 1: OVERVIEW OF STORE KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Trends in requisitioning.	Students should be able to: state trends in requisitioning.	Trends in requisitioning.	Demonstrates requisitioning on computers.	Watch teacher's demonstration on the computer.	Computer.	Students to: lists trend in requisitioning.
7.	Idea generation and incubation.	Student should be able to: choose a type of business in store keeping.	Idea generation and incubation.	Explains ideas generation and incubation.	1. Take notes. 2. Asks question for clarification.	Sample of feasibility study.	Students to: 2. write a proposal on a type of business in store keeping.
8.	Feasibility studies.	Students should be able to: conduct a feasibility study on the type of business to be established.	Feasibility study.	1. Describes the contents of a feasibility study. 2. Encourages students to established small business on graduation.	1. Take notes. 2. Ask questions of feasibility study.	Sample of feasibility study.	Students to: write on a type of business in store keeping.
9	REVISION AND EXAMINATION						

BOOKKEEPING
SS III
FIRST TERM

THEME 5: CONTROL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Control account	Students should be able to: 1. explain the meaning of control account. 2. explain the uses of control account. 3. state the advantages of control account.	1. Definition of control account. 2. Explanation of the uses of control account. 3. Advantages of control account.	1. Gives a general overview of control accounts. 2. Explains the uses of control account. 3. Discusses the advantages of control account.	1. Make notes on control account. 2. Know the uses of control account. 3. Know the advantages of control account.	1. Textbook 2. Chalkboard.	Students to: 1. explain the meaning of control account. 2. list (3) three uses of control account. 3. list 2 advantages of control account.
2	Sales ledger control account	Students should be able to: 1. explain sales ledger control account. 2. identify sales ledger. 3. prepare sales ledger control account.	1. Definition of sales ledger control account 2. Terminologies: -bad debts -discount allowed -returns inwards -cash refund -dishonoured cheques -credit sales. 3. preparation of sales ledger control account.	1. Guides students to identify sales ledger items. 2. Prepares sales ledger control account.	1. Make notes on sales ledger control account. 2. Know the items in the sales ledger control account. 3. Take part in the preparation of sales ledger control account.	1. Calculator 2. Ruler 3. Pictorial materials 4. Textbook.	Students to: 1. explain the sales ledger control account. 2. identify the items in the sales ledger control account.
3	Purchases ledger control account	Students should be able to: 1. explain the meaning of purchase ledger control account. 2. identify purchases ledger items. 3. prepare purchases ledger control account.	1. Meaning of purchases ledger control account. 2. Terminologies: -credit purchases -return outwards -cash/bank payment to creditor. -discount received 3. Preparation of purchases ledger control account.	1. Guides students to identify purchases ledger items. 2. Prepares purchases ledger control account.	1. Take notes. 2. Know the items in the purchases ledger control account. 3. Listen and take part in the preparation of purchases ledger control account.	1. Textbook 2. Chalkboard 3. Ruler 4. Calculator 5. Pictorial materials.	Students to: 1. explain the purchase ledger control account. 2. identify the items in the purchases control account. 3. prepare purchases ledger control account.

BOOKKEEPING
SS III
FIRST TERM

THEME 5: CONTROL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Business organization	Students should be able to: 1. explain the meaning of business organizations. 2. outline the types of business.	1. Business organization 2. Types of business organizations: -sole proprietorship -partnership -joint stock companies. -co-operative societies.	1. Defines and lead discussions using ownership of business chart. 2. Discusses the advantages and disadvantages of co-operative societies.	1. Make notes on business organizations. 2. should be able to differentiate between various types of business organization	1. Charts 2. Videos 3. Pictures and photographs.	Students to: 1. explain the meaning of business organizations. 2. list four types of business organizations.
5	Sole proprietorship	Students should be able to: 1. explain the meaning of sole proprietorship 2. explain the features of sole proprietorship. 3. state and explain the advantages and disadvantages. 4. list and explain sources of capital.	1. Meaning of sole proprietorship. 2. Features of a sole proprietorship. 3. Advantages and disadvantage of a sole proprietorship.	1. Defines the sole proprietorship. 2. Discusses the advantages and disadvantages of sole proprietorship. 3. Identifies the sources of capital.	1. Make note on meaning of sole proprietorship. 2. Know the advantages and disadvantages of sole proprietorship 3. Read more on sole proprietorship.	1. Charts 2. Textbooks 3. Chalkboard.	Students to: 1. explain the meaning of sole proprietorship. 2. state 2 advantages and 3 disadvantages of sole proprietorship. 3. list 2 sources of its capital.
6	Partnership account	Students should be able to: 1. explain the meaning of partnership. 2. outline the types of partnership. 3. prepare account of partnership.	1. Meaning of partnership 2. Types of partnership 3. Identify partnership account terminologies: -drawings -partner salary -capital -interest on capital etc. 4. Admission of a new partner and goodwill	1. Gives a general overview of partnership 2. Guide students in identifying the items of partnership account. 3. Guide the students in solving relevant exercises.	1. Make notes on partnership 2. Know the items in the partnership account. 3. Practice more exercises	1. Chalkboard 2. Ruler 3. Adding/listing machines 4. Textbooks.	Students to: 1. explain the meaning of partnership. 2. briefly explain the provisions of section 24 of the partnership act of 1890.

BOOKKEEPING
SS III
FIRST TERM

THEME 5: CONTROL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Joint stock companies	Students should be able to: 1. explain the meaning of joint stock company. 2. explain the features of joint stock. 3. state and explain the advantages and disadvantages. 4. list and explain sources of capital.	1. Meaning of joint stock company. 2. Features of a joint stock company. 3. Sources of capital.	1. Defines the joint stock company 2. Explains the features of a joint stock company. 3. Discusses the advantages and disadvantages of joint stock company 4. Discusses the sources of its capital.	1. Take note on the meaning of joint stock company 2. Identifies the features of joint stock companies 3. Know the sources of its capital.	1. Chalkboard 2. Ruler 3. Pictorial material 4. Textbooks.	Students to: 1. explain the joint stock company. 2. state 2 sources of its capital. 3. explain 5 features of joint stock company.
8	Co-operative societies	Students should be able to: 1. explain of co-operative society. 2. outline the features of co-operative society. 3. outline the types of co-operative society. 4. state the advantages and disadvantages.	1. Explain co-operative society. 2. State the features 3. Types of co-operative 4. Advantages and disadvantages.	1. Defines the co-operative society. 2. Guides students to identify the features of a co-operative society 3. Discusses the advantages and disadvantages of a co-operative society.	1. Make notes on co-operative society 2. Should be able to distinguish between types of co-operatives. 3. Know the advantages and disadvantages of co-operative societies. 4. Read more.	1. Chalkboard 2. Ruler 3. Textbooks.	Students to: 1. explain the co-operative society. 2. list 3 types of co-operative society. 3. state four (4) features of co-operative society.

**BOOKKEEPING
SS III
FIRST TERM**

THEME 5: CONTROL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Capital	Students should be able to: 1. define capital. 2. outline the types of capital. 3. explain the importance of working capital.	1. Definition of capital 2. Types of capital. 3. Importance of working capital.	1. Defines capital 2. Identifies the various types of capital. 3. Guides students on the working capital.	1. Take note on capital and types of capital 2. Should be able to know the working capital 3. Read more in the library.	1. Chalkboard 2. Pictorial material 3. Textbooks.	Students to: 1. define capital. 2. state 4 types of capital. 3. state and explain the importance of working capital.
10	Profits	Students should be able to: 1. explain the meaning of profit. 2. outline the types of profit.	1. Meaning of profit 2. Types of profit 3. Prepares account on profits and loss	1. Defines profit. 2. Guides students to identify the types of profits.	Take notes of profit identifies the types of profits.	1. Chalkboard 2. Ruler 3. Textbooks.	Students to: 1. define profit 2. list the types of profit.
11	REVISION						
12	EXAMINATION						

**BOOK KEEPING
SS III
SECOND TERM**

THEMES 2: ENTREPRENEURSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Business management	Students should be able to: 1. explain the meaning of business. 2. outline the organizational set up. 3. list the uses of organizational chart.	1. Meaning of business. 2. Organizational chart. 3. Uses of organizational chart.	1. Takes notes on the meaning of business guide the students on the organizational set up. 2. Outlines the uses of organizational chart.	1. Make notes on business. 2. Know the organizational set up. 3. Should be able to outline the uses of organizational chart.	1. Chalkboard 2. Pictorial material 3. Textbooks.	Students to: 1. define business 2. give four (4) uses of an organizational chart.
2	Types of organizational structure	Students should be able to: 1. identify the various types of organizational structure 2. advantages and disadvantages of each type.	1. Identification of types of organizational structure. 2. Outline advantages and disadvantages of organizational structure.	1. Takes notes 2. Leads discussion on the organizational structure of a business. 3. Explains the advantages and disadvantages of organizational structure.	1. Make notes on types of organizational structure. 2. Know the advantages and disadvantages of each types of business.	1. Charts 2. Chalkboard 3. Textbook	Students to: 1. identify the types of organizational structure. 2. state two advantages and disadvantages of business organizational structure.
3	Authority power and responsibility in an organization	Students should be able to: 1. explain the following -authority -power -responsibility and accountability. 2. outline the span of control and factors determining span of control.	1. Meaning of authority, power responsibility and accountability in a business management 2. Explanation of span of control. 3. Outline the factors determining span of control.	1. Leads students to know power, authority, and responsibility. 2. Explains the span of control. 3. Guides students on factors determining span of control.	1. Take notes 2. Know the span control. 3. Should be able to outline the factors determining the span of control.	1. Charts 2. Chalkboard 3. Textbook	Students to: 1. explain power 2. distinguish between power and authority. 3. list 3 factors determining span of control.

**BOOK KEEPING
SS III
SECOND TERM**

THEMES 2: ENTREPRENEURSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Importance of communication to a business	Students should be able to: 1. explain the meaning of communication 2. outline the importance of communication. 3. list the forms of communication.	1. Definition of communication. 2. Importance of communication. 3. Outline the forms of communication.	1. Guides students on the meaning of communication 2. Outlines the importance of communication. 3. Explains the forms of communications	1. Make notes on communication 2. Know the importance of communication. 3. Outline the forms of communication.	1. Ruler 2. Chalkboard 3. Textbook	Students to: 1. explain the meaning of communication. 2. list 2 importance of communication. 3. outline 2 forms of communication.
5	Introduction to marketing	Students should be able to: 1. explain the meaning of marketing. 2. outline types of market 3. outline market segmentation.	1. Definition of marketing. 2. Types of market 3. Market segmentation and types.	1. Guides students to know the meaning of marketing. 2. Leads students to know the types of market. 3. Explains the market segmentation and types of market segmentation.	1. Take notes 2. Know the types of market 3. Identify the market segment.	1. Chalkboard 2. Textbook	Students to: 1. explain marketing 2. list types of market. 3. mention 2 types of market segmentation.
6	Functions of marketing	1. Outline the function of marketing. 2. Explain market research.	1. Function of marketing. 2. Market research.	1. Guides students on the functions of marketing. 2. Explains the meaning of market research.	1. Take note on the functions of marketing 2. Discuss the meaning of market research.	1. Charts 2. Chalkboard 3. Textbook	Students to: 1. list four (4) function of marketing. 2. define market research.

**BOOK KEEPING
SS III
SECOND TERM**

THEMES 2: ENTREPRENEURSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Marketing concept and mix	Students should be able to: 1. explain marketing concept. 2. outline the function of marketing concept 3. define market mix and state the element of marketing mix.	1. Definition of marketing concept. 2. Function of marketing concept. 3. Element of marketing mix. 4. Market mix.	1. Gives the students the general overview of marketing concept. 2. Leads students in identify market mix and its element.	1. Take notes on marketing concept. 2. identify the market mix and its elements	1. Charts 2. Chalkboard 3. Textbook	Students to: 1. define marketing concept. 2. explain the market mix 3. state 3 elements of marketing mix.
8	Forms of promotion in market	Students should be able to: 1. explain promotion 2. outline the forms of promotion. 3. list the importance of each forms of promotion.	1. Definition of promotion. 2. Forms of promotion. 3. Importance of each forms of promotion.	1. Guides students on the forms of promotion. 2. Explains the importance of each forms of promotion.	1. Take note on promotion. 2. Identify the importance of promotion.	1. Charts 2. Chalkboard 3. Textbook	Students to: 1. define promotion 2. explain two (2) forms of promotion.
9	REVISION AND EXAMINATION						

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of SS 1 work	Students should be able to: 1. define terms internet, www, email, website 2. identify -internet browser -e-mail address -website address 3. open an e-mail address.	1. Definition of internet -www -Email -Website 2. Identification of: -internet browser -email address -website address 3. Open an email address.	1. Guides students to define the internet, e-mail address, website, web browser 2. Creates an e-mail address 3. Writes a mail and send it practically on the system.	1. Take part in class discussion. 2. Watch teacher demonstrate and practice writing e-mail and sending it. 3. Write notes	1. Internet 2. Computer lab. 3. Cyber café 4. Mobile phone.	Students to: 1. define -internet -www -e-mail -website 2. identify - internet browser -e-mail address -website address.
2.	Practical (internet)	Students should be able to: use the computer/phone to -open an e-mail address -write and send mail. -download software ringtones, video/audio files.	1. Use computer system/phone to -Open an e-mail address -Write and send mail. -Download software ringtones, video/audio files.	Guides students on how to use phone/computer to write and send mails, download, software, ringtones, video/audio files.	Participates in class by doing what the teacher is doing practically	1. Phone 2. Computer.	Students to: 1. use computer phone to: -open an e-mail address -write and send mail. -download software ringtones, video/audio files.
3	Revision of SS 2 work GSM safety practices	Students should be able to: identify and observe GSM phone care and maintenance procedures.	GSM phone care and maintenance procedures.	Identifies and emphasizes GSM phone care and maintenance procedures.	Participates in class discussion.	1. Cleaning solvent 2. GSM phone operation manual.	Students to: identify and observe GSM phone care and maintenance procedures.

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Revision of SS 2 work GSM phone accessories and their function	Students should be able to: 1. define GSM phone accessories 2. identify various accessories of GSM phone. 3. state the function of GSM phone accessories.	1. Definition and identification of GSM phone accessories 2. Functions of GSM phone accessories.	Guides students to: -define -identify -list the functions of GSM phone accessories.	1. Listen and participate in class discussion. 2. Ask relevant questions.	1. GSM phone accessories 2. GSM phone catalogues.	Students to: 1. define GSM phone accessories. 2. identify various accessories of GSM. 3. state functions of GSM phone accessories.
THEME: GSM PHONE ENTREPRENEURSHIP							
5	Dealership	Students should be able to: 1. define dealership 2. explain dealership 3. discuss areas of dealership in GSM business.	1. Definition 2. Explanation of dealership 3. Areas of dealership in GSM business.	1. Defines 2. Explains dealership 3. Discusses area of dealership in GSM business.	1. Listens 2. Participate in interactive discussion on dealership.	1. Business journals 2. Internet.	
6	Service centres	Students should be able to: 1. explain GSM service centres 2. state the functions of GSM service centres 3. discuss how to set up service centre.	1. Service centres (e.g. Nokia, Samsung service centres) 2. Functions of service centre 3. Setting up of service centre	1. Explains service centres. 2. States the functions of service centres. 3. Discusses how to set up service centre.	1. Participate in discussion on service centre 2. State the functions of services centres 3. State how to set up services centres	1. Business journal 2. Internet	Students to: 1. explain service centres 2. discuss the functions of service centres 3. state two to set up a service centre

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

WEEK	TOPIC	PERFORMANC E OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	GSM phone repairs centres and workshop	Students should be able to: 1. determine appropriate locations for setting up GSM phone repair centre/workshop. 2. determine appropriate facilities/equipme nt for setting up GSM phone repair centre/workshop.	1. Appropriate locations for siting GSM phone repair centres. 2. Setting up GSM phone repair centres/workshop	1. Discusses appropriate locations for setting up GSM phone repair centres 2. States appropriate/facilities / equipment for setting up GSM phone repair centres.	Participate in class discussion on service centre development.	1. Business journals 2. Internet 3. Excursion to GSM phone repair centres 4. Charts	Students to: 1. determine appropriate locations for setting up GSM phone repair centre. 2. list appropriate facilities/equipme nt for setting up GSM phone repair centres.
8	GSM phone repair centres/workshop	Students should be able to: 1. set up GSM phone repair centre/workshop 2. manage the facilities and equipment in GSM phone repairs centres/workshop. 3. observe basic GSM phone workshop safety rules.	1. Appropriate facilities in GSM phone repair centres 2. Manage the facilities and equipment in a GSM phone workshop. 3. Basic rules of safety in GSM phone workshop.	1. Explains how to set up a GSM phone repairs centre/workshop 2. Explains how to manage the facilities and equipment in GSM repair centre/workshop. 3. Identifies and emphasizes the basic GSM phone workshop safety rules. 4. Demonstrates basic safety precautions.	1. Identify and observe basic GSM phone workshop. 2. Safety rules practice basic safety precautions.	1. Business journals 2. Internet 3. Charts.	Students to: 1. visit GSM phone repair centre/workshop. 2. study how to manage the facilities and equipment in GSM phone repair centres/workshop. 3. describe how to set up a GSM phone repair centre/workshop. 4. mention ways of managing the facilities and equipment in GSM repair centre/workshop.

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Excursion (i.e. visit to GSM phone repair centre/workshop)	Students should be able to: 1. see how a GSM phone repair centre/workshop looks like. 2. see maintenance and repair of GSM been carried out.	1. Visit to GSM repair centre/workshop 2. Watch how GSM phone is been maintained and repair	Leads students on excursion to GSM repair centre/workshop	Follow the teacher and listen, ask questions	GSM phone repair centre/workshop	Students to: carry out studies on how to set up GSM repair centre/workshop.
10	Practical	Students should be able to: set up a mini GSM phone repair centre in school.	GSM phone repair centre in school.	Guides students on how to open GSM repair centre.	Participate in class discussion.	GSM phone repair tools and equipment.	Students to: set up a mini, GSM people repair centre in school.
11	REVISION						
12	EXAMINATION						

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of SS 1 work (communication satellite)	Students should be able to: 1. define a satellite 2. define communication. 3. define communication satellite. 4. State the types of communication satellite. 5. Explain the application of communication satellite.	Definition, types, and application of communication satellite.	Guides students to: 1. defines satellite, communication and communication satellite. 2. lists types of communication satellite. 3. explains the application of communication satellite.	1. Listen 2. Observe 3. Participate in class discussion.	Charts	Students to: 1. define satellite -communication -communication satellite. 2. state the types of communication satellite. 3. explain the application of communication satellites.
2	Revision of SS 1 work (internet)	Students should be able to: 1. define -internet -www -e-mail -e-mail address -website 2. identify -internet browser -e-mail address -website address -search engine 3. open an e-mail address 4. write a mail and send 5. list benefit and abuses of internet.	1. Definition and identification of: -Internet -www -E-mail -E-mail address -Website -Internet browser -Search engine 2. Listing benefit and abuses of internet.	Guides students to define and identify -Internet -www -E-mail -E-mail address -Website -Internet browser -Search engine	1. Listen and participate in class discussion	1. GSM phone 2. Computer 3. Internet	Students to: 1. define -internet -www -e-mail -e-mail address -website -internet browser -search engine 2. identify -internet browser -search engine 3. list benefit and abuses of internet.

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Practical on internet	Students should be able to: 1. open and e-mail address 2. write a mail and send.	Open of e-mail address write and sending of mails.	Guides students to: 1. open e-mail address 2. writes mail and send on a GSM phone/computer	Participate in class practical.	1. GSM phone 2. Computer 3. Internet 4. Lab	Students to: 1. use phone or computer to open an e-mail address. 2. use phone or computer to write and send mail.
4	Revision of SS 2 (common menu/submenu and their functions)	Students should be able to: 1. explain the main menu and submenu of different GSM phone 2. list types of menu and submenu. 3. state the functions of menus and submenus.	1. Explanation of the main menu and submenu of different GSM phones 2. Functions of different GSM phone menus and submenus	1. Demonstrates with different handset to compare their menus. 2. Functions of different GSM phone menus and submenus.	1. Practically operate different handset to compare their menus. 2. Mention the functions of different GSM phone menus and submenus.	1. Different GSM phones 2. Different GSM phone manuals.	Students to: 1. operate properly different handsets to compare their menus. 2. explain correctly the function of different GSM phone menus and submenus.
5	GSM repair tools and equipment	Students should be able to: 1. identify common tools and equipment for hardware repairs. 2. identify common software tools for repair. 3. state the uses of the tools identified.	1. Common tools and equipment for hardware repairs such as: -star Allen key/star precision set. -normal precision set. -multi-meter (Analogue and digital). -computer set. 2. Common software tools for repairs such -Unlocking and repair software -Flashing software 3. The uses of the tools identified above.	States the uses of the tools identifies.	Identify common tools and equipment for hardware repairs.	1. Hardware tools 2. Demo CDs 3. Faulty phones. 4. Computer set 5. Cables 6. Unlocking and repair software.	Students to: 1. identify five common tool and equipment for hardware repairs 2. identify 3 common software tools for repairs.

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	GSM repairs tools and equipment	Students should be able to: use tools to demonstrate uses.	Practical use of tools	Uses tools to repair GSM phone that is faulty	Observe and use tools to repair faulty GSM phone	Faulty GSM phone	Students to: demonstrate uses of the tools
7	Revision of SS 3 work service centres	Students should be able to: 1. explain GSM service centres 2. state the functions of GSM service centres 3. discuss how to set up service centre.	1. Service centre (e.g. Nokia, Samsung service centres) 2. Functions of service centres 3. Setting up services centre.	1. Explains service centres 2. States the functions of service centre 3. Discusses how to set up service centre	1. Participate in class discussion on service centre 2. State the functions of service centres 3. State how to set up service centres	1. Business journal 2. Internet.	Students to: 1. explain service centre. 2. discuss the function of service centres. 3. state how to set up a service centre.
8	Excursion	Students should be able to: set up service centre after the visit.	1. Visit to service centre Samsung, Nokia services centres. 2. Internet excursion	Leads students on the trip.	Listen, observe and ask question during interactive section at service centres	1. Nokia service centre 2. Samsung service centre	Students to: set up service centre after the visit.
9	REVISION AND WASSCE EXAMINATION						

ANIMAL HUSBANDRY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Farm animal improvement I	Students should be able to: 1. state the meaning and terms used in animal improvement. 2. list the aims of farm animal improvement.	1. Meaning and definition of animal. 2. Aims of term animal. - High reproductive efficiency. - Proficiency. - Mothering ability - Cool temperament. - Resistance to part and disease. - High productivity - Tolerance to environment.	1. Provides instructional materials to students. 2. Explains the aims of animal improvement to students.	1. Copy out items in the charts. 2. Listen to teacher's explanations.	Charts and pictures showing aims of farm animal improvement.	Students to: 1. define and explain the terms used in animal improvement. 2. list the aims of farm animal improvement.
2	Methods of farm animal improvement introduction) II	Student should be able to: 1. explain the various methods used in farm animal. 2. outline the advantages and disadvantages of introduction as a method.	Introduction as a method of farm animal improvement.	Practices the introduction methods with students.	Participate in the practice of the method with the teacher. 2. Observe teachers illustration.	Charts, local breeds and exotic breeds of poultry.	Students to: 1. explain the introduction method used in animal improvement. 2. list the advantages and disadvantages of introduction method.

ANIMAL HUSBANDRY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Methods of farm animal improvement (selection) III	Students should be able to: 1. explain selection as method of animal improvement. 2. outline the advantages and disadvantages of selection method.	Selection method of animals improvement advantages and disadvantages as a method of animal improvement.	Provides use of local breeds of poultry.	1. Practice the use of local breeds of poultry. 2. Observe teacher illustration.	Charts, local breeds and exotic breeds of poultry.	Student to 1. explain selection method used as animal improvement. 2. list three advantages and disadvantages of selection as a method of animal improvement.
4.	Method of farm animal improvement Breeding and Hybridization	Students should be able to: 1. explain Breeding and hybridization as methods of animal improvement. 2. outline the advantages and disadvantages of breeding and hybridization.	Improvement methods, breeding and hybridization Advantages and disadvantages of these methods.	1. Provides chart for illustration. 2. Practices improvement methods with the students.	Practice the use of local breeds of poultry and exotic breed of poultry during mating observe teachers illustration.	Charts, local breeds and exotic breeds of poultry.	Students to: 1. explain breeding and hybridization as methods used in animal improvement. 2. list their advantages and disadvantages of the methods.
5.	Artificial insemination I	Students should be able to: 1. explain the term insemination. 2. outline the steps used in semen collection.	Meaning of artificial insemination. Steps used in semen collection and processing.	Prevents inseminating tools equipment.	Observe the tools and equipment.	1. Inseminators 2. Semen	Students to: 1. explain the term artificial insemination. 2. outline the steps used in collecting and processing and storage of semen.

ANIMAL HUSBANDRY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Artificial insemination II	Students should be able to: 1. outline methods used in inseminating animals. 2. carry out insemination practices.	Steps and methods of artificial insemination. a. Artificial vagina b. Message methods c. Electro-ejaculation d. Recovery of semen from the vagina after service.	Carries out insemination.	Observe and practice how to inseminate.	1. Inseminators 2. Semen	Students to: 1. outline and explain various methods of insemination. 2. carry out artificial insemination practices.
7.	Advantages of artificial insemination	Students should be able to: list and explain advantages of artificial insemination.	Advantages of artificial insemination - Earlier and less expensive than natural mating - Easier and cheaper to import semen - Services many females possible - Allows for testing of offspring's etc.	Provides charts and pictures showing advantages of artificial insemination.	Observe the charts and pictures and copy illustrations in the exercise books.	1. Charts and pictures. 2. Films showing artificial insemination.	Students to: explain four advantages of artificial insemination

ANIMAL HUSBANDRY
SS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Disadvantages of artificial insemination	Students should be able to: outline disadvantages of artificial insemination.	Disadvantages of artificial insemination - Requires expertise - difficulties in detecting heat - In breeding heat showing if few bulk used - handling procedure may be inadequate	1. Provides charts and pictures showing disadvantages of artificial insemination. 2. Asks students to copy illustration from the chart.	Copy illustration into their exercise book.	Charts and pictures films showing artificial insemination.	Students to: outline three disadvantages of artificial insemination.
9.	Farm animal diseases and casual agents I	Students should be able to: 1. define the concept diseases in farm animals. 2. state the symptoms of a disease in farm animal.	Farm animal discuses: - definition - basic symptoms.	1. Displays charts of disease farm animals. 2. Identifies symptoms of diseases.	1. Familiarize themselves with displayed charts. 2. Participate in the identification of symptoms.	1. Pictures and chart of disease casual against. 2. Live sick farm animal. 3. Film showing animal diseases.	Students to: 1. define the term disease. 2. states the general symptoms of a disease condition in farm animals.
10	Farm animal diseases and causal agents	Students should be able to: state the causal organization of animal diseases.	Diseases causal agents a. Bacterial b. Virus c. Fungi d. Protozoa	Displays charts of disease causal agents.	Familiarize themselves with charts displayed.	Pictures and charts of disease causal agent.	Students to: outline three disease causal agents.
11	REVISION						
12	EXAMINATION						

ANIMAL HUSBANDRY
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Farm animal diseases	Students should be able to: 1. mention the predisposing factors to farm animal diseases. 2. explain each of those factors mentioned above.	Predisposing factors 1. Health status of the animal ii. Environment iii. Nutrition.	Displays charts showing the various environmental condition in which animals are being exposed to and nutritional levels of each livestock or farm animal.	Observe the charts and outlook of these animals.	Charts of animal raised under various environment and nutrition.	Students to: 1. state three factors that could predispose farm animal to diseases. 2. explain the factors mentioned above.
2.	Farm animal diseases and causal agents	Students should be able to: i. explain the mode of transmission of these animal diseases. ii. state ways of preventing farm animal disease.	1. Mode of transmission 2. Ways of preventing farm animal diseases a. Quarantine b. Inoculation c. Hygiene d. breeding.	1. Discusses mode of transmission with student. 2. Explains ways of preventing animal diseases. 3. Vaccinates birds against some of the diseases.	1. Participate in the discussion. 2. Carryout inoculation against of tense disease of poultry in the home project.	Vaccines and drug for inoculation.	Students to: 1. explain three mode of transmission of farm animal diseases. 2. discuss the following ways of preventing farm animal diseases a. Quarantine b. Inoculation c. Sanitation d. Breeding

ANIMAL HUSBANDRY
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Farm animal diseases (bacteria)	Students should be able to: 1. discuss diseases caused by bacterial under the following: a. name of disease b. causal organizers c. animal infected d. symptoms e. mode of transmission f. preventive/control measures	Bacterial disease 1. Anthrax 2. Tuberculosis 3. Fowl typhoid 4. Chronic respiratory diseases 5. Brucellosis etc	1. displays charts showing animal be infected by some of the diseases. 2. Takes the students to excursion to livestock farm.	1. Observe the charts. 2. Participate on the excursion where the live animal with diseases could be observe.	1. Live animal having any of the diseases discussed. 2. Chart showing sick animals.	Students to: 1. discuss the following: 2. disease under the following 1. Anthrax 2. Fowl typhoid a. Animal attacked b. Causal organization c. Hampton d. Mode of transmission e. Prevention
4.	Farm animal diseases (Viral)	Students should be able to: discuss diseases caused by virus under the following: - name of the disease - causal agent - animal infected - symptoms - mode of transmission - prevention/control	Viral diseases 1. Foot and mouth 2. New cattle 3. Kinder pest	Display charts showing animal infected by viral diseases 2. discusses these rival diseases and how they could be prevented by vaccinate birds and other farm animals	1. Observe the charts 2. Participate in the vaccination of the birds and other farm animals	1. Live poultry 2. Charts 3. Vaccination equipment and vaccines	Students to: discuss new castle under the following heading: a. causal organism b. animal infected c. symptoms d. mode of transmission e. preventive measures

ANIMAL HUSBANDRY
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Livestock parasites (ecto-parasites)	Students should be able to: 1. define the term farm animal parasites 2. state the classes of farm animal parasites 3. mention the effects of parasites on farm animals	1. Definition 2. Classes of farm animals - Ecto-parasites tick, lice mites etc. 3. effects of ecto-parasites on farm animal e.g weakness, acting as vectors of many disease etc.	1. Provides samples of parasites 2. Draws diagram of farm animal parasites and displays charts	Interact with charts and specimens provided by the teacher	1. Pictures and charts 2. Specimens of parasites - Tick - Lice - Fleas - Mites etc.	Students to: 1. define the term farm animal parasites 2. mention at least three effects of ecto-parasites on farm animals
6.	Livestock parasites (endo-parasites) II	Students should be able to: 1. discuss endo-parasites and give examples 2. effects of endo-parasite on farm animals	1. Endo-parasites - Liver fluke - Tape worm - Round worm etc. 2. Effects of parasites on farm animals e.g weakness and loss of appetite etc.	1. Provides sample of parasites 2. Draws diagram of farm animal parasites and displays charts	Interact with charts and specimens of endo-parasites	1. Pictures and charts 2. Specimens of endo-parasite - Tape worm - round worm - Liver fluke etc.	Student to: 1. give examples of endo-parasites 2. mention at least four effects of endo-parasites on farm animals
7.	Prevention and control of farm animal diseases	Students should be able to: state the methods of prevention and control of farm animal diseases	Prevention and control of live stock diseases - Quarantine - Vaccination - Inoculation - Hygienic condition - Good feeding/nutrition - Rotational grazing etc.	Demonstrates methods of preventing disease of farm animal	Observe and practice how to prevent and control farm animal disease	1. Pictures and charts 2. Films showing animal disease control	Students to: state five methods of disease control in farm animal

ANIMAL HUSBANDRY
SS III
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Prevention and control of farm animal pest (parasites)	Students should be able to: 1. discuss prevention and control measures of livestock parasites	Prevention and control of livestock parasites - Isolation - Hygienic condition - Use of chemical (spraying and dusting) - Use of drugs deforming grazing etc.	Demonstrates methods of preventing farm animal parasites such as spraying and dusting of the animals.	Observe and practice how to prevent and control farm animal parasites.	1. Pictures and charts 2. Spraying chemicals and dust	Students to: discuss the prevention and control measures for animal parasites.
9	REVISION AND EXAMINATION						

FISHERY
SS III
FIRST TERM

THEME 1: FISH HARVESTING AND POST HARVESTING PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Materials and methods for harvesting fish	Students should be able to: identify various fishing gears used in harvesting.	Types of fishing: 1. spears 2. traps 3. knives 4. hooks and lines 5. last net 6. gills net 7. drag net 8. trawl net.	Leads identification and discussion.	Take part in the identification and discussion.	1. Traps 2. Nets 3. Hook and line 4. Charts 5. Pictures etc.	Students to: identify and name six fishing gears.
2	Materials and methods for harvesting fish	Students should be able to: identify the various crafts used in harvesting.	Fishing crafts: 1. drag out canoes. 2. wooden flat bottom canoe. 3. motorized canoe 4. dingy 5. trawlers.	Leads discussion.	Take part in the discussion.	Charts Pictures etc.	Students to: identify various fishing crafts.
3	Materials and methods for harvesting fish	Students should be able to: the various methods used in harvesting.	Methods of harvesting: 1. hook and line 2. spearing 3. netting 4. trawling 5. draining waters (partial and complete).	Leads discussion.	Take part in the discussion.	1. Net 2. Hook and 3. line 4. Spears 5. Pictures 6. Charts etc.	Students to: identify fishing materials.
4	Materials and methods for harvesting fish	Students should be able to: identify the various ways of amending and constructing fish gears.	Construction and mending of fish gears.	Leads discussion and construction.	Take part in the discussion and construction.	Ropes, nails raffia plank etc.	Students to: state steps in constructing and menders fishing gears.

FISHERY
SS III
FIRST TERM

THEME 1: FISH HARVESTING AND POST HARVESTING PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Post harvesting processes	Students should be able to: state processes involved in post harvesting.	Fish processing: 1. degutting 2. decaling 3. decapitation 4. washing with clean water.	Discusses various post harvesting processes.	Participate in discussion.	Knife Fish etc.	Students to: state processes involved in post harvesting.
6	Post harvesting processes	Students should be able to: identify materials involved in processing fish.	Materials for processing fish knives, basins, tables, cutting slabs etc.	Guides students to identify various processing materials.	Identify the materials.	Knives, basins, tables slabs etc.	Students to: identify processing materials.
7	Post harvesting processes	Students should be able to: state the method of preserving fish	Fish preservations: sundrying, frying, wet smoking, canning, filleting.	Guides students to identify various preservation methods.	Give examples of preservation methods.	Picture Chart Salt etc.	Students to: identify the various preservation methods.
8	Post harvesting processes	Students should be able to: identify packaging materials for sale.	Packaging materials: Nylon, cardboard, box and basket.	Guides students to identify packaging materials.	Identify packaging materials.	Nylon, basket cardboard box etc	Students to: identify the various packaging materials.
9	Post harvesting processes	Students should be able to name primary fish market.	Primary fish market e.g. fish mongers, local community markets.	Leads discussion.	Take part in the discussion.	1. Chart 2. Picture etc.	Students to: name some primary market.
10	Post harvesting processes	Students should be able to: name secondary fish markets.	Secondary fish market e.g. Bars restaurants, hotels, supermarkets etc.	Leads discussion.	Take part in the discussion.	1. Chart 2. Picture etc.	Students to: name some secondary market.
11	REVISION						
12	EXAMINATION						

FISHERY
SS III
SECOND TERM

SUB-THEME: FISH SEED PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Brood stock selection and handling	Students should be able to: differentiate between male and female sexually mature fish.	1. Differentiate between male and female sexually matured such using sex organs. 2. Stripping them to know the stages of sex gametes (egg and milk).	1. Presents male and female fish. 2. Guides students to differentiate them.	1. Observe the differences between male and female. 2. Participating in discussion and demonstration.	1. Male and female fish. 2. Dieseling knife etc.	Students to: difference between male and female fish.
2	Brood stock selection and handling	Students should be able to: state the qualities of good breeder.	Qualities of good breeder: 1. Hardly or active. 2. Have matured gametes. 3. Fairly big in size.	Guides students in indentifying the qualities	Observe bad take active part.	1. Fish 2. Charts 3. Pictures etc.	Students to: state the qualities of a good breeder.
3	Brood stock selection and handling	Students should be able to: describe ways of handling brood stock.	Brood stock handling: 1. Ensure transportation takes place in the morning or late in the evening. 2. Allow a shorter period of times (48 hours to one week) in a breeding compartment. 3. Ensure careful handling of the breeder to avoid stress.	Guides students in handling stock.	Take part and ask questions.	Life fish etc.	Students to: state the steps or stages in handling a brood stock.

FISHERY
SS III
SECOND TERM

SUB-THEME: FISH SEED PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Artificial breeding	Students should be able to: explain the term artificial breeding.	1. Artificial breeding manipulating the sexually matured fish to spawns or reproduce.	Explains artificial breeding to students	Listen to teacher explanation.	Sexually mature male and female etc.	Students to: define artificial breeding.
5	Artificial breeding	Students should be able to: state the importance of artificial breeding.	Importance of artificial breeding 1. To obtain fish seed. 2. To obtain large quantity of fish seed. 3. To obtain high quality hybrid.	Explains the importance of artificial breeding	Listen and participate in the discussion.	Fish seed etc.	Students to: state three importance of artificial breeding.
6	Artificial breeding	Students should be able to: state the various steps involved in artificial breeding.	Steps involved in artificial breeding: 1. brood stock selective. 2. conditioning of brood stock. 3. inducement of brood stock. 4. stripping the brood stock. 5. fertilizing (mixing the milk and egg). 6. incubating the fertilized egg in the aquarium or hatchery tank trough etc.	1. Demonstrations steps involved in artificial breeding. 2. Asks question	1. Participate actively in the demonstration. 2. Ask question.	1. Sexually mature male and female fish 2. Disserting kits 3. Basins 4. Happa net 5. Hatching trough 6. Syringe 7. Aquaria tanks 8. Microscope etc.	Students to: state steps involved in artificial breeding.

FISHERY
SS III
SECOND TERM

SUB-THEME: FISH SEED PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Managing and nursing fish seed	Students should be able to: explain processes involved in nursing fish seed (fry fingerlings).	Nursing processes: 1. derision 2. feeding with natural food organism (plankton) after four day. 2. introduction of artificial feeds (powered feeds) after one week.	Discusses the various processes involved in nursing seed.	Listen and participate in discussion.	1. Nursery tank 2. Aerators and other accessories. 3. Plankton nets 4. Artificial fish feed etc.	Students to: explain the various steps in nursing fish seeds.
8	Managing and nursing fish seed	Students should be able to: manage the fish seed and ensure survival.	Management process: 1. separating dead and unfertilized egg from the hatchlings. 2. monitoring water quality especially the dissolved oxygen temperature. 3. transferring outdoors to nursery tanks after 21 days. 4. sorting the shooters jumpers from the stunts. 5. rear or raise the jumpers separate from stunts.	1. Discusses the various processes. 2. Demonstrates the various processes.	1. Listen to the discussion. 2. Take part in the demonstration. 3. Ask question.	1. Nursery tank 2. aerators and other accessories 3. Plankton nets 4. Artificial fish feed etc.	Students to: state the management processes involved in fish production.
9	REVISION AND EXAMINATION						

**MARKETING
SS III
FIRST TERM**

SUB-THEME 1: INTERNATIONAL MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and reason for international marketing. I	Students should be able to: (1) state the meaning of international market (2) mention the importance of international marketing.	(1) International marketing (2) Importance of international marketing.	(1) Explains international marketing. (1) Discusses the importance of international marketing.	(1) Listen attentively. (2) Participate in discussion.	(1) News papers (2) Magazines (3) Trade journals (4) Pictures (5) Textbooks (7) Internets (8) Radio and TV. News	Students to: (1) explain international marketing. (2) list five importance of international trade.
2	Meaning and reason for international marketing. II	Students should be able to: (1) explain international trade system. (2) mention the importance of international trade system.	International trade system.	(1) Discusses the international trade systems. (2) Ask questions (3) Respond to students questions.	(1) Participate in discussion. (2) Copy chalkboard summary.	(1) Newspaper (2) Trade journals (3) Textbooks (4) Internets.	Students to: (1) explain international trades system. (2) mention three importance of international trade system.
3	Meaning and reason for international marketing. III	Students should be able to: explain market decisions and reasons.	Market decisions and reasons: -wider markets escape from competitions.	(1) Explains the market decision and reasons. (2) Ask questions (3) Respond to students questions.	(1) Listen attentively (2) Ask questions (3) Respond to teacher's questions .	(1) Newspaper (2) Trade journals (3) Textbooks (4) Internets.	Students to: (1) explain market decision. (2) state two reasons for market decision taking.

**MARKETING
SS III
FIRST TERM**

SUB-THEME 1: INTERNATIONAL MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Meaning and reason for international marketing. IV	Students should be able to: explain the features of international marketing.	Features of international marketing: -economic -political -legal -social -cultural	Explains the features of international marketing.	(1) Listen attentively (2) Ask questions (3) Respond to questions (4) Copy chalkboard summary.	(1) Newspaper (2) Trade journals (3) Textbooks (4) Internets. (5) Magazines	Students to: list three features of international market.
5	Meaning and reason for international marketing VI	Students should be able to: (1) state the features of international marketing. (2) explain the effect of features on a company or individuals.	(1) Features of international marketing. -geographic -demographic (2) Effect of features of international marketing on individuals or company.	(1) Explains features of international marketing. (2) Explains the effect of features on a company or individuals.	(1) Listen attentively (2) Ask questions (3) Respond teacher's questions.	(1) Newspaper (2) Trade journals (3) Textbooks (4) Internets. (5) Magazines	Students to: (1) state two features of international marketing. (2) explain the effect of features on international marketing, company or individual.
6	Organizing for international marketing I.	Students should be able to: describe the key approaches to entering international marketing.	(1) International marketing. (2) Approaches to international marketing.	Leads discussion on the key approaches to entering international marketing.	Participate in discussion.	(1) Magazines (2) Textbooks.	Students to: describe the approaches to entering international marketing.
7	Organizing for international marketing II.	Students should be able to: state reasons for adapting marketing plans for international marketing.	Reasons for adapting market plans for international marketing .	Explains reasons for adaptation in international marketing.	(1) Listen attentively (2) Take down note.	(1) Magazines (2) Textbooks.	Students to: give four reasons for adapting marketing plans internationally.

**MARKETING
SS III
FIRST TERM**

SUB-THEME 1: INTERNATIONAL MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Organizing for international marketing III.	Students should be able to: (1) explain the regulations guiding the international market. (2) take students on visit to customs and exercise office.	Regulations guiding international marketing	(1) Guides discussion on restrictions and rules involved in international marketing. (2) Take students on a visit to customs and exercise office.	(1) Participate in discussion. (2) Visit customs and exercise office (3) Browse the internet for foreign products.	(1) Picture of foreign products (2) Catalogues (3) Magazines.	Students to: explain the rules and regulations in international marketing.
9	Application of Information and Communication Technology (ICT) in International Marketing I	Students should be able to: apply the use of Information and Communication Technology (ICT) in international marketing.	Information and Communication Technology in international marketing.	Leads discussion on ICT in international marketing.	Participate in discussion.	(1) Telephone (2) G.S.M	Students to: apply the use of information and communication.
10	Application of Information and Communication Technology (ICT) in International Marketing II	Students should be able to: explain the ethics and abuse of internet usage.	(1) Internet browsing. (2) Electronic marketing . (3) Ethics and internet abuse.	(1) Demonstrates the use of internet in electronic marketing. (2) Guides students to use internet facilities.	(1) Observe the demonstration by their teacher. (2) Practice the use of internet.	(1) Computer systems /Laptops. (2) Websites.	Students to: download international text on international marketing from internet.
11	REVISION						
12	EXAMINATIONS						

**MARKETING
SS III
SECOND TERM**

SUB-THEME 2: ENTREPRENEURSHIP IN MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Planning for a Personal Marketing Outlet I	Students should be able to: sources of fund.	Sources of fund: -bank -personal saving etc.	Explains sources of funds for marketing outlets.	Listen to the teacher attentively.	(1) Charts (2) Diagrams	Students to: explain five sources of fund for marking outlets.
2	Planning for a Personal Marketing Outlet II	Students should be able to: identify good location for market outlet.	Identifying good marketing location.	Explains methods of identifying good marketing locations.	(1) Listen attentively (2) Ask questions (3) Respond to questions.	(1) Charts (2) Diagrams	Students to: list two methods of identifying good market outlet.
3	Planning for a Personal Marketing Outlet III	Students should be able to: set up and operate a personal marketing outlet.	Setting up and operating a marketing outlet.	Organizes a seminar on setting up a personal outlet.	(1) Participate in seminars. (2) Ask questions	Resource person	Students to: explain steps in setting up personal marketing outlet.
4	Planning for a Personal Marketing Outlet IV	Students should be able to: manage the business effectively.	Managing the business.	(1) Explains the meaning of management. (2) Explains steps for effective management of the business.	(1) Listen attentively (2) Ask questions.	(1) Charts (2) Diagrams	Students to: explain steps to effective management of the business.
5	Purchase, Supplies and Merchandising of goods and Services	Students should be able to: purchase goods and services from marketing outlets.	Purchases of goods and services.	Explains the process of purchasing goods and services.	Listen attentively.	(1) Consumer goods. (2) Organizational goods of various types.	Students to: explain the process of purchase of goods and services.

**MARKETING
SS III
SECOND TERM**

SUB-THEME 2: ENTREPRENEURSHIP IN MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Purchase, Supplies and Merchandising of goods and Services II	Students should be able to: explain supply of goods and services to marketing outlets.	Supply of goods and services	Explains the process of supplying of goods and services.	(1) Explain attentively (2) Ask questions.	(1) Consumer goods (2) Organizational goods of various types.	Students to: state two differences between purchase and supply of goods and services.
7	Purchase, Supplies and Merchandising of goods and Services III	Students should be able to: explain selling of goods above cost price through effective bargaining.	Selling and bargaining skills.	Demonstrates the selling and bargaining skills.	(1) Observe the demonstration. (2) Listen attentively	(1) Consumer goods (2) Organizational goods of various types.	Students to: demonstrate selling and bargaining skills.
8	Purchase, Supplies and Merchandising of goods and Services IV	Students should be able to: manage funds appropriately.	Fund management.	Discusses fund management.	(1) Listen attentively (2) Participate in discussion.	(1) Textbooks (2) Trade journals (3) Magazines.	Students to: discuss fund management.
9	REVISION AND EXAMINATIONS						

**SALESMANSHIP
SS III
FIRST TERM**

SUB THEME: EXPORT AND IMPORT TRADE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Export Trade and Import trade I	Students should be able to: 1. meaning of import and export trade. 2. list and explain the types of import and export trade	1. Meaning of export and import trade. 2. Types of import and export trade	1. Meaning of import and export trade. 2. Types of import and export trade.	1. Participate in the discussion. 2. Copy notes from the chalkboard	1.Chalkboard 2.Textbook 3.Import and exports goods.	Students to: define import and export trade. 2. state the types of import and export trade
2	Export Trade and Import trade II	Students should be able to: 1. state and explain the importance of import trade to economy. 2. outline the importance of export to the Economy	Importance of import and export trade to the economy	Outlines and explains the importance of import and export trade to Nigerian economy.	1. Contribute to the importance of import and export trade. 2. Copy notes from the chalkboard	1.Chalkboard 2.Textbooks 3.Magazines	Students to: state and explain the importance of import and export trade to the economy.
3.	Import and export trade III	Students should be able to: 1. state the problems of import and export trade. 2. explain the problems of import and export trade.	Problems / Barriers of import and export trade.	Explains the problems of import and export trade.	1. Participate in the discussion 2. Copy notes from the chalkboard.	1.Chalkboard 2.Textbooks 3.Magazines	Students to: itemize the barriers of import and export trade.

**SALESMANSHIP
SS III
FIRST TERM**

SUB THEME: EXPORT AND IMPORT TRADE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Import and export trade IV	Students should be able to: state the advantages and disadvantages of import and export trade.	Advantages and disadvantages of import and export trade	States advantages and disadvantage of import and export trade.	1. Participate by listening attentively and ask questions 2. Copy notes from the chalkboard	Chalkboard Textbooks	Students to: state the advantages and disadvantages of import and export trade.
5.	Import and export trade V	Students should be able to: 1. state the roles of salesmen to import trade. 2. list the roles of salesmen to export trade.	Role of salesman in both import and export trade	States the roles of salesman to import and export trade.	1. Participate in the discussion 2. Copy notes from the chalkboard.	Chalkboard Textbooks	Students to: state the roles of salesmen in both import and export trade.
6	Basic concepts of export and import trade	Students should be able to: 1. define basic concepts. 2. state the importance of these concepts.	1. Meaning of basic concept. 2. Importance of the concepts.	1. Explains the meaning of basic concept in export and import trade. 2. States the importance of these concepts.	Listen attentively and ask questions.	Chalkboard Textbooks	Students to: 1. define the basic concepts 2. state their importance
7.	Documents used in export and import trade	Students should be able to: 1. identify and explain document used in export trade. 2. state and explain documents used in import trade.	Documents of trade.	States and explains the documents used in both export and import trade.	1. Participate in the discussion. 2. Copy note from the chalkboard	Chalkboard Textbooks specimen documents.	Students to: 1. itemize the document used in both export and import trade 2. draw any of the trade document

**SALESMANSHIP
SS III
FIRST TERM**

SUB THEME: EXPORT AND IMPORT TRADE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Terms of trade	Students should be able to: 1. state and explain the various terms of trade in export trade 2. itemize the terms of trade in import trade	1. Terms of trade in Export trade 2. Terms of trade in import trade	States and explains the various terms of trade both in export and import trade.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks specimen documents.	Students to: state and explain the terms of trade in both export and import trade.
9	Terms of payment and means of payment	Students should be able to: 1. list and explain the terms of quoting price in export and import trade. 2. itemized the means of payment in export and import trade.	1. Terms of payment. 2. Means of payment.	States and explains both terms and means of payment in export and import trade.	1. Participate in the discussion and ask questions. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks and magazines.	Students to: separate the terms of payment in export and import trade.

**SALESMANSHIP
SS III
FIRST TERM**

SUB THEME: EXPORT AND IMPORT TRADE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Balance of trade and balance of payment	Students should be able to: 1. define balance of trade. 2. define balance of payment. 3. state and explain the components of balance of payment 4. differentiate between unfavourable balance of trade and unfavourable balance of payment. 4. state the remedy for deficit/adverse balance of payment.	1. Balance of trade 2. Balance of payment	1. Differentiate between balance of trade and balance of payment. 2. Explains the components of balance of payment. 3. Explains the different between unfavourable balance of trade and unfavourable balance of payment. 4. Lists the remedy for deficit/adverse balance of payment.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	Chalkboard Textbooks Magazines	Students to: 1. define both balance of trade and balances of payment. 2. list and explain the component of balance of payment. 3. differentiate between unfavourable balance of trade and payment. 4. outline the remedy for deficit/adverse balance of payment.
11	REVISION						
12	EXAMINATION						

**SALESMANSHIP
SS III
SECOND TERM**

SUB THEME: ENTREPRENEURSHIP IN SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Concepts of entrepreneurship in salesmanship I	Students should be able to: 1. define entrepreneurship. 2. state the difference between entrepreneurship and entrepreneur.	Entrepreneurship 1. An entrepreneur. 2. Difference between entrepreneur and entrepreneurship.	Defines entrepreneurs and entrepreneurship.	1. Define entrepreneur and entrepreneurship. 2. List the difference between the two concepts.	1. Book 2. Journals 3. Magazines.	Student to: 1. define entrepreneur and entrepreneurship. 2. list differences between the two concepts.
2	Concepts of entrepreneurship in salesmanship II	Students should be able to: explain the types of entrepreneur.	1. Entrepreneur 2. Types of entrepreneur.	1. Explains the types of entrepreneur. 2. Sights example of each type for clarity.	1. Explain the types of entrepreneur. 2. Recall the examples of each types.	1. Book 2. Journals 3. Magazines.	Students to: list the types of entrepreneur.
3	Concepts of entrepreneurship in salesmanship III	Students should be able to: 1. list and explain the objectives of an entrepreneur. 2. list the advantages of entrepreneurship	1. Objectives of entrepreneur. 2. Advantages of entrepreneurship	1. Lists and explains the objectives of entrepreneur. 2. Lists and explains the advantages of entrepreneurship	1. List and explain the objective of entrepreneur. 2. List and explain the advantages of entrepreneurship	1. Book 2. Journals 3. Magazines.	Students to: 1. list and explain the objective of entrepreneur. 2. list and explain the advantages of entrepreneurship.
4	Concepts of entrepreneurship in salesmanship IV	Students should be able to: 1. list the role of a good entrepreneur. 2. list the qualities of a good entrepreneur.	1. Role of a good entrepreneur. 2. Qualities of a good entrepreneur.	1. State and explain the qualities of a good entrepreneur. 2. List and explain the role of a good entrepreneur.	1. Explain the qualities of a good entrepreneur 2. List and explain the role of a good entrepreneur.	1. Book 2. Journals 3. Magazines.	Students to: 1. list two qualities of a good entrepreneur. 2. explain the roles of a good entrepreneur.

**SALESMANSHIP
SS III
SECOND TERM**

SUB THEME: ENTREPRENEURSHIP IN SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Concepts of entrepreneurship in salesmanship V	Students should be able to: 1. explain the ways a salesman can be an entrepreneur. 2. state the problems of entrepreneurship.	1. Ways a salesman can be an entrepreneur. 2. Problems of entrepreneurship.	1. Explains how a salesman can be a successful entrepreneur. 2. Explains the problems encountered in entrepreneur.	Explain how a salesman can be a successful entrepreneur.	1. Book 2. Journals 3. Magazines.	Students to: 1. explain how a salesman can be a successful entrepreneur. 2. list problems associated with entrepreneurship.
6.	Sources of finance I	Students should be able to: 1. define entrepreneurship. 2. state the sources of finance of entrepreneur.	1. Definition 2. Sources of finance. - Micro finance - Cooperative societies - Nigerian Export import bank (NEXIM) to entrepreneurship.	Explains the major sources of finance for an entrepreneur business.	Participate in class discussion	1. Book 2. Journals 3. Magazines.	Students to: list five sources of finance of an entrepreneur.
7.	Sources of finance II	Students should be able to: state other sources of finance for entrepreneur.	Sources of finance: - commercial banks. - saving and loan organizations.	1. Explains the sources of finance of entrepreneurs - commercial banks 2. Gives examples for clarity. 3. Identifies savings and loan organization in your state.	1. Participate in class discussion. 2. List three commercial banks. 3. Identify savings and loan organization in your state.	1. Book 2. Journals 3. Magazines.	Students to: 1. identify four savings and loan organization in delta state. 2. give two examples of commercial banks.

**SALESMANSHIP
SS III
SECOND TERM**

SUB THEME: ENTREPRENEURSHIP IN SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Sources of finance III	Students should be able to: 1. state the functions of each of the sources of finance and their importance. 2. problems of each sources of finance of an entrepreneur.	1. Functions 2. Importance of each sources of finance entrepreneur. 3. Problems of each sources of finance of entrepreneurship	1. Explains the functions of the sources of finance - Co-operative societies - Micro finance - Commercial banks etc. 2. Explains the importance of each source of finance of an entrepreneur 3. Explains the problems of each source of finance.	1. Participate in class discussion. 2. Mention three functions of each of the sources. 3. Explain the importance and problems of each source of finance.	1. Book 2. Journals 3. Magazines.	Students to: 1. list four functions of: i. maxim ii. micro finance iii. commercial banks etc. 2. state three importance and two problems of each of the sources of finance.
9	REVISION AND EXAMINATION						