

**ENGLISH STUDIES  
JS II  
FIRST TERM**

**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	<b>READING TO UNDERSTAND THE WRITER'S PURPOSE</b>	Students should be able to: identify the use of certain expressions/ key words that point to intention of writers	Understanding the writer's purpose(s) in a passage e.g. to persuade, inform, convince, irritate, annoy, please, entertain, dissuade, stimulate thought or indoctrinate	1. Presents and discuss selected passage 2. Guide students to identify key words that point to the author's purpose/ intention in a given passage 3. Guide students through questions and promptings to identify expression that indicate the author's intention or purpose in a given passage 4. Exposes students to extensive practice using varied materials	1. Read and identify key words that point to the author's intention in a given passage 2. Answer teacher's questions on how to identify the author's intention in a given passage 3. Practice extensively using varied materials presented by the teacher	1. Selected plays, prose, passages 2. Textbooks 3. Advertisement and feature articles	Students to: identify correctly key words that point to the intention in a given passage

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	<b>WRITING</b> Writing an outline	Students should be able to: 1. read through a topic 2. jot down main and supporting ideas as they occur	Story or passage on adverse effects of some chemicals used in cosmetics highlighting main and supporting ideas	1. Picks a topic from the passage 2. Present the story or passage to students 3. Exemplifies outlines using the story or passage 4. Leads the student to identify main and supporting ideas	1. Pay attention to the teacher 2. Read the story or passage provided 3. Identify outline of story or passage 4. Write down main and supporting ideas	1. Model essay 2. Stories 3. Passages 4. Features articles on contemporary issues	Students to: 1. read given materials; 2. jot down main and supporting ideas
	<b>LISTENING AND SPEAKING</b> (Revision of sounds vowels)	Students should be able to identify the pure vowel	/i/, /i:/, /e/, / e/, /a:/, /ɔ/, /ɔ:/ /i/ - sit, /i:/ seat /e/ - bed, / e/-pat /a:/- part, /ɔ/- pot, /ɔ:/ port, etc	1. Guides the student to articulate the vowel sounds. 2. Guides the student to pronounce words that contain the sound	1. Orally produce vowel sounds in context 2. Orally produce vowel sounds in isolation	1. Flashcards 2. Sentence strips 3. Substitution tables 4. Passages on – road, safety, drug abuse, etc. 5. Materials from texts	Students to: pronounce vowel distinctly.

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	<b>GRAMMATICAL ACCURACY</b> (Part of speech Nouns)	Students should be able to: 1. identify the features of nouns 2. list the functions of noun 3. make sentences with nouns	1. Identification of nouns in given passages on – our environment 2. Functions of nouns 3. Making sentences with nouns	1. Guides the students to identify some nouns from the passage and write them down 2. Reads passages to students 3. Gets students to read the passages 4. Leads them to identify and state the functions of nouns as used in the passage 5. Leads the students to make sentences with nouns Types of nouns – identification by gender – feminine, masculine, common, etc.	1. The students identify some nouns from the passage and are guided to write them down 2. Listen attentively to the teacher 3. Read materials given by the teacher 4. Identify nouns in the passage 5. Make sentences with nouns	1. Various passages 2. Substitution tables 3. Sentence strips 4. Charts	Students to: 1. identify some nouns from the passage that has been given 2. identify correctly the features of nouns 3. list correctly the functions of nouns 4. generate appropriate sentences
	<b>LITERATURE</b> Short stories and Novelettes	Students should be able to: 1. read short stories and novelettes 2. give correct answers to questions asked on the novel short story	1. Short stories and novelettes based on: i. Effects of climate change ii. Road crashes 2. Identification of types of prose - Narrative - Descriptive	1. Leads students to read and identify different types of prose in short stories and novelettes 2. Guides students to read stories in the novelette and answer questions correctly on them 3. Engages them in discussing the story line	1. Read different types of stories 2. Identify different types of prose 3. Participate in discussing the story line	1. Story books, 2. Supplementary readers 3. Any other relevant materials	Students to: 1. identify different types of prose. 2. give correct answers to questions on a story read in the novelette 3. differentiate accurately between two types of prose

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2	Reading to understand the writers purpose	Students should be able to: 1. identify the different expressions used by authors to point to the readers their intensions 2. practice extensive reading	Identifying the purpose of the writers in selected passages on contemporary issues; HIV/AIDS inflation	1. Presents and discusses selected passages 2. Asks students to work in groups to identify the intentions of writers in selected passages and make presentations at the end of the lesson 3. Exposes students to extensive practice using varied materials	1. Read and identify key words that; point to the author's intension in a given passages. 2. Work in groups to read and identify the intentions of the writers in selected passages and make presentation at the end of the lesson 3. Practice extensively using varied materials presented by the teacher	1. Selected plays, poems and prose passages 2. Textbooks 3. Supplementary readers 4. Advertisements and feature articles	Students to: accurately identify different expression signifying author's intention in selected passages
	<b>WRITING</b> Writing an outline	Students should be able to: 1. arrange the ideas in a logical sequence 2. write appropriate introduction and effective conclusion	Story or passage on adverse effects of some chemicals used in cosmetics highlighting main and supporting ideas, arrangement of ideas in logical sequence, introduction and conclusion	1. Presents story or passage to the students 2. Exemplifies outlines using the story or passage 3. Leads students to re-arrange all the ideas they had produced or had written in logical sequence 4. Identifies appropriate introduction and conclusion	1. Read the story or passage provided 2. Identify outline of story or passage 3. Arrange ideas in logical sequence 4. Write appropriate introduction and conclusion on selected passages	1. Model essays 2. Stories 3. Passages 4. feature articles on contemporary issues	Students to: 1. arrange correctly the ideas in logical sequence 2. write correctly appropriate introduction and conclusion

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	<b>LISTENING AND SPEAKING</b> Revision of sounds vowels	Students should be able to identify some vowels	/ʊ/, /u:/, /ʌ/, /ɜ:/ / :/ /ʊ/ - put /u:/ - foot /A/ - hut / / - above / :/ - girl, etc.	1. Guides the students to articulate the vowel sounds 2. Guides the students to pronounce words that contain the sounds	1. Orally produce vowel sounds in context 2. Orally produce vowel sounds in isolation	1. Flashcards 2. Sentence strips 3. Substituting tables 4. Passages on consumer awareness and protection 5. Materials from texts	Students to: pronounce vowels distinctly
	<b>GRAMMATICAL ACCURACY</b> (Parts of speech)	Students should be able to: 1. identify the features of pronouns 2. list the types and functions of pronouns 3. make sentences with pronouns	1. Identification of pronouns in given passages on: values orientation 2. Functions of pronouns and types 3. Making sentences with pronouns	1. Reads passages to students 2. Gets students to read the passage 3. Leads them to identify and state the types and functions of pronouns used in passages Types – personal- I, he, she, etc. possessive – mine, his, yours, etc. Demonstrative – this, that, these, etc. Relative – which, who, that, etc. Interrogative – who, which, etc. Function – To introduce relative clauses, e.g. The girl who stole my money is here. 4. Leads the students to fill the gaps with appropriate pronouns	1. Listen attentively to the teacher. 2. Read materials given by the teacher 3. Identify pronouns in the passage 4. Make sentences with pronouns	1. Varies passages 2. Substitution tables 3. sentence strips 4. charts	Students to 1. identify correctly the features of pronouns 2. list correctly the types and functions of pronouns in a given passage. 3. generate appropriate sentences using pronouns

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	<b>LITERATURE</b> Short stories and Novelettes	Students should be able to: 1. give examples of different types of prose 2. differentiate the types of prose	1. Identification of types of prose - Narrative - Descriptive 2. Features e.g. plot, theme, style, setting, etc.	1. Engages the students in discussing the story line 2. Guides them to write a story 3. Leads students to comment on the moral import (message) of a story	1. Participate in discussing the story line. 2. Write a story 3. Identify the moral lesson of a story	1. Story books 2. Any other relevant material	Students to: 1. differentiate accurately between two types of prose 2. successfully write their own stories
3	Reading to identify the meaning of words in various contexts	Students should be able to explain, using clues provided by the surrounding words to arrive at the meaning of the target word	Reading for meanings of words in various contexts through -clues provided by surrounding words	1. Guides students to read selected passages and use the surrounding words/ sentences or prior knowledge to explain the meanings of target words 2. Guides students to think about the alternative words to replace the target words	1. Explain meaning of target words using clues from surrounding words/phrases/ sentences 2. Give alternative words/phrases to target words	1. Various passages 2. Course books 3. Newspaper and magazine cuttings 4. Other relevant materials	Students to: explain the meaning of some words (using the clues provided by the surrounding words to arrive at the meaning of the target words)

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	<b>WRITING</b> (Composition Writing: Expository and Argumentative)	Students should be able to: 1. identify various types of composition writing 2. briefly explain the various types of composition	1. Types of composition: - Narrative - Descriptive - Argumentative - Expository 2. Explain different types of composition writing	1. Leads students to identify different types of composition writing. 2. Explains the various types of composition	1. Identify different types of composition writing 2. Listen attentively to the teacher	1. Selected topics 2. Passages 3. Supplementary readers 4. Feature articles	Students to: 1. identify various types of composition 2. explain various types of composition
	<b>LISTENING AND SPEAKING</b> Revision of sounds – vowels (diphthongs)	Students should be able to identify some diphthongs	Vowels (diphthongs) /ei/, /ai/, /ɔi/ / ɔ/ /ei/ - way /ai/ - high /ɔi/ - boy / ɔ/ - home, So, etc.	1. Guides students to articulate the vowel sounds 2. Ask the students to write two words that contain the sounds respectively.	1. Orally produced vowel sounds in context 2. Orally produce the vowel sounds in isolation 3. Write two words that contain the vowel sounds respectively	1. Flashcards 2. Recorded materials (audio and video tapes) 3. Sentence strips 4. Passages on consumer awareness and protection 5. Materials from texts 6. Newspaper cuttings	Students to: 1. identify correctly the features of verbs 2. list correctly the functions of verbs 3. generate appropriate sentences using verbs

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	<b>GRAMMATICAL ACCURACY</b> (Parts of speech: Verbs)	Students should be able to: 1. identify the features of verbs in a given passage 2. list the functions of verbs in the passages 3. make sentences with verbs	1. Identification of verbs in given passages on Values Orientation 2. Functions of verbs 3. Making sentences with verbs	1. Reads passages to students 2. Gets students to read the passages 3. Leads them to identify and state functions of verbs used in the passage 4. Leads the students to make sentences with verbs found in the passage Examples – cut, come, go, dance, jump, etc.	1. Listen attentively to the teacher 2. Read materials given by the teacher. 3. Identify the verbs in the passage 4. Make sentences with verbs	1. Various passages 2. Substitution tables 3. Sentence strips 4. Charts	Students to: 1. identify features of Nigerian and African folktales correctly the of verbs 2. list correctly the functions of verbs 3. generate appropriate sentences using verbs
	<b>LITERATURE</b> Nigerian and African folktales	Students should be able to: 1. identify features of Nigerian and African folktales 2. retell the folktales and explain the theme	1. Nigerian and African folktales 2. Features - Didactic - Entertaining - Magical - Riddles	1. Tells Nigerian and African folktales to students. 2. Leads students to retell folktales 3. Guides students to explain folktales	1. Listen and retell Nigerian and African folktales. 2. Identify the features of Nigerians and African folktales	1. Story books on Nigerian and African folktales 2. Supplementary readers 3. Recorded folktales 4. Other resources	



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4	Reading to identify the meanings of words in various contexts	Students should be able to list possible words that can fit into the context or the given passage	Reading for meaning of words in various contexts through - alternative words that can fit into the context - words that are nearest in meaning – words and synonyms	1. Guides students to use prior knowledge and experience to identify the meaning of target words 2. Explains that sounds of some words can signal meaning 3. The teacher explains the meaning of synonyms with their examples as used in the context	Use content prior knowledge and experience to figure out the meanings of words	1. Various passages 2. Course books 3. Other relevant materials	Students to: list other possible words that fit the contexts synonyms of words
	<b>WRITING</b> Composition Writing: Expository and Argumentative	Students should be able to: 1. list the elements of composition 2. write different types of composition	1. Elements of composition - introduction pre-writing, editing - Body - Conclusions 2. Arrangement of ideas in logical sequence	1. Leads students to list the elements of composition 2. Guides students to re-arrange ideas generated in logical sequence 3. Lead them to produce first draft: introduction, body and conclusion	1. List the element of composition 2. Re-arrange ideas generated in logical sequence 3. Produce a draft introduction body and conclusion	1. Selected topics 2. Passages 3. Supplementary readers 4. Features articles	Students to: 1. identify various types of composition 2. list the elements of composition particularly expository and argumentative writing

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	<b>LISTENING AND SPEAKING</b> Revision of sounds: Vowels ( Diphthongs)	Students should be able to identify some vowels (diphthongs)	Vowels (diphthongs) /i /, /e /, /aɪ /, /aʊ / - /i / - here /e / - there /ɪ / - poor /aʊ / - plough	Guides the students to articulate the vowel sounds	1. Orally produce vowel sounds in context 2. Orally produce vowel sounds in isolation	1. Recorded materials (audio and video tapes) 2. Flashcards 3. Sentence strips 4. Passages on global climate change 5. materials from texts	Students to: pronounce vowels distinctly
	<b>GRAMMATICAL ACCURACY</b> (Parts of speech Adjectives)	Students should be able to: 1. identify the features of adjectives in given passages 2. list the functions of adjectives in the passage 3. make sentences with adjectives	1. Identification of adjectives in a given passage on effects of cultism 2. Functions of adjectives 3. Making sentences with adjectives words like, bad, ugly, strong, evil, etc.	1. Reads passages to students. 2. Gets students to read passages 3. Leads them to identify and states the functions of adjectives in the passage 4. Leads the students to underline the adjectives in various sentences	1. Listen attentively to the teacher 2. Read materials given by the teachers. 3. Identify adjective in the passage 4. Make sentences with adjectives	1. Various passages 2. Substitution tables 3. Sentence strips 4. charts	Students to: 1. identify correctly the feature of adjectives 2. list the functions of adjectives
	<b>LITERATURE</b> Nigerian and African folktales	Students should be able to narrate Nigerian and African folktales	Nigerian and African folktales	Leads the students to dramatize the folktales	Dramatize the folktales	1. Story books on Nigerians and African folktales 2. Recorded folktales 3. Other resources	Students to: 1. narrate any folktales from their community 2. solve riddles in folktales

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5	Reading to understand the writer's purpose	Students should be able to identify the use of certain expressions/key words that point to intention of writers	Identifying the purpose of the writers in selected passages on contemporary issues; e.g. risk factors in food, and first aid	1. Presents and discusses selected passages 2. Guides students to identify key words that point to the author's purpose/intention in a given passage 2. Guides students to identify vocabulary from the given passages that will point to the author's purpose/intention	1. Read and identify vocabulary that point to the author's intention in a given passage 2. Answer teacher's questions on how to identify the author's intention in a given passage	1. Textbooks 2. Supplementary readers 3. Advertisements and features article	Students to: identify correctly vocabulary that point to the author's intentions in a given passage
	<b>WRITING</b> Composition Writing – Expository	Students should be able to write an expository composition	Composition writing - Expository elements - title - Introduction - Body - Conclusion	1. Leads students to produce first draft: introduction, body and conclusion. 2. Guides them to review the draft (edit, proof read, review and amend) 3. Leads students to write composition	1. Produce a draft; introduction, body and conclusions 2. Review the draft 3. Write expository essay	1. Selected topics 2. Passages 3. Supplementary readers 4. Feature articles	Students to: write expository essay

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	<b>LISTENING AND SPEAKING</b> Revision of sounds: consonants	Students should be able to: 1. identify some consonant sounds 2. orally produce some consonants	Consonants /p/, /b/, /t/, /d/ /p/ - pot /b/ - bed /t/ - tin /d/-den	Guides students to articulate the consonant sounds	1. Orally produce consonant sounds in context 2. Orally produce consonant sounds in isolation	1. Recorded materials (audio and video tapes) 2. Flashcard 3. Sentence strips 4. Substitution tables 5. Passages on global climate change 6. Materials from texts	Students to: pronounce consonants accurately
	<b>GRAMMATICAL ACCURACY</b> Parts of speech: Adverbs	Students should be able to: 1. identify the features of adverbs in given passages 2. list the functions of adverbs in the passages 3. Make sentences with adverbs	1. Identification of adverbs from a given passage on - gender issues 2. Functions of adverbs 3. Making sentences with adverbs e.g. - gently, carelessly, etc.	1. Reads passages to students 2. Gets students to read the passages 3. Leads them to identify the functions/features of adverbs 4. Leads them to underline the adverbs identified in the passage 5. Guides them to make sentences with the adverbs	1. Listen attentively to the teacher 2. Read passages given by the teacher 3. Identify carefully adverbs 4. State the features/functions of the adverbs 5. Make sentences with the identified adverbs	1. Various passages 2. Substitution tables 3. Sentence strips 4. Magazine/ Newspaper cuttings 5. Charts	Students to: 1. identify correctly the features of adverbs 2. list correctly the functions of adverbs 3. make sentences with adverbs

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	<b>LITERATURE</b> Introduction to the selected text (Prose)	Students should be able to: 1. identify the type of prose 2. give correct answers to questions asked on the novel	1. Identification of type of selected novel 2. identification of features of the novel e.g. plot, characterization	1. Leads students to identify the type of prose to be read 2, Guides students to read the selected novel. 3. Engages them in discussing the story line	1. Identify the type of prose 2. Read the selected novel 3. Participate in discussing the story line 4. identify the moral lesson of the novel	1. Story books 2. Text to be read in class/es 3. The selected text (novel)	Students to: 1. identify the type of prose 2. identify the features of prose
6	<b>READING</b>						
	Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	1. Conditions for speed reading. good eye sight, avoiding word vocalization during reading, avoiding regressive reading, increasing eye span while reading and reading phrases instead of words	1. Selects and presents appropriate passages 2. Explains the need for speed in reading 3. Guides students to apply the speed reading conditions in reading selected passages	1. Pay attention and seek clarifications, where necessary 2. Apply speed reading conditions, such as avoiding word vocalization during reading, increasing eye span and reading phrases	1. Selected passages 2. Course books 3. Magazines and Newspaper cuttings	Students to 1. read at the right speed 2. meet conditions for speed reading

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	<b>WRITING</b> Composition Writing: Argumentative	Students should be able to write argumentative essay	1. Arrangement of ideas in logical sequence 2. Elements of composition -introduction Pre-writing Writing, editing - Body - Conclusion 3. Writing the essay	1. Guides students to re-arrange ideas generated in logical sequence 2. Leads them to produce first draft: introduction body and conclusion 3. Guide them to write composition	1. Re-arrange ideas generated in logical sequence 2. Produce a draft: introduction, body and conclusion 3. Write an argumentative essay	1. Selected topics 2. Passages 3. Supplementary readers	Students to: write argumentative essay
	<b>LISTENING AND SPEAKING</b> Revision of sounds; consonants	Students should be able to: 1. identify some consonant 2. orally produce some consonants	1. consonants /k/, /g/, /s/ and /z/ /k/ - kite /g/ - gate /s/ - sit /z/ - zoo	Guides students to articulate the consonant sounds	1. Orally produce consonant sounds in context 2. Orally produce consonant sounds in isolation	1. Flashcards 2. sentence strips 3. passages on drug abuse	Students to: pronounce consonant accurately
	<b>GRAMMATICAL ACCURACY</b> Parts of speech: conjunctions	Students should be able to: 1. identify the features of conjunctions in given passages 2. make sentences with conjunction	1. Identification of conjunctions from given passages on population/family life 2. Making sentences with conjunction 3. Listing the functions of conjunctions	1. Leads the students to identify conjunctions from a given passage 2. Guides them to make sentences with the conjunctions	1. Read passages given by the teacher 2. identify carefully conjunctions 3. Make sentences with the conjunctions identified	1. Charts 2. Sentence strips 3. Various passages	Students to: 1. list the features of conjunctions 2. list correctly the functions of conjunctions 3. make sentences with conjunctions

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	<b>LITERATURE</b> Selected prose	Students should be able to read some chapters from their selected novel	Identification of sounds features of the novel Setting, Style and Characterization	1. Leads the students to read some chapters from their selected novels 2. Guides them to answer questions on setting, author, style and characterization	1. Read the chapters as directed by the teacher 2. Answers questions on setting.; style, author and characterization	1. Selected text (novel) 2. Any other relevant material	Students to: 1. read the chapters 2. successfully answer the questions.
7	<b>READING</b>						
	Reading for speed	Students should be able to give correct answers to questions on selected passages	1. Techniques of speed reading - surveying - scanning - skimming 2. Improving reading comprehension through increased reading speed	1. Selects and presents appropriate passages 2. Helps students to see the link between reading speed and comprehension 3. Guides students to practice faster reading	1. Pay attention and seek clarifications where necessary 2. Practice fast reading	1. Selected passages 2. Course book 3. Supplementary readers	Students to 1. read at the right speed 2. answer comprehension questions that demonstrates improvement in reading speed
	<b>WRITING</b> Composition Writing Argumentative	Students should be able to write argumentative essay	1. Arrangement of ideas in logical sequence 2. Writing another topic on argumentative essay	1. Guides students to re-arrange ideas generated in logical sequence 2, Guides them to write an argumentative essay on another topic	1. Re-arrange ideas generated in logical sequence 2. Write another topic on argumentative essay	1. Selected topics 2. passages 3. Supplementary readers	Students to: write another topic on argumentative essay.

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	<b>GRAMMATICAL ACCURACY</b> Parts of speech Preposition	Students should be able to 1. identify the features of prepositions in a given passage 2. list the functions of prepositions in the passage 3. underline preposition in sentences	1. Identification of prepositions from a given passage on “peace in the community” 2. Functions of preposition 3 Making sentences with prepositions e.g. - The cat is under the table, etc.	1. Reads passages to students 2. Gets students to read the passage 3. Leads them to identify the function of preposition 4. Leads them to list the prepositions identified from the passages 5. Guides them to make sentences with preposition	1. Listen attentively to the teacher 2. Read passages given by the teacher 3. identify carefully prepositions 4. State the functions of prepositions 5. Make sentences with preposition	1. Various passages 2. substitution tables 3. charts	Students to 1. identify the features of preposition 2. list the functions of prepositions 3. make sentences with prepositions
	<b>LITERATURE</b> Selected Prose	Students should be able to: 1. read some chapters from their selected novel	1. Identification of some features of the novel - Language, plot, theme, characterization, etc.	1. Leads the students to read some chapters from their selected novel 2. Guides them to answer questions on setting, style, plot, characterization, etc.	1. Read the chapters as directed by the teacher 2. Answer questions on setting, style, author, plot, theme, etc.	1. Selected text (novel) 2. Any other relevant materials	Students to 1. read the chapters 2. successfully answer the questions
8	<b>READING</b>						
	Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	1. improving reading comprehension through increase in reading speed	1. selects and presents appropriate passages 2. Guides students to practice faster reading	1. pay attention and seek clarifications where necessary 2. Practice faster reading	1. Selected passages 2. Course book 3. Supplementary readers	Students to 1. read at the right speed 2. answer comprehension questions that demonstrates improvement in reading speed



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	<b>WRITING</b> Composition Writing – Expository	Students should be able to: 1. write another expository essay	1. Composition writing a. expository element - Title - Introduction - Body - Conclusion	1. Leads the students to also produce the elements of composition - Introduction, body and conclusion 2. Leads students to write another composition - expository essay	1. Produce the elements of composition - Introduction, body and conclusion 2. Write another topic on expository essay	1. Selected topics 2. Passages 3. Supplementary readers 4. Feature articles	Students to: 1. write another topic on expository essay
	<b>LISTENING AND SPEAKING</b> Revision of sounds consonants	Students should be able to: 1. identify some consonant sounds 2. produce some consonants	1. Consonants /l/, /r/, /s/ and /ts/ - /l/ - lip /r/ - rip /s/ - shall /t/ - chat	Guides students to articulate the consonant sounds 2. Guide them to orally produce consonant sounds in context 3. Guide them to orally produce consonant sounds in isolation	1. Orally produce consonant sounds in context 2. Orally produce consonant sounds in isolation	1. Recorded materials 2. Flashcards 3. Sentence strips 4. Materials from texts 5. Newspaper cuttings	Students to: 1. pronounce consonants accurately

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	<b>GRAMMATICAL ACCURACY</b> (Parts of speech – Adjectives and Adverbs)	Students should be able to: 1. identify the features of adjectives and adverbs respectively in given passages 2. list the functions of adjectives and adverbs 3. Differentiate between adjectives and adverbs using sentences	1. Identification of adjectives and adverbs 2. Functions of adjectives and adverbs 3. Difference between adjectives and adverbs, using various sentences - Adjectives (qualify, describe) - Adverbs (modify)	1. Reads passages to students 2. Gets students to read the passages 3. Leads them to identify and state the functions of both adjectives and adverbs 4. Leads them to differentiate between adjectives using various sentences	1. Listen attentively to the teacher. 2. Read materials given by the teacher 3. Identify adjectives and adverbs from the passage read 4. Differentiate between adjectives and adverbs, using different sentences	1. Various passages 2. Charts 3. Sentences strips 4. Substitution tables	Students to: 1. identify correctly the features of adjectives and adverbs 2. generate appropriate sentences using adjectives and adverbs 3. differentiate between adjectives and adverbs, using different sentences
	<b>LITERATURE</b> Selected Prose	Students should be able to: 1. read some chapters from their selected novel	1. Identification of some features of the novel - Theme, characterization, plot, etc.	1. Leads the students to read some chapters from their selected novel 2. Guides them to answer questions on theme, plot, characterization, etc. 3. Leads students to comment on the moral import or message of the novel	1. Read the chapters as directed by the teacher 2. Answer questions on setting, theme, plot 3. Identify the moral lesson of the story 4. Participate in discussing the story line	1, Story books 2. Any other relevant material	Students to 1. give correct answers to question on the chapters read

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9	<b>READING</b>						
	Reading for speed	Students should be able to: 1. give correct answers to questions on selected passages	1. Techniques of speed reading - surveying - scanning - skimming 2. Improving reading comprehension through increase in reading speed	1. Presents appropriate passages 2. Guides students to apply the speed reading conditions in reading selected passages 3. Guides students to practice faster reading	1. Apply speed reading conditions 2. practice faster reading	1. Selected passages 2. Course book 3. Supplementary readers	Students to: 1. read at the right speed 2. answer comprehension questions that demonstrate improvement in reading speed
	<b>WRITING</b> Revision of writing an outline	Students should be able to: 1. read through a topic 2. arrange the ideas in a logical sequence 3. Write appropriate introduction and effective conclusion	Arrangement of ideas in logical sequence, introduction, and conclusion	1. Presents story or passage to students. 2. Exemplifies outlines using the passage 3. Leads the students to re-arrange all the ideas they had produced or had written in logical sequence 4. identifies appropriate introduction and conclusion	1, Read the story or passage provided 2. identify outline of story or passage 3. arrange ideas in logical sequence 4. Write appropriate introduction and conclusion on selected passages	1 Model essays 2. Stories 3. Passages	Students to: 1. read given materials 2. arrange correctly the ideas in logical sequence 3. write appropriate introduction and conclusion

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	<b>LISTENING AND SPEAKING</b> Revision of sounds consonants	Students should be able to: 1. identify all consonants 2. orally produce all consonants	Consonants /də/, /θ/, / /, /m/, /n/, etc. /də/ - joy /θ/ - thank / / - father /m/ - man /n/- name	1. Guides students to orally produce the consonants	1. Orally produce consonant sounds in context 2. Orally produce consonant sounds in isolation	1. Flashcards 2. Sentence strips 3. Materials from texts 4. Newspaper cuttings	Students to: 1. pronounce consonants accurately
	<b>GRAMMATICAL ACCURACY</b> Revision OF PARTS OF SPEECH - Nouns, Pronouns	Students should be able to: 1. identify the features of nouns, pronouns, verbs in given passages 2. list the functions of nouns, pronouns, and verbs in the passages 3. makes sentences with nouns, pronouns and verbs	1. Identification of nouns, pronouns, verbs in given passages 2. Functions of nouns, pronouns, verbs 3. Making sentences with nouns, pronouns and verbs	1. Reads passages to students 2. Gets students to read the passages 3. Leads them to identify and state the functions of parts of speech used in the passage 4. Leads the students to make sentences with nouns, pronouns and verbs in the passage	1. Listen attentively to the teacher. 2. Read materials given by the teacher 3. identify the parts of speech in the passage 4. make sentences with nouns, pronouns and verbs	1. Various passages 2. Substitution tables 3. Sentence strips	Students to: 1. identify correct the functions of nouns, pronouns and verbs 2. generate appropriate sentences using nouns, pronouns and verbs.
	<b>LITERATURE</b> Selected novel	Students should be able to: 1. summarise some chapters of the novel	1. summary of some chapters	1. Leads the students to read some chapters from the selected novel 2. Guides them to summarise some of the chapters which they have read	1. Read the chapters as directed by the teacher 2. Summarise the chapters as directed by the teacher	1. Selected novel 2. Any other relevant material	Students to: 1. read the chapters 2. successfully summarise the chapters

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10	<b>READING</b>						
	Reading to identify the meanings of words in various contexts	Students should be able to: 1. explain, using clues provided by the surrounding words to arrive at the meaning of the target word	Reading for meanings of words in various contexts through clues provided by surrounding words	1. Guides students to read selected passages and use the surrounding words/ sentences or prior knowledge to explain the meanings of target words. 2. Guides students to think about the alternative words to replace the target words	1. Explain meaning of target words using clues from surrounding words/phrases/ sentences 2. Give alternative word/phrases to target words	1. Various passages 2. Course books 3. Other relevant materials	Students to: 1. explain the meaning of some words (using the clues provided by the surrounding words to arrive at the meaning of the target word
	<b>WRITING</b> Revision of composition writing (expositor and argumentative)	Students should be able to: 1. list the elements of composition 2. write different types of composition - expository and argumentative	1. Elements of composition - introduction Pre-writing, writing, editing - body - conclusion 2. Arrangement of ideas in logical sequence	1. Lead students to list the elements of composition 2. Leads them to write more composition	1. List the elements of composition 2. Write expository and argumentative essays	1. Selected topics 2. Passages 3. Features articles	Students to: 1. list the elements of composition particularly expository and argumentative writing 2. write essays
	<b>LISTENING AND SPEAKING</b> Revision of sounds consonants clusters	Students should be able to: 1. identify all consonants 2. orally produce all consonants	1. Consonant clusters /kw/, /st/, /kt/, etc. /kw/ - <u>q</u> uiet /st/ - <u>s</u> tart /kt/ - market, etc.	1. Leads students to orally produce consonant clusters	1. Orally produce consonant clusters in context 2. Orally produce consonant clusters in isolation	1. Flashcards 2. Sentence strips 3. Materials from texts 4. Newspaper cuttings	Students to: 1. articulate clusters correctly.

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	<b>GRAMMATICAL ACCURACY</b> Revision of parts of speech - conjunctions and prepositions	Students should be able to: 1. identify the features of conjunctions and prepositions in given passages 2. make more sentences with conjunctions and prepositions respectively	1. Identification of conjunctions and prepositions from given passages 2. Making sentences with conjunctions and prepositions	1. Read more passages to students 2. Gets students to read the passages 3. Leads them to list the parts of speech identified from the passage 4. Guides them to make sentences with the parts of speech	1. Listen attentively to the teacher. 2. Read passages given by the teacher 3. Identify carefully conjunctions and prepositions 4. Make sentences with the parts of speech	1. Various passages 2. Sentences strips 3. Charts 4. Substitution tables	Students to: 1. identify correctly the features of conjunctions and prepositions 2. make sentences with preposition and conjunction
	<b>LITERATURE</b> Summarising of the selected text	Students should be able to: 1. read the remaining chapters of the selected text 2. summarise the remaining chapter	1. Selected novel 2. Summarizing remaining chapters of the selected novel	1. Guides the students to finish reading the remaining parts of the novel (chapters) 2. Leads the students to summarise the remaining chapters of the selected novel	1. Read remaining chapters of the selected novel 2. Summarise the remaining chapters of the novel	1. Selected novel 2. Any other relevant material	Students to: 1. read the remaining chapters of the selected novel 2. summarise the remaining chapters of the novel
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

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1	<b>READING</b>						
	Critical Reading	Students should be able to: 1. explain the meaning and steps of critical reading	1. Meaning and steps of critical reading	1. Selects and presents an appropriate passage	1. Listen attentively to teachers explanations and ask questions where necessary	1. Selected passages 2. Magazines and newspaper cuttings 3. Selections from other subject areas 4. Supplementary readers	Students to: 1. read critically 2. answer questions asked by the teacher
	<b>WRITING</b> Letter Writing Informal	Students should be able to: 1. identify the types of letters 2. discuss types of letters	Letter writing - formal - informal - semi-formal	1, Guides students to identify the types of letters 2. Leads students to discuss types of letters	1, Identify types of letters 2. Discuss types of letters	1. Sample letters (formal and informal) 2. Textbooks	Students to 1. identify types of letters
	<b>LISTENING AND SPEAKING</b> Oral comprehension	Students should be able to 1. identify and explain the main ideas from materials presented	Speeches and materials (live or recorded) based on the following 1. The family (a) Nuclear (b) Extended Family	1. Reads or plays material 2. identify and explain the main ideas	1. Listen to materials read or presented by the teacher 2. identify and explain the main ideas in materials read	1. Texts from other subject areas 2. Recorded speeches materials 3. course book 4. other resources	Students to: 1. identify and explain the main ideas from materials presented
	<b>GRAMMATICAL ACCURACY</b> Adverbials	Students should be able to: 1. identify adverbials in given passages 2. make sentences with adverbials	1, Identification of adverbials in given passages on: - our culture - human rights	1. Leads students to read given passages 2. Guides them to identify adverbials 3. Leads them to make sentences with adverbials	1. Read the passages 2. Identify the adverbials 3. Make sentences with adverbials	1. Given passages 2. Manuals 3. Course book 4. Sentence strips	Students to: 1. identify correctly adverbials 2. make correct sentences using adverbials

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	<b>LITERATURE</b> Popular Myths/ Legends	Students should be able to: 1. identify the features of popular myths and legends	1, African and non-African tales comprising popular myths and legends	1. Narrate popular myths/legends to students 2. Leads students to retell popular myths/legends	1. Listen attentively to the story 2. Retell the myths/legends narrated by the teacher	1. Records stories 2. Course book 3. Story books on myths and legends	Students to: 1. identify features of popular myths and legends
2	<b>READING</b>						
	Critical Reading	Students should be able to: 1. read a passage and identify facts and opinions	1. The critical reading process – surveying, skimming, line-by-line reading, recalling and re-reading	1. Explains what is meant by critical reading – reading to evaluate the information presented 2. selects and present an appropriate passage	1. Listen attentively to teacher’s explanations and asks questions where necessary. 2. read materials presented by the teacher	1. Selected passages 2. Selections from other subject areas	Students to: 1. read critically 2. correctly identify facts and opinions in a given passage
	<b>WRITING</b> Letter writing informal	Students should be able to: 1. identify the formats of informal letters	Informal letter: one address, opening, salutation, body of the letter, and closing	1. Guides students to identify the formats of informal letters 2. leads students to discuss the formats of informal letters	1. identify formats of informal letters 2. discuss formats of informal letters	1. sample letters (informal) 2. Newspaper/ magazine cuttings 3. Text books	Students to: 1. identify format of informal letters
	<b>LISTENING AND SPEAKING</b> Oral comprehension	Students should be able to: Identify writer’s moods and intentions	Speeches and materials (live or recorded based on the following 4. The neighborhood - Discipline in school	1. Reads or plays selected materials 2. leads them to identify key terms and to students 3. guides them to expressions	1. Listen to materials read or presented by the teacher 2. identify key terms and expression 3. identify the mood and intentions of the writers	1. Recorded speeches/materials 2. course books 3. other resources 4. Newspaper/ magazine cuttings 5. Texts from other subject areas	Students to: 1. identify the key terms and expressions that convey important ideas 2. accurately identify the moods and intentions of writers



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	<b>GRAMMATICAL ACCURACY</b> (Adverbials)	Students should be able to: 1. identify adverbials in given passages 2. identify various kinds of adverbials	1. Kinds of adverbials e.g. reason, e.g. cause and effect because	1. Guides students to identify adverbials 2. Leads them to make sentences with adverbials (reason)	1. Identify the adverbials 2. Make sentences with adverb of reason	1. Given passages 2. Manuals 3. Course book 4. Sentence strips 5. Newspaper and magazines cutting	Students to: 1. identify correctly adverbials 2. make correct sentences using adverbials (reason)
	<b>LITERATURE</b> Popular Myths/Legends	Students should be able to: 1. explain the theme of myths/legends	1. African and non-African tales comprising popular myths/legends	1. Leads students to retell popular myths/legends 2. Leads them to identify the theme and the features of myths/legends	1. Explain the myths/legends 2. Identify their themes and features	1. Supplementary readers 2. Story books on myths and legends 3. Course book 4. other resources	Students to 1. retell and explain the theme of popular myths/legends
3	<b>READING</b>						
	Critical Reading	Students should be able to: 1. read a passage and identify facts and opinions	1. The critical reading process- surveying, skimming, line-by-line reading, recalling and reading	1. Explains the process of critical reading and the three steps of critical reading (a) Understanding what the author is writing about (b) Identifying the author's techniques and (c) evaluating his/her point of view.	1. Listen attentively to teacher's explanation and ask questions where necessary 2. Read materials presented by the teacher	1. Selected passages 2. Supplementary readers 3. Selections from other subject areas	Students to: 1. read critically 2. correctly identify facts and opinions in a given passage

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	<b>WRITING</b> Letter writing (Informal) Format (address and salutation)	Students should be able to: 1. write the format of informal letter – the address and salutation	Format for informal letters- address and salutation	1, Guides students to identify the formats of letters 2. leads students to discuss types of and the formats of letters 3. writes the formats of letters (address and salutation)	1. identify the formats of letters 2. Discuss types of formats of letters 3, copies formats of letters is address and salutations	1. Sample letters 2. Textbooks 3. Newspaper/ Magazines cuttings	Students to: 1. identify formats of letters 2. write formats for writing informal letters
	<b>LISTENING AND SPEAKING</b> Oral Comprehension	Students should be able to: 1. accept or reject ideas presented based on prior experience	Speeches and materials (live or recorded based on discipline in school - Infections diseases	1. Reads or plays selected materials 2. Identify and explain the main ideas. 3. Guides them to expressions	1. Listen to materials read or presented by the teacher 2. Identify and explain the main ideas in materials read 3. Identify key terms and expressions	1. Course books 2. Recorded speeches/ materials 3. Texts from other subjects areas	Students to: 1. identify the key terms and expressions that convey important ideas
	<b>GRAMMATICAL ACCURACY</b> (Adverbials purpose)	Students should be able to: 1. identify adverbials of purpose in given passages 2, make sentences with adverbials	Identifications of Adverbials in given passages on- indiscipline highlighting adverbials of purpose	1. Leads students to read given passages 2. Guides them to identify adverbials of purpose 3. Leads them to make sentences with adverbials	1. Read the passages 2. Identify the adverbials of purpose 3. Make sentences with adverbials of purpose	1. Given ;passages 2. Manuals 3. Course book 4. Sentences strips	Students to: 1. identify correctly adverbials of purpose 2. make correct sentences using adverbials

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	<b>LITERATURE</b> Popular myths/legends	Students should be able to: 1. identify the moral lessons to be learnt from popular myths/legends	1. African and non-African tales comprising popular myths/legends	1. Leads students to retell another popular myths/legends 2. Guides students to identify the moral lessons taught	1. Retell the myths/legends narrated by the teacher 2. Identify the moral lessons taught	1. Supplementary readers 2. Story books on myth/legends 3. course book 4. Recorded stories	Students to: 1. retell the story 2. identify the moral lesson learnt from the story
4	<b>GRAMMATICAL ACCURACY</b>						
	Adverbial (condition)	Students should be able to: 1. identify adverbials e.g. condition 2. make sentences with adverbial	Identification of Adverbial in given passages on - human rights 2. Kinds of adverbials e.g. condition e.g if, unless, etc.	1. Leads students to read given passages 2. Guides them to identify adverbials - (condition) 3. Leads them to make sentences with adverbials - condition	1. Read the passages 2. Identify the adverbials of condition 3. Make sentences with adverbial of condition	1. Manuals 2. Given passages 3. Course book 4. Sentence strips	Students to: 1. identify adverbials of condition 2. make correct sentences using adverbials of condition
	<b>LITERATURE</b> Popular myths/legends	Students should be able to: 1. narrate any popular myth/legend 2. identify the features of the popular myths/legends	1. Features of popular myths/legends - magic - supernatural - Superstitions, etc.	1. Guides students to narrate the myths/legends 2. Lead them to identify the features of the popular myths and legends that they narrated.	1. Narrate popular myths/legends. 2. identify the features of popular myth and legend from the story	1. Recorded stories 2. course book 3. story books on myths and legends	Students to: 1. narrate any popular myth/legend in their community 2. identify the features of myths/legends from the story

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<b>WEEK</b>	<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
				<b>TEACHER</b>	<b>STUDENTS</b>		
	<b>READING</b> Critical reading	Students should be able to: 1. read a passage and identify facts and opinions	1, Reading to identify facts and opinions e.g. a passage on “The merits of exclusive breast feeding for infants”	1. Guides students to read selected materials and work in groups to identify facts and opinions in assigned passages. 2. Explains what facts and opinion are in given passages	1. Read materials presented by the teacher 2. practice how to identify facts and opinions in selected passages	1. Selected passages 2. Magazine and newspaper cuttings 3. supplementary readers	Students to: 1. read critically 2. answer questions to demonstrate understanding of the passage
	<b>WRITING</b> Letter writing (informal)	Students should be able to 1. write format for informal letters – body of the letter and closing/ conclusion	Informal letter (format) - Body of the letter and closing/ conclusion	1.Guides students to write format (Body of the letter and closing of the informal letter)	1. Write format (body of the letter and closing) of informal letter	1. Sample letters 2. Newspapers/ magazine cuttings 3. textbooks	Students should 1. write format (body of the letter and conclusion of informal letters
	<b>LISTENING AND SPEAKING</b> Oral comprehension	Students should be able to: 1. identify possible interpretations based on what they have listened to	Speeches and material (live or recorded) based on the following: i. Infections	1. Leads the students to identify possible interpretations of passages they have listened to	1. Give possible interpretations of passages presented by the teacher	1. Course books 2. Other resources 3. Texts from other subject areas	Students to: 1. give possible interpretations of passages

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5	<b>READING</b>						
	Reading to understand the writer's purpose	Students should be able to: 1. identify the use of certain expression key words that point to intention of writers	Understanding the writer's purposes in a passages e.g. to persuade inform convince, irritate. Annoy, please, entertain, dissuade, stimulate thought or indoctrinate	1. Presents and discusses selected passages 2. Guides students to identify key words that point to the author's purpose/intention in a given passage	1 Read and identify key words that point to the author's intention in a given passage 2. Answer teacher's questions on how to identify the author's intention in a given passage	1. Text books 2. Supplementary readers 3. Advertisement and feature articles	Students to 1. identify correctly key words that point to the author's intentions in a given passage
	<b>WRITING</b> Letter writing – informal	Students should be able to: 1. write the format for writing an informal letter 2. copy a model of an informal letter that has been written by the teacher	Informal letters – one address - opening/ salutation - body of the letter and closing	1. Leads students to write all the format for informal letter writing 2. Writes a model format	1. Discuss and write formats of informal letters – one address, opening salutation, body of the letter and closing 2. Copy teachers model	1. Sample letters (informal) 2. Newspaper/ magazine cutting 3. Textbooks	Students to 1. write formats of informal letters 2. copy teacher's model
	<b>LISTENING AND SPEAKING</b> Speeches (Intonation)	Students should be able to: 1. identify patterns in statements 2. make statements	Speeches and poems on the following: - Human rights - Gender issues, etc.	1. Guides students to identify intonation patterns in statements 2. makes statements	1. Identify intonation patterns for statements 2. Listen attentively as the teacher makes statements 3. Ask and answer questions	1. Recommended texts 2. Sentences strips 3. Tape recorder 4. other resources	Students to: 1. identify intonation for statements 2. make statements

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	<b>GRAMMATICAL ACCURACY</b> Adverbials (contrast)	Students should be able to: 1. identify adverbials in given passage 2. make sentences with adverbials	Identification of adverbials in given passages on: Human rights	1. Leads students to read given passages 2. Guides them to identify adverbials of contrast – although 3. Leads them to make sentences with adverbials (contrast)	1, Read the passage 2. Identify the adverbial of contrast 3. Make sentence with adverbials	1. Given passages 2. Manuals 3. Course book 4. Sentence strips	Students to: 1. identify correctly adverbials 2. make correct sentences using adverbials
	<b>LITERATURE</b> Poetry (Written)	Students should be able to: 1, read a selection of poems 2. identify and list different types of poetry	Poetry: Types of poems Language - concise - unique - high	1. Reads poems to students 2. Leads them to List different types of poetry	1. Listen to teacher's oral presentation 2. identify and list different types of poetry	1. Poetry books 2. Other anthologies	Students to: 1. read poems correctly 2. read and explain the meaning of a poem
6	<b>READING</b>						
	Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	1. Techniques of speed reading -surveying, -scanning -skimming 2. improving reading comprehension through increase in reading speed	1. Selects and present appropriate passage 2. Explains the needs for speed in reading 3. Guides students to practice faster reading	1. pay attention and seek clarifications where necessary 2. practice faster reading	1. Selected passage 2. Course book 3. Magazines and newspaper cuttings 4. supplementary readers	Students to 1. read at the right speed 2. answer comprehension questions that demonstrates improvement in reading speed

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	<b>WRITING</b> Letter Writing (Informal)	Students should be able to 1. write different types of informal letters to suit different situation	Informal letters - one address, opening/ salutation, body of the letter and closing	1. Guides the students to write an informal letter	1. Write an informal letter	1. sample letters (informal) 2. Newspaper/ magazine cuttings 3. Textbooks	Students to: 1. write different types of informal letter to suit different situations
	<b>GRAMMATICAL ACCURACY</b> Tenses (Present tense)	Students should be able to: 1. identify present tense in a given passage 2. make correct sentences with present tense	Identification of tenses in given passages on: our culture highlighting tenses 2. Tenses e.g. present tense 3. Construction of sentences with tenses - present tense	1. Leads students to read given passages 2. Guides them to identify tenses 3. Leads them to make sentences with present tense	1. Read the passages. 2. identify the present tense 3. Make sentences in present tense	1. Given passage 2. Manuals 3. Course book 4. Sentence strips	Students to: 1. identify correctly present tense 2. make correct sentences using present tense
	<b>LITERATURE</b> Poetry (writing)	Students should be able to: 1. explain meanings of selected poem 2. identify language of poetry	Poetry 1. Narratives	1. Read poems to students 2, Leads students to discuss and explain the meaning and content of poems 3. leads students to identify the language of the poem	1. Listen to teachers' oral presentation. 2. Discuss and explain the meaning and contents of the poems 3. identify the language of poetry	1. Poetry books 2. Other anthologies	Students to: 1. read poems correctly using appropriate rhythm 2. read and explain the meaning of a poem

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	<b>READING</b>						
	Reading to identify the meanings of words in various contexts	Students should be able to: 1. explain, using clues provided by the surrounding words to arrive at the meaning of the target word	Reading for meanings of words in various contexts through - clues provided by surrounding words	1. Guides students to read selected passages and use the surrounding words/sentences or prior knowledge to explain the meanings of target words 2. Guides students to use prior knowledge and experience to identify the meaning of target words	1. Explain meaning of targets words using clues from surrounding words/phrases/sentences 2. Use context, prior knowledge and experience to figure out the meanings of words	1. Various passages 2. course books 3. Other relevant materials	Students to: 1. explain the meaning of some words (using the clues provided by the surrounding words to arrive at the meaning of the target words)
	<b>WRITING</b> Letter Writing (Formal)	Students should be able to: 1. identify the formats of formal letters	Letter writing - Formal. Formal letter have conventional forms of two addresses, opening salutation, correct heading, body of the letter, closing and signature	1. Guides students to identify the formats of formal letters. 2. Discuss the formats of formal letters	1. Identify formats of formal letters 2. Discuss formats of formal letters	1. Sample letters (formal) 2. Newspaper/ magazine cuttings. 3. Textbooks	Students to: 1. Identify formats of formal letters



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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LISTENING AND SPEAKING</b> (Introduction)	Students should be able to: 1. identify intonation patterns in wh-questions 2. make sentences and ask wh question using intonation pattern e.g. who are you?	Speeches and poems on the following - values re-orientation punctuality, etc.	1. Guide students to identify intonation patterns in wh-questions 2. Asks wh- questions using different patterns	1. identify intonation patterns for wh-questions 2. imitate teacher in producing different intonation patterns	1. Recommended texts. 2. Sentence strips 3. Tape recorder 4. Other resources	Students to: 1. identify intonation patterns for wh-question 2. make statements and ask wh-questions using different patterns
	<b>GRAMMATICAL ACCURACY</b> Tenses (Past)	Students should be able to: 1. identify past tense in a given passage 2. make correct sentences with the past-tense	1. Identification of past tense in given passages on indiscipline 2. Tenses - past 3. Construction of sentence with past tense	1. Leads students to read given passages 2. Guides them to identify past tense from the passage 3. Leads them to make sentences with – past tense	1. Read the passages 2. identify past tense 3. make sentences with past tense	1. Given passages 2. manual 3. course book 4. sentence strips	Students to: 1. identify correctly past tense 2. make correct construction using past tense 3. make correct sentences using past tense
	<b>LITERATURE</b> Poetry (Written) selected poems	Students should be able to: 1. read the selected poem 2. explain meaning of selected poem 3. identify language and theme of the selected poetry	Selected poetry: 1. some features of the selected poem - language and theme	1. Reads selected poem to students 2. leads students to discuss and explain the meaning and content of the poems 3. Leads them to identify the language and theme of the selected poem	1. Listen to teacher’s oral presentation of selected poem 2. Discuss and explain the meaning and content of the selected poem 3. identify the language and theme of the selected poem	1. Poetry books 2. other anthologies 3. selected poem	Students to: 1. read selected poem correctly 2. read and explain the meaning of the selected poem

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				TEACHER	STUDENTS		
8	<b>READING</b>						
	Critical Reading	Students should be able to: 1. explain the meaning of facts and opinions 2. read a passage and identify facts and opinions	1. Reading to identify facts and opinions	1. Selects and presents an appropriate passage 2. Explains what facts and opinions are in given passages 3. Gives additional practice/exercises to the students	1. Listen attentively to teacher's explanations and ask questions, where necessary. 2. Read materials presented by the teacher 3. Practice how to identify facts and opinions in selected passages 4. Engage in extensive practice	1. Selected passages 2. Supplementary readers 3. Selections from other subject areas	Students to: 1. read critically 2. correctly identify facts and opinions in a given passage 3. answer questions to demonstrate understanding of the passage
	<b>WRITING</b> Letter Writing (formal)	Students should be able to: write a model format for writing a formal letter. - two addresses, opening salutation, body of the letter and closing.	Formal letter writing (format) two addresses, opening salutation, correct heading, body of the letter, closing and signature	1. Guides students to write format of formal letter 2. Writes a model format	1. Identify format of formal letters 2. Copy teacher's model format of formal letter	1. Textbooks 2. Newspaper/ magazine cuttings.	Students to: 1. identify format of formal letters 2. write teacher's format of formal letters
	<b>GRAMMATICAL ACCURACY</b> Future Tense	Students should be able to: 1. identify future tense in a given passage 2. make sentences with future tense	1. Tenses (future) 2. Construction of sentences with future tense	1. Guides students to identify future tense from a given passage 2. Leads then to make sentences with future tense .e.g we <u>shall</u> go to the farm	1. Read the passages 2. identify the tenses (future) from the passage 3. make sentences showing future construction	1. Given passages 2. manuals 3. course book 4. sentence strips	Students to: 1. identify future tense 2. make correct sentences using the future tense

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	<b>LITERATURE</b> Poetry (selected poem)	Students should be able to: 1. read the selected poem 2. identify some of the features of poetry	Selected poetry: 1. Features of poetry - diction, style, subject matter, theme and poetic devices	1. Reads selected poem to students 2. leads student to discuss and explain the meaning and content of the poem 3. Leads them to identify the language, theme, diction, style, subject matter, moral lesson and poetic devices	1. Listen to teacher's oral presentation of selected poem 2. Discuss and explain the meaning and content of the selected poem 3. identify some of the features of poetry	1. Poetry books 2. Selected poem 3. Other anthologies	Students to: 1. read selected poem correctly, using appropriate rhythm 2. read and explain the meaning of the selected poem
9	<b>READING</b>						
	Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	1. conditions for speed reading. Good eye sight, avoiding words vocalization during reading avoiding regressive reading, increasing eye span while reading and reading phrases instead of words	1. Selects and presents appropriate passages 2. Guides students to apply the speed reading conditions in reading selected passages. 3. Guides students to practice faster reading	1. Pay attention and seek clarifications where necessary 2. apply speed reading conditions, such as avoiding word vocalization during reading, increasing eye span and reading phrases	1. Selected passages 2. course books 3. magazines and newspaper cuttings	Students to: 1. read at the right speed. 2. answer comprehension questions that demonstrates improvement in reading speed

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<b>WEEK</b>	<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
				<b>TEACHER</b>	<b>STUDENTS</b>		
	<b>WRITING</b> Formal letter	Students should be able to: 1. write different types of formal letters to suit different situations	Letter writing - formal	1. leads students to discuss the formats of the formal letter 2. write a letter	1. Discuss formats of formal letters 2. Write letter	1. Sample letters - Formal 2. Newspaper cuttings 3. Textbooks	Students to: 1. write different types of letter (formal) to suit different situations
	<b>LISTENING AND SPEAKING</b> Speeches (Intonation)	Students should be able to: 1. identify intonation patterns in commands 2. give commands using different intonation pattern	Speeches and poems on the following - Global warming - Gender issues, etc.	1. Guides students to identify intonation patterns in commands 2. Gives command using different patterns. 3. Asks questions intermittently to ensure that the students follow the lesson properly	1. Identify intonation patterns for statements and commands 2. Imitate teacher in producing patterns 3. Ask and answer questions	1, Recommended texts. 2. Excerpts from magazines, newspapers, etc. 3. Tape recorder 4. Supplementary readers 5. Sentences strips	Students to: 1. identify intonation patterns for statements and commands. 2. give commands using different patterns
	<b>GRAMMATICAL ACCURACY</b> Tenses - Present, past and future	Students should be able to: 1. identify the different tenses in the passage 2. make correct sentences with tenses	1 Identification of tenses (present, past and future) in given passages on: - Drug abuse - Nutrition, etc. 2. Constructions of sentences	1. Leads students to read given passages 2. Guides them to identify the tenses (present, past and future) 3. Leads them to make sentences with tenses 4. Leads the students to write past and future tense of a word in present tense	1. Read the passages 2. Identify the tenses 3. Make sentences with the tenses 4. Write past and future tense of words that are in present tense	1. Given passages 2. Manuals 3. Course book 4. Sentence strips	Students to: 1. identify correctly tenses 2. make correct sentences using the tenses 3. changing the present tense to past and future

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LITERATURE</b> Poetry (Written)	Students should be able to: 1. read a selection of poems 2. explain the meaning of Narratives and ballads	Poetry 1. Narratives and ballads	1. Reads selected narrative poems to the students 2. Guides the students to explain the meaning of narratives and ballads 3. Guides them to write simple narrative poems of their own	1. The students listen attentively. 2. Explain the meaning of narrative poems and ballads 3. Write simple narrative poems of their own	1. Poetry books 2. other anthologies 3. selected poems	Students to: 1. read poems correctly using appropriate rhythm 2. read and explain the meaning of narrative poems and ballads 3. write a simple narrative poem
10	<b>READING</b>						
	Reading to understand the author's mood	Students should be able to: 1. identify the author's mood through use of words and expressions 2. read between lines with a view to detecting hidden attitude	Reading to understand author's mood e.g. anger, happiness, doubt, disappointment, suspicion, excitement, etc.	1. Selects materials and present them to students to read 2. Guides students to identify author's mood through words and expressions 3. Guides them to read between the lines with a view to detecting hidden attitudes	1. Read materials presented to them by the teacher. 2. Identify author's mood through words and expressions encountered form the passage 3. Read between the lines in order to detect author's hidden attitudes	1. Recommended text 2. Supplementary readers 3. Newspaper and magazines cuttings	Students to: 1. identify correctly words and expressions that point to author's mood from given passages 2. identify underlying (hidden) meaning attitude
	<b>WRITING</b> Letter Writing (Formal)	Students should be able to: 1. write different types of formal letters to suit different situations	Formal letter – two addresses opening/ salutation, correct heading, body of the letter, closing and signature	1. Guides students to identify the formats of formal letters 2. Leads students to write different types of formal letters to sit different situations	1. Identify formats of formal letters 2. Write different types of formal letters to suit different situation	1. Sample letters (formal) 2. Newspaper/ magazine cuttings 3. Textbooks	Students to: 1. identify formats of formal letters. 2. write different types of formal letters to suit different situations

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				TEACHER	STUDENTS		
	<b>LISTENING AND SPEAKING</b> Revision of sounds consonants /də/, /j/, /w/, /s/, and /ʃ/	Students should be able to: 1. identify the consonants sounds 2. orally produce all consonants	1. Consonants /də/, /j/, /w/, /s/, and /ʃ/ /də/ - jet /j/ - yam /w/ - water /ʃ/ - sun	1. Guides students to orally produce the consonants	1. Orally produce consonant sounds in context 2. Orally produce consonant sounds in isolation	1. Recorded materials (audio and video tapes) 2. Flashcards 3. Sentence strips 4. Materials from text	Students to: 1. pronounce consonants accurately
	<b>GRAMMATICAL ACCURACY</b> Revision of Adverbials and Tenses	Students should be able to: 1. identify adverbials in given passages 2. identify and make correct sentences with tenses 3. make sentences with adverbials	1. Identification of adverbials and tenses from some passages 2. Construction of sentences with adverbials and tenses	1. Leads students to read given passages 2. Revises adverbials and tenses with students 3. Leads the students to make sentences with adverbials and tenses	1. Reads the ;passages 2. Identify the adverbials and tenses 3. Make sentences with adverbials and tenses	1. Given passages 2. Manuals 3. Course book 4. Sentence strip	Students to: 1. identify correctly adverbials and tenses 2. make correct sentences using adverbials and tenses
	<b>LITERATURE</b> Poetry (Written)	Students should be able to: 1. read a selection of poems. 2. explain the meaning of Narratives and ballads.	Poetry 1. Narratives and ballads.	1. Reads selected narratives poems to the students. 2. Guides the students to explain the meaning of narratives and ballads. 3. Guides them to write simple narrative poems of their own.	1. The students listen attentively 2. explain the meaning of narrative poems and ballads 3. Write simple narrative poems of their own	1. Poetry books 2. Other anthologies 3. Selected poems	Students to: 1. reads poems correctly using appropriate rhythm 2. read and explain the meaning of narrative poems and ballads 3. write a simple narrative poem
<b>11</b>	<b>REVISION</b>						
<b>12</b>	<b>EXAMINATION</b>						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	<b>READING</b>						
	Reading for summary	Students should be able to: 1. identify topic sentences form paragraph/passages	Summary Reading Techniques 1. identifying topic sentences from paragraphs and passages that reflect issues of national concern e.g population, explosion, etc.	1. Presents selected materials that contain topic sentences to students 2. Guides students to identify topic sentences	1. Read materials 2. identify key ideas, topic sentences and words or expressions that direct attention to the main point in given passages	1. Course book 2. Supplementary readers 3. Other relevant materials	Students to: 1. identify accurately topic sentences form paragraphs in given selections
	<b>Summary</b> Summary, Writing passages on consumer and social influence	Students should be able to: 1. Identify topic sentences from given passages e.g roles of the consumer on market	Summary writing from selected passages on contemporary issues e.g. The roles of the consumer in the market e.g Buying goods and services to sustain business providing feedback on goods and services	1. Read appropriate passage on consumer and social influence 2 Leads students to identify topic sentences	1. Read passage 2. Identify topic sentences	1. Relevant passage 2. Course books 3. Supplementary readers 4. Teacher made materials on contemporary issues - consumer and social influence 5. Cartoons	Students to: 1. identify accurately topic sentences from paragraphs in given passages

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	<b>LISTENING AND SPEAKING</b> Speeches stress and rhythm	Students should be able to: 1. identify the correct points of pause or stress in two syllable words 2. identify and describe appropriately the rhythm in poems listened to;	Speeches and poems on the following: - counseling - inter-ethnic marriages	1. Helps students to identify the points of pauses or stress in two-syllable words e.g. Import and import 2. Assists students to identify appropriate rhythm in poems listened to	1. Identify the correct points of pauses or stress in two syllable words 2. Identify appropriate rhythm in a given poem	1. Recommended texts 2. Excerpts from magazines, newspaper, etc. 3. Sentence strips 4. Other resources	Students to: 1. identify the correct points of pauses in different two syllable words. 2. identify appropriate rhythm in poems listened to
	<b>GRAMMATICAL ACCURACY</b> Active Verbs	Students should be able to: 1. identify active verbs 2. list active verbs 3. make sentences with active verbs e.g a. the teacher beats the student b. the boy kicked the ball, etc.	1. Identification of active verbs in selected passages on -unemployment - corruption 2. Making sentences with active verbs	1. Leads students to read given passages 2. Guides them to identify the active forms of verbs in the passages	1. Read the passages 2. Identify active verbs 3. Make sentences with active verbs	1. Various passages 2. Substitution tables 3. Course book 4. Charts 5. Supplementary readers	Students to: 1. identify correctly active verbs 2. make correct sentences using active verbs
	<b>LITERATURE</b> (Drama: kinds and features)	Students should be able to: 1. identify different kinds of drama 2. identify the features of plays 3. Read a play	1. Drama text: - kinds - features 2. Message of the text	1. Guides students to read a selected play aloud, meaningfully, paying attention to their diction 2. Leads them to identify the kinds and features of drama	1. Read a selected play 2. Identify the language and features of the play 3. Discuss its story line	1. Selected plays from recommended texts 2. Any other relevant materials 3. Supplementary readers	Students to: 1. read a given play successfully 2. identify the kind, features and message of a play



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2	<b>READING</b>						
	Reading for summary	Students should be able to: 1. identify key ideas from different paragraphs 2. identify words and expressions that redirect attention to the main point	Summary, Reading, Techniques 1. Identifying key ideas in different paragraphs/ passages 2. Identifying words and expressions that signal or redirect attention to the main points	1. Presents selected materials that contain topic sentences and key ideas to students 2. Guides students to identify the key ideas in different paragraphs 3. Guides students to write phrases or sentences using their own words to summarise the key ideas in given passage	1. Read materials 2. Practice identifying key points in groups and make plenary presentations 3. Write phrases or sentences summarizing the key points and ideas in the given passages	1. Newspaper/ magazine cuttings 2. Course book 3. Supplementary readers 4. Other relevant materials	Students to: 1. identify accurately main ideas from different paragraphs 2. write phrases or sentences that capture key ideas or main points
	<b>WRITING</b> Summary Writing Passages on consumer and social influence	Students should be able to: 1. identify key ideas from different paragraphs as it relates to listing factors that influence buying decisions 2. list types of consumer's decision making process	Summary, writing from selected passages on contemporary issues	1. Reads appropriate passage on consumer and social influence 2. Leads students to identify key ideas in different paragraphs	1. Reads appropriate passage on consumer and social influence 2. Identify key ideas in the passage. E.g. mention factors that influence buying decisions	1. Flip charts showing types of consumer decisions making process 2. Relevant passage 3. Course book 4. Supplementary readers 5. Cartoons	Students to: 1. identify main ideas e.g. three roles of the consumer from different paragraphs in a passage

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	<b>LISTENING AND SPEAKING</b> Speeches (Stress in Sentences)	Students should be able to: 1. identify the correct points of pauses or stress in different sentences	Speeches on the following - population - family life - education - Human rights - Gender issues, etc.	1. Helps students to identify the points of pauses or stress in different sentences	1. Identify the correct points of pauses or stress in different sentences	1. Recommended texts 2. Sentence strips 3. Tape recorder 4. Supplementary readers 5. Other resources	Students to: 1. identify the correct points of pauses in different sentences
	<b>GRAMMATICAL ACCURACY</b> Passive Verbs	Students should be able to: 1. identify passive verbs 2. list passive verbs 3. Make sentences with passive verbs	1. Identification of passive verbs in selected passages on unemployment - Corruption, etc. 2. Making sentences with passive verbs	1. Leads students to read given passages 2. Guides them to identify the passive forms of verbs in the passages 3. Guides them to make sentences with passive verbs	1. Read the passages 2 Identify passive verbs 3. Make sentences with passive verbs	1. Various passages 2. Substitution tables 3. Course book 4. Charts 5. Magazines/ Newspaper cuttings	Students to: 1. identify correctly passive verbs in given passages 2. make correct sentence using passive verbs
	<b>LITERATURE</b> Selected play feature	Students should be able to: 1. identify the features of the selected play 2. identify essential props/costumes in the selected play	1. Drama text - kinds - features 2. Message of the text 3. Essential props/costumes	1. Guides students to read a selected play 2. Leads them to state features in the play 3. Leads them to identify props/costumes 4. Leads them to identify language features	1. Read a selected play 2. Discuss its storyline 3. State the props/ costumes required to act the play 4. Identify the language features of the selected play	1. Selected play 2. Appropriate costumes/props 3. Any other relevant materials	Students to: 1. read a given play 2. identify props and costumes 3. identify features and message of the play

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3	<b>READING</b>						
	Reading for critical evaluation	Students should be able to: 1. read critically 2. identify facts and opinions	1. Reading critically 2. meaning of critical reading 3. essence of critical reading	1. Explains what is required in critical reading 2. Guides students to read materials 3. Guides students in their critical evaluation of the materials	1. Read selected passages on relevant issues, road safety, drug abuse, etc. 2. Practice critical evaluation of the texts through extensive discussion, either in groups or as a whole class	1. Magazines and Newspaper cuttings 2. Supplementary readers 3. Excerpts from selected passage	Students to: 1. satisfactorily answer questions that relate to critical thinking
	<b>LISTENING AND SPEAKING</b> Speeches Stress in Sentences	Students should be able to: 1. identify the correct points of pauses or stress in different sentences.	Speeches on the following - Global warming - Gender issues, etc.	1. Guides students to identify the points of pauses in different sentences 2. Asks questions intermittently to ensure that the students follow the lesson properly	1. Identify the correct points of pauses in different sentences 2. Ask and answer questions	1. Recommended texts 2. Sentence strips 3. Tape recorder 4. Other resources	Students to: 1. identify the correct points of pauses in different sentences
	<b>WRITING</b> Summary Writing	Students should be able to: 1. identify key ideas from different paragraphs as it relates to listing factors in the given passage.	Summary, writing from selected passage from the selected text.	1. Read appropriate passage from the recommended text 2. Leads students to identify topic sentence from the text 3. Guides them to summarise paragraphs/passage	1. Read passage 2. Identify topic sentences 3. Write a summary on their own	1. Relevant passage 2. Course book 3. Flip charts 4. Cartoons	Students to 1. identify accurately topic sentences from paragraphs in given passages

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	<b>GRAMMATICAL ACCURACY</b> Active and Passive Verbs	Students should be able to: 1. make sentences with active and passive verbs.	1. Making sentences with active and passive verbs 2. Changing active to passive verbs and vice versa	1, Guides students to make sentences with active and passive verbs 2. Guides them to change active to passive verbs and vice versa	1. Identify active and passive verbs. 2. Make sentences with active and passive verbs 3. Change active to passive verbs and vice versa	1. Various passages 2. Course book 3. Substitution tables 4. Supplementary readers	Students to: 1. generate appropriate sentences from given substitution tables illustrating the active and passive verbs 2. Change active to passive verbs and vice versa
	<b>LITERATURE</b> Drama: Selected Play	Students should be able to: 1. identify the language, theme and moral lesson from the selected text	1. Message of the text 2. Language theme and other features of the text	1. Guides students to read the selected play aloud. 2. Lead them to identify the features - Language, theme, moral lesson, etc.	1. Read a selected play. 2. Identify the features of the selected play e.g. language, theme, etc.	1. Selected plays from recommended text 2. Any other relevant materials	Students to 1. identify some features - language, theme, etc. 2. comment on the selected play
4	<b>READING</b>						
	Reading to identify the meaning of words in various contexts	Students should be able to: 1, explain, using clues provided by the surrounding words to arrive at the meaning of the target word	Reading for meanings of words in various contexts through - clues provided by surrounding words	1, Guides students to read selected passages and use the surrounding word/sentences or prior knowledge to explain the meanings of target words	1. Explain meaning of target words using clues from surrounding words/phrases/sentences	1. Various passages 2. Course book 3. Newspapers and magazine	Students to: 1. explain the meaning of some words (using the clues provided by the surrounding words)

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	<b>WRITING</b> Composition Writing Revision of narrative writing The history of NAFDAC	Students should be able to: 1. read through the topic 2. jot down main and supporting ideas 3. write the history of NAFDAC 4. state the aims of NAFDAC	1. Narrative essay. 2. The history of NAFDAC 3. Aims of NAFDAC e.g. ensuring safer food and drugs in Nigeria	1. Leads students to read the passage on National Agency for Food and Drug Administration and Control 2. Guides students to trace the history of NAFDAC 3. States the aims of the NAFDAC	1. Listen to the teacher's presentation of the passage 2. Participate in tracing the history of NAFDAC 3. Write down the aims of NAFDAC as stated by the teacher	1. Relevant passages on the topic 2. Other literature	Students to: 1. explain the history of NAFDAC
	Speeches Questions Tags	Students should be able to: 1. identify different speeches with particular reference to questions and their tags	1. Questions and their tags e.g. Dola: Ngozi is dutiful, isn't she Nkechi: Yes she is. Ibiware: Ahmed is a Christian, isn't he? Osagie: No, he isn't	1. Guides students to produce tag questions 2. Leads them to give appropriate responses	1. Listen to the teacher and imitate the production of the tag questions and their answers 2. Engage in production of questions tags in pairs	1. Recorded materials 2. Newspaper/ magazine cuttings 3. Supplementary readers 4. Language games	Students to: 1. produce ten questions tags with their responses

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>GRAMMATICAL ACCURACY</b> Revision of parts of speech - Nouns - Pronouns - Verbs and - Adjectives	Students should be able to: 1. identify the features of nouns, pronouns, verbs and adjectives in given passage 2. make sentences with nouns, pronouns, verbs and adjectives	Identification of nouns, pronouns, verbs and adjectives in given passages. 2. Making sentences with nouns, pronouns, verbs and adjectives	Reads passages to students. 2. Gets students to read the passages 3. Leads them to identify the parts of speech used in the passages 4. Leads the students to make sentences with nouns, pronouns, verbs and adjectives in the passages	1. Listen attentively to the teacher 3. Read materials given by the teacher 3. Identify the parts of speech in their passages 4. Make sentences with nouns, pronouns, verbs and adjectives	1. Various passages 2. Substitution tables 3. Sentence strips 4. Charts	Students to: 1. identify correctly the features of nouns, pronouns, verbs and adjectives 2. generate appropriate sentences using nouns, pronouns, verbs and adjectives
	<b>LITERATURE</b> Selected play (text)	Students should be able to: 1. Read the text 2. Identify some features of the play 3. Summarise the first part of the text	1. Drama text - features 2. Summary of the first part of the play 3. Message of the text	1. Guides students to read play 2. Leads them to identify some of the features of the selected text 3. Guides them to summarise first part of the selected play	1. Read the selected play 2. Identify some of the features of the selected play 3. Summarise first part of the selected play	1. Selected play from recommended texts 2. Supplementary readers 3. Any other relevant materials	Students to: 1. Read the selected play 2. Identify the features of the play 3. Summarise the play

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>READING</b> Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	Techniques of speed reading - surveying - scanning - skimming 2. Improving reading comprehension through increase in reading speed	1. Selects and presents appropriate passages 2. Guides students to apply the speed reading condition in reading selected passages	1. Pay attention and seek clarifications, where necessary 2. Practice faster reading	1. Selected passages 2. Course book 3. Magazines and newspaper cuttings 3. Supplementary readers	Students to: 1. read at the right speed, 2. answer comprehension questions that demonstrate improvement in reading speed 3. answer the comprehension questions
	<b>WRITING</b> Writing an outline	Students should be able to: 1. read through a topic 2. jot down main and supporting ideas as they occur 3. arrange the ideas in a logical sequence 4. Write appropriate introduction and effective conclusion	1. Arrangement of ideas in logical sequence, introduction and conclusion	1. Presents story or passage to students 2. Leads students to identify main and supporting ideas 3. Identifies appropriate introduction and conclusion	1. Read the story or passage provided 2. Identify main and supporting ideas. 3. Write appropriate introduction and conclusion on selected passages	1. Model essays 2. Stories 3. Passages 4. Feature articles on contemporary issues	Students to: 1. read given materials 2. write correctly appropriate introduction and conclusion

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LISTENING AND SPEAKING</b> Speeches: Question Tags	Students should be able to: 1. Use the appropriate stress and intonation in questions and their tags	1, Use of appropriate stress and intonation in questions and their tags	1. Engages students in pairs and guides them to make their own questions and sentences using the appropriate tags 2. Leads them to give appropriate responses	1. Engage in production of question tags in pairs. 2. Listen to the teacher and imitate the production of the tag questions and their answers 3. Produce questions tags and their answers using the appropriate stress pattern	1. Recorded materials 2. Supplementary readers 3. Language games	Students to: 1. produce ten question tags with their response
	<b>GRAMMATICAL ACCURACY</b> Revision Parts of speech, Adverbs, Conjunction and preposition	Students should be able to: 1. list the functions of adverbs, conjunctions and prepositions in the passages 2. make sentences with adverbs, conjunctions and prepositions	1. Functions of adverbs, conjunctions and prepositions 2. Making sentences with adverbs, conjunctions and preposition	Leads students to identify the functions of adverbs, conjunctions and prepositions 2. Guides them to make sentences with the parts of speech	1. State the functions of the parts of speech 2. Make sentences with the parts of speech	1. Various passages 2. Substitution tables 3. Sentence strips 4. Charts	Students to: 1. list correctly the functions of adverbs, conjunctions and preposition 2. make sentences with the part of speech



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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LITERATURE</b> Selected Play	Students should be able to: 1. Identify the features of the selected play 2. Summarise the remaining part of the selected play 3. Act the play	1. Features of the text 2. Summary of the text 3. Acting the play	1. Leads students to identify language and other features of the selected play 2. Lead them to summarise the remaining parts of the selected play 3. Guide them act the play	1. Identify the language and features of the play 2. Summarise the remaining part of the selected play 3. Act the play	1. Selected plays from recommended text 2. Supplementary reader 3. Any other relevant materials	Students to: 1. Identify the features of the play 2. Summarise the play 3. Act the play
6	<b>READING</b>						
	Reading to understand the Writer's purpose	Students should be able to: 1. Identify the use of certain expressions/key words that point to intention of writers	1. Identifying the purpose of the writers in selected passages on contemporary issues	1. Presents and discusses selected passages 2. Guides students to identify key words that point to the author's purpose/intentions in a given passage	1. Read and identify key words that points to the author's intention in a given passage 2. Answer teacher's questions on how to identify the author's intention in a given passage	1. Textbooks 2. Supplementary readers 3. Advertisement and features articles	Students to: 1. Recount their prior experience to infer the intentions of author's in selected passages
	<b>WRITING</b> Composition Writing Expository	Students should be able to: 1. Write different types of composition (expositor)	1. Elements of composition - introduction - body - conclusion 2. Writing expository essay	1. Leads students to produce first draft: introduction, body and conclusion 2. Leads them to write composition	1, Produce a draft: introduction, body and conclusion 2. Write expository essay	1. Selected topics 2. Passages 3. Supplementary readers 4. Feature articles	Students to: 1. Write expository essay

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LISTENING AND SPEAKING</b> Speeches: Question Tags	Students should be able to: 1. Use the appropriate stress and intonation in questions and their tags	1. Use of appropriate stress and intonation in questions and their tags	1. Engage students and guides them to make their own questions and sentences using the appropriate tags	1. Produce question tags and their answers using appropriate stress and intonation	1. Recorded materials 2. Language games 3. Selected passages	
	<b>GRAMMATICAL ACCURACY</b> Direct and Indirect speech	Students should be able to: 1. read direct speech sentences	1. Direct statement: commands and requests “I am no longer a child”, he said. “Tessy, get out of that place”, Aminu commanded. “Can I have an apple please?” Toyin requested	1. Revises direct speech with students 2. Guides them to read direct statement, commands and requests	1. Revise direct speech with the teacher 2. Read direct statements, commands and requests	1. Course book 2. Sentence strips	Students to: 1. read direct speech sentences
	<b>LITERATURE</b> More on figure of speech – Irony	Students should be able to: 1. identify figures of speech – irony in sentences 2. use irony correctly in sentences	1, Definition of irony e.g. <u>Irony</u> : Using words to suggest the opposites of their literal meaning in a humorous ways	1. Explain the meaning of irony. 2. Leads students to identify irony in texts 3. Guides students to constructs sentences with irony 4. Ask questions on the topic	1. Explain the meaning of hyperbole. 2. Identify irony in passages from their selected texts 3. Construct sentences with irony 4. Ask and answer questions	1. Poems and passages 2. Excerpts from magazines and newspapers. 3. sentence strips 4. Other resources	

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Critical Reading	Students should be able to: 1. explain the meaning of critical reading. 2. read a passage and identify fact and opinion	1, Reading to identify facts and opinions	1. Selects and present an appropriate passage 2. Gives additional practice/exercises to the students	1. Read materials presented by the teacher. 2. Engage in extensive practice	1. Selected passages 2. Selections from other subject areas. 3, Supplementary reader	Students to: 1. read critically 2. answer questions from the passage
	<b>WRITING</b> Revision of letter writing –Formal letter	Students should be able to: 1. write another type of formal letter	Formal letters - two addresses Opening Salutation, Correct heading, Body of the letter, closing and signature	1. Leads students to discuss the formats of formal letters 2. Guides them to write a formal letter	1. Identify format of formal letter 2. Copy teacher's model 3. Write another	1. Sample letters (formal) 2. Textbooks 3. Newspaper/ magazines cuttings	Students to: 1. write different types of formal letters to suit difference occasions
	<b>LISTENING AND SPEAKING</b> Revision of sounds vowels	Students should be able to: 1. identify all vowels 2. orally produce all vowels	1, Vowels a, e, i, o, u	1. Guides students to articulate the vowel sounds	1. Orally produce vowel sounds in context 2. Orally produce vowel sounds in isolation	1. Recorded materials 2. Flash cards 3. Sentence strips 4. Passages	Students to: 1. pronounce vowels distinctly

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>GRAMMATICAL ACCURACY</b> Indirect Speech	Students should be able to: 1. read indirect speech sentences	1. Indirect statements, commands and requests e.g. He said that he was no longer a child; Aminu ordered Tessy to get out of the place. Toyin asked if she could get an apple	1. Guides students to read indirect statements, commands and requests.	1, Read indirect statements, commands and requests. 2. Do exercises orally in writing	1. Course book 2. Sentence strips	Students to: 1. read indirect speech sentences
	<b>LITERATURE</b> More on figure of speech Hyperbole	Students should be able to: 1. identify figures of speech – hyperbole in sentences 2. use hyperbole correctly in sentences	1. Definition of hyperbole e.g. Hyperbole: Deliberate and obvious exaggeration e.g. I could eat a million banana in a day.	1. Explains the meaning of hyperbole. 2. Guides students to construct sentences with hyperbole 3. Asks questions on the topic	1. Explains the meaning of hyperbole. 2. Give example of hyperbole 3. Construct sentences with hyperbole 4. Ask and answer questions	1. Poems and passages 2. Sentence strips 3. Plays 4. Tape recorder 5. Other resources	Students to: 1. explain the meaning of hyperbole 2. construct three sentences with hyperbole

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Reading for summary	Students should be able to: 1. identify key ideas from different paragraphs 2. identify vocabulary that redirect attention to the main point	Summary, Reading, Techniques 1. Identifying key ideas from the paragraphs 2. Identifying words that redirect attention to the main point	1. Presents selected materials to the students 2. Guides students to identify the key ideas in different paragraphs 3. Guides students to write phrases or sentences using their own words that summarise the key ideas in given passages	1. Read materials 2. Identify key ideas, topic sentences and words or expression that direct attention to the main point in given passages 3. Write phrases or sentences summarizing the key points and ideas in the given passages	1. Course book 2. Supplementary readers. 3. Other relevant materials	Students to: 1. identify main ideas from different paragraphs 2. write phrases or sentences that capture key ideas or main points
	<b>WRITING</b> Composition Writing -Argumentative Essay	Students should be able to: 1. write different types of argumentative composition	1. Element of composition - introduction - body - conclusion 2. Arrangement of ideas in logical sequence	1. Leads students to list the elements of composition 2. Guides students to re-arrange ideas generated in logical sequence 3. Leads students to write composition (argumentative composition)	1. Identify different elements of composition 2. Re-arrange ideas generated in logical sequence 3. Write an argumentative essays	1. Selected topics 2. Passages 3. Supplementary readers 4. Feature article	Students to: 1. list the elements of argumentative writing. 2. write argumentative essay

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LISTENING AND SPEAKING</b> Revision of sounds (Consonants)	Students should be able to: 1. identify all consonants 2. orally produce all consonants	Consonants /t/, /g/, /k/, /l/, /p/, /s/, /z/, etc. /t/- take /g/ - get /k/ - kite /l/ - lord /p/ - put /s/ - set /z/ - zoo etc.	1. Guides students to orally produce the consonant sounds 2. Leads students to write down words where the consonant sounds can be found	1. Orally produce consonant sounds in context 2. Orally produce consonant sound in isolation 3. Write some words where the consonant sounds are to be found	1. Recorded materials. 2. Flashcards 3. Sentence strips 4. Materials from texts	Students to: 1. pronounce consonant accurately 2. write two words where the consonant sounds can be found respectively
	<b>GRAMMATICAL ACCURACY</b> Direct and indirect speech	Students should be able to: 1. read direct speech sentences 2. change such sentences into indirect speech, both orally and in writing	1. Changing direct statement and sentences into indirect statements and sentences	1. Revises direct and indirect speech with students 2. Drills students on direct and indirect speech by giving them exercises to do orally and in writing	1. Revises direct and indirect speech with the teacher 2. Read direct statements, commands and request 3. Read indirect statements, commands and requests. 4. Do exercises orally and in writing	1. Course book 2. Sentence strips	Students to: 1. read direct speech sentences 2. turn direct speech into indirect sentences both orally and in writing
	<b>LITERATURE</b> More on figures of speech: irony and Hyperbole	Students should be able to: 1. identify figure of speech - irony and hyperbole in sentences 2. use irony and hyperbole correctly in sentences	1. Definitions of irony and hyperbole 2. Identification of irony and hyperbole in literature texts 3. Construction of correct sentences with irony and hyperbole.	1. Explains the meaning of irony and hyperbole 2. Leads students to identify irony and hyperbole in texts. 3. Guides students to construct sentences with irony and hyperbole 4. Ask questions on the topic	1. Explain the meaning of irony and hyperbole. 2. Give examples of irony and hyperbole 3. Identify irony and hyperbole in passages from their literature texts. 4. Ask and answers questions	1. Poems and passages. 2. Excerpts from magazines, newspapers, etc. 3. Tape recorder 4. Other resources	Students to: 1. identify irony and hyperbole in sentences 2. construct three sentences each, with irony and hyperbole

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Reading to understand the writer's purpose	Students should be able to: 1. identify the different vocabularies and expressions used by the author to point to the reader their intentions	Understanding the writers' purpose(s) in a passage e.g. using words like – persuade, inform, convince, irritate, annoy, please, entertain, etc. 2. Understanding the synonyms and antonyms of the above words 3. Selected passages - first aid - HIV/AIDS Communication	1. Presents and discusses selected passages. 2. Guides students to identify words that point to the author's purpose/ intention in a given passage 3. Guides them to write both the <u>synonyms</u> and <u>Antonyms</u> of such words 4. Exposes students to extensive practice using various words	1. Read and identify key words that point to the author's intention in a given passage 2. Answer teacher's questions on how to identify the author's intention in a given passage 3. Write the antonyms and synonyms of the identified words	1. Selected plays, poems and prose passages 2. Textbooks 3. Supplementary readers 4. Advertisements and feature article	Students to: 1. accurately identify expressions signifying author's intention in selected passages

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>WRITING</b> Summary writing	Students should be able to 1. identify topic sentences from the passage 2. identify key words from different paragraphs 3. write some vocabularies from such passages	Summary writing from selected passages -unemployment -mobile communication -corruption	1. Guides students to identify some vocabularies that are associated with the passage 2. Exposes students to extensive practice using the vocabularies identified. 3. Guides students to write sentences using their own words that summarise the key ideas given in the passage	1. Identify some vocabularies that are associated with the passage 2. Write sentences using their own words that summarise the key ideas given in the passage	1. Course book 2. Other relevant materials	Students to: 1. identify some vocabularies that are associated with the passage 2. write phrases or sentences that capture key ideas or main points
	<b>LISTENING AND SPEAKING</b> (Speeches: Revision of Question Tags)	Students should be able to: 1. use the appropriate stress and intonation in questions and their tags	1. Questions and their tags 2. Use of appropriate stress and intonation in question and their tag	1. Guides students to produce tag questions. 2. Leads them to give appropriate responses 3. Produce questions tags and their answers using the appropriate stress and intonation	1, Produce question tag 2. Lead them to give appropriate responses 3. Produce question tags and their answers	1. Recorded materials 2. Newspaper/ magazine cuttings 3. Supplementary readers. 4. Language games	Students to: produce fifteen question tags with their corresponding responses



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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>GRAMMATICAL ACCURACY</b> Active and passive verbs	Students should be able to: 1. identify active and passive verbs 2. make sentences with active and passive verbs	1. Identification of active and passive verbs in selected passages 2. Changing active to passive verbs and vice versa	1. Leads students to read given passages 2. Guides them to change active verbs to passive verbs and vice versa	1. Read the passages 2. Make sentences with active and passive 3. Change active to passive verbs and vice versa	1. Various passages 2. Substitution tables 3. Course book 4. Charts	Students to: 1. generate appropriate sentences from given substitution tables shown the active and passive verbs 2. change active to passive verbs and vice versa
	<b>LITERATURE</b> (drama)	Students should be able to: 1. identify the features of play 2. write a simple play 3. dramatize a simple play	Drama text. 1. Message of the text 2. Writing a simple play 3. Dramatizing a simple play	1. Leads students to state kinds and features of drama 2. Guides them to write a simple play 3. Leads them to dramatize a simple poem	1. Identify and state the features of drama 2. Write a simple play 3. Dramatize a simple play	1. Selected plays from recommended texts 2. Any other relevant materials 3. Supplementary readers	Students to: 1. identify features of the play 2. write a simple play 3. comment on a specific play
10	<b>READING</b>						
	Reading for speed	Students should be able to: 1. read, using the right speed 2. give correct answers to questions on selected passages	1. Techniques of speed reading - surveying - scanning - skimming 2. Improving reading comprehension through increase in reading speed	1. Selects and presents appropriate passages 2. Guides students to apply the speed reading conditions in reading selected passages 3. Guides students to practice faster reading	1. Pay attention and seek clarifications, where necessary 2. Apply speed reading conditions 3. Practice faster reading.	1. Selected passages 2. Course book 3. Magazines and newspaper cuttings 4. supplementary readers	Students to: 1. read at the right speed. 2. answer comprehension questions that demonstrate improvement in reading speed

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**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>WRITING</b> (Revision of writing an outline)	Students should be able to: 1. arrange main and supporting ideas in a logical sequence 2. write appropriate introduction and effective conclusion	1. Arrangement of ideas in logical sequence introduction and conclusion	1. Presents another story or passage to students 2. Leads the students to re-arrange all the ideas they had produced or had written in logical sequence 3. Identifies appropriate introduction and conclusion	1. Reads the story or passage provided 2. Arrange ideas in logical sequence 3. Write appropriate introduction on selected passages	1. Model essays 2. Stories 3. Passages 4. Features articles on contemporary issues	Students to: 1. read given materials 2. arrange correctly the ideas in logical sequence 3. write appropriate introduction and conclusion
	<b>LISTENING AND SPEAKING</b> Revision of sounds: vowels and consonants	Students should be able to: 1. identify all vowels 2. identify all consonants 3. orally produce all vowels 4. orally produce all consonants	/ e/, /e/, /u/, /u:/ /oʊ/, etc. 2. consonants / /dɜ/, /j/, /m/, /n/, etc	1. Guides students to articulate the vowel sounds 2. Guides students to orally produce the consonants	1. Orally produce vowel sounds in context and in isolation. 2. Orally produce consonant sounds in both context and in isolation	1. Flashcards 2. sentences strip 3. materials from texts 4. Newspaper cuttings	Students to: 1. pronounce vowels distinctly
	<b>GRAMMATICAL ACCURACY</b> Revision of Tenses	Students should be able to: 1. identify the different tenses in the passage 2. make correct sentences with tenses	1, Tenses e.g. presents, past and future 2. Construction of sentences with tenses	1. Leads students to read given passages 2. Identify the tenses 3. Make sentences with tenses	1. Read the passages 2. identify the tenses 3. Make sentences with the tenses	1. Given passages 2. Manuals 3. Course book 4. Sentence strips	Students to: 1. identify correctly tenses 2. make correct sentences using tenses

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THIRD TERM**

**THEME: READING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<b>LITERATURE</b> Revision of Short Stories	Students should be able to: 1.read short stories 2. identify features - plot, characterization, style, setting, theme, language, etc. 3. give correct answers to questions asked on the short story	1. Short stories 2. Identification of types of prose 3. Features e.g. plot, characterization, style, setting, theme, language, etc.	1. Leads students to read the short story 2. Engage them in discussing the story line 3. Leads them to identify and comment on the features of The short story 4. Guides them to write a short story	1. Read different types of stories 2. Participate in discussing the story line 3. Identify and comment on the features of the short story 4. Write a story	1. Story books 2. Supplementary readers 3. Any other relevant materials	Students to: 1. identify different type of prose 2. give correct answers to questions on a story read in the short story; 3. Successfully write their own stories
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**MATHEMATICS**  
**JS II**  
**FIRST TERM**

**THEME: NUMBERS AND NUMERATION**

**SUB-THEME: WHOLE NUMBERS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Whole Numbers	Students should be able to: 1. express any whole number in standard form. 2. express decimal numbers in standard form.	1. Whole numbers in standard form. 2. Decimal numbers in standard form.	1. Leads student to express any given whole number in standard form i.e. $a \times 10^n$ , $1 \leq a < 10$ , $n \geq 0$ . 2. Leads student to express decimal numbers in standard form i.e. $a \times 10^n$ , $1 \leq a < 10$ , $n \leq 0$ .	1. Express whole numbers in standard form. 2. Express decimal numbers in standard form.	1. Flash cards	Students to: 1. express whole numbers in standard form. 2. express given decimal numbers in standard form.
2	Whole Numbers	Students should be able to: 1. find the prime factors of numbers not greater than 200. 2. express numbers as products of its prime factors.	1. Prime factors. 2. Prime factorization.	1. Guides student to find prime factor of numbers. 2. Guides students to express numbers as products of its prime factors. 3. Differentiate a prime factor from odd numbers.	1. Find prime factors of numbers. 2. Express numbers as products of its prime factors.	1. Flash cards	Students to: 1. find prime factors of given numbers not greater than 200. 2. express given numbers as products of its prime factors.

**MATHEMATICS**  
**JS II**  
**FIRST TERM**

**THEME: NUMBERS AND NUMERATION**

**SUB-THEME: WHOLE NUMBERS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Whole Numbers	Students should be able to: 1. find the Lowest Common Multiples (LCM) of numbers. 2. find the Highest Common Factor (HCF) of numbers.	1. LCM 2. HCF	1. Guides student to find the LCM of numbers. 2. Leads students to find the Highest Common Factor of numbers.	1. Find the LCM of numbers. 2. Find the Highest Common Factor (HCF) of any given whole number.	1. Flash cards	Students to: 1. Find the Lowest Common Multiples (LCM) of given numbers. 2. Find the Highest Common Factor (HCF) of given numbers.
5	Whole Numbers	Students should be able to: 1. identify numbers that are perfect squares. 2. find the squares of any given numbers. 3. find the square root of perfect squares using factor method. 4. find the square root of any given number. 5. solve quantitative reasoning problems related to contents above.	1. Squares and square roots.	1. Guides student to identify numbers that are perfect squares. 2. Guides student to find the squares of any given numbers. 3. Guides student to find square roots of perfect squares by factor method. 4. Leads student to find square roots of any given number. 5. Guides student on how to solve quantitative reasoning problems related on contents above	1. Identify numbers that are perfect squares. 2. Find the squares of any given numbers. 3. Find square root of perfect squares by factor method. 4. Find square root of any given number. 5. Solve problems on quantitative reasoning relating to content above.	1. Flash cards	Students to: 1. find the square of any given numbers. 2. find the square roots of given perfect squares using the factor method. 3. find the square root of any given number. 5. solve given problems in quantitative reasoning related to content above.

**MATHEMATICS**  
**JS II**  
**FIRST TERM**

**THEME: NUMBERS AND NUMERATION**

**SUB-THEME: WHOLE NUMBERS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Fractions	Students should be able to: 1. convert simple fractions to ratios, decimals and parentages and vice versa.	1. Expressing fractions as ratios, decimals and parentages. 2. Quantitative reasoning on fractions, ratios and percentages.	1. Guides student to convert fractions to ratios, decimals and parentages and vice versa. 2. Guides student to solve quantitative reasoning problems related to conversion of fractions to ratios, decimals and percentages and vice versa.	1. Convert fractions to ratios, decimals and parentages and vice versa. 2. Solve quantitative reasoning problems related to conversion of fractions, ratios, decimals and percentages.	1. Squared paper or graph sheet. 2. Flash cards	Students to: 1. convert given fractions to ratios, decimals and parentages. 2. solve given problems on quantitative reasoning problems related to the content.
7	Basic Operation Derived Operation Transactions in the homes and offices	Students should be able to: 1. solve problems relating to office and household arithmetic. 2. solve simple commercial arithmetic relating to profit, interest, discount and commission.	1. Household arithmetic. 2. Commercial arithmetic.	1. Leads student to solve common home and office problems e.g. electricity bills, water rates and family budget. 2. Guides student to solve simple commercial arithmetic relating to profit, interest, discount and commission.	1. Solve problems on electricity bills, water rates and family budget. 2. Solve given simple commercial arithmetic.	1. Electricity bills, water rate bills.	Students to: 1. solve problems on household and Office arithmetic. 2. solve given problems on commercial arithmetic.

**MATHEMATICS**  
**JS II**  
**FIRST TERM**

**THEME: NUMBERS AND NUMERATION**

**SUB-THEME: WHOLE NUMBERS**

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Approximation	Students should be able to: 1. approximate numbers to any given degree of accuracy. 2. solve quantitative reasoning problems related to approximation of numbers.	1. Approximation of numbers. - Decimal places - Significant figures 2. Quantitative reasoning.	1. Leads student to carry out simple approximation to a given degree of accuracy. 2. Guides student to solve quantitative reasoning problems related to approximation of numbers.	1. Carry out simple approximation to a given degree of accuracy. 2. Solve quantitative reasoning problems related to approximation of numbers.		Students to: 1. solve simple problems relating to number of given decimal places. 2. solve quantitative reasoning problems related to approximation of umbers.
9	Multiplication and Division of directed numbers	Students should be able to: 1. obtain the squares and square roots of numbers. 2. interpret and use tables, charts, records and schedule.	1. Squares and square roots tables. 2. Charts, records and schedules.	1. Leads student to obtain the squares and square roots of numbers from the table. 2. Guides student to interpret and use tables, charts, records and schedules.	1. Obtain the square roots of given numbers from the table. 2. Interpret and use tables, charts, records and schedules.	1. Squares and square root tables. Distance charts, flight schedule charts, etc.	Students to: 1. obtain the squares and square roots of given numbers from the table. 2. interpret and use tables, charts, records and schedules.
10	Multiplication and Division of directed numbers	Students should be able to: 1. carry out multiplication and division involving directed numbers.	1. Multiplication and division of directed numbers.	1. Leads student to multiply and divide directed numbers.	1. Multiply and divide directed numbers.	1. Directed numbers multiplication and division charts.	Students to: 1. find the products of any two given direct numbers. 2. determine the quotient of any two given directed numbers.
11 & 12	<b>REVISION AND EXAMINATION</b>						

**MATHEMATICS**  
**JS II**  
**SECOND TERM**

**THEME: ALGEBRAIC PROCESSES**

**SUB-THEME: ALGEBRAIC OPERATION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Algebraic Expressions	Students should be able to: 1. expand a given algebraic expression. 2. factorize simple algebraic expressions.	1. Expansion of algebraic expression. 2. Factorization of algebraic expressions.	1. Leads student to expand algebraic expression of the form $a(b+c)$ and $(a+b)x$ , $(c+d)$ . 2. Guides student to factorize simple algebraic expressions.	1. Expand given algebraic expression. 2. Factorize given algebraic expressions.	1. Flash cards	Students to: 1. expand a given algebraic expression. 2. factorize given algebraic expressions.
2	Algebraic Expressions	Students should be able to: 1. apply use of quadratic equation box in expanding and factorizing algebraic expressions. 2. solve quantitative reasoning problem.	1. Expansion and factorization of quadratic expressions. 2. Quantitative reasoning.	1. Leads students to use a quadratic equation box in expanding and factorizing algebraic expressions. 2. Guides students to find missing factors in samples of the form. <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"><math>x^2 + 4x + 3</math></div> <div style="text-align: center; margin: 5px auto;"> </div> <div style="display: flex; justify-content: center; gap: 20px;"><div style="border: 1px solid black; padding: 2px 10px;"><math>x + 1</math></div><div style="border: 1px solid black; padding: 2px 10px;"> </div></div>	1. Use quadratic equation box in expanding and factorizing algebraic expressions. 2. Find the missing factor in the sample.	1. Flash cards	Students to: 1. expand and factorize algebraic expressions. 2. solve quantitative aptitude problems.



**MATHEMATICS**  
**JS II**  
**SECOND TERM**

**THEME: ALGEBRAIC PROCESSES**

**SUB-THEME: ALGEBRAIC OPERATION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Algebraic Expressions	Students should be able to: 1. simplify algebraic expression on fractions with monomial denominators. 2. interpret and solve word problems involving algebraic fractions.	1. Algebraic expression of fractions with monomial denominators. 2. Word problems leading to simple algebraic fractions.	1. Guides student to simplify algebraic expression of the form $\frac{1}{p} + \frac{1}{q} = \frac{p+q}{pq}$ 2. Leads student to interpret word problems leading to algebraic fractions. 2. Guides student to solve the resulting algebraic fractions.	1. Simplify algebraic expression of fractions with monomial denominators. 2. Interpret word problems leading to algebraic fractions. 3. Solve the resulting algebraic fractions.	1. Flash cards	Students to: 1. simplify given algebraic expressions with monomial denominator. 2. interpret and solve given word problems leading to algebraic fractions.
5	Simple equations	Students should be able to: 1. Solve problems on simple equations.	1. Problems on simple equations.	1. Guides students to solve problems on simple equation such as $\frac{2y+4}{-7} = 2$ And $3n - 4 = 2n + 1$	1. Solve problems on simple equations	1. Flash cards	Students to: 1. solve given problems on simple equations.

**MATHEMATICS**  
**JS II**  
**SECOND TERM**

**THEME: ALGEBRAIC PROCESSES**

**SUB-THEME: ALGEBRAIC OPERATION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6 & 7	Linear Inequalities	Students should be able to: 1. identify linear inequality in one variable. 2. solve linear inequality in one variable. 3. represent solutions for linear inequality in one variable on number line.	1. Linear inequality in one variable. 2. Graphical representations of solutions for linear inequality in one variable.	1. Guides student to identify linear inequality in one variable. 2. Leads student to solve linear inequality in one variable 3. Guides student to solve and represent the solution of linear inequalities on the number line.	1. Identify linear inequality in one variable. 2. Solve linear inequality in one variable 3. Solve and represent inequalities on the number line.	Flash cards Cardboard paper Graph board	Students to: 1. identify linear inequality. 2. solve given problems on linear inequality in one variable 3. represent the solution on the number line.
8	Linear Inequalities	1. Solve word problems involving linear inequalities in one variable.	1. Word problems	1. Leads student to interpret and solve word problems involving linear inequalities in one variable.	1. Interpret and solve word problems involving linear inequalities in one variable.		1. Interpret and solve word problems involving linear inequalities in one variable.

**MATHEMATICS**  
**JS II**  
**SECOND TERM**

**THEME: ALGEBRAIC PROCESSES**

**SUB-THEME: ALGEBRAIC OPERATION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Graphs	Students should be able to: 1. identify x-axis and y-axis. 2. plot points on the Cartesian plane. 3. prepare table of values. 4. plot the graph of linear equations in two variables. 5. Interpret the plotted graph.	1. Plotting points on the Cartesian plane. 2. Graphs of linear equations in two variables.	1. Leads student to identify 'x' and 'y' axis. 2. Guides students to plot given points on the Cartesian plane. 3. Leads student to interpret information presented on the graph. 4. Plot the graph of the table of values.	1. Identify x and y axis on the Cartesian plane. 2. Plot given points on the Cartesian plane. 3. Compile table of values of given linear equations in two variables. 4. Plot the graph of given linear equation in two variables. 5. Interpret information presented on the graph.	Graph board Graph paper Ruler Pencil Distance-Time data Velocity-Time data Table of value	1. identify x and y axis on the Cartesian plane. 2. plot given points on the Cartesian plane. 3. compile table of values of given linear equations in two variables. 4. plot the graph of given linear equation in two variables.
10	Graphs	1. plot linear graphs from real life situation. 2. solve quantitative aptitude problem.	1. Linear graphs from real life situation. 2. Quantitative reasoning.	1. Guides student to plot linear graphs from real life situation e.g. distance-time graph, velocity-time graph, item-price graph.	1. Plot a linear graph from given real life situation.		1. Plot a linear graph from given real life situation.
11 & 12	<b>REVISION AND EXAMINATION</b>						

**MATHEMATICS**  
**JS II**  
**THIRD TERM**

**THEME: MEASUREMENT AND GEOMETRY**

**SUB-THEME: SHAPES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Plane figures/shapes	Students should be able to: 1. state the properties of parallelogram, rhombus and kite. 2. identify these shapes in their environments.	1. Properties of parallelogram, rhombus and kite.	1. Guides student to identify the properties of parallelogram, rhombus and kite. 2. Leads student to identify these shapes in their environments.	1. Identify the properties of parallelogram, rhombus and kite. 2. Identify these shapes in the environments.	1. Models of parallelogram, rhombus and kite.	Students to: 1. state the properties of the following: - Parallelogram - Rhombus - Kite.
2	Plane figures/shapes	1. draw plane objects to scale. 2. convert actual length to scale and vice versa.	1. Scale drawing	1. Guides students to measure actual lengths of teachers table and their classroom. 2. Leads students to convert actual length to given scale and vice versa.	1. Measure the actual length of given objects and draw them to scale. 2. Convert actual length to scale and vice versa.	Tape (steel and rolling), ruler, pencil, plain sheets.	1. Draw actual length to scale.
3	Plane figures/shapes	1. apply scale drawing to solve measurement problems. 2. solve problems on quantitative aptitude related to plane shapes/figure and scale drawing.	1. Scale drawing	1. Leads student to apply scale drawing to solve measurement problems. 2. Guides student to solve problems on quantitative aptitude related to plane shapes/figure and scale drawing.	1. Apply scale drawing to solve measurement problems. 2. Solve problems on quantitative aptitude related to plane shapes/figure and scale drawing.	Tape (steel and rolling), ruler, pencil, plain sheets.	1. solve problems on quantitative aptitude related to plane shapes/figure and scale drawing.

**MATHEMATICS**  
**JS II**  
**THIRD TERM**

**THEME: MEASUREMENT AND GEOMETRY**

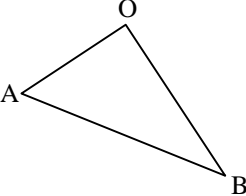
**SUB-THEME: SHAPES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Angles	Students should be able to: 1. find the sum of angles of a triangle. 2. find the sum of angle in a quadrilateral. 3. find the sum of the interior angles of a polygon.	1. Sum of angles of a polygon	1. Guides students to find the sum of angles of a triangle. 2. Guides students to find the sum of angle in a quadrilateral. 3. Leads students to discover that the sum of interior angles of an n-sided convex polygon is $2n-4$ right angles or $(n-2)180^\circ$ .	1. Find the sum of angles of a triangle. 2. Find the sum of angle in a quadrilateral. 3. Use the sum of interior angles to calculate any given related problem.	Cut out shapes of triangles  Cut out shapes of quadrilateral  Cut out shapes of other polygon types  Rulers, tapes, protractor.	1. Find the sum of angles of a triangle. 2. Find the sum of angle in a quadrilateral. 3. Find the sum of interior angles of a given convex polygon.
5	Angles	1. distinguish between angles of elevation and angles of depression. 2. use angles of elevation and depression in calculating distances and heights using scale drawing. 3. identify angles of elevation and depression. 4. solve problems on quantitative aptitude related to angles.	1. Angles of elevation and depression.	1. Leads student to identify what angles of elevation and depression means. 2. Guides student to use angles of elevation and depression in calculation using scale drawing. 3. Guides student to identify the relationship between angles of elevation and depression. 4. Leads student to solve problems on quantitative aptitude related to angles.	1. Identify what angles of elevation and depression means. 2. Use angles of elevation and depression in calculation using scale drawing. 3. Identify the relationship between angles of elevation and depression. 4. Solve problems on quantitative aptitude related to angles.	1. Rulers, tapes, protractor and pencil	1. use angles of elevation and depression to calculate distances and heights. 2. solve problems on quantitative aptitude related to angles.

**MATHEMATICS**  
**JS II**  
**THIRD TERM**

**THEME: MEASUREMENT AND GEOMETRY**

**SUB-THEME: SHAPES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Bearing	Students should be able to: 1. identify the cardinal points. 2. locate the position of objects. 3. find distances between objects using scale drawing.	Bearing	1. Guides student to identify the major and minor cardinal points. 2. Guides student to locate the position of objects using 3-digit bearing. 3. Guides student to find distances between objects using scale drawing.	1. Identify the major and minor cardinal points. 2. Locate the position of objects using 3-digit bearing.	1. Protractor, Ruler, Compass 360 <sup>0</sup> – (wooden, metal or plastic), clinometer	Students to: 1. mention: (a) the major cardinal points. (b) the minor cardinal points. 2. what is the bearing of A from B, B from A.  3. using scale drawing, find the distance of B from A.

**MATHEMATICS**  
**JS II**  
**THIRD TERM**

**THEME: MEASUREMENT AND GEOMETRY**

**SUB-THEME: SHAPES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Construction	1. construct triangles given: (a) 2 sides and a secluded angle (b) 2 angles and a side between them. 2. bisect any given angle.	1. Constructing triangles 2. Bisecting angles.	1. Guides student to construct triangles using a protractor and ruler 2. Leads student to bisect any given angle using a pair of compasses ensuring that students follow the basic steps.	1. Construct triangles using protractor and ruler 2. Bisect any given angle following the basic steps.	Plain paper, Protractor, Ruler, Pair of compasses and Mathematical set.	Students to: 1. construct triangles given. (a) 2 sides and a secluded angle (b) 2 angles and a side between them. (c) all the 3 sides 2. bisect any given angle.
8	Everyday Statistics data collection and presentation	Students should be able to: 1. present data in an ordered form. 2. construct frequency tables from any given data.	1. Ordered presentation of data. 2. Frequency table.	1. Guides student to arrange data in an ordered form. 2. Guides student to display any given data on frequency table.	1. Arrange data in an ordered form. 2. Display any given data on frequency table.	Source information	1. present data in an ordered form. 2. construct frequency table from a given data.
9	Data presentation	1. draw pie charts. 2. read information from pie charts. 3. generate and use data for statistical purposes. 4. interpret and use tables, charts, records and schedules.	1. Pie charts. 2. Charts, records and schedules.	1. Guides student to draw pie charts. 2. Guides student to read information from pie charts. 3. Leads student to generate and use data for statistical purposes. 4. Guides student to interpret and use tables, charts, records and schedules.	1. Draw pie chart. 2. Read information from pie charts. 3. Generate and use data for statistical purposes. 4. Interpret and use tables, charts, records and schedules.	1. Source information Distance charts Flight schedule, etc	1. draw a pie chart. 2. read information from given pie charts.

**MATHEMATICS**  
**JS II**  
**THIRD TERM**

**THEME: MEASUREMENT AND GEOMETRY**

**SUB-THEME: SHAPES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Probability	Students should be able to: 1. discuss the occurrence of chance events in everyday life. 2. determine the probability of certain events. 3. apply the occurrence of chance events/probabilities in everyday life.	1. Occurrence of chance events in everyday life. 2. Probability of chance events.	1. Leads student to give examples of chance events in everyday life e.g. the chance or event that rain will fall in December. 2. Leads student to perform experiment using coin and die. 3. Guides student to calculate the probability of the resulting experiments. 4. Guides student to analyze statistical data with the use of probability such as mortality rate, etc. 5. Guides student to apply the occurrence of chance events in everyday life.	1. Calculate the probability of the resulting experiments. 2. Analyze statistical data with the use of probability. 3. Mention the application of probability in everyday life.	Source information sheet on events.	1. calculate the probability of chance events. 2. give four examples of the application of probability in everyday life.
11 & 12	<b>REVISION AND EXAMINATION</b>						



**BASIC SCIENCE  
JS II  
FIRST TERM**

**SUB-THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Living Things I	Student should be able to: (1) define habitat. (2) mention types of habitat.	(1) Habitat. (2) Types of habitat.	(1) Take student to visit different habitats. (2) Guides student to identify different types of habitat.	(1) Visit the various habitats. (2) Observed the different habitats.	(1) Visit nearby pond. (2) Visit school garden.	Students to: (1) defined habitat. (2) mention types of habitat.
2	Living Things II	Student should be able to: (I) state example of organism that are found in aquatic and terrestrial habitats. (2) state various adaptive feature of living thing in their habitat.	(1) Examples of organism in various habitats. (2) Adaptation of living thing to their environment.	(1) Guides students to identify living organism in their habitat. (2) Identify the special feature of the organisms found in different habitats.	(I) Participate in class discussion. (II) Classify living organism based on where they live.	(1) Chart. (2) Diagrams. (3) Video. (4)Clips.	Students to: (1) give example of living things found in different habitats. (2) state adaptive features of living organism in different habitat.
3	Living Thing III	Student should be able to: (1) identify characteristic of organism in the same habitat. (2) state the feature that are common to the organism i.e. plant and animal. (3) identify intelligence characteristic of human being.	Relationship between organisms in the same habitat. (2) Uniqueness of human beings - Reasoning. -Problem. -Inquisitive -Observation. -Measuring. -Inference	Guides and directs class discussion. (1) To guides and direct class discussion. (2) Lead discussion on the importance of the brain, human reasoning and intelligence (3) Guides student's discussion on the use of intelligence for survival and manipulating the environment.	Collect and preserve some living organisms. (1) Collect and preserve some living organisms. (2) Participate in discussion. ( in group)	Preservation e.g. formalin. (2) Pictures. (3) Model. (4) Chart.	Students to: (1) explain why man is unique among living things. (2) demonstrate intelligence skill how many tea spoons full of water can fill up a bottle of coke.

**BASIC SCIENCE  
JS II  
FIRST TERM**

**SUB-THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Living Things I	Student should be able to: (1) define habitat. (2) mention types of habitat.	(1) Habitat. (2) Types of habitat.	(1) Take student to visit different habitats. (2) Guides student to identify different types of habitat.	(1) Visit the various habitats. (2) Observed the different habitats.	(1) Visit nearby pond. (2) Visit school garden.	Students to: (1) defined habitat. (2) mention types of habitat.
4	Living Things IV	Student should be able to: (1) describe transition from infancy to adolescence and adulthood as development stages. (2) describe increase in height and weight as growth change.	(1) Measuring of growth and developmental changes. (2) Growth changes in -Height. -Weight. -Size.	(1) Using appropriate instruments, guides students to take measurement of length, time, weight (2) Guides student to group themselves according to different height, weight and size.	(1) Follow teacher's instruction to carryout listed measurements.	(1) Meter rule. (2) Clock. (3) Weighing scale. (4) Measuring tape. (5) Spring balance. (6) Measuring cylinder.	Students to: (1) state three major indices of growth change in living-things.
5	Living Things V	Student should be able to: (1) state the developmental changes in infancy. (2) Identify the characteristics features of adolescents and adults.	(1) Developmental changes -Infancy. -Adolescents. -Adulthood.	(1) Lead class discussion on the difference between. -Infancy. -Adolescents. -Adulthood.	(1) Write short note on their observation.	Poster showing - Babies. - Student. - Teacher. -Parent.	Students to: (1) state the developmental stage in infancy, adolescents and adulthood. (2) state the characteristics of growth and developmental change.

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**SUB-THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Living Things I	Student should be able to: (1) define habitat. (2) mention types of habitat.	(1) Habitat. (2) Types of habitat.	(1) Take student to visit different habitats. (2) Guides student to identify different types of habitat.	(1) Visit the various habitats. (2) Observed the different habitats.	(1) Visit nearby pond. (2) Visit school garden.	Students to: (1) defined habitat. (2) mention types of habitat.
6	Living Things VI	Student should be able to: (1) classifying growth and developmental changes temporary and permanent. (2) state example of temporary and permanent growth.	(1) Classify growth and developmental changes (A) Temporary. (B) Permanent.	(1) Guides Student to classify growth into temporary changes among themselves. (2) Write short notes on their observation.	(1) Identify permanent and temporary changes among themselves.	(1) Poster showing -Babies. - Student. -Teacher. -Parent.	Students to: (1) classify changes in living things as growth and development change.
7	Living Things VII	Student should be able to: (1) state the factors affecting growth and development in living things. (2) list factors promoting growth and development in organism.	(1) Factor affecting growth and developing and development in living organism. (2) Factor promoting growth and development in living organism.	(1) Leads class discussion on the factors affecting growth and development.	(1) Identify children with malnutrition.	(1) Poster showing malnutrition children. (2) Chart.	Students to: (1) state the factors affecting growth and development. (2) outline factor promoting growth and development.

**BASIC SCIENCE**  
**JS II**  
**FIRST TERM**

**SUB-THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Chemical I	Student should be able to: (1) define physical and chemical changes. (2) state the characteristics of physical and chemical changes. (3) differentiate between physical and chemical changes.	(1) Meaning of physical and chemical changes. (2) Characteristics of physical and chemical changes. (3) Differences between and chemical changes.	(1) Guides student -Burning of wood - Heating of paraffin wax. -Heating of sugar Solution.	(1) Observed the process of burning of wood (2) Heating of paraffin wax. (3) Observe and recognized the effort of heating sugar solution.	(1) Wood. (2) Paraffin wax. (3) Sugar. (4) Water.	Students to: (1) define physical and chemical changes (2) state four characteristics of physical and chemical changers.
9	Chemical II	Student should be able to: (1) define Chemicals. (2) classify chemical based on their uses.	(1) Classes of chemicals. (2) Based on usage -Pharmaceutical. -Nuclear. -Agrochemical. -Industries. -Laboratory.	(1) Display sample of chemicals in class. (2) Guides student in class discussion.	(1) Observed some displayed chemicals. (2) Participate in class discussion.	(1) Chemical bottle (labeled). (2) Chemical bottle (Non-labeled). (3) Samples of Chemical kerosene, insecticides, camphor, engine Oil in well labeled and appropriate containers.	Students to: (1) define chemical. (2) state class of chemicals (3) list uses of chemical.

**BASIC SCIENCE  
JS II  
FIRST TERM**

**SUB-THEME: LEARNING ABOUT OUR ENVIRONMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Chemical III	Student should be able to: (1) classify chemical based on their hazardous nature. (1) state safety measures when using Chemicals.	(1) Chemical based on hazardous nature. -Highly hazardous toxic. -Moderately hazardous toxic. -Non hazardous and Non toxic. (2) Safety measures when using chemicals. -Adhere to the manufacturer's safety instructions. -Following safety guidelines for chemical storage and handling. -Observed and adhere to safety signs and chemical packages. -Ensure proper labeling and storage containers.	(1) Guides student to identify hazardous and Non-hazardous chemical. (2) Demonstrate Some of the safety devices when handling chemical. (3) Display relevant chart on safety signs place on chemicals.	(1) Observe and recognize and the classes of chemical displayed. (2) Identify safety signs in chart and storage containers displayed. (3) Match chemical with appropriate storage containers.	(1) Chart showing classification of chemicals and their examples.	Students to: (1) list 3 examples of each of the: hazardous, moderate hazardous and non-hazardous chemical. (1) mention safety measures in the use of chemicals.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BASIC SCIENCE  
JS II  
SECOND TERM**

**SUB-THEME: YOU AND ENERY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of examination questions.						
2	Work, Energy and Power.	Student should be able to: (1) explain the meaning of work, energy and power.	(1) Meaning of work, energy and power.	(1) Guides student to illustrate the concept of work and the relationship between work, energy and power.	(1) Measuring height to determine work done by a falling object.	(1) Object like meter rule.	Students to: (1) define work, energy and power.
3	Energy	Student should be able to: (1) explain the meaning of potential energy and kinetic energy.	(1) Meaning of potential and kinetic energy.	(1) Leads student on the discussion to illustrate potential and kinetic energy.	(1) Use material e.g. ball, a stone for activity on the potential, kinetic energy.	(1) Ball, stones and books.	Students to: (1) explain the meaning of potential and kinetic energy.
4	Power.	Student should be able to: (1) apply the formula $\text{Power} = \frac{\text{Work done}}{\text{Time}}$	(1) Calculation involving work done.	(1) Lead the students to solve some examples.	(1) Study and practice solving similar problem.	(1) Wood clock.	Students to: (1) solve some problems on the concept of power and work.
5	Energy Transfer	Student should be able to: (1) Identify energy transfer that occurs when work is done.	(1) Energy transfer when work done.	(1) Initiate and leads discussion to show that energy transfer occur when work is done.	(1) Participate in discussion and record the main ideas.	(1) Toy car. (2) Bicycle.	Students to: (1) identify energy transfers that occur when work is done with specific examples.

**BASIC SCIENCE  
JS II  
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**SUB-THEME: YOU AND ENERY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Simple Machine I	Student should be able to: (1) define simple machine. (2) explain the operation of some machine. (3) state example of simple machines. (4) state the uses of some simple machines.	(1) Meaning of simple machine. (2) Explain the operation of simple machines e.g. screw thread) wheel axle. (3) Uses of the simple machine.	(1) Guides student to operation simple machines. (2) Leads student on discussion on simple machine.	(1) Making a paper screw thread. (2) Using a screw in making holes in hard material.	(1) Screw. (2) Wood. (3) Paper. (4) Pencil.	Students to: (1) Define simple machine. (2) Explain the operation of simple machine. (3) List examples of simple machine.
7	Simple Machine II	Student should be able to: (1) describe gear. (2) state the method of application of efficiency. (3) state way of maintaining machines.	(1) Simple machine (gear). (2) Application of gear. (3) Efficiency of simple machines. (4) Care of machines.	(1) Direct student to operate a gear. (2) Guides the student to identify the features of the gear, and write it down,	(1) Take a trip to a motor car or motorcycle work shop to see a gear. (2) To identify parts of gear.	(1) A gear system. (2) Driving wheel and driven.	Students to: (1) describe a gear. (2) state the process of application of a gear. (3) explain efficiency. (4) list ways of maintaining a machine.
8	Type of Energy I	Students should be able to: (1) define Kinetic energy. (2) state the assumptions of the kinetic theory.	(1) Meaning of kinetic energy. (2) Kinetic energy assumption.	(1) Directs discussion on the statements of the kinetic theory.	(1) Participate in the discussion and note the major explanation.	(1) Chart to guides group discussion.	Students to: (1) define kinetic energy (K.E). (2) state three assumptions of Kinetic theory.

**BASIC SCIENCE  
JS II  
SECOND TERM**

**SUB-THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Types of Machine II	Student should be able to: (1) explain the molecular structure of solids, liquid and gases using the Kinetic energy. (2) explanation of boiling and evaporation using Kinetic theory.	(1) Explanation of some phenomena using kinetic theory. (2) Explanation of boiling and evaporation using kinetic theory.	(1) Provide Charts of molecular structure; Solids, liquid and gases discussion. (2) Guides student to carry out activity on boiling and discuss findings.	(1) Participate in the discussion and discover molecular spacing as major differences between solid, liquids and gases. (2) Use water and ether respectively for activities on evaporation and boiling. (3) Participate in discussing their results.	(1) Charts of molecular structure of solid, liquid and gases. (2) Beaker (2) (3) Water. (4) Ether.	Students to: (1) use the kinetic theory to explain why a solid has a definite shape and a liquid has none.
10	Types of Machine III	Student should be able to: (1) distinguish between boiling and evaporation using the kinetic theory. (2) state the factors that affect evaporation.	(1) Difference between boiling and evaporation.	(1) Guides students to deduce some factor that affect evaporation. (2) Factors that affect evaporation.	(1) Deduce the factors that affect evaporation from their observation.	(1) Capillary tube. (2) Source of heat.	Students to: (1) state the differences between boiling and evaporation. (2) state two factors that affect evaporation.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**BASIC SCIENCE  
JS II  
THIRD TERM**

**SUB-THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of examination questions.						
2	Thermal energy I	Student should be able to: (1) describe thermal energy. (2) illustrate that when two bodies are in contact, heat flow from the hot to the cold one.	(1) Meaning of thermal energy. (2) Heat flow.	(1) Guides student to illustrate thermal energy with an activity.	(1) Heat one end of iron rod while holding the other. The palm gets warm with time.	(1) Source of heat. -Iron rod.	Students to: (1) Show that heat flows from a hot body to a cold one when in contact.
3	Thermal energy II	Student should be able to: (1) name the methods of heat transfer. (2) state examples of conductors and bad conductor of heat. (3) describe heat conduction and its applications.	(1) Heat transfer (conduction). (2) Example of conductor and bad conductor of heat.	(1) Guides the illustration of heat transfer. (2) Guides student in activity on heat conduction and discuss the uses with them.	(1) Discover that heat is transferred by conduction convection and radiation.	(1) Bunsen burner. (2) Piece of copper .	Students to: (1) name two method of heat transfer. (2) state example of conductors and bad conduction. (3) explain heat conduction and state two uses.
4	Thermal Energy III	Student should be able to: (1) describe heat convection and state two of its applications.	(1) Transfer of heat (convection )	(1) Guide students in activity on convection and discussion its applications.	(1) Boiling water and observe the convection currents, note the application as discussed.	(1) Water. (2) Round-bottomed flask. (3) Bunsen burner. (4) Potassium. Permanganate crystal.	Students to: (1) Explain what heat radiation is and give one application of radiation.

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**SUB-THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Thermal energy IV	Student should be able to: explain heat radiation.	Transfer of heat (radiation)	Guides student to carryout activity for radiation and discuss its applications.	Measuring temperature differences between two cans, one painted black and other not painted, that are equidistance from a source of heat.	(1) Hot water. (2) Two cans one painted other not painted. (3) Two thermometers.	Students to: explain what heat radiation is and applications of radiation.
6	Light Energy I	Student should be able to: (1) explain the meaning of reflection and refractions. (2) illustrate apparent depth and explain its danger to swimmers.	(1) Reflection. (2) Refraction.	(1) Guides student on activity to explain refraction. (2) Leads student to observe a coin dropped in a 500cl beaker of water.	(1) Put a straight stick half in water and state their observation. (2) Observe the coin and use it to recognize apparent depth.	(1) Water beaker straight stick. (2) Coin. (3) Water	Students to: (1) explain refraction and reflection. (2) describe apparent depth and state one danger of apparent depth to amateur swimmers.
7	Light Energy II	Student should be able to: (1) describe how we see things. (2) explain the meaning of dispersion and use it do interpret the rainbow.	(1) Vision. (2) Dispersion and rainbow.	(1) Guides student to identify major parts of the eye and how vision occur. (2) Guides student to use a prism to show dispersion of light. (3) Uses the rainbow as an example of dispersion of light by raindrops in place of prism.	(1) Identify parts of the eye and relate vision to refraction. (2) Observe colour of light separated by prism and interpret rainbow as raindrops causing dispersion.	(1) Chart or model of the eye. (2)Source of light. (3) Prism.	Students to: (1) explain how we see objects. (2) explain the meaning of dispersion and describe how rainbow is formed. (3) name three important parts of the eye.

**BASIC SCIENCE  
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**SUB-THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Crude oil and petrochemicals I	Student should be able to: (1) explain what crude oil and petrochemical are. (2) describe the process of refining crude oil.	(1) Meaning of crude oil and petrochemical (2) Refining of crude oil.	(1) Lead class discussion on the meaning of crude oil and petrochemical; (2) Method of refining crude oil.	(1) Participate in class discussion observation. (2) Participate in visit and record their observations.	(1) Crude oil. (2) Engine oil. (3) Grease.	Students to: (1) explain the meaning of crude oil and petrochemicals. (2) describe the process of refining crude oil.
9	Crude oil and petrochemical II	Student should be able to: State the uses of crude oil and petrochemicals.	Uses of crude oil petrochemicals.	Uses and importance of crude oil and petrochemical.	Find out from home various uses of petroleum products.	(1) Petrol. (2) Kerosine.	Students to: list 3 uses of petrochemical and crude oil.
10	Crude oil and petrochemical oil III	Student should be able to: state the importance of crude oil to Nigeria.	Importance of crude and petrochemicals.	Lead a visit to fuel station to see the different petroleum products.	Find out from home various importance of crude oil and petrochemicals.	(1) Petrol. (2) Kerosine.	Students to: mention importance of crude oil to Nigeria.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BASIC TECHNOLOGY**  
**JS II**  
**FIRST TERM**

**SUB-THEME: SAFETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	First Aid I	Students should be able to: (1) explain the meaning of first aid. (2) identify the contents of a First Aid box. (3) apply First aid measures.	(1) First aid: Meaning and materials (2) Application of simple first aid.	(1) Exhibits and explain first aid materials and their uses. (2) Demonstrate how to give simple first aid.	(1) Inspects first aid box and name the content. (2) Practice giving simple first aid.	First aid box and materials.	Students to: (1) define first aid (2) list five first aid materials. (3) apply simple first aid measures.
2	First Aid II	Students should be able to: (1) discuss the ABC of first aid. (2) apply the ABC of first aid to: -Victims of common workshop accidents -Road accident victims	(1) ABC of first aid: -always -bleeding and -breaks circulation (pulses). (2) Application of ABC of first aid.	(1) Explain ABC of first aid (2) Show posters of application of ABC of first aid	(1) Observe the demonstration and poster of ABC applications.	(1) Poster of ABC application. (2) Video clips.	Students to: (1) explain ABC application of first aid. (2) demonstrate three applications of ABC of first aid.
3	Rescue Operations	Students should be able to: (1) explain the meaning of rescue operation (2) identify different aspects of rescue operation	(1) Meaning of rescue operation (2) Different aspects of rescue operation named. (3) Securing the environment, vehicle and victims	(1) Explains the meaning of rescue operation. (2) Using pictures of rescue operations Scenes, leads students to: -identify different aspects of rescue operation	(1) Examine pictures of rescue scenes (2) Write down different aspects of rescue operation.	(1) Caution triangle (2) fire extinguisher (3) Picture or video clips	Students to: (1) define rescue operation (2) state three aspects of rescue operation.

**BASIC TECHNOLOGY**  
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**SUB-THEME: SAFETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Rescue Operations	Students should be able to: describe the steps involved in each aspect of rescue operations.	Steps involved in rescue operations.	Using picture of rescue operation scenes, leads student to: -describe the steps involved in each aspect of rescue operation	Write down different aspects of rescue operation and steps involved	(1) Caution triangle (2) Fire extinguisher (3) Picture or video clips.	Students to: mention three steps involved in rescue operations

**SUB-THEME: MATERIALS AND PROCESSING**

5	Materials and their common uses	Students should be able to: (1) state some common uses of wood (2) explain specific uses of ferrous and Non-ferrous metals and their alloys.	Wood: Furniture, building construction, handles of implements, etc. (2) Metals: Household, utensils, vehicle and ship parts etc. (3) Brass decorations ammunition etc. (4) Bronze: Caring statues and ornaments etc.	(1) Guide students discussion of the various uses of materials (wood, metal) in everyday life (2) Plans students visit to work places: furniture workshop and black Smiths workshop.	(1) Examine articles made of wood and metals. (2) Visit furniture workshops. (3) Visit factories and building sites and observe the uses of metals and alloys. (4) Watch a documentary on the production of metal and alloys.	(1) Articles made of wood. (2) Articles made of metal and metal alloys.	Students to: (1) list five uses of wood. (2) name five items made of metal and metal alloys.
6	Materials and their Common Uses	Students should be able to: (1) state some common uses of ceramics and glass. (2) state the uses of plastics.	(1) Ceramics: tiles, household utensils etc. (2) Rubber: Types and tubes, foot wears etc. (3) Plastics: Plastic buckets and bottles etc.	(1) Displays ceramics and rubber products. (2) Guide students discussion on the various uses of ceramics, rubber and plastic. (3) Visit ceramic industry.	(1) Examine articles made from ceramic rubber and plastic. (2) Observe and touch ceramics and glass wares. (3) Inspect specimens of rubber and plastic products.	(1) Articles made from ceramics and glass. (2) Articles made from Rubber. (3) Plastic products in school and homes.	Students to: (1) list three uses of ceramics and glass. (2) name three items made of rubber and plastic.

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FIRST TERM**

**SUB-THEME: SAFETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Geometric Construction I	Students should be able to: (1) define, Identify and list parts of a circle.	(1) Circles -Parts of a circle (Diameter, radius chord, sector, quadrant, circumference	Names, defines, describes and draws the parts of a circle	(1) Watch teacher's demonstration	(1) Drawing instruments and materials	Students to: (1) define circle (2) identify part of circle and (3) describe types of circles.
8	Geometric Construction II	(1) use appropriate instruments to divide a circle into equal parts (2) use appropriate instruments to draw a tangent and normal to a given circle and two equal circles.	(1) Circle drawing use of set squares Tee-square and compasses to divide a circle into 4, 8, and 12 equal parts (2) Construction of tangent and normal to a circle, tangent at a point to the circle tangent from a point outside the circle and to one or two equal circles.	(1) Demonstrate the use of a pair of compasses, set-square and tee-square to divide a circle 4, 8 and 12 equal parts. (2) Demonstrates the construction of tangent and normal to a circle.	(1) Practice the use of tee-square, set square and compasses to divide circle into equal parts (2) construct a tangent and normal to a given circle	(1) Drawing instruments and materials	Students to: (1) construct a tangent and a normal to a circle (2) use appropriate instruments to divide a circle into a number of equal parts.

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**SUB-THEME: SAFETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Geometric Construction III	Students should be able to: (1) define, identify and construct various triangles. (2) construct inscribed and circumscribed circles to a given triangles.	(1) Triangles: -right angled, equilateral, isosceles and scalene triangles. (2) Inscribed and circumscribed circles to a given triangle.	(1) Defines and demonstrates and construction of right angled triangle. equilateral triangle (2) Inscribed and circumscribed circles to triangles.	(1) Construct triangles (2) Inscribed and circumscribed circles to triangles.	Drawing instruments and materials.	Students to: (1) identify and circumscribed circles to a given triangle. (2) construct inscribed and circumscribed circles to given triangles.
10	Geometric Construction IV	Students should be able to: define, identify and construct regular and irregular polygons.	(1) Polygons: -definition, and construction of regular and irregular Polygons: Pentagon, hexagon, heptagon octagon, using general and specific method, etc.	Name and describes various types of polygon	(1) Listen attentively and watch the teacher's demonstrations (2) Construct polygons	(1) Drawing instruments and materials. (2) Models of polygons	Students to: (1) define regular and irregular polygons. (2) construct regular and irregular polygons. (3) describe regular and irregular polygons.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BASIC TECHNOLOGY**  
**JS II**  
**SECOND TERM**

**SUB-THEME: DRAWING PRACTICE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Plane Figures I	Students should be able to: (1) identify regular plane figures. (2) construct regular plane figures of equal areas.	(1) Example of plane figures (2) Construction of plane figures	(1) Show students pictures of regular plane figures. (2) Demonstrate the construction of triangles and rectangles of equal areas, squares and rectangles of equal areas	(1) Examine some plane shapes and figures (2) Construct triangles rectangles and squares of equal areas.	Drawing instruments and materials.	Students to: (1) name at least three regular plane figures (2) construct regular plane figures of equal areas.
2 & 3	Plane Figures II	Students should be able to: (1) find the area of regular plane figures (2) enlarge and reduce plane figures	(1) Determination of areas of regular plane figures e.g. -Triangle and rectangle of equal areas. -Square and rectangle of equal areas, etc. (2) Enlargement and reduction of plane figures: triangles, rectangles and squares in given ratios by (a) length of sides and (b) radial line method	(1) Guides student to determine the area of regular plane figures (2) Demonstrates general and specific methods of enlarging and reducing plane figures	(1) Determine the areas of regular plane figures (2) Enlarge and reduce plane figures	Drawing instruments and materials.	Students to: (1) find the area of regular plane figures (2) enlarge and reduce plane figures



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**SUB-THEME: DRAWING PRACTICE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5	Wood work Machines I	Students should be able to: (1) identify the various types of wood work machines. (2) state the uses of the machine.	(1) Types and uses (a) Portable power tools: belt sander hand drill, fret saw etc. (b) Machines: circular saw, band saw, wood lathe, surface plainer thickness sanders drill etc. (2) Functions of the different types of machines	(1) Take students to wood work workshop (2) Guides the students to identify various wood work machines and their uses.	(1) Visit wood work workshop (2) Identify metal work machines.	(1) Various wood work machines e.g. portable power tools: belt sander fret saw, hand drill etc. (2) Workshop overall.	Students to: (1) mention at least three types of wood work machines. (2) state the uses of these machines.
6 & 7	Wood work Machines II	Students should be able to: (1) care and maintain these machines (2) carry out simple operation (cutting and boring) with the machines	(1) Care and maintenance of wood work machines (2) Carry out simple operation with these machines.	(1) Demonstrate the use and care of wood work machines e.g. portable power tools: belt sander fret, saw, hand drill etc. (2) Supervises the students as they use the different machines for wood work.	(1) Care for machines in wood work workshop (2) Practice cutting and drilling to produce simple projects	(1) Various wood work machines e.g. portable power tools: belt sander, fret saw, hand drill etc. (2) workshop overall	Students to: (1) mention at least two ways of caring and maintain a machine. (2) use the wood work machines to cut and bore wood.

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JS II  
SECOND TERM**

**SUB-THEME: DRAWING PRACTICE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Metal work machines I	Students should be able to: (1) identify the various types of metal work machines. (2) state the uses of these machines	(1) Types of metal work machines (2) Functions of the different types of machines	(1) Take students to metal work workshop (2) Guide the students to identify metal work machine and their uses.	(1) Visit metal work workshops (2) identify metal work machines	(1) Various machines -Centre lather power hack saw, pedestal drilling etc. (2) Charts showing milling machine shaping machine, grinding machine etc. (3) Metal work workshop overall	Students to: (1) mention at least three types of metal work machines. (2) state the uses of these machines
9 & 10	Metal work Machine II	Students should be able to: (1) care and maintain metal work machines (2) carry out simple operations (Cutting and drilling) with the machines	(1) Care and maintenance of metal work machines (2) Carryout simple operation with these machines.	(1) Demonstration the use and care of metal work machines (2) G. power tools: centre lathe, power hacksaw, pedestal drilling machines etc. (3) Supervise the students as they use the different metal work machines	(1) Care for machine in metal work workshop. (2) Practice cutting and drilling to produce a simple project	(1) Various machine centre lathe, power hacksaw, pedestal drilling etc. (2) Charts showing milling machine shaping machine grinding machines	Students to: (1) mention at least three ways of caring and maintaining a machine (2) use the machines to cut and drill a metal.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BASIC TECHNOLOGY**  
**JS II**  
**THIRD TERM**

**SUB-THEME: TOOLS MACHINES AND PROCESSES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Belt and Chain Drives I	Students should be able to: (1) describe belt and chain drives. (2) explain the principle of belt and chain drives.	(1) Examples of belt and chain drives (2) Application of belt and chain drives.	(1) Shows pictures of various types of belt and chain drives (2) take students of factories and workshops where belt and chain drives are used (3) Explain the principles behind the operations of the drives.	(1) Listen attentively to teacher explain actions (2) Examine various machines that operate on belt and drives and identify their components. (3) Participates in class discussions and activities (4) Prepare field trips reports.	(1) Pictures of motor driven pepper grinder, motor fan belt, sewing machine etc. (2) Bicycles and motor chain drives (3) Pictures of chain and belt driven machines	Students to: (1) describe belt and chain drives. (2) list at least four machines where belt and chain drives and used. (3) describe the working principles of belt and chain drives.
2	Belt and chain drives II	Students should be able to: state the advantages and disadvantages of belt and chain drives.	Advantages and disadvantage of belt and chain drives	(1) Moderates class discussion of the advantages and disadvantage of belt and chain drives	Listen attentively to teacher explanation.	Picture of chain and belt driven machines	Students to: state two advantages and disadvantages of belt and chain drives

**BASIC TECHNOLOGY**  
**JS II**  
**THIRD TERM**

**SUB-THEME: TOOLS MACHINES AND PROCESSES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Hydraulic and Pneumatic Machines	Students should be able to: (1) define Hydraulic. and pneumatic machines (2) identify hydraulic and pneumatic machines (3) name the components of each machine	(1) Hydraulic and pneumatic machines (2) Examples of hydraulic and pneumatic machines (3) Components of the machine	(1) Displays hydraulic and pneumatic machines/devices. (2) Explains the working principles of hydraulic and pneumatic machines	(1) Examine the machines displayed and identify their components. (2) Listen to the teacher's explanation (3) Ask and answer questions.	Hydraulic and pneumatic machines e.g. force pump, double acting pumps centrifugal pump, hydraulic jacks, simple garden sprinkler, reaction turbine, water wheels etc.	Students to: (1) define hydraulic and pneumatic machines. (2) name at least five hydraulic and pneumatic machines. (3) list at least three components of each machines
5	Hydraulic and Pneumatic machines II	Students should be able to: (1) explain the principles behind the working of hydraulic and pneumatic machines/devices. (2) state the uses of the machines.	Operations and uses of hydraulic and pneumatic machines.	(1) Explains the working principles of hydraulic and pneumatic machines. (2) Demonstrate with real components and other instructional media. (3) Demonstrate their uses. (4) Emphasize their applications.	(1) Examine the machines displayed and identify the components. (2) Listen to teacher's explanation. (3) Demonstrate with teacher. (4) Ask and answer questions.	Hydraulic and pneumatic devices e.g. force pump, double active pump centrifugal pumps, hydraulic jack, simple garden sprinkler, reaction turbine etc.	Students to: (1) describe the working principles of the device. (2) mention at least three uses of the machines.

**BASIC TECHNOLOGY**  
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**THIRD TERM**

**SUB-THEME: TOOLS MACHINES AND PROCESSES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Gears I	Students should be able to: (1) define gear (2) identify different types of gears. (3) state the use of the various types of gear in a mechanical system.	(1) Defines gear (2) Types of gear: internal gear, external gear and level gear (3) Uses of gears: -Power transmission -Changing direction -Selecting speed.	(1) Displays gear system for inspection by students (2) Guides students to examine the different types of gear in machines found in the school (3) Explain the uses and functions of -Gear in machines -Lubricants	(1) Observe gears in bicycles, cars, cranes and hoist (2) Open the back of an old clock and examine the gears in the clock (3) Participates in the class discussion	(1) Cardboard (2) Soft wood (3) Bicycles (4) Old clock (5) Machines in school workshop (6) school workshop	Student to: (1) define gear. (2) list at least 2 types of gear and state 2 uses of gears. (3) state three uses of gears in mechanical systems.
7	Gears II	Students should be able to: determine gear ratios.	Gear ratios and speed rotation.	Explains gear ratios and speed rotation	Listen attentively and participates the class discussion	(1) Bicycles (2) Different sizes of old clock gears	Students to: (1) explain gear ratio and speed rotation (2) calculate gear ratios.
8	Gears III	Students should be able to: describe the relationship between gear ratio and speed of rotation.	Gear ratios and speed rotation.	Explains the relationship between gear ratios and speed of rotation	(1) Participates actively in the class discussions (2) Calculate gear ratio	(1) Bicycles (2) Sizes of old clock gears	Students to: explain the relationship between gears ratios and speed of machines.

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JS II  
THIRD TERM**

**SUB-THEME: TOOLS MACHINES AND PROCESSES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Gears IV	state the functions of lubricants in gears.	Functions of lubricants in gears	Explain the uses and functions of -Gears in machines -Lubricants in gears	Participates in class discussions	(1) Machine parts (Gear) (2) Oil	Students to: (1) state the function of lubricants in gear. (2) explain the importance of lubricants in gears and other moving parts of a machines.
10	Gears V	Students should be able to: (1) construct a gear system. (2) use it for a demonstration class.	(1) Construction of a gear (2) Demonstrate the use.	Construct gears with cardboard or ply wood and demonstrates the use	Participates in the practical exercise	(1) Saw, or knife. (2) Ply wood or cardboard paper. (3) Hole borer.	Student to: (1) construct a gear model. (2) demonstrate the use or functioning of the model gear.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**SOCIAL STUDIES  
JS II  
FIRST TERM**

**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	General objectives of social studies	Students should be able to: list the general objectives of social studies	General objectives of social studies include: 1. to develop the ability to adapt to changing environment 2. inculcate national unity 3. to become good citizens capable of and willing to contribute to the development of the society 4. inculcate the right type of value and attitude	Leads student to list the general objectives of social studies	List the general objectives of social studies	Students social studies textbooks	Students to: list the general objectives of social studies
2	Family	Students should be able to: 1. explain the meaning of family 2. list types of family	1. Meaning of family 2. Types of family - Nuclear family - Extended family	1. Uses guided discussion to state the meaning of family 2. Explain types of family	1. Participate in the discussion on the meaning of family 2. list types of family	Diagram showing types of family	Students to: 1. define family 2. list and explain types of family
3	Family bond and cohesion	Students should be able to: 1. explain the meaning of family bond 2. explain the need for bond and cohesion in the family setup	1. Meaning of family bond and cohesion- strong ties that recognize and respect individual family members right 2. Importance of good family reputation - good name in the family setup - respect from other members of the community etc.	1. Uses the students to demonstrate the meaning of family bond and cohesion 2. Conduct a brain storming session in the importance of good family reputation	1. Answer questions on the topic 2. Participate in brain storming session by contributing their own responses on the importance of good family reputation	Pictures of family having a good family bond	Students to: 1. give a simple meaning of family bond and reputation 2. list some of the importance of good family reputation

**SOCIAL STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Living together as one family	Students should be able to: state the advantages of living together as one family	1. Advantages of living together in the family include: 1. protection 2. happiness 3. unity 4. education 5. maintaining good family name 6. good social behaviour. 2. Good moral behaviour	1. Leads in the discussion of living together as one family 2. Uses questioning method to relate the lesson to the students' real lives.	Participate in the discussion on the advantages of living together as one family	Pictures showing the happy moods of family living together	Students to : list some of the advantages of living together as one family
5	Meaning and types of marriage	Students should be able to: 1.state the meaning of marriage 2. list types of marriage	1. Meaning of marriage - it is the binding contract between the two parties that joins together their possessions income and lives or - a legal union between a man and woman 2. Types of marriage - Christian marriage - Islamic marriage - Traditional marriage - Under the Act	Guides the students to: 1. state the meaning of marriage 2. explain the types of marriage	1. Participate in the discussion of the meaning of marriage 2. Ask question on the types of marriage	Pictures showing the types of marriage in Nigeria	Students to: 1. define marriage 2. list and explain types of marriage
6	Purposes of marriage	Students should be able to: 1. list the purposes of marriage 2. explain the purposes of marriage	Purpose of marriage - Procreation - Companionship - Satisfying economic and social needs - Sexual satisfaction - Protection - Growth in mutual love. Etc	Uses guided discussion to lead students to: 1. Explain the purpose of marriage	1. Participate in discussion and simulation 2. Ask and answer questions	Relevant simulation games and cartoons	Students to: state the five purpose of marriage



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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Readiness in marriage I	Students should be able to: state the conditions necessary for marriage	Conditions necessary for marriage - Physiological fitness - Psychological fitness - Social stability - Financial readiness etc	Uses lead questions to guide the discussion on the condition for marriage	1. Participate in the discussion on the conditions necessary for marriage 2. play active role in the simulation	1. Relevant simulation games 2. Games	Students to: list out any three conditions for marriage
8	Readiness in Marriage II	Students should be able to: identify the effects of lack of readiness in marriage relationship	1. Effects of lack of readiness in marriage - Constant fight/ instability - Divorce - Broken home etc	Uses simulation to lead the discussion on the effects of lack of readiness in marriage	Play active roles in the simulation exercise on the effects of lack of readiness in marriage	Relevant simulation games and cartoons	Students to: list three problems associated with not being ready for marriage
9	Group Behaviour I	Students should be able to: 1. define group behaviour 2. list types of group behaviour	1. Meaning of group behaviour 2. Types of group behaviour: - Mass action - Communal labour - Joining a protest or march - Participating in a fight or acting patriotically	Uses simulation and games to explain to the students both collective and communal labour. 2. Invite a guest speaker to talk to the students.	1. Prepare to use simulation games. 2. listen to guest speaker, ask and answer questions	Pictures of people taking collective actions	Students to: 1. explain the meaning of group behaviour 2. give examples of group behaviour
10	Group Behaviour II	Students should be able to: explain the characteristics of group behaviour	Characteristics of group behaviour - (Destructive – Negative and constructive – positive) group behaviour	Uses guided discussions to lead students to: Give the characteristics of group behaviour	1. Participate in discussions and simulations 2. ask and answer questions	1. Students social studies textbooks 2. Videos of people carrying out mass protest	Students to: state the distinguishing characteristics of group behaviour.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**SOCIAL STUDIES  
JS II  
SECOND TERM**

**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Group Behaviour III	Students should be able to: mention some benefits of positive group behaviour	1) Benefits of positive group behaviour. – Companionship – Survival and security – Affiliation and status – Power and control – Achievement.	Uses guided discussions to lead the students to 1) Explain the benefits of positive group behaviour.	1) Participate in discussions and stimulation 2) Ask and answer questions.	1) Videos of people gaining from positive group behaviour. 2) Student’s social studies textbooks.	Students to: enumerate the benefits of group behaviour.
2	Drug Abuse I	Students should be able to: 1) explain the meaning of drug abuse. 2) identify the common ways drugs are abused.	1) Meaning of drug abuse 2) Forms of drug abuse: - Stimulate e.g Cocaine and amphetamines. - Sleep – inducing drugs. - Powerful pain killers e.g Opium, heroine, cocaine. - Hallucination producing chemicals, e.g marijuana (India hemp)	Uses and relevant charts to explain the meaning of drug abuse. 2) Guides the students to discuss the ways drugs are abused.	Participate in discussions. 2) Visit rehabilitation centres 3) Ask and answer questions.	Posters depicting abuse of drugs. 2) Posters of engaging in self medication.	Students to: 1) give simple meaning of drug abuse. 2) list three forms of drug abuse.
3	Drug Abuse II	Students should be able to: 1) list the causes of drug abuse. 2) explain the causes of drug abuse.	1) Causes of drug abuse. – Close contact with those that abuse drugs. – Anxiety – Easy access to drugs. – Bad company	Guides the students to discuss the ways people can abuse drugs	1) Visit rehabilitation centres 2) Ask and answer questions	1) Pictures depicting abuse of drugs. 2) Posters of persons suffering from drug abuse.	Students to: 1) state the causes of drug abuse 2) discuss the causes of drug abuse.
4	Drug Abuse III	Students should be able to: list the consequences of drug abuse	Consequences of drug abuse. – Destroys the brain – Accidents – Drug dependent – Ruins health etc.	Guides the students to: discuss the effects of drug abuse.	1) Visit rehabilitation centres. 2) Ask and answer questions	Pictures showing the effects of drug abuse. 2) Posters of people suffering from drug abuse	Students to: state the effects of drug abuse.

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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Drug Abuse IV	Students should be able to: explain the consequences of drug abuse	Consequences of drug abuse: - Destroys the brain i.e mental disorder. - Accidents - Drug dependent - Ruins health - Death, etc.	1) Discuss the effects of drug abuse 2) Prepare and guide the class to dramatize the effects	1) Visit rehabilitation centres. 2) Ask and answer questions.	1) Pictures depicting effects of drug abuse. 2) Posters of people suffering from drug abuse.	Students to: explain the consequences of drug abuse on individuals, society and international community.
6	Drug Abuse VI	Students should be able to: 1) mention ways of preventing drug abuse. 2) explain the preventing ways of drug abuse	1) Measures of preventing drug abuse. - Education - Mass media - Strict vigilance - International agencies - Forming drug free clubs - Choosing good friends - Constructive use of time e.g sports, religious activities	1) Invites a guest speaker to talk on drug abuse and its prevention. 2) Arrange visit to rehabilitation centres.	1) Participate in discussions. 2) Participate in club activities. 3) Ask and answer question. 4) Listen to guest speaker	1) Pictures depicting abuse of drugs. 2) Posters of person on self-medication 3) NAFDAC and NDLEA posters.	Students to: list ways of preventing drug abuse.
7	Harmful Substances I	Students should be able to: 1) define harmful substances. 2) list and explain the examples of harmful substances.	1) Meaning of harmful substances. 2) Examples of harmful substances - Rotten food - Unripe fruits - Tobacco - Alcohol (methaline) - White sugar in soft drinks.	1) Discuss meaning of harmful substances. 2) Guides the students to list the examples of harmful substances.	1) Participate in discussion on harmful substances 2) Ask and answer questions	1) Pictures of people taking excess alcohol 2) Posters of people eating unripe fruits.	Students to: 1) state the meaning of harmful substances. 2) mention the examples of harmful substances.

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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Harmful Substances II	Students should be able to: mention the effects or consequences of harmful substances.	Consequences or effects of harmful substances. – Vomiting – Uncontrolled stooling – Death – Ill health etc.	1) Discuss the effects of harmful substances 2) Invite a guest speaker to talk on the prevention of harmful substances.	1) Participate in the discussion on harmful substances 2) Ask and answer questions	1) Pictures of people suffering from excessive intake of alcohol. 2) Students social study textbooks.	Students to: give the effects or consequences of harmful substances.
9	Drug Trafficking I	Students should be able to: 1) state the meaning of drug trafficking 2) identify reasons for trafficking in drugs.	1) Meaning of drug trafficking 2) Reasons for trafficking drugs. – Poverty – Ignorance – Greed – Lack of education	Guides the students to: 1) Find out the meaning of drug trafficking 2) Identify reasons for drug trafficking	Participate in discussion 2) Listen to talk, take notes; ask and answer questions.	Poster from NDLEA, NAFDAC, customs on drugs trafficking 2) Newspapers 3) Magazines 4) Resource person. etc.	Students to: explain drug trafficking and reasons for trafficking.
10	Drug Trafficking II	Students should be able to: list the consequences of drug trafficking.	1) Consequences or effects of drug trafficking – Bad image for the country – Imprisonment – Death in some cases – Affects national security – Negative impacts on the economy.	Lead students on discussion on the effects of drug trafficking	Participate in discussion – Listen to talk, take notes, ask and answer questions. – Go on excursions	1) Posters of people in jail for trafficking drugs. 2) Visit to prisons, NDLEA and other agencies.	Students to: mention the effects of drug trafficking.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**SOCIAL STUDIES  
JS II  
THIRD TERM**

**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Drug Trafficking III	Students should be able to: explain the effects of drugs trafficking.	Explanation of the consequences of drug trafficking. - Bad image for the country - Imprisonment -Death in some cases etc.	Leads students to explaining the effects of drug trafficking	Participate in the explanation of drug trafficking	1) Posters of people in jail for drugs. 2) Visit to prisons, NDLEA etc.	Students to: explain the consequences of drug trafficking.
2	Drug Trafficking IV	Students should be able to: list and explain ways of preventing drug trafficking.	Prevention of drug trafficking; - Equip law enforcement agencies, i.e. NDLEA, police, immigration etc. - Vigilance on our borders - Severe penalty for offenders etc.	Taking students on visit to relevant agencies; NDLEA, Prison, NAFDAC etc.	1) Listen to take notes 2) Ask and answer questions. 3) Go on excursion.	Posters from NDLEA, on solution to drug trafficking.	Students to: 1) mention possible ways of preventing drug trafficking. 2) explain each ways of preventing drug trafficking.
3	Contents of Social Studies	Students should be able to: explain contents of social studies and identify its components	Meaning of social studies contents: - Facts, concepts, generalization, skills, values and attitudes relevant for learner and the society etc.	Leads students to find out the meaning and components of social studies concepts.	Listen and responds to question in class	1) Students textbooks 2) Social studies materials etc.	Students to: explain concepts and components if social studies concepts.

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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Role of extended	Students should be able to: recall the types of people who make up the extended family and their roles in child development	1) Members of extended family: Grandparents, Uncles, Aunties, Cousins, Nephews and Nieces etc. 2) Roles of extended family members in child development. - Act as agent of socialization - Share folk loves - Learning how to relate to elders, younger family members and peers. - Support the nuclear family members whenever the need arises etc.	1) Explains the concept of extended family members using the family tree. 2) Guides a question and answer session in child development	1) Participate in the discussion by interpreting the family tree. 2) Question and answer session.	1) The extended family tree 2) Relevant pictures and charts.	Students to: 1) compile a list of people who make up the extended family tree. 2) compile a list of the roles which those members play in a child's development.

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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Human Trafficking I	Students should be able to: 1) explain the meaning of human trafficking 2) highlight the factors responsible for children and woman trafficking.	Meaning of human trafficking; - Recruiting, transporting and transferring of persons across borders (national and international) with the intention to deceive and exploit them. - Factors responsible for children and women trafficking. - False hope of education abroad. - Poverty - Increase in demand for foreign workers - Growth in sex and entertainment industry abroad.	Uses debate and brain storming to elicit responses from students on: a. the meaning of human trafficking. b. factors responsible for children and women trafficking.	1) Participate actively in discussion and debates. 2) Listen to guest speaker, take notes and answer question from the resource person and the teacher.	1) Posters 2) Resource person 3) Charts etc.	Students to: 1) explain the meaning of human trafficking. 2) outline five factors responsible for children and women trafficking.

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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Human Trafficking II	Students to be able to: state the social effects or consequences of children and women trafficking.	Consequences or effects of human trafficking: – Loss of human resource – Life of crime, addiction – Sexual violence – Loss of human dignity – Weakens ties of family love and influence etc.	Invite a guest speaker to give a talk on the effects of human trafficking	Listen to guest speaker, take notes and ask question from the resource person and teacher.	1) Posters 2) Video/ Film 3) Resource person 4) Charts etc.	Students to: state five consequences of trafficking in children and women.
7	Human Trafficking III	Students should be able to: suggest possible ways of preventing human trafficking	Preventive measures of human trafficking – Mass media – Awareness raising – Advocacy – Legislation etc.	1) Invite a guest speaker to give a talk on human trafficking prevention. 2) Constitutes mock courts where students try children and women traffickers.	Listen to guest speaker, take notes and ask questions from the resource person and the teacher.	1) Posters 2) Video/film clips 3) Resource person and 4) Charts, etc.	Students to: suggest way of preventing human trafficking.
8	Harmful traditional practices I	Students should be able to: 1) explain the meaning of harmful traditional practices 2) describe types of harmful traditional practices in Nigeria.	1) Meaning of harmful traditional practices 2) Types of harmful traditional practices: – Use of Children for begging – Child agric labour – Female circumcision – Early marriage etc.	Guides students to explain harmful traditional practices 2) Acts as a facilitator and collates learning experience. 3) Uses story telling to guide students to identify harmful traditional practices in Nigeria.	Find out about harmful traditional practices in their community from their parents and old people around them and report to class.	Relevant literature/document s (e.g the constitution international and legal agreement on human right.	Students to: 1) define harmful traditional practices 2) list any four harmful traditional practices in Nigeria.



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**SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES FAMILY AS THE BASIC UNIT OF SOCIETY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Harmful traditional practices III	Students should be able to: state the social effects of harmful traditional practices.	1) Consequences or effects of harmful traditional practices. – Exploitation of children – Deprivation of schooling – Deprivation of sexual pleasure – VVF etc.	Uses problem solving approach, mock courts and contrived situation to illustrate the consequences of harmful traditional practices.	Participate in discussion on harmful traditional practices.	– Films and videos – Photographs – Posters – Charts	Students to: 1) analyze the effects of harmful traditional practices 2) list four of them.
10	Harmful traditional practices III	Students should be able to: suggest ways of preventing harmful traditional practices in Nigeria/communities	1) Preventive measures to eliminate harmful traditional practices. – Public enlightenment through the use of local languages – Consultation with traditional institutions by government health officials. – Legislation etc.	Uses problem solving approach, mock courts and contrived situation to illustrate ways of eradicating harmful traditional practices.	1) Participate in discussion on traditional harmful practices. 2) Actively discuss in problem-solving, mock courts etc.	– Films and videos – Photographs – Posters – Charts – Students social studies textbooks etc.	Students to: list and explain ways of eradicating harmful traditional practices in Nigeria.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**CIVIC EDUCATION  
JS II  
FIRST TERM**

**SUB-THEME: OUR VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	National Values Integrity I	Students should be able to: (1) explain the meaning of integrity. (2) describe attributes of people of integrity.	(1) Meaning of integrity. (2) Attributes of integrity. -Probity, honesty -Contentment -Truthfulness -Fair-play -Non-Compromise of principles etc. (3) Examples of people of integrity in the society.	(1) Guides discussion on-meaning of integrity. (2) Guides the students to mention some attributes of integrity. (3) Reads the citation of people of integrity and guides students to identify the special attributes of the people .	(1) Contribute to discussion, ask questions and take notes. (2) Identify people of integrity in their community.	(1) Textbooks (2) Newspapers (3) Magazines (4) Biographies (5) Documentaries (6) Citations	Students to: (1) explain the meaning of integrity. (2) list five attributes of integrity. (3) state three people of integrity in the community.
2	National Values Integrity II	Students should be able to: (1) discuss the need to have people of integrity in the society. (2) explain the consequences of lack of integrity.	(1) Need for people of integrity in the society e.g. community development, peaceful co-existence models for the young ones etc. (2) Consequences of lack of integrity.	(1) Guides discussion of the importance of integrity. (2) Guides the students to compile folklores that teaches the consequences of lack of integrity.	(1) Identify the needs of integrity in the society. (2) Compile folklores on integrity.	(1) Textbook (2) Folklore (3) Cartoons (4) Magazines	Students to: (1) describe the importance of having people of integrity in the community. (2) list two consequences of lack of integrity.

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**SUB-THEME: OUR VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	National values: contentment	Students should be able to: (1) explain the meaning of contentment (2) describe the attributes of contentment	(1) Meaning of contentment. (2) Attributes of contentment -Satisfaction -Lack of envy -Rejections of greed and corruption -Humility etc.	(1) Guides students to explain in details the meaning of contentment. (2) Ask students to compile local sayings, adage and proverbs that promote contentment.	(1) Listen and contribute to discussion. (2) Ask questions and take notes.	(1) Textbook (2) moral instruction books (3) Magazines -Corrupt practices and other related offices act 2000 -Cartoons	Students to (1) Explain contentment. (2) List four attributes of contentment. (3) List two adages and proverbs to support contentment.
4	National values: contentment	Students should be able to: (1) identify the benefits of contentment. (2) identify the consequences of lack of contentment.	(1) Benefits of contentment (2) Effects of lack of contentment on society. -Corruption -Greed -Envy -Theft -Prostitution -Robbery -Cheating etc.	(1) Guides the students on the benefit of contentment. (2) Guides the students to dramatize the effects of lack of contentment in the society.	(1) Listen and -Participate in discussion/ask questions and write note. (2) Identify effects of lack of contention of the society.	(1) Textbook (2) Moral instruction books.	Students to: (1) state four benefits of contentment. (2) state three consequences of lack of contentment.

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**SUB-THEME: OUR VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	National values: discipline	Students should be able to: (1) explain the meaning of discipline. (2) list and explain attributes of a disciplined person.	(1) Meaning of discipline. (2) Attributes of discipline. -Self control -Moderation -Modesty -Respect for legitimate authority. -Respect for rule and regulations -Perseverance -Dedication etc.	(1) Guided discussion on -The meaning of discipline -The attributes of discipline. (2) Asks students to narrate personal experiences that demonstrate some attributes of discipline.	(1) Participate in class discussion ask questions take notes. (2) Narrate personal experiences on disciplined behaviour in the school. (3) Role-play some attributes of discipline.	(1) Textbooks -Posters -Cartoons (2) Relevant publications (3) School rules and regulation. (4) Dictionary	Students to: (1) define discipline. (2) state four attributes of discipline.
6	National values: Discipline	Students should be able to: (1) list the various benefits of disciplined behaviour. (2) explain the listed benefits of disciplined behaviour.	The benefits of discipline in the (a) School (b) Society	(1) Guides student on the benefits of discipline in the school and society. (2) Give students assignment.	(1) Participate in discussion. (2) Write note on the benefit of discipline in the school and society. (3) Do the assignment.	(1) Textbooks (2) School rules and regulation.	Students to: (1) state three benefit of discipline in the school and society. (2) explain two benefits.

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**SUB-THEME: OUR VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	National values: Discipline	Students should be able to: (1) explain indiscipline (2) list the consequences of indiscipline on the individual and the society (3) discuss in details the consequences of indiscipline on their individual -Family and -Society .	(1) Meaning of indiscipline. (2) The consequences of indiscipline on the (a) Individual (b) Family and (c) Society	(1) Guided discussion on the meaning of indiscipline and the consequences of undisciplined. (2) Asks students to narrate personal experience that demonstrate some consequences of indiscipline on the individual and society.	(1) Identify the consequences of indiscipline on the individual and society. (2) Participate in development of check-list. (3) Ask questions take questions and note.	(1) Textbook (2) Poster (3) Cartoons (4) School rules and regulation (5) Dictionary (6) Relevant publication	Students to: (1) define indiscipline. (2) state three consequences of indiscipline.
8	National values: courage I	Students should be able to: (1) explain the meaning of courage. (2) identify types of courage (Physical moral and religious).	(1) Meaning of courage e.g. exercise boldness in carrying out positive activities in community. (2) Types of courage -Physical courage (The willingness to exercise physical energy is get things done).	Guided students to: (1) Explain the meaning of courage. (2) List types of courage and explain their meaning.	(1) Listen attentively to teacher explanation. (2) Listen and participate in class discussion to stories of courageous action by heroes and heroines in their community.	(1) Textbooks (2) Pictures of heroes and heroines (3) Home videos (4) Newspaper report (5) Poster (6) Documentaries (7) Recorded radio and TV. Programmes (8) Biographies	Students to: (1) explain the meaning of courage. (2) list three types of courage. (3) explain the three types of courage.

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**SUB-THEME: OUR VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	National values: courage II	Students should be able to: (1) state the attributes of a courageous individual/society. (2) explain the attributes of a courageous person/society.	Attributes of courageous persons -Commitment -Endurance -Determination -Steadfastness -Diligence -Boldness -Bravery etc.	(1) Leads students to identify the attributes of courageous persons. (2) Guides students to demonstrate some attributes of courage e.g. bold, bravery etc.	(1) Participate in class discussion ask questions (2) Writes note on courageous steps taken in school (3) Participate in guestlectives.	(1) Book (2) Pictures (3) Biographies (4) Cartoons	Students to: (1) List attributes of courageous persons. (2) Explain the attributes.
10	National values: courage III	Students should be able to (1) explain the need for moral courage in -An individual -The family (2) state the effect of lack of courage	(1) The need for moral courage in (a) An individual (b) The family (2) The effect or consequences of lack of courage	(1) Leads the students to identify the need for moral courage (2) Invites guest lecturers or from relevant agencies e.g. ICPC, EFCC, police to talk on the topic etc.	(1) Participate in class discussion ask question and write notes (2) Participate in guest lecturers	(1) Books (2) Cartoons (3) Newspaper report (4) Documentaries (5) Recorded radio and TV programmes	Students to: (1) list three needs for moral courage. (2) list two examples of class monitors that have taken courage steps.
11 & 12	<b>REVISION AND EXAMINATIONS</b>						

**CIVIC EDUCATION  
JS II  
SECOND TERM**

**SUB-THEME: GOVERNMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Nigeria as a Federation	Students should be able to: (1) explain the meaning of federation. (2) explain the needs for federation and federal system.	(1) Meaning of federation. (2) Needs for federation -National integration -Unity in diversity -Controlling activities of states.	(1) Guides student -Explain the meaning of federation. (2) Discuss the needs for federation.	Contribute in class discussion on: (1) The meaning of federation. (2) The needs for federation.	(1) Textbooks (2) Relevant publications. (3) Political maps (4) Nigeria constitution.	Students to: (1) explain the meaning of federation. (2) explain the needs for federation.
2	Nigeria as a federation II	Students should be able to: (1) describe the characteristics of a federation. (2) state the dangers of failures of federalism in an ethnically diverse and culturally plural society.	(1) Characteristics of a federation. -Sharing of power between central and state government -States have constitutionally defined control over their own affairs. -Central government control the states -Constitution of federal system.	Leads the students to: (1) describe the characteristic of a federation. (2) give students reading assignment.	Participate in class discussion on (1) The characteristics of a federation. (2) Carry out group work on dangers of failed federalism.	(1) Relevant textbooks. (2) Political maps. (3) Nigerian constitution.	Students to: (1) describe the characteristics of a federation. (2) discuss dangers of failure of federalism in an ethnically diverse and cultural plural society.

**CIVIC EDUCATION  
JS II  
SECOND TERM**

**SUB-THEME: GOVERNMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Relationship between federal state and local government I	Students should be able to: (1) explain the three tiers of government. (2) identify nature of relationship among federal, state and local government.	(1) The three tiers of government. (2) Relationship -Perform function according to constitutional provision -Power to legislate -Power to carry out function in accordance with constitutional provision. -Provide form of governance etc.	(1) Explains to students the three tiers of government federal, state and local. (2) Engages students in class discussion through question and answer sessions.	(1) Participate in class discussion. (2) Ask questions and write notes.	(1) Textbooks (2) Documentary (3) The Nigerian constitution. -Newspaper and magazine articles.	Students to: (1) list the three tiers of government. (2) list three types of relationship among federal, state and local Government.
4	Relationship between federal state and local government II	Students should be able to: (1) list areas of difference between the federal, state and local government. (2) explain the areas listed in the above.	(1) Difference among the three tiers of government. -Functions -Legislative powers -Concurrent and exclusive powers etc.	(1) Cites examples to bring out the difference among the three tiers of government. (2) Give students assignment on the functions of the three tiers of government.	(1) Take part in the guided discussion, ask questions and take note. (2) Do the assignment.	(1) Textbooks (2) Political maps (3) Nigerian constitution -Magazines articles and newspaper.	Students to: (1) list three areas of differences between federal state and local government. (2) discuss concurrent and exclusive powers of government.



**CIVIC EDUCATION  
JS II  
SECOND TERM**

**SUB-THEME: HUMAN RIGHTS AND THE RULE OF LAW**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	The Rule of Law I	Students should be able to: (1) state and explain the meaning of law and the rule of law. (2) explain the benefits of the rule of law.	(1) The meaning of law and the rule of law. (2) The benefits of the rule of law and against arbitrary rule.	(1) Guides students through class discussion on the meaning of law and rule of law. (2) Asks students to identify the benefits of the rule of law as against arbitrary rule.	(1) Take part in the guided discussions and take notes. (2) Identify the benefits of the rule of law as against arbitrary rule.	(1) Posters (2) Video clips (3) Books (4) Chart flyers posters, picture flash cards.	Students to: (1) explain the meaning of law and rule of law. (2) identify three benefits of the rule of law against arbitrary rule.
<b>SUB-THEME: GOVERNMENT</b>							
6	The Rule of Law II	Students should be able to: (1) identify some offences for which an individual can be found guilty and punished under the law. (2) explain the meaning of the statement “The law is no respecter of persons”.	(1) Punishment for breaking the law. (2) Equality of all citizens before the law.	(1) Asks student to do an assignment find out examples of offence for which an individual can be found guilty and punished under the law. (2) Organizes a debate on the equality of all individuals before the law and guides the students.	(1) Do the assignment given. (2) Participate in class debate.	(1) Relevant textbooks (2) Video clips (3) Chart flyers (4) Picture posters	Students to: (1) identify ten offences people can be found guilty of and punished under the law. (2) discuss the statement “The law is no respecter of persons” .

**CIVIC EDUCATION  
JS II  
SECOND TERM**

**SUB-THEME: GOVERNMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Protection of human rights and the rule of law I	Students should be able to: (1) define human rights. (2) explain how individuals and groups can assist in protecting human rights and the rules of law.	(1) Definition of human right. (2) Ways of protecting human rights -Representing the affected persons in court -Drawing attention to class of human rights violations through -Protest marches -Media coverage -Hunger strike	(1) Define human right. (2) Guides students through discussion to explain how individuals and groups can assist in protecting citizen's rights.	(1) Take part in class discussion ask questions and take notes. (2) Carryout assignment on identifying groups and individual who assist in protecting citizen rights.	(1) Textbooks (2) Publications of civil society (3) Newspaper report and magazine articles (4) Video clips (5) flip chart poster etc.	Students to: (1) define human rights. (2) explain how individuals and groups help protect human right of citizens.
8	Protection of human rights and the rule of law II	Students should be able to: (1) identify some groups that help in protecting the human right of citizen. (2) explain their various functions.	(1) Groups that assist in protecting human rights of citizen examples -Civil society -Organization e.g. CLO, CDHR, CRP, etc.). -Trade unions -student unions -Ethnic associations -Legal aid council.	(1) Give students assignments to identify groups that assist in protecting human rights of citizen.	(1) Participate in class discussion. (2) Do the assignment.	(1) Books (2) Publication of civil society organization. (3) Newspaper reports and magazine.	Students to: (1) identify four groups that assist in protecting the human right of citizen (2) state two functions of those groups.

**CIVIC EDUCATION  
JS II  
SECOND TERM**

**SUB-THEME: GOVERNMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Consumer right and responsibilities I	Students should be able to: (1) define consumer rights and responsibilities. (2) list and explain the eight universal consumer right. (3) explain the universal consumer right.	(1) Definition of consumer rights and responsibilities. (2) Universal right of a consumer right to: -satisfaction of basic needs -safety -information - choose -redress -consumer education -representation to be heard -health environment.	(1) Defines consumer rights and responsibilities. (2) Explains each of the eight universal consumer rights.	(1) Participate in class discussion. (2) Write eight consumer rights role-play the right of consumers.	(1) Posters (2) Video clips (3) Books (4) Charts flyers posters, picture flash cards.	Students to: (1) define consumer rights and responsibilities. (2) explain universal consumer rights.
10	Consumer right and responsibilities II	Students should be able to: (1) list the consumer responsibilities. (2) explain each of the consumer responsibilities.	(1) The responsibilities of consumer. -Be aware -Demand and keep proofs of transaction e.g. receipts, invoice warranty. -Think independently -Speak out -Respect the environment.	(1) Guides students through discussion the responsibilities of a consumer (2) Demonstrate the responsibilities.	(1) Participates in class discussion (2) Role-play the responsibility.	(1) Posters (2) Video chips (3) Books (4) Chart flyers (5) Posters, flash cards	Students to: (1) list four duties of consumers. (2) explain three responsibilities of a consumer.
11 & 12	<b>REVISION AND EXAMINATIONS</b>						

**CIVIC EDUCATION  
JS II  
THIRD TERM**

**SUB-THEME: DEMOCRACY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Democracy I	Students should be able to: (1) define democracy. (2) enumerate the features of democracy. (3) explain the benefits of democracy.	(1) Meaning of democracy. (2) Features of democracy (3) The benefits of democracy to: -The citizen -The nation (Nigeria).	(1) Leads class in discussion on the meaning and features of democracy. (2) Guides the students on the benefits of democracy.	(1) Read books, newspapers etc. and report on the features of democracy. (2) Participate in class discussion through question and answers.	(1) Textbooks (2) The Nigerian constitution (3) Video clips.	Students to: (1) explain the meaning of democracy. (2) enumerate three feature of democracy. (3) outline three benefits of democracy -The citizen -The nation.
2	Democracy II	Students should be able to: (1) identify democratic institution in Nigeria and their roles. (2) state the importance of democracy.	(1) Democratic institutions and their functions. -INEC -Political parties -Pressure group -Arms of Government (2) Importance of democracy.	(1) Uses relevant publication to guide students to identify democratic institution in Nigeria and their functions (2) Guides the students on the importance of democracy.	(1) Participate in class discussion through questions and answers. (2) Read books on the democratic institutions.	(1) Picture of democratic institutions. (2) Relevant publications. (3) Books (4) The Nigeria constitution. (5) Textbooks	Students to: (1) identify two democratic institutions in Nigeria (2) discuss three functions of these institutions.

**CIVIC EDUCATION  
JS II  
THIRD TERM**

**SUB-THEME: DEMOCRACY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Pillars of Democracy I	Students should be able to: (1) explain pillars of democracy. (2) list and explain pillars of democracy.	(1) Meaning of pillars of democracy. (2) Pillars of democracy. -People, democratic institution -Rule of law transparent electoral process -Majority rule and minority right etc.	(1) Guides students to: -define and explain pillar of democracy (2) list and explain pillars of democracy in details.	(1) Read books, newspapers etc. and report on the pillar of democracy. (2) Participate in class discussion.	(1) Textbooks (2) The Nigeria constitution. (3) Picture of democracy institution. (4) Relevant publication (5) Video clips.	Students to: (1) define and explain pillars of democracy. (2) list three pillars of democracy.
4	Pillars of Democracy II	Students should be able to: (1) discuss functions of each pillar in relation to working of democracy. (2) relate each pillars to present democratic setting.	(1) Functions of each pillar in relation to working of democracy.	(1) Leads class in discussion of the function of each pillar in relation to working of democracy and in the present democracy setting.	(1) Participate in class discussion (2) Conduct group exercises focused on identifying pillars of democracy.	(1) Textbooks. (2) The Nigerian constitution. (3) Relevant publication (4) Pictures of democratic institution. (5) Video clips	Students to: (1) discuss functions of each pillar in relation to working of democracy. (2) relate each pillar to present democratic setting.

**CIVIC EDUCATION  
JS II  
THIRD TERM**

**SUB-THEME: DEMOCRACY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Election and Voter's Responsibilities I	Students should be able to: (1) explain election, voters and voting. (2) differentiate between various types of elections.	(1) The concepts of election, voters and voting. (2) The difference between various types of elections.	(1) Guides students to: discussing the concept of election, voters and voting. (2) Identify procedures, for the different types of elections.	(1) Listen and participate in the class discussion. (2) Read and gather information given books.	(1) Voters education handbooks. (2) The Nigerian constitution. (3) INEC publications.	Students to: (1) define the concept of elections voters and voting. (2) list five types of elections.
6	Election and Voter Responsibilities II	Students should be able to: (1) enumerate the qualifications for election (2) discuss the responsibilities of a voter	(1) The basic qualifications for election. (2) The responsibilities of a voter.	(1) Invites electoral officer to give students a talk on -Qualification for election. -Voting procedures -Need for peaceful election and -Importance of election etc. (2) Gives assignment on the topic.	(1) Listen to talk ask and answer questions. (2) Do assignments given.	(1) Voter education handbooks. (2) The Nigeria constitution. (3) INEC publications.	Students to: (1) state the qualification for elections. (2) identify two responsibilities of a voter.

**CIVIC EDUCATION  
JS II  
THIRD TERM**

**SUB-THEME: DEMOCRACY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Election and Voters responsibilities III	Students should be able to: (1) describe the procedure for voting. (2) discuss the importance of election.	(1) The procedure for voting. (2) The importance of election.	(1) Leads class in discussion of the procedure for voting and the importance of election. (2) Give students reading assignment.	(1) Read and gather information from books. (2) Participate in class discussion.	(1) Voter education handbooks. (2) The Nigerian constitution. (3) INEC publications.	Students to: (1) explain the procedure for voting (2) state three importance of elections.
8	Electoral Malpractices I	Students should be able to: (1) explain electoral malpractices. (2) list and discuss the forms of electoral Malpractices.	(1) Meaning of electoral Malpractices (2) Forms of electoral malpractices -Fake ballots paper and manipulation of votes, multiple voting -Artificial scarcity of electoral materials -Underage voting -Huggery and intimidation -Financial inducement and other corrupt practices -Fake manifestoes	(1) Guides students on the meaning of electoral malpractices. (2) Guides students to collect information on electoral malpractices from several sources.	(1) Read newspapers, Magazines and publication INEC releases. (2) Listen and ask questions. (3) Collect information on electoral malpractices.	(1) Textbooks (2) The constitution. (3) INEC publications. (4) Papers and posters.	Students to: (1) explain meaning of electoral malpractices. (2) list four types of electoral malpractices.

**CIVIC EDUCATION  
JS II  
THIRD TERM**

**SUB-THEME: DEMOCRACY**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Electoral Malpractices II	Students should be able to: (1) mention the causes of electoral malpractices. (2) explain in details the causes of electoral malpractices.	(1) The causes of electoral malpractice and (2) Consequences of electoral practices.	(1) Leads students to mention the causes of electoral malpractices. (2) Explain in details the causes of electoral malpractices.	(1) Participate in class discussion of electoral malpractices. (2) Listen and asks questions. (3) Write notes	(1) Textbooks (2) The Nigerian constitution. (3) INEC publication.	Students to: (1) identify two causes of electoral malpractices. (2) enumerate three consequences of electoral malpractices.
10	Electoral Malpractices III	Students should be able to: (1) discuss measures for preventing electoral malpractice in Nigeria. (2) suggest solution for overcoming electoral malpractices in Nigeria.	(1) Preventing electoral malpractices. (2) Solution to the problems of electoral malpractices.	(1) Guides student on the discussion of preventing electoral malpractices. (2) Leads student on the solution to the problems.	(1) Listen and ask questions. (2) Read papers magazines and INEC releases for information.	(1) Textbooks (2) Newspaper (3) INEC publication.	Students to: (1) discuss measures for preventing electoral malpractices in Nigeria. (2) identify three solutions to the problem of electoral malpractices.
11 & 12	<b>REVISION AND EXAMINATIONS</b>						



**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: THE EARLY LIFE OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The Birth of Jesus I	Students should be able to: 1. mention instances the birth of Jesus was announced 2. narrate the story of the birth of Jesus	1. The annunciation Isaiah 9:6-7, Matt 1:22 and 23 Lk 1:2-35 2. The birth of Jesus Mtt 1:18-25, Lk 2:1-7	1. Initiates and lead class discussion on - The annunciation - The birth of Jesus 2. Guide the students to read the Bible passages	1. Participate in class discussion 2. Read out relevant bible passages 3. Dramatize the birth of Jesus	1. The Holy Bible 2. Drama costume, charts pictures, filmstrip video cassettes, gift during birth	Students to: 1. name the old testament prophets who announced the birth of Jesus 2. what is the importance of the “virgin birth”
2.	The Birth of Jesus II	Students should be able to: 1. describe the visit of the wise men to Baby Jesus 2. state the significance of the gifts presented	1. The visit of the wise men Matt 2:1-12 2. The shepherds visit Lk 2:8-20	1. The visit of the wise men 2. Leads students to dramatize the visit of the shepherds	1. Read out relevant Bible passages. 2. Answer teacher’s question 3. Dramatize the visit of the shepherd	The Holy Bible Pictures Gift during birth Video cassettes	Students to: 1. list the three presents given to Jesus by the wise men 2. write three Significant of the gift
3	The Birth of Jesus III	Students should be able to: 1. explains the virginity 2. state the value of virginity before and after marriage 3. list five consequence of sex before or pre-marital	The Value of virginity before and after marriage e.g. - Free from STDS - HIV/AIDS - GUILT - Unwanted - Pregnancy - Abortion - Death	1. Explains the meaning of virginity 2. Explains the nature of many pregnancy and the meaning 3. Write the significance of the virgin birth 4. Leads class discussion on these diseases they will contact if they have sex before marriage	Answer teachers questions	Pictures charts	Students to: 1. what is virginity 2. list five consequences of sex before marriage or pre-marital

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: THE EARLY LIFE OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Jesus and his family	Students should be able to: 1. give the names of the brothers of Jesus 2. state Joseph's profession 3. state who are regarded by Jesus as members of "His true family"	1. Jesus and his siblings Mtt 13:53-56 Matt 12:46-50 2. Jesus obeyed his parents Lk 2:51-52 3. Jesus Understanding of family Mtt 12:46-50	1. Lead class discussions on Jesus and his siblings 2. Play films or video cassettes for students 3. Lead class discussion on the need to work for a living in our work 4. Discusses various aspects of professions 5. Leading students to dress in different profession	1. Listen to the teacher and ask question 2. Dramatization copy down the notes	The Holy Bible Bible picture Bible film Pictures Posters of different profession	Students to: 1. write the meaning of siblings. 2. name at least three brothers of Jesus 3. explain who qualifies as "true" members of Jesus family 4. state Joseph's profession 5. mention two moral lessons they learn from Jesus lie among members of his family
5	Jesus and his family	Students should be able to: 1. mention five other profession apart from carpentry 2. state one lesson from the unit	Other professions moral lesson	Lead class discussion on aspects of other profession play role	Listen to the teacher and ask questions Dramatization copy down the notes	The Holy Bible Bible pictures Bible film pictures	Students to: mention five other profession apart from carpentry State one lesson from the unit
<b>THEME: BAPTISM AND TEMPTATION OF JESUS</b>							
6	The baptism and temptation of Jesus I	Students should be able to: 1. narrate the story of John the Baptist as forerunner of Jesus 2. explain what is forerunner of Jesus	The forerunner of Jesus Mk 1:1-8 Lk 3:1-20	Leads class discussion on: 1. The forerunner of Jesus - Food - Cloth 2. Guides Bible reading of relevant passage	1. Participate in class discussion 2. Ask and answer teacher's question 3. Read relevant bible passage	The Holy bible Bible pictures	Students to: 1. state the meaning of forerunner 2. describe the dressing and food of John the Baptist

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: BAPTISM AND TEMPTATION OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	The baptism and temptation of Jesus II & III	Students should be able to: 1. narrate the story of Jesus baptism differentiate baptism of Pentecostal and other churches 2. explain what is temptation 3. mention the 3 temptations of Jesus and explain their significance	1. The Baptism of Jesus Matt 3:13-17, Mk 1:9-11, Lk 3:21-22 2. The Temptation of Jesus Matt 4:1-11, Mk 1:12-13 Lk 4:1-13 3. The Significance of the temptation of Jesus	1. Role Play 2. leads class discussion on the baptism of Jesus 3. Dramatize the significance of Baptism and temptation	1. Dramatize 2. Ask and answer teachers questions 3. Real relevant 4. Bible passages	The Holy Bible Bible pictures Charts Films	Students to: 1. what is baptism differentiate baptism of Pentecostal from other churches 2. mention three temptations of Jesus and his reply to each give two significance of the baptism
8	Some temptations in Nigeria today and ways of overcoming them	Students should be able to: outline some common temptation on our society suggest three ways of overcoming them	Temptations in Nigeria today ways of overcoming them	Temptations in Nigeria today	1. Participate in class discussion 2. Ask and answer teacher's question	Films Bible pictures charts	Students to: 1. list five temptation in Nigeria 2. write 3 ways of overcoming them.
9	The presentation of Jesus in the temple	Students should be able to: 1. give another name of presentation in our present time in the church 2. narrate the story of Jesus presentation in the temple	Jesus presented in the Temple Luke 2:21-2	Initiates and leads class discussion on first born of his parents, had to be presented to the Lord. 2. The importance of a child's presentation in the church 3. Lead students dramatization the Jesus presentation	Participate in class discussion Answer teacher's question Dramatize the presentation of Jesus	The Holy Bible Drama Costumes charts, picture Film strip	Students to: 1. explain why was Jesus present in the temple 2. why is a Christian child presented to the church 3. why did Mary have to purity herself

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: BAPTISM AND TEMPTATION OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	The prophecy of Simeon and the prophecy of Anna	Students should be able to: 1. give reasons why was Simeon in the temple all the time 2. explain what did Anna say about Jesus	1. The prophecy of Simeon Luke 2:25-35, 36-40 2. The significance of the prophecy of Simeon 3. The prophecy of Anna Luke 2:36-40 The significance of the prophecy of Anna	Role play Explains the prophecy Simeon and prophecy of Anna	Answer & teachers questions Dramatize the prophecy of Simeon and the prophecy off Anna	The Holy bible Drams Pictures Gift during the presentation of a child	Students to: 1. another name for presentation in this present time is called. 2 nunc Dimittis was said by Anna was the daughter of and tribe of
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: CALL OF THE DISCIPLE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Call of the Disciples I	Students should be able to: 1. give the meaning of disciple 2. name the first four disciples of Jesus 3. give an account of how they were called	Meaning of a disciple Jesus Calls His four disciples Matt 4:18-22 Mark 1:14-20 Luke 5:1-11 John 1:35-51	1. Leads class discussions on meaning of the Disciple 2. Discuss on the callings of the disciple and the gains of answering call	1. Participate in class discussions 2. Participate in dramatizing the call of the twelve disciple	The Holy Bible Bible pictures Charts Films showing the call	Students to: 1. give the meaning of disciples 2. give two reasons why Jesus called His disciples 3. name the first four (4) disciples of Jesus
2.	Call of the Disciples II	Students should be able to: names the twelve disciples, narrate the significance of the selection of the twelve disciples	Jesus calls the twelve disciples/ Apostles Matt 10:2-4, Mk 3:13-19 Lk 6:12-16	Leads class to dramatize the call of the twelve disciples	Participate in dramatizing the call of the twelve disciples	The Holy Bible The Bible pictures Films showing the call	Students to: list the twelve disciples of Jesus
3	Call of the Disciples III	Students should be able to: state the demands of discipleship	The demand of discipleship Mat 8:18-22 Lk 9:57-62 Lk 14:25-34	Explains to students the different ways people are called to serve God today	Read materials concerning people who received God's Call	The Holy Bible Bible pictures charts	Students to: list three demands of discipleship
<b>SERMON ON THE MOUNT</b>							
4	Sermon on the Mount I	Students should be able to: 1. give another name for sermon on the mount or beatitudes 2. recite the beatitudes	The beatitudes Mtt 5:1-12	Leads class discussions on the teaching of Jesus on the mountain	1. Participate in class discussion 2. Study and memorize the beatitudes 3. Read relevant bible passages	They Holy Bible Posters Bible pictures Chart and films	Students to: 1. recite meaningfully the beatitudes 2. another names for beatitudes is

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: SERMON ON THE MOUNT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Sermon on the Mount II	Students should be able to: explains Christians as salt and light of the world	Christian as salt and light of the world Matt 5:13-16	Reasons for use of salt and light by Jesus	Read relevant Bible passage copy down note	The Holy Bible Chart Picture	Students to: state the Implication of Christians as salt and light of the world
6	Sermon on the Mount III	Students should be able to: discuss Jesus teaching on forgiveness revenge prayer and fasting	- Forgiveness Mtt 6:14-15 - Revenge Mtt 5:35-42 - Prayer and fasting Matt 6:5-18	Discussion on the use of things happening around us.	Read relevant Bible passage Study and memorize some verses quoted in the bible	The Holy Bible poster films	Students to: 1. state why it is necessary to forgive your enemies. 2. explain what Jesus teachers about revenge or retaliation. 3. explain the importance of prayer and fasting in a Christian's life
7	Sermon on the Mount IV	Students should be able to: discuss Jesus teaching on love of money and worrying	Love of money Mtt 6:19-24 worrying Matt 6:25-34	Leads class discussion on the teaching of Jesus on Love of money and worry and anxiety	Read relevant Bible. Role play Stories that will connect love of money/anxiety	The Holy Bible films chart money different denomination	Students to: Believe in God and also put their trust in God; differentiate love of money and anxiety or worry
<b>THEME: PARABLES OF JESUS</b>							
8	Parables of Jesus I	Students should be able to: 1. explain the meaning of parables 2. give reasons why Jesus taught in parable 3. types of Parables	1. Meaning of parables 2. Why Jesus taught in parables Matt 13:34-35 3. Types of parables	1. Leads class discussion on meaning of parables 2. Reasons for use of parables by Jesus 3. Various parables of Jesus	Read relevant Bible passage participate n class discussion Ask and answer teacher's question	Bible pictures charts	Students to: 1. define a parable State five reasons why Jesus taught in parables 2. how many types of parable do we have?

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: PARABLES OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Parables of Jesus II	Students should be able to: 1. state two parables of the kingdom explain what happened to the seed that fell among thorns 2. state what thorn represent in the parable	Parables about the kingdom - The Sower mtt 13:1-9, 18-23	Lead class discussion can parable about the kingdom e.g. the sower	Read relevant Bible passages participate in class discussion role play	Bible picture bible dramatization seed	Students to: 1. write two parables of kingdom 2. explain what happened to the seed that fell among thorns state the meaning of thorn
10	Parables of Jesus III	Students should be able to: 1. narrate the categories of Jesus parables with examples and its interpretations	The wheat and taves Mtt 13:24-30, 36:43; Lk 15:3-7, Lk 15:11-34	Discussion on the use the proverbs among Nigeria	Ask the teachers question	Bible Bible picture	Students to: mention two parables that teacher's God's love for simmers narrate one parable of Jesus
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: RELIGION AND NATIONAL VALUES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The passion of Christ I	Students should be able to: 1. narrate the story of triumphant entry of Jesus to Jerusalem	The triumphant entry mtt 21:1-11, Mk 1:1-11, Lk 19:28-44	1. Leads class discussion 2. Guides the students to read the bible passages 3. Leads class to dramatize the triumphant entry to Jerusalem	1. Participate in class discussions 2. Participate in dramatizing the triumphant entry 3. Bible relevant 4. Bible passage	The Holy Bible Palm Frond Clothes Pictures Films	Students to: 1. state what happened during Jesus entry into the temple in Jerusalem. 2. christians celebrated the triumphant entry unto Jerusalem
2.	The passion of Christ II	Students should be able to: 1. explain the last supper as communion of Eucharist, in remembrance of Jesus Christ 2. explain the meaning of betrayal	1. The Last supper mtt 26:57-68 2. The betrayal and Arrest. Mk 14:43-53 mtt 26:47-56	1. Read the bible passages 2. Leads class discussion 3. Leads class to dramatize the last supper 4. Discuss the receiver of the holy communion in their different churches	1. Read relevant bible passages 2. Participates in dramatizing in last supper	The Holy bible field trip in the church pictures films	Students to: 1. christian today celebrates the last supper as what in the church. 2. recount two important events that took place during the last supper 3. who betrayed Jesus
3	The passion of Christ III	Students should be able to: 1. give an account of the trial of Jesus and the Denial by Peter  2. state conditions that make a Christian deny Christ and ones neighbor	1. The trial and peter's denial Mtt 26:47-68, 69-75  2. Instances whiles can lead to a Christian's denial of Christ and his her neighbor	1. Read the bible passages  2. Guides students to depute on what can make a Christian to deny Christ and his/her neighbor	1. Participate in class discussion  2. Student demonstrating by honoring, recognizing the sacrifices of their principal teachers etc by standing and greeting on entering the class	The holy bible Bible pictures films	Students to: list two actions of Christian that can constitute Daniel of Christ and neighbor



**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: THE DEATH AND THE BURIAL OF JESUS CHRIST**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	The Death and the Burial of Jesus Christ I	Students should be able to: tell the story of Jesus crucifixion	The crucifixion Mtt 27:32-44	Leads class discussion on Jesus Crucifixion	1. Read relevant 2. Bible passage 3. Dramatize the crucifixion of Jesus draw Jesus carried his cross to Golgotha	The Holy Bible drama costumes	Students to: 1. explain why the day of Jesus crucifixion is called Good Friday. 2. they then shared his cover cloth among them by
<b>RELIGION AND NATIONAL VALUES</b>							
5	The Death and the Burial of Jesus Christ II	Students should be able to: 1. recall the seven statement of Jesus on the cross. 2. state the events that heralded his death on the cross 3. give an account of his burial of Jesus Christ	The death Mtt 27:45-56 the burial Mtt 27:57-61	1. Guides students to dramatize Jesus Crucifixion on the cross 2. Guides students to memorize the seven words on the cross	1. Memorize the seven words on the cross 2. During drama costumes from their closet 3. Draw the Jesus dies on the cross in the midnight of two robbers	The holy bible Drama costume Posters Charts Films Video and bible pictures	Students to: 1. state the seven statement of Jesus on the cross 2. state three notable events that happened at the death of Jesus 3. state when Jesus Christ was buried and by who
<b>THE RESURRECTION AND APPEARANCE OF JESUS</b>							
6	The resurrection and appearance of Jesus I	Students should be able to: 1. narrate the story of resurrection of Jesus Christ 2. write two significant of the resurrection 3. make the statement the Angel said to them 4. mention the role of women in the resurrection story of Jesus Christ	The resurrection Mtt 28:1-10 Mk 16:1-8 Lk 24:1-12	1. Leads class discussion on the resurrection 2. Guides the students to read the passages 3. Directs a play on resurrection, the role women play	1. Read the bible passages 2. Dramatics a play on resurrection and also the roles women play. 3. Participate in class discussion can resurrection 4. Ask and answer teachers question	The holy bible Drama costume Posters Chart Film Video and bible Pictures	Students to: 1. state Mary Magdalene's encounter with the risen Jesus 2. state two significance of Jesus resurrection for the Christians mention the first person to see the resurrection Jesus 3. what role did the women disciples of Jesus play in the resurrection story?

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: THE RESURRECTION AND APPEARANCE OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	The resurrection and Appearance of Jesus II	Students should be able to: 1. state various appearances of Jesus after the resurrection in different Gospel. 2. state the significance of Jesus appearance after resurrection.	Appearances Mt 28:16-20 Mk 16:9-18	Guides the students to dramatize the appearances of Jesus	1. Dramatize the appearance of Jesus Christ. 2. Ask and answer teacher's questions	The holy bible Drama costumes films Video and bible Picture	Students to: 1. state two significance of Jesus appearance when Thomas was present 2. write appearance of Jesus in John's Gospel
8	The resurrection and Appearance of Jesus III	Students should be able to: 1. tell the story of resurrection of Jesus 2. state various appearances of Jesus after his resurrection	Appearances 21:1-14, John 20: 19-25	Leads class discussion on the resurrection and the appearances	Read relevant Bible passages Participate in class discussion on resurrection and appearances Ask and answer teacher's questions	The Holy Bible Charts Students as resources Video bible pictures	Students to: 1. state three occasion Jesus appeared to his disciple after his resurrection

**CHRISTIAN RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: THE RESURRECTION AND APPEARANCE OF JESUS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	The resurrection and Appearance of Jesus IV	Students should be able to: 1. mention the name of two disciples Jesus met at Emmaus 2. explain the point the two disciples recognize Jesus	1. Appearances Lk 24:13-35. 2. Significance of the appearance of Jesus	Guide the students to dramatize the resurrection and the appearances of Jesus class	Dramatize the appearances of Jesus different point	Costumes The Holy Bible Bible picture	Students to: state the general feelings of the disciples whenever Jesus appears.
10	The great commission and the Ascension	Students should be able to: 1. explain the meaning of the great commission describe the mood of the disciples after Jesus had given them the great commission and ascended 2. state three significance of the Jesus ascension	The create commission and the Ascension Matt 28:16-20, Mk 16:15, 18:14-20, Lk 24:50-53	1. Leads class discussion on the great commission and Ascension of Jesus Christ 2. Guides the students to dramatize the great commission and Ascension	Read relevant Bible passages Dramatization Participate in class discussion on the great commission and ascension	The Holy Bible Drama Video and bible pictures	Students to: 1. recite the content of matt 28:18-20 2. explain the meaning of the Greet commission
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: QURAN/TAWHID/HADITH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Suratul Jinn	Student should be able to: recite Arabic text of suratul Jinn with tajwid.	Arabic text of suratul jinn.	Read the Arabic text to the student hearing guides them to recite it with Tajwid.	(1) Listen to the teacher recitation (2) Say the recitation correctly.	(1) A copy of the Quran. (2) Information technology device.	Students to: the teacher asks students to recite the Arabic text recall the verses.
3	Names of Allah 41-60	Student should be able to: (1) recall names of Allah 41-60. (2) explain their meaning.	Names of Allah 61-80.	(1) Write the name of Allah 41-60 on the chalkboard. (2) Drill the students to pronounce the names correctly. (3) Guides them to say the names one after the other. (4) Explain the meaning of the names.	(1) Listen to the teacher's pronunciation. (2) Say the names server ally. (3) Listen to the teachers. explanation of the names. (4) Commit them to memory. (5) Ask questions.	(1) A copy of the Quran. (2) Information technology device.	(1) say the names of Allah. (2) explain the meaning of the names of Allah.
4	At'tashahud	Student should be able to: (1) recite the text of At tashahud. (2) say the meaning of the text. (3) state the significances of At-tashahud.	(1) At-tashahud and its meaning. (2) Significance of the At-tashahud.	(1) Recite At-tashahud and say its meaning. (2) Guides students to say it correctly. (3) Guides them to memorize It. (4) Discussion its significance.	(1) Listens to the teacher explanation. (2) Recite after the teacher. (3) Memorize the text. (4) Discussion its importance.	(1) A chart of the text of At-tashahud. Information technology device.	Students to: (1) recite At-tashahud. (2) say the its meaning. (3) say its significance.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: QURAN/TAWHID/HADITH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Salaatul (jama'ah congregational prayer.	Student should be able to: (1) say what salaatul jama'ah is. (2) state conditions for the observance of salaatul jama'ah. (3) state the values of salaatul jama'ah. (4) demonstrate how to perform congregational prayer.	(1) Salaatul jama'ah . (2) Required number for jama'ah. (3) Values of jama'ah.	The teacher: (1) Define and explains salaatul jama'ah. (2) State the condition. (3) Lead students to demonstrate the performance high light the values of salaatul jama'ah.	(1) Listen attentively. (2) Demonstrates how to perform congregational prayer.	A chart of Muslim performing congregation prayer.	Students to: (1) define congregational prayer. (2) say number required for congregational prayer. (3) demonstrate how to perform congregational prayer.
6	Kinds of salaat.	Student should be able to: (1) state the different kinds of salaat. (2) Distinguish between obligatory, non-obligatory and special prayer.	Kinds of salaat. (1) Obligatory. (2) Non-obligatory (3) Special.	(1) Explain to the students the type of salaat. (2) Calls their attention to differences among them.	(1) Listen attentively to teachers. (2) Identify their names. (3) High light significance of the salaats.	Text book	Students to: list the different kind of salaat

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: QURAN/TAWHID/HADITH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Prophet (Muhammad) prophet hood to hyrah.	Student should be able to; (1) narrate the history of prophet Muhammad from prophet hood to hyrah. (2) list the hyrah calendar.	(1) Prophet's experience with angel Fhral in cave fhrah. (2) persection in makkah hijrah calendar. (3) Migration to madirah. (yatrib).	Narrate prophet is encounter with angel fbriel and subsequent revelation, the early muscims and their particitions by the makkans.	(1) Student listen to the teacher, and ask question. (2) Discuss moral lesson from the story. (3) List the Hijrah calendar monks and days of the week to his message.	Text book	Students to: (1) where was prophet mulid when the angel appeared to him. (2) what was he doing? (3) what was the makkan The teacher ask the student to read the meaning (4) the teacher ask the student to read the meaning. (5) the teacher ask the student to read the meaning. (6) the teacher asks the student to read the meaning reaction.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: QURAN/TAWHID/HADITH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Hadith No 3 & 4 of An Nawawi collection	Student should be able to: (1) recall the Arabic text of the hadith. (2) say the meaning of the hadith. (3) mention moral lessons from the hadith.	Hadith No 3&4 of An nawawi collection.	(1) The teacher write the Arabic text and meaning of the chalk boarding. (2) The teacher reads the text to students hearing. (3) The guides student to memorize the text. (4) The teacher guides student to deduce moral lesson from th Hadith.	(1) Listen attentively to the teaching recitation. (2) They learn the text. (3) Discussion the meaning. (4) Identify moral lesson from the Hadith.	A text on an nawawi collection.	Students to: (1) the teacher ask the student to read the Arabic text. (2) give the meaning of the hadith (3) state some moral lessons from it.
9	Hadith No 5 of An nawawi collections	Student should be able to: (1) recall the Arabic text of the Hadith. (2) say the meaning of the Hadith. (3) mention moral lessons from the Hadith.	Hadith No 3&4 of An nawawi collection.	(1) The teacher write the Arabic text and meaning of the chalk boarding. (2) The teacher reads the text to students hearing. (3) The guides student to memorize the text. (4) The teacher guides student to deduce moral lesson from the Hadith.	(1) Listen attentively to the teaching recitation. (2) They learn the text. (3) Discussion the meaning. (4) Identify moral lesson from the Hadith.	A text on an nawawi collection.	Students to: (1) the teacher ask the student to read the Arabic text. (2) give the meaning of the Hadith (3) state some moral lessons from it.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: QURAN/TAWHID/HADITH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Belief in Angels.	Student should be able to: (1) define and State the nature of angles. (2) mention the general function of angels. (3) List the arch angel and their specific functions.	(1) Definition of angels. (2) Nature of angels. (3) General functions. (4) Specific functions.	(1) Explain the natur of angels. (2) Explain their functions. (3) List the arch angels and their specific function.	(1) Listen to the teacher explanation. (2) Mention general function of angel. (3) Mention the names and function of arch angel.	A chart of an angel.	(1) the teacher asks students to say the nature of angels. (2) their general and specific function.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-3	Suratul Jinn, (Memorization)	Student should be able to: recall the text of suratul jinn,	Arabic text.	(1) The teacher guides the student to reek severally. (2) The teacher makes corrections in their recitation. (3) The teacher guides them to memories the verses.	(1) Student listens to the teacher recitation. (2) Learn the verses. (3) Recall the verses.	(1) A copy of the Quran. (2) Information technology device.	Students to: the teacher asks student to recite off hand one after the other.
4	Name Allah 81-99.	Students should be able to: (1) recall names of Allah. (2) explain the meaning of the names of Allah 61-80.	Names of Allah 61-80.	(1) The teacher writes the name of Allah on the chalk board. (2) The teacher writes the students to be able to pronounce the names correctly. (3) The teacher guides them to say the names one after the other. (4) The teacher explains the meaning.	(1) Listen to the teacher pronunciation of the names. (2) Say the names severally. (3) Listen to the teachers Explanation of names of Allah. (4) Commit them to memory. (5) Ask questions.	(1) A copy of the Quran. (2) Information technology device.	Students to: (1) say the names of Allah. (2) explain the meaning of the names of Allah.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Al Quran	Student should be able to: (1) mention the four Holy books. (2) explain the revelation, and preservation and compilation of Qur'an and other Holy books.	(1) The four Holy books and their recipients. (2) The Holy Quran its revelation, preservation and compilation. (3) Differences between Quran and other books.	(1) The teacher mention the 4 holy books and their recipients. (2) The teacher explains the nature of Quran and how it was revealed, preserved and compilation. (3) The differences between Quran and other books.	(1) Listen to the teacher pronunciation of the names. (2) Say the names severally. (3) Listen to the teachers Explanation of names of Allah. (4) Commit them to memory. (5) Ask questions.	(1) A copy of the Quran. (2) Information technology device.	Students to: (1) list the Holy books and their recipients. (2) explain how Quran was revealed, preserved and compiled. (3) what are the differences between Quran and other revealed books?
6	SAWN (Fasting)	Student should be able to: (1) define fasting. (2) say how too fast. (3) say things that vitiates and do not vitiate fast. (4) explain the types of fast. (5) say Quranic injunction on fast.	(1) Meaning of fast. (2) How to fast. (3) Things that spoils fast. (4) Types of fast. (5) Quran injunction on fast 2v 184.	(1) The teacher explains the nature of fasting in Islam and types of fasting. (2) The teacher leads students to recite the Quranic injunction on fasting and lesson from the injunction.	(1) Student listen to the teachers explanations. (2) They discuss the Quranic injunction on fasting. (3) Ask questions.	Text book on fast.	Students to: (1) the teacher to describe fast in Islam. (2) say the Quranic injunction say the message from the injunction.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Ramadhan fast	Student should be able to: (1) state the Ramadhan fast as a pillar of Islam. (2) when it is observed. (3) People excepted from fast. (4) Expiation for non observance of Ramadhan fast. (5) Benefit of Ramadhan fast to a muslim.	(1) Nature of Ramadhan fast. (2) People example from Ramadhan fast. (3) Expiation for non observance. (4) Benefits of Ramadhan fast.	(1) The nature and categories of people that are exempted to observe Ramadhan fast. (2) Guides student to appreciate the benefits of Ramadhan fast.	(1) Student listen to the teachers explanations. (2) They discuss the Quranic injunction on fasting. (3) Ask questions.	Text book on fast.	Students to: (1) the teacher to describe fast in Islam. (2) say the Quranic injunction say the message from the injunction.
8	Hadith Hab of An Nawawi collections.	Student should be able to: (1) recall the Arabic text of the Hadith. (2) say the meaning of the Hadith. (3) mention moral lesson from it.	Hadith No 6 of An nanawi collections.	(1) The teacher wrote the Arabic of the Hadith on the chalk board. (2) The teacher to student hearing. (3) The teacher guides student to memorize the text. (4) The teacher guides students to deduce moral lessons from the Hadith.	The student; (1) Listens attentively to the teacher reading and explanation. (2) They learn the text. (3) Discuss the meaning. (4) Identify moral lesson from the Hadith.	A text on An nanawi collection.	students to: (1) read the Arabic text of the Hadith. (2) say the meaning of the Hadith. (3) state moral lesson from it.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Hadith 7 of An-nawawi collections	Student should be able to: (1) recall the Arabic text of the Hadith. (2) say the meaning of the Hadith. (3) mention moral lesson from it.	Hadith No 6 of An nanawi collections.	(1) The teacher wrote the Arabic of the Hadith on the chalk board. (2) The teacher to student hearing. (3) The teacher guides student to memorize the text. (4) The teacher guides students to deduce moral lessons from the Hadith.	The student; (1) Listens attentively to the teacher reading and explanation. (2) They learn the text. (3) Discuss the meaning. (4) Identify moral lesson from the Hadith.	A text on An nanawi collection.	students to: (1) read the Arabic text of the Hadith. (2) say the meaning of the Hadith. (3) state moral lesson from it.
10	Prophet Muhammad thfrah to conquest of makkah.	Student should be able to: (1) state circum stances that led to thfrah. (2) explain the Muslim community in Madinah. (3) explain circum stances that led to the treaty of Hudouibujjah. (4) list the term of the treaty. (5) say what led to the conquest of Makkah.	(1) Meaning is hfrah. (2) The Muslim community Madinah. (3) The treaty of Hudaibuyyah. (4) Conquest of Makkah.	(1) The teacher narrates the history to students. (2) Explain the term of the treaty of Hudaibuyyah. (3) Guides students to appreciate the term of the treaty of Hdaibyyah and consequent conquest of Makkah.	(1) Student listen to the teacher. (2) Discuss the term of the treaty of hudabuyyah. (3) Ask question.	As text book.	Students to: (1) define Hyrah. (2) Say the characteristics of Muslim community in Madinah. (3) say what led to the treaty of Hadaibiyah. (4) say the term of the treaty.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Suratun Jinn	Student should be able to: (1) say the meaning of each of the verses of the surah. (2) say the nature of the jinn.	(1) Translation of suratul Jinn nature of the jinns.	(1)The teacher reads the meaning to the hearing of the students. (2) The teacher the student to read. (3) The teacher explains the content to them.	(1) Students listen attentively to the teacher’s explanation. (2) They read the translations. (3) Ask questions.	(1) A translated copy of the Holy Quran with commentary.	Students to: (1) the teacher ask students to read the translations. (2) discuss the message therein.
2	Suratun Jinn (moral lesson)	Student should be able to: (1) say the moral lesson from the Surah.	(1) Summary of the lesson from the Surah.	(1) The teacher leads the discussions. (2) The teacher guides students to mention moral lesson from the Surah.	(1) Listens to the teacher’s explanation. (2) Discuss the moral lesson.	(1) A translated copy of the Holy Quran with commentary.	Students to: (1) the teacher ask students to read the translations. (2) discuss the message therein.
3	Name of Allah 80-99.	Student should be able to: (1) recall the names of Allah 80-99. (2) explain the meaning of the names of Allah 80-99.	(1) Names of Allah 80-99.	(1) The teacher writes the names on the chalk board. (2) The teacher drills the students to pronounce the names correctly. (3) Teacher guides them to say the names one after the other. (4) The teacher explains the meaning to them.	Students: (1) Listen to the teacher pronunciation (2) Say the names severally. (3) Listens to the teacher explanation of the names of Allah (4) Commit the names to memory.	(1) A chart of the names of Allah	Students to: (1) to say the names of Allah (2) explain the meaning of the names of Allah

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Zakaat (Alms giving)	Students should be able to: (1) define Zakaat (2) say the difference between Zakaat and Sadaqah. (3) say the types of Zakaat. (4) calculate Zakaat on wealth (5) Say the importance of Zakaat. (6) say the Quran injunction on Zakaat (7) say the uses of Zakaat.	(1) Meaning of Zakaat (2) Difference between Zakaat and Sadaqah (3) Types of Zakaat (4) Calculate Zakaat on wealth (5) Importance of Zakaat (6) Quranic injunction on Zakaat on significance of Zakaat	(1) The teacher explains the meaning of Zakaat and its importance in Islam, as a pillar and Islam to humanity. (2) Guide the student to identify types of Zakaat and how to make calculation on Zakaat on wealth (3) Explain the text of Quran 9 v 60 to students.	(1) Listen attentively to the teacher (2) Discusses the importance of Zakaat (3) Engages in the calculation on Zakaat on wealth (4) Discusses the beneficiary of Zakaat. (5) Read the Quranic texts on Zakaat.	(1) A text book on Zakaat. (2) A chart of the different types of Zakaat and calculations of the items to be used for Zakaat.	Students to: (1) define Zakaat (2) say the differences between Zakaat and Sadaqah (3) say the importance of Zakaat (4) calculate Zakaat on items (5) list the uses of Zakaat.
5	Hadith No. 8	Students should be able to: (1) recall the Arabic text of the Hadith (2) say the meaning of the Hadith (3) mention moral lessons from the Hadith	(1) Hadith No. 8 of An-nawawi collection	(1) Writes the Arabic text and meaning on the chalkboard. (2) Reads the text to the hearing of the students (3) Guides them to read one after the other (4) Guides them to memorize it (5) Guides them to deduce moral lessons	(1) Listen attentively to the reading and explains the meaning (2) Learn the text of the Hadith (3) Discuss the meaning (4) Identify moral lessons from the Hatdith	(1) A textbook on An-nawawi collection	(1) The teacher ask them to read the text of the Hadith. (2) read the meaning. (3) say the moral lessons from it.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Hadith No. 9	As in Hadith No. 8	HAdith No. 9 of An-nawawi collection	As in Hadith No. 8	As in Hadith No. 8	As in Hadith No. 8	As in Hadith No. 8
7	Hadith No. 10	As in Hadith No. 8	HAdith No. 9 of An-nawawi collection.	As in Hadith No. 8.	As in Hadith No. 8	As in Hadith No. 8	As in Hadith No. 8
8	Prophets of Allah	Students should be able to: (1) define and explain the meaning of prophet in Islam (2) give examples of Prophets of Allah (3) state qualities of prophets of Allah	Prophets of Allah qualities Names Message	(1) Explains the prophethood in Islam (2) Qualities of Prophets of Allah (3) Names of selected Prophets (4) Muhammad as the seal of Prophethood	Listens to the teacher and ask questions	Textbooks	Student to: (1) define prophethood in Islam. (2) list selected Prophets. (3) say the qualities of Prophets of Allah.
9	Hijjatul wida (farewell pilgrimage)	Students should be able to: (1) give the meaning of Hijjatul wida. (2) lesson and significance of the sermon.	(1) Meaning of Hijjatul wida (2) Extract from the Khutbatul wida (3) Lesson and significance of the sermon	(1) Gives the meaning of Hijjatul wida. (2) Mention the key points therein. (3) Discusses the importance of the sermon. (4) Discuss how to apply it to our daily life.	Listens to the teacher explanation and ask questions.	A chart of the full text of the farewell sermon	Students to: (1) give the meaning. (2) mention the message therein. (3) identify its significance.

**ISLAMIC RELIGIOUS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: QURAN/TAWID/FIQH**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Environmental sanitation	Students should be able to: (1) explain how to maintain chasteness and neatness. (2) explain how to maintain clean environment. (3) Highlight some anti social habits with regards to sanitation.	i. Bathing ii. Washing iii. Cleaning iv. Public toilet v. Hadith injunction on cleanliness	(1) Explains the meaning of cleanliness and neatness. (2) Leads students to identify basic forms of cleanliness. (3) Leads students to list kind of public closet/toilet. (4) Discusses some anti-social habits with regards to spitting, easing, throwing things in the open way.	(1) Listens to the teacher explanation. (2) Participate in identifying forms of cleanliness. (3) State some anti-social habits with regards to sanitation.	Chart on sanitation exercises.	Students to: (1) State reasons for cleanliness. (2) Explain how to maintain a clean environment. (3) List some anti-social habits with regards to sanitation.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**SECURITY EDUCATION  
JS II  
FIRST TERM**

**SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of crime	Students should be able to define crime	Defintions of crime	The teacher guides the students in defining crime	The students identify and give various definitions of crime.	Textbooks, charts, immediate environment posters, stickers, e.t.c	Students to: state various definitions of crime.
2	Observing of crime	Students should be able to state ways of observing crime.	Different ways of observing crimes	The teacher leads the students in ways of observing crimes	Students Identify ways of observing crimes.	Textbooks, charts, posters and stickers etc.	Students to: state of observing crimes.
3	Reporting of crimes	Students should be able to: appropriate ways of reporting crimes.	Methods of reporting crimes	Helps the students to state appropriate ways of reporting crimes.	Identify ways of reporting crime.	Textbooks, posters, stickers e.t.c.	Students to: mention ways of reporting crimes
4	Common crimes in school	Students should be able to: ways of observing common crimes in schools	Forms of common crimes -fighting -cultism -stealing -exam malpractices etc.	Assists the students in identifying common crimes in our schools.	Respond appropriately	Textbooks, posters, stickers e.t.c.	Students to: list out common crimes in our schools
5	common crimes in our environment	Students should be able to: explain common crimes in our environment	Types of crimes in our environment, -cultism -kidnapping -human trafficking -murder,	Guide the students in stating common crimes in our environment	Respond appropriately	Textbooks, posters, stickers etc.	Students to: state common crimes in our environment

**SECURITY EDUCATION  
JS II  
FIRST TERM**

**SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Consequences of common crimes at school I	Students should be able to: the students should be able to respond appropriately to common crimes in school	Consequences of common crimes in schools are: a. school dropouts b. expulsion c. emotional trauma d. jail/ imprisonment etc.	The teacher leads the students to identifying consequences of common crimes at schools.	Respond appropriately	Textbooks, charts, video-clips, posters, stickers e.t.c.	Students to: outline the consequences of common crimes at schools
7	Consequences of common crimes in our society II	Students should be able to: respond appropriately to Consequences of common crimes in our society	consequences of common crimes in our society are: a. imprisonment b. ex-communicated c. death penalty d. community services	Guide the students in the class discussion on the Consequences of common crimes in our society	Students Responded appropriately	Textbooks, posters, stickers video clips, etc.	Students to: state consequences of common crimes in our society
8	Effects of common crimes at school	Students should be able to: state the effects of common crimes at school.	Effects of common crimes at school are: -traumatized -dejected -inferiority complex -lack of self esteem, -lack of self confidence, feeling of inadequacy	Helps students to state the Effects of common crimes at school	Identify the Effects of common crimes at school	Textbooks, charts, stickers, posters e.t.c.	Students to: mention the Effects of common crimes at school

**SECURITY EDUCATION  
JS II  
FIRST TERM**

**SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Effects of common crimes in our society	Students should be able to: state the effects of common crimes in our society.	Effects of common crimes in our society are: -brings shame - disgrace Emotional pains -lack of self esteem, -ex-communication -imprisonment -death penalty	Guide students in identifying the Effects of common crimes in our society	Participate in the class discussion	Textbooks, charts, video –clips, stickers, posters e.t.c.	Students to: state the effects of common crimes in our society
10	Emergency management	Students should be able to: define Emergency management	Meaning of Emergency management	Guide the student to explain the meaning of Emergency management	Students participate in the class discussion on the meaning of emergency management	Textbooks, charts, stickers, poster. etc.	Students to: define Emergency management
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**SECURITY EDUCATION  
JS II  
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Types of emergency management in school environment	The students should be able to identify types of emergency management in the school	Types of emergency management in schools; -sporting event -food poisoning -falls -stepping on sharp objects -chemical explosion -injuries -classroom accident	the teacher guides the students in identifying types of emergency management in schools.	The students respond appropriately	Textbooks, charts, wall-paper, video-clips etc.	Students to: mention the types of emergency management in schools
2	Types of emergency management in the society	Students act appropriately in emergency management	Types of emergency management in the society -accidents - fire -drowning -collapse building -food poisoning -fake drugs	The teacher guides the students in identifying the different types of emergency management in the society	Identify types of emergency management situations	Textbooks, charts, wall-paper, video-clips etc.	Students to: act appropriately in emergency management in the society.
3	Response to emergency at school	The students should be able to: state appropriate response to emergency at school	Appropriate response to emergency management in school	The teacher guides the students to respond appropriately to emergency management at school	The student respond appropriately to emergency management at school	Textbooks, charts, wall-paper, stickers e.t.c.	Students to: state appropriately responses to emergency management in society

**SECURITY EDUCATION  
JS II  
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Response to emergency management in the society	The students should be able to: state appropriate measures taken in emergency management in society	Appropriate actions -take action -emergency preparedness tools	The teacher helps the students to respond appropriately to emergency management in society	The students respond appropriately to emergency management in the society	Textbooks, charts, wall-paper, stickers e.t.c.	Students to: state appropriately responses to emergency management in society.
5	Emergency management agents at school.	The students should be able to: state the agents of emergency management	Emergency management agents at schools -staff (teaching) -non teaching staff	The teacher leads the students in stating agents of Emergency management at school	The students identify agents of Emergency management at school	Textbooks, charts, stickers, wall-paper e.t.c	Students to: mention the agents of emergency management at school
6	Agents of emergency management in the society	The students act appropriately in mentioning the agents of emergency management in the society.	Agents of emergency management in the society. -Doctors, -Nurses -federal road safety agents -passer bys	1.The teacher leads the students in identifying agents of emergency management in the society	The students participate appropriately in the discussion on the agents of emergency management.	Textbooks, charts, wall-paper, video clips e.t.c	Students to: mention the agents of emergency management in the society
7	Consequences of delay in emergency management	The students be able to: state the consequence of delay in emergency management.	Consequence of delay in emergency management Loss of properties Death Internal injuries	The teacher guides the student in stating the consequences in delay in emergency management	Respond appropriately to the consequences of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: state the consequences of delay in emergency management

**SECURITY EDUCATION  
JS II  
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Causes of delay in emergency management at schools.	The students should be able to: mention the causes of delay in emergency	Causes of delay in emergency management -leiser fair -non chalant attitude -lack of vehicles -fear	The teacher helps the students to state the causes of delay in emergency management	The students identify the causes of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: state appropriately the causes of delay in emergency management at schools.
9	Causes of delay in emergency management in the community	The students should be able to: state causes of delay in emergency management in the community	Causes of delay in emergency management in the community -absence of doctor Attitude of staff Lack of finance	The teacher guides the students in mentioning the causes of delay in emergency management in the community	The students participate in the class discussion on the causes of delay in emergency management	Textbooks, charts, stickers video – clips e.t.c	Students to: 1.mention the causes of delay in emergency management in the community
10	Personal security	The student should be able to: explain personal security	Personal security -individual security	The teacher guides the student on personal security	The students participate in the class discussion on personal security	Textbooks, charts, wall-paper, video – clips, poster.	Students to: what is personal security?
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**SECURITY EDUCATION  
JS II  
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Ineffective personal security	The students should be able to: state ineffective personal security	Ineffective Personal Security - Loss of lives -Loss of properties	The teacher leads the students on ineffective personal security	The students respond appropriately	Textbooks, charts, wallpaper posters, e.t.c.	Students to: state the ineffective personal security
2	Effective personal security	The student should be able to: state the effect of personal security.	Effective of personal security - Secured lives - Secured properties	The teacher helps the students to state Effective personal security	The student respond appropriately to the effects of personal security	Textbooks, charts, wallpaper posters, e.t.c.	Students to: mention the effects of personal security
3	Objectives of personal security	The students should be able to: identify the objectives of personal security	Objectives of personal security -Discourage theft -secure lives -secure properties	The teacher guides the students on objectives of personal security	The students participate in the class discussion	Textbooks, charts, wallpaper video clips, Posters , e.t.c.	Students to: outline the objectives of personal security
4	Neighbourhood security	The students should be able to: explain Neighbourhood security	Neighbourhood security -Anti cult police	The teacher leads the students on Neighbourhood security explanation	The students respond appropriately	Textbooks, wallpaper, charts, Posters	Students to: define neighbourhood security
5	Objectives of neighbourhood security	The student should be able to: state the objectives of neighbourhood security	Objectives of neighbourhood security -secure the neighbourhood from theft -safe guard life(s) and properties, etc.	The teacher guides the students to state the objectives of neighbourhood security	The students respond appropriately to the objectives neighbourhood security	Textbooks, wallpaper, charts, stickers e.t.c.	Students to: outline the objectives of neighbourhood security

**SECURITY EDUCATION  
JS II  
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Lack of neighbourhood security	The students should be able to: 1. explain lack of neighbourhood security	Lack of neighbourhood security. -Increase crime in the neighbourhood -loss of life(s) -loss of properties -Tension and fear e.t.c.	1.The teacher helps the students in enumerating lack of neighbourhood security	1.The students respond appropriately to lack of neighbourhood security	Textbooks, wallpaper, charts, Video clips Posters e.t.c.	Students to: 1.mention the effects of lack of neighbourhood security
7	Effects of neighbourhood security	The students should be able to: 1. state the effect of neighbourhood security	1.Effects of neighbourhood security -Eradicate fears -secured life(s) -secured properties -erase tension	The teacher leads the studentsto respond to the effects of neighbourhood security	The students identify the effects of neighbourhood security	Textbooks, stickers, wallpaper, charts, Posters e.t.c.	Students to: 1.state the effects of neighbourhood security
8	Personal duties and responsibilities to the school	The students should be able to: 1. mention the duties and responsibilities of students at school	Duties and responsibilities at school e.g. -early to school -keeping the school Environment clean	1.The teacher guides the student in identifying the duties and responsibilities of student in school	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1.what are the duties and responsibilities of students at school
9	Neighbourhood duties and responsibilities	The students should be able to: 1. state neighbourhood duties and responsibilities	neighbourhood duties and responsibilities	1. The teacher leads the student in the class discussion on neighbourhood duties and responsibilities.	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1.mention the duties and responsibilities of neighbourhood
10	Element of security	The students should be able to: 1. explain the element of security	Element of security	1.The teacher guides the students to respond appropriately to the elements of security	1.The students respond appropriately	Textbooks, charts, stickers, wallpaper, Posters e.t.c	Students to: 1. what is element of security
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**FIRST TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Elements of Art I	Students should be able to: (1) Define elements of Art (2) mention the elements of design (3) produce designs using the elements (4) show examples of elements of art	(1) Meaning of elements of design (2) Elements of design e.g. line, colour, form, space, texture, value (3) Explain each element of art (4) application of elements of art	(1) Explains the elements of design (2) Identifies the components of the elements of design (3) Demonstrates the application of the elements of art	(1) Listen to the explanation of meaning and components of elements of design (2) observe: demonstration of the application of the elements of art	Colour, pencil, drawing books, pictures, charts showing, arrangements of the elements of design.	Students to: (1) explain what elements of art is (2) use any two of the components of elements of design to produce a design.
2	Elements of design II	Students should be able to: (1) define line (2) mention types of lines (3) state functions of lines (4) mention qualities of lines (5) define shape/form (6) draw various geometric shapes - rectangle, cone - square, sphere - triangle, prism (7) use geometric shape to make design	(1) Meaning of line (2) Types of line/categories - structural / straight - rhythmic / curve - vertical - horizontal - diagonal/oblique - zig-zag, wavy, - spiral, scroll, - loop (3) explain the functions of lines and the qualities (4) meaning of shape and form (5) make drawings of geometric shapes	(1) Explain the meaning of line (2) Explain the categories/type of lines (3) mention the functions and qualities of lines (4) Explain the meaning of shape and form	Listen to the explanation of the teacher: (1) Demonstrate the illustration of type of lines (2) Explanation of qualities and functions of lines (3) Explain what shape is (4) make drawings of various shapes of geometric forms.	Pencil, drawing books, pictures, charts, rulers, illustrations.	Students to: (1) explain the meaning of line (2) list four types of lines (3) list two functions and qualities of lines (4) draw various shapes and explain what shape is.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**FIRST TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Elements of design III	Students should be able to: (1) define tone or value (2) mention types of tones: light and shade/dark tones (3) explain and identify types of shading. (4) reasons why shading is done (5) state the meaning of texture (8) produce designs using texture	(1) Meaning of tone or value (2) Types of tones: light and dark tones (3) types of shading: - hatching, cross-hatching, blurring or smooth or smudging, pointillism. (4) Identify different types of shading (5) what is a texture? (6) Explain the types of texture (7) Reasons why shading is done (8) produce samples of works with different types of texture	(1) Explains the meaning of tone and texture (2) Identify types of tones and texture (3) demonstrate the application of shading and texture on objects drawn (4) explains the reason why works of art are shaded.	(1) Listen to explanation of the meaning of tone and texture (2) Identify types of tones and texture (3) differentiate and apply the different techniques of shading and texture on drawn objects (4) appreciate the reason why artists shade.	Pencil, drawing book, ruler, pictures, charts showing tones and textures. Illustrative diagrams.	Students to: (1) Define tone and texture (2) Explain the different tones (3) identify the types of shading techniques and apply the skill (4) use tones and texture to illustrate a drawing. (5) explain the reason why we shading works of art.
4	Principles of design	Students should be able to: (1) explain principles of design (2) mention the principles of design (3) identify the uses of the principles of design	(1) Meaning of the principles of design (2) principles of design - harmony, variety balance, proportion, dominance, rhythm (3) Uses of principles of design.	(1) Explains the meaning of principles of design (2) Enumerate the principles of design (3) illustrate the principles of design (4) explains the uses of the principles of design	(1) Participate in the discussion of the principles of design (2) apply the use of the principles of design on objects drawn (3) appreciate the illustrations	Drawing sheets, pencils, colours, rulers.	Students to: (1) explain the principles of design (2) list four of the principles of design (3) illustrate the use of proportion as a principle of design.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**FIRST TERM**

**SUB-THEME: CRAFTS**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Materials, tools and equipment used in craft making I	Students should be able to: (1) list materials used for the following crafts - paper craft - fabric (2) identify and list art materials/tools used for craft making. (3) State the uses of art tools/materials.	(1) Define art materials. (2) Identify art materials (3) List art materials (4) use of art materials (5) define art tools (6) identify art tools (7) list art tools (8) differentiate between art materials/tools (9) uses of art tools (10) Define paper and fabric crafts	(1) Leads students to mention the tools/materials used for paper and fabric crafts (2) Identifies the materials/tools for these craft production (3) mention the difference between the materials/tools and the crafts	(1) Mention the different materials/ tools used for paper and fabric crafts (2) differentiate between the two crafts (3) mention the uses the two craft products	Samples of craft work, paper and fabric, dye stuff, hand gloves, plastic containers, scissors, twine, candle, gum, rulers, sticks, mordents, water, cloth, newspapers, electric iron.	Students to: (1) list four different materials/tools used for paper and fabric crafts. (2) identify the materials and tools for these crafts production.
6	Materials, tools and equipments used in craft making II	Students should be able to: (1) list materials used for the following crafts: - moulded - carved - woven (2) identify/list materials and tools (3) state the uses of the products, tools / materials associated with each of them	(1) Explain moulded, carved and woven crafts. (2) List materials/ tools associated with each craft (3) identify the tools/ equipment for moulded, carved and woven (4) state the uses of the products, tools/materials for moulded, carved/ woven craft	(1) Lead students to mention the tools/materials used for moulded, carved/ woven crafts. (2) Identifies the materials/tools for these craft production (3) state the uses of the products, tools/materials for moulded, carved, woven crafts.	(1) Mention the different tools, materials used for mould, carved/ woven crafts. (2) identifies the materials/tools for these crafts (3) state the uses of the products, tools, materials for moulded, carved, woven crafts.	Sample of craft work, clay, papier mache, wood, chisel, palm fronds, cane, pliers, scissors, trhrrowing wheels, mallets, wires.	Students to: list three different materials, tools, used for carved, woven and moulded crafts.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**FIRST TERM**

**THEME: CUSTOMS AND TRADITION**

**SUB-THEME: DISCIPLINE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Self control I	Students should be able to: (1) state the meaning of self control (2) state the advantages and disadvantages of self craft	(1) Meaning of self control (2) Advantages of self control (3) Disadvantages of self control	(1) Explain principle, meaning of self control (2) Explain to the students the advantages of self control	Discuss self control, the advantages and disadvantages of self control	Charts showing self control even under provocation.	Student to: (1) explain the meaning of self control (2) advantages of self control (3) disadvantages of self control
	Self control II	Students should be able to: mention how to exercise self control.	How to exercise self control Show moderation, be honest, be content, be truthful, be considerate don't be in the fighting mood at the time	Guides the students to discuss how to exercise self control	Suggest ways to show self control	Charts showing self control	Student to: mention four ways of exercising self control
8	Self control III	Students should be able to: state the benefit of self control	Benefit of self control	Explains the benefits of self control	Suggest some benefit of self control	Charts showing reward of self control video clips	Student to: mention four ways of benefiting from self control
	Self control IV	Students should be able to: demonstrate self control	Practicing self control	Group the students to dramatize self control	Practice self control	Charts showing self control	Student to: participate drama on exercising self control.

**CULTURAL AND CREATIVE ARTS  
JS II  
FIRST TERM**

**THEME: CUSTOMS AND TRADITION**

**SUB-THEME: DISCIPLINE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Self control V	Students should be able to: (1) self control in the church, school, etc (2) ways to maintain self control in these places, church, school, etc	(1) Practicing self control in the church, school etc (2) Demonstrating self control in the church, school, etc	(1) Explain self control in the church school, etc (2) Explain how to demonstrate self control in the church, school, etc	(1) Suggest ways people can control themselves in the church, school, (2) Discuss how to demonstrate self control in the church, school, etc.	Charts showing self control in the church or school	Student to: participate in drama on exercising self control
	Self control VI	Students should be able to: strategies that can be used to achieve self control	Strategies for self control - Fight the unconscious - Adjust the unconscious - Use rewards - Use penalties	Explains the strategies for self control	Discuss the strategies for self control	Charts showing self control	Students to: mention strategies used to achieve self control

**CULTURAL AND CREATIVE ARTS  
JS II  
FIRST TERM**

**THEME: CUSTOMS AND TRADITION**

**SUB-THEME: DISCIPLINE**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Self control VII	Students should be able to: (1) exercise self control (2) should be able to study and practice self control	(1) How to build self control: - Make a list of the positives and negatives in your life (2) Techniques of self control: - Consider your emotional motivation - Amend your behavior	(1) Explain how to build self control (2) Explain the techniques of self control	(1) Discuss how to build self control (2) Discuss the techniques of self control	Chart showing ways of practicing self control	Students to: (1) explain how to build self control (2) mention four ways to practice self control
	Self control VIII	(1) should be able to increase their self control (2) gradually increase their ability for self denial	(1) Ways to increase self control (2) Increasing ability for self denial	(1) Explain to the students on ways to increase self control (2) Explain to the students on how to gradually increase their ability for self denial	(1) Discuss ways to increase self control (2) Discuss how to gradually increase their ability for self denial	Charts showing self control	Students to: discuss ways of increasing self denial.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The study of colours I	Students should be able to: (1) explain what colours (2) explain the classification of colours (3) identify the primary colours	(1) The study of colours (2) Define colour (3) Classification of colours: primary, secondary, tertiary, intermediary, neutral, complementary, harmonious, warm cool. (4) Identify and define primary colours.	(1) Explain what colour is (2) Classifies colours (3) Explains each of the colours (4) Guide the students to identify the primary colours and the definition	(1) Defines colours (2) Classify the various colours (3) Explains each of the colour (4) define the primary colour	Paint, brushes, posters, palette, paper, knife, cardboard, leaves, seeds, roots, back of trees etc.	Students to: (1) explain the meaning of colour (2) classify colours (3) define primary colour (4) identify primary colour.
2	The study of colour II	Students should be able to: (1) mix primary colours (2) identify the different results obtained. (3) state how to obtain secondary colour (4) define secondary colour (5) mix the secondary colours (6) state how to obtain secondary colours	(1) Explain how to mix primary colours (2) Demonstrate how to obtain secondary colours (3) Identify the result of the mixture obtained (4) define tertiary colours (5) differentiate between primary and secondary colours	(1) Explains the meaning of secondary colours (2) Guide students to mix colours to get tertiary colour (3) Identify secondary/tertiary colours (4) Guide students to differentiate secondary from tertiary colours.	(1) Define the primary and secondary colours (2) Identify colours mentioned (3) Mix colours. (4) Differentiate the primary, secondary and tertiary colours.	Paint, brushes, poster, oil, palette, paper, palette knife, cardboard papers, seeds, roots, back of wood or trees.	Students to: (1) explain the meaning of primary, secondary and tertiary colours. (2) list the primary, secondary and tertiary colours.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	The study of colour III	Students should be able to: (1) identify tertiary colours (2) mix more colours (3) identify sources of local colours (4) state the uses of colours in art work. (5) make a colour wheel.	(1) Explain tertiary colours (2) Identify tertiary colours. (3) mix more colours (4) sources of local colours (5) uses of colours (6) making a colour wheel.	(1) Give further explanation of tertiary colour. (2) demonstrates how tertiary colours can be identified. (3) demonstrate how to mix colours to get tones, tints, shades, hues etc. (4) Demonstrate how to obtain colours from leaves, seeds, roots, and back of trees. (5) Explains uses of colours. (6) Guide students to produce a colour wheel.	Listen and observe as teachers: (i) Identifies colours (ii) Mix colours (iii) produce colour wheel (iv) attempt achieving tones, tints and shades, hues etc.	Paint, brushes, colour charts, poster, palette, plants, vegetable, pigments, cardboard sheets, leaves, seeds, etc.	Students to: (1) explain tertiary colours (2) mix colours (3) colour objects using plant and vegetables pigments. (4) experiment with colours to obtain tones, tints, shades and hues. (5) draw a colour wheel.
4	The study of colours IV	Students should be able to: (1) Define colour psychology (2) state the meaning of different colours (3) explain how colours affects the human mind (4) state the emotional symbols of colour	(1) Colour psychology (2) Meaning of the different colours like: primary, secondary and tertiary colours (3) the effect of colour on humans (4) emotional symbols of colour	(1) Explains the meaning of colour psychology (2) explains to the students what each colour means. (3) illustrates the colour effect on human beings (4) explain the emotional symbols of colour	(1) Listens to the teacher explain the meaning of colour psychology (2) Explains the meaning of each colour (3) Illustrate colour effect on humans (4) Explain the emotional symbols of colours	Paint, bright and dull colours, picture chart posters, pigments.	Students to: (1) explain the meaning of colour psychology (2) explains the meaning of each colour (3) illustrate in drawing colour effect. (4) Explain the emotional symbols of colours.



**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Colour application in craft	Students should be able to (1) mix colours: (2) apply colours to crafts works.	(1) Colour mixing: Red + yellow Blue + yellow Green + red Black + red White + black Green + yellow (2) Application of colour in craft works.	(1) Demonstrates colour mixing (2) Shows how to apply colours in craftworks	(1) Students identifies the primary, secondary and tertiary colours (2) Trying the mixing of the colours (3) Apply the colours on craft works like projects	Colours, brushes, palette knives, pencils, erasers, fabrics, paper	Students to: (1) identify primary, secondary, and tertiary colours. (2) use palette knives to mix colours. (3) paint a craft work (4) exhibit a finished craft work.
6	Painting I	Students should be able to: (1) define painting (2) mention types of painting (3) explain the meaning of still-life, life, nature paintings. (4) identify life, still-life, nature paintings.	(1) Define painting (2) Types of painting - Still-life - nature - life (3) Differentiate types of painting (4) Explain the meaning of life, still-life, nature paintings. (5) painting still-life figures etc.	(1) Explains the meaning of painting (2) Enumerates the types of painting (3) Explains the meaning of life, still-life, nature paintings. (4) guide the students to differentiate types of painting (5) Guides the class to draw and paint still-life, life and nature paintings	(1) Students listen as teacher explains meaning of painting (2) Lists types of paintings (3) explains the meaning of life, still-life nature painting (4) identify and differentiate types of painting (5) draw and paint still-life, life, nature, objects.	Brushes, colour, cardboard paper, palette knife, drawing board, easels, etc.	Students to: (1) define painting (2) enumerate types of painting (3) explain the meaning of life, still-life, nature painting. (4) identify and differentiate types of painting (5) draw and paint still-life, life, nature, objects. (6) display paintings.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: MUSIC**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Painting II	Students should be able to: (1) define figure, abstract, imaginative paintings. (2) identify figure, abstract and imaginative paintings (3) paint objects and scenes	(1) Meaning of figure; Abstract, imaginative paintings. (2) Identification of different types of painting. (3) paint the following figure, abstract imaginative objects	(1) Explains the meaning of abstract, figure and imaginative paintings. (2) guide students to identify types of paintings. (3) demonstrate how to paint	(1) Observe teacher as he explains the meaning of abstract, figure, imaginative paintings. (2) Identifies and differentiate types of paintings (3) paint different types of objects	Brushes, colours, cardboard paper, palette knife, drawing board, easels, pictures etc.	Students to: (1) draw and paint objects (2) exhibit painted objects.
<b>SUB-THEME: DRAMA</b>							
8	Design in the theatre 1	Students should be able to: (1) define what design is (2) explain to the students what theatre is an locations of theatre in the country.	(1) Meaning of design (2) Application of design in the theatre	Explains meaning of design, how it is applied in the theatre	Listen to teacher's explanation of meaning of how it is applied in the theatre	Text books, note books, pictorials of aspects of design	Students to: (1) state the meaning of design (2) how it is applied in the theatre.
	Design in the theatre 2	list the areas of design in the theatre	Areas of design: set, costumes, light, make-up, sound properties of props.	List and explains areas of design in the theatre.	Participate in class discussion of areas of design	Textbooks, not books, pictorials of aspects of design	Students to: list four aspects of theatre design.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: DRAMA**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The study of colours 1	Students should be able to: (1) explain what colours (2) explain the classification of colours (3) identify the primary colours	(1) The study of colours (2) Define colour (3) Classification of colours: primary, secondary, tertiary, intermediary, neutral, complementary, harmonious, warm cool. (4) Identify and define primary colours.	(1) Explain what colour is (2) Classifies colours (3) Explains each of the colours (4) Guide the students to identify the primary colours and the definition	(1) Defines colours (2) Classify the various colours (3) Explains each of the colour (4) define the primary colour	Paint, brushes, posters, palette, paper, knife, cardboard, leaves, seeds, roots, back of trees etc.	Students to: (1) explain the meaning of colour (2) classify colours (3) define primary colour (4) identify primary colour.
9	Design in the theatre 3	Students should be able to: list the elements of design in the theatre	(1) Elements of design (2) practicals on the application of designs in the theatre	(1) Explains the elements of design (2) Encourages students to design set, costumes, light etc. for their class play production.	Participate in different aspect of design for their class production		Students to: list four elements of design.
	Rehearsal 1	Students should be able to: explain what rehearsal is and the importance	(1) Meaning of rehearsals (2) Importance of rehearsals	Explains the meaning of rehearsal and the importance	Write down what is explained in their note books	Chalkboard, stage props, note books, text books, scripts and stage	Students to: define what a rehearsal is and the importance
10	Rehearsal 2	Students should be able to: state the activities involved in rehearsal	Activities involved in rehearsals - reading - movement - acting - expression/ communication, voice production, prompting, cues etc.	List out activities involved in a rehearsal on the board	Listen and copy activities in a rehearsal	Chalkboard, stage preps, note books, textbooks, scripts and stage.	Students to: discuss activities in a rehearsal.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: CRAFT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Painting III	Students should be able to: (1) define landscape, seascape, perspectives, paintings (2) identify landscape, seascape, perspectives, paintings (3) draw and paint landscape, perspective seascape (4) explain the effects of perspective on an object	(1) Definition of landscape, seascape, and perspective painting (2) Identification of landscape, seascape and perspective eye levels. (3) paint scenes depicting landscape, seascape, perspectives. (4) state effects of perspective on objects, above eye-level, eye-level, below eye level. (5) Types of perspectives like angular, linear, parallel, aerial	(1) Explains the meaning of landscape, seascape and perspective (2) Guide students to identify landscape, seascape and perspective paintings (3) Demonstrate how to draw and paint landscape, seascape and perspective. (4) explains the effect of perspective on objects like eye-level, above eye-level, below eye-level, horizon etc.	(1) Explains the meaning of landscape, seascape, perspective paintings (2) identify landscape seascape and perspective paintings (3) draws and pints landscape, seascape and perspective (4) illustrate drawing showing the effects of perspective like eye-level above eye-level, below eye-level.	Brushes, paper, colour, palette knives, drawing boards, easels, cardboard, sheets, cans, pictures.	Students to: (1) define landscape, seascape, perspective paintings. (2) identify landscape, seascape, perspective paintings (3) draw and paint objects. (4) display finished works of painting.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: CRAFT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Painting IV	Student should be able to: (1) define art terminologies (2) enumerate some art terms (3) identify terms associated with painting (4) use art terms in painting correctly	(1) Terminologies in art associated with painting (2) meaning of art terms connected with painting - cool colours - Warm colours - complementary - Neutral - secondary - primary - harmonious - shouting colour - monochrome - tinting - shading Palette knife etc (3) Identification of terms (4) use painting terms.	(1) Explains the meaning of art terminologies (2) Demonstrate the proper usage of painting terms to obtain tints or shapes (3) guide the students in using tinting for still life object	(1) Explain the meaning of Art term (2) Use any type of painting term to produce a design (3) Exhibit painted objects with the use of monochrome	Paints, colours, cartridges, paper, palette knives, drawing, easels, cardboard sheets.	Students to: (1) draw and paint objects. (2) exhibit painted objects (3) state the meaning of five Art terms in painting.
3	Production of pattern I	Students should be able to: (1) define motif (2) define patterns (3) differentiate between the types of patterns (4) produce patterns (5) name the classes of motif.	(1) Meaning of pattern (2) Meaning of motif (3) Classes of motif - floral - animal - geometric - abstract - traditional	(1) Explains the meaning of motif (2) explains the classes of motif (3) explains the meaning of pattern	(1) Explain the meaning of motif. (2) explain the classes of motif (3) explain the meaning of pattern	Drawing books, pencils, colours, rulers, drawing boards, paper tapes, markers.	Students to: (1) state the meaning of motif (2) state the meaning of pattern (3) list 3 classes of motif

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: CRAFT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Production pattern II	Students should be able to: (1) differentiate types of patterns: - Simple repeat - Half drop - mirror - full-half drop - half-half drop (2) produce patterns	(1) Meaning of repeat pattern (2) Differentiate types of repeat patterns - All over repeat - half drop - half-half drop - mirror (3) Producing designs using any of the types	(1) Explains the meaning of repeat pattern (2) List types of repeat patterns (3) Illustrate how to produce patterns that repeat	(1) Explain repeat patterns (2) Mention types of repeat patterns (3) use any of the types of produce a design	Drawing books, pencils, colours, rulers, boards, paper tape, markets.	Students to: (1) state the meaning of pattern (2) List three types of repeat patterns (3) Produce 2 patterns.
5	Bead work 1	Students should be able to: (1) explain what beads are (2) list materials used for beadwork (3) mention locations associated with bead work.	(1) Definition of beads (2) Beadwork (3) materials used for beadwork (4) beadwork location	(1) Explains the meaning of beads (2) Guide students on the meaning of bead work (3) mention materials for bead making (4) mention areas where beads are made.	(1) explains the meaning of beads (2) Explain the meaning of bead making (3) participate in collecting materials for bead work (4) produce a named bead	Roll paper, straws, seeds, bottle tops, elastic threads, scissors, threads, pieces of wood, bamboos etc needle, wire, pliers etc.	Students to: (1) name materials for bead making (2) define beads (3) explain bead making as an art (4) collect materials for bead work (5) produce a beaded jewellery

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: CRAFT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Bead work II	Students should be able to: (1) explain how to produce a beaded jewellery using: - rolled paper - seeds - wood - bamboo - class - bottle tops - straw (2) state the uses of beads	(1) Production of beads jewellery using: - rolled papers - seeds - wood - bamboo - glass - bottle tops - straw (2) Uses of beads	(1) Guides students in collection of materials (2) Directs on how to cut, roll, gum and string beads (3) Assist students to prepare straw, seeds, wood and other materials for beadwork (4) make jewellery with papers, etc (5) states uses of beads.	(1) Explains the art of bead making (2) participate in the production of bead work like necklaces, bangles, ear-rings etc (3) Produce a named bead work (4) state uses of beads	Rolled paper, straws, seeds, bottle tops, elastic thread, threads, pieces of small wood, bamboo, etc needle, wire plies etc	Students to: (1) name materials for bead making (2) make a bead work like necklace (3) state one use of bead.
<b>DANCE/DRAMA</b>							
7	Rehearsal I	Students should be able to: mention the major stages in rehearsal	(1) Stages of rehearsals: (a) Reading script and getting to know the part by actor and actress (b) Blocking (reading line and taking movement simultaneously) (c) Polishing (run through) (d) Dress/technical rehearsal (when costumes, make-ups, props, set, lighting effects, etc are used in the final rehearsal, usually a day to the actual production)	(1) Explain these activities (2) Write and explain the stages of rehearsal (3) Leads the students through a rehearsal	(1) Participate in class discussion on the stages of a rehearsal, with the teacher (2) Participate in the rehearsal guided by the teacher.	Chalkboard, stage props, notebooks, textbooks, scripts and stage.	Students to: (1) mention the stages of a rehearsal # (2) demonstrate and participate in the activities in a rehearsal.

**CULTURAL AND CREATIVE ARTS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: DANCE/DRAMA**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Types of dance (1)	Students should be able to: state the different types of dance	Types of dance: - Pure dance - dance drama - dramatic dance	Mentions and explains the types of dance	(1) Listen to teacher's explanation and take down notes	Textbooks, note books, musical instruments, dance outfits	Students to: list the various types of dance
9	Types of dance (2)	Students should be able to: differentiate one from another	(1) Differences	(1) Guides students to differentiate between them (2) Leads students to create and perform any one or two of the types	(1) Participate in the various dance groups (2) Participate in solo dance or group dance		Students to: compare and contrast them
10	Dance as a career (1)	Students should be able to: (1) state the career prospects of studying dance (2) appreciate dance as a profession	(1) Dance as a career: - Making a living as a dancer or choreographer - one can work in government owned arts council - take part and win money and fame in talent hunt programmes like maltina dance-all - be a dance lecturer and educator and consultant - choreography dances for music videos - own and run dance companies etc. (2) Dance is a respectable profession	(1) Explain dance as a noble profession and career (2) Leads class discussion on dance as a good profession (3) Name some dance artists in Nigeria and outside Nigeria.	(1) Listen and copy notes (2) Participate in the discussion on dance as a profession	Textbooks, note books, chalkboard/magic board, pictures of different categories of dancers	Students to: (1) mention the importance of dance (2) mention three kinds of jobs a dancer can do to earn a living.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**PHYSICAL AND HEALTH EDUCATION  
JS II  
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Posture and postural defect I	Students should be able to: explain the meaning of posture	Meaning of posture	Explains meaning of posture	Listen to teacher's explanation	Posters, open field, chats textbooks, films gymnastic, video clips	Students to explain the meaning of posture.
2.	Posture and postural defect II	Student should be able to: demonstrate appropriate postures in standing, running, walking, potting, lifting, lying and climbing.	Kinds of posture: (1) Standing Posture (2) Sitting Posture (3) Walking Posture (4) Running Posture (5) Lifting Posture (6) Climbing Posture	Describe and demonstrate the kinds of posture	Demonstrate different postures	Posters, open field, chats textbooks, films gymnastic, video clips	Students to demonstrate three kinds of posture
3	Posture and posture defect III	Student should be able to: (1) describe postural defects like hypnosis, valgus knee, various knee, lordosis and scoliosis (2) explain the causes of postural defects.	(1) Postural defects: (1) hypnosis (2) Valgue knee (3) Varus knee (4) lordosis and (5) Scoliosis  (2) Causes of postural defect: (1) Poor nutrition (2) Lack of exercises  (3) Uneven soled cohesive tight weaves (4) Poor sleeping position disproportionate growth	(1) Explains postural defects (2) Discusses the causes of postural defects (3) List corrective measures for each defect (4) Mentions preventives measure for postural defects	(1) List postural defect (2) Write the causes of postural defects (3) List corrective measures (4) Write preventive measures.	Posters, open field, chats textbooks, films gymnastic, video clips	Students to: (1) write postural defects (2) list three causes postural defects (3) list two corrective measures (4) write two preventive measures

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Tennis I	Students should be able to: (1) trace the history and development of tennis in Nigeria (2) demonstrate the basic skills and techniques involved in playing tennis	(1) History and development of tennis (2) Basic skills and techniques of tennis	(1) Discusses the history and development to tennis (2) Demonstrate the basic skills and techniques	(1) Listen to history and development of tennis (2) Watch keenly the teacher's demonstration	Tennis courts Tennis ball Tennis rackets Charts Pictures Textbooks Sports wears	Students to: (1) trace the history and development of tennis in Nigeria.  (2) list three skills in tennis
5	Tennis II	Students should be able to (1) apply the rules and regulations governing tennis (2) list the officials of the game and their functions.	(1) Rules of tennis (2) Officials and their functions (3) Equipment and facilities	(1) Explains rules and regulation of tennis (2) Explains rules and regulation of tennis	(1) Practices the skills (2) Apply the rules in a game	Tennis courts Tennis ball Tennis rackets Charts Pictures Textbooks Sports wears	Students to: (1) demonstrate the skills and techniques involved in playing tennis. (2) detect two faults in each of the fundamental skills in tennis
6	Table tennis I	Students should be able to: (1) narrate the history and development of table tennis (2) demonstrate the skills and techniques involved in the game	(1) History and development of table tennis (2) Basic skills and techniques of the game e.g. grip, service, drive chop and smash	(1) Discusses the history and development of the game (2) Teaches and demonstrates the basic skills of the games	(1) Listen to history and development of the game (2) Watch teacher's demonstration	Table tennis board, table tennis ball, bat, net with stand, sports wears, pictures, charts, textbooks, film	Students to: (1) narrate the history and development of table tennis (2) state the skills and techniques of the game

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Table tennis II	Students should be able to: (1) list the rules and regulations of the game (2) mention the officials of the game and their functions.	(1) Equipment of the game and tight wears (2) Officials	(1) Draw and labels the table and the bat with dimensions (2) Explain rules and regulations of the game  (3) Mentions the officials and their functions	(1) Practice the skills (2) Draw and labels the table and bat with their dimension (3) Apply the rules and regulations in the game situation	Table tennis board, table tennis ball, bat, net with stand, sports wears, pictures, charts, textbooks, film	Students to: (1) draw and labels the table and the bat with dimension (2) mention rules and officials of the game.
8	Non-Communicable diseases and their preparation I	Students should be able to: (1) Define communicable diseases (2) Prevention of Non-communicable disease	(1) Meaning of non-communicable diseases are transferable diseases (2) Prevention of non-communicable diseases	Explain the nature of (1) Obesity (2) Asthma (3) Ache (4) Boils (5) Hypertension (6) Stroke (7) Diabetes	Recall what they have learnt about non-communicable diseases such as: (1) Obesity (2) Asthma	Pictures posters	Student to: describe the nature of five different on communicable diseases

**PHYSICAL AND HEALTH EDUCATION  
JS II  
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Non-Communicable diseases and their preparation II	Student should be able to: (1) state the nature of the following non-communicable diseases i. Sickle cell ii. Obesity iii. Asthma iv. Ache v. Boils vi. Cancer vii. Hypertension	(1) Nature of asthma (2) ache (3) Cancer (4) Hypertension (5) Stroke (6) Diabetes (7) Obesity (8) Rickets (9) Sickle cell (10) Boils	Mellitus Anemia Marasmus Dental caries Otitis media Kwakhshiorok	Ache Boils	Pictures posters	Students to: list two communicable diseases and their prevention
10	Non-Communicable diseases and their preparation III	Students should be able to: list diabetes Miletus anemia	Anemia Marasmuls Dental caries Otitis media Kwakhshiorok		Hypertension Stroke and diabetes	Hand bills Photographs	Students to: list 2 prevent measure for each diseases
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**PHYSICAL AND HEALTH EDUCATION  
JS II  
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Issues and challenges in physical and health education I	Students should be able to: (1) list various issues and challenges in physical and health education (2) explain and list sports laws (3) define: tort, negligence, assault in sport	(1) Issues and challenges in physical and health education (2) Sports laws	(1) Discuss various issues and challenges in physical and health education (2) Explain and list sports laws, for example negligence, legal liability, tort and assault.	(1) Listen attentively to teacher's explanation (2) List three sports laws	Textbooks Newspapers Radio and television news Posters video clips	Students to: (1) list various issues and challenges in physical and health education (2) define: negligence tort legal liability
2.	Issues and challenges in physical and health education II	Students should be able to: (1) explain the meaning of human trafficking (2) explain the health implication of human trafficking on victims	(1) Meaning of human trafficking: the exploitative movement of people across borders. (2) Health implication of human trafficking on victims	(1) Explain the meaning of human trafficking and health implication to victims (2) Discuss reasons for human trafficking with the students	(1) Suggest additional reasons for human trafficking (2) Suggest solutions to human trafficking	Textbooks Newspapers Radio and television news Posters video clips	Students to: (1) explain human trafficking (2) mention two health implication of human trafficking on victims
3	Issues and challenges in physical and health education III	Students should be able to: (1) suggest reason for human trafficking (2) state solutions to human trafficking	Solutions to human trafficking	Encourages students to suggest solutions to human trafficking		Textbooks Newspapers Radio and television news Posters video clips	Students to: (1) suggest reason for human trafficking (2) state three solutions to human trafficking

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	First aid and safety education I	Students should be able to: define accidents, injuries	Definition of accident and injuries. An unexpected event with negative consequences. Injuries to wound or cause physical harm	Sports injuries domestic accident read traffic accidents	List cause of accidents	Posters Charts Video clips First aide bat and materials Textbooks	Students to: define: accident, injuring and fire road traffic accidents
5	First aid and safety education II	Student should be able to: (1) state safety measures to be taken at home, school, on the sports ground, on the road. (2) list sports injuries and causes	(1) Safety measures at home, on play ground, on the road. (2) Sports injuries causes and first aid treatment	(1) Explains the meaning of safety, safety education and accidents (2) Lists common sports injuries e.g. sprain, muscle pull, wound, dislocations	(1) Define: first aid, safety education (2) List common sport injuries	Posters Charts Video clips First aide bat and materials Textbooks	Students to apply first aid treatment to injuries state fire sport injuries.
6	First aid and safety education III	Students should be able to: (1) mention first aid treatment for injuries (2) propose measures of preventing sports injuries, domestic accidents and road traffic accidents	(1) Road accidents causes, first aid treatment. (2) Domestic accidents causes and first treatment. (3) Measures for preventing sports, injuries, domestic injuries road traffic accidents	(1) Applies first aid treatment. (2) Leads discussion on measures for preventing accident	Apply simple first aid treatment e.g. stops bleeding, and blind wounds	Posters Charts Video clips First aide bat and materials Textbooks	Students to suggest any five measures for preventing accidents at home, sports ground and on the road.

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Recreation, leisure and dance activities I	Students should be able to: differentiate between folk traditional, social and modern dances,	Pre-colonial or folk traditional dances social dances	Plays the music	Listen and respond to teachers explanations	Pre-colonial musical instrument, radio cassettes, costumes, flip charts, pictures, computer CD Rom	Students to: name five types of pre-colonial dances
8	Recreation, leisure and dance activities II	Student should be able to: practice the various dance	Atilogwu-Ibo - Bata, Agidigbo - Yoruba - Sharo (Fulani) - Langa (Housa)	Explains the various dance	Practice the dances	Pre-colonial musical instrument, radio cassettes, costumes, flip charts, pictures, computer CD Rom	Students to: differentiate between reggae and bata dances
9	Recreation, leisure and dance activities III	Students should be able to: list costumes for the various dances	Foreign and modern e.g. reggae, disco, high life, rumba, classical	Provides costumes for the dances	Discuss the various dances	Pre-colonial musical instrument, radio cassettes, costumes, flip charts, pictures, computer CD Rom	Students to list costumes for the dances
10	Recreation, leisure and dance activities IV	Student should be able to: (1) identify the values of computer games (2) explain other computer games such as Tennis, Cricket and Scrabble.	(1) Values of computer games. (2) Types of computer games e.g. Tennis Cricket Soccer	(1) Explains the values of computer games. (2) Uses computer to play cricket and tennis	(1) State values of playing computer games. (2) Practice how to play computer games like and Tennis	Pre-colonial musical instrument, radio cassettes, costumes, flip charts, pictures, computer CD Rom	(1) list values of computer games. (2) demonstrate how to use computer to play tennis and cricket
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Recreation, leisure and dance activities I	Students should be able to: (1) mention types of recreational activities. (2) differentiate between indoor and outdoor activities giving examples	(1) Indoor and outdoor recreational activities - example of each - differences between the two (2) Indoor activities carried within a house or building e.g. table tennis outdoor activities outside a house or building e.g. swimming	(1) Differentiate between indoor and outdoor recreational activities (2) Give examples of indoor and outdoor recreational activities	(1) Give examples of both indoor and outdoor recreational activities. (2) Give examples of both indoor and outdoor recreational activities	(1) Ludo (2) Table tennis table, net egg/ball and bats. (3) Bata and atilogwu dances (4) computer (5) CD/DVD ROM	Students to: (1) mention the types of recreational activities (2) differentiate between indoor and outdoor activities.
2.	Recreation, leisure and dance activities II	Student should be able to: take part in recreational activities such as ludo, table tennis soccer	Demonstration of recreational activities by the teacher for example table tennis	Demonstrate service and rally in the game of table tennis	Demonstrate service and rally in table tennis	(1) Ludo (2) Table tennis table, net egg/ball and bats. (3) Bata and atilogwu dances (4) computer (5) CD/DVD ROM	Student to: take part in recreational activities
3	Recreation, leisure and dance activities III	Students should be able to: (1) explain dramatic and creative rhythms and different between them.	(1) Explanation and demonstration of dramatic and creative rhythms for example gymnastics and aerobics (a) Types of dance activities	Explains and demonstrates aerobics and gymnastic skills	Practice aerobics and gymnastic skills	(1) Ludo (2) Table tennis table, net egg/ball and bats. (3) Bata and atilogwu dances (4) computer (5) CD/DVD ROM	Student to: explain dramatic and creative rhythms



**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Recreation, leisure and dance activities IV	Students should be able to: (1) list and demonstrate different dance activities for example bata, mkpokiti, atilogwu, koroso, ekombi (2) mention and demonstrate some computer games for example ground and world in eight days, soccer.	(1) Demonstrations of different dance activities for example bata, mkpokiti, atilogwu, koroso. (2) Demonstration of how to play computer games (3) Types of computer games as leisure activities	(1) Brings two professionals to demonstrate bata and atilogwu dancing step (2) List types of computer games	(1) Repeat the bata and atilogwu dancing steps (2) List examples of computer games sports	(1) Ludo (2) Table tennis table, net egg/ball and bats. (3) Bata and atilogwu dances (4) computer (5) CD/DVD ROM	Students to: (1) list and demonstrate different dance activities. (2) mention the types of recreational activities and computer game
5	Personal, school and community health I	Students should be able to: (1) state the meaning of school health program personal health and community health. (2) list components of school health program (3) list types of environmental pollution	(1) Meaning and components of school health program, - Skill based health education - School health services (2) Fresh approach to school health programme (3) Types of environmental pollution	(1) Explain the concept of school health program  (2) Explains the FRESH approach to school health programme with emphasis on school health initiatives.  (3) Explains the prevention of environmental pollutions	(1) Listen attentively to teacher's explanation  (2) State the effect of environmental pollution	Posters Charts Picture Text books Excursion	Students to: (1) explain school health programme (2) list 4 fresh approach initiatives in school health programme (3) list 3 component of school health programme (4) list four types of environmental pollution and their effects.

**PHYSICAL AND HEALTH EDUCATION  
JS II  
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Personal, school and community health II	Students should be able to: (1) mention affection of environmental pollution. (2) propose preventive measures against environmental pollution (3) explain the FRESH approach to school health programme	(1) Effects of pollution on the environment and personal health. (2) Preventive measures against environmental pollution (3) FRESH approach to school health programme	(1) Leads the discussion on the effect of environmental pollution on the community and personal health example. (2) Example the prevention of environmental pollution (3) Explains the FRESH approach to school health programme with emphasis on school health initiatives	(1) Participate in class discussions and group work (2) Participate in discussions and group work on safety measures and bind wounds.	Posters Charts Picture Text books Excursion	Students to: (1) mention three effects of environmental pollution (2) suggest five general measures for preventing environmental pollution. (3) write in full the acronym FRESH
7	Track and field I	Students should be able to: (1) describe pole vault event (2) mention the skills involved in pole vault (3) describe field event.	(1) Pole vault constructed with aluminum or with fiber glass (2) Pole vault skills - grip - run - up	(1) Describes pole vault event (2) Explains the different skills involved in pole vault	(1) Listen to the teacher (2) Practice the skills	Chart, picture, crossbar, the up rights landing foam, the pole, video clips etc. measuring tapes flags, pegs, javelin, chalkboard, the track, the landing pits, the throwing pits, stop watches, measuring tapes.	Students to: (1) describe pole vault event. (2) mention the two skills involved in pole vault. (3) describe field event

**PHYSICAL AND HEALTH EDUCATION**  
**JS II**  
**THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Track and field II	Students should be able to: perform the pole vault skills	Take off - Swing – up - Pole carrying - Hang	Demonstrates the skills	Perform the skills in pole vault	Chart, picture, crossbar, the up rights landing foam, the pole, video clips etc. measuring tapes flags, pegs, javelin, chalkboard, the track, the landing pits, the throwing pits, stop watches, measuring tapes.	Students to perform the skills.
9	Track and field III	Students should be able to: (1) list basic skills in javelin (2) describe the basic skills in javelin	Basic Javelin skills - grip - carriage - run up - release - follow through - recovery	(1) Describes the basic skills in javelin (2) Practice the basic skill in turns	Practice the basic skills in turns	Chart, picture, crossbar, the up rights landing foam, the pole, video clips etc. measuring tapes flags, pegs, javelin, chalkboard, the track, the landing pits, the throwing pits, stop watches, measuring tapes.	Students to: (1) perform the basic skills in javelin (2) describe the basic skills in javelin
10	Track and field IV	Students should be able to: (1) perform the basic skills in javelin  (2) draw and label the sectors with dimensions	Pull – up and bar clearance - Landing - recovery	Perform the basic skills in javelin	Practice the basic skills in javelin	Chart, picture, crossbar, the up rights landing foam, the pole, video clips etc. measuring tapes flags, pegs, javelin, chalkboard, the track, the landing pits, the throwing pits, stop watches, measuring tapes.	Students to: (1) perform the basic skills in javelin (2) draw and label the javelin sectors with dimension
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1	La révision générale des travaux de JS 1	1. pour se rappeler les sujets majeurs de l'année passé. 2. pour corriger les questions sur l'examen passé.	Quelques sujets/ des travaux de JSS 1. En tenir compte sur les quatre compétences de communication.	1. L'enseignant pose certaines questions aux apprenants pour voir si les apprenants peuvent se rappeler ce qu'ils avaient déjà appris. 2. L'enseignant guide les apprenants de se corriger.	1. L'apprenant écoute et participe activement en répondant les questions de l'enseignant oralement et à l'écrit	Les travaux de JSS 1 : On y va 1 et les cahiers des apprenants	1. répondre aux questions posées par L'enseignant. 2. Corriger les questions sur l'examen passés.
2	Demander et expliquer la position des personnes ou des choses les uns/les unes par rapport aux autres	L'apprenant devrait être 1. Demander la position des personnes ou des choses 2. Expliquer la position des personnes ou des choses les uns/unes par rapport aux autres 3. Applique l'usage de prépositions de lieu avec de, du, de la, de l', des.	L'enseignant utilise les expressions comme : Ou est... ? Il/elle est dans/sur/sous/devant/derrrière/entré...et.../au milieu de.../A gauche/à droite de/du.../de la/del : ...Au-dessus de.../ En dessous de.../en face de.../face à..., près de/loin de/à côté de Qu'est-ce qu'il y a dans... ? Il y a... Où se trouve... ? Il elle se trouve... Champs lexicaux Positionnement et localisation	1. Premièrement l'enseignant demande à la classe ou il est. 2. Même exercice pour les objets de la classe. 3. L'enseignant fait une liste des prépositions de lieu, il demande aux élèves de les illustrer. 4. L'enseignant dispose des objets sur la table 5. Il montre des photos aux élèves. 6. il explique la contraction du/des	1. Les élèves observent des photos et disent ou se trouve une personne ou une chose par rapport aux autres. 2. Les élèves donnent la position de chaque objet par rapport à l'autre.	1. Des images 2. Des photos 3. Même les apprenants/l'enseignant 4. video Voir On y va 1 13	L'apprenant de : 1. Situer les différents objets dans l'espace. 2. localise les positions des personnes. 3. Utiliser les prépositions de lieu pour qualifier les lieux dans des phrases

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3	Situer les lieux les uns/unes par rapport aux autres	L'apprenant serait capable de : 1. Situer un lieu dans une carte comme : i. des pays ii. des villes iii. des sites	Les enseignants utilisent les expressions telles que... - Où se trouve... ? - Où est... ? Au sud/nord/est/ouest/Au centre/bord/de.../Entre...et... ..... Au milieu de.... A coté de ..... loin de..... Dans.../à.../vers.../En dehors de ...., Autour de.... A quelle distance de kilomètre se trouve.... ? C'est à quelle distance ? A combien de kilomètres de... se trouve... ? C'est à...km de.... Champs lexicaux Géographié physique Lieux de-là ville Lieux touristiques Structures grammaticales : Prépositions de lieu, locutions Á...km de..... Á, Au, Á, la, Á I'	1. En regardant une carte du monde ou de l'Afrique L'enseignant guide L'apprenant de situer des pays les uns par rapport aux autres. 2. Il le guide aussi de situer des villes et des sites.	L'apprenant situe un lieu par rapport à d'autres endroits repérés et connus. 2. Il regarde un plan/carte sous les yeux. 3. Il décrit aussi l'endroit ou il habite sur quel continent, dans quel pays ?...	1. Une carte 2. Un dessin	L'apprenant de : 1. Situer des pays dans une carte donnée. 2. Situer des villes dans une carte ou un dessin par rapport aux autre.

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
4	- Accueillir - Pouvoir guider quelqu'un dans un espace intérieur	L'apprenant serait capable de 1. accueillir quelqu'un dans n'importe quelle occasion. 2. Guider quelqu'un dans un espace intérieur	L'enseignant fait utiliser les expressions comme : Chez moi/nous Entre, S'il vous plaît ! Entrez, S'il te plaît ! Asseyez-vous, assieds-toi Faites comme chez-vous Bonne arrivée Enchanté/e Je suis heureux/se/content/e de te voir vous voir Montez/Descendez au.... (étage) En haut/en bas...avancez/reculez/revenez/tournez/tout de suite. A droite/à gauche continuer tout droit Au fond de.../à côté de... Avant/après.../just.../il y a... Dedans/dehors/à l'intérieur de... Sur... Le pronom « y » Description de sa maison ou d'autre lieu d'habitation Description de certaines pièces de la maison. Description des meubles de chaque pièce	1. Le professeur dessine une maison et la décrit 2. Il décrit le nombre et la répartition des pièces. 3. Il fait découvrir au apprenants le pronom "y". L'enseignant demande aux apprenants de deviner quel est cet endroit Ex : On y dort. Ou? On y regarde des films où? On y apprend le français ou ?	1. L'apprenant écoute le professeur et essaie de répondre aux questions de l'enseignant 2. A partir d'un plan de maison, un groupe d'apprenants rédige un petit texte dans lequel ils nous dirigent pour trouver la personne que l'on cherche	1. Des images 2. Des photos voir On y va 1 unité 10 page 94	L'apprenant de : 1. accueillir un élève francophone arrive à l'école il lui fait visiter chez lui/elle à l'orale. 2. Ils rédigent un petit texte dans lequel il indique comment trouver la personne que l'on cherche.

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5	Savoir : - Demander - Indiquer le chemin pour aller quelque part	L'apprenant serait capable de : 1. Indiquer le chemin à quelqu'un pour aller quelque part. 2. d'utiliser l'impératif et le présent du verbe "prendre"	Expressions comme : Je cherche Où est..., s'il te/vous plaît ? Comment faire pour aller... ? Quel est le chemin pour aller à/à la/au/à l... ? Par ou fait-il passer ? Passez pair.../passez sous.../ Continuez tout droit/longez/tournez/traversez... A droite/à gauche/au croisement/au carrefour/à votre droite/à votre gauche/sur le même trottoir/ sur le trottoir/en face de /l'autre côté de la rue. C'est là ! Utiliser indifféremment l'impératif et le présent Ex : prenez/vous prenez	L'enseignant explique comment se rendre dans tous les lieux habituels où importants de la ville. Ex : vous êtes à l'école vous voulez aller à la poste comment faire ? Prenez/vous Prenez....)	L'apprenant écoute l'enseignant enfin, il essaie d'expliquer le chemin qui amène à chacun des lieux importants de la ville Ex : Pour aller de l'école à la poste, il fait passer de vant l'église, tourner à gauche traversez la rue et c'est là !	Le dessin d'un plan de la ville On y va unité 10 page 94	L'apprenant de : 1. Expliquer oralement le chemin pour aller à son école. 2. Ecrire un petit texte dans lequel il indique comment d'aller d sa maison au grand marche.

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
6	Savoir parler des différents moyens de transport	L'apprenant serait capable de : 1. Nommer des moyens de transport disponibles. 2. Dire les lieux de départ et d'arrivée. 3. Utiliser les adjectifs En/à pour qualifier les noms de moyen de transport	Vous circulez/voyager comment ? en voiture/en bus/en train/en bateau/en avion (par avion) en moto/à vélo/à pied Je prends le taxi/le taxi moto/le bus/le train/ma voiture, etc. Qu'est-ce qu'il ya comme un moyen de transport ? Il y a un/une/des...bus/minibus/train(s)/voiture(s)/taxi(s)/avion(s)/bateau(x)... Qu'est-ce que je peux prendre comme moyen de transport ? Vous pouvez prendre.... ?il fait prendre le bus numéro.../un taxi.../le train qui part de.../qui va à etc. Il part de.... il arrive à... Les lieux de départ/arrive : La gare, la station, L'aéroport.	L'enseignant explique le trajet et les moyens de transport qu'il utilise pour aller d'endroit à l'autre Ex : De chez lui à l'école ; au centre ville, au marché. A la banque, au village, etc. L'enseignant demande aux élèves quel est leur trajet quotidien et comment ils circulent. Etre très précis et exact.	Chaque apprenant écoute et participe activement. Il contribue à a leçon par donnant son moyen de transport quotidien/et préféré. Il essaie de justifier son choix. Ex: J'aime prendre le bus : C'est rapide/confortable	- Des images - Des vidéos - On y va 1	1. Donner dix moyens de transport connu. 2. Donner son choix de moyen de transport. 3. Dire trois moyens de transport plus populaire dans son locale/environ.



**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7	Savoir un trajet en transport publique - parlé des voyages	L'apprenant serait capable de : 1. Parler et expliquer un trajet. 2. Dire les arrêts ou les noms des déplacements	Comment faire pour aller.... ? Vous allez à.../jusqu' à l'arrêt de bus/la station/la gare (routiere)/au port/à l'aéroport. Vous attendez sur...puis... Vous montez dans.../vous descendez à...., vous changez, à...vous montez, à.../vous continuez jusqu' à/au... prenez... (moyen de transport) à/au (lieu) puis... allez à pied/marchez jusqu' à	L'enseignant propose des situations de communication pertinentes. Ex: On voyage en ville..., au village	L'apprenant choisit un moyen de transport et explique un trajet de voyage et en décrit toutes les différentes phases. Jeu de rôle : Les voyageurs demandent des informations à une agences de voyages qui fournit les renseignements demandés	Dialogue, mimes, dessins, photos, images, etc.	Les exercices de récapitulation et de production orale et écrite.

**FRENCH  
JS II  
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
8	Savoir réagir à un problème de transport	L'apprenant serait capable de : 1. réagir à un problème de transport. 2. Dire quelques ennuis de transport	Il/Elle est en panne Ma voiture est en panne ...ne marche pas ... ne fonctionne pas Est-ce qu'il ya un bureau/un garage de renseignements/d'information ? Comment faire pour trouver un ....ouvert ? C'est ferme ? Je peux vous aider ? Une mauvaise/bonne route, embouteillage ; avoir un accident. Panne d'essence retards Téléphoner à/au/à l'/à la Agent de police/polier/bureau d'information ou renseignement/garagiste/mécanicien/ne manquer l'avion	1. L'enseignant fait découvrir aux apprenants quelques ennuis de transport. 2. Il les guide de savoir comment réagir face à un problème de transport.	L'apprenant l'enseignant. Enfin, il réagit à une situation ou il a manqué son avion dans, laquelle il téléphone à l'aéroport pour connaître les horaires de prochain vol.	- Des images - On y va	L'apprenant de : 1. réagir/s'exprimer face à un problème de transport. 2. Dire quelques ennuis de transport.

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9	Savoir : Demander/indiquer des horaires	L'apprenant serait capable de : 1. demander 2. indiquer des horaires d'avion/de train/de car 3. demander des renseignements sur des horaires d'avion	Il part/il arrive à quelle heure ? A ...heure Il est en retard Il/Elle est à l'heure L'heure administrative (Sur 24 heures) Le départ/L'arrive/le vol Les heures courantes Il est midi moins le quart (L'heure courante) = il est 11h45 (L'heure administratif) Il est 17h30 = il est cinq heures et demie de l'après-midi La destination/L'endroit de départ	L'enseignant écrit au tableau des panneaux horaires (train, avion... jet) Les fait utiliser par les élèves	Les apprenants transforment des heures administratives en heures courantes et des heures courantes en heures administratives Les apprenants fabriquent des tickets de bus/de train/de car/d'avion en précisant les lieux et heures de départ et d'arrivée	On y va voir	1. Demander 2. d'indiquer des horaires 3. Demander des renseignements sur des horaires d'avion

**FRENCH**  
**JS II**  
**PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
10	Parler du caractère des gens	L'apprenant serait capable d'utiliser certains termes clés pour décrire les gens	Vocabulaire et expressions utiles comme : Sévère/méchant/gentil/intelligent/e malhonnête/honnête/rusé/poli(e)/impoli(e) timide,/courageux(se), bon(ne)	L'enseignant aide l'apprenant à utiliser les mots et les expressions relatifs à la description des gens. Il insiste sur des situations de communication appropriées	L'apprenant applique son expérience aux gens qu'il connaît	Images, photos, vidéos, autres, documents, mimes. On y va	1. Décrire des gens en utilisant et montrant leurs caractères au masculin ou au féminin : Les exercices de la production orale/écrite
		5. Les nuances 6. Le motif	Dans quelle taille/pointure ? En... En quoi ? En... coton/nylon/polyester/dentelle/laine/jean/soie De quelle couleur ? Il/Elle est/Ils/Elles sont (couleur) clair/foncé. Avec une boucle/des boutons/ des lacets/des manches, etc. A acets/à boutons/à col route. A manches longues/courtes, etc. Champs lexicaux Les dimensions, les tailles, les matières, les couleurs, les nuances, clair, foncé Les accessoires = chapeau, montre, ceinture, bijoux, etc. Phrase/graphie : L'accord des adjectifs En + taille, pointure, matière Avec + (nom avec articles) Sans + (nom sans article) A + (nom sans article)	Il monte ce que portent les élèves, les personnages très différemment Le nom des vêtements et des accessoires Il décrit : Il/Elle est comment ? En quoi en quelle matière ? Avec quels détails ou particularités ? etc. Associer objets et dimension Ex : Une robe longue	1. L'apprenant écoute le professeur et suit les instructions de l'enseignant 2. Il fait les activités données par l'enseignant		

**FRENCH**  
**JS II**  
**DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1	Révision générale de travaux première trimestre	L'apprenant devrait être capable de se rappeler Les sujets clés de première trimestre	Les sujets de première trimestre comme : Saluer ; se pr de mander et expliquer la position des personnes ou des choses, les uns/unes par rapport aux autres ; situer les lieux les uns/unes par rapport aux autres etc.	1. L'enseignant pose certaines questions aux apprenants sur le sujet déjà appris le trimestre précédent. 2. L'enseignant autant que l'apprenant corrigent les questions sur l'examen passé.	L'apprenant écoute et participe activement en répondant aux questions de l'enseignant oralement et à l'écrite.	1. Les cahiers des apprenants. 2. Les questions de l'examen passé.	1. De repondez aux questions posées par l'enseignant. 2. Corriger les questions de l'examen passé.
2	Exprimer les attitudes (jugement/appréciation)	L'apprenant serait capable d'exprimer son opinion.	Des expressions utiles : J'aime n'aime pas ; je déteste... Il est/c'est horrible/mauvais/méchant/formidable/merveilleux/sévère Il est/c'est beau/amusant/drôle	1. L'enseignant propose quelques scènes qui provoquent certaines réactions Ex : Fumer au publique 2. Dormir en classe	1. L'apprenant participe activement à la mise en scène des situations données 2. Il utilise les expressions données par le prof.	1. vidéos 2. photos 3. documents 4. authentiques 4. gestes	1. Utiliser le verbe "aimer", "détester" pour exprimer son opinion. 2. Utiliser des adjectives des jugements pour remplir quelques phrases à l'écrite. 3. Jeux de rôles

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**JS II**  
**DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3	Etablir des listes ; Etablir des inventaires	L'apprenant serait capable d'établir la liste des objets 1. de la classe 2. de la maison 3. d'un bureau 4. d'achat	Des expressions utiles comme : Sur la table, qu'est-ce qu'il ya ? Qu'est-ce qu'il ya sur la table ? Qu'est-ce qu'il ya dans.... ? Dans/sur....., il y a un/une/des/le/la/les. Qu'est-ce que vous avez ? Qu'est-ce que vous avez sur vous ? J'ai un/une/des Une bouteille de.../un paquet de.../ Qu'est-ce que vous aimez ? J'aime le/la/l'/les/mon/ma/mes /ton/ta/tes etc.	L'enseignant établit avec les élèves des listes d'objets qu'il apporte avec lui et leur demande d'en préciser la localisation (en utilisant "dans", "sur") et l'appartenance. Ex : Sur la table, il ya un livre ; C'est le live de Ngozi	Les élèves font une liste de choses qu'ils aiment. Les apprenants font une liste des choses qu'ils doivent acheter avant la rentrée scolaire	- Vidéos - Des objets réels - Des dessins - Des photos	1. D'identifier/nommer quelques objets dessinés (les dessin) 2. D'établir une liste d'achat au marché/supermarché ou une liste d'écopier de JS 2

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**DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
4 5	Savoir nommer : 1. Les commerçants 2. Les magasins 3. Les marchandises et leur mode de présentation	L'apprenant serait capable d'identifier : 1. Les commerçants 2. Les magasins 3. Les produits	Des expressions utiles Qu'est-ce qu'il/elle est ? Il/Elle est... (Profession) Il/Elle est commerçant(e) Marchand(e). Vous connaissez des commerçants ? Ou' est-ce qu'il/elle vend ? Il/Elle vend des/du/de la/de l'... On trouve/on achète des/du/ de la/ de l', un kilo de, etc au/à là/à l' (magasin) au rayon des (marchandises champs Lexicaux : Les produits qu'on achète dans chaque type de magasin et leur mode de présentation structure grammaticales ; phonie/graphie Le masculin et le féminin des noms de commerçants L'expression de la qualité indéfinie du, de la, de l', des	L'enseignant fait semblant de visiter un marché et nommer les produits et les commerçants qu'on y voit. Il s'exprime devant son client/le vendeur ce qu'il vent acheter L'enseignant montre des dessins ou des photos de nombreux produits qu'il nomme. Il fait des étiquettes portant les noms des différents types de commerce (épicerie boulangerie, boucherie, etc et de demander aux élèves d'attribuer en les nommant, chaque produit dans le magasin ou i' on peut le trouver.	Les élèves font l'inventaire de ce qu'on peut vendre dans chaque type de magasin et précisent la mode de présentation Ex : dans une épicerie	1. Vidéos 2. Photos 3. Dessins	Identifier 1. Les commerçants 2. Les magasins 3. Les produits/ Les marchandises

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SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
6	Dire ce que l'on veut acheter ; Demander le prix ; marchander et payer	L'apprenant serait capable de : 1. Dire ce que l'on veut acheter. 2. Demander le prix. 3. Payer et demander de la monnaie	Est-ce que vous avez un(e)... Oui j'en ai un/une ; non, je n'en ai pas Est-ce que vous avez des ? Oui, j'en ai ; non, je n'en ai pas Bonjour ! Qu'est-ce qu'il veut faire ? Qu'est-ce que vous avez besoin ? Je voudrais ... un/une/des/du/de la/dei Est-ce que vous pouvez/pourriez me donner.... ? Combien ça coûte ? ça fait combien ? Ça fait.... ça coûte... C'est trop cher ! Je veux quelque chose de moins cher. Baissez un peu le prix ! Faites-moi un prix ! Et devient le commerçant qui répond à un(e) élève qui joue le rôle de client(e), ceci afin de faire découvrir les différentes façons de demander ou de proposer un produit d'en demander, donner ou marchander le prix.	L'enseignant fait découvrir aux apprenants comment on dit 1. Le que l'on veut acheter 2. Comment on demande le prix 3. Comment on marche et payer L'enseignant demande aux apprenants s'ils ont certains objets. L'enseignant utilise : "J'en ai un/une" J'en ai ou Je n'en ai pas – il demande ensuite à un/une élève d'interroger un camarade qui répond en utilisant ces mêmes expressions.	1. L'apprenant écoute et suit l'enseignant 2. L'apprenant questionne ensuite l'enseignant en utilisant les mêmes expressions. 3. La classe crée de petits poèmes ayant pour thème ce que l'on a ou pas. Ex : du travail J'en ai ; Des amis, j'en ai mais de l'argent, je n'en ai pas	Photos Images Voir On y va 1, unité II page 39 et 102	Dire : 1. Ce que l'on a 2. Ce que l'on n'a pas 3. Ce que l'on veut acheter. 4. Il doit nommer les marchandises et doit marchander dans n'importe quelle situation donnée.



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SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7	Savoir dire : De quoi on a besoin A quoi ça sert	L'apprenant serait capable de s'exprimer face à : 1. De quoi on a besoin 2. A quoi ça sert	Pour..., de quoi avez-vous besoin ? J'ai besoin de... Qu'est-ce qu'il il vous faut pour... ? Il me faut... Pourquoi ? Pour... A quoi ça sert ? Ça sert à t (infinitifs) De se faire utiliser les objets dont les élèves peuvent avoir besoin : - Les matériels scolaires - Les produits de toilette - Les vêtements - Les accessoires - Les produits d'entretien - Les objets personnels ; les outils Pour + (infinitif)	L'enseignant explique ce qu'il a besoin pour faire certaines activités. Il demande ensuite aux élèves ce qu'ils ont besoin pour étudier, se laver, nettoyer, réparer, jardiner, se distraire etc Ex : Pour me laver, j'ai besoin d'eau, de savon et d'éponge. L'enseignant fait préciser à quoi sert chaque chose	En écoutant attentivement Les apprenants avec l'enseignant font des activités Comme : vrai ou Faux Ex : On utilise un stylo pour marcher c'est vrai ou Faux ?	Des photos Des dessins Voir On y va 3 Page 14 unité 2	L'apprenant de dire : 1. Ce que l'on veut faire 2. De quel objet on a besoin pour le faire. 3. A quoi sert cet objet

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SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
8	Savoir : Demander un remède dans une pharmacie. Expliquer une maladie.	L'apprenant serait capable de dire : (1) Les différentes types de maladies. (2) Où l'on a mal. (3) De demander un remède.	Qu'est-ce que vous avez ? vous êtes malade ? J'ai mal/au/a/a... ...parties du corps. Je suis malade. Je voudrais un remède. Il faut de/du/de/a... (nom de médicament) Il faut de l'aspirine. Il faut (verbe d'action pour se soigner. Il faut prendre 3 comprimés par jour. Les maladies, les douleurs. Les médicaments et la façon de les prendre. Il faut + (nom); Il faut + (infinitif) Les parties du corps physique.	L'enseignant en s'aidant de mimi qu'il a fait la liste des maladies courantes et des petites douleurs habituelles. Ex : J'ai mal aux dents . à la tête à la gorge, au ..., J'ai de la rhume : J'ai la toue. Je me suis brûlé cherche comment on trouve le nom des médicaments nécessaires et comment les utiliser JEU DE ROLE Pharmacie/a	1. L'apprenant écoute et répète plusieurs fois 2. Jeu de rôle un apprenant qui est malade va chez le médecin pour se soigner ; au dos, au ventre, la fièvre. Se soigner des médicaments, soigner avec des médicaments prendre le à 19 heures.	Des photos voir on y va Unité 8 Pg 68-69 Des photos Des images Le Corps humain. Vidéos	L'apprenant dire: 1. les différents types de maladie 2. où l'on mal. 3. demander un remède.

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**DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9	Parler de ce que on fait pour se distraire.	L'apprenant serait capable d'employer des mots ou des expressions aux loisirs.	Vocabulaires et expressions comme: récréation, pause, on s'amuse, on chante, on joue, on danse, on fait du bruit, on joue du tam tam, les loisirs: Je fais du..., Ecouter de la musique Aimer + nom Aimer + (infinitif). Exprimer l'opposition avec "mais" Phonie/graphie [S] le cinéma [k] la cuisine, sac - La gradation : 1 <sup>er</sup> , 2 <sup>eme</sup> , 3 <sup>eme</sup> etc.	L'enseignant propose des situations de communication appropriées Ex : Après les cours, pendant le weekend/les vacances/la matinée, on ... 2. Puis, il énumère la liste de ce qu'il aime bien, beaucoup, de ce qu'il adore, ce qu'il préfère.	L'apprenant participe activement aux dialogues et aux jeux de rôle. Activité : écrit à votre correspondant pour vous présenter en précisant vos loisirs.	Des photos Des images mimique Documents voir on y va Pg...	L'apprenant dire : 1. Ce que l'on aime 2. Ce que l'on n'aime pas 3. Exprimer la gradation.
10	Les caractéristiques des accessoires des vêtements des chaussures	L'apprenant serait capable de décrire des vêtements en précisant : (1) La dimension (2) La taille (3) La matière (4) Les couleurs	Vocabulaires/Expressions utiles comme: Le verbe : porter ; "S'habiller" Je m'habille, Il/Elle s'habille avec... un/une/des... Il/Elle est, comment? Ils/Elles sont comment? Long /court/petit/moulant.				Décrire un vêtement en précisant : (1) La dimension (2) La taille (3) La matière (4) Les nuances (5) Le motif (6) Les couleurs.

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1.	Le temps qu'il fait	L'apprenant serait capable de - se rappeler de ce qu'il avait appris Le trimestre passé (2 <sup>ème</sup> trimestre)	Les sujets de 2 <sup>ème</sup> trimestre les actes de paroles ou les objectifs communicatifs de deuxième trimestre. Il fait beau/Il fait froid/Il fait humide/Il fait du soleil/il fait du vent, Il neige Quel temps fait – il ?	L'enseignant avec les apprenants révisent quelques sujets de 2 <sup>ème</sup> trimestre. 2. ils corrigent aussi les questions de l'examen passé 3. Il fait découvrir aux apprenants les différents temps du jour.		Les cahiers des apprenants leurs livrets les questions de l'examen passé. Voir unité 3 on y va 2 pg 20.	De répondre les questions de l'enseignant. (2) De se corriger

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SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
2.	Comparer: Exprimer une hésitation Exprimer un choix.	L'apprenant serait capable de : 1. apprécier quelque chose 2. Comparer les choses 3. Exprimer un choix.	C' est + (adjectif) Il/Elle est + (adjectif) Il/Elle n'est pas assez ... Il/Elle est plus ... que l'autre. Il/est moins ... etc. ca, c'est moins bien Je préfère celui-ci/ Je prends celui – Je ne sais pas. J' hésite. Je' regrette/Je suis désolé, je ne la/le/les prends pas. Vous desirez ? non, rien, merci. Je ne veux rien. Champs lexicaux : Qualités d'un objet ou d'une personne. Structures grammaticales : Celui-la, celle-ci/ Celle-là/ceux-ci/ Ceux-là/celles-ci Celles-là La qualification : Très, trop, pas, assez. La comparaison Les pronoms démonstratifs.	1. L'enseignant demandé aux élèves d'apprécier diverses situations ou personnes. Ex : apprendre le français, c'est comment ? 2. L'enseignant compare la physique, la personnalité de deux élèves, de deux personnes connues. Il compare les caractéristiques d'objets visibles dans la classe. 3. la classe compare une ville à une autre, différents modes de transport, etc. 4. L'enseignant fait dessiner au tableau un même objet par deux apprenants différents on compare les différentes caractéristiques de chaque dessin.		Des photos Des dessins Des images Des vidéos Voir On y va 2 unité 6 pg 48	1. Exercices de recapitulation 2. Jeu de rôles 3. De justifier son choix 4. De rédiger des publicités pour promouvoir un même produit

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3.	Les caractéristique de la vie rurale	L'apprenant serait capable de degager ou presenter les carateristiques de la vie rurale	Vocabulaire et expressions utiles : Les champs, la chasse, le gibier, les routes de sable, l'air frais, beaucoup de nourriture, beaucoup de moustiques, peu d'ecoles, peu de jeunes, pas d'electricite ; pas de l'eau robinet, pas de goudronne... La vie est moins confortable calme et tranquilite	L'enseignant aide l'apprenant à utiliser les mots et expressions pertinents	1. L'apprenant ecoute le professeur tres attentivement 2. Il se sent motive pour proposer en français des caracteristiques de la vie au village	Imagees Photos Extraits des journaux, des documents mimes	1. Exercices de recapitulation 2. De rappeler des caracteristiques de la vie au village
4.	Les caracteristiques de la vie urbaine	L'apprenant serait capable de degager et presenter les caracteristiques de la vie urbaine	Vocabulaire et expressions utiles : Les grandes routes, les voitures, la mode, l'electricite, l'hospital, les gens sont toujours pressés ; les feux, les embouteillages; L'eau de robinet Les bruits. Les grands batiments. Les grands marchés, les zoos. L'aeroport, la plage ; Des avions (Lieux touristiques)	L'enseignant fait decouvrir aux eleves les experiences de la vie urbaine Ex : Des grandes routes ; Des lieux touristiques pour finir, il fait la liste de choses trouvés dans les grandes villes avec des illustrations claires	L'apprenant apporte son experience (S'il ena) quant a' l'appreciation de la vie dans les grandes villes	Photos, videos, extraits des journaux, autres documents, voir unite 2, On y va 2 pg 14	Exercices de recapitulation de production orale et ecrite

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5.	Les expressions de calcul simple	L'apprenant serait capable d'exprimer en français les quatre opérations	....plus... egal... . moins...egal... ...divisé par...egal... ...multiplié par...egal... Ca fait..., Le total est/fait	L'enseignant fait découvrir le vocabulaire des opérations de base en s'aidant du tableau	L'apprenant participe par répondant aux questions de l'enseignant	Images Dessins On y va 1 pg..	D'exprimer en français les quatre opérations
6.	Dire ce qu'on mange Dire ce qu'on boit	L'apprenant serait capable de dire 1. ce qu'on mange 2. ce qu'on boit	Qu'est-ce que vous prenez au petit-dejeuner ?/au déjeuner/au dîner Je prends/je mange/je bois un/une/des/du/de la/de l'... Où? A quoi ? Au/a' la/a' l'/aux... Comment ? cuit/cru/bouilli/roti/frit/chaud /froid, etc combien ? Une tasse de/un verre de... Champs lexicaux : Les aliments Les plats, les repas, les boissons structures grammaticales : La qualité Au, A la, Aux La quantité de... L'accompagnement Avec	L'enseignant explique tout ce qu'il prend au petit déjeuner en ajoutant les précisions nécessaires pour chaque plat ou boisson. Puis il demande aux élèves ce qu'ils prennent. Même chose pour les autres repas habituels et pour les repas de fête	L'apprenant écoute l'enseignant et participe en même temps en disant quels sont ses plats préférés	Images Photos Dessins voir On y va pg...	De dire : Ce qu'on mange et ce qu'on boit

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7.	Les ustensils Les elements d' une cuisine	L'apprenant serait de capable de nommer : 1. Les ustensils 2. Les éléments d'une cuisine	Vocabulaire et expressions utiles comme : Les ustensil : une casserole, un bol, une assiette, un couteau, un fourchette, une cuiller, un gaziere, une armoie, une table, une tasse a thé, une verre, une cuvette, un frigidaire/refrigerateur De quoi on se sert pour... On se sert de quoi pour... couper, hacher, piler, laver, egoutter, melanger, cuire, frire, bouillir, griller, conserver, etc On (verbe) avcc... La cuisine Un cuisinier/ere ; fait la cuisine/prepare le repas/nourriture	L'enseignant fait une liste des utensiles et des éléments de cuisine. Il demande à ses élèves de venir les dessiner. Il leur demande de rélier chaque nom à son dessin, et d'expliquer ce qu'on fait avec cet ustensil	L'apprenant suive l'enseignant en faisant les activites qu'il leur demande	Images Photos Mimes Dessins voir On y va 2 pg..	De nommer : 1. Des ustensils 2. Des elements de cuisine



**FRENCH**  
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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'ÉVALUATION
				ENSEIGNANT	APPRENANT		
8.	Les recettes de la cuisine Comment réaliser des plats	L'apprenant serait capable de : 1. faire des recettes de la cuisine 2. expliquer comment on réalise des plats	Vocabulaire et expressions utiles comme : Eplucher/écraser/piler/pilier/pétrir melanger/ajouter/mettre/Remuer/mesurer/ saler/sucrer/assaisonner/(faire/laisser cuire/bouillir/faire : Faire/laisser rechauffer/refroidir, et structures grammaticales : Les pronoms compléments : en, le, la, les Avec verbe: au présent : a' l'imperatif Passages des articles indefinis : Un/du/le : une/de la/la ; des/les	1. L'enseignant fait découvrir aux apprenants des recettes variées. 2. Il demande à un/une élève de présenter recette d'un plat qu'il/elle sait faire 3. L'enseignant écrit au tableau commençant par les ingrédients, les quantités, puis, les procédures à suivre dans l'ordre Mettre les verbes d'action à l'imperatif	L'apprenant participe activement il écrit sa recette préférée Jeu de rôles une mère explique à ses enfants comment elle fait un plat. Chaque apprenant ainsi que l'enseignant apprennent des ingrédients dans la classe A partir de recette (Ex : jollof rice) rédigées par un groupe un autre groupe fait le plat en expliquant ce qu'ils font	Photos Ingrédients réels Voir On y va pg...	1. Faire une recette de cuisine 2. Expliquer comment on réalise un plat

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
	La quantité La qualité des produits	L'apprenant serait capable de préciser : 1. la qualité des produits 2. la quantité des produits	Que voulez-vous ? Je veux des/du la/ de l'... Combien en voulez-vous ? J'en veux/voudrais...un/une/trois/dix etc. un litre/un kilo/un peu/beaucoup ce n'est pas assez ! J'en veux plus. C'est trop. Jen veux moins. J'en veux seulement...ça suffit ! Vous le/la/les voulez comment ? J'en veux un bon. J'en veux un beau Il est bon/elle est bonne ? Il est mûr/elle est mûre ? Il est beau/Elle est belle ? Il est bien sec ?/Elle est bien sèche ? Il est bien frais ?/Elle est bien fraîche ? Il n'est pas bon/beau/sec/frais Champs lexicaux : Les aliments : Les ingrédients, Les fruits, : Les boissons La révision des nombres	L'enseignant avec l'apprenant dessinent la boutique idéale. Ils montrent et disent tout ce qu'on y vend. La classe fait une grande liste géante de ce qu'il faut pour un repas de fête (anniversaire, mariage, enterrement, etc) en décidant de quantités		Photos Ingrédients réels Voir On y va pg...	L'apprenant de préciser : 1. quels sont les ingrédients nécessaires à la réalisation d'un plat 2. Dans quelle quantité 3. Et la qualité

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**TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9.	Demander poliment	L'apprenant serait capable de faire des demandes avec politesse	Expressions utiles comme : Pouvez-vous.... ? Je voudrais.... Je peux vous demander....s'il vous plaît ?	L'enseignant reemploie systématiquement les formules de politesse pour faire une demande. Il insiste sur des situations de communication appropriées	L'apprenant écoute et répète systématiquement les énoncés illustratifs de l'enseignant. On lui fait voir la différence entre ces énoncés et ceux où la politesse n'est pas soulignée	Jeu de rôle dialogue  Voir On y va unité 9 pg 82	Exercices de reconnaissance de reproduction orale/écrite

**COMPUTER STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	Computer software	Students should be able to: 1. define software; 2. State the types of software 3. give examples of each type of computer software	1. Definition of software 2. Types and examples of software: - system software (Operating system) - Application software (word processing, spreadsheet, graphics, etc)	Guides student to: - describe computer software - identify different types of computer software - Give examples of each type of software	Boot the computer and identify types of software in the system	1. Charts 2. Computer system with appropriate software	Students to: 1. define software; 2. state two types of software 3. give two examples of application software 4. give example of system software
2	Operating System I	Students should be able to: define operating systems	Definition of an operating system (OS).	Leads students to define operating system	Participate in class discussions	Computer installed with operating system	Students to: define an operating system
3	Operating System II	Students should be able to: give examples of operating system	Examples of operating systems (DOS, Windows, Linux, Unix)	Guides the students to: - give examples of common operating system in use - State the functions of an operating system	Copy the board summary into their notebooks	Interactive CD Tutorial on functions of computer operating system	Students to: Give example of two operating system
4	Operating System III	Students should be able to: State the functions of an operating system	Functions of operating systems: (Resource allocation monitoring, utilities	Write notes on the chalkboard	Copy the board summary into their notebooks	Charts	Students to: state the functions of an operating system

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
5	Units of storage in computer	Students should be able to: 1. state the various units of storage and their values 2. convert from one unit to another; 3. differentiate between kilometer, kilogram and kilobyte, megabyte and gigabyte	Units of storage: - Nibble - Byte - Kilobyte - Megabyte - Gigabyte, etc.	1. Guides student to state the units of storage and their values. 2. Lead student to convert from one unit to another 3. Leads student to differentiate between kilometer, kilogram, kilobyte, megabyte, and gigabyte	1. Convert from one unit to another. 2. Differentiate between kilometer, kilogram, kilobyte, megabyte and gigabyte	Charts of - conversion table - Flash drives	Students to: 1. state three units of storage and their values. 2. convert a given unit to another 3. distinguish between a kilogram and a kilobyte
6	Computer problem solving skills	Students should be able to: 1. identify a computer program; 2. define a computer programming language 3. give examples of computer programming languages	Computer programmes - meaning - examples (Logo BASIC, etc)	1. Guides student to identify a computer program 2. Leads students to define and give examples of programming language	1. Define computer program 2. Give examples of computer programming language	Samples of written programs in different computer language	Students to: 1. identify a computer program 2. define computer programming language 3. give two examples of computer programming language
7	Basic Programme I	Students should be able to: state the meaning of the acronym BASIC	BASIC language: - meaning -BASIC character set	Guides student to state the meaning of BASIC	State the meaning of BASIC	1. Computer system 2. Interactive instruction	Students to: state what BASIC stands for

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
8	Basic Programme II	Students should be able to: list key statements of BASIC I	Key BASIC statement I e.g. - live number - Remark (Rem) - Assignments (Let, input and data)	Leads student to list BASIC statements	List the BASIC statements	Interactive instruction	Students to: list three BASIC statements
9	Basic Programme III	Students should be able to: describe key BASIC statement II	Key BASIC statement II e.g. - output statement - print - program terminator Laud, stop	Guide the student to describe key BASIC statement	Describe key BASIC statement	Interactive instruction	Students to: describe key BASIC statement.
10	Basic Programme IV	Students should be able to: write a simple BASIC program	Simple BASIC statements	Guides the student to write and run simple BASIC Program	Practice writing and running simple BASIC program	Sample of BASIC Program	Students to: write a simple BASIC program
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	Computer ethics I	Students should be able to: list responsible ways of using computer and internet	Responsible use of computers and internet - Avoiding liquid dropping into the system - Using dust cover - Protection from power problem - Unplugging the system when not in use for long - Check our e- mail regularly - Give prompt and polite response to mails	Guides the students to identify responsible ways of using - computer - internet	1. Participate in class discussion 2. Make use of computers and internet	Computer laboratory with internet facilities	Students to: list three ways of using computer and internet responsibly
2	Computer ethics II	Students should be able to: identify ways of misusing the computer and internet	Abuse/misuse of computer	1. Leads students to identify ways of misusing the computer 2. Write notes on the board	1. Participate in class discussions 2. Copy the board summary into their notebooks	Pictures/charts of an ideal computer room/laboratory with internet facilities	Students to: list four ways of misusing computers and internet
3	Safety measures	Students should be able to: state safety measures that need to be taken when using computer	Safety measures: The sitting posture Using the anti-glare protector - positioning of monitor base - illuminating the computer room - Maintaining dust-free environment - keep liquids away from computer	Guides the students to list the safety measures that need to be taken when using computer	Participate in class discussion	1. Pictures 2. Charts	Students to state four safety measures that need to be taken when using computer

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
4	Graphic Packages	Students should be able to: describe graphic packages	Meaning of graphic packages	Explain graphic packages	Listen to teachers explanation	Computer system with graphic packages installed	Student to: describe graphic packages
5	Graphic Packages	Students should be able to list different types of computer graphic packages	Examples of graphic packages: paint, corel draw, instant artist, etc.	Leads student to identify different types of graphic packages	List different types of graphic packages	Computer system with graphic packages installed	Students to: list four types of graphic packages
6	Graphic Packages	Students should be able to: state the general features of graphic packages	Features: Tool, bar, menu bar, printable area, colour palette, etc.	Guides student to describe the features of graphics packages	1. Participate in class discussion, 2. copy the board summary into their notebooks	Computer system with graphic packages installed	Students to: state five features of graphic packages
7.	Paint environment	Students should be able to: 1. identify the features of the paint environment 2. list the paint tools, explain the functions of the various tools; use paint to draw and colour simple objects	1. The paint, paint environment 2. Paint tools and their functions	1. Explains the functions of the various tools. 2. Guides students to draw and colour simple objects using paint	1. Identify and describe paint environment 2. Draw and colour simple objects using paint package	Computer systems with graphic packages installed (e.g. paint, instant artist, photo paint, etc.)	Students to: 1. identify features of paint environment 2. list the paint tools, state three functions of paint tool; 3. draw and colour simple objects (e.g. Nigerian flag)



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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
8	IT as a Transformation Tool I	Students should be able to: state what IT stands for:	Meaning of ICT (Information and Communication Technology)	1. Provide pictures/charts of ICT gadgets. 2. Explain the meaning of ICT	Observe the pictures/charts displayed	1. ICT gadgets 2. Pictures 3. Charts	Students to: state what ICT stands for.
9	IT as a Transformation Tool II	Students should be able to: list ICT gadgets	Examples of ICT: - computers - Telephone (GSM) - Cellular networks - Satellite communication - Television - Internet	1. Leads students to identify ICT gadgets	Identify ICT gadget	1. Pictures/charts of multimedia communication	Students to: list four ICT related gadgets
10	Practical	Students should be able to: 1. create a file using word processing. 2. save a file	1. Creating files with word processing 2. Save a file	1. Guides students to create a file using word processing 2. Save a file	1. Create file 2. Save file		Students to: 1. create a file using word processing 2. save a file
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	ICT as a Transformation tool	Students should be able to: 1. state the benefits of ICT 2. list the disadvantages of ICT	1. Benefits of ICT gadgets 2. Disadvantages of ICT	1. Guides class discussion on the benefits of ICT 2. Guides class discussion on the disadvantages of ICT 3. Writes notes on the board	1. Participate in class discussion 2. Copy the board summary into their notebooks	Real object	Students to: 1. state three benefits of ICT 2. state three disadvantages of ICT
2	ICT Gadgets	Students should be able to: 1. differentiate between GSM, Fax machine and telephone 2. create and send messages to one another using the GSM and Fax machine 3. store and retrieve information on a GSM handset	1. The GSM 2. Fax machine 3. Telephone etc	1. Prepares charts 2. Takes students to visit business centres 3. Guides the class to: differentiate between GSM, Fax and telephone, make calls on GSM handset. create and send message on GSM handset - Send and receive fax messages, save text messages contact address and telephone number on GSM	1. Watch teacher demonstrations 2. Visit business centres 3. ask and answer questions 4. Make calls on GSM handset 5. Create, send and store messages on GSM handset 6. Send and receive fax messages	1. Charts or pictures 2. GSM handset 3. Fax machine 4. Telephones 5. Other communication gadgets	Students to: 1. state two differences between a Fax, GSM and Fax, Telephone, 2. make calls; 3. Send messages 4. create, send, store and retrieve information on GSM handset
<b>SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY</b>							
3	Internet I	Students should be able to; define the: - internet, world wide web (www), electronic mails (e-mail), e-mail address; website	Definition of terms: - Internet (the largest computer network in the world - e-mail address - worldwide web (www)	Leads student to define the internet, e-mail address, website, web browser	1. Participate on discussion 2. Watch teacher demonstration and practice writing valid e-mail and web address	Internet connected computer laboratory or cyber café	Students to: define the internet

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**SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
4	Internet II	Students should be able to: identify: - internet browser - e-mail address - website address	1. Internet browser: - Microsoft internet explorer 2. Netscape, Mozilla, etc.	Guides students to write valid samples of e-mail and website address	Watch teacher's demonstration and practice writing valid e-mail and web addresses	Samples of e-mail address	Students to: list three - browsers; - e-mail addresses - website addresses
5	Internet III	Students should be able to: open an e-mail addresses	Creating e-mail account	Organizes visit to cyber café to demonstrate the various uses of internet	Copy chalkboard summary into their notebooks	e-mail address - <a href="mailto:chima@nderdc.org">chima@nderdc.org</a> - <a href="mailto:musa@hotmail.com">musa@hotmail.com</a> - <a href="mailto:kola@onebox.com">kola@onebox.com</a>	Students to: 1. open their e-mail addresses 2. state three benefits of the internet
6	Internet IV	Students should be able to: mention the benefit of internet	Benefits of internet - information Exchanges - e-learning - e-entertainment - faster and cheaper	Writes notes on chalkboard on the uses and benefits of internet	Copy chalkboard summary into their notebooks	Internet connected, cyber cafe	Students to: state three benefits of the internet
7	Internet V	Students should be able to: mention the abuses of internet	Abuses of internet - fraud - pornography	Write notes on chalkboard on the abuses of internet	Copy chalkboard summary into their notebooks	Cyber cafe	Students to: state two abuses of internet

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**SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
8	Internet environment I	Students should be able to; 1. recognize and name icons in the internet 2. send and receive e-mail	Characteristic features	1. Takes students to computer laboratory, internet café or bring downloaded websites for use in the class 2. Shows students the icons on internet environment and explain their functions	1. Go to computer laborator or visit cyber café 2. Watch teacher demonstration	1. Computer laboratory 2. Cyber cafe	Students to: 1. name five icons fond in internet environment 2. state the functions of the icon
9	Internet environment II	Students should be able to: 1. chat on the internet 2. link up with educational network groups	1. Uses of the internet 2. Network groups	1. Guides students to - send and receive mails - chat on internet 2. link up with educational network groups e.g. school net, e-school, etc.	1. Open their e-mail boxes 2. Use the internet to: - send and receive mails - chat with themselves - access educational network groups	1. Offline done loaded websites 2. List of educational website and their addresses e.g. www.nerdenigeria.gov.ng	Students to: 1. use internet to send and receive mails and chats 2. link up with two educational network groups
10	Practical	Students should be able to: create an e-mail address	Create e-mail II address	Lead the students to visit cyber café	Open an e-mail send message to the beloved ones	Cyber café	Students to: create an e-mail address
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**SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	Meaning of farm structure and types	Students should be able to: (1) define farm structure. (2) list the types of farm structure. (3) mention the uses of farm structures.	Description of farm structure. -Types of farm structure barn, silos rhombus, etc.	Guide students to explain the meaning of structure.	Participate in the identification of the types of farm structure.	Chart and pictures of farm structures.	Students to: (1) explain the meaning of farm structure. (2) list four types of farm structures. (3) state the uses of farm structure.
2	Uses and Maintenance of farm structures	Students should be able to: (1) list the uses of farm structures. (2) state the methods of maintaining farm structures.	(1) Uses of farm structures. (2) Maintenance of farm structures.	Arrange for learners to visit a commercial farm.	Use pictures and charts to identify farm structures.	Pictures and charts, relevant text books showing farm structures.	Students to: (1) state five uses of farm structure. (2) list three methods of maintaining farm structures.
3	Meaning of farm building and types	Students should be able to: (1) define farm building. (2) state types of farm building. (3) explain the uses of farm building.	Definition of farm building. -Types of farm building. -Uses of farm building.	Guide students discussion of farm building and the uses.	Participates in class discussion on the meaning of farm building.	Charts and pictures of different types of farm building.	Students to: (1) explain the meaning of farm building. (2) state two types of farm building. (3) List three uses of farm building.

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**SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
4	Uses and maintenance of farm building	Students should be able to: (1) state uses of farm building. (2) list methods of maintaining farm building.	(1) Uses of farm building. (2) Maintenance of farm building.	Arrange for learners, to visit commercial farm.	Use pictures and charts to identify farm buildings.	Charts and pictures of different types of farm buildings.	Students to: (1) mention three uses of farm building. (2) list four methods of maintaining farm buildings.
5	Meaning and methods of crop propagation	Students should be able to: (1) define crop propagation. (2) state methods of crop propagation.	(1) Meaning of propagation (2) Methods of crop propagation: -by seed (sexual). -by Vegetative organs (asexual).	Displays charts and pictures on crop propagation.	Study charts and pictures provided and list crops propagated vegetative by seeds.	Picture and charts of crops propagated by seeds and vegetative organs.	Students to: (1) briefly explain crop propagation. (2) identify two methods of crop propagation.
6	Advantages and disadvantages of propagation	Students should be able to: (1) list two advantages of propagation. (2) state three disadvantages of propagation.	(1) Advantages of propagation by: seed (easy to carry, store, procure, sow) etc. -Vegetative organs: more resistance to disease and pests. (2) Disadvantage -Seed does not germinate easily due to dormancy.	Collects and display samples of seed and vegetative organs of named crop plants.	Class demonstration on crop propagation -By seed -By vegetative organs	(1) Crop propagation specimens (seeds, vegetative organs) soil tins/pots, water hand trowel etc.	Students to: (1) state two advantages of propagation by seeds. (2) list three advantages of propagation by vegetative organs. (3) mention three disadvantages of propagation.

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**SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
7	Agricultural cultural practices (meaning of cultural practices)	Students should be able to: (1) define a cultural practice. (2) state classes of cultural practices.	(1) Definition of cultural practice. (2) Classes of cultural practice. -Pre –planting operation. -Planting operation. -Post planting operation.	(1) Displays charts and pictures on board. (2) Guide students to identify different types of machine for milling machine.	Study charts and pictures provided and identify the various operations depicted.	Simple farm tools: -hoe -cutlass -rake -hand trowel etc.	Students to: (1) explain cultural practice. (2) state three classes of cultural practices.
8	Agricultural practices (contd.)	Students should be able to: (1) describe pre-planting operations. (2) state the pre-plant operations. (3) explain each of the pre-operations.	(1) Description of pre-planting operations. -Choice of site -Clearing of site -Stumping -Planting or laying out etc.	(1) Guide students to identify and describe different pre-planting operations.	(1) Watch teacher demonstrations.	Simple farm tools: -hoe -cutlass -rake -hand trowel etc.	Students to: (1) state five activities of pre-planting operations. (2) explain three activities of pre-planting operations.
9	Agricultural practices (contd.)	Students should be able to: (1) describes planting operations. (2) explain planting operations.	(1) Planting operations. -Seed treatment -Spacing and planting	(1) Demonstrates some of these operations	(1) Perform the various planting operation	(1) School farm.	Students to: (1) state two planting operation (2) explain each of the planting operations.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
10	Agricultural practices (contd.)	Students should be able to: (1) describes post planting operations. (2) explain post planting operations. (3) explain the effect of timely. (4) state various post harvest operations.	(1) Post-planting operations -Thinning -Supplying -Mulching - Maturing/Fertilizer application etc. (2) Effects of timely -harvesting versus late harvesting (3) Post-harvest operations -Processing of crop	Give a board summary	Copy board summary	School farm	Students to: (1) state five post-planting operations. (2) explain three post-planting operations.
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	Animal feeds feeding	Students should be able to: (1) state the meaning of feeds. (2) list types of feed stuffs.	(1) Meaning of feeds. (2) Types of feeds -Energy yielding feeds. -Protein yielding feeds.	Exhibits samples of feeds stuffs such as groundnut, cake, palm-kernel cake, cotton seed cake, forage silage hay etc.	Use the feed stuffs to feed farm animal.	Samples of feeds e.g. groundnut cakes, hay including poultry feeds etc.	Students to: (1) define feeds (2) state three types of feeds stuffs.
2	Animal feeds and feeding (contd.)	Students should be able to: state feeding tools.	Feeding tools -Troughs -Drinking set etc.	Displays feeding tools.	Identify the various feeding tools	Feeding tools silage, feeding trough etc.	Students to: list two feeding tools.
3	Farm animal disease control	Students should be able to: (1) define the term-disease. (2) state various classes of diseases.	(1) Meaning of a disease. (2) Classes of farm animal disease. (a) Bacteria, virus, protozoan, fungal, nutritional diseases, parasite.	Displays pictures and charts of -Diseased organisms like worms. -Dead animals	Visit abattoir to observe meat inspection.	Pictures and charts of diseases of farm animals disease organisms.	Students to: (1) explain the meaning of disease. (2) list five farm animal diseases.
4	Farm animal disease control: Bacteria	Students should be able to: (1) define Bacteria disease. (2) state the animals infected	Farm animal disease (a) Bacteria -Anthrax -Brucellosis or contagious abortion. -Tuberculosis.	Develops chart on causal organisms, symptoms and animal affected.	Participates in discussion on animal disease causing organism and disease symptom.	Pictures and charts of diseases of farm animal disease organisms.	Students to: mention four organisms that cause farm animal disease.

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				TEACHER	STUDENT		
5	Farm Animal Disease control Bacteria	Students should be able to: explain the mode of transmission, symptoms prevention and control measures.	Farm animal disease. (a) Bacteria -Mastitis -Gastroenteritis	Develop chart on causal organisms, symptoms and animals affected.	Participates in discussion on animal disease causing organisms and disease symptom.	Picture and charts of disease of farm animal disease organisms.	Students to: list three symptoms of Bacterial organism and two preventing and control measure.
6	Farm Animal disease control virus disease	Students should be able to: (1) list various virus disease (2) explain the modes of transmission	(a) Farm animal disease (b) virus: -foot and mouth disease -Rinder pest disease	Develop charts on causal organism, symptom and animals affected.	Carry out good sanitation practice on school farm animals	Preserved specimens of causing organism	Students to: state four modes of viral transmission.
7	Farm Animal disease control (virus disease) contd.	Students should be able to: state two preventive and control measures.	Farm animal disease virus -New castle disease -Fowl pox etc.	Develop charts on causal organisms symptoms and animals affected	Carry out good sanitation practice on the school farm animal	Preserved specimen of causing organisms	Students to: list two preventive measures
8	Farm animal disease control: Protozoan disease	Students should be able to: (1) state four names of protozoan disease (2) list three animals affected	Farm animal disease Protozoan -Trypanosomiasis -Coccidiosis -Babesios (red water disease).	Develop charts on causal organisms, symptom and affected animals.	Carry out good sanitation practice on the school farm animal.	Pictures and charts on disease of farm animals.	Students to: (1) state three diseases caused by protozoan. (2) list two symptoms. (3) mention two control measures.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
9	Farm animal disease control (contd.)	Students should be able to: list two disease caused by fungal	(a) Farm animal (b) Fungal -Aspergillosis -Ringworm etc.	Develop chart on causal organisms, symptoms, and animals affected.	Carry out good sanitation practice on the school farm animal.	Pictures and charts of diseases of farm animals disease organisms.	Students to: (1) mention two symptoms of fungal diseases. (2) explain three methods of preventing them.
10	Farm animal diseases control (contd.)	Students should be able to: (1) define nutritional disease. (2) state two symptoms of nutritional disease. (3) list how nutritional disease can be control.	(1) Farm animal disease (2) Nutritional disease: -bloat	Develop chart on causal organisms, symptoms, and animals affected.	Carry out good sanitation practice on the school farm animal.	Pictures and charts of diseases of farm animals disease organisms.	Students to (1) name two symptoms of nutritional disease. (2) list how they can be controlled.
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
1	Fishery I	Students should be able to: (1) define fishery. (2) classify fishes on the basis of habitat and morphology.	(1) Definition of fishery. (2) Classes of fish based on: -habitat -morphology -other types of aquatic organisms	Arrange a visit to a nearby fish farm.	Examine and identify various types of fish and other aquatic organisms displayed.	Pictures and charts on fish and fish products.	Students to: (1) define fishery (2) classify fishes based on: (a) habitat and (b) morphology
2	Fishery II	Students should be able to: (1) explain habitat and morphology. (2) state other types of aquatic organisms.	(1) Classes of fish based on: -Habitat: fresh water fish and salt water fish. -Morphology e.g. Bony and cartilaginous fish. -Other types of aquatic organisms: shell fish-crab, prawn, retile-turtle, crocodile mammals hippopotamus, whale	Present picture and charts on fish and fish products.	Bring sample of fish and fish products.	Visit to a nearby fishery.	Students to: (1) explain fishes based on: (a) habitat and (b) morphology.
3	Fishery III	Students should be able to: (1) list the uses of fish. (2) explain the uses of fish.	Uses of fish and fish products. -Food -Livestock food -Fish oil -Medicinal purposes etc.	Display fish and the fish products.	Bring samples of fish and fish products.	Pictures and charts on fish and fish products.	Students to: (1) state two uses of fish and fish products. (2) explain the uses of fish.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
4	Fishery IV	Students should be able to: (1) state methods of fishing. (2) explain methods of fishing.	Methods of fishing. -Hook and line/rod and line -Fish traps -Fishing baskets pot and gourds -Wounding method	Practice how to mend fishing net.	Identify various fishing equipment displayed.	Fishing nets, basket, fishing hook etc.	Students to (1) explain three methods of fishing. (2) list five equipment use in fishing.
5	Fishery V	Students should be able to: discuss effect of chemicals on aquatic organisms.	Risk factors in water and fish farming: -polluting water with chemical/industrial effluents -contaminating fish with chemicals used for catching fish.	Discuss the effects of chemicals on fish and their environment.	Explain suitable environment for fish farming.	Chemicals	Students to: write short note on the risk factors in fish farming.
6	Forests and forest uses. (meaning and types of forest) I	Students should be able to: (1) explain forest. (2) list types of forest.	(1) Meaning of forest. (2) types of forests. -Mangrove (swampy) -Rain forest (Many tree). -Derive forest (few trees).	Facilitate guided discussion on: Types of forest. -Mangrove -Rain forest.	State types of forest.	Pictures and charts showing forest products.	Students to: (1) explain a forest. (2) state two types of forest.

**AGRICULTURAL SCIENCE**  
**JS II**  
**THIRD TERM**

**SUB-THEME: PROCESSES OF AGRICULTURAL PRODUCTION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENT		
7	Forest and forest uses (forest resources) II	Students should be able to: (1) state the uses of forest. (2) explain forest resources.	Forest resources. -Trees -Wildlife (animals) -Fruits (food stuffs) -Various Herbs: -shelter, etc.	Facilitate guided discussion on: -resource -potentials of the forest -forest products e.g. fruits, gums animals etc.	State resources obtained from the forest.	(1) Real product where available. (2) Some forest products.	Students to: state forest resources.
8	Forest and forest uses (uses of forest resources) III	Students should be able to: state the uses of forest resources.	Uses of forest resources. (a) Forest trees -Iroko (Chlorophora excelsa). (b) Forest animals: -Elephant (Loxodonta aagricana).	Visit to the saw mill or carpenter.	Observe how wood is being splits.	Real product where available.	Student to: state five uses of the forest.
9	Forest and forest uses (Human activities that affect the forest) IV	Students should be able to: explain human activities that affect the forest.	Human activities that affect the forest: -clearing or deforestation of trees -burning of the bush/depletion of wildlife hunting etc.	Give a board summary.	Copy board summary.	Real product where available.	Students to: list two human activities that affect the forest.
10	Forest and forest uses (effect of forest on the environment) V	Students should be able to: explain the effect or benefits on forest of the environment.	Effect of forest on the environment	Give a board summary.	Copy board summary.	Visit saw mill and forest reserve.	Students to: (1) list three effect of forest on the environment. (2) explain the benefits of forest on the environment.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**HOME ECONONNICS**  
**JS II**  
**FIRST TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Family resources and decision making (meaning and types)	Students should be able to: (1) explain the meaning of family resources (2) list types of family resources	(1) Meaning of family resources (2) Types of family resources	(1) Explains the meaning and types of family resources (2) Gives a board summary	(1) Participate in discussion (2) Ask and answer question (3) Copy the board summary	Charts of family resources	Students to: (1) explain the meaning of family resources (2) enumerate types of family resources
2.	Family resources and decision making (importance)	Students should be able to: explain the importance of family resources and decision making	Importance of family resources and decision making	(1) Explains the importance of family resources and decision making. (2) Gives a board summary	(1) Participate in class discussion (2) Copy board summary	Charts on family resources	Students to state three importance of family resources and decision making
3	Meaning and steps in decision making	Students should be able to: (1) explain the meaning of decision making (2) list the steps in decision making	Meaning and steps in decision making	(1) Explains the meaning of decision making (2) Discuss the steps in decision making	Students participate in class discussion Ask and answer question	Charts on family resources	Students to: (1) explain the meaning of decision making (2) list three steps in decision making
4	Simple personal decisions	Students should be able to: (1) state simple personal decisions (2) State the procedures for making personal decisions	Simple personal decisions	(1) Guides students in making simple personal decision (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary	Charts indicating steps in decision making	Students to: state two simple personal decisions
5	Family decision	Students should be able to: (1) explain simple family decision. (2) state simple family decisions	simple family decision	(1) Guides student in making simple family decision (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary	Charts indicating family decision making	Students to: state any five family decision

**HOME ECONONNICS**  
**JS II**  
**FIRST TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Household linen I (Types)	Student should be able to: state the different types of household linen	Types of household linen	(1) facilitates discussion on types of household linen (2) Gives a board summary	(1) participate in class discussion (2) Copy the board summary	Charts and album of household linen	Students to: list three types of household linen
7	Household linen II	Students should be able to: state factors that enhance selection of household linen	Factors that enhance the selection of household linen	(1) Guides students to discuss factors that enhance the selection of household linen (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary	Magazines on different clothing items	Students to: state three factors that can enhance the selection of household linen
8	Household linen III	Students should be able to: enumerate procedures for man taming household linen	Maintenance of household linen	(1) Explains maintenance of household linen (2) Gives a board summary	Demonstrate maintenance of household linen	Items for clothing storage and maintenance	Students to: identify two methods of maintenance household linen
9	Care of family clothing (clothing storage)	Students should be able to: explain the procedures for storing family clothing	Clothing storage	(1) Facilitates discussion on storage of family clothing (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary	Items for clothing storage	Students to: identify two method of storing family clothing
10	Care of family clothing (Repairs)	Students should be able to: demonstrate clothing repairs	Clothing repairs	Demonstrate procedure for clothing repairs	Practice clothing repairs	Clothing items sewing kit	Students to fix a loose button and mend a torn garment
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						



**HOME ECONONNICS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic Pattern Drafting Techniques	Students should be able to: (1) explain the meaning of pattern drafting (2) enumerate the different types of patterns.	Meaning of pattern drafting	Facilitates discussion on: (1) Meaning of pattern drafting and types of patterns (2) Gives a board summary	(1) Take pattern the discussion (2) Ask and answer questions (3) Copy the board summary	Tape measure, long ruler, tracing wheel, pencil, tailor's chalk etc.	Students to: (1) explain the meaning of pattern drafting (2) state the types of patterns
2.	Fashion designing	Students should be able to: (1) explain the meaning of fashioner designing (2) state the importance of fashion designing in patter drafting	Meaning of fashion designing	(1) Discusses the meaning of fashion designing and its importance in pattern drafting (2) Gives the board summary	(1) Participate in class discussion (2) Copy the board summary	Tape measure, long ruler, tracing wheel, pencil, tailor's chalk etc.	Students to: (1) explain the meaning of fashion designing (2) state two imperfect of fashion designing in pattern drafting
3	Basic pattern drafting tools and equipment	Students should be able to: List tools and equipments for used for pattern drafting	Basic pattern drafting tools and equipment	(1) facilitates discussion on tools and equipment for pattern drafting (2) Gives a board summary	(1) Takes part in class discussion (2) Copy the board summary	Tape measure, long ruler, tracing wheel, pencil, tailor's chalk etc.	Students to: list two tools and two equipment for pattern drafting
4	Pattern instructions and markings	Students should be able to: (1) state the different pattern instructions and markings (2) interpreters the markings and instructions	Pattern instructions and markings	Discusses pattern instruction and markings	Listen attentively. Ask and answer question	Charts on pattern marking and illustration	Students should be able to: (1) state three pattern instructions (2) explains the mentioned instruction

**HOME ECONONNICS**  
**JS II**  
**SECOND TERM**

**SUB-THEME: CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Basic pattern drafting techniques	Students should be able to: (1) identify the parts of the body to be measured (2) take relevant basic measurement	Taking body measurements	Demonstrates body measurement and pattern drafting	Take body measurements	Tools and equipment for drafting pattern e.g. long ruler etc and taking measurement e.g. tape measure etc.	Students to: identify parts of the body to be measured
6	Fashion and designing styles/instructions	Students should be able to: sketch different styles using pattern instructions	Using instructions to sketch styles	Demonstrate the sketching of different styles using pattern instructions	Copy instruction for drafting of styles	Tools and equipment for drafting pattern e.g. long ruler etc.	Students to: sketch two different styles using instructions (pattern)
7	Drafting basic bodice pattern	Students should be able to: draft basic bodice pattern	Drafting basic bodice pattern	Guides students as they work	Draft basic bodice pattern	Drafted pattern piece	students to draft a basic bodice pattern for self
8	Drafting basic skirt pattern	Students should be able to: draft basic skirt pattern	Drafting basic skirt pattern	Guides students as they work	Draft basic skirt pattern	Drafted pattern pieces	Students should be able to: draft a basic skirt pattern for self
9	Dress making	Students should be able to: adapt and cut out drafting pattern for skirt and a blouse	Skirt and blouse making	Guides student as they work	Adapt the basic block and skirt pattern into different styles and sew	Finished articles and display	Students to: adapt and cut out made pattern for a blouse and skirt
10	Dress making II	Students should be able to: wear and display self made dresses	Dress making	Take a close watch and make necessary correction	Display finished dress	Finished articles	students to make a finished dress
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**HOME ECONONNICS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of food purchasing, processing and preservation	Students should be able to: explain the meaning of: i. food purchasing ii. processing preservation and safety	Meaning of food purchasing processing and preservation	Discusses the meaning of food purchasing processing, preservation and safety	Participate in class discussion	Food items e.g. vegetable fruits, yam rice, cereals, plantain etc.	Students to: explain the meaning of: i. food purchasing ii. food processing iii. food preservation
2.	Perishable foods	Students should be able to: (1) explain the meaning of perishable foods. (2) state examples of perishable foods (3) enumerate guidelines for preservation and storage of perishable foods	Perishable foods	(1) Discusses the meaning of perishable foods with examples (2) Explain tips on how to store and preserve perishable foods (3) Gives a board summary	(1) Participate in discussion. (2) Ask and answer question (3) Copy the board summary	Food items e.g. vegetable fruits, yam rice, cereals, plantain etc.	Students to: (1) define perishable foods. (2) state two examples of perishable foods (3) enumerate three tips for preserving or storing perishable foods
3	Non perishable foods	Students should be able to: (1) define non-perishable foods (2) state examples of non perishable foods. (3) enumerate tips for preserving and storing non perishable foods	Non perishable foods	(1) Discusses the meaning of non perishable foods (2) Give tip on how it can be preserved and stored (3) Gives a board summary	(1) Participate in discussion (2) Ask and answer questions (3) Copy the board summary	Food items e.g. vegetable fruits, yam, plantain etc.	Student to: (1) define non perishable foods. (2) enumerate two tips in preserving and storing non perishable foods (3) state two example of non perishable foods

**HOME ECONONNICS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Risk factors in purchasing	Students should be able to: (1) state the risk factor in purchasing perishable and non perishable food. (2) enumerate tips on how to reduce risk factors	Risk factors in purchasing	(1) Discusses the risk factors involve in purchasing perishable and non perishable foods (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary		Students to: (1) state three risk factors in food handling. (2) state two tips to reduce risk factors in food purchasing
5	Food purchasing I	Students should be able to: identify factors to consider when buying foods and also state the system of buying e.g. bulk buying or buying in small quantity	Factors to consider when buying food	Discusses factors to consider when buying food and also explain the system of buying e.g. buying in large quantity or in small quantity	(1) Participate in class discussion (2) Ask and answer question	Food items e.g. vegetable fruits, yam rice, cereals, plantain etc.	Students to: mention four factors to consider when buying foods
6	Food purchasing II	Students should be able to: (1) explain wise buying practices (2) give tips or guidelines on wise buying practice	Wise buying practices	Explain the meaning of wise buying practices and tips or guidelines on wise buying practices. (2) Gives a board summary	(1) Participates in class discussion (2) Copy the board summary	Food items e.g. cereals, fruits, vegetable, yam etc.	Students to: (1) list four buying practices (2) enumerate two tips guidelines on wise buying practices
7	Food preservation I	Students should be able to: (1) explain the reasons for food preservation (2) enumerate guidelines or hit on food preservation	Reasons for preserving foods	(1) Discusses the reasons for preserving foods (2) Gives tip or guidelines on food preservation (3) Gives a board summary	(1) Listen attentively (2) Ask and answer questions (3) Copy the board summary	Samples of preserved foods	Students to: (1) define food preservation (2) list the guidelines for food preservation

**HOME ECONONNICS**  
**JS II**  
**THIRD TERM**

**SUB-THEME: FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Food preservation II	Students should be able to: (1) state methods of preserving foods (2) explain the different methods of food preservation	Preservation on methods e.g. freezing, salting, sun drying etc.	(1) Discuss preservation for perishable and non perishable foods (2) Gives a board summary	(1) Demonstrate food preservation methods (2) Copy the board summary	Samples of preserved foods	Students to: explain three methods of preserving foods
9	Food processing	Students should be able to: (1) mention some food processing methods (2) explain each food processing method and their procedures	Food processing method e.g. milling fermentation etc	(1) Discusses food processing methods and explain each processing method and their procedure. (2) Gives a board summary	(1) Listen attentively. (2) Ask and answer questions (3) Copy the board summary	Samples of preserved foods	Students to: explain three methods of processing foods
10	Food safety (how to keep food safe)	Students should be able to: (1) explain how to keep food safe (2) mention the different ways of keeping food to ensure its safety	How to keep food safe	(1) Explains how to ensures safety of foods e.g. food labeling. (2) Gives a board summary	(1) Participate in the labeling of food containers (2) Copy the board summary	Samples of labeled foods	Students to: demonstrate the correct labeling of food containers`
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BUSINESS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: EFFECTIVE OFFICE PRACTICE**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of JSS 1 work						
2	The reception Office I	Students should be able to: (1) describe a reception office (2) explain the meaning of receptionist (3) mention the items found in the receptionist office (4) state the importance of the receptionist (5) list and explain the qualities of a receptionist (6) outline the duties of a receptionist	(1) Meaning of reception office (2) Meaning of receptionist - meaning (3) items found in the receptionist office - chair - tables - mobile phones - wall clock etc. (4) importance of the receptionist - qualities - duties	(1) Describes the reception office (2) Explains the meaning of a receptionist (3) give examples of items found in the receptionist office (4) enumerate the importance, qualities and duties of a receptionist	(1) participate in class (2) define the receptionist office and receptionist (3) visit offices to see receptionists at work (4) role play on the duties of a receptionist	Charts and diagrams of receptionists	Students to: (1) define the reception office and the receptionist (2) list the qualities of a receptionist (3) state the duties of a receptionist (4) mention 10 items found in a receptionist office.
3	The receptionist office II	Students should be able to: (1) state how to treat visitors (2) explain appropriate office dress code (3) outline the procedure for answering the telephone (4) identify and design visitor's book - request form - telephone pad	(1) How to receive and treat visitors (2) appropriate office dress code (3) documents handled by the receptionist	(1) leads discussion on how to receive and treat visitors in an organization. Appropriate office dress code (2) Lists the procedure involved in answering the telephone (3) guides students to design - visitors book - request form - telephone pad	(1) State how to receive visitors (2) differentiate between casual, official and ceremonial dressing (3) role play on answering the telephone	(1) charts of appropriately dressed receptionists (2) Telephone (3) samples of visitor's book, telephone pad and request form	(1) list ways of receiving visitors (2) identify an appropriately dressed receptionist (3) state the procedure for answering the telephone (4) design - visitor's book - telephone pad - request form

**BUSINESS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: EFFECTIVE OFFICE PRACTICE**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Office Correspondence	Students should be able to: (1) state the meaning of correspondence (2) state and explain types of correspondence records (3) State the uses of correspondence records (4) list ways through which mail come into an organization (5) outline the procedure for handling correspondence	(1) Correspondence records - types - uses (2) ways mail come into an organization (3) handling of mail	(1) Guides discussion on correspondence records, types and uses (2) Ask questions to enable students identify ways by which mail come into an organization (3) outline the procedure for handling mail	(1) Explain the types and uses of correspondence (2) explain how to handle incoming mail (3) design - inward book - outward book	Specimen document of correspondence records	Students to: (1) explain correspondence (2) list types of correspondence records (3) state uses of correspondence records (4) enumerate ways through which mail come into an organization (5) outline the procedure for handling correspondence
5	Office Document	Students should be able to: (1) explain the term office document (2) enumerate the types of office document (3) list the uses of sales document (4) mention the uses of purchases document	(1) Office document - meaning - types (2) Sales document - preparation -uses (3) Purchases document - preparation - uses`	(1) Provides specimen of sales documents (2) Leads discussion on the uses of sales document (3) Guides student to draw purchases document (4) demonstrates the uses of purchases document (5) supervise the activities of the students	(1) State the meaning and uses of office document (2) Participate in drawing the sales document (3) Sketch the purchases document	Specimen of sales and purchases document	Students to: (1) define office document (2) state two types of office document (3) what is the difference between sales and purchases document? (4) list uses of sales document (5) mention the uses of purchases document

**BUSINESS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: COMMERCE-THE HEART OF BUSINESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Trade I	Students should be able to: (1) explain the meaning of trade (2) list the importance of trade (3) describe forms of trade	(1) Trade - meaning - importance (2) forms of trade - home trade - foreign trade	(1) Explains trade as a commercial activity (2) Illustrate forms of trade using chart	(1) Draw on the chalkboard a chart showing the forms of trade (2) Draw a chart showing forms of trade into their notebooks	Pictures on trade	Students to: (1) Explain the terms trade (2) list importance of trade (3) identify the forms of trade
7	Trade II	Students should be able to: (1) explain the services that make trade easy (2) explain the role of customs and exercise in foreign trade	(1) Aids to trade - Banking - insurance -advertising - communication - transport - tourism - warehousing - commerce (2) Role of custom and exercise in foreign trade	(1) Leads discussion on aids to trade (2) ask questions relating to aids to trade (3) Explains the role of the customs and exercise in foreign trade	(1) Answer questions relating to aids to trade (2) visit the office of custom and exercise in their environment	Newspaper, cuttings of activities of customs and exercise board.	Students to: (1) state the importance of the following to trade: banking, advertising, insurance and communication. (2) state roles of customs and exercise in foreign trade
8	Market I	Students should be able to: (1) define the term market (2) list the features of market (3) visit types of markets (4) list instruments traded in each market (5) mention the career opportunities in the market	(1) Market - meaning - features (2) types - capital market - money market (3) Commodity market Institutions and instruments traded in each market (4) Careers in the capital market	(1) Explains the meaning of market (2) Leads discussion on the features of a market (3) discuss types of market (4) explains the institutions and instruments traded in each market (5) discuss the various career opportunities in the capital market	(1) State the meaning and features of market (2) Mention the types of market (3) describe the institutions and instruments traded in each market	(1) Daily newspapers (2) magazines (3) charts showing the various types of market	Students to: (1) state the meaning of market (2) describe each type of market (3) list the institutions and instruments traded in the market (4) list careers available in the capital market.



**BUSINESS STUDIES**  
**JS II**  
**FIRST TERM**

**SUB-THEME: COMMERCE-THE HEART OF BUSINESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Market II	Student should be able to: (1) explain buying and selling by cash and credit (2) methods of buying and selling (3) document that pass through buyers and sellers during business transactions (4) calculate turnover and net profit	(1) Buying and selling - meaning - by cash - by credit (2) Methods of buying and selling - description - sample - auction - inspection (3) Transactions - cost of sale - mark-up - turnover - profit and loss	(1) Explain buying and selling (2) Explain the methods of buying and selling (3) Gives examples on mark-up, turnover and net profit.	(1) State the meaning of buying and selling (2) Describe the methods of buying and selling (3) List the document that pass through buyers and sellers during business transactions (4) Calculate lost of goods sold, average stock, turnover, net profit and markup	Specimen of receipt, letter of enquiry, quotation, price list, invoice etc.	Students to: (1) explain the meaning of buying and setting (2) describe the methods of buying and selling (3) solve calculations on cost of goods sold, average stock, turnover, net profit, and mark up.
10	Distribution	Students should be able to: (1) explain the meaning of distribution (2) list the agents involved in distribution (3) explain the functions of each agent in the channel of distribution (4) identify when production ends	(1) Meaning of distribution (2) Channels of distribution - producer/manufacturer - wholesaler - retailer - consumer (3) Functions of each of the channels of distribution (4) When production ends	(1) Leads discussion on distribution and its channels (2) Explains the functions of each agent in the chain of distribution and the production process (3) States that distribution ends when the commodity gets to the final consumer	(1) State the meaning of distribution (2) Identify the channels of distribution (3) Describe the functions of each agent in the chain of distribution	(1) Chart and pictures of distribution (2) IDENTIFY the channels of distribution (3) Describe the functions of each agent in the chain of distribution	Students to: (1) explain the meaning of distribution (2) draw the channel of distribution (3) discuss the function of each agent of distribution (4) identify who is at the end of production
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BUSINESS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: COMMERCE-THE HEART OF BUSINESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of last terms question paper	Students should be able to master the first terms questions	Questions asked during the first term's examination	Leads discussion on the questions	Answer questions	(1) Question paper (2) chalk (3) chalkboard	Students to answer questions from the question paper
2	Bank services	Students should be able to: (1) define bank (2) state the types of bank (3) define commercial bank (4) explain services provided by commercial bank (5) identify ethical issues in banking	(1) Bank - Definition - types (2) Commercial bank - definition - services provided by commercial bank - ethical issues in banking	(1) Guides student to define bank state the types of bank (2) Leads discussion on commercial bank and services provided by commercial bank (3) Leads discussion on ethical issues in banking (4) Arranges visit to a commercial bank	(1) Give the meaning of bank 2) State the types of bank (3) Define commercial bank (4) Mention commercial banks (5) Visit a nearby commercial bank (6) Mention the ethical issues in banking	(1) Pictures of banks (2) savings passbook/cheques (3) Visitation to resource persons in a bank to give talk on ethical issues in banking	Students to: (1) define a bank (2) state the types of bank (3) define commercial bank (4) mention services provided by commercial bank (5) list ethical issues in banking
3	Insurance	Students should be able to: (1) define insurance (2) explain services provided by insurance companies (3) mention types of insurance (4) identify the benefits of insurance	(1) Insurance - definition - insurance services (2) Types (Policies) - vehicle - fire - burglary - marine - life insurance - pension -health (3) Benefits of insurance	(1) Guides student to state the meaning of insurance (2) Leads discussion on services provided by insurance companies (3) Guides students to identify types of insurance (4) Leads discussion on benefits of insurance (5) Arrange a visit to nearby insurance company	(1) Participate in class discussion (2) Mention insurance companies (3) Visit a nearby insurance company	(1) Pictures of insurance companies (2) Specimen, document from insurance companies	Students to (1) define insurance (2) mention the services provided by insurance companies (3) mention the types of insurance policies (4) list the benefits of insurance

**BUSINESS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: COMMERCE-THE HEART OF BUSINESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Personal qualities of an entrepreneur	Students should be able to: (1) define an entrepreneur (2) mention the personal qualities of an entrepreneur	(1) Meaning of an entrepreneur (2) Personal qualities of an entrepreneur	(1) Guides student to explain the meaning of an entrepreneur (2) Leads discussion on personal qualities of an entrepreneur	(1) Participate in class discussion (2) Ask and answer questions	(1) Charts (2) Posters (3) Pictures of an entrepreneur	Students to: (1) explain who an entrepreneur is (2) state the qualities of an entrepreneur
5	Business opportunities	Students should be able to: (1) define business opportunities (2) identify business opportunities - locally - nationally - internationally	(1) Meaning of business opportunities (2) Types - local - national - international	(1) Explains business opportunities (2) explain the types of business opportunities	(1) Listen attentively and participate in class discussion (2) state the meaning of business opportunities (3) mention the types of business opportunities	(1) charts (2) posters (3) pictures (4) magazines (5) textbooks	Students to: (1) explain the meaning of business opportunities (2) list the types of business opportunities available
6	Consumer's Right	Students should be able to: (1) state the meaning of a consumer (2) explain what a right is (3) explain the origin of consumerism (4) list the eight universal consumer rights.	(1) Meaning of consumer – consumer's right (2) Origin of consumerism (3) Eight universal consumer rights	(1) Explains the meaning of consumer (2) uses suitable examples to explain the rights of the consumer	(1) Participate in class discussion (2) Define the responsibilities of a consumer	(1) Pictures (2) Relevant reading materials	Students to (1) define the responsibilities of a consumer (2) list the consumer responsibilities (3) explain the responsibilities of the consumer

**BUSINESS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: COMMERCE-THE HEART OF BUSINESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Responsibilities of a consumer	Students should be able to: 1. define what the responsibilities of a consumer are 2. list consumers responsibilities 3. explain each of the responsibilities of a consumer	1. Meaning of consumers responsibility 2. Responsibilities of the consumer	1. Explains the meaning of the responsibilities of a consumer 2. Discuss the responsibilities of the consumer	1. Participate in class discussion 2. Define the responsibilities of a consumer	1. Picture 2. Relevant reading materials	Students to: 1. define the responsibilities of a consumer 2. list the consumer responsibilities 3. explain the responsibilities of the consumer.
<b>THEME: BOOK-KEEPING AND BUSINESS SUCCESS</b>							
8	Shopping Tips (Needs and Wants)	Students should be able to (1) define needs and wants (2) differentiate between needs and wants (3) state the steps involved in making decision about needs and wants (4) explain impulse buying and its effect (5) identify after sales services available to consumers on products and services and their importance	(1) Meaning of needs and wants (2) Differences between needs and wants (3) Making decisions about needs and wants (4) impulse buying (5) Effects of impuse buying (6) after sales services - warranty - installation etc.	(1) Explains the meaning of needs and wants (2) Directs discussion on the differences between needs and wants (3) Guides students to state the steps involved in making decisions about needs and wants (4) Leads discussion on impulse buying (5) Discussion after sales services available to consumers and their importance	(1) Listens attentively to teacher's explanation (2) Participate in class discussion (3) Visit a market to observe people buying and selling	Pictures of different kinds of products, market scene etc.	Students to: (1) define needs and wants (2) differentiate between needs and wants (3) explain impulse buying and its effect (4) state forms of after sales services and their importance.

**BUSINESS STUDIES**  
**JS II**  
**SECOND TERM**

**SUB-THEME: BOOK-KEEPING AND BUSINESS SUCCESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Ledger entries	Students should be able to: (1) define a ledger (2) Identify the items on the ledger (3) record cash receipt (4) record payments (5) record discounts received and allowed (6) make contra entries in the ledger	(1) Meaning of ledger (2) Items on the ledger - date - particular - folio - amount (3) How to record cash received/payment - discount received - discount allowed - contra entries	(1) Explains the meaning of the ledger (2) Lists the items on the ledger (3) Guides the students on how to enter correctly on a ledger with examples	(1) Stage the meaning of the ledger (2) Mention the items on the ledger (3) Enter correctly items on the ledger	(1 ) Specimen of “T” accounts (2) Ledger books (3) Workbook	Students to: (1) define a ledger (2) list the items on the ledger (3) record transactions in the ledger (4) make contra entries.
10	Petty cash book	Students should be able to: (1) explain the meaning of petty cash book (2) list the items of petty cash book (3) analyze the items on expenditure in the petty cash book (4) state the need for keeping petty cash book (5) prepare a petty cash book	(1) Meaning of a petty cash book (2) columns in a petty cash book (3) recording receipts and payment in a petty cash book (4) Preparation of petty cash book (5) Imprest system (i) petty cash (ii) retirement (iii) reimbursement	(1) Describes the petty cash book (2) Explains the importance of petty cash book (3) Shows record of events in a petty cash book (4) Illustration to students the variations in the petty cash book - retirement - reimbursement	(1) Identify the items of a petty cash book (2) List the importance of a petty cash book (3) prepare a petty cash book - retirement - reimbursement	(1) Petty cash book (2) receipts (3) ledger (4) vouchers	Students to: (1) identify a petty cash book (2) list the items of expenditure that goes into petty cash book (3) prepare a petty cash book (4) explain imprest system.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

**BUSINESS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: BOOK-KEEPING AND BUSINESS SUCCESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of last terms question paper	Students should be able to master the first terms questions					
2	Cash book I	Students should be able to: (1) explain the meaning of a cash book (2) identify items and columns of a cash book (3) prepare a cash book	(1) Meaning of cash book (2) Types of cash book - single column - two column cash book - three column cash book (3) Items on a cash book - cash column - bank column - discount column	(1) Describes the cash book (2) Lists the importance of cash book (3) Lists the rules for posting into a cash book	(1) State the meaning of cash book (2) Prepare the cash book (3) List the importance of a cash book (4) List the rules for posting into a cash book	(1) "T" Accounts (2) Prepare the cash book (3) List the importance of a cash book (4) List the rules for posting into a cash book	Students to: (1) define cash book (2) prepare cash book (3) mention the items and columns of a cash book.
3	Cash book II	Students should be able to: (1) record cash receipts in a cash book (2) differentiate between cash book and petty cash book	Preparation of cash book	Assists students to prepare exercises on cash book	Practice exercises on cash book preparation	(1) "T" Accounts (2) Ledger (3) Textbooks	Students to: (1) record bank transactions in a cash book (2) state the differences between cash book and petty cash book

**BUSINESS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: BOOK-KEEPING AND BUSINESS SUCCESS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Right attitude to work	Students should be able to: (1) explain the concept of punctuality and regularity (2) demonstrate how punctuality and regularity results in high performance (3) link punctuality with reward and irregularity with punishment (4) explain consequences of not being punctual and regular (5) explain the meaning of devotion to duty (6) explain the effect of devotion to productivity and development	(1) Punctuality and regularity (i) meaning (ii) Attribute - Commitment - Interest - promptness - consistency (iii) Reward (iv) Sanction (2) Devotion of duty (i) Meaning of devotion to duty (ii) Effect on productivity and development	(1) Guides discussion on - punctuality and regularity - resulting in high performance - reward and sanctions (2) Guides discussion on meaning of devotion to duty (3) Explains the effect of being regular and punctual on productivity and development	(1) Participate in the class discussion on punctuality and regularity (2) Mention the effect of punctuality and regularity on performance and productivity (3) Discuss the rewards and the link between punctuality and regularity (4) Discuss sanction for not being punctual and regular (5) Explain the effect of being punctual on productivity and development	(1) Audio visual aids (2) Charts	Students to (1) explain punctuality and regularity (2) list ways of ensuring punctuality and regularity (3) explain the meaning of devotion to duty (4) list benefits of devotion to duty.

**BUSINESS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: KEYBOARDING AS A COMMUNICATION TOOL**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Filing	Students should be able to: (1) explain the meaning of filing (2) explain the systems of filing (3) state the methods of classification and rules for filing	(1) Meaning of filing (2) reasons for filing (3) filing systems (4) filing classification methods and rules	(1) Guides student to state the meaning of filing (2) State the reasons for filing (3) Explain the filing systems (4) Leads class discussion on the filing classification methods and rules	(1) State the meaning of filing (2) Mention the reasons for filing (3) Participate in class discussion on filing systems - classification methods rules of filing (4) visit offices and library to see how files are kept	A chart showing the arrangement of files	Students to: (1) explain the meaning of filing (2) state the reasons for filing (3) state the systems of filing (4) arrange files following the rules.
<b>THEME: BASIC SHORT-HAND SKILL</b>							
6	Paragraphing	Students should be able to: (1) mention the different methods of paragraphing (2) identify the different methods of paragraphing (3) demonstrate the use of different methods of paragraphing	(1) methods of paragraphing - blocked - indented - hanging	(1) Explains the different techniques of creating paragraphs - blocked - indented - hanging paragraphs	Write out the different types of paragraphs	(1) Photocopying papers, (2) textbooks	Students to: (1) write out passages in blocked indented and hanging paragraphs
7	Reading and drilling of short forms phrases	Students should be able to: (1) read out short forms in shorthand (2) drill short forms and phrases	Short forms practice exercise	Writes out the short forms on the chalkboard	Copy out word drills on short forms	Pitman shorthand	Students to: (1) take word dictation on short forms



**BUSINESS STUDIES**  
**JS II**  
**THIRD TERM**

**SUB-THEME: BASIC SHORT-HAND SKILL**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Short Hand Principles	Students should be able to: (1) identify the second group of consonants (2) write out short hand outline by using the curved strokes	Consonants (i) meaning (ii) classification	(1) Draws each vertical and horizontal line on the chalkboard (2) writes out the eight consonants and pronounces them to the students; F, V, TH (ith) TH (thee) S,Z,SH,ZH (3) Gives short word dictations for drilling	(1) Copy out word drills on consonants (2) read out word passages from recommended text book	Chart to distinctively show consonants	Students to: take word dictation on the eight consonants.
9	Shorthand principles	Students should be able to: (1) identify the third group of consonants (compound) (2) write out shorthand outline	Consonants (i) Meaning (ii) classification (iii) phonetic names (iv) shorthand strokes	(1) Draws each vertical and horizontal line on the chalkboard (2) writes out the consonants and pronounces them. K,G,M,N,NG,L,W,Y (3) Gives short word dictations for drilling	(1) Copy out word drills on consonants (2) Read out word passages from recommended textbook	Chart to distinctively show consonants	Students to: (1) practice correct pronunciation after the teacher (2) read from the textbook (3) take word dictation on the eight consonants
10	Vowel Placement	Students should be able to: (1) identify the vowels in shorthand (2) state the positions of the vowels (3) write correctly the positions of the vowels	Vowel placement - first - second - third	Guides student to participate in class (1) pronounce the vowel sounds (2) write out the vowels (3) identify the various vowel placements	(1) Participates in class discussion (2) recognize that words are written according to vowel sounds (3) practice correct pronunciation after the teacher	Chart showing the vowel placement	Students to: (1) copy, drill and learn the vowel placement.
11	<b>REVISION</b>						
12	<b>EXAMINATION</b>						

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**NGALABA M M -AS S**

<b>IZUUKA</b>	<b>ISIOKWU</b>	<b>MBUNUCHE</b>	<b>ND NISIOKWU</b>	<b>IHE M AKWU-KW GA-EME</b>	<b>NKA NKUZI</b>	<b>NGWA NKUZI</b>	<b>NNWALE</b>
1.	n g g site n'otu ruo nar an (1 – 400)	m akw kw ga-enwe ike: 1. g bido n'otu ruo nar an 2. Iji n g g mee ah r okwu 3. Ide n g g site n'otu ruo nar an	1. n g g site n'otu ruo nar an 2. Ntinye n g g n'ah r okwu 3. Odide n g g	1. Ig p ta n g g 2. Iji n g g mee ah r okwu 3. Odide n g g	1. Nk wa 2. Ngosip ta 3. m maat 4. Aj j na az za 5. As mmpi	1. Chaati 2. Kaadi 3. Mgbubam 4. Nch r k t 5. Ihe ng k nd z	m akw kw : 1. Igu bido n'otu ruo nar an 2. Ijiri n g g mee ah r okwu mfe 3. Idetu n g g bido n'otu ruo nar an
2.	n g g site na nar an na ot ruo nari asat (401 – 800)	m akw kw ga-enwe ike: 1. g bido na nar an na ot ruo nari asat 2. Iji n g g mee ah r okwu 3. Ide n g g site na nar an na ot ruo nari asat	1. n g g site na nar an na ot ruo nari asat 2. Ntinye n g g n'ah r okwu 3. Odide n g g	1. Ig p ta n g g 2. Iji n g g mee ah r okwu 3. Odide n g g	1. Nk wa 2. Ngosip ta 3. m maat 4. Aj j na az za 5. As mmpi	1. Chaati 2. Kaadi 3. Mgbubam 4. Nch r k t 5. Ihe ng k nd z	m akw kw : 1. g bido na nar an na ot ruo nari asat 2. Ijiri n g g mee ah r okwu mfe 3. Idetu n g g bido na nar an na ot ruo nari asat
3.	g g na agh taazaa banyere nrubeisi na uru bara	m akw kw ga-enwe ike: 1. Ig tali Igbo were were na s s 2. Ik wa isi ihe ha g r banyere nrubeisi 3. k wa okwu siri n'ihe a g r 4. k wa uru nrubeisi bara 5. Ikwu uche ha banyere ihe ha g r	1. g g 2. Nk wa ihe nrubeisi 3. Uru nrubeisi na- abara anyi 4. Uche m - akw kw banyere ihe a g r	1. g ihe g g 2. j na iza aj j 3. k wa mkp r okwu nd siri ike 4. Ikwu uru nrubeisi na-abara anyi 5. Ikwu uche ha banyere nrubeisi 6. Ije ejije	1. g g 2. Nk wa 3. Aj j 4. m maat 5. Mkp al tauka 6. Ejije 7. Nkiri onyonyo na Tiivii	1. Akw kw g g 2. Eserese 3. Tiivii 4. Redio	m akw kw : 1. k ihe at ha n r la gbasara nrubeisi 2. Ikwu nrubeisi na- abara anyi 3. Ije ejije gbasara nrubeisi

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<b>IZUUKA</b>	<b>ISIOKWU</b>	<b>MBUNUCHE</b>	<b>ND NISIOKWU</b>	<b>IHE M AKWU- KW GA-EME</b>	<b>NKA NKUZI</b>	<b>NGWA NKUZI</b>	<b>NNWALE</b>
4.	g g na agh ta azaa banyere ndebeiwu. Uru ndebeiwu baara anyi	m akw kw ga-enwe ike: 1. g p tali Igbo were were na s s 2. Ikwu isi ihe ha g r banyere ndebeiwu 3. k wa okwu nd siri ike n'ihe a g r 4. Ikwu uru ndebeiwu na- agbara anyi	1. g g 2. Nk wa ihe bu ndebeiwu 3. Uru ndebeiwu baara anyi	1. g ihe g g 2. j na iza aj j 3. k wa mkp r okwu nd siri ike 4. Ikwu uru ndebeiwu na-abara anyi 5. Ikwu uche ha banyere ndebeiwu	1. g g 2. Nk wa 3. Aj j 4. m maat 5. Mkpal tauka 6. Ejije 7. Nkiri onyonyo na Tiivii	1. Akw kw g g 2. Eserese 3. Tiivii 4. Redio	m akw kw : 1. k ihe at ha n r la gbasara ndebeiwu 2. Ikwu ndebeiwu na-abara anyi 3. Ije ejije gbasara ndebeiwu
5.	Akw kw g g a h p tara (Ak k )	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. Ikwu isi akw kw na ekwu maka ya 3. Nk wa okwu f d di n' akw kw 4. Ikwu uche ha banyere ihe ha g r na agwa f d	1. g g akw kw a h p tara 2. Nk wa isi ihe akw kw na ekwu maka ya 3. Nk wa okwu f d di n' akw kw 4. Agwa f d d n' akw kw a g r 5. Uche m aka banyere isi ihe a g r na agwa f d	1. g akw kw a h p tara 2. Ik wa isi okwu akw kw 3. Ik wa okwu f d di n' akw kw 4. Ikwu maka agwa nd d n' akw kw 5. Ikwu uche ha banyere isi okwu di n'akw kw na agwa f d 6. Iwep ta omenala nd p tara ihe 7. Ije ejije	1. g g 2. Nk wa 3. Aj j na az za 4. Nt lek ta 5. Odide 6. Njem nch p ta 7. Ejije	1. Akw kw g g a h p tara 2. Eserese 3. Foto 4. Akp r akp At r at 6. Redio 7. Tiivii	m akw kw : 1. zatali aj j 2. k watali okwu an d n'ihe ha g r 3. Ikwu agwa mas r ha n'ihe ha g r 4. Ise eserese iji gosip ta otu ihe mere n'ihe a g r
6.	Akw kw g g a h p tara						

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7.	Nkejias s	m akw kw ga-enwe ike: 1. Ikwu nkejias s f d 2. Igosip ta ha n'ah r okwu 3. Iji ha mee ah r okwu	1. Mkp aha 2. Ngwaa 3. Nk waaha 4. Njik 5. Mbu z 6. Nkwuwa	1. Ikp p ta nkeji as s 2. Inye m maat nkejias s 3. Igosip ta nkejias s n'ah r okwu 4. Itinye nkejias s f d n'ah r okwu	1. Mkp p ta 2. g g 3. Odide 4. Ajuakuzinwo 5. Nr gosi 6. Aj aza	1. Akw kw 2. g g klaasi 3. Chaati 4. Kaadi mgbubam	m akw kw : 1. r gosi ngwaa, mn chiaha 2. kp p ta nkeji as s isii 3. Iji ha mebe ah r okwu
8.	Nkejias s						
<b>NGALABA M M : AG MAG</b>							
9.	Ak k ifo	m akw kw ga-enwe ike: 1. Iko ak k ifo 2. Ig ak k ifo 3. Iwep ta akparamagwa d n'ak k ifo 4. Ikwu ihe mm ta d n'ak k ifo	1. Ak k ifo d iche iche d ka nke okike, nke ba- akuzi ezi omume 2. Ihe mm ta	1. Ige ak k ifo 2. Ig ak k ifo 3. Iko ak k ifo 4. Ij na za aj j	1. k k 2. g g 3. Nziputa 4. m maat 5. Aj j na aziza	1. Eserese 2. Akp r akp 3. Chaati 4. Akw kw g g	m akw kw :1. Ije ejije 2. k ak k ifo 3. Ikwu ife mm ta si n'ak k ifo
10.	Ak k n'egwu na uru bara	m akw kw ga-enwe ike: 1. Ik ak k n'egwu 2. Ig ak k n'egwu 3. Ikp p ta nd e jiri ak k n'egwu mara n'ala Igbo 4. Ikwu uru ak k n'egwu na-abara anyi	1. Ak k n'egwu d iche iche d ka ak k gbasara nwaanniga, ak k n'egwu maik Ejeagha 2. Uru n'egwu na- abara anyi	1. Ige ak k n'egwu 2. Ik ak k n'egwu 3. Ig ak k n'egwu 4. Ikp ta nd e ji ak k n'egwu mara n'ala Igbo 5. Ikwu uru ak k n'egwu na-abara	1. k k 2. g g 3. Nziputa 4. m maat 5. Aj j na aziza	1. Eserese 2. Akp r akp 3. Chaati 4. Akw kw g g	m akw kw : 1. Ik ak k n'egwu 2. Ig ak k n'egwu 3. Ikp ta nd e ji ak k n'egwu mara n'ala Igbo 4. Ikwu uru ak k n'egwu na-abara
11.	<b>MM NWE</b>						
12.	<b>ULE</b>						

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**NGALABA M M -AS S**

<b>IZUUKA</b>	<b>ISIOKWU</b>	<b>MBUNUCHE</b>	<b>ND NISIOKWU</b>	<b>IHE M AKWU-KW GA-EME</b>	<b>NKA NKUZI</b>	<b>NGWA NKUZI</b>	<b>NNWALE</b>
1.	d Ah r mfe	m akw kw ga-enwe ike: 1. Ikwu ihe b (i) ndiugbua (ii) ndinazu (ii) ndiniihu 2. Inye m maat ha 3. Imebe ah r mfe zip tara nke b la 4. rugosi nke b la n'ederede	Ah r mfe zip tara 1. Nd ugbua 2. Nd naaz 3. Ndiniihu	1. Ikwu ihe b ah r mfe ndiugbua, ndinazu na ndiniihu 2. Inye m maat ha 3. Ig ihe g g 4. Imebe ah r okwu gosip tara ha 5. r gosi nke b la n'ederede 6. Ide ah r mfe zip tara ha	1. Nk wa 2. m maat 3. Ak ak zinwo 4. g g 5. Odide 6. Aj j	1. Akw kw g g 2. Eserese 3. Mgbubam 4. Flanelb d 5. Chaati	m akw kw : 1. Ikwu ihe bu ah r mfe ndiugbua 2. Inye m maat ah r mfe (i) ndiugbua (ii) ndinazu (ii) ndiniihu 3. Ide ah r mfe zip tara ha
2.	d Ah r mfe						
<b>NGALABA M M -AG MAG</b>							
3.	Akw kw ag mag a h p tara (Ejije)	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe akw kw na ekwu maka ya 3. k wa okwu f d d n'akw kw a g r 4. Ikwu uche ha banyere ihe a g r na agwa	1. g g akw kw a h p tara 2. Nk wa isi ihe akw kw na ekwu maka ya 3. Nk wa okwu f d d n'akw kw 4. Agwa f d d n'akw kw a g r 5. Uche m aka banyere isi ihe a g r na agwa f d	1. g akw kw a h p tara 2. k wa isi okwu akw kw 3. k wa okwu f d d n'akw kw 4. Ikwu maka agwa d n'akw kw 5. Ikwu uche ha 6. Iwep ta omenala 7. Ije ejije	1. g g 2. Nk wa 3. Aj j na az za 4. Nt tek ta 5. Odide 6. Ejije 7. Njem nch p ta	1. Akw kw g g a h p tara 2. Eserese 3. Foto 4. Akp r akp 5. At r at 6. Tepurek da 7. Redio 8. Tiivii	m akw kw : 1. zali aj j 2. k watali okwu an d n'ihe ha g r 3. Ikwu agwa masiri ha n'ihe ha g r 4. Ise eserese iji gosip ta otu ihe mere n'ihe a g r
4.	Akw kw ag mag a h p tara (Ejije)						

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5.	Edemede nduzi banyere otu nzuzo n' l akw kw	m akw kw ga-enwe ike: 1. Ide akw kw nduzi banyere otu nzuzo n' l akw kw 2. Ide edemede d mfe gara nsoro 3. Izip ta nhazi edemede	1. Nkegi edemede 2. Nhazi ohp r kp okwu 2. Nka edemede 4. Edemede nk wa banyere otu nzuzo	1. Ime mkparitauka banyere otu nzuzo 2. iG IHE 3. Ihazi ihe a ga ede n'edemede 4. Ide edemede gbasara otu nzuzo 5. Iwebata as s nka dabara adaba 6. g ghari edemede	1. Mkpar tauka 2. g g 3. Nh p ta isokwu 4. Nk wa 5. Nduzi 6. Aj j 7. odide 8. Ng ghar	1. Akw kw g g 2. Tiivii 3. Vidéo	m akw kw : 1. k banyere otu nzuzo ha n r la/maara 2. Ide edemede nkenke banyere otu nzuzo
6.	Edemede nduzi banyere otu nzuzo n' l akw kw						
7.	Akaraedemede	m akw kw ga-enwe ike: 1. Ikwup ta ihe akaraedemede bu 2. Ikwu d akaraedemede di iche iche 3. gossip ta akaraedemede n'ah r okwu 4. Ikwup ta uru akaraedemede bara	1. Nkwa akaraedemede 2. d akaraedemede di iche iche 3. Itinye akaraedemede n'ah r okwu 4. Uru akaraedemede bara	1. Igosip ta akaraedemede di iche iche 2. r gosi akaraedemede 3. Igosip ta akaraedemede di iche iche n'ah r okwu 4. Ik wa uru akaraedemede bara	1. Nk wa 2. m maat 3. g g 4. Aj j	1. Chaati 2. Eserese 3. Tepurekoda	m akw kw : 1. Ik wa akaraedemede 2. Itinye akaraedemede n'ihe onyenkuzi ga-akp p ta 3. dep ta uru ab akaraedemede bara
8.	Akaraedemede						

**IGBO  
AF AB  
TAAM NKE AB**

NGALABA M M -AS S

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
9.	Ejije d nala	m akw kw ga-enwe ike: 1. Ikwu d ejije d nala nd e nwere n'ala Igbo 2. Izip ta njirimara ha 3. Ik wa etu esi eme f d ejije ndia 4. Ikwu uru ejije d nala bara 5. Ije ejije d nala f d	1. Ejije d nala d iche iche e nwere n 'ala Igbo 2. Nk wa etu e si eme ha 3. Uru d n'ime ejije nd a	1. Ikwup ta udi d nala Igbo d iche iche 2. Ik wa etu e si eme f d ejije nd a 3. Ikowa uru ejije d nala 4. Ije ejije	1. Nk wa 2. Ak k 3. Aj j na aziza 4. Ntulek ta uche 5. Ejije	1. Eserese 2. Tepak da 3. Ngwa egwu 4. m akw kw n'onwe ha	m akw kw : 1. Ikwup ta ejije d nala ise 2. k wa uru d n'ejije ndia
10.	g oge	m akw kw ga-enwe ike: 1. g oge elekere 2. g oge b ch 3. g oge izu 4. g oge af	1. g oge elekere 2. g oge b ch 3. g oge izu 4. g oge af	1. Ikwu oge 2. g oge b ch 3. g oge izu 4. g oge af 5. Ime ah r okwu banyere oge nd a 6. ide oge nd a 7. Ise eserese banyere oge nd a	1. Nk wa 2. m maat 3. Aj j 4. Nduzi 5. Ar mar mmak 6. Ejije	1. Elejere 2. Eserese 3. Chaati 4. Kalenda	m akw kw : 1. kwu oge elekere 2. g oge b ch 3. g oge izu 4. g oge af
11.	<b>MM NWE</b>						
12.	<b>ULE</b>						

**IGBO  
AF AB  
TAAM NKE AT**

**NGALABA M M : OMENALA**

<b>IZUUKA</b>	<b>ISIOKWU</b>	<b>MBUNUCHE</b>	<b>ND NISIOKWU</b>	<b>IHE M AKWU- KW GA-EME</b>	<b>NKA NKUZI</b>	<b>NGWA NKUZI</b>	<b>NNWALE</b>
1.	g oge	m akw kw ga-enwe ike: 1. g oge elekere 2. g oge b ch 3. g oge izu 4. g oge af	1. g oge elekere 2. g oge b ch 3. g oge izu 4. g oge af	1. Ikwu oge 2. g oge b ch 3. g oge izu 4. g oge af 5. Ime ah r okwu banyere oge nd a 6. ide oge nd a 7. Ise eserese	1. Nk wa 2. m maat 3. Aj j 4. Nduzi 5. Ar mar mmak 6. Ejije	1. Elekere 2. Eserese 3. Chaati 4. Kalenda	m akw kw : 1. kwu oge elekere 2. g oge b ch 3. g oge izu 4. g oge af
<b>NGALABA M M : AG MAG</b>							
2.	Akw kw g g a h p tara (Ab )	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe akw kw na ekwu maka ya 3. k wa mkp r okwu/ah r okwu f d d n'akw kw a g r 4. Ikwu maka agwa f d d n'akw kw a g r	1. g g akw kw a h p tara 2. Nk wa isi ihe a n na-ekwu maka ya 3 Mkp r okwu f d d n'ihe a g r 4. Agwa f d d n'ihe a g r 5. Uche m aka banyere isiokwu na agwa f d .	1. Ig akw kw a h p tara 2. Ik wa isi okwu akw kw 3. k wa mkp r okwu na ah r okwu f d d n'akw kw a g r 4. Ikwu maka agwa nd d n'akw kw 5. Ikwu uche ha banyere isiokwu na agwa f d 6. Iwep ta omenala Igbo p taro ihe n'akw kw a g r 7. Ije ejije	1. Ig akw kw 2. Ik ihe d n'akw kw 3. t lek ta ka gbasara ihe a g r 4. Ije nlem nch p ta 5. Inye ha ebe ha ga-agu n' l 6. ga mee nch p ta n'oba akw kw 7. Imep ta ihe akw kw k r ma b ije ejije ihe akw kw k r	1. Akw kw g g 2. Ihe okwu ije zip ta ihe a g r 3. Teprek da z 4. Redio na ihe 5. Eserese	m akw kw : 1. k maka otu agwa mas r ha n'ile a g r 2. Ikwu uche ha banyere ihe a g r 3. k wa okwu f d d n'ihe a g r 4. Ise eserese iji gosip ta otu ihe mere n'ihe a g r
3.	Akw kw g g a h p tara (Ab )						



**IGBO  
AF AB  
TAAM NKE AT**

**NGALABA M M : OMENALA**

<b>IZUUKA</b>	<b>ISIOKWU</b>	<b>MBUNUCHE</b>	<b>ND NISIOKWU</b>	<b>IHE M AKWU-KW GA-EME</b>	<b>NKA NKUZI</b>	<b>NGWA NKUZI</b>	<b>NNWALE</b>
4.	Mmep ta na mbawanye ak na ba n'ala anyi	m akw kw ga-enwe ike: 1. Ikwu z e si emep ta ak na ba d ka r ugbo, t mgbere, r l ngwaah a 2. Ikwu z e si eme ka ak na ba bawanye d ka d uchu n' r , itinye ego 3. k ihe ha ga-me iji nweta ego	1. Ihe nd e ji enweta ego 2. z e si enweta ego 3. z e si eme ka ak na ba na-abawanye 4. Ikpa ego n' z ziri ezi	1. Ige nti 2. Ikwup ta echiche ha 3. kp p ta ihe ndi eji enweta ego 4. Ikwup ta z e si enweta ego 5. k wap ta z ak na ba si abawanye	1. Nk wa 2. m maat 3. Aj j na aziza	1. Eserese 2. Chaati 3. Njem nlereanyo	m akw kw : 1. Ikwup z at ziri ezi e si enweta ak na ba 2. Idep ta z an e si eme ka ak na ba bawanye 3. k wap ta z at mmadu nwere ike isi kpa ego n' z ziri ezi
5.	Mmep ta na mbawanye ak na ba n'ala anyi						
6.	Okwunt h	m akw kw ga-enwe ike: 1. Ikwup ta ma kowap ta okwunt h nke ma 2. ch tali okwu ndi ha na ibe ha tiri n' da 3. Igosip ta mmas na obi to d n'ikwu okwunt h	1. Okwunt h d iche iche	1. Ige nt 2. Ikwu okwunt h 3. Iju aj j 4. Iza aj j 5. Ig okwunt h 6. Ide okwunt h	1. Nk wa 2. Om maat 3. Ngosip ta 3. Aj j	1. Eserese 2. Chaati 3. Kaadi	m akw kw : 1. Iju aj j 2. Ikwu okwunt h 3. Ig okwunt h 4. Ide okwunt h ise
7.	Agw gwa	m akw kw ga-enwe ike: 1. Ij agw gwa 2. Iza agw gwa 3. de agw gwa 4. Igosip ta mmas na obi ut d n'ikwu agw gwa.	1. Okwukwu agw gwa 2. odide ogw gwa	1. Ige nt 2. Iju agw gwa 3. Iza agw gwa 4. Ide agw gwa	1. Nk wa 2. Om maat 3. Ngosip ta 3. Aj j na aziza	1. Eserese 2. Chaati 3. Kaadi	m akw kw : 1. Iju agw gwa 2. Iza agw gwa 3. Ide agw gwa

**IGBO  
AF AB  
TAAM NKE AT**

NGALABA M M : OMENALA

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
8.	gbaoghara na udo n'ala any	m akw kw ga-enwe ike: 1. ikowa ihe bu ibi n'udo 2. Ikowa ihe na-ebute ogbaoghara 3. ikwuputa gh m di n'ogbaoghara 4. igosip ta ibi n'udo site n'akparamagwa	1. Nkowa ihe bu ibi n'udo 2. Nkowa ihe na-ebute ogbaoghara 3. Ikwu ihe ndi na-ebute ogbaoghara 4. Ikwu uru d n'ibi n'udo 5. Ikwu gh m di n'ogbaoghara 6. k nkenke ak k	Na-egosip ta ibi n'udo	1. Nk wa 2. Om maat 3. Ngosip ta 3. Aj j	1. Eserese 2. Chaati 3. Tiivii 4. Akwukwo mgbasa ozi (N zpepa)	m akw kw : 1. Ikwuputa uzo at e si ebi n'udo 2. Ikwuputa ike ibute ogbaoghara 3. Ik wap ta uru at d n'ibi n'udo 4. Ik wap ta gh m at d n'ogbaoghara 5. Ime ejije na-egosi ibi n'udo
9.	gbaoghara na udo n'ala any						
10.	Mbem	m akw kw ga-enwe ike: 1. ik wa ihe bu mbem 2. g f d mbem Igbo 3. Ikowa uru mbem bara na mgbe eji ag ha	1. Nk wa mbem 2. Ngup ta mbem Igbo f d 3. Nkowa uru mbem bara na mgbe eji ag ha	1. Ige nti 2. Igu mbem d iche iche 3. Ija ejije mbem 4. Igba egwu	1. Nk wa 2. g g na gb gba 3. Ngosi 3. Aj j na aziza	Ngwa na ejije egwu d iche iche	m akw kw : 1. ikowa mbem 2. Ig mbem 3. ikowa uru mbem bara na mgbe eji ag ha
11.	<b>MM NWE</b>						
12.	<b>ULE</b>						