

**ENGLISH STUDIES
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1. | SPOKEN ENGLISH CONSONANT CLUSTERS | Students should be able to: 1. recognize consonant sound. 2. pronounce correctly words with two consonant clusters at their initial position. 3. show their meanings through their use in sentences. | Words such as: Slice, troupe, scalp, thread, price, scream, fry, dried, stray, cloud, scare, bleach, string, plant, crush, prompt, drive etc. | 1. Drills students in the pronunciation of words of two consonant clusters in Isolation and in sentences. 2. Watch out for students who may insert a vowel between the clusters. 3. Guides them to use the words in sentences. | 1. Pronounce the words correctly after the teacher. 2. Identify the consonant clusters in words. 3. Read sentences that contain the words. | 1. Flash cards 2. Cardboards which contain words of two consonant clusters in their initial position. | Students to: 1. recognize consonant clusters. 2. pronounce words with two consonant clusters at their initial position. 3. show the meanings of the words through their use in sentences. |
| | VOCABULARY DEVELOPMENT Words associated with human internal body system/organs | Students should be able to: 1. mention and describe human internal body system. 2. explain the function of each of these body systems/organs. | Function of the heart, lung, kidney, spleen liver. | 1. Explains internal body systems/organs to the students. 2. Leads students to understand the functions of the human internal organs. 3. Leads students to identify these organs in charts or pictures. | 1. Explain what the human internal body organs are. 2. Say the functions of these organs. 3. Identify them in pictures. | 1. Recommended Text 2. Charts 3. Pictures 4. Card Boards | Students to: 1. mention and describe the human internal body organs 2. explain their functions 3. identify these organs in pictures and charts. |
| | GRAMMATICAL STRUCTURE Noun Phrase | Students should be able to: 1. identify the features of noun phrase. 2. identify noun phrase in a sentence. 3. use noun phrase correctly in sentences. | Features of Noun phrase: 1. the headword must be a noun (broken bottle). 2. it can be personified by an article (the man). 3. it can be a post-modifier (the boy at the gate). | 1. Leads students to identify the features of a noun phrase. 2. Guides them to identify noun phrase in sentences. 3. Guides students to use noun phrases in sentences. | 1. State the features of noun phrases. 2. Identify noun phrases in sentences. 3. Use them correctly in sentences. | 1. Sentence strip 2. Relevant passages 3. Recommended text | students to: 1. say the features of noun phrase 2. identify noun clause in sentences 3. use noun clauses in sentences. |

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| | LISTENING COMPREHENSION Listening to answer questions | Students should be able to: 1. listen attentively to identify the main idea in the passage. 2. identify the supporting points. 3. mention some key sentences from the passage. 4. answer questions from the passage. | Tape – recorded | 1. Presents an interesting passage on HIV/AIDS. 2. Asks students to identify the main ideas in the passage. 3. Leads students to discuss the passage in small groups. 4. Asks them questions to elicit the main points. | 1. Listen attentively to the passage. 2. Identify main ideas in the passage. 3. Discuss the passage in small groups. 4. Answer the question asked by the teacher. | 1. A taped recorded passage on HIV/AIDS. 2. Passage from a recommended book or magazine on corruption. 3. Charts on child trafficking. | Students: 1. identify the main ideas in the passage listened to. 2. identify supporting points. 3. mention some key sentences from the passage. 4. answer question from the passage. |
| 2 | SPOKEN ENGLISH Consonants Clusters | Students should be able to: 1. recognize the consonants cluster in words. 2. produce correctly cluster of three consonants in initial position of words. | Consonant clusters in initial position of words such as: sprint, splash, scalp, strong stray; squeeze, scream string, strike, sprinkle, scrub, spray etc. | 1. Drills students in the pronunciation of words of three consonant clusters in isolation and sentences. 2. Watch out for students who may insert a vowel between the clusters. 3. Guides them to use the words in sentences. | 1. Pronounce the words correctly after the teacher. 2. Identify the consonant clusters in words. 3. Read sentences that contain the words. | 1. Flash cards 2. Card boards which contain words of two consonants clusters at their initial position. | Students to: 1. recognize consonant clusters. 2. pronounce words with two consonant cluster in their initial positions. 3. show the meanings of the words through their use in sentences. |
| | READING COMPREHENSION Reading chapters of books and making notes | Students should be able to: 1. outline the main idea from the book. 2. extract points from the book read and make their own note. | Passage dealing with different subjects and themes for reading, comprehension and note making. | 1. Explains note making as selecting, outline, and integrating in a coherent sequence all important facts or ideas read. 2. Explains purpose and approach of not making. 3. Explains clearly the difference between note making and reading of books. | 1. Listen attentively to grasp what the teacher has explained. 2. Participate actively in the discussion. 3. Write the difference between note making and reaching reading of books. 4. Identify the main ideas in the passage. | 1. Selected passages for silent and vocal reading. 2. Other teacher made instructional materials. | Students to: 1. outline 4 main ideas from the book. 2. make notes on their own. |

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| | SUMMARY Reading of main gist | Students should be able to: 1. recognize the main gist or main point in a given passage. 2. use the main points to form sentences of their own. | Reading selected comprehension passage of suitable complexity which are argumentative, expository or narrative in content. | 1. Reviews the ideas of the main points, topic sentences and other interrelationship with each other. 2. Selects passage that are expository narrative or argumentative. 3. Asks students to pick out main points, key sentences etc. | 1. Identify the ideas of the main points, topic sentence and other interrelationship with each other. 2. Use main ideas to write sentences. | Selected passage from: 1. Newspaper 2. Journals 3. Literary works | Students to: 1. recognize the main gist in a given passage. 2. list 4 main points in the passage. 3. use 3 main points in sentences of their own. |
| | WRITING Expositor Essay | Students should be able to: describe the style of an expository essay. | Layout of expository essay: 1. discussing instances of problems. 2. expressing concern/worry 3. causes of the problem. 4. effect on the society. 5. conclusion. | Leads students to discuss the style/format of an expository essay e.g introduction, sequential presentation of idea, conclusion. | Dicuss the style and formats of expository essay. | 1. Textbooks 2. Relevant pictures 3. Any other supplementary reading materials. | Students to: 1. state two main characteristics of an expository essay. 2. write an introductory paragraph of an expository essay. |
| 3 | VOCABULARY DEVELOPMENT REGISTERS OF HEALTH | Students should be able to: acquire more and varied range of words for talking effectively on matters on health. | Words associated with health : Words such as sickly, well, critical condition, pills diagnosis, convalescing, emergency, casualty, wards infections, contagious, hypertension, anemic, sickler, asthmatic, measles, dysentery etc. | Teacher guides students to: 1. Talks and write about their experiences in a clinic or hospital. 2. Draws the attention of students to important words. 3. Encourages students to talk about these words freely. | 1. Talk and write about their experiences in a clinic or hospital. 2. Writes the important words and use them in their own sentences. 3. Talk about these words freely. | 1. Pictures of appropriate medical items. 2. Charts 3. Card boards containing some of these words. | Students to: 1. list 10 words associated with health. 2. use them in sentences. |

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| | LISTENING COMPREHENSION Listening to answer questions | Students should be able to: 1. listen attentively to identify main ideas in a speech or conversation. 2. identify supporting points. 3. mention some key sentences from the passage. 4. answer questions from the passage. | Looking for main points in a passage on drug abuse. | 1. Leads students to discuss the passage in small groups. 2. Asks students questions to elicit the main points. 3. Asks students to identify the main ideas in the passage. | 1. Discuss the passage in small groups. 2. Answer questions to elicit the main points in the passage. 3. They identify the main ideas in the passage. | 1. A passage from a recommended text on drug abuse. 2. Passage from a magazine on corruption. | Students to: 1 list 4 main points in the passage they listened to. 2. identify two or more supporting points. 3. answer questions from the passage. |
| | GRAMMATICAL STRUCTURE Noun Phrase | Students should be able to: 1. enumerate the function of noun phrase. 2. explain the functions of noun phrase 3. identify noun phrase in sentence. 4. use noun phrase correctly in sentences. | Function of Noun phrase: 1. as a subject of a verb. e.g. praising the teacher is the students delight 2. as an object of a verb. e.g she gave 'the students' time to finish the work. 3. as subject compliment e.g he is 'the new chairman' 4. as object compliment e.g the gave ngozi 'an award' 5. as object of a preposition e.g i kept the money inside 'my bag' | 1. Explains the position and functions of noun phrase in sentence. 2. Guides them to identify noun phrase in a sentence. 3. Guides students to use noun phrases in their sentence. | 1. Explain the position and functions of noun phrase in a sentence. 2. Identity noun phrase in passages. 3. Use noun phrases to form sentences. | 1. Sentence strips 2. Given passage 3. Recommended text | Students to: 1. list the functions of noun phrase. 2. explain the functions. 3. use noun phrase in sentences. |
| | WRITING | Students should be able to write a good expository essay on any topic of interest. | An expository essay eg. 1. Controlling HIV/AIDS in Nigeria. 2. Managing population explosion in Nigeria. | Guides students to write an expository essay. | Write an expository essay. | 1. A model essay 2. Relevant text books. 3. Any other relevant materials. | Students to: write a full expository essay on a topic of interest. |

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| 4. | SPOKEN ENGLISH Stress on five syllabic words | Students should be able to: 1. recognize words of five syllables stressed on the first syllable. 2. pronounce the words correctly. 3. use the words correctly in speech and in writing. | Stress on first syllable of five syllabic words e.g capitalism, regionalism, materialism, nationalism etc. | 1. Identifies five syllabic words. 2. Encourages students to look up stress placement in longer words from the dictionary. 3. Drills students on the correct pronunciation of words both in isolation and in sentences. 4. Draws the attention of the students to the fact that the longer a word, the more its stress pattern is predicted. | 1. Distinguish between words of varied syllables. 2. Recognize and articulately stress timing sentences and modulate their voices. 3. Cite similar words with the aid of dictionary. | 1. Dictionary 2. Flash cards 3. Card board which contains five syllabic words stress on the first syllables. | Students to: 1. recognize words five of syllables stressed on the first syllables. 2. pronounce the words correctly 3. use the words in speech and in writing. |
| | READING COMPREHENSION Reading chapters of books and note making | Students should be able to: 1. extract main points from the book read and make notes of their own. 2. acquire skills for note making from books, magazines and lecture materials. | Appropriate passage for reading, comprehension and note making. | 1. Explains the interrelationship of listening and reacting as receptive language skills. 2. Encourages extensive work and practice within and outside the classroom. 3. Explains the purpose and approach of note making. | 1. Participate actively in class discussion. 2. The do extensive work and practice within and outside the class on note making. 3. Explain the purpose and approach of note-making. | 1. Selected passage for vocal reaching. 2. Other teacher made instructional materials. | Students to: extract points from the book read and make note of their own. |

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| | SUMMARY Reading main gist | Students should be able to: 1. recognize the main/central points or gist in a given passage. 2. extract the main points from the passage. 3. use the main points to form sentences of their own. | Designed questions to enable students to recognize and extract: 1. main gist 2. relevant points 3. points for only secondary importance | Reviews the ideas of main points, topic sentences and their inter-relationship with each other. | Identify the ideas of main points, topic sentences and their inter-relationship with each other. | Selected passages from: 1. journals 2. literary work 3. newspapers | Students to: 1. recognize main gist in a given passage. 2. extract the points from the passage. 3. use 3 main points in sentences of their own. |
| | GRAMMATICAL STRUCTURE Noun Phrase | Students should be able to: 1. identify the noun phrases in any passage. 2. explain their functions as used in the passage. | Identify noun phrases in a passage on any of the following topic: 1. Environmental pollution. 2. Health population. 3. Family life or HIV/AIDS containing noun phrasing. | 1. Reads the passage carefully. 2. Identifies the noun phrases in passage read. | 1. Read the passage carefully. 2. Identify the noun phrases in the passage read. | 1. A given passage 2. Relevant texts | Students to: 1. read the passage with understanding. 2. identify the noun phrases in the passage. 3. say their functions as used in the passage. |
| 5. | VOCABULARY DEVELOPMENT Registers of Health II | Students should be able to: acquire more and varied range of words for talking effectively on matters concerning health. | Words associated with medical personnel (matron, sister, ward attendant) book bank, traditional medicine, HIV/AIDS, malaria, cough, diabetes etc. | 1. Talks and writes about their experiences in a clinic or hospital. 2. Draws the attention of the students to important words. 3. Encourages students to talk about these words freely. | 1. Talk and write about their experiences in a clinic or hospital. 2. Write out the important words and use them in their own sentences. 3. Talk about these words freely. | 1. Pictures of appropriate medical items. 3. Charts 3. Card boards containing some of these words. | Students to: 1. list 8 words associated with health. 2. use them to form their own sentences. |

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| | LISTENING COMPREHENSION Listening to answer questions | Students should be able to: answer questions from a radio broadcast listened to. | Listening to a radio broadcast where possible . | 1. Encourages students to get the subject matter of the broadcast. 2. Leads students to discuss in small groups 3. Asks them questions on what they have listened to. | 1. Listen attentively to get the subject matter from the radio broadcast. 2. Discuss in small groups. 3. Answer the teacher's question. | 1. A tape recorded passage. 2. A radio broadcast. | Students to: answer questions from the radio broadcast listened to. |
| | READING COMPREHENSION Suitable Passage | Students should be able to: acquire the skills for note-making from books, lectures and magazines. | Reading suitable passages from selected books, dailies or magazines. | 1. Extensive work and practice within and outside the classroom on note-making. 2. Encourages the students to refer to previous English exercises that are relevant to this task. | 1. Extensive work and practice within and outside the classroom on note-making. 2. Refer to previous English exercises that are relevant to the task. | 1. Selected passages for vocal reading. 2. Other teacher made instructional materials. | Students to: 1. make notes from magazines or lectures. 2. answer questions on what they read. |
| | SUMMARY Reading to summarize an exposition. | Students should be able to: 1. explain what expository means. 2. identify main ideas. 3. have adequate source of information about a topic. | Select an expository passage with appropriate exercises and question for practice from their text. | 1. Selects a passage that is expository in content. 2. Explains what expository means. 3. Picks out the main ideas and topic sentences from the passage. | 1. Listen attentively to the teachers explanation. 2. Pick out the main ideas and topic sentences from the passage. | Selected passage from: 1. Newspaper 2. Journals 3. Literary work | Students to: 1. explain the meaning of expository. 2. identify main ideas. 3. have adequate source of information about the topic. |

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| 6 | SPOKEN ENGLISH Stress on five syllabic words | Students should be able to: 1. recognize stressed syllable in five syllabic words. 2. pronounce the words correctly. 3. use the words in speech and in writing. | Stress on second syllable in words such as: imperialism, adventurism, revisionism, consumerism, examinable, sectarianism etc. | 1. Writes out some words with five syllabic structures. 2. Guides students to look up stress placement in long words from the dictionary. 3. Drills students on the pronunciation of the words both in isolation or in sentences. | 1. Recognize and articulate correctly stress timing sentences and modulate their voices. 2. Cite similar words with the aid of the dictionary. | 1. Dictionary 2. Flash cards 3. Card board which contains five syllabic words stressed on the second syllable | Students to: 1. recognize stressed syllables. 2. pronounce words correctly. 3. use the words in speech and in writing. |
| | LISTENING COMPREHENSION Listening to answer question | As in week 5 | Materials of varying lengths and complexity. | As in week 5 | As in week 5 | As in week 5 | Students to: 1. state 4 points in the passage listened to. 2. identify 2 or more supporting points in the passage. 3. answer questions asked by the teacher. |
| | GRAMMATICAL STRUCTURE Pronouns | Students should be able to: 1. identify relative pronounce. 2. explain their position and function in passages. 3. use them in sentences. | 1. Features of relative pronouns: who, whom, whose, which, where, when, that. 2. Functions of relative pronouns: a. Who, whose, whom and that are used for human beings b. which and that are use to describe inanimate objects and animals 3. Position: Relative pronouns are placed close to the word to which they relate. They take the place of a noun and also join together two parts of a sentence. Eng. The girl 'who sells oranges' has married. | 1. Explains the features of a relative pronoun. 2. Leads students to explain their functions in sentences. 3. Guides them to identify relative pronouns in sentence. 4. Leads students to make sentences with relative pronouns. | 1. Listen attentively to the teacher. 2. Explain the functions and positions of relative pronouns in sentences. 3. Identify them in sentences. 4. Form their own sentence with relative pronouns. | 1. Real objects 2. Sentence strips 3. Various passages | Students to: 1. identify relative pronouns. 2. explain their functions 3. use them to form sentence. |

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| | WRITING Argumentative Essay | Students should be able to: 1. explain the features of an argumentative essay. 2. participate in a debate. | Feature of argumentative essay. 1. Writer to present a view point. 2. Prove his point (argue for or against a particular view point) . 3. Conclude his presentation. | 1. Leads students to discuss any given argumentative essay topic, bringing out the validity of their view points in a logical way. 2. Organizes a class debate. | 1. Discuss their view points taking cognizance of the style of essay. E.g a. Giving adequate source of information b. Making reference to the audience e.g Mr. Chairman etc. c. Participate in debate | 1. Text book 2. A model essay from any other relevant book. 3. Pictures 4. Charts 5. Real objects | Students to: 1. explain each of the features of an argumentative essay. 2. participate in debate. |
| 7 | SPOKEN ENGLISH Stress on five syllabic words | As in Week 4 | Stress on the third syllable in words such as Agriculture, international, conversational, operational excusable etc. | As in Week 4 | As in Week 4 | 1. Dictionary 2. Flash card 3. Card board containing five syllabic words stressed on the third syllable | Students to: 1. recognize stressed syllables in words of five syllables. 2. pronounce the words correctly 3. use the words in speech and in writing |
| | VOCABULARY DEVELOPMENT Registers of sports I | Students should be able to: 1. identify major national sports. 2. mention some sports activities. 3. pronounce the words correctly. 4. use the words effectively in speech and in writing. | 1. Major national sports such as: hand ball, basket ball, net ball, polo, football, cricket, hockey, athletics. 2. Sports activities such as: tournament, contest, championship, rounds head bout etc. | 1. Guides students to list different kinds of games played in Nigeria. 2. Lists some sports activities they know. 3. Leads students to read passage on sports from national dailies and other articles. | 1. List the different kinds of sports and games played in Nigeria. 2. List some sport activities. 3. Read passage on sports from national dailies and other articles. | 1. Appropriate passage 2. Charts 3. Pictures. | Students to: 1. identify the words. 2. pronounce them correctly. 3. use them correctly in speech and in writing. |

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| | READING COMPREHENSION Reading for implied meaning | Students should be able to: explain the meaning of implied meaning of words made at various setting. | Selected passage for salient and vocal reading. | 1. Guides students on the selection of the passage to be read. 2. Guides students in extracting main ideas of the passage. 3. Guides students to distinguish between stated and implied meaning. | 1. Carefully read the selected passage. 2. Read appropriate books, dailies etc. 3. read carefully to grasp the main points. 4. Write the different between stated and implied meaning. | 1. Related passage from their text. 2. Relevant passages from dailies magazines and books. 3. Tape recorder. | Students to: 1. explain implied meaning. 2. identify the implied meaning of words in a passage. 3. use them in sentences. |
| | WRITING Argumentative Essay | Students should be able to write an argumentative essay | Writing of argumentative essay on any of the following topics a. Should female circumcision be abolished? b. Military rule is better than civilian rule | Guides students to write an essay on a given topic. | Write their own essay making references to the audience. Eg. Mr. Chairman, panel of judges etc. | 1. A model essay 2. Any other supplementary material | Students to: Write an argumentative essay. |
| 8 | LISTENING COMPREHENSION Listening to answer questions | Students should be able to: 1. listen attentively to identify the main idea in a passage. 2. identify some of the supporting points in the passage. 3. mention some key sentences from the passage. 4. answer questions from the passage. | Listening to materials dealing with life situation. | 1. Presents an interesting passage that deals with life situation. 2. Asks students to identify the main idea in the passage listened to. 3. Leads students to discuss the passage in small groups. 4. Asks students questions from the passage. | 1. Listen attentively to the passage. 2. They identify main ideas in the passage heard. 3. Discuss the passage in small groups. 4. Answers questions from the passage. | 1. Passage from a recommended text. 2. A tape recorded passage on pest control. 3. Charts on child trafficking. | Students to: 1. identify main ideas in the passage. 2. identify supporting points in the passage. 3. mention some key sentences from the passage. 4. answer questions from the passage. |

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| | GRAMMATICAL STRUCTURE Nominalization | Students should be able to: 1. state the devices for turning other parts of speech into nouns in english usage. 2. turn verbs and adjectives to nouns. 3. use nominalized parts of speech in sentences. | Parts of speech that can be nominalized a. Adjectives. Eg. Black – blackness Beautiful – Beauty Wise – Wisdom b. Verbs E.g Cry – Crying (Crying is not allowed) Sleep – Sleeping (Sleeping is prohibited in the class) | 1. Leads students to identify nominatized words in sentences and passages. 2. Leads students to turn verb and adjectives to nouns. 3. Guides them in using these formed nouns in sentences. | 1. Identify nominalized words in sentences and in passages. 2. Turn some verbs and adjectives to nouns. 3. Use these newly formed nouns in sentences. | 1. Textbooks 2. Passages 3. Illustrations of certain activities | Students to: 1. identify the nominalized words . 2. convert some verbs and adjective to nouns. 3. use some nominalized words in sentences. |
| | SUMMARY Reading to summarize and argument | Students should be able to: 1. say the meaning of argument. 2. identify and have adequate source of information about a topic. | Selected argumentative passage with appropriate exercises and questions for practice from their text. | 1. Selects or passage that is argumentative in content. 2. Explains what argument means 3. Picks out the main idea and topic sentences. | 1. Listen to the teacher 2. Participate fully in the discussion | Selected passage from: 1. Newspaper 2. Journals 3. Literary work | Students to: 1. explain the meaning of argumentv 2. identify and have adequate source of information about the topic. |
| | WRITING Letter writing | Students should be able to: explain the features of a formal letter. | Features of a formal letter: 1. Writer’s Address 2. Date 3. Receiver’s Address 4. Salutation 5. Heading/Title 6. Closure 7. Signature 8. Full name | 1. Leads students to the meaning of formal letter 2. Explains the features of formal letter, with reference to the address, Heading/Title, salutation – Dear sir/Madam, Introduction, Body of Letter, Conclusion, Closure. | Discuss the features of formal letters. | 1. A model formal letter 2. text book 3. Charts | Students to: list and explain the features of formal letter. |

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| 9 | SPOKEN ENGLISH Stress of vive syllabic words | Students should be able to: 1. identify the stressed syllable in the words. 2. pronounce the words correctly. 3. use the words correctly in speech and in writing. | Stress on the fourth syllable of five syllabic words as in dramatization, communication, consideration, organization, Privatization etc. | 1. Leads students to identify the stressed syllables. 2. Drills students on the correct pronunciation of words. 3. Guides them to look up stress patterns in similar words in the dictionary. 4. Leads them to make sentences with the words. | 1. Identify the stress syllables in the words. 2. They pronounce the words after the teacher. 3. The use their dictionaries to check the stress patterns in similar words. | 1. Flash cards 2. Charts 3. Sentence strips 4. Recommended text book. | Students to: 1. identify the stressed syllables. 2. pronounce words correctly. 3. use words correctly in speech and in writing. |
| | VOCABULARY DEVELOPMENT | Students should be able to: 1. mention some sports venues. 2. mention some sports officials. 3. use the words correctly in speech and in writing. | 1. Venues of sports such as: Stadium, Arena, Tennis court, boxing ring, football field, race course, track lane etc. 2. sports officials such as: upire, coach, referee, game master, reserve bench, linemen, sparring partners, sports fans etc. | 1. Guides students to mention the different types of sports venues 2. Mentions different sports officials. 3. Leads students to read passages on sports from National dailies and other articles. | 1. List sports venues. 2. Also mention sports officials. 3. read passages on sports from national dailies. | 1. Appropriate passages 2. Charts 3. Pictures | Students to: 1. list the sports venues. 2. mention sports officials. 3. use the words in speech and in writing. |
| | SUMMARY Reading to summarize | Students should be able to: 1. read and discuss passages. 2. identify key ideas from different paragraphs. 3. identify topic sentences from paragraphs/passages. 4. write topic sentence in their own words. | Suitable passage for summary. | 1. Presents appropriate materials. 2. Guides students to identify topic sentences. 3. Encourages them to write topic sentences in their own words. | 1. Listen attentively to the passage read. 2. The identify topic sentences. 3. Use their own words to write the topic sentences. | 1. Newspaper /magazine cuttings. 2. Supplementary readings poems, plays. 3. Course book 4. Other relevant materials. | Students to: 1. read passage and discuss it. 2. identify key ideas. 3. identify topic sentences. 4. write topic sentences in their own words. |

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| | WRITING FORMAL LETTER | Students should be able to: write an application for job. | Application for job | Leads students to write and application for job (Post of a clerk) indicating. a. Post applying for b. Where you come from c. Age d. Educational qualifications etc. | Writes an application for job, using the correct format. | A model formal letter. | Students to: write an application for the post of a Clerk . |
| 10 | SPOKEN ENGLISH EMPHATIC STRESS | Students should be able to: 1. explain emphatic stress. 2. identify the stressed word in a sentence. 3. do exercises on emphatic stress. | Emphatic stress (stress on a word in a sentence) . a. She finally promised not 'STEAL' again b. John was the best student in 'BIOLOGY' c. He works at the university LIBRARY etc. | 1. Explains the meaning of emphatic stress. 2. Leads students to sentences that contain emphatic stress. 3. Guides them to identify the emphatic words in the sentences. | 1. Listen attentively. 2. Identify the words that carry stress in sentences. 3. Do some exercise on emphatic stress. | 1. Relevant text books. 2. Card board containing sentences with emphatic stress. | Students to: 1. explain emphatic stress. 2. identify emphatic words. 3. do exercises on emphatic stress. |
| | VOCABULARY DEVELOPMENT Register of Building and building construction | Students should be able to: 1. identify words associate with building. 2. read a passage on building construction. 3. do a lexis exercise on building construction. | Words associated with building and building construction, such as: Plot, foundation, cite, land, documents, plans, contractor, block layer, brick layer, labourer, walls, ceiling, roofing, plumbing, upstairs, plaster etc. | 1. Explains words. 2. Guides students to read a passage on building construction. 3. Leads them to identify the words. 4. Guides them to do an exercise on registers of building. | 1. Listen attentively. 2. Read a passage 3. Identify words 4. Do an exercise | 1. Main class text 2. Any other relevant materials 3. Picture | Students to: 1. identify the words. 2. read a passage. 3. do a lexis exercise. |

**ENGLISH STUDIES
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FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| | LISTENING COMPREHENSION Reading for implied meaning | Students should be able to: 1. explain implied. 2. identify implied. meaning of words made at various settings. 3. use the implied meaning of words in sentences. | A taped recorded passage. | 1. Guides students to select what to listen to. 2. Guides them to pick the main ideas in the passage. 3. Guides students to distinguish between stated and implied meanings. | 1. Listen to the selected passage. 2. Identify the main ideas. 3. Distinguish between stated and implied meaning in what they have listened to. | A taped recorded passage. | Students to: 1. explain implied. 2. identify implied meaning of words. 3. use the words in sentences. |
| | GRAMMATICAL STRUCTURE PRONOUN | Students should be able to: 1. define demonstrative pronouns. 2. identify them in sentences. 3. state the functions of demonstrative pronouns. 4. use them in sentences. | Demonstrative pronouns: (this, that, these, those) E.g a. This house is mine b. That car is a new one. c. these boys jumped through the window. d. Thos student came late. | 1. Explains demonstrative pronouns. 2. Leads students to identify demonstrative pronouns in sentences. 3. Guides students to use them in sentences. | 1. Listen attentively to the explanation 2. identify demonstrative pronouns 3. Use them in sentences. | 1. Pictures 2. Sentence strips | Students to: 1. identify demonstrative pronouns. 2. state their functions. 3. from sentences with them. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ENGLISH STUDIES
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | SPOKEN ENGLISH Stress on six syllabic words | Students should be able to: 1. recognize the stressed syllable. 2. pronounce words with six syllables correctly. 3. use words correctly in speech and in writing. | Stress on the fifth syllable: existentialism, normalization, internalization, indistinguishable etc. | 1. Leads students to identify the stressed syllables. 2. Encourages students to look up stress placement in long words in their dictionaries. 3. Drills students on the pronunciation of words, both in isolation and in sentences with the words in speech and in writing. | 1. Identify stress syllable in six syllabic words. 2. Recognize and articulate correctly stress timing in sentences and modulate their voices. 3. Make sentences with the words. | 1. Dictionary 2. Flash cards 3. Cardboard which contains six syllabic words with stress on the fifth syllables. | Students to: 1. identify the stressed syllables in six syllabic words. 2. pronounce words correctly. 3. use words correctly in speech and in writing. |
| | VOCABULARY DEVELOPMENT Words associated with environment | Students should be able to: 1. explain the meaning of environment. 2. mention types of environmental problems. 3. state the importance of a clean environment. 4. identify the nature of problems under each type. | 1. Meaning of environment 2. Types of environmental problems - Environmental pollution - disposal of refuse - Pest control - Bush burning - Smoking - Drainages - Environmental degradation - Cutting down of trees - Sewage system etc. | 1. Explains the meaning of environment. 2. Guides students to mention types of environmental problems. 3. Leads students to state the importance of a clean environment. 4. Guides students to identify these environmental problems. | 1. Listen attentively to the explanation of the teacher. 2. Identify types of environmental problems. 3. List 3 importance of a clean environment 4. Write these environmental problems. | 1. Pictures 2. Charts 3. Flash cards 4. Course books . Other Material. | Students to: 1. explain the meaning of environment. 2. mention types of environmental problems. 3. state the importance of clean environment. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| | GRAMMATICAL STRUCTURES Verb Forms | Students should be able to: 1. identify the active and passive sentence patterns. 2. write the active and passive forms of verbs. 3. construct sentences in the active and passive forms. | When the subject of a sentence is performing the action of the verb, we say it is active e.g. a. 'My sister bought a fan' becomes 'A fan was bought by my sister' (Passive) b. "Our father bought a house" (Active) become "A house was bought by my father" (passive) . | 1. Leads students to identify the subjects and predicators in sentences. 2. Guides students to change active sentences into passive. 3. Provides various examples of active and passive sentences. 4. Leads students to construct passive and active sentences. | 1. Identify subjects and predicators in sentences taking into consideration the form of the verbs, change active sentences to passive and vice versa. 2. Construct more sentences in the active and passive forms. | 1. Text book 2. Diagrams 3. Illustrations on charts. | Students to: 1. identify active and passive sentence. 2. change sentences from active to passive or vice-versa. |
| | LISTENING COMPREHENSION Listening to speeches | Students should be able to: 1. listen to identify main ideas of a speech or conversation. 2. answer some questions on the speech. | Short debate between two selected members of the class. | 1. Selects a debate topic. 2. Encourages students to think about and plan their speech. 3. Asks then questions on the main points of the speech. | 1. Plan their speeches before delivery. 2. Listen attentively to the speech for comprehension. 3. Answer questions form the speech. | 1. A short class debate. 2. A recorded speech on relevant topic. | Students to: 1. mention main points in the speech. 2. answer questions on the topic discuss. |

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| | | | | TEACHER | STUDENTS | | |
| | LISTENING COMPREHENSION Reading for implied meaning | Students should be able to: 1. explain what implied means. 2. identify implied meaning of statements made at various settings. 3. distinguish between stated and implied meanings in speech. 4. make oral or written statements to illustrate the distinction between stated and implied meanings. | Selected passages for vocal reaching and listening comprehension. | 1. Guides students to explain, on the basis of what they learnt at Junior Secondary School English, the difference between stated and implied meanings. 2. Explains the difference for meaning more clearly and illustrates with some statements. 3. Leads students to make individual statements or refer to written speeches to illustrate the differences. | 1. Explain in their own words the differences between stated and implied meanings. 2. Write the differences clearly and illustrate with some statements. | 1. Tape recorded speeches, talk or conversation. 2. Relevant passages and extract from various sources. 3. Materials extracted from radio, television broadcast. | Students to: 1. give the meaning of implied statement. 2. identify the implied meanings of statements made at various settings. 3. distinguish between stated and implied speeches. 4. make oral or written statements to illustrate the distinction. |
| | VOCABULARY DEVELOPMENT Word Modifiers | Students should be able to: 1. identify a modifier. 2. describe accurately, different aspects of things, actions, events or experiences by means of appropriate words. | Use of vivid sensuous adjectival words associated with a. Colours e.g reddish, greenish etc. b. Smell e.g. sharp, pungent unsavoury, odours, acrid etc. | 1. Explains how modifiers make such combinations as a brown house more meaningful than just 'a house'. 2. Illustrates carefully how meaning change with the addition of modifiers. 3. Makes a list of such words as: road, compound, lorry, market, kitchen etc. 4. Guides students to describe the use of appropriate modifiers in various places such as market, hospital etc. | 1. Listen attentively to teacher's explanation. 2. Identify how meanings change with addition of modifiers. 3. Write in their books appropriate modifiers for words e.g Car, church, basket, which they can read out to the class. 4. Use the words in sentences of their own . | 1. Flash cards 2. Card board that contains modifiers 3. Objects of various a. Colour b. smell 4. Relevant passages of descriptive and narrative passages featuring a good use of adjectives and adverbs for vividness dramatic effect. | Students to: 1. identify modifiers. 2. describe different aspects of things, action, event, actions, event etc. |

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| | | | | TEACHER | STUDENTS | | |
| | READING COMPREHENSION Reading for implied meaning | Students should be able to: 1. identify implied meaning of words made of various setting. 2. use implied meaning of words in sentences. | Appropriate passage from their main text. | 1. Guides students to select the passage to be read. 2. Guides them to select the main ideas from the passage. 3. Guides students to distinguish between stated and implied meaning of words. 4. Leads students to use the words with implied meaning in sentences. | 1. Read the selected passage. 2. Identify the main ideas in the passage 3. Distinguish between stated and implied meaning of words. 4. Use the words of implied meaning in sentences. | A relevant passage from a recommended class text. | Students to: 1. read the passage. 2. identify implied meaning of words. 3. use the words in their own sentences. |
| | WRITING Formal Letter | Students should be able to: write a letter of complaint. | Letter of complaint. | 1. Revises features of formal letter. 2. Guides students to write a letter of complaint. | Write a letter of compliant. | 1. A mode formal letter 2. Relevant text books. | Students to: write a letter of complaint to the police on armed robbery incident. |
| 3 | SPOKEN ENGLISH Intonation | Students should be able to: 1. recognize different intonation pattern. 2. use appropriate intonation patterns associated with surprise or disbelief exclamation) . | Expressing surprise or disbelief: - Ada is a witch, Really?! - Musa is a millionaire. You must be joking! - Musa is a spy. I don't believe it! - Ibrahim is dead. Is he? | Devises appropriate dialogue to be acted out by students similar to those given under content. | Act out dialogue devised by the teacher. | Tape – recorded materials. | Students to read out a given dialogue using appropriate information. |
| | VOCABULARY DEVELOPMENT Word modifiers | As in week 2 | Use of vivid sensuous adjectival words associated with 1. Tast e.g appetizing, delicious, bitter 2. Use adverbials modifier showing degree of happening e.g rapidly, gently, sluggishly etc. | As in week 2 | As in week 2 | As in week 2 | Students to: 1. identify a. modifier b. describe different aspects of things, action, events etc. |

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| | | | | TEACHER | STUDENTS | | |
| | GRAMMATICAL STRUCTURES Introduction to sequence of verb tenses | Students should be able to: 1. recognize appropriate sequence of tenses with the same sentences. 2. use effectively sequence of tenses within the same sentence. | 1. There is a convention on how tenses in verbs should appear in sequence in the same sentence. 2. If the finite verb in a sentence is: a. Present, those in other part of the sentence should also be in present b. Past, subsequent verbs should also be in the past. E.g. i. Obi says that he <u>is</u> the captain of the team ii. Ola said that he <u>wanted</u> to be the goal keeper. | 1. Explains what sequence of tenses involves through class games with complex sentences in selected texts. 2. Guides students in writing sentences using the appropriate sequence of tenses. | 1. Engage in oral class games in which a student makes a statement while someone else reports it using the appropriate sequence. 2. Write sentences using the correct sequence of tenses. | 1. Sentence strips 2. Chart 3. Textbooks | Students to: 1. write sentences using the appropriate sequence of tenses 2. identify sentences with inadequate sequence. |
| | SUMMARY Reading to summarize longer selections | Students should be able to: 1. read and discuss the passage 2. identify key ideas from different paragraphs. 3. identify topic sentences from paragraphs/passages 4. put together sentences in their own words. | Simple reports for summary. | 1. Presents appropriate materials. 2. Leads students to identify topic sentences. 3. Encourages students to write the topic sentences in their own words. | 1. Read materials. 2. Identify topic sentences. 3. Write topic sentences in their own words. | 1. Newspaper /magazine cuttings 2. Supplementary reaching e.g Poems, Plays. 3. Course book | Students to: 1. read the passage silently. 2. discuss the passage. 3. pick out topic sentences. 4. identify topic sentences from paragraphs/passages 5. identify key ideas from different sentences. 6. put together sentences in their own words as a summary. |

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| | | | | TEACHER | STUDENTS | | |
| 4 | LISTENING COMPREHENSION Listening for implied meaning | As in week 2 | Tape recorded speeches or utterance. | 1. Guides students to explain the difference between stated and implied meanings. 2. Leads students to make individual statements or refer to relevant aspects of written speech to illustrate the differences. | 1. Explain in their own words the differences between stated and implied meanings. 2. Write the differences clearly and illustrate with some statements. | As in week 2 | As in week 2 |
| | READING COMPREHENSION Reading for implied meaning | Students should be able to: As in week 2 | Appropriate books, dailies, magazines etc. that distinguish between stated and implied meanings. | As in week 2 | As in week 2 | 1. Relevant passages from their text. 2. Relevant passages from the dailies, magazine, other books. | As in week 2 |
| | VOCABULARY DEVELOPMENT Word modifiers | Students should be able to: 1. identify a modifier. 2. describe accurately different aspects of things, actions, events actions, events, or experiences by means of appropriate words. | Use of vivid sensuous adjectival words associated with rate of occurrences frequently, permanently, annually, monthly, hourly, temporally, occasionally etc. | As in week 2 | As in week 2 | 1. Flash card 2. Card board that contain modifiers. 3. Relevant passages of descriptive and narrative contents featuring good use of adverbs for vividness. | Students to: 1. identify modifiers in sentences. 2. describe different aspects of things, actions events etc. |
| | WRITING Formal Letter | Students should be able to write and apology letter. | An Apology letter. | Leads students to write an apology letter. | Students write and apology letter | 1. A model formal letter 2. Textbook | Students to: Using the format of formal letter, students write an apology letter to the principal for the payment of school fees. |

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| | | | | TEACHER | STUDENTS | | |
| | SPOKEN ENGLISH Intonation | Students should be able to: identify the finality of statement, information and question in a given context. | Falling tone (statement) e.g 1. There will be a match at the National Stadium tomorrow. 2. There will be a class quiz this morning 3. When will the match begin (Question) 4. which teams are playing? (question) . | 1. Points out to the students where there should be a fall in tone in a sentence. 2. Provide enough exercises in drills and encourages vocal class participation. | 1. Identify where there should be a fall in tone in a sentence. 2. Participate in drill exercises in class. | Class demonstration using provided texts. | Students to: identify the finality of statements, information and questions. |
| | GRAMMATICAL STRUCTURE Sequence of verbs as in Week | As in week 3 | Week 3 work continues | As in week 3 | As in week 3 | 1. Sentence strips 2. Charts 3. Text books | Students to: 1. write sentences using appropriate tense sequence. 2. identify sentences with inadequate tense sequence. |
| | SUMMARY Reading to summarize longer selections | Students should be able to: 1. read and discuss stories. 2. identify key ideas from different paragraphs. 3. identify topic sentences from paragraphs/sentences. 4. put together sentences in their own words as a summary. | Short stories for summary . | 1. Presents appropriate stories. 2. Leads students to identify topic sentences. 3. Encourages the students to write the topic sentences in their own words. | 1. Read stories. 2. Identify topic sentences. 3. Write topic sentences in their own words. | 1. Newspaper magazine cuttings. 2. Poems, plays 3. Other relevant stories. | Students to: 1. read and discuss stories. 2. identify key ideas from different paragraphs. 3. identify topic sentences from paragraphs/sentences. 4. put together sentences in their own words as a summary. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| | READING COMPREHENSION Reading for comprehension | Students should be able to: 1. read the passage carefully for thorough understanding of the passage. 2. recognize main points in a comprehension passage. 3. answer questions from the passage read. 4. make sentences with some words from the passage. | Comprehension passage from their class text. | 1. Guides students to read a selected passage from the class text. 2. Guides them to recognize the main ideas in the passage to be read. 3. Leads students to answer some relevant questions from the passage. 4. Asks them to make sentences of their own with some words from the passage. | 1. Carefully read a selected passage from the class text. 2. Recognize the main ideas in the passage. 3. answer relevant questions from the passage. 4. Form sentences with words from the passage. | Recommended class text. | Students to: 1. read selected passage. 2. pick out the main ideas in the passage. 3. answer questions from the passage read 4. make sentences with some words. |
| 6 | SPOKEN ENGLISH Intonation | Students should be able to: 1. identify indication of tentativeness. 2. use the correct intonation patterns where applicable. | Rising tone e.g. a. Yes/No questions will you come home to night?) . b. Polite requests (help me with your pen please) . c. Listing items (Pen, book, ruler and eraser) d. Sentence with additional meaning (I guess he will come). | 1. Points out to the students where there should be a rise in tone in a sentence. 2. Provides enough exercises in drills and encourages vocal class participation. | 1. Identify where there should be a rise in tone in a sentence. 2. Participate in drill exercises in class. | Class demonstration using provided texts. | Students to: 1. identify indication of tentativeness. 2. use correct information where pattern applicable. |

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| | | | | TEACHER | STUDENTS | | |
| | LISTENING COMPREHENSION Listening for implied meaning | Students should be able to: 1. identify implied meaning of statements made at various settings. 2. distinguish between stated and unstated meanings in speech. 3. make oral or written statements to illustrate the distinction between stated and implied meanings. | Appropriate listening comprehension questions for practice in distinguishing between stated and implied meanings. | 1. Explains the differences more clearly and illustrates with some statements. 2. Guides students to make individual statements or refer to relevant aspects of written speech to illustrate the differences. | 1. Explain in their words the differences between stated and implied meanings. 2. Write the differences clearly and illustrate with some statements. | 1. Taped recorded speeches, talk or conversation. 2. Materials extracted from radio, or television broadcast. | Students to: 1. identify the implied meaning of statements made at various setting. 2. distinguish between stated and implied meaning in speech. 3. make oral or written statements to illustrate the distinction between the two. |
| | WRITING Speech for specific purposes | Students should be able to: 1. explain the features of a speech. 2. discuss some specific speech topics. | Features of speeches such as: a. title b. opening greetings c. general introduction d. the main body e. conclusion | 1. Leads students to recognize the different phases of a speech through class discussion. 2. Shows samples of short speeches and allows students to read them out. | 1. Discuss the phases of a speech in class. 2. Read out a model speech presented by the teacher. | 1. Samples of short speeches from books or periodical. 2. Textbooks | Students to: 1. discuss the features of a speech. 2. discuss some specific speech topics. |
| | VOCABULARY DEVELOPMENT Prefixes as word extension, making for new meanings | Students should be able to: 1. identify basic root words. 2. show the meaning of the words in sentences of their own. 3. use prefixes to generate words which are antonyms of given words. 4. use the new words in sentences of their own. | Prefixes such as un, mis, il etc en.g health Health – unhealthy Belief – unbelief 'mis' Spell – misspell Understand – misunderstand 'il' Legal – illegal Legitimate – illegitimate | 1. Explains how prefixes can generate new words and meanings from basic root words. 2. Guides students in the use of prefixes for creating antonyms 3. Leads students to draw up a suitable lists of words and lets them give the antonyms to these words by using prefixes. | 1. List the basic root words 2. Use prefixes for creating antonyms 3. Draw up a suitable list of words and find antonyms to these by means of prefix | 1. Charts 2. List of prefixes and their meanings 3. Flash card 4. Cardboard 5. Dictionary | Students to: 1. identify 4 basic root words. 2. explain the words in sentences of their own. 3. use 3 prefixes to generate words which are antonyms. 4. use 4 words in sentences of their own. |

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| | | | | TEACHER | STUDENTS | | |
| 7 | READING COMPREHENSION Reaching for critical evaluation | Students should be able to: detect from various reading materials evidence (if any) of illogicality, inconsistency, faulty reasoning, misleading statements etc. | Selected passages and other reading materials of appropriate readability levels with questions and exercises to text critical reading ability. | 1. Gives examples of the distortions, illogicalities, inconsistencies, exaggerations and so on that can be found in the reading materials. 2. Guides students to give other examples based on their limited experiences in reading. 3. Provides appropriate workbook or drill – book or teacher made exercises on reading for critical evaluation. | 1. Write examples based on their limited experience in reading. 2. Read appropriate work book or teacher made exercises on reading for critical evaluation. | 1. Drill books 2. Selected passages 3. teacher made material. | Students to: detect in various reading materials, evidence of illogicality, inconsistency faulty reasoning etc. |
| | GRAMMATICAL STRUCTURE Phrasal Verbs | Students should to able to: 1. explain what phrasal verb means. 2. identify phrasal verbs in sentences. 3. use such verbs correctly in sentences. | Phrasal verbs with one particle e.g turn down turn up give in came across put off put in etc. | Emphasizes the fact that a. When verbs are used this way, they have a single meaning. b. Whenever the particles change the meaning also changes. | 1. Listen attentively to the teacher. 2. Generate more phrasal verbs. 3. Look up their meaning in the dictionary. 4. Use phrasal verbs in sentences. | 1. Dictionary 2. Textbook | Students to: 1. explain the meaning of phrasal verbs. 2. identify them in sentence. 3. make sentence with phrasal verbs. |
| | SUMMARY Reading to paraphrase poems | Students should be able to: 1. read the poem with understanding. 2. explain the key words used in the poems. 3. summarize the poem in their own words . | Poetry a. Types of poetry e.g dirge, epic, lyric etc. b. Language i. Concise ii. Unique iii High | 1. Guides students to read selected poems. 2. Leads students to discuss the content of the poem. 3. Leads them to identify different types of poetry 4. Guides them to identify the language feature in the poem. 5. guides students to summarize the poem. | 1. Read the selected poem. 2. Discuss the content of the poem. 3. Identify the different types of poems. 4. Identify the type of language used in the poem. 5. Summarize the poem. | 1. Selected poem from a recommended text. 2. From other relevant sources. | Students to: 1. read a poem. 2. explain the key words in the poem. 3. summarize the poem in their own words. |

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| | | | | TEACHER | STUDENTS | | |
| | DICTATION | Students should be able to: 1. write correct spellings of dictated words. 2. explain the meaning of the words. | Dictating of words selected words from the class text. | 1. Guides students to read a passage selected from their text taking note of some words. 2. Picks some words from the passage and dictates to the students. 3. Leads them to the correct spellings. 4. Explains the meaning of the words. | 1. Read the selected passage taking note of the spellings of some words. 2. Write the dictated words from the passage. 3. Learn the correct spelling of the words. 4. Explain the meaning of the words. | 1. Flash cards 2. Recommended class text. | Students to: 1. write correct spellings or words. 2. explain the meaning of the words. |
| 8 | SPOKEN ENGLISH Drills on Speech | Students should be able to: 1. pronounce words correctly. 2. explain the meaning of words. 3. read sentences correctly, observing stress and intonation patterns in the contexts used. | 1. Drills on words pronunciation. 2. Drills on different sentence structures. | 1. Guides students to correct pronunciation of words. 2. Drills them on reading different structures of sentences. 3. Guides them to observe the correct stress and intonation patterns in the different structures of sentences read. | 1. Pronounce the words correctly. 2. Read the given sentences, taking note of the stress and intonation Patterns used in the sentences. | 1. Flash cards 2. Card board containing sentences 3. Class text | Students to: 1. pronounce words correctly. 2. explain meaning of words. 3. read sentences correctly. |

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| | | | | TEACHER | STUDENTS | | |
| | LISTENING COMPREHENSION Listening to summarize speech | Students should be able to: 1. listen attentively to a speech. 2. outline the main ideas from the speech. 3. use the main ideas to construct oral or written sentences of their own. | 1. Speeches on any topical issue. 2. Guides to speech making. | 1. Selects a speech on any topical issue. 2. Guides students to listen attentively to a speech. 3. Guides then to identify the main ideas in the passage. 4. Encourages students to make oral or written sentences with the main ideas. | 1. Listen attentively to a speech to be read. 2. Identify the main points in the passage listened to. 3. Make oral or written sentences with the main ideas. | Pre-recorded passage on a relevant topic. | Students to: 1. outline the main ideas in passage listened to. 2. use the main ideas to construct sentences of their own. |
| | GRAMMATICAL STRUCTURE Phrasal Verbs | As in Week 7 | Phrasal verbs with two particles eg. Go up with Go through with Look out for Put up with Do away with Keep away from etc. | As in Week 7 | As in Week 7 | 1. Dictionary 2. Class recommended texts. | Students to: 1. identify phrasal verbs in sentences and in passages. 2. uses phrasal verbs to form their own sentences. |
| | DICTATION | Students should be able to: 1. write correct spellings of words. 2. give the meanings of such words. 3. make sentences with the words. | Dictation on words with double letters. E.g Occasionally Professional Occurrence | 1. Selects words to be dictated. 2. Dictates the words to students. 3. Leads them to the meaning of the words. 4. Guides them to form sentences with the words. | 1. Write the correct spelling of the words dictated. 2. State the meanings of the words. 3. Form their own sentences with the words. | 1. Dictionary 2. Flash cards 3. Relevant text books | Students to: 1. write correct spellings of words. 2. state the meanings of the dictated words. 3. make sentences with the words. |

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SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | VOCABULARY DEVELOPMENT Prefixes | As in Week 6 | Prefixes as word extension, making for new meaning e. In, im, re etc 'in' Adequate – inadequate Equal – inequality Appropriate – Inappropriate 'im' Possible – impossible Polite – impolite Mature – Immature 're' Produce – reproduce Generate – regenerate Gain – Regain etc. | As in Week 6 | As in Week 6 | 1. Charts 2. List of prefixes and their meanings 3. Flash cards 4. Dictionary. | As in Week 6 |
| | LISTENING COMPREHENSION Listening to lectures for note making | Students Should be able to: 1. listen attentively to a lecture. 2. examine the content for correctness. 3. outline the main ideas of the speech. | 1. Listening to a lecture on any topical issues. 2. Guides to making notes from lectures and speeches. | 1. Guides, students in identifying the main points of a lecture by asking leading questions. 2. Asks students to write down the main points as they give answers to the questions. | 1. Listen attentively. 2. answer questions on the key points. 3. Write down key points of the lecture. | 1. A pre-recorded lecture on a relevant topic. 2. Real objects 3. Dictionary | Students to: 1. examine the content of the lecture for correctness. 2. outline main idea of the lecture listened to. |

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| | READING COMPREHENSION Reading for implied meaning | Students should be able to: 1. identify the implied meaning of words from the passage. 2. use implied meaning of words in the sentences. | Selected passage in immunization. | 1. Selects a suitable passage to be read. 2. Guides students to identify the main idea of the topic. 3. Leads/encourages students to read appropriate books, dailies, magazines etc. 4. Guides students to find out the implied meaning of words in the passage read. | 1. Carefully read the selected passage 2. Identify the main ideas of the topic discussed in the passage. 3. Read dailies, books, magazines 4. Identify the implied meaning of the words in the passage read. | 1. Relevant passages from text. 2. Relevant passages from, dailies magazines and other books. | Students to: 1. identify implied meaning of words from the passage. 2. make their own sentences with the words. |
| | GRAMMATICAL STRUCTURE Exercises | Students should be able to: identify the meaning of some phrasal verbs as used in sentence context. | Identifying meaning of phrasal verbs in sentences. | 1. Explains the meaning of some phrasal verbs. 2. Asks students to identify the meanings of some phrasal verbs as used in given sentences. | 1. Listen attentively to the teacher. 2. The identify the meaning of some phrasal verbs as used in given sentences | 1. Sentence strips 2. text books | Students to identify the meaning of some phrasal verbs as used in sentence context. |
| 10 | READING COMPREHENSION Reading for implied meaning | As in week 9 1. explain what implied meaning is. 2. identified implied meaning of words in various settings. 3. use implied meaning of words in sentences . | Selected passage for silent and vocal reading on topic such as: environmental pollution. | As in week 9 | As in week 9 | 1. Relevant textbooks. 2. Relevant passages from dailies and magazines. | As in week 9 |

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| | SUMMARY Reading to paraphrase dramatic works | Students should be able to: 1. read a dramatic work with understanding. 2. explain the key words used for dramatic words. 3. summarize the dramatic words. 4. identify them and features. 5. write a play. | Drama a. theme b. Features of drama. i. Costumes ii. Props iii. Performance iv. Audience. v. Play director. | 1. Leads students to read the dramatic work selected. 2. Guides students to discuss content of the work. 3. Leads students to identify the types of dramatic work. 4. Leads students to the explanation of the theme and feature of the dramatic work discussed. | 1. Read the dramatic work presented by the teacher. 2. Discuss the content of the work. 3. Identify the type of dramatic work. 4. Listen to the explanation given by the teacher on theme and feature of the dramatic work. | 1. Selected play 2. Appropriate costumes/props 3. Other anthologies | Students to: 1. read the dramatic work with understanding. 2. explain key words used in the work. 3. identify theme and features of the play. 4. re-write the play in their own words. |
| | WRITING Writing speeches for specific purposes | Students should be able to: write speeches for different purposes. | Speeches for specific purposes e.g. a. A welcome address b. A farewell address c. An address given on a prize giving day | 1. Guides students to recognize the different phases of a speech through class discussion 2. Shows them samples of short speech and asks students to read them out. 3. Leads students to discuss some specific speech topics 4. Allows students to write and read out their speeches | 1. Discuss the phases of a speech in class. 2. Read the model speech presented by the teacher. 3. Discuss some specific speech topics. 4. Write a speech on a given topic. 5. Read the speech out in the class. | 1. Samples of short speeches from books or periodical. 2. Relevant text books. | Students to: 1. discuss the features of a speech. 2. write a speech to be presented at the send-off ceremony of the school principal. |
| | DICTIONARY As in week 8 | As in week 8 | As in week 8 | As in week 8 | As in week 8 | As in week 8 | As in week 8 |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| 1 | SPOKEN ENGLISH Speaking skills: Argument, Debates | Students should be able to: 1. pronounce words correctly. 2. use the right words stress pattern. 3. use appropriate words when and where necessary. 4. speak fluently and convincingly on a given controversial topic. | Debates on the following topics capitalism is better than communism. | Ensures that the best speaker be selected on the basis of the following criteria a. Persuasiveness b. Grammatical structure and choice of words c. Correctness of pronunciation including word stress patterns d. Fluency | 1. Listen attentively to their class mates when debating. 2. Use persuasive words. 3. Use good grammatical structures. 4. Use correct pronunciation. | 1. Relevant materials a. Textbooks b. Supplementary books | Students to: 1. speak fluently and convincingly. 2. pronounce correctly. 3. use appropriate words where/when necessary. 4. use the right word stress pattern. |
| | LISTENING COMPREHENSION Listening to speeches and other oral presentations for critical evaluation | Students should be able to: 1. listen attentively to a speech with understanding. 2. examine the content for correctness. 3. appreciate the author's choice of the words. 4. critically examine the author's choice of sentences. 5. extract facts and opinions from the speeches. | 1. Listen critically to speeches. 2. Meaning of critical evaluation. | 1. Explains what is required of critical evaluation in speeches. 2. Leads students to read metatarsals. 3. Guides the students in their critical evaluation of the material. 4. Demonstrates how to differentiate between facts and opinions. | 1. Listen attentively to teacher's explanation and react where necessary. 2. Read materials presented. 3. Practice critical evaluation of the text through extensive discussion either in group or as a whole class. 4. Practice how to differentiate facts from opinions. | 1. Selected passages. 2. Magazines and Newspaper cutting 3. Selections from other subject areas. 4. Supplementary readers. | Students to: 1. listen attentively to speeches. 2. examine the speeches 3. appreciate the author's choice of words. 4. critically examine the author's choice of words. 5. extract facts and opinions from speeches. |

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| | GRAMMATICAL STRUCTURE Adjuncts | Students should be able to: 1. identify adjuncts in sentences in passages. 2. use adjuncts in sentences. | 1. Adjuncts! Basically adverbials modifying verbs. 2. Adjuncts of place, time, manner, purpose, reason – Examples: a. He was at home (place) . b. He came in the morning (time) c. He came quickly (manner) . d. He came for me (purpose) . | 1. Leads students to identify adverbials in sentences. 2. Explains that adjuncts could be single words or longer constructions as in adjunct which may be prepositional or adverbials e.g The plane touched down by 2 p.m. 3. Guides students in using adjuncts in sentences. | 1. Identify adjuncts in sentences and passages. 2. Give more examples of adjuncts. 3. Use adjuncts in sentences. | 1. Textbook 2. Pictures 3. Dictionary | Students to: 1. identify adjuncts in a given passage. 2. use some adjuncts in sentences. |
| | WRITING Technical and scientific writing | Students should be able to identify the format of a technical and scientific writing. | Features of technical and scientific reports. | 1. Explains the format for writing a report. 2. Leads students to identify main and supporting ideas. Eg. a. Introduction. Date of experiment b. Purpose; the outcome/result c. Conclusion | Discuss format for writing a report. | 1. Model reports. 2. Textbook. | Students to explain the formats of writing a technical or scientific report. |
| 2 | SPOKEN ENGLISH Argument Debate | Students should be able to: 1. speak fluently and convincingly on a given controversial topic. 2. pronounce words correctly. 3. use words appropriately where and when necessary. 4. articulate the right stress patter in words. | Speaking on the topic: We need health education and inspectors not doctors. | Ensures that the best speaker is selected on the basis of the following criteria. a. Persuasiveness, b. Grammatical structures and choice of words. c. Correctness of pronunciation including word stress pattern. d. Fluency | 1. Listen attentively to their class mates when debating. 2. Use persuasive words. 3. Use good grammatical structures. 4. Use correct pronunciations. | Relevant materials a. Textbooks b. Supplementary books. | Students to: 1. speak fluently and convincily. 2. pronounce words correctly. 3. use appropriate words where/when necessary. 4. use the right words stress pattern. |

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| | LISTENING COMPREHENSION Listening to speeches and other oral presentations for critical evaluation | Students should be able to: 1. listen attentively to speech with understanding. 2. examine the corrections of the content. 3. appreciate the authors choice of words. 4. critically examine the author's choice of sentences. | 1. Aspect of critical evaluation. 2. Essence of critical evaluation. | 1. Leads students to read a selected material. 2. Guides students to the critical evaluation of the material. 3. Demonstrates how to differentiate between facts and opinions. | 1. Read a selected material. 2. Critically evaluate the material read in discussion. 3. Identify the differences between facts and opinions. | 1. Selected passages. 2. Magazines and Newspaper cutting. 3. Selections from other subject areas. | Students to: 1. read materials. 2. critically examine author's work in class discussion. 3. differentiate facts from opinions. |
| | SUMMARY Reading to pick out topic sentences in paragraphs and longer selections | Students should be able to: 1. read the passage silently with understanding. 2. discuss the gist in the passage. 3. identify main ideas in paragraphs. 4. use the main ideas to write topic sentences for each paragraph. | Selected passages from the main text. | 1. Reads the passage to the students. 2. Guides students to read silently. 3. Together with students discusses the passage read. 4. Guides students to identify main ideas in the paragraphs. 5. Encourages them to write topic sentences for each paragraph. | 1. Listen to the teacher. 2. Read silently 3. Discuss the passage. 4. Pick out the main ideas in the paragraphs. 5. Write topic sentences for each paragraph. | Main class text. | Students to: 1. read the passage. 2. discuss the passage 3. pick out main ideas in the paragraphs. 4. write topic sentences for each paragraph. |
| | GRAMMATICAL STRUCTURE | Students should be able to: 1. identify adjuncts in sentences and in passages. 2. do some exercises on adjuncts. | Relevant exercises on adjuncts. | 1. Asks students question on what was taught on the introduction of adjuncts. 2. Gives students relevant exercises on adjuncts to do. | 1. Answer questions asked by the teacher. 2. Do the exercise given by the teacher. | 1. Cardboard containing list of adjuncts of different types. 2. Class text. | Students to: 1. Answer questions 2. Do exercise on adjuncts. |

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| 3 | SPOKEN ENGLISH Speaking skills: argument, debate | Students should be able to: 1. speak fluently and convincingly on a given controversial topic. 2. pronounce words correctly. 3. use words appropriately when/where necessary. 4. use the right words stress patterns. | Debate on the topic: University education should be compulsory to all. | Ensures that the best speakers be selected on the basis of the following criteria: a. Persuasiveness b. Grammatical structures and choice of vocabulary c. Correctness of pronunciation including word stress patterns d. Fluency | 1. Listen attentively to their classmates when debating. 2. Use persuasive words. 3. Use good grammatical structures. 4. Use correct pronunciation. 5. Speak fluently. | 1. Relevant materials 2. Text books 3. Supplementary books | Students to: 1. speak fluently and convincingly 2. pronounce words correctly. 3. use appropriate words when/where necessary. 4. use the right word stress pattern. |
| | VOCABULARY DEVELOPMENT Prefixes | Students should be able to: 1. identify the basic root words. 2. pronounce words correctly. 3. discuss the meaning of the words. 4. use the words in forming sentences. | Preservative prefixes as in 'Re' Work – rework Examine – reexamine Affirm – reaffirm Assure – reassure Consider – reconsider Count – recount Cast – recast Elect – re-elect Form – reform etc. | 1. Explains the meaning of preserve. 2. Guides students to pronounce the words. 3. Discuss the uses of these words. 4. Leads them to use the words to form their own sentences. | 1. Listen attentively to the explanation of preservative prefixes. 2. Pronounce the words. 3. Discuss the uses of the words. 4. Write sentences of their own, using the words. | 1. Charts 2. Cardboard which contains the meaning of preservative prefixes. 3. Flash cards 4. Dictionary | Students to: 1. identify 5 basic root words. 2. pronounce the words correctly. 3. discuss the meanings. 4. use 5 words in forming sentences. |
| | READING COMPREHENSION Reading to pick out topic sentences in paragraphs and long selections. | Students should be able to: 1. read passage silently with understanding. 2. discuss the theme of the passage. 3. identify the main ideas in each paragraph. 4. answer questions base on the content of the passage read. | Selected passages from a magazine on punctuality and regularity. | 1. Reads the passage to the students. 2. Guides student to read silently. 3. Discusses the passage with the students. 4. Guides them to identify the main ideas. 5. Guides them to answer questions from the given passage. | 1. Listen attentively to teacher while he reads the passage. 2. Reads the passage silently. 3. Discuss the passage. 4. Pick out the main ideas. 5. Answer questions from the passage read. | 1. Dictionary 2. Relevant publication from a magazine. | Students to: 1. read the passage silently. 2. identify the main ideas in each paragraph. 3. answers question based on the content of the passage. |

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| | WRITING Technical and scientific writing | Students should be able to: correctly write a technical or scientific report. | Write a report on any technical or scientific issue, e.g a laboratory report or a research report: A report on an experiment carried out by the students. | 1. Once again explains the format of writing a report. 2. Guides students to write a report. | 1. Study the format for writing a report. 2. Write their own reports arranging ideas in a logical order. | 1. A model report 2. Relevant text book | Students to write a report on an experiment performed in a science class. |
| 4 | SPOKEN ENGLISH Making a Toast | Students should be able to: 1. propose toasts and make other formal speeches as appropriate to a given occasion. 2. talk about a friend during celebration. | 1. Meaning of a toast. 2. Occasions for a toast: - ceremonies of Birthday, Marriage, Graduation, Chieftaincy title, Baptism, Child dedication, House warming etc. | 1. Defines a toast. 2. Identifies the type of celebration. 3. Guides student to pronounce the words correctly. 4. Guides students to write a toast on a friend which will be presented on an occasion. | 1. Pay attention to the explanation. 2. Identify the types of celebration. 3. Pronounce the words correctly. 4. Write a toast on a friend to be presented on an occasion. | Relevant materials such as: 1. Picture 2. Charts 3. Textbooks 4. Video clips | Students to: 1. propose toasts and make other formal speeches. 2. talk about a friend during a celebration. |
| | LISTENING COMPREHENSION Listening to speeches and other oral presentations for critical evaluation | Students should be able to: 1. read the selected passage on critical work. 2. examine the content for correctness. 3. critically examine the writers points of view on critical work. | Selected passage on critical work. | 1. Leads tudents to read the passage presented. 2. Leads students to critically evaluate the material. 3. Designs questions based on the content of the passage on critical work. | 1. Read the passage presented. 2. Critically evaluate the material by discussing it in groups. 3. Answer questions based on the content of the passage. | 1. Relevant books 2. Relevant dailies 3. relevant journals | Students to: 1. read the passage. 2. examine the content for correctness. 3. answer questions on what they read. |

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| | GRAMMATICAL STRUCTURE Types of Sentences 3. Make sentences of their own | Students should be able to: 1. identify simple sentences. 2. identify compound sentences. | 1. Simple sentences e.g: a. The man built a beautiful house in the city. b. I will travel to Lagos. 2. Compound sentence e.g. My father is a medical doctor and works in government hospital. | 1. Leads students to identify simple sentences in passages. 2. Identifies compound sentences. 3. Leads students to make simple sentence with given words. 4. Lead students to make compound sentences using appropriate conjunctions. | 1. Identify simple sentences in passages. 2. Identify compound sentences in passages. 3. Make simple sentences with the words given to them by the teacher. 4. Make compound sentences. | 1. Sentence strips 2. Relevant textbooks | Students to: 1. identify simple sentence in passage. 2. identify compound sentences in passage. 3. make sentences of their own. |
| | READING COMPREHENSION Reading to pick out topic sentences in paragraphs and longer selections | As in week 3 | Selected passage from a magazine on punctuality and regularity. | As in week 3 | As in week 3 | 1. Dictionary 2. Relevant publications from magazine. | Students to: 1. read the passage silently. 2. identify the main ideas in the paragraphs. 3. answer question from the passage. |
| 5 | SPOKEN ENGLISH Speaking to persuade, convince and sway opinion | Students should be able to: 1. speak on any given topic especially topics that lend themselves to persuasion. 2. list key words for persuasion. 3. identify sentence types for persuasion. | Passage from main text. | 1. Gives a talk on cultism to persuade, convince and sway opinions. 2. Guides students to list key words. 3. Guides them to identify sentence types for persuasion. 4. Encourages student to give their own opinion on the topic. | 1. Listen attentively to the talk by the teacher. 2. List key words. 3. Identify sentence type for persuasion. 4. Give their own opinion on the topic talked by the teacher. | 1. Main text 2. Supplementary text 3. magazine 4. Dailies 5. Pictures | Students to: 1. speak on any given topic that lend themselves to persuasion. 2. list 5 keywords 3. identify 2(two) sentence type for persuasion. |

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| | VOCABULARY DEVELOPMENT Suffixes | Students should be able to: 1. discuss the meaning of suffixes. 2. identify the basic root words. 3. use suffixes to generate words. 4. use the generated words to form sentences of their own. | Suffixes - Able - Age - Arian - Cicle - Ette - Ife etc. | 1. Explains the meaning of suffixes. 2. Leads students to identify the basic root words. 3. Explain how suffixes can generate relevant words from basic root words. 4. Guides students to write sentences with the generated words. 5. Leads students to draw up a suitable list of suffixes with their meanings. | 1. Listen to the explanation to the teacher on the meaning o suffixes. 2. Identify some suffixes. 3. Use suffixed to create some words from basic root words. 4. Draw up a list of suffixes with their meanings. | 1. Dictionary 2. Charts 3. Flash cards 4. Card board which contains list of suffixes and their meanings. | Students to: 1. discuss the meaning of suffixes. 2. identify the basic root words. 3. use suffixes to generate words. 4. use 4 suffixes in sentences. |
| | SUMMARY Reading summarize | Students should be able to: 1. read the passage carefully with understanding. 2. identify main ideas in paragraphs. 3. use the main ideas to summarize the paragraphs in their own words. | Selected passage from the recommended class text book. | 1. Guides students to select a passage from their class text. 2. Asks them to read silently. 3. Asks a students to read vocally to the class. 4. Leads them to pick the main ideas in the paragraphs. 5. Use the main points summarize the passage in their own words. | 1. Read the selected passage silently and vocally to the class. 2. Pick out the main ideas in the paragraphs. 3. Use the main points to summarize the passage in their own words. | Recommended class textbook. | Students to: 1. read the passage with understanding. 2. identify the main points in paragraphs. 3. use the main ideas to summarize the paragraphs. |
| | WRITING Creative writing | Students should be able to: 1. identify the features of a story or play. 2. discuss/explain the features. | Features of a story/play E.g - Plot - Characterization - Style - Setting - Theme | 1. Leads students to identify the features of a play or story. 2. Guides students in the discussion on the features. | 1. Identify the feature of a story/play. 2. Lien to the explanation of each of the features. | 1. Textbooks 2. Supplementary reading materials containing poems, stories and plays. | Students to: 1. identify the features of a story/play. 2. explain the features. |

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| 6 | SPOKEN ENGLISH Speaking to persuade, convince and sway opinion | Students should be able to: 1. speak on any given topic, especially topics that lend themselves to persuasion. 2. list key words for persuasion. 3. identify sentence type for persuasion. | Passages from magazines that are relevant. | 1. Gives a talk on a relevant topic to persuade, convince and sway opinion. 2. Guides students to list key words. 3. Guides students to identify sentence types for persuasion. 4. Encourages them to give their own opinion on the topic under discussion. | 1. Listen attentively to the discussion by the teacher. 2. List key words 3. Identify sentence type for persuasion 4. Give their own opinion on the topic. | 1. Main text 2. Supplementary text 3. Pictures | Students to: 1. speak on any given topic that lend themselves to persuasion. 2. list 5 key words. 3. identify sentence type for persuasion. |
| | LISTENING COMPREHENSION | As in week 4 | High lighting - Facts - Opinions - Deductions | As in week 4 | As in week 4 | As in week 4 | As in week 4 |
| | READING COMPREHENSION Reading to pick out topic sentences in paragraphs and longer selections | Students should be able to: 1. read passage silently and vocally with understanding. 2. discuss the gist of the passage. 3. identify topic sentences from paragraphs. 4. answer questions base on the passage read. | Passages from dailies on: a. devotion to duty b. cooperation c. fairness in dealing with others | 1. Reads the passage to the students 2. Guides students to read silently and vocally. 3. Discusses the passage. 4. Guides them to identify the topic sentences in paragraphs. 5. Encourages the students to answer questions from the passage. | 1. Students listen attentively to the teacher while he reads to the class. 2. read silently and vocally 3. Get involve in the discussion 4. Identify the topic sentences 5. Write the topic sentences in paragraphs. 6. Answer questions from the passage. | 1. Dictionary 2. relevant publications 3. Books | Student to: 1. read the passage with understanding. 2. identify the topic sentences from the paragraphs. 3. answer questions base on the passage. |

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| | Grammatical Structure | Students should be able to: 1. explain finite and non-finite verbs. 2. identify these forms of verbs in sentences and in paragraphs. 3. form sentences with finite and non-finite verbs. | Forms of verb: 1. Finite verbs e.g a. Sola 'comes' here often. b. I'am working on my project 2. Non-finite verbs e.g a. She enjoy 'teaching' b. 'Giving' is a virtue. | 1. Gives and explains the definition of finite and Non-finite verbs. 2. Guides students to identify these forms of verbs in sentences and in paragraphs. 3. Leads students to form their own sentences with finite and non finite verbs. | 1. Listen attentively to the teacher's explanations . 2. Identify finite and non-finite verbs in sentences and in the paragraphs. 3. Form their own sentences with finite and non-finite verbs. | 1. Flash cards 2. Cardboard containing sentences with finite and non-finite verbs - Relevant text books | Students to: 1. define finite verbs. 2. define non-finite verbs. 3. identify the verbs forms in sentences. 4. make sentence, with these forms of verbs. |
| 7 | SPOKEN ENGLISH Speaking to persuade, convince and sway opinion | Students should be able to: 1. speak on any given topic especially topics that lend themselves to persuasion. 2. list key words for persuasion. 3. identify sentence type for persuasion. | Passages from dailies, supplementing etc. especially on topics like: a. cultism b. population/family life education. c. environmental issues. | 1. Gives a talk on family life to persuade, convince, and sway opinion. 2. Guides students to list key words. 3. Guides students to identify sentence type for persuasion. 4. Encourages students to give their own opinion on any topic. | 1. Listen attentively to the discussion by the teacher. 2. List key words. 3. Identify sentence type for persuasion. 4. Give their own opinion on any topic. | 1. Main text 2. Supplementary text 3. Magazine 4. Dailies 5. Pictures | Students to: 1. speak on any given topic that lend themselves to persuasion. 2. list 5 key words 3. identify 2 sentence type for persuasion. |
| | LISTENING COMPREHENSION Listening to debates for main points and passing judgment | Students should be able to: 1. listen attentively be debates for main points. 2. identify the main points of the debate. 3. reproduce main points and idea in the debates. 4. pass judgment. | Tape-recorded debates. | Guides students to identify a. Main points b. Irrelevant points c. Points of secondary importance. | 1. Listen to teacher's discussion on debate. 2. Identify the - Main points - Irrelevant points - Points of secondary importance. | 1. Taped recorded debate 2. magazine 3. Dailies 4. Dictionary | Students to: 1. identify the main points of the debate. 2. make a list of main points in the debate. 3. reproduce main points and ideas in the debate. 4. pass judgment. |

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| | | | | TEACHER | STUDENTS | | |
| | GRAMMATICAL STRUCTURE Types of verbs | Students should be able to: 1. explain transitive and intransitive verbs . 2. identify these verb types in sentences and paragraphs. 3. make sentences containing transitive and intransitive verbs. | Types of verbs: 1. Transitive verbs (used with a direct object) eg. I 'drank' a bottle of wine this morning 2. Intransitive verbs (use without direct object) e.g. The man 'died'. | 1. Leads students to the meaning of transitive and intransitive verb. 2. Guides them to identify these verb types in sentences and paragraphs. 3. Guides them to make sentences with these verbs. | 1. Listen attentively to the teachers explanations. 2. Identify transitive and intransitive verbs in sentences and paragraphs. 3. Make sentences that contain transitive and intransitive verbs. | 1. Flash cards 2. Cardboard containing sentence strips. 3. Relevant text books. | Students to: 1. explain transitive and intransitive verbs. 2. identify these verbs in sentences and paragraphs. 3. make sentences that contain transitive and intransitive verbs. |
| | WRITING Creative writing | Students should be able to: 1. explain the features of a literary work. 2. write a piece of literary material (short story/play) for the school magazine or a local newspaper. | 1. Write a short write-up such as a story or play on anything of interest or a personal experience 2. Shorts stories dealing with daily events. | 1. Leads students to identify the features of a story/play 2. Guides them to writing their own short story/play. 3. Leads them in discussion. | 1. Discuss the features of a story/play 2. Write their own short story/play. 3. Discuss what they have written in the class. | 1. Books, novel on interesting stories/plays 2. magazine and news paper stories. | Students to: 1. explain the features of a literary material. 2. write a short story or play. |
| 8 | SPOKEN ENGLISH Giving clear, Concise and correct directions | Students should be able to: 1. listen attentively to the direction given. 2. pick out key directional turns e.g. turn right, turn left, round about etc. 3. retain the directional turns logically 4. identify the sign board. 5. follow direction. | Reading from relevant books. | 1. Explains what sign boards are. 2. Presents posters, charts for more illustrations. 3. Leads students to discuss and exchange views on the sign post. 4. Guides students to use these signs in sentences of their own 5. Guides them to write. | 1. Listen attentively to the discussion by the teacher. 2. Read the posters and charts. 3. Discuss and exchange views on these signs 4. Use the signs in sentences of their own. 5. Copy them down. | 1. Poster 2. Charts 3. FRSC booklet 4. Relevant materials | Students to: 1. pick out key directional turns. 2. retain the directional turns. 3. identify the sign board. 4. follow direction. |

**ENGLISH STUDIES
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|--|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| | VOCABULARY DEVELOPMENT Suffixes | Students should be able to: 1. discuss the meaning of the suffixes. 2. identify the basic root words. 3. use suffixes to generate words. 4. use generated words to form sentences. | Noun – Adjective suffixes - less - ly - ful - like - ish - ity - ial | 1. Explains the meaning of the suffixes. 2. Identify the suffixes 3. Explain how suffixes can generate words from basic root words. 4. Guides students to use generated words to form sentences of their own. | 1. Listen to teacher’s explanation of meaning of suffixes. 2. Identify some suffixes 3. Use suffixes to create new words from basic root words. 4. Make sentences with the generated words. | 1. Dictionary 2. Charts 3. Flash cards 4. Cardboard which contains list of suffixes and their meaning | Students to: 1. discuss the meaning of suffixes. 2. identify the basic root words. 3. use suffixes to generate words. 4. make sentences with generated words. |
| | READING COMPREHENSION Reading for specific structural pattern | Students should be able to: 1. read silently with understanding. 2. identify key words and tell the meaning in context. 3. identify key sentences as stated in the kind of sentences they are simple, compound, complex). | Selected passages from the main text. | 1. Read to the students 2. Discuss the passage 3. Guides students to read silently. 4. Guides students to identify the key sentences as stated in the kind of sentences. 5. Leads students to identify major phrase style. | 1. Listen attentively to the teacher. 2. Listen to the teacher’s discussion 3. Read silently 4. Identify the key sentences. 5. Identify major phrase styles. | 1. Recommended textbook. 2. Relevant publication 3. Other relevant materials. | Students to: 1. read a given passage silently. 2. answer questions on the passage. 3. identify key words from the passage. 4. identify key sentences. |
| | SUMMARY Reading for summary | As in week 5 | Summary passage from the recommended class textbook. | As in week 5 | As in week 5 | Recommended class textbook | As in week 5 |

ENGLISH STUDIES
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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | SPOKEN ENGLISH Giving clear, concise and correct directions | Students should be able to: 1. listen attentively to the direction given. 2. pick key directional turns e.g turn right, turn left, round about etc. 3. retain the directional turns logically. | Passages that have to do with new locations such as: a. traveling to a new town, village, market b. Way to cities like Lagos, Abuja. | 1. Explains what sign boards are. 2. Presents the posters, charts for more illustration. 3. Leads students to discuss and exchange views on the sign posts. 4. Guides students to use these signs in sentences. | Listen attentively to the discussion by the teacher. 2. Read the posters and charts. 3. Discuss and exchange views on these signs. 4. Use the signs in sentences of their own. | 1. Posters 2. Charts 3. FRSC booklet 4. Relevant materials | Students to: 1. pick out key directional. 2. retain the directional turns. 3. identify the sign boards. 4. follow directions. |
| | VOCABULARY DEVELOPMENT Spelling of words (use of the Dictionary) | Students should be able to: 1. identify words. 2. explain the meaning of the words. 3. write the words correctly. 4. use the dictionary to check for the correct spelling of words . 5. use words correctly in sentences. | Misspelt words: Deliberate, Secretary, tomorrow, necessary, necessity, suffer, suffered, support, supposed, supplementary, complimentary, popular, population etc. | 1. Explains the meaning of some of these words. 2. Explains the importance of the use of dictionary. 3. Introduces a passage to locate relevant words. 4. Leads them to identify the relevant words. 5. Leads students to write down dictated words. | 1. Listen to teacher's explanation on the meaning of some words. 2. Appreciate the importance of the use of dictionary. 3. Contribute to the discussion. 4. List the words. 5. Write down the dictated words. | 1. Dictionary 2. Flash cards 3. Cardboards which contains some of these words. | Students to: 1. identify the words. 2. discuss their meanings. 3. write words correctly. 4. check the meaning in the dictionary. 5. use the words in sentences. |
| | GRAMMATICAL STRUCTURE Complex sentence structure | Students should be able to: 1. identify complex sentences in passage. 2. form complex sentences. 3. analyse the essential features of complex sentences. | Complex sentences (They are formed with connectors) Eg. 'when' the man was sleeping, the dog ate his meat. | 1. Describes the characteristics of clauses in complex sentences. 2. Leads students to identify complex sentences in passages. 3. Guides students to form sentences with independent clause and dependent clauses (complex sentences) . 4. Guide them to analyze the sentences. | 1. Listen to the teacher's explanation. 2. Identify complex sentences in passages. 3. Form complex sentences with dependent and independent clauses. 4. Analyze the feature of the complex sentences. | 1. Sentence strips 2. Textbooks 3. Passages containing complex sentences. | Students to: 1. identify complex sentences in passages. 2. construct 5 complex sentences. 3. analyze the sentences correctly. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| | WRITING Feature of a Poem | Students should be able to: 1. identify the features of a poem. 2. explain the features. | Features of a poem E.g high, concise, languages use of verses, imageries etc. | 1. Leads identify the features of a poem. 2. Guides students to the explanation of these features. | 1. Identify the features of a poem. 2. Listen to the explanation of the feature. | 1. Recommended text book on poetry and poetic devices. 2. Relevant reading books containing poems. | Students to: 1. identify the features of a poem. 2. explain the features. |
| 10 | SPOKEN ENGLISH Syllabic Words | Students should be able to: 1. identify the stressed syllables in the different words with five syllables. 2. pronounce the words correctly. 3. give the meaning of the words. 4. use the words to make their own sentences. | Taped recorded words of five syllables stressed on the 2 nd , 3 rd and 4 th syllables. | 1. Plays a tape recorded in which words of five syllables stressed on different positions. 2. Leads students to identify the stressed syllable in the words. 3. Explain meaning of the words to the students. 4. Guides students to make sentences with the words. | 1. Listen attentively to the tape-recorder pronouncing the words. 2. Identify the various stressed syllables in the words they have listened to. 3. Explain the meaning of the words. 4. Form their own sentences with the words. | 1. Tape recorder 2. Dictionary | Students to: 1. identify the stressed syllables in the words. 2. pronounce the words correctly 3. make sentences with the words. |
| | VOCABULARY DEVELOPMENT Spelling of words (the use of the dictionary) | As in week 9 | More Exercises on misspelt words as in week 9 | Follows the procedures as in week 9 | Students follow the activities as in week 9 | 1. Dictionary 2. Flash cards 3. Cardboard containing some of these words. | As in week 9 |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| | LISTENING COMPREHENSION Listening to debates for main points and passing judgment | Students should be able to: 1. listen attentively to debates for main points. 2. identify the main points. 3. reproduce main points and idea in the debates. 4. pass judgment. | Short debate between two selected members of the class on selected topic such as: - rejection of fraud - cheating - bribery and corruption - truthfulness/steadfastness - economy - health. | 1. Guides students to identify: a. main points b. points of secondary importance c. irrelevant points 2. Chooses topics and asks students to speak on them while others listen. 3. Guides students make a list of points in the debate. 4. Guides students to pass judgment. | 1. Listen to teacher's discussion on debate. 2. Identify the - Main points - Points of secondary importance - Irrelevant points 3. Speak on some topics while others listen. 4. Pass judgment at the end of the debate. | 1. Tape recorded debates 2. Magazine 3. Dailies | Students to: 1. identify main points of the debates. 2. make a list of the main points in the debate. 3. reproduce main points and ideas in the debate. 4. pass judgment. |
| | WRITING Free writing | Students should be able to: 1. explain the features of a poem. 2. write a short poem. | Writing of a poem, with particular attention to the following poetic devices: rhythm, rhyme, simile, metaphor etc. | 1. Guides students in the use of poetic devices. 2. Guides them in writing their own poems, to be presented in the class. | 1. Identify the poetic devices and figures of speech. 2. Write their own poems for presentation in the class. | Books on interesting poems. | Students to: 1. write poems of their own. 2. discuss the poems in the class. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MATHEMATICS
SS II
FIRST TERM

THEME: NUMBER AND NUMERATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Logarithm | Students should be able to: (1) use logarithm table to perform calculations, involving numbers greater than 1. (2) compare characteristics of logarithm with corresponding numbers in standard form. | Revision of logarithm numbers greater than 1. | (1) Hangs the solution charts of logarithm (2) Guides students to revise laws of logarithm, reads logarithm table and do calculation involving multiplication, division, powers, and roots of numbers great or than 1. (3) Guides students to see the relationship between the characteristics of logarithm and standard form of number. | (1) Study the solution chart of logarithm (2) Read logarithm table and use logarithm table in calculation involving multiplication, division power and roots of numbers greater than 1. (3) Given a set of numbers, write them in standard forms and compare the characteristics of such numbers with the standard forms. | (1) Logarithm table booklet (2) Solution chart of logarithm etc. | Students to: (1) solve problem on logarithm involving multiplication, division powers and roots of number greater than 1. (2) comparison of characteristics of logarithms with standard form of the numbers. |
| 2 | Logarithm | Students should be able to: (1) calculate numbers less than 1, involving multiplication and division using logarithm table. (2) solve simple logarithms equations. | Logarithm of numbers less than one, including: -multiplication -division -powers and roots. (2) Solution of simple logarithms equations. | (1) Shows the solution charts of logarithm (2) Guides students to find characteristics and mantissa of number less than 1. (3) Guides students in calculation involving multiplication roots of numbers less than 1. (4) Guides students in calculation involving multiplication. (5) Guides students to solve simple logarithms equations. | (1) Study to solution chart of logarithm (2) Find characteristic and mantissa of numbers less than 1. (3) Do calculations involving multiplication, division, powers and roots of number less than 1. (4) Do further calculations involving multiplications, division, solve simple equations involving logarithms. | Logarithm table, solution chart of logarithm etc. | Students to: (1) solve problems involving multiplication, division, powers and root of number less than 1. (2) solve problems in calculation involving multiplication, division, powers and roots. (3) solve simple logarithms equations. |

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FIRST TERM

THEME: NUMBER AND NUMERATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Approximations | Students should be able to: (1) approximate number to the nearest ten, hundred, thousand, million, billion and trillion. (2) determine the degree of accuracy of results. (3) calculate percentage error when using rounded values or measurement. (4) apply approximation to everyday life. | (1) Approximations (2) Accuracy of result using logarithm table and calculators. (3) Percentage error (4) Application of approximation to everyday life. | (1) Guides students to approximate given data hundred, thousand, billion and trillion. (2) Guides students through solution using logarithm tables and calculators. (3) Guides students to make comparison between results obtained from solution with logarithm table and solution using calculators. (4) Guides students to calculate percentage error (5) Guides students to mention example of approximation in school, and social environment. | (1) Approximate to hundred, thousand, million, billion and trillion. (2) Solve problems in approximations (3) Solve problems using logarithm table and calculators. (4) Compares the obtained result from the two calculations (5) Calculate percentage error of a given instrument. (6) Give examples of approximation in schools and social environment. | (1) Newspaper articles and reports that contain numerical data, financial reports, population and official data. (2) Logarithm table, calculators. (3) Data on school, health sector economy. | Students to: (1) solve problems on approximation in hundred, thousand, million, billion and trillion. (2) solve problems using logarithms table, calculator and make comparison. (3) solve problems on percentage error. (4) solve problems on schools and social environment. |
| 4 | Sequence and Series. | Students should be able to: (1) state meaning and types of sequence. (2) solve problems on arithmetic progression. | (1) Meaning and types of sequence. (2) Example of an AP (3) Calculation of: (a) First term (a) (b) Common difference (c) nth term (d) Arithmetic mean sum of an A.P. (4) Practical problems involving real life situations. | (1) Discovers the meaning and types of sequence. (2) Guides students to identify examples of A.P. (3) Leads students to derive the formula for the nth term of an A.P (4) Leads students to define and use the formula for the sum of an A.P. (5) Gives exercises on A.P | (1) State the rule that gives a sequences (2) Define and give examples of an arithmetic progression (3) Participates in deriving the formula for the nth term. (4) Calculate the nth term and the sum of an A.P (5) Solve problems on arithmetic progression (A.P) . | Charts on solutions of sequence and series. | Students to: (1) explain the term number, sequence. (2) name types of sequence. (3) find the common difference and the nth term of a given arithmetic progression (A.P) . |

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THEME: NUMBER AND NUMERATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Sequence and Series. | Students should be able to: (1) define a geometric progression. (2) distinguish between a sequence and series. (3) solve problems on geometric progression. | (1) Meaning of geometric progression and their examples. (2) Calculation of (a) first term (a) (b) Common ratio (r) (c) nth term (d) Geometric menu (d) Sum of term of geometric progression. (e) Sum to infinity (3) Practical problems involving real life situation. | (1) Defines and give examples of geometric progression. (2) Leads students to derive and sue the formula for the nth term of a G.P. (3) Guides students to calculate the sum of G.P. | (1) Define and give example of geometric progression participate in deriving the formula for the nth term. (2) Calculate the sum of G.P When $r > 1$, $r < 1$ and n. (3) Solve problems on geometric progression, including practical problems. | (1) Charts showing (2) Solve problems on sequence and series. | Students to: (1) distinguish between a sequence and series. (2) find the common ratio and the nth term of a given geometric progression. (3) calculate the sum of a geometric progression. |

MATHEMATICS
SS II
FIRST TERM

THEME: ALGEBRAIC PROCESSES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|--|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Quadratic equations | Students should be able to: (1) solve quadratic equations by: (a) factorization (b) using perfect square. (c) completing square. (d) using the quadratic formula. | (1) Factorization of perfect square. (2) Making quadratic expression perfect squares by adding a constant k. (3) Solution of quadratic equation by the method of completing the square. (4) Deducing the quadratic formula from completing the square. | (1) Expands and factorize perfect squares such as $(x + 3)^2 = x^2 + 6x + 9$. (2) Guides students realize that quadratic expression can be made perfect squares by adding some quantities which is regarded as a constant k. (3) Leads students to realize that all perfect squares are factorize (4) Guides students in the steps involved in solving quadratic equation using completing the squares method. (5) Guides students to deduce the quadratic formula using the completing square method and solve some problems. | (1) Factorize perfect squares $x^2 + 2ax + a^2 = (x + a)^2$ (2) Use quadratic equation box to expand quadratic equations (3) Follow teacher's example to find constant k that makes quadratic equation perfect square. (4) Participate in solving quadratic equation by completing the square method. (5) Deduce the quadratic formula from the method of completing square and solve quadratic equation using formula. | (1) Poster showing the quadratic formula. (2) Quadratic equation box (3) Completing square sheet. | Students to: (1) find the constant k which makes the quadratic expression a perfect square (2) solve a quadratic equation using the method of completing the square. (3) derive the quadratic formula and use it to solve a quadratic equation. |

SS II FIRST TERM

THEME: ALGEBRAIC PROCESSES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Quadratic Equations | Students should be able to: (1) form a quadratic equation given the sum and the product of its roots. (2) form quadratic equation from word problems (3) solve word problems by solving suitable quadratic equations. | (1) Construction of quadratic equation from sum and product of roots. (2) Word problems leading to quadratic equation. | (1) Guides students in steps involved in the formation of quadratic equation using sum and product of roots. (2) Guides students to transform a word problem into quadratic equation. (3) Guides students to solve the quadratic equation formed from the word problem. | (1) Form quadratic equation given roots of the equation using sum and product of the given roots. (2) Transform a word problem into quadratic equation solve quadratic equation formed from word problems. | Poster showing the quadratic formula etc. | Students to: (1) form quadratic equation from the given root using the sum and product of the roots. (2) form quadratic equation from the given word problem. (3) solve the quadratic equation formed from word problem. |
| 8 | Simultaneous Linear and Quadratic Equations. | Students should be able to: simultaneous linear equations using (a) elimination (b) substitution (c) graphical methods draw the graph of simultaneous linear and quadratic equation. | (1) Simultaneous linear equation (2) Solution of linear and quadratic equation. | (1) Guides students to solve linear simultaneous equation using: (a) elimination (b) substitution (c) graphical methods (2) Guides students to solve linear and quadratic equation substitution method. | (1) Solves problem in simultaneous linear equation using elimination, substitution and graphical methods. (2) Solves the simultaneous linear and quadratic equation. | Graph book, pencil graph board rule and chalk et.. | Students to: solve problem in simultaneous linear equations using elimination, substitution and graphical methods. |
| 9 | Simultaneous Linear and Quadratic Equations. | Students should be able to: (1) use the simultaneous liner and quadratic equation to solve other related equations. (2) use graph to solve other related equations. | (1) Graphical solution of linear and quadratic equation. (2) Use of the graphical methods to solve other related equations (3) Word problem leading to simultaneous equations. | (1) Guides students to construct the table of values of a given value of y . (2) Gives the values of x graph of $y = ax^2 + bx + c$ and $y = bx + c$ (3) Guides students to find the solution of other related equation. | (1) Construct the tables of values for the two equations use the table to draw the two graphs. (2) Read the points of intersection of the graphs and the roots of the quadratic equation. | (1) Graph board (2) Graph book (3) Mathematical set. | Students to: (1) draw graphs to solve problems related to quadratic equations (2) find the roots of the graph $y = ax^2 + bx + c$ (3) Solve graphical $y = x$ $y = 3x - x^2$ |

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THEME: ALGEBRAIC PROCESSES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 10 | Gradient of a Curve | Students should be able to: (1) define and identify the x-intercept and y-intercept of any linear graph. (2) draw the graph of linear equation $ax + by + c = 0$ (3) draw the graph of a linear equation by using the gradient method. (4) find the equation of a line by using (a) point-quadratic equation (b) two point equation (5) draw tangents to a curve at a given point. (6) determine the gradient of a curve at a given point by reading the graph. | (1) Straight line graphs. (2) Gradient of a straight line (3) Drawing of tangents to a curve. (4) Gradient of a curve. | (1) Identifies X-intercept and Y-intercept of linear graph. (2) Draws the graph (3) Guides students to form straight line equations given. (a) Gradients of the line and a point. (b) 2 points a line. (4) Guides students to draw tangent to a curve at a given point. (5) Guides students to draw both vertical and horizontal line to make the tangent a triangle. Guide them to read the length of Y and the length of X. Find the gradient m as $M = \frac{\text{increase in } y}{\text{increase in } x}$ | (1) Draw a straight graph of a given equation (2) Draw straight line graph and determine the gradient from gradient of a straight line given: (a) 2 points on the line (b) a point and the gradient of the line (3) Draw tangent to a curve at a given point. (4) Draw the vertical and horizontal to be a triangle. Read the length of y and the length of x. Find the gradient m $M = \frac{y}{x}$ | (1) Graph board, (2) Graph book (3) Ruler (4) Graph of a curve set squares. | Students to: (1) determine the x-intercept and y-intercept of a straight line. (2) draw the graph of linear equation. (3) determine the gradient of a straight line given two points. (4) draw tangent to a curve at a given point. (5) find the gradient of the curve at $x = 2$. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MATHEMATICS

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------|---|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Logical Reasoning | Student should be able to: (1) give the meaning of simple and compound statements. (2) list the five logical operations and their symbols. (3) write the truth value of a compound statement involving any of the five logical operations. | (1) Simple and compound statement. (2) Logical operation and the truth table. | (1) Examples to explain simple statement or proposition as a sentence which is either true or false and not both. (2) Gives collection of simple and compound statement and guides students to distinguish them. (3) Leads students to construct truth table chart for each of the five logical operations. | (1) Give examples and non examples of simple statements. (2) Write examples of compound statements. (3) Construct truth table chart of the five logical operations. | (1) Charts showing examples of simple statement, true and false statement. (3) Truth table chart. | Students to: (1) state meaning of simple and compound statements. (2) write true or false statements. (3) give examples of compound statement. (4) list the five logical operations and their symbols. |
| 2 | Logical Reasoning | Students should be able to: (1) use truth table to prove that (a) a contra positive is equivalent to conditional statement. (2) a converse is equivalent to an inverse of a conditional statement. (3) apply contra positive and inverse in proving theories. (4) use venn diagram for logical operations. | (1) Conditional statements and indirect proofs. (2) Use of Venn diagrams for logical operations. | (1) Guides students to state the converse, misuse and contra positive of a given conditional statement. Example if two angles are vertically opposite then they are equal (conditional statement) . (2) If two angles are equal then they are vertically opposite (converse). If two angles are not vertically opposites they are not equal (inverse). (3) Use truth table to show that contra positive-conditional statement. (4) Leads students to draw Venn diagrams logical operations. | Prove the converse, inverse and contra positive if a given example statement is valid or fallacious practice the drawing of Venn diagrams for logical operations. | Truth tables. | Students to: (1) prove that a contra positive is equivalent to the conditional statement. (2) a converse is equivalent to an inverse of a conditional statement. (3) apply contra positives and inverses in proving theories. (4) draw venn diagrams for logical operations. |

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SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 3 | Linear Inequalities | Students should be able to: (1) solve inequalities in one variable. (2) solve problems on inequalities in two variables. (3) combine two inequalities to form a component inequality. (4) solve and draw graph of compound inequalities. (5) give solution to the word problems involving linear inequalities in one variables. | (1) Linear inequalities in one variable. Solutions of inequalities in two variables. (2) Range of values of combined inequalities. (3) Word problems involving linear inequalities in one variable. | (1) Guides students to revise linear inequality chart. (2) Solutions of inequalities in two variables. Range of values of combined inequalities. (3) Leads students to solve problems in inequalities. (4) Guides students to combine the solution of two inequalities. (5) Explains the graphic solution of combined inequalities. (6) Leads students to frame word problems in linear inequalities in one variable. | (1) Solve problems on linear inequalities in one variable. (2) Find what should be added or subtracted to balance the scale. (3) Further illustrates inequality using number line. (4) Solve problems in inequalities. (5) Combine two inequalities to form a composite inequality. (6) Draw graph of combined inequalities. (7) Solve word problems in linear inequality. | (1) Linear inequalities chart. (2) Scale balance. (3) Number line chart (4) Graph sheets. | Students to: (1) solve problems on linear inequalities in one variable. (2) solve problems on linear inequalities in two variables. (3) combine two inequalities to form a component inequality. (4) solve and represent the solution of compound inequality on a graph. (5) solve word problem involving linear inequalities in one variable. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|---|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Linear Inequalities | Students should be able to: (1) draw graphs of linear inequalities in two variables. (2) obtain the required region that satisfies the simultaneous linear inequalities. (3) deduce the maximum and the minimum values. (4) solve word problem on linear inequalities. (5) give solution to word problems involving inequalities in one and two variables. | (1) Graphs of linear Inequalities in two variables. (2) Maximum and minimum values of simultaneous linear inequalities. (3) Applications of linear inequalities in real life. (4) Introduction to linear programming (5) Word problems involving linear inequalities in. (6) One variables, two variable. | (1) Guides students to construct table of values lead students to. (2) Plots the values on the graph sheet highlight the region that satisfies the inequalities simultaneously. (3) Guides students to locate the highest value and the lowest values of linear inequalities function. (4) Guides students to realize how to apply linear inequalities to real life situation. (5) Guides students on how to apply linear inequalities to linear programming in the area of industry, commerce. (6) Leads students to state word problems involving linear inequalities in one and two variables. | (1) Construct the table of values. (2) Plot values on the graph sheet. (3) Show the region that satisfies the inequalities. (4) Find the highest and lowest values of linear inequalities functions interpret the practical problems. (5) Mathematically, using life situation. (6) Solve problems on linear equalities leading to linear programming. (7) Solve word problems involving linear inequalities in one and two variables. | (1) Graph board (2) Graph book (3) Mathematical set. | Students to: (1) draw the graph of linear inequalities. (2) show the region that satisfies the inequalities. (3) find the maximum and minimum values of a function $f(x, y) = ax + by$ under the set of inequalities. (4) solve problems on linear inequalities. (5) solve word problems involving linear inequalities in one and two variables. |

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Algebraic Fractions | Students should be able to: (1) simplify on algebraic fraction to its lowest term. (2) simplify algebraic fraction involving addition, subtraction and multiplication and division. (3) simplify and solve simple equations involving fractions. | (1) Simplification of fractions. (2) Operation in algebraic fractions. (3) Equation involving fraction. | (1) Guides students to determining the LCM of the denominators of the fractions and simplify the fractions. (2) Guides the students to perform addition, subtraction, division and multiplication on fraction. (3) Guides students to solve equation involving fraction. | (1) Simplify a given algebraic fraction using the LCM. (2) Perform addition, subtraction, division and multiplications on algebraic fractions. (3) Follow the procedures for solving equations involving fraction. | (1) Charts showing. (2) Solved algebraic fractions. | Students to: (1) simplify a given algebraic fraction to its lowest term using the lcm of the denominator of the fractions. (2) solve problems on algebraic fraction involving addition, subtraction, division and multiplication. (3) solve equation involving fractions. |
| 6 | Algebraic Fractions (continued) | Students should be able to: (1) substitute fractions. (2) solve simultaneous equation involving fractions. (3) determine the undefined value of a fractions. | (1) Substitution in fraction. (2) Simultaneous equation involving fractions undefined value of a fraction. | (1) Leads students to substitute for a given value in a fraction. (2) Leads students to solve simultaneous equation involving factons. (3) Guides students to determine undefined value of a fraction. | (1) Perform substitution in a given fraction. (2) Solve simultaneous equation, involving fraction. (3) Determine undefined value of a fraction. | (1) Charts showing. (2) Solved algebraic fractions. | Student to: (1) obtain the value of a fraction given values of known. (2) solve simultaneous equations involving fraction. (3) determine the undefined value of a fraction. |

MATHEMATICS

SS II SECOND TERM

THEME: GEOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|--|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Chord Property | Students should be able to: (1) identify angles subtended by chords in a circle (2) identify angles subtended at the equal chords and derive the rider. (3) identify perpendicular bisector of chords and derive the rider. (4) identify angles in alternate segments and derive the rider. (5) solve problems on angles subtended by chords in a circle. | (1) Rider based on the circle theorems include. (2) Angles subtended by chord in a circle. (3) Angles subtended by chords at the centre. (4) Perpendicular bisector of chords, angles in alternate segment. | (1) Leads students in instructing models to show: -angles subtended by chords at the centre, perpendicular bisectors of chords and angles in alternate segments. (2) Leads students to draw the diagrams of the models and write down their observations. (3) Guides students to carryout formal proofs of the riders one after the other. | (1) Participate in constructing models and board paper to show angles subtended by chords at the centre perpendicular bisectors of chords and angles in alternate segments. (2) Draw diagrams of their models and write down their observations against each model. (3) Follow the teacher in deducting proofs on the riders. (4) Solve problems on the riders result using practical models constructed. | Cardboard paper models of riders, plywood models of riders, protractor and compasses, computer assisted instructional materials. | Students to: (1) construct models explaining the riders. (2) measure and compare angles in the diagrams. (3) prove the theorems on the riders. (4) solve problems on circle theorems. |
| 8 | Chord properties (continued) | Students should be able to: (1) solve problems on angles subtended by two equal chords at the centre. (2) solve problems on perpendicular bisectors of chords. (3) solve problems on angles in alternate segment. | (1) Angles subtended by two equal chords at the centre. (2) Problems on perpendicular bisectors of chords. (3) Problems on angles in alternate segment. | (1) Leads students in solving practical problems using the models to demonstrate the results. (2) Gives students more assignments on circle theorems and inspect their work and suggest corrections. | Solve further problems on circle theorems and seek teacher's corrections and suggestions. | Cardboard paper models, computer assisted instructional materials. | Students to: (1) work and take home assignment on problems relating to circle theorems. (2) solve problems on perpendicular bisectors of chords. (3) solve problems on angles in alternate segments. |

MATHEMATICS

**SS II
SECOND TERM**

THEME: GEOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|---|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Circle Theorems | Students should be able to: (1) prove that the angle which an arc subtends at the centre is twice the angle it subtends at the circumference. (2) solve practical problems on the theorem correctly. (3) solve problems on angles in the same segment. | Proof that: (1) The angle which an arc subtends at the centre is twice the angle it subtends at the circumference (2) Angles in the same segment are equal. | (1) Leads students to review Euclidean Geometry such as Given: Required to be proved construction proof: Q.E.D. (2) Leads students to demonstrate circle theorem using framators and models of circle theorem. (3) Leads students to draw the diagram of circle theorem. (4) Leads students prove the theorem by asking the students to suggest reasons why certain conclusions should hold, that is, the relationships between two angles on straight line, base angles of isosceles triangle. (5) Demonstrates the solution of practical problems leading to the theorem, and gives some tasks to the students to work, as well as inspects student's works. | (1) Participate in the revision by mentioning the format along with the teacher and writing them down in the exercise books (2) Demonstrate circle theorem along with the teacher using framators and models. (3) Draw the diagram of circle theorem in their books and label them correctly. (4) Suggest reason for the conclusions arrived at each point in the process of proving the theorem and write them down beside each step. (5) Solve problems given by the teacher and call teachers attention when the encounter any difficulty. | (1) Posters, cardboard models, chalkboard instruments protractors and compasses, computer instructional materials. (2) Framators model of circle theorem. | Students to: (1) list the steps that make up the format for formal proofs of euclidean geometry. (2) prove the theorem that the angle which an area subtends at enter of a circle is twice the angle it subtends at the circumference. (3) solve practical problems leading to circle theorem. (4) solve problems on angles in the same segment. |

MATHEMATICS

**SS II
SECOND TERM**

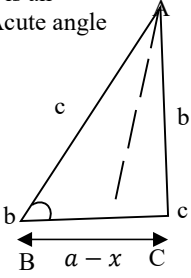
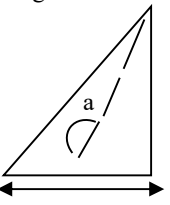
THEME: GEOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|--|--|--|-------------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 10 | Circle Theorems | Students should be able to: (1) prove that the angles in the same segment of a circle are equal. (2) angles in a semicircle is a right angle. (3) the opposite angles in a cyclic quadrilateral are supplementary. (4) the exterior angle is equal to interior opposite angles. (5) prove riders on tangents to a circle. (6) solve practical problem on circle theorem. | Proof that: (1) angles in the same segment of a circle are equal. (2) angle in a semicircle is a right angle. (3) the opposite angles in a cyclic quadrilateral are supplementary. (4) the exterior angle is equal to interior opposite angles. (5) riders on tangents to a circle. | (1) Leads students to construct model showing two triangles circumscribed in a circle with their base on the same segment. Using cardboard paper. (2) Leads students to measure the angles on the circumference record their result and make comments on the results. (3) Leads students to draw diagram that represents their models constructed. (4) Makes students relate their diagrams to the statement of the theorem. (5) Leads students to carry out the formula proof of the theorem using models to explain the steps involved in the proof of the theorem. (6) Leads students to solve some practical problems on the theorem. | (1) Construct models showing two triangles on the same segment of a circle with their vertices on the circumference under the teacher's supervision. (2) Measure the angles on the circumference of the models constructed record the results and their observation. (3) Draw diagrams that represent the models constructed and relate their observations on the modes to the theorem to be proved. (4) Participate in the proof of the theorem using inferences from the first theorem on circles and deductions from the framator as models they constructed. (5) Solve problems on the theorem and make corrections. | Framators models of circle theorem. | Students to: (1) prove that the angles in the same segment of a circle are equal. (2) angles in a semicircle is a right angle. (3) the opposite angles in a cyclic quadrilateral are supplementary. (4) the exterior angles is equal to interior opposite angles. (5) prove rider on tangents to a circle (6) solve problems on circle theorems and give reasons for their answers. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MATHEMATICS

**SS II
THIRD TERM**

THEME: GEOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------|--|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Trigonometry | Students should be able to: (1) derive the sine rule. (2) apply the sine rule. | (1) Derivation of sine rule (2) Application of sine rule. Derivation and application of cosine rule. | (1) Shows acute and obtuse angle charts to students. (2) Guides students to match corresponding sides of each of the triangles with the corresponding angle of the triangles. (3) Leads students to identify angle 90° and the sine rule. (4) Guides students to use the cosine rule to find angles on sides of triangle. | (1) Explain the methods of denoting vertices by triangles and sides of triangle (2) Identify corresponding sides for each of the angles of the triangle. (3) Prove the sine rule into their note books. (4) Solve angles using sine rule and cosine rule. | Charts showing the following. (1) Acute angled triangle chart b is an Acute angle  (2) Obtuse angled triangle chart.  (3) Computer assisted appropriate instructional materials. | Students to: (1) state and prove the sine rule for acute and angled triangle. (2) state and prove the sine rule for obtuse angled triangle. (3) solve problem on finding angles and sides of a triangle using sine rule. |

MATHEMATICS

**SS II
THIRD TERM**

THEME: GEOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|----------------------------|------------------------------|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 2 | Bearing | Students should be able to: (1) solve problems in trigonometric ratios and angles of elevation and depression. (2) define 4-8 and 16 cardinal points. state the two bearing notations and do exercise on writing down bearings. | (1) Revision of trigonometric ratios. (2) Angles of elevation and depression. (3) Definition and drawing of -4 cardinal points a cardinal point -16 cardinal points -16 cardinal points notation for bearings -Cardinal notation N30°E -S45°W -3 digits notation e.g. 075, 350° | (1) Leads students to apply trigonometric ratios and sine and cosine rules to solve problems on angles of elevation and depression. (2) Assists students in drawing 4-8, 1-16 cardinal points (3) Leads the students to do plenty of exercise on describing/writing down bearings. | (1) Study charts on angles of elevation and depression draw 4-8, 10 and 16 cardinal points. (2) State their own examples of the two notations of bearings. | Angles of elevation and depression charts 4-cardinal points 8-cardinal points 16-cardinal points charts. | Students to: (1) solve problems on angles of elevation and depression. (2) draw various cardinal points. (3) give other example of bearing notations. |
| THEME: TRIGONOMETRY | | | | | | | |
| 3 | Bearing | Students should be able to: solve practical problems on bearing. | Practical problems on bearing. | (1) Guides students to represent problems on bearing with diagram. (2) Leads students to use Pythagoras theorem, trigonometric ratios, sine and cosine rules to solve problems on bearing. | (1) Draw diagrams on word problems on bearing. (2) Use Pythagoras theorem, trigonometric ratios sine and cosine rule, to solve problems bearing. | (1) Pencil (2) Ruler (3) Protractor (4) Computer assisted instructional material. | Students to: draw diagrams from word problem on bearing and solve problems on bearing. |
| 4 | Measures of central tendency | Students should be able to: explain the meaning and compute mean, median and mode of ungrouped frequency distribution. | Meaning and computations of mean, median, mode of ungrouped data. | (1) Revises mean, median, mode of set of numbers with students. (2) Leads students to calculate mean, median, mode of ungrouped frequency tables manually and with calculator. | Revise measures of central tendency, calculate mean, median, mode under supervision of teacher. | Recommended texts | Students to: solves exercise on mean, median mode of ungrouped data. |

MATHEMATICS

**SS II
THIRD TERM**

THEME: TRIGONOMETRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|---|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Measures of dispersion | Students should be able to: (1) explain the meaning of dispersion. (2) compute the range, variance and standard deviation of ungrouped frequency table. (3) identify its applications in capital market studies, health, and population. | (1) Definition of: -range -variance -standard deviation (2) Calculation of range variance and standard deviation. (3) Practical application in capital market report. (4) Home, health, studies and population. | (1) Explains concepts of variability to students. (2) Leads students on computation of these measures. (3) Guides them to explain terms including secondary market transaction, benefit of capital market. (4) Identifies areas of applications. | (1) Solve problems with the help of the teacher in groups. (2) Identify areas of application. | (1) Posters containing some data from published statistics. (2) Posters showing areas of application of measures of dispersion. | Students to: (1) solve problems on measures of dispersion. (2) work in groups to identify areas of application. |

THEME: STATISTICS

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|---|--------------------------------------|---|---|---|--|---|---|
| 6 | Histogram of grouped data (Revision) | Students should be able to: (1) state the need for grouped data. (2) form grouped frequency table. (3) calculate class boundaries, class intervals, class mark (mid mark). | (1) Need for grouping data. (2) Calculation of class boundaries. (3) Class interval and class mark. | (1) Asks students to suggest and write possible scores of 50 students in mathematics. (2) Guides students to see need for grouping. (3) Leads students to construct grouped frequency table using specified intervals. (4) Leads students through steps for calculating class boundaries, class interval and class mark. | (1) Suggest and write scores of 50 students and record the scores. (2) Appreciate need for grouping. (3) Calculate class boundaries, class interval and class marks. | Scores Chart showing grouped frequency table. | Students to: construct grouped frequency tables using it to calculate class boundaries, class interval and class work. |
|---|--------------------------------------|---|---|---|--|---|---|

MATHEMATICS

**SS II
THIRD TERM**

THEME: STATISTICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Cumulative Frequency Graph | Students should be able to: (1) compute cumulative frequency of grouped data. (2) draw cumulative frequency curve. (3) make estimates from cumulative frequency curve. (4) apply cumulative frequency curves to real life situations. | (1) Calculation of cumulative frequencies (2) Drawing of cumulative frequency curve graph (ogive). (3) Using graph of cumulative frequencies to estimate median, quartiles percentiles other relevant estimate. (4) Application ogive to everyday life. | (1) Asks students to suggest 30 quantitative values less than 100. Write suggested values on board for student to copy. (2) Guides students for grouped frequency table. (3) Leads students to construct cumulative frequency tables. (4) Guides students to construct class boundary of the cumulative frequency curve. (5) Leads students to draw the cumulative frequency curve using the upper class boundaries. (6) Ask student for meanings of median, quartiles and percentiles and writes in board. (7) Guides students to read median, quintiles and percentiles and other estimate from graphs. (8) Guides students to construct cumulative table from previous data written by teacher. (9) Guides students to draw ogive of data and make interpretation. | (1) Suggests values to teacher. (2) Copy suggested value from board. (3) Construct grouped frequency table construct cumulative frequencies under teacher's supervision. (4) Calculate class boundaries (5) Plot cumulative frequency curve in graph paper. (6) Give meanings of median, quintiles, percentiles and write them in exercise books. (7) Follow steps for estimated median quartiles from graphs under teacher's supervision. (8) Study charts of ogives and appreciates use in everyday life. (9) Construct cumulative frequency table of data provided by teacher. (10) Draw the ogives and make interpretations. | Cumulative frequency curve chart. Graph board, graph book, pencil, paper, broom stick or french curve. | Students to: (1) compute cumulative frequency of grouped data. (2) practice exercises on drawing cumulative frequency curve (ogives) . (3) practice exercise on reading median quartiles, percentiles and other estimates from graph. (4) collect their own data from published statistics and draw ogives from such data. |

MATHEMATICS

**SS II
THIRD TERM**

THEME: STATISTICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Measures of central tendency for grouped data | Students should be able to: determine the mean, the median and the mode of grouped data. | Determinations of the mean, median and the mode of grouped frequency data. | (1) Shows score chart that will lead to grouped frequency distribution to the students. (2) Guides students to identify the highest and lowest marks and construct class intervals (3) Guides students to construct grouped frequency distribution using a class interval. (4) Leads students to calculate the mean, median and the mode of the grouped frequency table manually and with computer. | (1) Study the score charts identify the highest and lowest marks. (2) Use teacher's guides to prepare grouped frequency distribution table of the data generated by the teacher. (3) Follow the teacher's guide to calculate the mean, median and the mode of the grouped frequency table and take note of important steps in the calculations. | Score chart containing marks of 50 students in a test ranging from 5 to 92. | Students to: (1) construct class intervals. (2) construct a grouped frequency distribution from a given set of data. |

MATHEMATICS

**SS II
THIRD TERM**

THEME: STATISTICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------|--|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Probability I | Students should be able to: (1) define and explain some important terms used in probability. (2) give practical examples of each term. (3) list the chance instruments used in probability. (4) explain the frequentist approach to theoretical probabilities. (5) describe with examples, the equiprobable sample space. | (1) Definitions and examples of experimental outcomes. -Random experiment sample space sample points. -Event space probability. (2) Chance instruments the dice the coin pack of playing cards. (3) Theoretical probability relative limiting values of relative frequency. | (1) Leads students to examine a coin, a die and pack of card. (2) Leads them to identify the number of faces in the coins and die the number of cards. (3) Asks them to toss a coin/die and note the outcome and consequently. (4) Leads them to define the various terms listed in the contents. (5) Asks students to give practical example of each term. (6) Leads them to identify the die, the card and coin as instruments of probability. (7) Asks students to toss coins many times and record number heads, the average number of heads and definition of probability as limiting values of relative frequency. (8) Leads students to identify equal and unequal likely events in the two die. (9) Leads students to derive some equiprobable sample spaces. | (1) Examine the coin, die and pack of cards. (2) Identify the number of faces of the coin and die and number of cards. (3) Toss die/coin once and record outcome and consequently defines and illustrate the various terms with the supervision of teacher give some practical examples. (4) Identify the three instrument of chance toss the coin and record the number of heads, the average number of heads. (5) Evolve the concept of relative frequency and frequentist approach to probability under teacher's supervision. (6) Identify the concept of unbiasedness and equally likely or equiprobable sample space. (7) Derive some equiprobable sample. | Ludo die coin pack of playing cards and other games. | Students to: (1) state the possible outcome of throwing a coin, a die or drawing card from pack of cards. (2) derive the sample spaces for tossing a coin three times. (3) tossing a die twice. (4) mention the three chance instrument. (5) die 100 times and record the outcome do some for coin and record the outcome of head and tail. (6) state the sample space for equally likely events in throwing of fair coin. (7) explain the meaning of fairness. |

MATHEMATICS

SS II THIRD TERM

THEME: STATISTICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Probability II | Students should be able to: (1) solve sample examples in equiprobable simple space. (2) solve simple problems on probability. (3) identify and solve practical problems on probability involve in health, finance population. | (1) Addition and multiplication rules of probability. (2) Mutually exclusive events and addition (or) rule complementary events and probability rule. Independent events and multiplication (“and”) rules. (3) Solving simple problems on mutually exclusive, independent and complementary events. | (1) Leads students to define mutually exclusive independent and complementary events. (2) Leads students to evolve the rules using the chart and other examples. (3) Leads students to use the rules to solve problems on mutually exclusive events, independent event and complementary event. | (1) Define mutually exclusive independent and complimentary events. (2) Give other examples students study the rules in the chart. (3) Solve problems on selection with or without replacement. (4) Study and copy the derived questions and approaches relevant to probabilities in practical situation, leads them to explain the meaning of collective instrument and solve derived questions. | (1) Addition rule chart Multiplication rule chart basket containing balls of different colour. (2) Cut and newspaper of stock market reports. Annual reports of shares published statistics on capital market. | Students to: (1) solve various problems on mutually exclusive events, independent events and complementary events. (2) identify other situations in which decisions can be taken from use of chance instruments. (3) solve practical problems on probabilities involving capital market, health sector and everyday living. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

CIVIC EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|--|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Meaning and types of citizen I | Students should be able to: 1. define citizen. 2. list types of citizen. | 1. Meaning of citizen. 2. Types of citizens - Active - Passive - Liaises-faire | 1. Discusses meaning of citizen to the students. 2. Leads in the explanation of types of citizens in our society. | 1, Dramatize types of citizen in our society. 2. Listen to explanation of types of citizen. | 1. Pictures of the types of citizens in the society. 2. Civic education textbooks. | Students to: 1. define citizen. 2. list types of citizens. |
| 2 | Importance of citizenship education II | Students should be able to: 1. define citizenship education. 2. identify and describe their duties and obligations to their communities. | 1. Meaning of citizenship education. 2. Duties and obligations of citizens to their communities e.g. - security - obedience to rules and regulations - environmental sanitation - promotion of peace etc. | 1. Defines citizenship education. 2. Leads students in mentioning their duties and obligation to their communities. | 1. Listen to teacher's explanation of citizenship education. 2. Dramatize their duties and obligations to their communities. | Pictures or photograph of citizens at functions e.g. elections Environmental sanitation. | Students to: 1. define citizenship education. 2. mention four duties and obligation of citizens to their communities. |
| 3 | Citizenship education III | Students should be able to: 1. list the skills required for promotion of our traditional, beliefs etc. 2. say how to promote consciousness, integrity and unity. | 1. Skills necessary for preservation of traditions, customs, beliefs etc. 2. Demonstrate what promotes national consciousness and integrity. | 1. Demonstrates skills necessary for preservation of traditions, customs belief etc. 2. Lists and explains what promotes national consciousness integrity. | 1. Act plays or drama on preservation of traditions, customs, beliefs etc. 2. Demonstrate what promotes national consciousness and integrity. | 1. Artifacts and drawing of objects of traditional, customs etc. 2. Posters showing government activities, e.g. road construction, housing estate. | Students to: 1. describe what helps to promote national consciousness, integrity and unity. 2. write an essay on a festival in their community e.g. yam festival, marriage customs etc. |
| 4 | citizenship education IV | Students should be able to: 1. list the goals of citizenship education. 2. explain the listed goals of citizen education. | Goals of citizenship education - promote good governance - to promote a balance education - to promote ethical training and disciple etc. | Leads in discussion on the goals of citizenship education. | 1. Participate in discussion of citizenship education. 2. Plays active role in the simulation. | Civic education textbooks and posters. | Students to: mention four goals of citizenship education. |

CIVIC EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|---|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Capitalist democracy I | Students should be able to: 1. define capitalist democracy and its characteristic. 2. describe how political parties compete for power through elections. | 1. Meaning of capitalist democracy and its characteristics. 2. Competition for power among political parties e.g. campaigns, manifestos. | 1. Explains the meaning of capitalist democracy and its characteristics. 2. Leads the students in seeing how political parties compete for power. | 1. Listen and ask questions on capitalist democracy and its characteristics. 2. Dramatize competition for power among political parties. | Pictures and photographs of members in the house of senate and house representative. | Students to: 1. describe a scene they observed on tv activities of their representative in the house of senate and assembly. 2. describe how political parties compete for power. |
| 6 | Capitalist democracy II | Students should be able to: 1. explain how employments can alleviate poverty. 2. describe what promote guaranteed employment, free education, medical care etc. | 1. Importance of employment in alleviating poverty. 2. Factors which promote guaranteed employment and medical care, responsible governance, popular participation etc | 1. Explains to the students hoe employment can alleviate poverty. 2. Explains the importance of responsible governance and popular participation in promoting guaranteed employment etc. | 1. Organize a drama to show how employment alleviates poverty. 2. Listen attentively and take down the notes. | 1. Poster of labour leaders protesting unemployment. 2. Photographs of people suffering from diseases associated with poor feeding. | Students to: 1. write essay on how to eliminate poverty in their community. 2. describe what promotes guaranteed employment, free education and medical care. |
| 7 | Meaning and forms of political apathy. | Students should be able to: 1. define political apathy in its various forms. 2. give reasons for political apathy. | 1. Meaning of political apathy in its various forms e.g. refusal to protest against rigging. 2. Reasons for political apathy e.g. bad governance, unfulfilled political promises, rigging etc. | 1. Defines the meaning of political apathy and explains its form. 2. Explains reasons for political apathy. | 1. Listen and ask questions on political apathy in its forms. 2. Answer questions on why people fail to register and take part in protest. | 1. Posters during elections. 2. Party manifestoes where available. | Students to: 1. define ad explain political apathy. 2. enumerate reasons for political apathy. |

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| 8 | Political apathy II. | Students should be able to: explain why leaders fail to protect the interest of their followers. | Why leaders fail to protect the interest of their followers e.g. selfishness, party interest. | Explains why leaders fail to protect the interest of their follower's interest. | Discuss the effect why leaders fail to protect their followers. | 1. Photograph of people queuing up to vote. 2. Photographs of political leaders at rallies. | Students to: explain how good leaders can protect the interest of their followers. |
| 9 | Dangers of political apathy III | Students should be able to: 1. list ways of fighting political apathy. 2. explain the ways of fighting political apathy. | 1. Dangers of political apathy. - Knowing and defending our rights. - Participating in elections - Joining popular organization etc. | 1. Leads students to discuss the ways of fighting political apathy. 2. Explains the ways of fighting political apathy. | Participate in the discussion on ways of fighting political apathy. | 1. Posters. 2. Photographs. 3. Textbook. | Students to: 1. mention the ways of fighting political apathy. 2. list the ways of fighting political apathy. |
| 10 | Popular participation | Students should be able to: 1. define popular participation in politics. 2. give reasons why people do not participate in politics. | 1. Definition of popular participation. 2. Reasons why people do not participate in politics e.g. economic obstacles, discrimination, illiteracy. | 1. Defines popular participation. 2. Gives reasons why people do not participate. | 1. Answer questions from the teacher. 2. Explain why people do not fully participate. | 1. Posters of political parties campaign rally. 2. Manifestoes of political parties. | Students to: 1. define popular participation. 2. discuss reasons for non participation in politics. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Pressure group. | Students should be able to: 1. state the meaning of pressure group. 2. mention the types. | 1. Meaning of pressure group. 2. Types of pressure group. | 1. Guides students to define pressure group. 2. Mentions the types of pressure group. | Participate in class discussion. | 1. Textbooks. 2. Pictures. | Students to: 1. define pressure group. 2. mention the types of pressure group. |
| 2 | Popular participation II | Students should be able to: describe how popular organizations are formed. | How popular organizations are formed. | Illustrates how popular organizations are formed. | Act out how popular organizations are formed. | Diagrams and photographs. | Students to: write essay in how popular parties are formed. |
| 3. | Human rights I | Students should be able to: 1. define human rights. 2. list the types of human rights. | 1. Meaning of human rights. 2. Types of fundamental human rights: - right to freedom of speech - right to family life - right to freedom of movement - right to vote and be voted for etc. | 1. Leads in the explanation of the meaning of human rights. 2. Explains fundamental human right. | 1. Describe what human rights is all about. 2. Discuss and ask questions on the limitations of human rights. | 1. Civic education textbook. 2. Copy of the Nigerian constitution. | Students to: 1. explain the meaning of human right. 2. list the fundamental human right of a citizen. |
| 4 | Human rights II | Students should be able to: 1. identify what may lead to limitations of human right. 2. describe what happens during emergency period. | 1. Limitations of human right e.g. wars, state of emergency, conviction in a law court etc 2 A list of what happens during emergency period's e.g. limitation of movement and lack of freedom of speech. | 1. Explains some limitations of human rights limitation. 2. Describes what happens during emergency. | 1. Ask questions on the limitations of human rights. 2. Dramatize emergency situation as they affect human rights. | 1. Posters. 2. Diagrams. 3. Photograph. | Students to: 1. identify some limitations of human rights. 2. describe what happens during emergency. |

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| | | | | TEACHER | STUDENTS | | |
| 5 | Human rights III | Students should be able to: 1. list the characteristics of human rights. 2. explain the characteristics of human right. | Characteristics of human rights: - equality - universality - inalienability - indivisibility - constitutionality - inherent etc. | Guides students on discussion on the characteristics of human right. | 1. Participate in the discussion of the characteristics of human rights. 2. Listen to, talk, ask and answer question. 3. Take note. | 1. Civic education textbook. 2. Diagrams, posters. | Students to: 1. list the characteristics of human rights. 2. explain the characteristics of human rights. |
| 6 | Human rights IV | Students should be able to: list the factors that protect the fundamental human right of a citizen. | Factors that protect/safe guard fundamental human right of a citizen: - existence of true implementation of rule of law. - prohibition - mass literacy campaign etc. | Explains some factors that protects or safe guard the fundamental rights of the citizens. | Ask questions on the factors that protects the fundamental rights of a citizen. | 1. Textbooks. 2. Posters. | Students to: explain five factors that protect the fundamental human rights. |
| 7 | Drug Abuse. | Students should be able to: 1. define drug and drug abuse. 2. identify types of drugs and how they can be abused. | 1. Meaning of drug and drug abuse. 2. Types of drugs that can be abused. | 1. Defines meaning of drug and drug abuse. 2. Brings to class, examples of drugs that can be abused. 3. Demonstrates some of the behaviors of drug addicts. | 1. Listen to teacher and ask questions. 2. Examine the types of drugs brought by the teacher. 3. Act some of the behaviors of the addicts. | 1. Sample from drug law enforcement agencies. 2. Photographs and pictures of victims of drug abuse. | Students to: 1. define drug and drug abuse. 2. identify different drug samples that can be abused. |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Effect of drugs and drug abuse. | Students should be able to: 1. describe the symptoms of drug abused. 2. demonstrate some behaviors of drug addict. | 1. Symptoms of drug abuse e. violence, depression, allergy etc 2. Behaviours exhibited by drugs addicts seen from photographs and illustrations. | 1. Shows pictures or photographs of symptoms of drug abuse. 2. Explains the behaviors of drug addict. | 1. Examine and discuss the pictures and photographs of drug abuse. 2. Describe some behavior of an addict. | 1. Poster showing drug addicts. 2. Photograph. 3. Video clips. | Students to: 1. write an essay on symptoms and some behaviours of a drug addicts. 2. discuss behaviours of addicts. |
| 9 | Prevention of drug abuse. | Students should be able to: 1. identity how drug abuse can be prevented. 2. list some of the government agencies working to prevent drug abuse. | 1. Ways of preventing abuse. 2. Government agencies that are working to preventing drug abuse e.g. NDLEA, NAFDAC. | 1. Illustrates ways of preventing drug abuse. 2. Brings resource person from drug enforcement agencies. | 1. Debate the ways of preventing drug abuse. 2. Listen to resource person. | 1. Poster. 2. Large photographs from law enforcement agencies. | Students to: 1. state how drug abuse can be prevented. 2. name two government agencies working to prevent drug abuse. |
| 10 | Drug law enforcement and administration. | Students should be able to: 1. identify some of the drug laws from the government. 2. describe some of the activities of drug law enforcement agencies. | 1. Laws that are promulgated against drug abuse. 2. Activities of drug enforcement agencies e.g. burning of fake or expired drugs. | 1. Explains the law against drug abuse. 2. Brings samples for students to see from the agencies. | 1. Examine the drugs. 2. Ask questions. 3. Make suggestion on prevention. | Samples of drugs. | Students to: 1. identify laws against drug abuse. 2. illustrate some of the activities of law enforcement agencies. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Responsible parenthood I | Students should be able to: 1. explain the meaning of responsible parenthood. 2. state and discuss the roles of responsible parents. | 1. Meaning of responsible parenthood. 2. Roles of responsible parent e.g. providing for the household, caring, good home training, education etc. | 1. Guides students to explain the meaning of responsible parenthood. 2. Leads discussion on the roles of responsible parents. | 1. Listen and illustrate responsible parenthood. 2. Contribute to the discussion and then dramatize the role of responsible parenthood | 1. Pictures. 2. Video clips. 3. Magazine/ Newspaper. | Students to: 1. explain the meaning of responsible parenthood. 2. list and explain the importance of responsible parenthood. |
| 2 & 3 | Responsible parenthood II | Students should be able to: 1. explain the importance of responsible parenthood in national development. 2. list how crime can be reduced in the society. | Importance of responsible parenthood e.g. responsible citizens, reduction crime rates, healthy Nation etc. | Guides students in enumerating the importance of responsible parenthood. | Enumerate the importance of responsible parenthood to National development. | 1. Pictures. 2. Video clips. 3. Magazine/ Newspaper. | Students to: 1. List and explain the importance of responsible parenthood national development. 2. list how crime can be reduced in the society. |
| 4 | Traffic regulations I | Students should be able to: 1. define traffic regulation. 2. enumerate some traffic regulations. | 1. Meaning of traffic regulations. 2. Traffic regulations e.g. obeying traffic officials and signs, avoiding over speeding. | 1. Explains the meaning of traffic regulations. 2. Leads students to enumerate some traffic regulations. | 1. Listen and ask questions about the meaning of traffic regulations. 2. Enumerate some traffic regulations. | 1. Pamphlets on traffic regulations. 2. Video clips. 3. Photographs. 4. Diagrams. | Students to: 1. explain the meaning of traffic regulations. 2. enumerate some traffic regulations. |
| 5 | Traffic regulations II. | Students should be able to mention the roles of individuals and government in maintaining traffic regulations. | Roles of individuals and government in maintaining traffic regulations e.g. FRSC, Enactment of laws, obeying traffic officials. | Invites a resource person to give the roles of individuals and government in maintaining traffic regulations. | 1. Listen attentively to the resource person, ask questions and write down notes. | 1. Pamphlets on traffic regulations. 2. Video clips. 3. Photographs. 4. Diagrams. | Students to: 1. state the roles of individuals and government agencies in maintaining traffic regulations. |
| 6 | Interpersonal relations I. | Students should be able to: 1. define interpersonal relationship. 2. enumerate and explain types of interpersonal relationships. | 1. Meaning of interpersonal relationship. 2. Types of interpersonal relationship e.g. relationship between man and woman, between individuals and government. | 1. Explains the meaning of interpersonal relationship. 2. Leads students to enumerate types of interpersonal relationships. | 1. Listen, ask questions and write down notes. 2. Enumerate different types of interpersonal relationships. | 1. Video clips. 2. Pictures showing people interacting. 3. Illustrative diagrams. | Students to: 1. define the meaning of interpersonal relationships. 2. enumerate and explain the types of interpersonal relationships. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7 | Interpersonal relations II. | Students should be able to: state the basic skills that promote interpersonal relations. | 1. Skills that promote interpersonal relationships e.g. honesty, tolerance, kindness, caring, patience etc. | Guides students to state the skills that promote interpersonal relations. | State the basic skills that promote interpersonal relations. | 1. Video clips. 2. Pictures showing people interacting. 3. Illustrative diagrams. | Students to: state some skills that promote interpersonal relations. |
| 8 | Inter communal relationship I | Students should be able to: 1. explain the meaning of inter communal relationships. 2. state the importance of inter communal relationships. | 1. Meaning of inter communal relationships. 2. Importance of inter communal relationship e.g. promotes development enhances security and business etc. | 1. Explains the meaning of inter communal relationships. 2. Leads students to state the importance of inter communal relationships. | 1. Listen attentively, ask questions and write down notes. 2. State the importance of inter communal relationships. | 1. Video clips. 2. Films. 3. Newspaper cutting. 4. Reports of panels. | Students to: 1. explain the meaning of inter communal relationships. 2. state and discuss the importance of inter communal relationships. |
| 9 | Inter communal relationship II | Students should be able to: enumerate and explain the skills for resolving inter communal conflicts. | Skill for resolving inter communal conflicts e.g. dialogue, mediation etc. | Brings the resource person to explain the different skills for resolving inter communal conflicts. | Listen, ask relevant questions and write down notes. | 1. Video clips. 2. Films. 3. Newspaper cutting. 4. Reports of panels. | Students to: enumerate and explain the skills for resolving inter communal conflicts. |
| 10 | Inter communal relationship. | Students should be able to: 1. explain the ways good leader can protect their followers. 2. state the effect of good leadership. | 1. The ways good leader can protect the interest of their follower. 2. The effect of good leadership. | Explains the meaning of good leadership can protect their followers. | Listen attentively, ask questions and write down notes. | 1. Video clips. 2. Films. 3. Reports of panel. | Students to: 1. explain the good ways leaders can protect their followers. 2. write five effect of good leadership. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Classification of plants | Students should be able to: 1. classify plants using: a. botanical b. agricultural techniques of classification c. classify plants based on life cycles | 1. Botanical classification of plants i. Thallophytes (Algae) ii. Pteridophytes iii. Bryophytes iv. Spermatophytes etc. 2. Agricultural classification i. Cereal maize ii. Legumes – beans iii. Root crops iv. Fruits banana v. Vegetable: Okro v. Beverages – Cocoa vii. Fibre – Jute, cotton viii. Oil ix. Spice – pepper x. Later – natural rubber etc. 3. Plants classification based on the span of life cycle i. Annuals ii. Biennials iii. Perennials | 1. Revises classification in SS1 using specimen like spirogyra mosses, tern maize orange and hibiscus. 2. Uses students to name and classify the specimens using agricultural classification. 3. Asks students to select from the specimens and name the classis they belong to based on lifecycles. | 1. Classify the specimens according to botanical classification. 2. Classify the crops using agricultural classification. 3. Classify the crops into annuals, biennials, perennials. | 1. Spirogyra, liver, wart, mosses, maize orange and hibiscus 2. Maize, rice g/nut, okro, banana, coffee, palm fruit, beans, yam tomatoes pawpaw coconut, cassava, ginger, pepper, palm fruit etc. 3. Rice, beans maize, radish ginger, cabbage mango and coconut | Students to: 1. record in their note book the phyla of the specimens presented 2. mention two (2) examples in each classification or category of plants 3. write the examples each of annuals, biennials, perennials |
| 2 | Digestive system | Students should be able to: 1. describe with illustration different types of alimentary traits. 2. explain the feeding mechanism of some animals. 3. explain how some insectivorous plants feed. | 1. Types of alimentary tracts 2. Description and functions of parts of the alimentary canal of planarian, earthworm, grasshopper and a rabbits. 3. Modifications of parts to effect their digestive functions. 4. Feeding habits category and mechanism. | 1. Explains the alimentary canals of planarian earthworm, grasshopper, birds and rabbits using dissected specimens, models or charts. 2. illustrate different feeding mechanisms using specimen and charts of the digestive systems of housefly, butterfly cockroach, tape worm, sheep and dog. | 1. Observe the learning materials and compare the various alimentary canal. 2. Observe the specimens noting the various modification found in animals. | 1. Dissected specimens showing the alimentary canals of earthworm birds and rabbit. 2. Digestive system of cockroach, housefly and rabbit or man in charts. | Students to: 1. explain and describe the feeding mechanism of: housefly, dog, cockroach, butterfly and man. 2. give reasons for the modification found in listed animas above e.g man, dog, cockroach etc. 3. describe the feeding mechanism of. |

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| | | | | TEACHER | STUDENTS | | |
| 3. | Modification in the feeding habits of organism | Students should be able to: 1. explain the modification in feeding of the following: i. insect feeders ii. filter feeder iii. parasitic iv. saprophytic v. fluid feeders 2. explain how some insectivorous plants feed, protozoa hydra and mammals feed. | 1. Modifications in feeding habits of i. Filter feeders ii. Fluid feeders iii. Insects feeders iv. Parasitic feeders v. Saprophytic feeders. vi. Feeding in protozoa, hydra and mammals. | 1. Uses the charts of the different modifications in feeding habits of organism. 2. Shows the different mouth parts of some insects common to their type of food/feeding. 3. Shows different specimens of different teeth to illustrate modification in feeding habit of animals. | 1. Observe the specimens nothing the various modification found in the animal. 2. Identify the modified mouth parts. | 1. Diagram of the mouth parts of some insect - Mosquito - Butterfly - Housefly etc. 2. Teeth model of some animals e.g dog, goat, man. | Students to: 1. describe briefly the modification and mechanism involved or associated with a named. i. filter feeder. ii. parasitic feeder. iii. fluid feeder. 2. draw the incisor tooth of man. |
| | Transport system I | Students should be able to: 1. define diffusion. 2. explain the inadequacy of diffusion alone as a transport system for complex organism. 3. explain the necessity of a transport system in complex organism. 4. identify source of materials and where they are transported to. | 1. Definition of diffusion and osmosis. 2. Principle behind osmosis and diffusion. 3. Need for diffusion. 4. Transport system in large organism and small animal. 5. Need for substances to move over greater distances. 6. Materials for transportation. | 1. Sets up an experiment on rate of diffusion of a coloured liquid. 2. States the need for diffusion. 3. Writes down 4. Materials for transportation in small and large animals ii. In plants (media for transport) . | 1. Observe the experiments and carefully record the time taken by the coloured liquid to diffuse. 2. Observe and write down two materials that can be transported by plants. | 1. Prepared set up of osmosis and diffusion experiment. 2. Cosine, a young herbaceous plant beaker, blade, glass, glass and light microscope. | Students to: 1. define diffusion and osmosis. 2. demonstrate and experiment to show diffusion. 3. what are the difference between the transport system in small animals and large animals. 4. name two transport media in large animals. |

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| | | | | TEACHER | STUDENTS | | |
| 4. | Transport system II | Students should be able to: 1. discuss the different types of transportation media such as blood, lymph, cell sap and cytoplasm. 2. discuss the mechanisms of transportation in various animals. 3. describe the mechanism of transportation in various animals. 4. compare and contrast various mechanism of transportation. 5. demonstrate experimentally the flow of materials in plant. | 1. Media of transportation i. Fluid and medium of transportation - Structure and functions of blood ii. Cytoplasm in small organism. iii. Cell sap or latex in most plants. iv. Closed and open circulations 2. Structure of arteries, veins, capillaries, vascular bundles. 3. Mechanism of transportation in organism. ii. Multicultural organism. iii. Higher animals. iv. Higher plants. 4. Absorption of water and mineral salts. | 1. Describes the structure of blood. 2. Enumerates the functions of blood . 3. Describes the structure of arteries, vein, capillaries, and vascular bundles etc. using ell labeled diagrams. 4. Mounts a slide of blood smear and the transverse sector of the artery and vein. 5. Dissects cockroach, or grasshopper to expose the heart. b. Toad or frog or any small mammal to show the heart and some blood vessels. 6. Guides students to set up an experiment showing absorption of water in higher plants. | 1. Observe the experiments and carefully record the time taken by the coloured liquid to diffuse. 2. Note the structures as they are explained. 3. Observe and draw the slides of the blood smear, traverse section of an artery and vein. 4. Examine and draw dissected specimens. 5. Locate the transport vessels in plants for upwards (xylem) and downwards conduction (phloem) . | Charts of the structures of blood. - Arteries - Vein - Capillary | Students to: 1. write short notes on the structures of artery, vein and capillary. 2. make large labeled diagram of the specimens. 3. draw the structure of the heart of a named mammal. 4. name the transport vessels in plant. |

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| | | | | TEACHER | STUDENTS | | |
| | Expiratory system | Students should be able to: 1. describe the different types of respiratory system. 2. name the different types of respiratory surfaces. 3. list the characteristics of a respiratory surface. | 1. Types of respiratory system a. Body surface respiration b. Continuous respiration c. Gill iv. Tracheal system v. Lungs | 1. Mounts prepared slides showing the respiratory organs of earthworm, tilapia, toad, grasshopper and rat. 2. Displays the gills removed from a dead tilapia for students to observe the various structures. | 1. Observe the respiratory organs of the various animals. 2. Observe the gill rakers gill arch and gill filaments and draw as observed. 3. Observe and record their observation. | 1. Prepared slide 2. Gills of tilapia 3. Chalkboard 4. Relevant diagrams and charts. 4. Microscopes | Students to: 1. draw and label the respiratory organ in i. fish. 2. state the number of gills in each chamber. |
| | Mechanism of respiratory systems | Students should be able to: explain the various mechanisms of respiration in some animals - mammals | 1. Mechanisms of respiratory system in. i. Higher animals e.g man. ii. Lower animals e.g earthworm iii. plants. 2. Mechanism of gaseous exchange through the stomata plants. | 1. Describes the mechanism of respiratory system in man and earthworm or/and grasshopper with charts. 2. Gives notes on respiratory mechanisms in both plants and animals. 3. Leads students to perform experiment showing effects of rigidity on the opening and closing of stomata using a model of stomata. | 1. Listens to the teacher description of mechanism of respiration in man, earthworm, grasshopper. 2. Take note on the respiratory mechanisms in both plants and animals. 3. Observe and record their observation. | 1. Chalkboard 2. Charts showing the diagrams of the respiratory mechanism in each of these specimens i. Grasshopper ii. Stomata iii. Man iv. Earthworm 3. Microscope | Students to: 1. explain the mechanism of respiration in a i. named lower and higher animal ii. plants. 2. describe gaseous exchange through the stomata of leaves. |

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| | | | | TEACHER | STUDENTS | | |
| | Excretory systems | Students should be able to: 1. identify and describe different types of excretory systems in plants and animal. 2. explains the mechanisms of some of the excretory organs and relate structures to functions. | 1. Excretory systems i. Contractile vacuoles ii. Flame cells iii. Malpighian tubules iv. Kidney v. Stomata and lenticels 2. Excretory mechanisms in i. Earthworm ii. Insects iii. Mammals. | 1. Discusses the various excretory systems with the students. 2. Asks students to observe. i. Malpighian tubule in a dissected cockroach ii. Excretory system in a dissected rat. iii. Internal structure of a dissected kidney of a sheep or pig. 3i. Remove the epidemics of the lower surface of a dicotyledonous leaf. ii. Prepare a wet mount slide and ask students to examine the kidney shaped guard cells and stomata in the centre of the cells. 4. Displays charts or diagrams of nephron to students. Lead them to identify the different parts and relate the identified parts to the functions they perform. | 1. Take part in discussion and listen attentively. 2. Observe and draw the malpighian tubules, the excretory system of a rat and internal structure of the kidney of a sheep or pig. 3. Observe the slide, record your observation and make a diagram of the guard cells and the stomata. - Relate parts identified and labeled to their functions. | Dissected cockroach showing malpighian tubules, dissected rat, sheep or rabbit, showing the kidneys. 2. Dicotyledonous leaf, glass slides and microscope. 3. Charts or diagram of nephron. | Students to: 1. identify and describe the different excretory systems presented. 2. draw and label mammalian kidney. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Nutrient cycling in nature i. Carbon ii. Oxygen iii. Water cycles | Students should be able to: 1. describe how carbon circulates in nature. draw the carbon cycle in detailed. 2. state why the carbon cycle is necessary for life. 3. recognize the delicate balance between carbon and oxygen. 4. describe the part played by an animals in the water cycle. 5. draw the diagram of water cycle. | 1. Carbon and oxygen cycles a. The carbon cycle: sources i. Definition ii. The process of carbon cycling. iii. Importance of carbon cycle for life. iv. Carbon – oxygen balance b. Oxygen cycle i. The process of oxygen cycling. ii. The importance of oxygen to living organism. iii. Carbon – oxygen balance. 2. Water circle i. The process or water cycle ii. Importance’s of water to living organisms. | 1. With the help of carbon cycle charts leads students to. a. Appreciate the relative importance of the various component in the cycle. 2. Lead students to perform experiment to show absorption of CO ₂ and release of oxygen during photosynthesis. 3. Demonstrates the experiment that shows the presence of water in expired air. 4. Discusses cycles with well drawn charts. | 1. List the sources carbon dioxide 2. Draw the carbon cycle. 3. Perform the photosynthesis experiment. 4. Observe the experiments and describe the conclusion of water in expired air. 5. Draw the water cycle. | 1. Charts showing the carbon cycle. 2. Beaker, testtube, green plant (Elodea), filter tunnel, water. 3. Slides mirrors window laurres, students breath out on the slides, mirror or lauvres or lauvre blade. | Students to: 1. describe the process involved in carbon cycle. 2. state 2 reason why atmospheric carbon-dioxide must be kept in check (i.e the carbon oxygen balance) . 3. draw and label the detail of water cycle. |
| 2 | Nitrogen cycle decomposition in nature | Students should be able to: 1. describe with the aid of diagram the role of nitrogen. 2. state the importance of nitrogen 3. describe the process of nitrogen cycle. 4. state that energy can be obtained by decomposing organic matter or substances. 5. identify one of the gases produced during decay process. | The Nitrogen i. Importance of Nitrogen to plants and animals. ii. The process of Nitrogen cycling. 2. Decomposition in nature i. Micro and macro decomposers. ii. Role of decomposers. | 1. With the aid of a chart of the Nitrogen cycle, explain the cycle of Nitrogen in the atmosphere to plants and animals. - Importance of nitrogen to plant and animal. 2. Mounts experiment to show that a. Gases carbon dioxide, ammonia etc are relapsed during decomposition b. Heat energy is released during decomposition. | 1. Draw the nitrogen cycle 2. Observe the result and record their observation 3. Identify the gasses released – Ammonia | 1. Charts showing the nitrogen cycle. 2. Decaying materials such as meat broth, fish boiled rice, conical flask and stopper, vacuum flask boiled beans. | Students to: 1. draw the nitrogen cycle. 2. list the importance of nitrogen to plants and animals. 3. state the roles of decomposers. |

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| 3. | Ecological management associations | Students should be able to: 1. recognize some of the different types of association existing between different parasites. 2. identify beneficial harm and neutral forms of association among organism. 3. deduce the mode of life of a given organism from observed characters. | 1. Types of association i. Symbiosis (mutual benefit) ii. Parasitism harmful to host - Types of parasite - Benefit parasite - Harm suffered by host - Parasite adaptation iii. Mutualism - Meaning - Examples of mutualism in lichen mycorrhiza. - Beneficial to both independent living possible iv. commensalisms - Host un affected while commensally benefit – it is an association between unrelated organism. Examples shark – hook and remora. 2. Features of biological importance possessed by organism of an associations. | 1. Presents specimens of: i. root modules (for symbiosis ii. abcans for parasitism 2. Asks students to collect tick from cow or dog and possibly hermit crab. | 1. Study root nodules, ascaris noting than characteristics features. 2. Collect tick from cow or dog. | Root nodules ascaris and tick. | Students to: 1. list characteristics that makes tick an Ecto-parasite. 2. name 3 different association you have studied. 3. differentiate between symbiosis and commensalisms. |

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| 4. | Tolerance | Students should be able to: 1. discuss why living things possess a range of tolerance to environmental factors. 2. list the biotic factors that impose tolerance on organism. 3. depict tolerance range with a graphs. 4. explain ecological niche. | 1. Concepts of minimum and maximum range of tolerance. 2. Geographic range graph illustrating maximum and minimum range of tolerance. 3. Abiotic factor that impose tolerance on organism. 4. Graph depicting tolerance range. 5. Description of an ecological niche. | 1. Guides student to perform experiment showing limit of tolerance of animals e.g tilapia. 2. Draws a typical tolerance range graph 3. Lists abiotic factors that impose tolerance on organism. 4. Defines an ecological niche. | 1. Subjects tilapia to different concentration of salt solution and record their observation of rate of opercula movements. 2. Study the graph. | Tilapia salt, water, beaker, glass bowl, graph drawn on the chalkboard. | Students to: 1. state abiotic features for tolerance. 2. draw a graph of tolerance range. 3. define an ecological niche. |
| 5. | Adaptation | Students should be able to: 1. state that adaptation may be a modification in response to environmental factors. 2. describe the availability of water as the principle factors for plant and animal distribution. 3. list examples of adaptation to environmental factors. | 1. Adaptation in form and function of living organisms due to environmental conditions - Aquatic adaptation - Terrestrial adaptation - Plant adaptation to water availability - Hydrophytes - Mesophyte - Xerophytes - Effects of availability of water on adaptive modifications. 3i. Structural adaptations of tap poles and fish to life in water. ii. Structural adaptation in birds. | 1. Asks students to examine the root of hibiscus or any herbaceous plant and the root of a water weed (e.g clodea) . 2. Places chameleon against different backgrounds. 3. Guides students to attach a hump of plastic and to the base of two water weeds, later drop one into a tall glass for containing water and leave the other on the teal. 4. Asks student compare tadpole and fish and toad sparrow and owl. | 1. Relate absence difference to the habitat of the two plants. 2. Note the court or changes. 3. Note and record the difference in their appearance of the two weeds after a while. 4. Note the morphological difference in the listed organism. | 1. Hibiscus plant 2. Water weed 3. Chameleon and differed colours of cloth, 2. tall glass for, water plastic in 2 pieces of water weed, specimens of tadpole, fish, toad, beaks, of the owl and sparrow or other bird. | Students to: 1. explain principles behind adaptation. 2. relate the difference in appearance of water weeds. 3. relate the observed differences in appearance of aquatic and terrestrial adaptation. |

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| 6. | Pollution I | Students should be able to: 1. define pollution. 2. name air pollutant and their sources. 3. enumerate the harmful effects of pollutant. 4. state effect of detergent, insecticides, artificial fertilizers and herbicides on aquatic and terrestrial organisms. | 1. Pollution of the atmosphere: i. Nature, names are sources of air pollution. ii. Effects of air pollutant to plants and animals iii. Effect of noise pollutant. | 1. Leads students to set up experiments on pollution e.g set-up jars containing. ii. In each jar, place mosquito larvae, tadpoles iii. Add pollutants such as crude oil, detergent or insecticide. | 1. Observe the effect of pollution on the organisms in the jars. 2. Assist to set up experiments on pollution. 3. Observe the various effect of industrial waste on the environment. | 1. Glass jars, mosquito larvae, tadpoles, crude oil, detergent, insecticides. 2. The industrial estate visited. | Students to: 1. discuss the effect of pollutions on organism. 2. write a comprehensive report of their visit in the context of pollution in the next environment. |
| 7. | Pollution of water and soil | Students should be able to: 1. identify poor sewage system as a source of pollution. 2. name domestic and industrial waste that pollute land and water. 3. identify the decay of organic matter (e.g dead animals and plant) as a source of pollution. | 1. Pollution of water and soil. i. Types and composition of pollutants. ii. Side effects of water and soil pollution. iii. General control of pollution. | 1. Leads student to visit an industrial estate to study industrial waste and their effects. 2. Dumps site around to see the effect of pollution on the soil. | 1. Observe and record observations. 2. Observe and make conclusion. | 1. Polluted water 2. Dump site 3. Fertilizer used by farmer. 4. Insecticide and herbicide used by farmers. | Students to: 1. what are the major causes of water pollution. 2. what are the effects of the following pollution on man. 3. dust, sewage, refuse. |

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| | | | | TEACHER | STUDENTS | | |
| 8. | Conservation of natural resources I | Students should be able to: 1. define conservation 2. enumerate reasons to protect lands and wild life from destruction and extinction. 3. state reasons why conservation laws should be obeyed. 4. list resources that could be conserved: Wild life, Forest, Forest, Water, Air etc. | Define: i. Conservation resources ii. natural resources and types – renewable or replaceable and non-renewable/irreplaceable 2. Ways of ensuring conservation - Check erosion, avoid bush burning - Use cover crops - Practice shifting cultivation and crop rotation etc. 3. Natural resources and how each could be conserved. | 1. Defines conservation and discusses reasons for conservation with the student . 2. Leads students to identifying natural resources that could be conserved. 3. Discusses ways of ensuring conservation of natural resources. | 1. Listens and defines conservation after the teacher. 2. Identify natural resources that could be consened and how. 3. Proffers solutions to problems and difficulties of conservation. | 1. The picture of a zoo. 2. Botanical garden 3. Gas flaring on film. 4. Chart illustrating renewable and non-renewable resources in our environment. | Students to: 1. state the meaning of conservation. 2. state two conservation problems and ways of ensuring conservation. |
| 9 | Conservation of natural resources II | Students should be able to: 1. discuss the problems and difficulties associated with conservation. 2. discuss the need to conserve petroleum and natural gas. 3. state methods of conservation of a given natural resources. 4. list two agencies responsible for conservation of natural resources. | 1. Problems and difficulties of natural resource conservation. 2. Ways of ensuring conservation. a. Agencies i. Nigeria conservation agency ii. Forestry and fishery division of the state and federal ministry of agriculture and natural resources. iii. Game reserves iv. Energy commission v. Zoological garden etc. b. conservation laws c. Conservation education 3 Effects of man’s excessive use of natural resources” Poverty, Wildlife extinction, etc. | 1. Discusses the problems and difficulties of conservation with students and lead them to suggesting possible solutions. 2. Passes the conservation law copy round students in class 3. Shows film, documentary or photographs of oil spillage or gas. | 1. Proffer solution to problems and difficulty to conservation. 2. Browse through the document and study it more closely after class. 3. watch documentary photographs, film or gas flaring and oil spirage. | 1. Conservation law document 2. The picture, film or documentary on gas flaring. 3. Chalkboard illustrating agencies for conservation on the chalkboard. | Students to: 1. state two conservation law from the book. 2. mention two methods of conservation. 3. name two agencies responsible for conservation of natural resource. |
| 11 | REVISION | | | | | | |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Pests and diseases of crops | Students should be able to: 1. identify pest 2. classify pest 3. define pest 4. state the parts of a plant or animal part that pest attack. | a. Pests: 1. Definition of pest 2. Classification of pest by: i. the part they attach (stem, borers, root, feeders, young shoot feeders, plant and seed feeders). | 1i. Define pests ii. Classify and lead students to give examples of pest of agricultural importance. | Give examples of pest along side with the teacher. | Chalkboard, infected leaves and crops - Grasshopper - Aplied - Locust - Termite Charts or pictures of some pests. | Students to: 1. define pest 2. give 4 examples of pest in their environment. 3. name the parts of crops pest can affect. |
| 2. | Pests and disease of crops: life cycle of pests | Students should be able to: 1. describe some common disease caused by pests. 2. describe pest control measure. 3. describe the life cycles of some of the pest. | 1. Life cycle of pests 2. Control of pests 3. Common diseases of plants caused by pest. | 1. Traces the life cycles of some of the pests e.g felsciola hepatica. 2. Together with students create a table showing the relationship of crop disease, their agents and methods of control. | 1. Build the table along with the teacher and copy table in their notes. 2. Observe charts showing life cycles of some pests. | Chalkboard, infected leaves and crops - Pest e.g grasshoppers, termite, locusts, rodents. - Charts showing a table describing pests and their control measures. | Students to: 1. describe the life cycles of three pests 2. describe one crop disease. 3. list three pest central measures 4. at what stage of the life cycle is best to control pest? |
| 3. | Pests and diseases of crops: disease caused by fungi virus bacteria | Students should be able to: 1. name one disease each that is caused by i. virus ii. bacteria iii. fungi 2. describe | 1. Diseases caused by pest and their agents i. Fungi diseases (e.g blights root and mildew) . ii. Viral Diseases (e.g Mosaic, molting, stunting) . iii. Bacterial diseases (e.g bacteria with leaf spot, soft rot). 2. Control of pests. | | | - Infected leaves and crops. - Pesticides | |

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| | | | | TEACHER | STUDENTS | | |
| 4. | Reproductive system in vertebrates I | Students should be able to: Reproductive systems in fish, reptile, bird and mammal should be identified. 1. identify the various parts of the male and female reproductive systems. 2. describe the structures and functions of the male and female reproductive organs of vertebrates. 3. state two differences between the male and female reproductive system. | 1. Structures of the male and female reproductive system in mammal reptile, fish, bird. 2. Parts of the reproductive systems and their functions. 3. Differences between male and female reproductive organs. | 1. Presents to the students dissected male and female vertebrates showing the reproductive organs. 2. Using the dissected specimen, the teacher explains the functions of the organ of the male and female reproductive system. | 1. Examine the reproductive organs in the given specimens. 2. Examine and notes the functions as stated by the teacher. 3. Compare the male and female reproductive system, bringing out their differences. | 1. Dissected fish, lizard, rat or any other vertebrate showing the male and female reproductive system. 2. Diagrams of the male and female reproductive organs of rat or rabbit. | Students to: 1. draw and label the male and female reproductive system of the male and female mammal. 2. list 5 parts of both male and female structure of the reproductive organ of a named vertebrate e.g man. |
| 5 | Reproductive systems in vertebrate II | Students should be able to: 1. draw and label the structure of the male and female gamete (ovum and sperm) . 2. distinguish between the eggs. | a. Structure of an egg or ovum and sperm. b. Structural difference between in the eggs vertebrates. | 1. Mounts fresh sperm specimen from a rat under the microscope. 2. Draw students attention to the movement of the sperm. | 1. View the male gamete under the microscope. 2. Draw and label the sperm. | 1. Microscope and slide of the fresh sperm of the rat. 2. Microscope and fresh slide of the ovum. | Students to: draw and label the sperm and ovum. |

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| 6 | Reproductive system in vertebrates II Continue | Students should be able to: 1. distinguish between the eggs of vertebrates. 2. compare reproduction in fish, bird, toad, reptile and mammals. | 1. Comparism of reproduction in fish, reptiles and mammals. 2. Comparism of reproduction in fish reptile and mammals. | 1. Presents to the students the eggs of vertebrate. 2. Asks students to compare the different eggs of vertebrate structurally. | The examine the different eggs of vertebrate and compare them. | Eggs of chicken, lizard, toad, fish and any other named vertebrates. - Chalkboard | Students to: 1. discuss 3 Structural differences between the eggs of various vertebrates. 2. tabulate the difference in the reproduction of fish, reptile, birds, mammals, toad e.g number of egg, parental care etc. |
| 7 | Reproductive system in plants | Students should be able to: 1. identify reproductive organs of plants. 2. distinguish between the essential and non essential parts of a flower. | 1. The reproductive organs of a flower. 2. Structure of a flower. 3. Functions of the reproductive parts of a flower. 4. List the essential and non essential parts of a flower. | 1. Provides a name flower. 2. Ask students to examine the various parts of a flower. 3. Describe each part with 1B functions. 4. Point our the essential and non essential parts of flower. | Examine the various parts of any named flower, e.g hibiscus, allamanda, grass, pride of Barbados etc. | Charts of different flower, specimen of hibiscus flower, flamboyant flower, pride of Barbados etc. - Chalkboard . | Students to: 1. identify 3 parts of a flower. 2. state one essential and one non-essential parts of a name flower. |
| 8 | Reproductive system in plants II | Students should be able to: 1. describe the various reproductive organs in a flower. 2. describe and give examples of the different kinds of placentation. | 1. Arrangements of the reproductive organs in different plants. 2.Types of flower - Hypogenous - Perigynous. 3. Kinds of placentation. | Describes the various position of the ovary in each flower. - Prepares the transverse section and lungidiminal section of ovaries for students to see observe with hand lens. - give examples of different kinds of placentation - Axile e.g tomatoes - Parietal e.g Pawpaw etc. | 1. Draws the position of the various ovaries types in plants. 2. Examines the slide with hand lens nothing the different kind of placentation. | Diagram of the venous ovary types - Hypogenous - Pengynous etc. - Slide, microscope or hand lens Forcep/knive - Tomatoes - Pawpw - Orange - Mango etc. | Students to: 1. draw the ovary position of two flower. 2. define placentation. 3. list four types of placentation. |

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| 9 | Pollination in plants I | Students should be able to: 1. define pollination 2. name and describe different types of pollination. 3. differentiate between the types of pollination. | Pollination in plants 1. Definition 2. Type of pollination - Self pollination - Cross pollination 3. Features that aid self pollinations with examples of plants that can under go cross or self pollination. | 1. Asks students to study different types of flower. - Draw a flower 2. Relates the position of the stigma and stamen to the type of pollination. 3. Examines the nature of pollen grains under microscope/lens. | 1. Note the position of the stigma and stamen 2. Draw them. 3. Study the flowers as directed by the teacher. 4. Prepare and examine slides 5. Discuss observations. | Flowers, slides and microscope chalkboard - Hibiscus and maize flower - School compound - School garden or any other garden | Students to: 1. define pollination. 2. list types of pollination. 3. describe self and cross pollination with examples of plants that can be self or cross pollinated. |
| 10 | Pollination in plants II | Students should be able to: 1. differentiate between cross and self pollination. 2. state features of self pollinated and cross pollinated flowers. 3. state the characteristics of wind, insect, water, animal pollinated flowers respectively. 4. state and write down the agents of pollination. | Pollination in plants: 1. Features of self pollinated flowers. 2. Features of cross pollinated flowers. 4. Characteristics of wind, insect water and animal pollinated flowers. 5. Enumerate how hibiscus flower, maize plant are pollinated. 6. Agents of pollination - Wind - Water - Animals - Insect | 1. Examines the nature of pollen grain - Maize and hibiscus flower. 2. Leads students to examine the flower - Leads students to remove the anther, petals etc. - Crush on a slide - prepare a wet mount and examine the slide under a microscope 3. Explains the agents of pollination. 4. Explains the characteristics of the agents stated above 5. Leads students to visit the school garden and observe students. | 1. Discuss relationship between and stigma. 2. Discuss observation. | 1. Flowers e.g hibiscus 2. The school garden 3. Microscope | Students to: 1. describe pollination with two features of self pollinated flowers. 2. state 3 agents of pollination. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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THEME: THE CHEMICAL WORLD

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| | | | | TEACHER | STUDENTS | | |
| 1 | Periodic Table I | Students should be able to: (1) explain the periodic law. (2) arrange common elements into groups (families) and periods. (3) distinguish between the families of elements on the periodic table. | (1) Periodic law (2) Blocks of elements: metals, non-metals, metalloids and transitions metals. (3) Families: S.P.D.F (according to groups I-VIII i.e. Group 1A -alkali metals, Group IIA-alkali earth and other family names). | (1) Uses the periodic table template and the atomic structure of common element. (2) Guides students to deduce the periodic law and identify and group elements into families based on shared characteristics. | (1) Watch teacher's demonstrations. (2) Draw electronic configuration of the first twenty elements given their atomic numbers. (3) Arrange elements on the periodic table and identify the following blocks of elements on the table: Metals, non-metals, metalloids and transitions metals. | (1) Periodic table of elements. (2) Blank periodic table template. (3) Sodium metal Ribbon. (4) Magnesium Ribbon. (5) Aluminum metal. | Students to: (1) state the periodic law. (2) group common elements into families (groups) and periods. (3) state with examples the distinguishing characteristic of metals, non-metals, metalloids and transition metals. |
| 2 | Periodic Table II | (4) discusses the changes in the properties of elements down the group and across the periods. (5) discuss the relationship between ionization energy and electron affinity and the properties of elements down the groups and across periods. (6) explain the diagonal relationship in the properties of elements. | (4) Properties changes in sizes and change down the group and across periods and accompanying changes in properties. (5) Diagonal relationships. (6) Ionization energy and electron affinity changes down the group and across the period. | (3) Initiates and guides class discussion on: (4) Atomic and ionic sizes. (5) Ionization energy and electron affinity (6) Gradation in properties of elements down across periods -Diagonal relationships. | (4) Identify families of elements (5) Discuss: (a) the characteristics of the families of element. (b) gradation in the properties of elements. (c) reactivity atomic and ionic sizes. (d) Ionization energies; (e) electron affinity; down the groups and across the periods. (f) diagonal relationship of elements on the periodic table. | (6) Heat source (7) Water (8) Glass trough (9) Beakers. | (4) define the terms ionization energy electron affinity. (5) Illustrate changes in properties of elements down the groups and across periods. (6) Describe diagonal relationship in properties of elements in the periodic table. |

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| 3 | Chemical Reactions I | Students should be able to: (1) identify reactants and products of any chemical reaction. (2) explain the terms reaction time and reaction rate; and the relationship between the two. (3) explain collision theory with respect to reaction time and reaction rate. (4) describe the influence of the following on chemical reaction rates, nature of substances; concentration/pressure, temperature and catalysts. | (1) Basic concepts: reactant, products, reaction time and reaction rate. (2) Introduction to collision theory. (3) Factors affecting the rate of chemical reactions: nature of substances; concentration/pressure, temperature, catalyst. | (1) Guides students to identify reactants and products of chemical reaction. (2) Uses simple experiments to illustrate: the concept of reaction time and reaction rate; effects of the nature of substances, concentration/pressures, temperature and catalyst on reaction rates; endothermic and exothermic reactions. | (1) Name reactants and products of chemical reactions. (2) Watch teach demonstration and identify the reactants and products of the reactions. (3) Write balanced equations for the reactions. (4) Note and explain how changes in concentration, temperature, pressure, etc. have affected the reaction time and rates. | (1) Common reagents like HCL, CuSo ₄ , NaCl, NH ₄ OH, NH ₄ Cl (2) Source of heat (3) Water (4) Test tubes. (5) Beakers. | Students to: (1) name the reactants and products of a given chemical reaction. (2) describe reaction time and reaction rate. (3) explain the differences in rates of reaction involving various in terms of collision theory. (4) name the factors affecting reaction rates. (5) state the effects of increase in temperature, concentration pressure on reaction rates. |

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| | | | | TEACHER | STUDENTS | | |
| 4 | Chemical Reactions II | Students should be able to: (1) explain endothermic and exothermic reactions. (2) illustrate by use of a graph the energy changes in exothermic and endothermic reactions. (3) write equations for simple equilibrium reactions. (4) state le chatellier's principle. (5) explain the influence of the following factors on the equilibrium of chemical reactions. -concentration -temperature -pressure. | (1) Types of chemical reactions: -endothermic and -exothermic (2) Chemical equilibrium: -introduction using simple equations; Le chateller's principles (3) Factors affecting equilibrium of chemical reaction: - Concentration -Temperature -Pressure. | (1) Initiates class discussion of the energy relationships in endothermic and exothermic reactions i.e $\Delta G = \Delta H - T\Delta S$ (Graphical representations only). (2) Explain Le chateller's principles. (3) Demonstrates the effect of changes in temperature, concentration and pressure on chemical reaction. (4) Guides students to write balance equations for chemical reactions in equilibrium. | (1) Describe reaction as either endothermic or exothermic reactions by feeling the reaction vessel. (2) Participate in class discussion. (3) Listen to teacher's explanation and ask/answer questions. (4) Assist the teacher to wash and arrange used apparatuses. | (1) Water (2) Beakers (3) Test tubes (4) Graphs (5) Common reagents like NH_4Cl , Ca O , NaOH etc. | Students to: (1) define endothermic and exothermic reactions and illustrate the energy changes in them. (2) state le chateller's principles. (3) explain the effects of temperature, concentration, pressure on the equilibrium of chemical reactions. (4) write and balance equations for chemical reactions in equilibrium, showing the reactants and products the reactions. (5) carry out simple calculations on equilibrium constants. (6) use simple calculations to illustrate le chateller's principle. |

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| | | | | TEACHER | STUDENTS | | |
| 5 | Mass, volume relationship I | Students should be able to: explain the concepts of the mole, molar, s.t.p, relative densities and relative molar mass (RMM). | Basic concepts: -mole, Molar quintiles, molarities. -standard temperature and pressure (s.t.p) -relative densities and relative molar mass (RMM). | Explains the concepts of mole, molar, s.t.p, relative densities and relative molecular mass and their units. | (1) Calculate the masses, moles and volumes in chemical reactions. (2) Participate in class review exercises. | (1) Students textbooks and work books. (2) HCl, NaOH magnesium ribbon, copper, copper oxide. | Students to: (1) define the mole, molar mass, molar volume relative density, relative densities. (2) relative density, relative molar mass, molar soln s.t.p. |
| 6 | Mass, volume relationship II | Students should be able to: (1) solve problems involving reacting masses and volumes in chemical reactions. (2) state the s.i units of various basic quantities. | (1) Calculations involving mass and volume (2) S.I. units of quantities i.e. length, mass volume etc. | (1) Guides students to calculate: -Masses of reactants and products. -Number of moles of reacting substances and products -Relative densities of substances. -Molarity volumes of gas in chemical reactions. (2) Gives students practice questions (3) Marks and review students assignments (4) Guides students to deduce the S.I units of quantities. | (1) Calculate relative densities of substances (2) Practically determine the mass of reactants and products of a given chemical reaction. (3) Derive S.I units of quantities. | | Students to: (1) compute the number of mole and molar masses of reactants and product from chemical equations (2) calculate the masses and volume of substances in hypothetical chemical reactions. (3) use appropriate units for expressing their answers. (4) derive the s.i. units of given quantities. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7 | Acid-base reactions I | students should be able to: (1) define standard solutions. (2) define concentration in mol dm ⁻³ of solutions. (3) explain relationship between concentration and volumes of reacting substances. (4) mathematically express the relationship between the concentration in mol dm ⁻³ and volume of a solution. | (1) simple acid-base titrations. (2) common indicators and their ph ranges. (3) heat of neutralization (introductory). (4) construction of wooden retort stand. | (1) Guides students to: -prepare standard solutions -identify appropriate indicators for acid-base titrations (2) displays and explains the apparatus necessary for carrying out simple titrations. (3) demonstrate the process of acid-base titrations. (4) guides students to carry out the acid-base titration according to instruction. | (1) Prepare standard solutions (2) Carry out acid-base titrations using given indicators. (3) Record correctly titre value to two decimal places (4) Carry out relevant calculations from titre values. (5) Construct a wooden retort stand in conjunction with basic technology department as a project. | (1) distilled water or deionized water (2) titration apparatus -beaker, burette, conical flask retort stand, pipette, etc. (3) indicators (4) weighing balance (5) acids (6) bases (7) petri dish (8) practical note books. | students to: (1) define and give examples of solutions (2) prepare a 1.0 mol dm ⁻³ , 0.5 mol dm ⁻³ solution of a named acid and base. (3) carry out acid-base titration using appropriate indicators. (4) record titre values (5) perform the calculations required. |
| 8 | Acid-base reactions II | (5) carry out acid-base titrations using appropriate indicators (6) record correctly the values to two decimal places. (7) carry out relevant calculations from titration results. | | (5) ensure students record properly and perform relevant calculations (6) makes arrangement for students to visit basic technology workshop to construct wooden to retort stands. | | (9) measuring cylinder (10) funnel (11) white tile. | |

CHEMISTRY

SS II FIRST TERM

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Water | students should be able to: (1) draw and explain the structure of water. (2) define the following concepts solute, solvent solution (3) define solubility and state the rules of solubility in water. (4) explain factors that affect solubility. | (1) structure of water (2) solubility (basic concepts: solute solvent, solution) (3) solubility of different substances. (4) factors that affect solubility (5) uses of solubility curves. | (1) performs experiment to help students determine the solubility of substances (uses sodium chloride in water at room temperature). (2) demonstrate the application of solubility (removal of stains). | (1) prepare the solution of common substances. (2) remove oil stain on cloth using kerosene. | (1) water (2) distillation apparatus (3) sodium chloride (4) kerosene (5) oil stained piece of cloth. | students to: (1) draw and explain the structure of water. (2) list and explain the different types of solutions. (3) list and explain the factors that affect solubility. |
| 10 | Water (Hardness of water) | Students should be able to: (1) explain the causes of hardness of water. (2) explain the methods employed in the removal of hardness (3) explain methods used in purifying water. | (1) Hardness of water and removal of hardness (2) Purification of water (3) Municipal water supply (4) Production of distilled water. | (1) Demonstrates the removal of harness of water: -by boiling -using washing soda (2) Explains the various stages in treatment of water for consumption. (3) Leads students on excursion to water works (Observe water distillation process) (4) Demonstrates the laboratory distillation of water. | (1) Carry out experiments on the removal of hardness by boiling and addition of washing soda. (2) Observe record, draw and explain the process of obtaining distilled water in the water works. (3) Explain and draw the process of obtaining distilled water in the laboratory. | (1) Sample of hard water (2) Washing soda. (3) Source of heat (4) Weighting balance. (5) Evaporating dish (6) Water bath. | Students to: (1) explain the causes of hardness of water (2) state the methods used in purifying water. (3) list and explain the method employed in the removal of hardness of water. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

CHEMISTRY

SS II
SECOND TERM

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------|---|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Air | Students should be able to: (1) list the constituents of air. (2) list the percentage composition of air. (3) state the properties of air (4) draw label and explain the various zones of flame. | Air: -constituents -percentage composition (2) Properties of air (3) Flame | (1) Performs experiment to show: -composition of air -properties of air (2) Lights the Bunsen burner, regulate the flame so as to produce the different zones of flame. (3) Guides students to draw and label the flame correctly. | (1) Watch teacher's demonstration of the determination of the percentage composition and properties of air. (2) Observe the Bunsen burner flame (3) Draw and label the flame structure. | (1) Bunsen burner (2) Source of gas (3) Candle stick, match stick and box. (4) Caustic soda (5) Alkaline pyragallo (6) Deflagrating spoon (7) Magnesium ribbon. | Students to: (1) list the constituents of air. (2) state the percentage composition of the various constituent of air. (3) state properties of air. (4) draw and label the different part of flame. |
| 2 | Hydrogen | Students should be able to: (1) write and draw the electronic configuration of hydrogen. (2) identify the isotopes of hydrogen and draw their electron configuration. (3) explain the unique position of hydrogen in the periodic table. (4) describe the laboratory and industrial methods of preparation of hydrogen. (5) state the physical and chemical properties of hydrogen. (6) state the uses of hydrogen. | (1) Hydrogen: -configuration and possible oxidation numbers. -isotopes of hydrogen -unique position of hydrogen in the periodic table. (2) Laboratory and Industrial preparation of hydrogen. (3) Physical and chemical properties of hydrogen (4) Uses of hydrogen. | (1) Guides students to: -write and draw the electron configuration of hydrogen -name isotopes of hydrogen and write their electron configuration. (2) Explains the unique position of hydrogen in the periodic table. (3) Sets up apparatus for the laboratory preparation of hydrogen using an active metal e.g. zinc and an acid e.g. H_2SO_4 (4) Explains the process for the industrial preparation of hydrogen. (5) Performs simple experiments to show the physical and chemical properties of hydrogen. (6) Guides class discussion on the uses of hydrogen. | (1) Write and draw: -the electro configuration of hydrogen. -structure of isotopes of hydrogen. (2) Record observations and draw apparatus for the laboratory preparation of hydrogen. | (1) The periodic table (2) Charts (hydrogen balloon) welder at work etc. (3) Fertilizer sample (NPK) (4) Vegetable oil sample (5) Plastics (6) Laboratory apparatus for the preparation of hydrogen. | Students to: (1) describe the lab preparation of hydrogen. (2) list four methods for the industrial preparation of hydrogen. (4) list the uses of hydrogen. |

CHEMISTRY

**SS II
SECOND TERM**

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------|--|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Oxygen | Students should be able to: (1) explain the general properties of oxygen group in the periodic table (2) write and draw the electronic structure of oxygen and explain its bonding capacity. (3) describe the laboratory and industrial methods for the preparation of oxygen. (4) state the physical and chemical properties of oxygen. (5) list the compounds of oxygen (6) explain oxidation as additions of oxygen and given examples of such reactions (7) state the uses of oxygen. | (1) General properties of oxygen group (2) The electronic structure and bonding capacity of oxygen. (3) Laboratory and industrial preparation of oxygen (4) Physical and chemical properties of oxygen. (5) Reaction of oxygen (oxidation) (6) Compounds of oxygen. (7) Uses of oxygen. | (1) Explains the general properties of oxygen group in the periodic table (2) Guides students to: -write and draw the electron configuration of oxygen -state the uses of oxygen. (3) Sets up apparatus and demonstrate the laboratory preparation of oxygen using hydrogen peroxide and manganese (IV) oxide as catalyst (4) Demonstrates the test for oxygen using a glowing splint. (5) Performs simple experiments to demonstrate the physical and chemical properties of oxygen (6) Explains oxidation as addition of oxygen. | (1) Write and draw electron configuration of oxygen. (2) Observe the experiment on the laboratory preparation of oxygen. (3) Make and label a drawing the apparatus used. (4) Record their observations correctly in their practical notebook. | (1) Periodic table (2) Picture showing a welder at work (3) Laboratory apparatus and reagents for the preparation of Oxygen (4) Matches. (5) Splint | Students to: (1) write and draw the electron configuration of oxygen. (2) describe the laboratory preparation of oxygen. (3) describe the fractional distillation of liquid air. (4) state physical and chemical properties of oxygen. (5) list the uses of oxygen (6) write and balance equations of reactions of oxygen with other elements e.g. mg, fe etc. |

CHEMISTRY

**SS II
SECOND TERM**

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------|---|---|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Halogens I | Students should be able to: (1) write the electronic configuration of halogens (Cl ₂ , Br ₂ , I ₂) (2) state the physical properties of halogens and their gradation down the group. (3) state the chemical properties of halogens and their gradation down the group. | (1) Electronic configuration of halogens. (2) Physical properties of halogens and gradation down the group. (3) Chemical properties of halogens and gradation down the group. | (1) Guides students to write and draw the electronic configuration of chlorine. (2) Performs simple experiments to illustrate the physical and chemical properties of halogens. (3) Explains the gradation of these properties down the group. | (1) Write and draw electron configuration of the halogens. (2) Observe the experiments to illustrate the physical and chemical properties of halogens. | (1) Periodic table (2) Table showing physical properties of halogens and similarities among them. (3) Litmus paper (Red & blue) (4) Water (5) Iodine (6) Bromine | Students to: (1) write and draw the electron structure of halogens. (2) state the physical and chemical properties of halogens. (3) explain the gradation of these properties down the group. |
| 5 | Halogens II | Students should be able to: (1) list some compounds of halogens (2) state the uses of halogens (3) describe the laboratory preparation of chlorine (4) demonstrate the bleaching action of chlorine and adduce the reason for the bleaching action. | (1) Compounds of halogens (2) Use of halogens (Cl ₂ , Br ₂ , I ₂) (3) Preparation of chlorine. | (1) Guides students to list some compound of halogens. (2) Set up the apparatus and demonstrate the laboratory preparation of chlorine. (3) Illustrates the bleaching action of chlorine (4) Leads class discussion on the uses of halogens. | (1) Name and write some compounds of halogens. (2) Observe the experiment on the laboratory preparations of chlorine and record their observation correctly. (3) Draw the apparatus for laboratory preparation of chlorine. (4) Demonstrate the bleaching action of chlorine. (5) Participate in class discussion on the uses of halogens. | (1) Apparatus and reagents for the preparation of chlorine gas. | Students to: (1) describe the laboratory preparation of chlorine. (2) name some natural compounds of halogen (e.g. NaCl, CaCl ₂ etc.) (3) state the uses of halogens. |

CHEMISTRY

SS II SECOND TERM

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------|---|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Nitrogen I | Students should be able to: (1) state the general properties of group VA elements. (2) explain the laboratory preparation of nitrogen. (3) explain the industrial preparation of nitrogen from liquid air. | (1) General properties of nitrogen family group VA elements. (2) Laboratory preparation of nitrogen. (3) Industrial preparation of nitrogen from liquid air. | (1) Explains the general properties of the nitrogen family. (2) Demonstrates the laboratory preparation of nitrogen. (3) Guides students to record observations and draw the appropriate diagrams on the laboratory preparation of nitrogen. (4) Explains the industrial preparation of nitrogen from liquid air. | Record observations and draw the laboratory apparatus for the preparation of nitrogen. | (1) Periodic table. (2) Charts tabulating the properties of nitrogen groups laboratory preparation of nitrogen. | Students to: (1) explain the laboratory preparation of nitrogen. (2) list the general properties of the nitrogen group. |
| 7 | Nitrogen II | Students should be able to: (1) list the properties of nitrogen (2) outline the uses of nitrogen. (3) explain the nitrogen cycle. | (1) Properties of nitrogen (2) Uses of nitrogen (3) Nitrogen cycle. | (1) Explains the properties of nitrogen. (2) Guides students to find out the uses of nitrogen. (3) Explains the nitrogen cycle. | (1) Participate in class discussion (2) Find out the uses of nitrogen from books, internet etc. | (1) Charts showing nitrogen cycle. (2) Painted woodwork | Students to: (1) state the properties of nitrogen. (2) draw and explain the nitrogen cycle. (3) list uses of nitrogen. |
| 8 | Nitrogen III | Students should be able to: (1) list the oxides of nitrogen. (2) explain the huber process for preparation of ammonia. (3) state the uses of ammonia. | (1) Compounds of nitrogen: (a) Oxides of nitrogen (b) Ammonia (2) Test for ammonia (3) Uses of ammonia. | (1) Guides students to: -identify ammonia as a compound of nitrogen. (2) Identify and name other compounds of nitrogen (3) Demonstrates the test for ammonia gas using. (a) A damp red litmus paper (b) Conc. HCl (4) Demonstrates removal of stain on wood work using liquid ammonia. | (1) Carry out confirmatory tests for ammonia gas. (2) Participate in class discussion. (3) Students to remove paint from wood work using liquid ammonia. | (1) Glass with grease. (2) Painted woodwork (3) Sample of fertilizer (4) Chemicals containing nitrogen e.g. HNO ₃ (5) Books (6) Internet | Students to: (1) list the oxides of nitrogen. (2) state the use of ammonia. |

CHEMISTRY

**SS II
SECOND TERM**

THEME: CHEMISTRY AND ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Sulphur I | Students should be able to: (1) state the general properties of group via elements. (2) write and draw the electronic configuration of sulphur. (3) explain the meaning of allotropy. (4) identify the allotropes of sulphur. | (1) General properties of group VIA elements. (2) Electron structure of sulphur (3) Allotropes of sulphur (4) Uses of sulphur. | (1) Explains the general properties of group VIA elements. (2) Guides students to write the electron configuration of sulphur (3) Explains the meaning of allotropy and guide students to identify allotropes of sulphur and their uses. | (1) Listen and participate in class discussion. (2) Write and draw the electron structure of sulphur (3) Prepare sulphur ointments | (1) Charts showing the allotropes of sulphur. (2) Sulphur ointment (3) Sulphur pellets of flower of sulphur. | Students to: (1) write and draw the electron configuration of sulphur. (2) list and draw the allotropes of sulphur (3) state the uses of sulphur. |
| 10 | Sulphur II | Students should be able to: (1) name some common compounds of sulphur. (2) determine the oxidation states of sulphur in its major compounds (3) describe the industrial preparation of H ₂ SO ₄ by the contact process. (4) state the uses of sulphur. | (1) Compound of sulphur (2) Industrial preparation of H ₂ SO ₄ (3) Uses of H ₂ SO ₄ | (1) Guides students to: -name some compounds of sulphur (2) Draws correctly and explain the contact process for the manufacture of H ₂ SO ₄ (3) Leads students on excursion to a tyre manufacturing industry. | (1) Name some oxides of sulphur. (2) Go on excursion to tyre manufacturing industry to see the uses of sulphur. | (1) Chart on the contact process for the preparation of H ₂ SO ₄ (2) H ₂ SO ₄ (car battery acid) (3) Matches. | Students to: (1) list the oxides of sulphur. (2) explain the contact process for the manufacture of H ₂ SO ₄ (3) list the uses of H ₂ SO ₄ |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

CHEMISTRY

**SS II
THIRD TERM**

THEME: CHEMISTRY AND INDUSTRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|---|--|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Ionic Theory I | Students should be able to: (1) explain the difference between -electrovalent and covalent compounds. -electrolytes and non-electrolytes. (2) investigate the movements of ions in solution. (3) distinguish between strong and weak electrolytes. | (1) Electrovalent and covalent compounds. (2) Electrolytes and non-electrolytes. (3) Weak and strong electrolytes. | (1) Electrovalent and covalent compounds (2) Electrolytes and non-electrolytes. (3) Demonstrates experiments on: -movement of ions in solution. -strong and weak electrolytes. | (1) Participate in class discussion. (2) Brings sample of electrovalent and covalent compounds. (3) Participates in the demonstration -Electrolytes and non-electrolytes -Weak and strong electrolytes. | (1) Samples of electrovalent and covalent compounds (2) Samples of weak and strong electrolytes. | Students to: (1) list 5 electrovalent and covalent compounds. (2) list 3 each of weak and strong electrolytes. |
| 2 | Ionic Theory II | Students should be able to: (1) rank and explain the position of ions in the electrochemical series. (2) relate the order of ions in the electrochemical series to their rate of discharge from solution. | (1) Electrochemical series. (2) Factors affecting the preferential discharge of ions. | (1) Guides students in the discussion of the relationship between the nature of ions and their ranking in the electrochemical series. (2) Explains the factors affecting the preferential discharge of ions in solution. | (1) Compiles a list of: -electrolytes and non-electrolytes. -strong and weak electrolytes. (2) Discuss the factors affecting the preferential discharge of ions. | Apparatus for the electrolysis. | Students to: (1) give the order of discharge of a given list of ions. (2) state the factor affecting the discharge of ions in solution. |

CHEMISTRY

**SS II
THIRD TERM**

THEME: CHEMISTRY AND INDUSTRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|---|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Electrolysis I | Students should be able to: (1) explain the quantitative aspects of electrolysis. (2) define electrolytes (strong, weak, fused molten, non-electrolytes), electrolytic and electrochemical cells (3) differentiate between strong and weak electrolytes. (4) construct the electrolytic and electrochemical cells. | (1) Meaning of electrolysis (2) Terminologies: -electrodes -electrolyte -electrolytic cell -electrochemical cells, etc. | (1) Guides students to: -define electrolysis -distinguish between strong and weak electrolytes. -construct electrolytic and electrochemical cells. | (1) Listen to teacher's explanations and ask questions. (2) Set up an electrolytic cell. | (1) An electrolytic cell apparatus. (2) An electrochemical cell apparatus. | Students to: (1) define electrolysis. (2) set up the electrolytic and electrochemical cells. |
| 4 | Electrolysis II | Students should be able to: (1) illustrate the electrolysis of acidified water, copper ii sulphates and brines. (2) identify factors affecting the discharge of ions during electrolysis. (3) state faraday's laws of electrolysis (4) calculate the amount of substances liberated or deposited at electrodes during electrolysis. (5) explain the uses of electrolysis in extraction and purification of metals. | (1) Electrolysis of acidified water, Copper II Sulphates, (CuSO ₄) and brine. (2) Faraday's laws of electrolysis and the calculations. (3) Uses of electrolysis: -Purification -Extraction and -Electroplating of metals. | (1) Demonstrates electrolysis of: -acidified water using hoffman's voltammeter. -brine -copper sulphate (2) Explains the Faraday's first and second laws of electrolysis. (3) Demonstrates the uses of electrolysis (4) Guides students to calculate amount of substances liberated or deposited at electrodes during electrolysis. | (1) Explain the electrolysis of acidified water brine, CuSO ₄ (2) Describe the principle in the Hoffman's voltammeter in the electrolysis of acidified water. (3) State Faraday's first and second laws of electrolysis. (4) Calculate amount of substance discharged during electrolysis (5) State the uses of electrolysis. | (1) Copper Sulphate solution (2) Hoffman's voltammeter. (3) Dilute H ₂ SO ₄ (4) Brine | Students to: (1) carry out the electrolysis of acidified water (2) explain faraday's first and second laws. (3) solve problems involving faraday's laws of electrolysis. (4) outline the uses of electrolysis. |

CHEMISTRY

**SS II
THIRD TERM**

THEME: CHEMISTRY AND INDUSTRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Oxidation Reduction (Redox) Reaction I | students should be able to: (1) define oxidation as: -addition of oxygen removal of hydrogen process of electron loss process of increase of oxidation number of a substance. (2) define reduction as the reverse of any of the above processes (3) calculate oxidation numbers of elements using a set of arbitrary rules viz: (a) oxidation number of free elements = 0 (b) oxidation number of oxygen in any compound is -2 except in peroxides where it is -1 (c) oxidation number of hydrogen is + 1, except in hydride where it is -1 (d) oxidation number of a neutral molecule or compound is zero e.g. $\text{H}_2\text{SO}_4 = 0$ etc. | (1) oxidation: -definition (2) reduction: -definition (3) redox reaction (4) oxidation numbers of central elements in some compounds. | Guides students to: (1) defines oxidation and reduction. (2) calculates oxidation numbers using the rules set under objectives (e.g. to calculate oxidation numbers of central atom in H_2SO_4 , HNO_3 , KClO) and hence give their IUPAC names. | Students to note: (1) the various definitions of oxidation and reduction. (2) the set of rules to enable one calculate oxidation number of central atoms in compounds. | Students textbook Chalkboard Flip charts Iron ii oxide KMnO_4 . | students to: (1) define oxidation and reduction (2) explain redox reactions. (3) calculate the oxidation numbers of central atoms in inorganic compounds and hence give their iupac names. |

CHEMISTRY

SS II THIRD TERM

THEME: CHEMISTRY AND INDUSTRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Oxidation Reduction (Redox) Reaction II | students should be able to: (1) use oxidation numbers to name inorganic compounds, to include number of oxygen atom and water molecules (if hydrated) (2) determine the oxidation states/number of common elements in their compounds. (3) define oxidizing and reducing agents in terms of: -addition and removal of oxygen and hydrogen respectively. -loss and gain of electrons -change in oxidation numbers/state. (4) write and balance redox equations. | (1) Convection of oxidation numbers with IUPAC name. (2) Oxidizing and reducing agents. (3) Redox equations. | (1) Names inorganic compounds e.g. $\text{pb}(\text{no}_3)_2$, feso_4 , $7\text{h}_2\text{o}$ $\{\text{cu}(\text{nh}_3)\}^{2+}$ (2) Identifies the process of oxidation and reduction in a given redox reaction e.g. $\text{sx}^4 + \text{y} \rightarrow \text{x}^{2+} + \text{y}^{2-}$ (3) Writes the formula of a compound giving its iupac name e.g. iron (ii) tetraoxosulphate (vi) (4) Identifies reluctant and oxidants in a redox reaction. | (1) Write IUPAC names of compounds by first calculating the oxidation numbers of the central atom. (2) Identify and balance half reactions in a given Redox reaction. (3) Write and balance redox equations | Students textbook Chalkboard Flip charts Iron ii oxide kmno_4 . | students to: (1) identify oxidation and reduction half reactions in redox reactions (2) write formula of a compound given its iupac name (3) write and balance redox equations. |

CHEMISTRY

**SS II
THIRD TERM**

THEME: CHEMISTRY OF LIFE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Hydrocarbons I | Students should be able to: (1) explain the structure of carbon and its valency. (2) define hydrocarbon. (3) give examples of hydrocarbons and their structure. (4) explain homologues series as it relates to the physical and chemical properties of hydrocarbons. | (1) Structure and valency of carbon (2) Hydrocarbon: -Meaning and examples. (3) Homologues series. (Characteristics and naming IUPAC) (4) Saturated hydrocarbons: -Composition and structure | (1) Explains the tetra valent nature of carbon. (2) Defines homologous series and state their characteristics (3) Identifies and write structures of alkanes, alkenes and alkynes | (1) Distinguish between alkanes, alkenes and alkynes. (2) Perform the experiment for differentiating between alkanes, alkenes and alkynes. (3) Define homologous series, saturated, hydrocarbons. | (1) Models of hydrocarbons (2) Bromine water (3) Silver trioxo-nitrate (V) solution. (4) Charts (5) Coloured beads. | Students to: (1) define (a) homologous series (b) saturated and unsaturated hydrocarbons. (2) draw and name simple hydrocarbons. |
| 8 | Hydrocarbons II | Students should be able to: (1) explain isomerism and give examples (2) distinguish between aliphatic and aromatic hydrocarbon. | (1) Isomerism (2) Unsaturated hydrocarbons (composition and structure) (3) Aromatic hydrocarbons e.g. Benzene structure and properties only. | (1) Illustrates with models, the steered chemistry of simple hydrocarbons (2) Explains and give examples of: -aliphatic and aromatic hydrocarbons. | (1) Define isomerism. (2) Differentiate between aliphatic and aromatic hydrocarbons. (3) Model hydrocarbon structures. | (1) Models of hydrocarbons (2) Bromine water (3) Silver trioxo-nitrate (V) solution. (4) Charts (5) Coloured beads. | Students to: (1) define isomerism. (2) write the structure and name isomers. (3) differentiate between aliphatic and aromatic hydrocarbons. |

CHEMISTRY

**SS II
THIRD TERM**

THEME: CHEMISTRY OF LIFE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Alkanols I | Students should be able to: (1) relate the structure of alkanes to that of alkanols. (2) identify –OH as the functional groups in alkanols. (3) explain the increase in boiling point of alkanols compared with hydrocarbons in terms of hydrogen bonding. (4) explain the polar nature of alcohols and its effect on the solubility of substances. | Alkanols: (1) Types and properties. (2) Preparation and properties of alkanols (3) Industrial production of alkanols by fermentation. | (1) Performs experiment to show oxidation of alkanols with KMnO_4 (2) Shows action of sodium on methanol (3) Shows that methanol and ethanol are soluble in water. | (1) Watch teacher's demonstrations (2) Perform simple experiments involving alkanols. | (1) Ethanol (2) KMnO_4 (3) Water (4) Test tubes. | Students to: (1) explain the relationship between the structure of alkenes and alkanols. (2) list the properties of alkanols. (3) describe the relationship between the –OH functional group and the properties of alkanols. |
| 10 | Alkanols II | Students should be able to: (1) determine the solubility of common materials in water and alcohols. (2) identify di, tri and polyhydroxy compounds by their structures and name them appropriately. | (1) Etherification (2) Uses of alkanols | (1) Explains the chemical reactions of alkanols: -dehydration Oxidation to: (a) alkanals (b) alkanic acids | Examine the solubility of alkanols in water. | (1) H_2SO_4 (2) Water (3) KMnO_4 | Students to: identify and name di, tri and polyhydroxy compound. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

PHYSICS

SS II FIRST TERM

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

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| 1 | Position, distance and acceleration | Students should be able to: use the Cartesian system to locate the position of object on the x-y plane. | (1) Concept of position and position co-ordinate. (2) Frames of reference. | Uses the rectangular co-ordinate axis (x-y) to show position of objects. | Use the rectangular co-ordinate axis to locate the position of point(s) in a plane. | Graph paper or book ruler, graph board. | Students to: plot points and draw inference from the graph. |
| 2 | Vectors | Students should be able to: (1) define vectors and give examples of vectors (2) explain the meaning of the resultant of vectors (3) resolve a vector with a given direction. (4) resolve any number of vectors into two components at right angles to each other. | (1) Concept of vectors. (2) Vector representation. (3) Addition of vectors (4) Resolution of vectors. | Gives worked examples involving addition and resolution of vectors using analytical and graphical methods. | (1) Use force boards to determine the resultant of two forces | (1) Force board, pulleys or nails standard weights, thread, ruler and protractor. | Students to: (1) define vector and give examples. (2) solve problems on addition and resolution of vectors by calculating and graphical methods. (3) solve problems on the resultant of vectors. |
| 3 | Speed, velocity and acceleration | Students should be able to (1) define speed, velocity and acceleration. (2) show that speed is a scalar quantity while velocity and acceleration are vectors. (3) show on a (v-t) graph the motion of a body with: -uniform velocity -uniform acceleration -variable acceleration/instantaneous velocity. (4) deduce the distance covered between any time intervals on the graph in (3) above. | (1) Speed as a scalar quantity (2) Velocity and acceleration as vector quantities (3) Instantaneous velocity and acceleration (4) Velocity time graph. | Demonstrates how to obtain, uniform velocity, uniform acceleration variable acceleration/instantaneous acceleration and distance covered by an object graphically and analytically. | (1) Use ticker-timer (2) The simple pendulum to determine the acceleration due to gravity (3) Plot graphs of uniformly accelerated motion of a body | Ticker-timer pendulum bob, thread, stop watch or clock, metre rule, retort stand graph paper/book ruler and graph board. | Students to: (1) define speed, velocity and acceleration. (2) answer questions that require the explanation of the difference between scalar and vectors quantities giving examples. |

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| 4 | Equation of uniformly accelerated motion | Students should be able to: (1) deduce the three equations of motion from a (v-t) graph with initial velocity and constant acceleration. (2) explain the terms used in the equations of motion. | Application and interpretation of equations of motion in simple problems. | Derives the three equations of uniformly accelerated motion. | Use the equations of uniformly accelerated motions to solve simple problems. | Velocity-time graph. | Students to: (1) deduce three equations of motion using (v-t) Graph. (2) interpret and apply the three equations of motion. |
| 5 | Projectiles | Students should be able to: (1) identify a projectile motion. (2) derive the range maximum height and time of flight. | (1) Concept of projectile (2) Simple problems involving range, height and time of flight. | (1) Throws a rubber ball against a vertical wall and watch the path the ball takes as it bounces back. (2) Gives worked simple exercises on projectiles. | (1) Use a catapult to project pebbles of the same size with reasonable constant velocities and watch the path taken till they hit the ground. (2) Vary the angles of projection to study the corresponding variations in range. | Rubber ball, catapult, metre rule, small pebbles, and stop clock or watch | Students to: (1) explain; range, maximum height and time of flight. (2) solve simple problems involving these concepts. |
| 6 | Equilibrium of forces I | Students should be able to: (1) explain the concept of equilibrium and distinguish between static and dynamic equilibrium. (2) distinguish between resultant and equilibrant forces. | (1) Resultant and equilibrant forces (2) Parallel forces (3) Moment of -Force (torque) | Illustrates the principle of moments and give worked examples based on it. | Use the force board to determine resultant and equilibrant forces. | Force board, pulleys or nails, standard weights, thread, ruler and protractor. | Students to: explain (1) resultant and equilibrant forces (2) The concept of equilibrium Students to answer questions on: - conditions for Equilibrium under the action of parallel and non-parallel forces. - explain concept of moment of a force about a point. - to solve simple problems on principles of moments. |

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| 7 | Equilibrium of forces II | Students should be able to explain what is meant by the centre of gravity of a body and identify its position for some regular uniform bodies. | Centre of gravity and equilibrium | Shows with simple examples the stability of botches. | Using cone or biro covers to demonstrate the stability of an object. | Toy sport car, bus, a cone or biro cover. | Students to: explain the concept of centre of gravity and stability of an object. |
| 8 | Equilibrium of forces III | Students should be able to: (1) State Archimedes principles and law of floatation. (2) identify the forces acting on a body completely immersed in a liquid and establish the condition for the body to float on the liquid. | (1) Equilibrium of bodies in liquids. (2) Archimedes principles. (3) Law of floatation. | Leads discussion on the principles of Archimedes and the law of floatation and application of the law. | Verify Archimedes principles and law of floatation. | (1) Metre rule, threads standard weights knife edge, funnel, spring balance, beaker water, saw, pieces of stone. (2) Pieces of cork or wood, floating strip toy, balloon hot air balloon. | Students to: (1) explain the equilibrium of bodies in fluid to explain the concept of floatation. (2) students should answer question on application of law of floatation. |
| 9 | Simple harmonic motion I | Students should be able to: (1) define simple harmonic motion. (2) show the relationship between -linear and angular speed -linear and angular acceleration. (3) show the relationship between period and frequency. | (1) Definition of simple harmonic motion. (2) Speed and acceleration of simple harmonic motion (3) Period, frequency and amplitude of simple harmonic motion. | Uses simple pendulum, spiral spring with mass hanging on it, loaded test tube oscillating in a liquid to illustrate simple harmonic motion. | Use the principle of simple harmonic motion to determine the value of 'g' experimentally. | Use pendulum bob, spiral spring test-tube, lead shot or sand, water beater. | Students to: (1) simple harmonic motion. (2) linear and angular speed. (3) linear and angular acceleration. (4) solve simple problems on simples harmonic motion. |
| 10 | Simple harmonic motion II | Students should be able to: (1) calculate the energy in the system. (2) explain forced vibration and resonance. | (1) Energy of simple harmonic motion (2) Forced vibration and resonance | (1) Uses chart to illustrate forced vibration and resonance. (2) Tunings a radio set to get resonance. | | Charts showing energy of simple harmonic motion and forced vibration and resonance | Students to: (1) calculate the energy of the system. (2) explain forced vibration and resonance. |
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| 1 | Linear momentum I | Students should be able to: (1) explain the concept of momentum and impulse. (2) state and explain the meaning of each of Newton's three laws of motion. (3) show graphically (a) The relationship between the acceleration produced by u given set of force acting on the same mass. (b) the relationship between the acceleration produced by a constant force on varying masses. (c) know that the results from (a) and (b) lead to the equation $F=ma$ (4) state and explain the meaning of the law of conservation of linear momentum. (5) solve simple problems based on Newton's laws of motion and principle of linear momentum (6) solve simple problems involving conservation of linear momentum. | (1) Momentum and impulse. (2) Newton's laws of motion. (3) Conservation of linear momentum. | (1) Demonstrates using a timing device e.g. (A ticker timer) to determine. (2) Accelerations of a falling body. (3) Relationships between acceleration and mass when the accelerating force is constant. | Use collision of two bodies in a strength line to investigate conservation of linear momentum. | (1) Ticker time, (2) Trolleys | Students to: (1) explain the concept of momentum and impulse. (2) state and explain the meaning of each of Newton's three laws of motion. (3) establish a relation between force and acceleration leading to the equation $F=ma$. (4) solve simple problems on Newton's Laws of motion. (5) explain the concept of conservation of linear momentum. |

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| 2 | Linear Momentum II | Students should be able to: (1) distinguish between elastic and inelastic collision (2) explain inertia, inertial mass and weight, and the relationship between mass and weight (3) explain: (a) why walking is possible (b) why gun recoils when fired. (c) how a rocket is propelled (d) how a jet plane is propelled. (4) explain why the weight of a body may vary from place to place. | (1) Collision (2) Inertia, inertial mass and weight. (3) Application of Newton's laws of motion. | (1) Guides students to differentiate between elastic and inelastic collision. (2) Uses suitable illustration to explain the application of Newton's law of motion. | Show the principle in rocket to propulsion using a balloon. | (1) Ballard bill, small oranges. (2) Balloons (3) Charts showing rocket propulsion. | Students to: (1) distinguish between elastic and inelastic collision. (2) explain inertia, inertial mass and weight. (3) explain some applications of Newton's law of motion. (4) solve simple problems on inertia and elastic and inelastic collision. |
| 3 | Mechanical Energy I | Students should be able to: (1) calculate the Kinetic and potential energy of a body. (2) show that the total energy is conserved for a given set of data on the energy of a particle in a conservative field. (3) verify conservative of energy principle. | (1) Concept of work as a measure of energy. (2) Quantitative treatment of mechanical energy. (3) Conservation of mechanical energy. | Uses a body falling under gravity to demonstrate conservation of mechanical energy. | Participates in the class discussion. | Chart showing the energy changes from potential to mechanical and vice versa using the swinging pendulum. | Students to: (1) solve simple problems on mechanical energy. (2) solve problems that relate to work done with energy. |

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| 4 | Mechanical Energy II | Students should be able to: (1) define simple machines and list five examples of simple machines. (2) define force ratio, velocity ratio and the efficiency of a machine. (3) calculate force ratio, velocity ratio and efficiency of a simple machine. (4) write the mathematical relationship between force ratio, velocity ratio and efficiency of a machine. (5) state how friction can be reduced in the moving parts of a given machine. (6) perform a simple experiment using a spring balance to determine the coefficient of friction between two surfaces. | (1) Application of mechanical energy. (2) Machines: - types of machine - force ratio (mechanical advantage) - velocity ratio - efficiency (3) Friction | (1) Uses a lever to demonstrate the workings of a simple machines. (2) Leads discussion on static and dynamic friction. | (1) Classify machines into lever and inclined plane (2) Classify levers on the basis of the relative position of fulcrum, effort and load. (3) Use an inclined plane as a simple machines and from it determine its efficiency, the velocity ratio and force ratio (4) Identify the simple machines that make up a given complex machine as a bicycle. (5) Determine the coefficient of static friction between two surfaces. | (1) Lever, pulley hydraulic press, wheel and axle (2) Inclined plane, the screw, wedge. (3) Crowbar, claw hammer, pliers. (4) Nutcracker, wheelbarrow. (5) Chart of all the above. | Students to: (1) solve simple problems on mechanical energy. (2) solve simple problems that relate to work done with energy. (3) to classify machines and lever. (4) solve problems to determine force ratio, velocity ratio and efficiency of simple machines. (5) differentiate simple machines from complex machines. (6) students to solve simple problems on friction. |

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| 5 | Heat energy I Temperature and its measurement. | Students should be able to: (1) construct a device for measuring the temperature of a body. (2) use the variation of: (a) pressure of a gas with temperature. (b) the expansion of solid, liquid or gas with temperature (c) electrical resistance of a material to measure the temperature of a body. (3) distinguish between heat and temperature and between temperature points and temperature intervals. (4) select those liquids which are suitable for use in liquid-in-glass thermometers from a given list of liquids and their properties. (5) state the instrument used for measuring temperature and explain the device for measuring temperature of an environment. | (1) Temperature and its measurement. (2) Thermometers -constant volume gas thermometer -liquid-in-glass thermometer -resistance thermometer -thermocouple | (1) Discusses on how to Calibrate a thermometer in Celsius scale. (2) Discusses on how to construct a resistance thermometer and a thermocouple. | (1) Calibrate a thermometer in Celsius scale. (2) Construct a resistance thermometer and a thermocouple and use them to measure the temperature of water and immediate environment. | (1) Thermometers, cold and hot water. -Different types of liquid-in-glass thermometers e.g. clinical, min and max thermometers. -Container with movable position e.g. Bicycle Pump or round or flat bottomed flask with delivery tube connected to a water manometer thermometer. -Constant/Platinum wire, simple electric circuit with ammeter and voltmeter or multimeter. -Glass capillary tube, biro tube, coloured liquid, hot water, cold water, beaker Bunsen. -Connecting wires of different materials. | Students to: (1) determine properties of thermometric substances. (2) distinguish between heat and temperature. (3) apply the relationship between -the pressure of a gas with temperature -volume with temperature. -resistance of a material with temperature to determine unknown temperature or resistance. |
| 6 | Heat Energy | Students should be able to: (1) describe the absolute scale of temperature and explain the meaning of the absolute zero of temperature. (2) convert a given temperature from Celsius scale to Kelvin. (3) describe the Kinetic molecular model of temperature. | (3) Absolute scale of temperature. (4) Pressure and temperature of a gas. (5) Pressure law (6) Molecular explanation of temperature. | (1) Deduces the absolute zero of temperature from a graph of pressure against temperature. (2) Derives the relationship between the pressure of a gas and the kinetic energy of it particles (Molecules). | Participate in class discussion. | (1) Charts | Students to: explain (1) the concept of absolute zero of temperature leading to Kelvin scale. (2) change in temperature using kinetic molecular theory. |

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| 7 | Heat Energy Measurement I | Students should be able to: (1) explain the relationship between the heat supplied to a substance and (a) its temperature change at constant mass (b) its mass at constant temperature. (2) explain the terms specific heat capacity and thermal capacity. (3) explain why there is unequal rise in temperature for different substances of the same mass supplied with the same quantity of heat. (4) calculate unknown quantity of heat using the relations $Q=MC\Delta T$ when no change of state is involved. (5) determine the melting point of a solid and boiling point of a given liquid (6) list the effect of impurities and pressure on the melting point of solid and boiling point of liquid. (7) solve simple problems involving latent heat. | (1) Specific heat capacity: -concept of specific heat capacity -its measurement -its significance (2) Latent heat: -concept of latent heat -measurement of specific latent heat of fusion and vaporization -effect of pressure and impurities on melting and boiling points. | (1) Derives the relationship between energy supplied to a substance and the temperature change for the substance keeping mass constant. (H, and ΔT , M, constant) . (2) Derives the relationship between the energy supplied to a substance and its mass keeping the temperature change constant (H and M ΔT constant). | (1) Determine the specific heat capacity of water by method of mixture. (2) Determine the specific heat capacity of solid. (3) Estimate the rate of supply of heat by a Bunsen burner to a mug of water. (4) Heat Naphthalene and plot its heating and cooling curves. (5) Determine the specific latent heat of fusion of ice (6) Determine the specific latent heat of vaporization of steam. | Beaker of cold water, thermometer steam from boiling water (dry), weighing scale, source of heat. -Water, salt, iron fillings, metal container, source of heat, thermometer. - Bunsen burner or stove, measuring cylinder thermometer, calorimeter or empty milk tin, -Different liquids water, engine oil, glycerin. -Calorimeter or empty tin, solid of known specific heat capacity, water thermometer weighing balance -Test tube, naphthalene, water bath, (beaker of water) stop watch or clock, source of heat. -Beaker of warm water, thermometer, and pieces of ice blocks blotting paper, weighing scale. | Students to: (1) explain the meaning of specific heat capacity, state the relationship between the quantity of heat mass and change in temperature. (2) to calculate the specific heat capacity of solids and liquids. (3) explain: -melting point -boiling point -latent heat -evaporation -sublimation (4) explain the effect of impurities and pressure on melting and boiling points. (5) solve simple problems on calculation of latent heat. |

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| 8 | Heat energy measurement II | Students should be able to: (1) distinguish between evaporation and boiling and explain sublimation (2) explain the working Principles of such common device as: refrigerator, air conditioner, pressure cooker (3) explain the effects of humidity on personal comfort. | (1) Some applications of latent heat (2) Evaporation boiling and sublimation. (3) Relative humidity and dew point. | (1) Guides students to state some application of latent heat. (2) uses suitable examples to explain, boiling evaporation, and sublimation. | Use either to show that, rapid evaporation causes cooking. | Ethno or Methylated spirit, camphor. | Students to: (1) explain the working principle of a refrigerator, air condition or and pressure cooker. (2) answer questions on the effect of humidity. |
| 9 | Gas Laws I | Students should be able to: (1) explain, using the ideas of the kinetic theory of gasses, -The variation of volume with temperature of a gas when the pressure is kept constant. - The variation of pressure with volume of a gas when temperature is kept constant. -Identify and use instruments for measuring pressure. | (1) Measurements of gas pressure. (2) Barometers in practical use. (3) Boyle's law and its application. | (1) Demonstrates the relationship between the volume of a given mass of gas and its absolute temperature. (2) Uses Boyle's law apparatus to show relationship between the pressure of a given mass of air and its volume. | (1) Use u-tube manometer to measures pressure (2) Construct a simple Barometer | (1) U-tube, coloured water, metre rule -Bowl of water, test tube -Boyle's law apparatus or u-tube, mercury metre rule. | Students to: (1) state Boyle's law. (2) solve simple problems on Boyle's law. |
| 10 | Gas Law II | Students should be able to: (1) explain Charles' law of gasses. (2) deduce the general gas law from a given mass of gas which obeys Charles law. (3) solve simple problems involving Charles law and the gas laws. | (1) Charles law and it application (2) General gas law. | Guides students to define Charles law and general gas laws. | Participate in class discussion. | Large beaker u-tube with coloured water, source of heat, thermometer ruler or metre rule, water. | Students to: (1) explain Charles' law. (2) solve simple problems on -Charles law -General gas laws -explain gas law using kinetic theory of gasses. |
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SUB-THEME III: WAVES MOTION WITHOUT MATERIAL TRANSFER

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| 1 | Production and propagation of waves | Students should be able to: (1) generate mechanical waves. (2) state the important characteristics of waves (3) produce circular and plane waves using a ripple tank. (4) generate and demonstrate longitudinal and transverse waves using suitable materials. (5) identify the crest, trough, amplitude wave, length and points in phase on a given sine wave form (6) derive and use the relationship between wave velocity, frequency and wavelength. (7) identify light as electromagnetic waves. | (1) Production of mechanical waves. (2) Pulsating system -energy transmitted with definite speed frequency and wavelength. (3) Wave form -description and graphical representation. (4) Mathematical relationships among F , λ , T , and V . (5) Sound and light as wave phenomena. | (1) Provides the materials for generating mechanical waves. (2) Demonstrates the use of ropes and slinky to generate mechanical waves. (3) Sets up the ripple tank and demonstrate how it is used to generate various waves. (4) Gives simple problems on the use of the wave equation $V=F\lambda$. | (1) Generate mechanical waves using ropes (Slinky) (2) Use the ripple tank to show water waves (3) Demonstrate energy propagation by waves using water waves. (4) Determine the speed of a wave by using the waves generated in a rope or slinky (spring) (5) Draw a graphical representation of transverse and longitudinal waves. (6) Solve problems using the wave equation $V=F\lambda$. | (1) Rope or slinky coil, piece of cloth tied on a part of the rope or slinky coil. (2) Ripple tank or wide transparent bowl, water. (3) Stop watch or clock, rope or slinky coil. | Students to: (1) distinguish between wave motion and vibration of particle. (2) identify forms of waves. (3) state the characteristics of waves. (4) solve simple problems using the equation $V=F\lambda$ |
| 2 | Types of waves | Students should be able to: (1) classify waves into longitudinal and transverse waves by using -mode of vibrations -direction of propagation. (2) write down and explain the terms in the wave equation. | (1) Longitudinal waves (2) Transverse waves (3) Wave equation $Y=A \sin \left(wt - \frac{2\pi x}{\lambda} \right)$ | (1) Provides rope and slinky to demonstrate transverse and longitudinal waves. (2) Explains the wave equation $Y=A \sin \left(wt - \frac{2\pi x}{\lambda} \right)$ and various terms. | Use the rope and slinky to demonstrate transverse and longitudinal waves. | Rope or slinky | Students to: (1) explain the terms the terms in the wave equation and solve simple problems. 2. using the equation. |

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| 3 | Properties of waves | Students should be able to: (1) produce plane and circular waves using ripple tank. (2) demonstrate the reflection of sound. (3) demonstrate stationary waves. (4) demonstrate reflection of heat radiation. (5) demonstrate refraction of water waves and sound. | (1) Reflection of wave: -laws of reflection (2) Super position of waves. -two waves in the same direction (Progressive wave) -two waves in opposite direction (Standing or stationary waves) (3) Refraction of waves. -laws of refraction | (1) Sets up the ripple tank to produce various waves. (2) Demonstrates reflection of sound from: - wrist watch by a reflector -reflection of heat energy by a polished surface. (3) Leads class to discuss properties of waves. | (1) Use the ripple tank to produce wave forms. (2) Draw the various patterns formed when waves are reflected. (3) Use the ray box trace incident and reflected rays of light. (4) Do experiment on refraction of light through: -glass prism -lenses | (1) Ripple tank or wide transparent plastic bowl, thin horizontal bar ruler, water. (2) Ray box, plane mirrors or concave mirror screen (3) Source of heat, shiny surface or mirror, match stick or thermometer. (4) Optical pins or big needle or office pin, glass block and triangular prism, drawing board. (5) Ray box, convex lens, screen, metre rule. | Student to: explain the term reflection, refraction and superposition of waves. |
| 4 | Light waves I | Students should be able to: (1) list some light sources they come across in everyday life. (2) determine the angle of reflection for a given angle of incidence (3) draw ray diagram to show the formation of images by plane and curve mirrors. (4) explain some practical applications of plane and curved mirrors. (5) explain how the direction of light changes as it travels from one medium into the other. | (1) Sources of light (2) Light and matter (3) Transmission of light. (4) Reflection of light at: -Plane mirror surface. -Curved mirrors (5) Formation of images by -Plane mirrors -Curved mirrors (6) Laws reflection (7) Parabolic mirrors as application of reflection of light on curved surfaces | (1) Leads class discussion and demonstration on the laws of reflection. (2) Demonstrates that the incident ray, the normal and the reflected ray all lie on the same plane (3) Demonstrates the relationship between U, V and F in the mirror equation (5) Demonstrates the formation of images at different points on the principal axis of mirrors and buses. | (1) Show the laws of reflection by using a ray-box and a plane mirror (2) Locate the image of an object using a plane mirror and a curved mirror (3) Show by experiment that the incident ray, the normal and the reflected ray all lie on the same plane. (4) Investigate the relationship between U, V and F the mirror equation. | (1) Ray box, plane mirror. (2) Optical pin, plane mirror, ruler, drawing board. (3) Ray box, concave mirror, screen, metre rule, converging lens. (4) Ray box with illuminated object, rectangular glass block. (5) Optical pin, rectangular glass block, drawing board. (6) Drawing on chart and using semi circular basin. | Students to: (1) state some applications of plane and curved mirrors (2) solve simple problems on mirror formula. (3) state different sources of light (4) state the laws of reflection. |

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| 5 | Light Waves II | Students should be able to: (1) measure angles of incidence and refraction and hence deduce a value for the refractive index of a given material. (2) explain the meaning of critical angle and total internal reflection stating the conditions under which they occur. (3) establish the relationship between critical angle and refractive index and apply it to the solution of simple problems. (4) trace light rays through a triangular prism and obtain graphically the value of the angle of minimum deviation. (5) obtain the spectrum of white light. | (1) Refraction of light through -Rectangular glass block. -Triangular prism (2) Laws of refracting (3) Critical angle and total internal reflection. (4) Angle of deviation. (5) Dispersion of white light. (6) 5m energy and radiation to the earth (7) Refection of light through. -Converging lenses -Diverging lenses. | (1) Demonstrates how to obtain critical angle and total internal reflection, and assist students to relate them to the refractive index of glass or a medium (2) Demonstrates the dispersion of light by a triangular glass prism. (3) Shows film or pictures/charts on the effect of the sun's radiation on the earth (4) Demonstrates the relationship between object distance, image distance and focal length of a lens. | (1) Show formation of image at different points on the principal axis of mirrors and lenses. (2) Use the ray box to show the refraction of light through a rectangular glass block. (3) Vary the angles of incident and obtain their corresponding angle of refraction and use that to establish Snell's law. (4) Show how critical angle and total internal reflection are obtained and relate them to the refractive. | (1) Optical pins, drawing board, paper, incident angles between 5° and 25° using triangular prism. (2) Triangular prism using incident angles between 30° and 70° optical pins, drawing board and paper. (3) Triangular prism, source of light screen (4) Picture/charts or film show on sun's radiation on the earth. (5) Ray box, convex lens, screen and metre rule. | Students to: (1) explain the meaning of critical angle and to total internal refection. (2) state the condition under which critical angle and total internal reflection occurs (3) solve simple problem applying the lens formula. |

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|------|-------------|--|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Sound Waves | Students should be able to: (1) identify the vibrating sources when sound is produced. (2) distinguish between: Noise and music intensity and loudness pitch and frequency as applied to sound. (3) explain forced vibration and explain how it is used to amplify a sound. (4) use the relationship $V=F\lambda$ in solving numerical problems. (5) explain the formation of standing waves and produce these waves in stretching strings (6) use resonance tube to determine the velocity of sound in air. | (1) Sources of sound. (2) Transmission of sound. (3) Noise and music and quality. (4) Pitch, loudness (5) Forced vibrations -Resonance -Harmonics and over lories. (6) Speed of sound in -Solid -Liquid -Air (7) Velocity of sound it's measurement. (8) Stationary waves. | (1) Demonstrates that sound that does not travel in a vacuum by using the electric bell enclosed in a Jar. (2) Demonstrates forced vibration with the resonance boxes and Sonometer. (3) Demonstrates the determination of the speed of sound in air by using the resonance tube method or the Sonometer. | (1) Use resonance boxes and Sonometer to illustrate forced vibrations. (2) Determine the speed of sound in air by using the resonance tube method or the Sonometer. | (1) Glass jar, electric bell, vacuum pump. (2) Musical devices e.g. radio, cassette recorder, turning forks, resonance tube and Sonometer. (3) Helical spring (long) and long string (4) Sonometer. | Students to: (1) distinguish between noise and music. (2) intensity and loudness, pitch and frequency. (3) explain: -forced vibration -resonance. |
| 7 | Human Eye | Students should be able to: (1) explain the role played by some parts of the eye in the formation of image on the retina. (2) compare and contrast the eye and the camera. (3) state the defects of the eye and their causes. (4) identify the type of lenses for correcting the various defects of the eye. | (1) The human eye. (2) Companion of eye and camera. (3) Defects of vision (4) Correction of defects. | (1) Provides pictures/model/chart of the human eye showing its various parts. (2) Leads students to discuss the function of the different parts of the eye. (3) Leads students to discuss the similarities and dissimilarities of the parts of the eye with those of the camera. | Study the human eye and compare it's structure and function with the simple camera. | (1) A model of the human eye, camera (box) and standard camera. | Students to: (1) state the similarities and difference between the human eye and a camera. (2) explain the defects of the eye and its correction. |

PHYSICS

**SS II
THIRD TERM**

SUB-THEME III: WAVES MOTION WITHOUT MATERIAL TRANSFER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|--|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | Application of sound waves | Students should be able to: (1) classify musical instruments into: -wind instruments -stringed instruments -percussion instruments (2) explain the physical principles involved in the use of wind, string and percussion instruments. (3) use the reflection of sound to explain echoes. (4) give an application of echoes. (5) explain the function of hearing aids. | (1) Wind instruments: -clarinet -flute -saxophone -trumpet (2) Stringed instruments: -guitar -sonometer -piano (3) Percussion instruments: -drum -bell -the talking drum. (4) Echoes and their applications (5) Hearing aids. | (1) Arranges for local musical instruments to be brought to class for students to see, identify and discuss their function and importance. (2) Shows films or lead discussion on the use of echoes in oil exploration, determination of sea beds and in submarine. (3) Provides a hearing aids or its picture/chat for students to examine and identify its parts. (4) Invites an expert to speak on application of sound in health and or oil industry | (1) Identify the local musical instruments in class and discuss their importance in the production of music. (2) Watch film or discuss using other aids, the use of echoes in: -Oil exploration -Determination of sea-beds -Sub-marine. (3) Examine a hearing aids device and identify its parts. | (1) The local musical instruments falling into the classes of wind, stringed and percussion instruments. (2) Hearing aids device. | Students to: Use echoes to: (1) calculate speed of sound, time for the sound to travel, depth of sea-beds, distance of a cliff or high wall from an observer. (2) student to Classify musical instruments. (3) list some functions of hearing aids. |

PHYSICS

**SS II
THIRD TERM**

THEME IV: ENERGY QUANTIZATION AND DUALITY OF MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Molecular Theory of Matter | Students should be able to: (1) state the fundamental assumptions the molecular theory. (2) use the molecular model to explain: Pressure in a gas -cohesion and adhesion -diffusion. | (1) Fundamental assumptions of molecular theory. (2) Pressure in a gas (3) Cohesion and adhesion (4) Diffusion. | (1) Uses models to establish the fundamentals assumptions of molecular theory of matter. (2) Demonstrates that the pressure on a given mass of gas in a container is proportional to the number of molecules. (3) Relates molecular explanation of pressure to Boyle's law and temperature measurement. (4) Uses water and mercury to demonstrate adhesive and cohesive force. | (1) Discuss and demonstrates diffusion of liquids and gases. | (1) Use charts and drawings to illustrate the molecular theory. (2) Use the bicycle pump and thermometer to demonstrate Boyle's law and temperature or Boyle's law apparatus - Glass tube, water and mercury. - Naphthalene or (camphor), any perfume placed in one corner of the class and perceiving the odour at the other end of the class. | Students to: (1) answer questions on molecular theory. (2) use the molecular theory to explain -pressure in a gas -cohesion -adhesion and -diffusion. |

PHYSICS

SS II
THIRD TERM

THEME V: PHYSICS IN TECHNOLOGY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 10 | Application of lenses and planes mirrors and musical instruments | Students should be able to: (1) construct -periscope -box camera -compound microscope -telescope -film projector. (2) explain the optical principles involved in: -the snapshot camera -the enlarging camera -the copying camera (3) set up a single lens projector and use it to project a film strip on a screen. (4) explain the formation of images by the camera and the projector by tracing rays of light through them. (5) TRACE the paths of light rays through simple and compound microscopes and telescope. (6) students should be able to construct various musical instruments. | (1) Simple periscope (2) Simple camera and film projector (3) Simple and compound microscope (4) Telescope (5) Local musical instruments | (1) Leads students to construct devices 1-5 instead in the student activity. (2) Arranges a visit to a company that markets and services these devices. (3) Shows films/charts of these devices and their various parts. (4) Leads discussion on the uses of these devices (5) Invites speakers to demonstrate the use of, and talk on, the importance of these devices to mankind. (6) Shows the musical instruments used in your locality. (7) Invites an expert to give a talk on the contribution of local musical instruments to entertainment industry. | (1) Construct simple periscope. (2) Box camera (3) Compound microscope (4) Telescope (5) Film projector (6) Solve simple problems on the formation of images in microscopes and telescopes. (7) Construct musical instruments used in your locality. | (1) Small cardboard box e.g. empty sugar pack, empty Lipton tea pack. (2) Convex lenses of various focal lengths. (3) Cardboard tube to mount lenses. (4) Some local materials used in constructing local musical instruments. | Students to: (1) solve simple problems on microscopes and telescopes. (2) explain the optical principles involved. (3) construct and use the device. (4) identify various local musical instruments. (5) construct some of them. (6) use them to produce music. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

FURTHER MATHEMATICS

SS II FIRST TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------|---|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Polynomials | Students should be able to: (1) define polynomials. (2) divide a polynomial by a polynomial of lesser degree. (3) use remainder theory. (4) find factors of polynomials. (5) use roots of cubic equation to solve problems on cubic equations. | (1) Definition of polynomials (2) Division of polynomials by a polynomial of lesser degree. (3) Remainder theorem. (4) Factorization of polynomials (5) Roots of cubic equation -Sum of roots $a + \beta + \delta = \frac{-b}{a}$ -Sum of product of two roots. $a\beta + a\delta + \beta\delta = \frac{c}{a}$ -Product of roots $a\beta\delta = \frac{-d}{a}$ where $ax^3 + bx^2 + cx + d = 0$ | (1) Gives definition and examples of polynomials. (2) Uses long division to divide a polynomial by another polynomial. (3) Demonstrates how to find remainder when a polynomial is divided by another. (4) Guides students to find or use factor theorem to factorize polynomials (5) Leads students to solve problem on roots of cubic equation. | (1) State, define and give examples of polynomials. (2) Apply long division to divide polynomials. (3) Solve problems on remainder theorem. (4) Solve problems in factor theorem. (5) Solve problems on roots of cubic equation. | (1) Chart showing examples of polynomials of various degrees. (2) Chart showing how to use long division to find remainder. (3) Chart showing sum and roots, sum of products of two roots and products of three roots of a cubic equation. | Students to: (1) Write out general equation of polynomials of degree n. (2) use long division to divide $3x^2 + 5x + 2$ by $x^2 + x + 1$ (3) find the remainder when $f(x) = 3x^4 + 5x + 16$ is divided by $x - 1$ (4) factorize $18x^3 - 9x^2 - 12x - 4$ (5) solve $4x^3 - 9x^2 + 10x - 2 = 0$ |

FURTHER MATHEMATICS

SS II FIRST TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|--|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 2 | Trigonometric Function I | Students should be able to: (1) state the six important trigonometric function of angles of any magnitude. (2) identify range and dimension of trigonometric ratios (3) draw the graph of trigonometric ratios. | (1) Knowledge of six trigonometric function of angles of any magnitude (sine, cosine, tangent, secant, cosecant, cotangent). (2) Range and domain of special triangle. (3) Graphs of trigonometric ratio with emphasis on their amplitude and periodicity. | (1) Leads students to identify and find trigonometric function of angles. (2) Guides students to identify the range and domain of trigonometric ratios. (3) Guides students to identity, draw graphs of trigonometric ratios. | (1) Identify angles of the six trigonometric ratios. (2) Identify the range and domain of trigonometric ratios. (3) Identifies relationship between by ratio e.g. $\sin x$ and $\sin 2x$ | (1) Chart showing relationship between the six trigonometric ratio e.g. $\frac{\sin x}{\cos x} = \tan x$ etc. (2) Chart showing sketches of the six trigonometric ratios. (3) Charts showing sketches of inverse of $\sin x$, $\cos x$ and $\tan x$. | Students to: (1) name the six trigonometric and the relationship between them. (2) identify the range and domain of $\sin x$ and $\cos x$ (3) draw graphs of each of six trigonometric functions. |
| 3 | Trigonometric Function II | Students should be able to: (1) identify relationships between graphs of trigonometric ratios e.g. $\sin x$ and $\sin 2x$ graphs. (2) they should be able to write inverse trigonometric ratio (3) they should be able to solve equation of trigonometric ratio. (4) they should be able to prove simple trigonometric identities. | (1) Relationship between graphs of trigonometric ratios e.g. $y = a \sin(bx) + c$ $y = a \cos(bx) + c$ $y = a \tan(bx) + c$ (2) Graphs of inverse by ratios. (3) Solution of simple equation involving the six trigonometric functions (4) Proof of simple trigonometric identity $\sin^2 x + \cos^2 x = 1$ $\sec^2 x = 1 + \tan^2 x$ | (1) Leads students to identify relationship between graphs of trigonometric ratios (2) Guides students on finding inverse of Trigonometric ratio and giving graphs of the inverse. (3) Guides them to solve simple equation involving trigonometric ratios. (4) Leads students to prove simple trigonometric identities. | (1) Identify relationship between by ratio trigonometric e.g. $\sin x$ and $\sin 2x$ (2) Identify inverse of trigonometric ratios and the graphs. (3) Solve simple trigonometric equations, prove simple trigonometric identities. | (1) Charts showing sketches of inverse of $\sin x$, $\cos x$ and $\tan x$ | Students to: (1) what is the relationship between $\sin x$ and $\cos 2x$ (2) draw graph of three trigonometric ratios and each of their inverses. (3) solve given trigonometric ratios, prove that $\sin^2 x + \cos^2 x = 1$ |

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SS II FIRST TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Roots of quadratic equations | Students should be able to: (1) find sum and products of roots of quadratic equation. (2) form quadratic equation of given sum and products of roots (3) state condition for quadratic equation to have equal roots, real roots and no roots. (4) identify related conditions for given line to intersect a given curve, be tangent to curve not intersect curve (5) solve various types of problems on roots of quadratic equation. | (1) Sum and product of roots of equation $\alpha + \beta = -b/a$ $\alpha\beta = \frac{c}{a}$ (2) Finding quadratic equation given sum and product of roots $x^2 - (sum\ of\ roots) + (product) = 0$ (3) Condition for quadratic equation to have -Equal roots ($b^2 = 4ac$) -Real roots $b^2 > 4ac$ -No roots $b^2 < 4ac$ (4) Conditions for given line to intersect a curve, be tangent to curve not intersect a curve. (5) Solution of problems on roots of quadratic equations. | (1) Leads students to find sum products of roots of quadratic equation using $\alpha + \beta = -b/a$ $\alpha\beta = \frac{c}{a}$ (2) Guides students to find quadratic equation of given sum and product of roots. (3) States condition for quadratic equation to have equal roots, real roots and no roots. (4) Relates roots of quadratic equation to intersection of line and curve. (5) Guides students to solve various types of problem and roots of quadratic equation. | (1) Use formula to find sum and products of roots of quadratic equation from quadratic equation of given sum and product of roots. (2) Learn condition for quadratic equation to have equal roots, real roots and no real roots. (3) Understand application of roots of quadratic equation to intersection of line and curve. (4) Solve various problems on roots of quadratic equation. | (1) Chart showing a quadratic equation and $\alpha + \beta = -b/a$ (2) Chart showing quadratic equation with equal roots no roots and real roots. (3) Chart showing condition for line to intersect curve be tangent to curve and not to intersect. (4) Chart showing condition for line to intersect curve to intersect curve to tangent to curve and not to intersect. | Students to: (1) find the sum and product of a given quadratic equation. (2) form quadratic equation given that sum is -3 and product is $\frac{1}{2}$ (3) examine the nature of roots of the following equations $x^2 + 3x + 1 = 0$ $x^2 - 5x + 10 = 0$ (4) state the condition for a line to intersect a curve. (5) find the sum and product of $4x^2 + 4x + 10 = 0$ are $\frac{1}{2}$ and 2 find value for x |

FURTHER MATHEMATICS

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SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------|---|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Logical Reasoning I | Students should be able to: (1) state basic issues in intelligent system (2) give basic definition of intelligent system. (3) state and express modeling of the word. | (1) Fundamental issues in intelligent system. (2) Fundamental definitions (3) Modeling the word. | (1) Guides students to identify fundamental issues in intelligent system. (2) Gives students fundamental definitions. (3) Guides students on modeling of the word. | (1) Identify fundamental issues in intelligent system. (2) Note the basic definition of intelligent system. (3) Learn about modeling of the word. | (1) Chart showing critical issues in intelligent system. (2) Chart showing key point on modeling of the word. (3) Chart showing points to note in proving of theorem. | Students to: (1) discuss the fundamental issues in intelligent system. (2) give definition of intelligent system (3) identify critical points in modeling the word. |
| 6 | Logical Reasoning II | Students should be able to: (1) define propositional and predicate logical resolution. (2) given introduction to proving of theorem. | (1) Introduction to propositional and predicate logical resolution. (2) Introduction to theorem proving. | Introduces propositional and predicate logical resolution, introduces proving of theorem to students. | (1) Explain propositional and predicate resolution. (2) Understanding some rudiments of theorem proving. | | (4) gives example of logical resolution. (5) mention key points in theorem proving. |
| 7 | Binomial Expansion I | Students should be able to: (1) construct pascal triangle. (2) write out the binomial expansion for $(a + b)^n$ for positive integers, negative integers and fractional values. | (1) Pascal triangle (2) Binomial expansion of $(a + b)^n$, when n is positive integer negative integer fractional value. (3) Finding n^{th} term. | (1) Leads students to extend the power to negative integers and fractional values. (2) Leads students to demonstrate the Pascal triangle. (3) Leads students to write out binomial expansion. | (1) Construct the Pascal triangle write out binomial expansion for a given positive exponential. | (1) Chart showing Pascal triangle (2) Chart showing expansion using binomial theorem. | Students to: (1) construct a pascal triangle (2) write out the expansion for $(1 + x)^6$ (3) find $(1 + \frac{1}{2}x)^{-2}$ and $(1 - 2x)^{-1/3}$ |

FURTHER MATHEMATICS

SS II FIRST TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANC E OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------|---|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Binomial Expansion II | Students should be able to: (1) find the n^{th} term of a given binomial expansion (2) apply the binomial expansion to evaluating power of number, e.g. (1.06) | (4) Finding n^{th} term (5) Application of binomial | (1) Leads students to extend the power to negative integers and fractional value (2) Uses the expansion to find the n^{th} term of a given expansion. (3) Solves practical problem on use of binomial theorem. | (1) Use the knowledge of expansion of positive expansion to negative and fractional power. (2) Solve problem on finding the n^{th} term of a given binomial expansion. (3) Solve practical problem on application of binomial expansion. | (1) Chart showing n^{th} term of a given binomial expansion. | Students to: (1) find the 5 th term of $(1 + \frac{x}{3})^7$ (2) expand $(1 + \frac{x}{3})^7$ hence find $(1.04)^7$ to four decimal places. |
| 9 | Differentiation I | Students should be able to: (1) find limit of a function at a given point. (2) differentiate function from first principles (3) differentiate polynomials (4) differentiate special functions such as $\sin x, \cos ax$ and e^{ax} (5) use rules of differentiation correctly. | (1) Limit of a function (2) Differentiation for 1 st principles. (3) Differentiation of polynomials (4) Differentiation of transcendental functions such as $\sin x, e^{ax} \log 3x$ (5) Rules of differentiation: -product rule -quotient rule -functions of functions | (1) Guides students on how to find limit of a function. (2) Guides them to differentiate polynomials (3) Differentiates transcendental functions (4) Guides students to use rules of differentiation. | (1) Evaluate limits of a function at a given value. (2) Differentiate from 1 st principles (3) Differentiate polynomials (4) Differentiate transcendental functions. (5) Use rules of differentiation. | (1) Chart showing rules of differentiation. (2) Chart showing derivatives of a polynomials (3) Chart showing derivative of functions such as $\cos ax, e^{(2x+1)}, \sin ax$ (4) Chart showing area of application. (5) Chart showing high derivative functions. | Students to: (1) find out $\frac{3x^2+1}{x^4+5}$ (2) differentiate $y = 4x^3 + 6x + 1$. (3) differentiate $y = 48^8 + 7 + \frac{4}{\sqrt{x}}$ (4) differentiate $y = 4 \cos 5x + e^x$ (5) differentiate $(2x + 4)^6 (x^2 + 3)$. |

FURTHER MATHEMATICS

**SS II
FIRST TERM**

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Differentiation II | Students should be able to: (1) apply differentiation to partial problems, optimization in economics and science. (2) solve problems on higher derivatives (3) differentiation of implicit function. | (1) Application of differentiation to: -rate of change -gradient. -maximum and minimum values -equation of motion. (2) Higher derivatives (3) Differentiation of implicit functions. | (1) Leads students to use differentiation in finding: -rate of change -gradient of a function -optimization involving maximum value. (2) Guides students to higher derivative (3) Guides students to differentiate implicit functions. | Use differentiation in finding: (1) rate of change (2) gradient of a function (3) optimization involving maximum value (4) solve problems involving higher order derivative (5) differentiate implicit functions. | (1) Chart showing area of application in different methods of differentiation. | Students to: (1) find the gradient of $y = 4x^5 + 4x^3 - 3x + 2$ at $x = 1$ find $\frac{dy^3}{dx^3}$ of $y = 5x^7 - 7x^5 + 4x^2 + 1$ (2) differentiate $f(x) = 4xy + 7x^2y^2 + 1$ |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FURTHER MATHEMATICS

SS II SECOND TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|--|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Vectors in three dimensions I | Students should be able to: (1) find dot or scalar product of vectors (2) solve problems on dot products (3) find the vector or cross product of two vectors. | (1) Scalar product of vectors in three dimensions. (2) Application of scalar product. | (1) Gives examples of vectors in three dimensions. (2) Guides students to find dot product of two vectors. | (1) Write out more examples of three dimensional vectors. (2) Solve problems on dot products of two vectors. | (1) Chart showing examples of three dimensional vectors (2) Short cut method of finding dot product $\underline{a} \times \underline{b} = a_1 b_2 - a_2 b_1$ $\underline{a} \cdot \underline{b} = a_1 b_1 + a_2 b_2 + a_3 b_3$ | Students to: (1) find dot scalar product of vectors. (2) derive the formula $a \times b = ab + a_2 b_2 + a_3 b_3$ |
| 2 | Vectors in three dimensions II | Students should be able to: use cross product and solve problems on application of vectors problems. | Application of cross product | (1) Leads students to solve problems on application of dot product. (2) Solves some practical example on application of vector product. | (1) Solve problems of cross product of two vectors. (2) Solve problems on dot products (3) Solve problems on cross products. | Recommended texts. | Students to: (1) find the vector product of given vector. (2) use matrices to find vector products of given vector. (3) solve problems on dot products. |
| 3 | Statistics (Probability) | Students should be able to: (1) state the frequential, classical and axiomatic approach to probability. (2) define some terms used in probability. (3) solve problems on dependent and independent event. | (1) Classical frequential and axiomatic approach to probability (2) Sample space and events space. (3) Mutually exclusive, independent and conditional event | (1) Leads students to evolve concept of classical and frequential approach using indo dice. (2) States axioms of probability $-P(E) = 0$ $-\epsilon p(E) = 1$ (3) Defines mutual exclusive, independent and conditional events. | (1) Understand the classical frequent and axiomatic definition of probability. (2) Define some terms used in probability. (3) Solve sample problems on probability. | Recommended texts. | Students to: (1) explain frequential classical and axiomatic approach to probability. (2) solve problems in independent event. -mutual exclusive events -conditional event -complement of an event. |
| 4 | Probability | Student should be able to: (1) solve problems on complements of events and conditional probability. (2) use tree diagram to solve probability questions. | (1) Conditional probability (2) Probability trees. | (1) Solves conditional probability. (2) Guides students to construct probability tress. | Solve problems on conditional tree (Probability). | (1) Ludo, dice coin, pack of cards. (2) Chart showing problem on probability tree. | Students to: (1) solve problem conditional probability. (2) construct probability tree. |

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SS II SECOND TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------------|--|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Permutation and cond. Combination | Student should be able to: (1) solve various types of probability on combination (2) solve probability problems using combinational analysis. | (1) Arrangement in which repetitions are allowed. (2) Introduction to combination on selection. | Demonstrations application of combination in probability. | Use concept of combination to solve problems on probability. | (1) Chart showing notations. ${}^n P_r$ ${}^n C_r$ | Students to: (1) solve problems on notations. (2) solve problems of combination. |
| 6 | Permutation | Students should be able to: (1) explain the permutation and combination. (2) solve problems on cyclic permutation. (3) arrange identical objects. | (1) Explain concept of permutation and combination (2) Guides students to solve problem in cyclic permutation and other type of permutation. | (1) Distinguishes between permutation and combination. (2) Solves problems on combination. | Solve problems on cyclic permutation and other permutation. | Recommended texts. | Students to: (1) distinguish between permutation and combinations. (2) solve problems involving fractional notations. |
| 7 | Pure maths Surds II | Students should be able to: (1) use surds rules to manipulate surd (2) rationalize surd with denominators. | (1) Rules for manipulating surds. (2) Illustrate to the students about ab $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$ $(\sqrt{a})^n = \sqrt{a^n}$ $\sqrt{a^{-m}} = \frac{1}{\sqrt{a^m}}$ Rationalization of the denominator. | (1) Guides students to the rule of surds rule of surds. (2) Works examples on rationalization of denominators. | Solve examples on the rule of surd, work examples on rationalization of the denominators. | Charts of the rule of manipulation of surds. | Students to: solve problems involving surds rationalize the denominators. |

FURTHER MATHEMATICS

**SS II
SECOND TERM**

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | Integration I | Students should be able to: explain integration as the reverse of differentiation integrate algebraic polynomials including $\frac{1}{x}$ and logarithmic function. | (1) understand integration as a reverse process of differentiation (2) Integration of algebraic polynomials including $\frac{1}{x}$ logarithmic functions. | (1) Guides students to understanding integration as a reverse process of differentiation. (2) Guides students to integrate algebraic polynomials including $\frac{1}{x}$ and logarithmic functions. | Note that integration is reverse process of differentiation, solve problems on integration of algebraic polynomials including $\frac{1}{x}$ and logarithmic functions. | Charts of problems showing integration as a reverse process of differentiation. | Students to: Understand integration as reverse of differentiation integrate algebraic polynomials. |
| 9 | Statistics correlation | Students should be able to: explain correlation; negative, zero, and positive correlation for scatter diagram, rank correlation, spearman rank order and correlation coefficient use data without ties. | (1) Concept of correlation as a measure of relationship. (2) Scatter diagrams. (3) Rank correlation (4) Tied ranks | (1) Guides students to understand the concept of correlation from scatter diagrams. (2) Leads students to the meaning and application of rank correlation spearman rank and correlation coefficient. | (1) Write down various concept of correlation, scatter diagrams. (2) Solve practical problems by application of rank correlation coefficient. (3) Use data without ties. | Real life demonstration of rank order by the teacher and students | Students to: (1) explain the concept of correlation. (2) use a scatter diagram to calculate rank correlation coefficient. |
| 10 | Pure maths Inequalities | Students should be able to: solve quadratic inequalities and inequalities in two variables. | Quadratic and linear inequalities in two variables. | Guides students to solve quadratic inequalities in two variables. | Solves problems in quadratic inequalities and inequalities in two dimension or variables. | Charts of problems in inequalities and inequalities in two dimensions. | Students to: solve inequalities in two dimensions. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FURTHER MATHEMATICS

SS II THIRD TERM

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Mechanics Dynamics I | Students should be able to: (1) state Newton's law of motion. (2) explain clearly each of the laws. | (1) Newton's law of motion. (2) State the three laws of motion. | (1) Explains Newton's law of motion. (2) States the 3 laws of motion. | (1) Write down the laws of motion. (2) Solve problems on the laws of motion. | Bell to demonstrate Newton's first law of motion. Heavy block placed on the table to demonstrate 3 rd law. | Students to: (1) derive the equation of motion. (2) solve problems on motion of particle along inclined plane and particle dropped from a height. |
| 2 | Dynamics II | Students should be able to: (1) apply Newton's law to practical problems. (2) solve problems on motion of particles along inclined plane. | (1) Motion of connected particles work, power, and energy. (2) Impulse and momentum, projectiles. | (1) Guides students to solve problem involving Newton's law of motion on inclined plane connected motion (2) Explains concepts of work, energy and power. | (1) Solve problems on motion of inclined plane. (2) Solve problems on work, energy and power. | (1) An inclined plane with an object on it. (2) Light smooth pulley with two blocks connected by string. | Students to: use equation of motion with acceleration due to gravity to calculate height range, and time of flight. |
| 3 | Dynamics III | Students should be able to: (1) solve problems on impulse and momentum. (2) solve problems on concept of projectiles and motion of projectiles (3) define the concept of projectile. | Greatest height reached, Time of flight, range projection and inclined plane. | Guides student to solve problem on work energy and power explain concept of impulse and momentum. | (1) Solve problem on work energy and power. (2) Solve problems on momentum. (3) Solve problem on projectiles. | (1) An inclined plane with an object on it. (2) Light smooth pulley with two blocks connected by string. | Students to: use equation of motion with acceleration due to gravity to calculate height range, and time of flight. |
| 4 | Coordinate Geometry (conic section) | Students should be able to: (1) define a circle -explain why circles can be regarded as conic section. -find equation of a circle given radius and centres. | (1) Define circle (2) Equation of a circle, centre and radius: -general equation of a circle. -finding centre and radius of a circle. -equation of a circle passing through 3 points. | (1) Explains concept of a circle as conic section. (2) Solves various types of problems on circle. | (1) Explain conic section and circles as conic section. (2) Solve problems on circles. | Chart showing circle as section of a cone. | Students to: (1) define a conic section. (2) explain why circle is referred to as conic section. (3) find equation of a circle given radius and centre. |

FURTHER MATHEMATICS

**SS II
THIRD TERM**

SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | Conic Section. | Students should be able to: (1) find equation of tangent to a circle. (2) find length of tangent to a circle from extended point. | (1) Equation of tangent to a circle. (2) Length of tangent to a circle. | (1) Leads students to find the equation of a tangent to a circle. (2) Guides students on how to find the length of tangent to a circle. | (1) Learn technique of finding equation of tangent to a circle. (2) Solve problem on finding of tangent to a circle. | (1) Chart showing tangent of a circle and length tangent | Students to: (1) find equation of tangent to a circle at a given point. (2) find the tangent to a circle from a given extended point. |
| 6 | Operational research. (Inventory model) | Students should be able to: explain concept of inventory, define important terms in inventory. | (1) Concept of inventory (2) Definition of important terms in inventory. -Holding list -Demand | (1) Defines inventory. (2) Guides student to give practical examples of inventory. | (1) Give practical examples of inventory. (2) Define various terms on inventory. | (1) Chart showing EOQ formular. (2) Chart showing items on inventory. | Students to: (1) give examples of items kept in inventory. (2) define holding list etc. |
| 7 | Inventory Model | Students should be able to: compute the optimal quality in inventory model. | Ordering list computation of optimal quality (EOQ model). | (1) Leads students to define various terms on inventory. (2) Guides them to use the EOQ model to find optimal quantity $Q = \sqrt{2CD/H}$. | Use the optimal quantity formular to solve various problems. | Chart showing diagram of items such as plugs bulbs, generators, grinding machines. Etc. | Students to: find the optimal quantity given the demand, ordering and holding cost. |
| 8 | Replacement model | Students should be able to: (1) identify the various types of replacement. solve problems on replacement of sudden failure items. (2) solve problems on items that wear off gradually. | (1) Individual replacement items that wear out gradually. | (1) Explains concept of replacement. (2) Leads students to give examples of items that need replacement. | (1) Solve problems on individual replacement of sudden failure items. (2) Solve problem on replacement of items that wear off gradually. | | Students to: (1) Name items that wear off suddenly. (2) Items that wear off suddenly. |

FURTHER MATHEMATICS

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SUB-THEME: PURE MATHEMATICS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | Calculating device I | Students should be able to: identify calculating device, work with number system used in computer. | Calculating device-abacus. | Guides students on how to use the device. | (1) Identify, study and use the calculating device. (2) Solve problems on binary system. | Abacus four figure tables slide rule, calculators, computers, Chart and examples of the systems. | Students to: (1) study to recognize calculating device. (2) solve given problems in decimal and binary system. |
| 10 | Pure maths Calculating device II | Students should be able to: (1) prepare flow chart. (2) solve problems using flow chart. | (1) Draws flow chart. (2) Solves problems using flow chart. | Guides students to draw flow chart, illustrate to the students the use of flow chart in solving problems. | (1) Chart of flow chart. (2) Draw charts of examples on the use of flow charts. (3) Charts to solve problems. | Diagrams of flow chart diagrams on example of flow chart and its use to solve problems. | Students to: (1) prepare flow charts. (2) solve given problems using flow chart. |
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HEALTH EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Philosophy , aims and objectives of health education. | Student should be able to: 1. states the philosophy of health education. 2. states aims and objectives of health education. | 1. Philosophy of Health education. 2. Aims and objectives of health education. | 1. Explains the philosophy of health education. 2. States the aims and objectives of health education. | 1. Listen to explanations of philosophy of health education. 2. States aims and objectives of health education. | Textbooks. | Students to: lists three objectives of health education. |
| 2 | Family health. | Students should be able to: 1. explain the meaning of family health. 2. states the aspects of family health and discuss their functions as it relates to the family. 3. explains family planning. | 1. Meaning of family health. 2. Aspects of family health. (i). Material and child health e.g. (a). Antenatal care. (b). Immunization. (c). Breast-feeding. (d). Safe motherhood. 3. Family size and budgeting. | 1. Explains the meaning and aspects of family health. 2. Practices skill-based approach to material and child health support service as listed. 3. Explains the importance of family size and budgeting. | 1. Listens to explanation in interactive manner. 2. Demonstrate the skill-based approach in: i. Maternal and child health e.g. (a). Antenatal (b). Immunization. (c). Oral-rehydration (ORT). (d). Breast-feeding. (e). Safe motherhood. | 1. Posters. 2. Charts. 3. Materials for ORT e.g. Salt, water sugar and bottle. 4. Life human objects for demonstrations. 5. Magazines. 6. Textbooks showing examples of cares for family health. 7. Films. | Students to: 1. explain the meaning of family health. 2. states the aspects of family health and discuss their functions as it relates to the family. 3. explains family planning. |
| 3. | Ageing and death education. | Students should be able to: 1. define ageing. 2. use the features of ageing and elderly 3. define death. 4. describes ways of managing grief during the death of a loved one. | 1. Definition of ageing. 2. Features of ageing/elderly. 3. Of death. 4. Ways of managing grief. | 1. Explains the features of ageing/elderly. 2. Discusses how to manage grief during death of a loved one. | 1. Listen to the discussion with attention. 2. Discusses ways to relate with the elderly. | 1. Posters. 2. Charts. | Student to: list two features of the elderly. |
| 4. | Agencies producing first aid services. | Student should be able to: 1. lists the agencies involved in first aid 2. states the activities of the agencies involved in first aid services. | Agencies involved with first aid e.g. (i). Red cross (ii). Saint John Ambulance (iii). Girls Guide (iv). Boys scout. | Lists and discusses activities of agencies providing first aid services. | 1. Visits agencies providing first aid services. 2. Lists the activities of the agencies. | 1. Textbooks. 2. Pamphlets. 3. Magazines. | Student to: lists the agencies providing first aid services and their activities. |

HEALTH EDUCATION

**SS II
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Disaster. | Student should be able to: 1. state the meaning of disasters. 2. discusses types of disasters. 3. describes relief activities in a disaster situation. | 1. Meaning of disaster. 2. Types of disaster. 3. Disaster relief activities e.g. evacuation of victims etc. | 1. Describes the meaning and types of disasters. 2. Explains and gives examples of relief activities in disaster situations. | 1. States the meaning and types of disaster. 2. Watch video clips on relief activities during disasters. 3. Compile print media news cutting on occurrences and different types of disasters. | 1. Posters. 2. Print media cuttings. 3. Video clips. | Student to: 1. explains the meaning of disaster. 2. states three relief activities in disaster situation. |
| 6 | Accident: types and prevention. | Students should be able to: 1. define accidents 2. discusses types of accident. 3. states the causes of accident. 4. states ways of preventing each types of accident. | 1. Meaning of accident. 2. Types of accident: (i). Road/traffic vehicle. (ii). Home. (iii). Industrial. (iv). School. 3. Causes of accidents at different setting. 4. Prevention of each type of accident. | 1. Explains the meaning and types of accidents. 2. Discusses causes of accident at different settings. 3. Discusses ways of preventing each types of accident. | 1. Tell stories about accident. 2. Watch video clips on accidents. | 1. Fire extinguisher. 2. Bucket of sand. 3. Photographs. 4. Videos clips 5. Print media cutting. | Students to: 1. define accident. 2. describes two types of accidents. 3. states three major causes of accident. 4. states three ways of preventing two types of accidents. |
| 7. | Family life challenges. | Students should be able to: 1. discusses five challenges facing the family in nigeria. 2. mention agencies promoting family living. | 1. Challenges facing the family Nigeria (widowhood, acceptance of PLWHA, single parent, pre-marital and extra-marital sex, in-laws etc). 2. Agencies promoting healthy family living (school community, religious group, NGOs, social welfare etc). | 1. Explains the challenges facing the family in Nigeria. 2. Discusses agencies promoting healthy family living. | 1. States the problems of widowhood and single parent in Nigeria. 2. Mention agencies promoting healthy family living. | 1. Posters. 2. Charts 3. CDs 4. Textbooks | Students to: 1. discusses five challenges facing the family in Nigeria. 2. lists three agencies promoting healthy family life in Nigeria. |

HEALTH EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Family planning and safe motherhood. | Students should be able to: 1. explain the meaning of family planning. 2. list the advantages of birth control methods. 3. list birth control methods. | 1. Meaning of family planning. 2. Advantages of family planning. 3. Birth control methods. | 1. Explains the meaning and advantages of family planning. 2. Discusses the various birth control methods. | 1. States the meaning and advantages of family planning. 2. Dramatize the benefits of small family size and a large family size. 3. Bring print media cutting on birth control methods. 4. States the different methods of birth control. | 1. Posters. 2. Charts 3. CDs 4. Textbooks. | Student to: 1. define (a). Family planning (b). Safe motherhood. 2. discuss the advantages of family planning. |
| 9 | Family planning and safe motherhood. | Students should be able to explain safe motherhood. | Safe Motherhood. | Explains safe motherhood. | 1. Explains safe motherhood. | | Students to: explains safe motherhood. |
| 10 | Behaviour altering chemicals. | Students should be able to: 1. state chemical substances that alter human behaviour. 2. discuss reasons why people drink alcohol. 3. state the effects of behaviour altering chemicals on human body. | 1. Behaviour altering chemical substances. (a). Tobacco (b). Alcohol. (c). Drugs. 2. Reasons for smoking or drinking alcohol. 3. Effects of behaviour altering substances on human body. | 1. Explains different types of chemical substances that alter human behaviour. 2. Discusses with the students the effects of alcohol and tobacco on human body. 3. Explains why people take behaviour altering substances. | 1. Listens to the teacher illustrations. 2. Answers questions on: (a). Behaviour altering substances (b). Hazardous effects. 3. States reasons for taking drugs, alcohol and tobacco. | 1. Posters. 2. Charts showing lists of drugs, alcohol and tobacco. | Students to: 1. list three substances that are harmful to human health. 2. classify the following drugs: alcohol, wine, heroin, sleeping pills, cocaine, marijuana and beer. |
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HEALTH EDUCATION

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|--|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Waste disposal. | Students should be able to: 1. distinguish between sewage and refuse. 2. explains methods of sewage disposal. 3. explains methods of refuse disposal. | Waste - Meaning - Types e.g. (i) Refuse (ii). Sewage - Methods of disposal | 1. Explains the meaning and types of wastes. 2. Discusses methods of sewage and refuse disposal. | 1. Discusses how sewage and refuse and disposal in their homes and community. 2. Go on field trip to waste management unit. 3. Clean and disposal refuse in the school compound. | 1. Textbooks. 2. Brooms 3. Posters. 4. Hoe. 5. Rake. 6. Wheelbarrow 7. Cutlass 8. Video clips. | Students to: 1. distinguish between sewage and refuse. 2. lists methods of sewage disposal. 3. explains two methods of refuse disposal. |
| 2. | Pollution. | Students should be able to: 1. define pollution. 2. define pollutants. 3. explains different types of pollution. | 1. Pollution. - Meaning - Types (i). Air (ii). Water (iii). Soil (iv). Noise. 2. Pollutants. - Meaning - Sources. 3. Health consequences of pollution. | 1. Explains the meaning of pollution. 2. Explains the types of pollution. 3. Guides the students to discuss the health consequences of pollutions. 4. Explains the meaning and sources of pollutants. | 1. Uses examples from their home, communities to describes pollution. 2. Take a field trip to water and air polluted sites. 3. Explains the meaning of pollutants. 4. Lists the sources of pollutants. | 1. Textbooks 2. Print media cuttings 3. Posters. 4. Video clips. | Students to: 1. differentiate between pollution and pollutants. 2. explains two types of pollution. |
| 3. | Housing. | Students should be able to: 1. states criteria for good housing. 2. states the attributes of good housing to health. | 1. Criteria for good housing: (a). Siting (b). Ventilation. (c). Lighting (d). Sanitation. 2. Components of a standard house. | Lists the components of a house. | 1. Visits housing Estates. 2. Writes report of visit with reference to type of house seen. | 1. Textbooks 2. Print media cuttings. 3. Posters 4. Video clips. | Students to: 1. define a house. 2. itemize four attributes of good housing. |

HEALTH EDUCATION

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SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Industrial health. | Students should be able to: 1. define industrial health. 2. discuss hazards in work places. | Industrial health. - Meaning. - Programmes - Hazards in work places. - Impact on living impact. | 1. Explains the meaning of industrial health and its hazards in workplaces. 2. Leads the discussion on industrial health programmes and impact on living environment. | 1. Participate in the discussion on industrial health programmes and its impact on living environment. 2. Asks and answer questions. 3. Participates in field trips to nearby industrial factory sites. 4. Explains the meaning of industrial health and its hazards in workplaces. | 1. Textbooks 2. Print media cuttings. 3. Posters 4. Video clips | Students to: 1. define industrial health. 2. explains tow hazards in workplaces. 3. discusses two impacts of industrial activities on living environment. |
| 5 | Factors influencing choice of consumer products and services. | Students should be to: discusses factors influencing consumers in the choice of health products and services. | Factors Influencing choice of products and services: (i). authenticity. (ii). cost. (iii). availability. (iv). accessibility. (v). avoidability. (vi). advertisement | Discusses the factors influencing consumer choice of health products and services as listed in contents. | 1. Mention reasons why students and/or their parents buy and uses particular items against others of the same type. 2. Visits stores and service providing centre. | 1. Posters 2. Real objects. 3. Textbooks. | Students to: mention three factors that influence consumer health products and services. |
| 6 | Consumer health care service. | Students should be able to: explains types of health care services. | 1. Types of health services: (i). Traditional medicine. (ii). Orthodox medicine. (iii). Alternative methods of healing (acupuncture, yoga, faith health). | Discusses various health care service available in Nigeria. | 1. Identify various health care services available in Nigeria 2. Go on field trip to health facilities in their locality. | 1. Posters. 2. CDs. 3. Charts. | Students to: mention three types of health care services. |
| 7 | Quacks and quackery | Students should be able to: 1. define the terms quacks and quackery. 2. describe different types of quackery. | 1. Defines quack and quackery. 2. Types of quackery: (i). Mechanical quackery (ii). Electrical quackery (iii). Drug and cosmetic quackery. (iv). Medical quackery. | 1. Define quackery. 2. Discusses the types of quackery. 3. Asks questions. | 1. Define quacks and quackery. 2. States different types of quackery. 3. Bring products of quackery to the class. 4. Answers questions. | 1. Real objects. 2. Posters. 3. Charts. | Students to: 1. define quackery. 2. states two types of quackery. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Systems of the body: circulatory system. | Students should be able to: 1. describe the nature of the circulatory system. 2. draws and label the circulatory system. 3. mentions some diseases associated with the circulatory system. | 1. Circulatory system. 2. Diagrams of the circulatory system. 3. Discusses associated with the circulatory system. | 1. Explains with the aid of a well labeled diagram the circulatory system. 2. Discusses the diseases associated with the circulatory system. | 1. Listens to explanations. 2. Draw and label the circulatory system. 3. Lists disease associated with the circulatory system. | 1. Posters. 2. Charts 3. CDs. 4. Textbooks. | Students to: 1. draw and label the circulatory system. 2. lists two disease of the circulatory system. |
| 9 | Excretory system. | Students should be able to: 1. describes the nature of the excretory system. 2. mention disease of the excretory system. | 1. Excretory system. 2. Discusses associated with the excretory system. | 1. Explains with the aid of a diagram the excretory system. 2. Describes disease of the excretory system. | 1. Draws and label the excretory system. 2. Lists diseases of the excretory system. | 1. Posters. 2. Charts 3. CDs. 4. Textbooks. | Students to: 1. draws and label the excretory system. 2. lists two diseases of the excretory system. |
| 10 | Digestive system. | Students should be able to: 1. describes the nature of the digestive system. 2. draw and label the digestive system. 3. mention some diseases of the digestive system. | 1. Digestive system. 2. Diagram of the digestive system. 3. Disease of the digestive system. | 1. Explains with the aid of a well-labeled diagram of the digestive system. 2. Discusses the diseases of the digestive system. | 1. Listens to explanations. 2. Draws and label the digestive system. 3. Lists diseases of the digestive system. | 1. Posters. 2. Charts. 3. CDs. 4. Textbooks. | Students to: 1. draw and label the digestive system. 2. lists two diseases of the digestives system. |
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HEALTH EDUCATION

**SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Maintenance. | Students should be able to: 1. explains the factors affecting the maintenance of health. 2. describes the importance of the factors in the maintenance of health. | 1. Factors in the maintenance of health. 2. The role of each factors. | Mentions the factors in the maintenance of health and discuss each role. | 1. Asks questions. 2. Find out the different routine tests of a medical check-up 3. States the importance of maintenance of health. | 1. Textbooks. 2. Cards. 3. Charts. 4. Weighing scale. 5. Ruler 6. Well equipped first aid box. | Students to: 1. discuss the factors affecting the maintenance of health. 2. discuss the roles of the different factors affecting maintenance of health. |
| 2 | Nutritional processes. | Students should be able to: 1. describes the terms. (a). ingestion. (b). digestion. (c). absorption. (d). assimilation and metabolism. (e). defecation/egesiton | Nutritional processes: (a). ingestion. (b). digestion. (c). absorption (d). assimilation and metabolism. (e). defecation/egestion. | Describes with illustration examples of the nutritional process. | Prepare a chart showing ingestion, digestion enzymes, site of action and end products of foods. | 1. Textbooks. 2. Real objects. 3. Charts. 4. Models. 5. Posters. | Students to: draws annotated diagram of the stages in nutritional process. |
| 3 | Beverages. | Students should be able to: 1. define beverages. 2. identify alcoholic beverages. 3. identify non-alcoholic beverages. 4. states the nutritional values of alcoholic and non-alcoholic beverages | Beverages. - Definition. - Types (i). Alcoholic (ii). Non-Alcoholic - Nutritional values of alcoholic and non-alcoholic beverages. | 1. Defines beverages. 2. Explains the types of beverages. 3. States the nutritional values of the types of beverages. | 1. Bring containers of alcoholic and non-alcoholic beverages to the class. 2. Classify the containers into alcoholic and non-alcoholic beverages. | 1. Textbooks 2. Real objects of alcoholic and non-alcoholic containers. 3. Charts. | Students to: 1. different between alcoholic and non-alcoholic beverages. 2. lists five examples of non-alcoholic beverages. 3. lists five examples of alcoholic beverages. 4. states the nutritional values of each of alcoholic and non-alcoholic beverages. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Diet for different groups of people. | Students should be able to: prepare charts showing diets for different groups of people. | 1. Diets for different groups of people: (a). Children. (b). Male adolescent. (c). Female adolescent. (d). Athletes. (e). Pregnant woman. (f). Adult (g). Aged | Explains the need for special diet for different groups of people. | 1. Prepare charts showing diet for different groups of people. | 1. Textbooks. 2. Charts. 3. Food items. | Students to: lists the components of diet for pregnant woman and male adolescent. |
| 5 | Non-communicable diseases 1 | Students should be able to: 1. define the term non-communicable diseases. 2. distinguish between non-communicable disease and communicable diseases. 3. identify some types of non-communicable diseases. | 1. Definition of non-communicable diseases. 2. Differences between communicable and non-communicable diseases. 3. Types of non-communicable diseases: (a). Deficiency disease (Scurvy, Pellagra, Rickets, Kwashiorkor, Amaemia, Beri-beri, Marasmus, exophthalmia). (b). Diseases due to growth in cells, heredity and hormonal disorders: (cancer, diabetes, epilepsy, haemophilia, heart disease, hypertension, ulcer, mental illness, rheumatism, sickle. | 1. Defines and illustrate non-communicable diseases. 2. Guides in listing types of disease under the two major groups of non-communicable diseases. | 1. Participates in short listing types of disease into two major groups of non-communicable diseases. | 1. Posters. 2. Charts. 3. Textbooks. | Students to: 1. define non-communicable diseases. 2. lists four deficiency diseases. 3. lists four diseases due to heredity and hormonal disorders. |

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| | | | | TEACHER | STUDENTS | | |
| 6 | Non-communicable disease ii | Students should be able to: 1. states briefly signs, symptoms and management of each of the non-communicable diseases. 2. states causes of non-communicable diseases. 3. states prevention measures for non-communicable diseases. | 1. Signs and symptoms of non-communicable diseases. 2. Management of non-communicable diseases. 3. Causes of non-communicable diseases. 4. Prevention of non-communicable diseases. | 1. Tabulates signs and symptoms of non-communicable diseases. 2. Explains causes and prevention of non-communicable diseases. | 1. Lists signs and symptoms of non-communicable diseases. 2. States causes/prevention and management of non-communicable diseases. | | Students to: 1. mention four ways of preventing non-communicable diseases. |
| 7 | Mental health. | Students should be able to: 1. define mental health. 2. states factors that promote mental health. 3. enumerate types of mental illness and what to do. | 1. Definition of mental health. 2. Promotion of mental health. 3. Types and prevention of mental illness. | 1. Explains mental health. 2. Discusses types of mental illness. | 1. Posters. 2. Charts showing classes of diseases. Textbooks. | | Students to: 1. states the meaning of mental health. 2. states three ways of promoting mental health. 3. mention two importance. |
| 8 | Mental health. | Students should be able to: 1. describes the causes of mental items. 2. discuss ways of preventing mental illness. 3. discuss the importance of mental and social health. | 1. causes of mental illness. 2. Prevention of mental illness. 3. Importance of mental and social health. | 1. Discusses the causes and prevention of mental illness. 2. Explains the importance of mental and social health. | | | Students to: 1. mention two importance of mental health. 2. mention three ways of preventing mental illness. |

HEALTH EDUCATION

**SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Systems of the body: respiratory system i | Students should be able to: 1. describe the nature of the respiratory system. 2. draws and label the respiratory system. 3. mention some diseases associated with the respiratory system. | 1. Respiratory system. 2. Diagram of the respiratory system. 3. Diseases of the respiratory system. | 1. Explains with the aid of diagram the nature of the respiratory system. 2. Describes the diseases of the respiratory system. | 1. Draw and label the respiratory system. 2. Mention diseases associated with the respiratory system. | 1. Posters. 2. Charts. 3. CDs. 4. Textbooks. | Students to: 1. draws and label the respiratory system. 2. lists two diseases of the respiratory system. |
| 10 | System of the body: nervous system ii | Students should be able to: 1. describes the nature of the nervous system. 2. draws and label the nervous system. 3. mention some diseases associated with the nervous system. | 1. Nervous system. 2. Diagram of the nervous system. 3. Diseases of the nervous system. | 1. Explains with diagram the nature of the nervous system. 2. Diseases associated with the nervous system. | 1. Draws and label the nervous system. 2. Mention some of the disease associated with the nervous system. | 1. Posters. 2. Charts. 3. CDs. 4. Textbooks | Students to: 1. draws and label the nervous system. 2. lists two diseases of the nervous system. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------|---|---|---|---|--|---|
| | | | | TEACHER | STUDENT | | |
| 1. | Recreation | Students should be able to: 1. explains the nature and scope of recreation. 2. explains in skills for effective us of leisure. 3. discusses safety measures during recreation. | 1. Nature and scope of recreation. 2. Life time sports 3. Safety in recreation. | 1. Discusses nature and scope of recreation. 2. Explains some life time sports. 3. Explains safety measures during recreation. | 1. Ask and answer question on the nature of scope of recreation. 2. Take down notes on life time sports. 3. Participate in class discussion and nature and scope of recreation. | 1. Open Spaces 2. Sport Facilities/Equipment 3. Pictures. 4. Posters. 5. CD-ROMS | Students to: 1. explain the nature and scope of r recreation 2. discuss skills for effectives use of leisure. 3. demonstrate skills in at least one life sports. 4. lists four safety measures during recreation. |
| 2. | The all Africa games I | Students should be able to: 1. discuss the early attempt to organize the all africa games. 2. lists the years/venues of the past Africa games. | 1. The intervening year’s competitions among the five west Africa country. 2. The all Africa games. | 1. Explains the early attempt of Africa games. 2. Leads discussion on sports involved in games and those who made Nigeria proud on the game. | 1. Listen to the teacher explanation and take down notes. 2. Participate in class discussion on sports involved in the game and those who made Nigeria proud. | 1. Textbooks 2. CDs featuring Nigerian stars. | Students to: 1. identify three national heroes and the heroines of all Africa games. 2. list five country that have hosted the game. |
| 3. | The all African games II | Students should be able to: 1. gives reasons for disparity in the timing of the games. 2. identify the Nigerian heroes and heroines of all Africa games. | 1. Activities of S.C.S.A as a link with the outside world. 2. The heroes and heroines of all Africa games. | 1. Leads discussions on sports involved in games and those who made Nigeria proud. 2. Invites resources persons to give talks on the all Africa games. | 1. Listens to the teachers explanation and take down notes. 2. Participate I n class discussion on sports involved in the games and those who made Nigeria proud. | 1. Textbooks CDs featuring Nigerian stars. | Students to: 1. lists four African countries in S.C S.A 2. identify three national heroes of the all Africa games. |

PHYSICAL EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------|---|---|---|--|---|--|
| | | | | TEACHER | STUDENT | | |
| 4. | Nervous systems I | Students should be able to: 1. states the functions of the nervous system in the body. 2. identify and label the parts of the central nervous systems. | 1. The Brain and its functions. 2. The spinal cord and the importance in the body. | 1. Guides students to states the functions of the nervous system. 2. Guides students to draw and label the parts of the central nervous system. | 1. Listen to the teacher and participate in class discussion. 2. Ask and answer question. | 1. Textbooks 2. Diagrams. 3. CD- ROMs 4. Projectors. | Students to: 1. discuss two functions of the nervous system. 2. draw and label five parts of the central nervous system. |
| 5. | Nervous system II | Students should be able to: 1. discuss the importance of the brain in the coordination of the body. 2. draw the reflex arc | 1. The functions of the nervous. 2. The reflex action | 1. Lead discussion on the importance in the brain in coordination of the body. 2. Discusses the pathways of message to and from the central nervous system | 1. Take down notes as the teacher explains the pathways of message to and from the central nervous system. 2. Practice drawing the reflex arc under teacher's supervision | 1. Textbooks. 2. Diagram 3. CD-ROMs 4. Projectors. | Students to: 1. explains the importance of the brain in the coordination of the body activities. 2. draw and label the reflex arc. 3. discuss the pathways of message to and from the central nervous system. |
| 6. | Sports injuries I | Students should be able to: 1. identify and discuss common sports injuries. 2. explain common sports injuries causes/prevention. 3. first aid treatment. | 1. Common sport injuries. 2. Bleeding. 3. Sprain. | 1. Guides students to identify and discuss common sports injuries. 2. Explains causes/ prevention of injuries 3. Explains first aid treatment for the injuries. | 1. Participate in class discussion. 2. Listen attentively to teacher's explanation. 3. Copy notes. 4. Ask and answers questions. | 1. Posters. 2. Charts. 3. Handbills. 4. Video clips. 5. Textbooks. 6. Documentaries. | Students to: 1. identify the common sport injuries and causes. 2. explain three common sports injuries causes/prevention and first aid treatment. |
| 7. | Sport injuries II | Students should be able to: 1. identify and discuss common sports injuries. 2. explain common sports injuries causes/prevention. 3. first aid treatment. | 1. Common sports injuries. 2. Strain 3. Fracture. | 1. Guides students to identify and discuss common sports injuries. 2. Explains causes/ preventions of injuries. 3. Explains first aid treatment for the injuries. | 1. Participate in class discussion. 2. Listen attentively to teacher's explanation. 3. Copy notes 4. Asks and answer questions. | 1. Posters. 2. Charts. 3. Handbills. 4. Video clips 5. Textbooks. 6. Documentaries. | Students to: 1. identify five sports injuries and discuss. 2. explain three common sports injuries causes/prevention and first aid treatments. |

PHYSICAL EDUCATION

**SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|--|--|---|---|---|---|
| | | | | TEACHER | STUDENT | | |
| 8. | Sports injuries III | Students should be able to: 1. identify and discuss common sport injuries. 2. explains common sports injuries causes/prevention 3. first aid treatment. | 1. Common sport injuries. 2. Bruise. 3. Cramps. | 1. Guides students to identify and discuss common sports injuries. 2. Explains common sports I injuries causes/ prevention. 3. Explains first aid treatment for the injuries. | 1. Participate in class discussions. 2. Listen to the teacher's explanation. 3. Copy notes 4. Ask and answer questions. | 1. Posters. 2. Charts. 3. Handbills 4. Video clips 5. Textbooks. 6. Documentaries. | Student to: 1. identify five sports injuries and discuss. 2. explains three common sports injuries causes/preventions and first aid treatments. |
| 9. | Volleyball I | Students should be able to: 1. draws the diagram of the volleyball court. 2. list the equipment needed for volleyball game. 3. states the rules and regulation of volleyball. | 1. Dimensions of the court. 2. Equipment in volleyball. 3. Rules and regulation of volleyball games. | 1. Guides the students to list the equipment needed in a volleyball 2. Display the diagram of a volleyball court with its dimensions. 3. Explains the rules and regulations of volleyball game. | 1. Draw the volleyball court with its dimension. 2. Listens to the teacher explanations. | 1. Volleyball court. 2. Volleyball net. 3. Whistle. 4. Textbooks. 5. Volleyball. 6. Magazines | Students to: 1. Lists three equipment in the game of volleyball. 2. lists four rules and regulations of volleyball. 3. draw a volleyball court with its dimension. |
| 10 | VOLLEYBALL II | Students should be able to: 1. demonstrate the basic skills in volleyball 2. practice the various skills in volleyball game. | 1. Basic skills in volleyball. 2. Practice skills | 1. Explains the basic skills in volleyball game. 2. Supervises the students as they practice. | 1. Listens to the teacher's explanation. 2. Demonstrate the various skills of volleyball. 3. Practice the various skills of volleyball under the guidance of the teacher. | 1. Volleyball court 2. Volleyball. 3. Volleyball net 4. Whistle. 5. Textbooks. 6. Volleyball. 7. Magazines. | Students to: 1. demonstrate four basic skills in volleyball. 2. practice the various skills in volleyball. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION. | | | | | | |

PHYSICAL EDUCATION

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|--|---|--|---|
| | | | | TEACHER | STUDENT | | |
| 1. | Historical Background of Physical Education in Nigeria I | Students should be able to: 1. discuss the history and development of physical education and sports in Nigeria. 2. enumerates the contributions of the pioneers of physical education in Nigeria. | 1. Brief history of Physical Education in Nigeria 2. Pioneers of Physical Education in Nigeria e.g JJerry Enyeazu, J. Ekperiji, Isaac Akioye | 1. Discusses the history of Physical Education in Nigeria. 2. Explains the contributions of the pioneers of Physical Education. | 1. Listen and ask question 2. Write down names of the pioneers of Physical Education in Nigeria. 3. Collect cuttings of pictures of pioneers. | 1. Charts 2. Posters 3. Pictures of pioneers. | Students to: 1. state important dates relating to the history of physical education 2. explain the contributions of two pioneers of Physical Education. |
| 2. | Historical Background of Physical Education in Nigeria II | Students should be able to: 1. identify the landmarks in the development of Physical Education and sports in Nigeria | 1. Major landmarks in the development of Physical Education and sports in Nigeria, eg. (a) Teaching of Physical Education at all levels (b) Competing favourably in international competitions | Traces the landmarks in the development of Physical Education and sports in Nigeria. | Participate in class discussion and note the change in the development of Physical Education | 1. Charts 2. Posters 3. Pictures of Pioneers | Students to: 1. list three important landmarks in the development of physical education 2. compare presents day physical education with the past |
| 3. | Muscles I | Students should be able to: 1. identify the major muscles in the body 2. discuss the functions of any given muscle in movement. | 1. Major muscles of the body 2. Muscles involved in movement | 1. Identifies and explains the major muscles of the body 2. Guide students to discuss the functions of any given muscles in movement. | 1. Listen to the teacher as he/she explains the major muscles of the body. 2. Participate in class discussion on the function of any given muscle in movement. | 1. Textbooks 2. Diagrams 3. Models 4. CD-ROMS 5. Projectors. | Students to: 1. identify five major muscles of the body 2. discuss the functions of any three muscles involved in movement. |

PHYSICAL EDUCATION

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|---|--|---|
| | | | | TEACHER | STUDENT | | |
| 4. | Muscles II | Students should be able to: 1. discuss the important roles the muscles perform in the body 2. describe muscle cramp, causes, prevention and first aid. | 1. Types of muscles contraction 2. Muscles cramp-causes, prevention and first aid | 1. Guide students to discuss the important roles the muscles perform in the body. 2. Supervises students as they identify the major muscles of the body | 1. Take down notes and participate in class discussions on the important roles the muscles perform in the body 2. Ask and answer questions | 1. Poster 2. Diagrams 3. Models 4. CD- ROMS 5. Projectors | Students to: 1. select tow muscles and discuss the important roles they perform in the body 2. explain the treatment of muscle cramp. |
| 5. | Nutrition | Students should be able to: 1. list the different types of food 2. classify food based on nutrients and their functions 3. Explain the term adequate diet. | 1. Types of food 2. Classes of food 3. Food nutrients and their functions 4. Adequate diet. | 1. Guides students of explain types of food 2. Displays specimens of various types of food 3. Guides students to classify food into groups 4. Explains the term adequate diet | 1. Listen to the teacher 2. Obtain the displayed food items 3. Group food into different classes under the guidance of the teacher. | 1. Charts 2. Posters 3. Textbooks 4. Food samples | Students to: 1. mention the six classes of food. 2. give two examples each of the six classes of food 3. explain adequate diet. |
| 6. | Athletics (track and field) I | Students should be able to: 1. demonstrate the running style in middle and long distance races. | Running styles in the middle and long distance races | Explains and demonstrate running styles of middle and long distance races. | Listen to the teacher's explanation | 1. The spike shoe 2. I.A.A.F rule book | Student to: 1. list and demonstrate t two running syles in middle and long distance races. |
| 7. | Athletics (track and field throwing) II | Students should be able to: 1. identify the equipment needed for throwing events in athletics 2. list the equipment needed for hurdles events | 1. Basic skills in Javelin and types of grips. 2. Basic skills in shot put and discus 3. Safety precautions during throwing events in athletics | 1. Demonstrate various skills in throwing events 2. Supervises students as they practice g | 1. Listen to the teacher's explanations 2. Demonstrate the various skills of shot put, discus and javelin | 1. Hurdles stand 2. The discus 3. Shot put 4. Javelin 5. I.A.A.F rule book | Students to: 1. identify three equipment needed for throwing events 2. list three equipment needed for hurdles. |

PHYSICAL EDUCATION

**SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|--|---|---|
| | | | | TEACHER | STUDENT | | |
| 8. | Athletics (Track And Field) (Jumping) III | Students should be able to: 1. state and demonstrate the different styles of high jump and long jump | 1. Basic skills in high jump 2. Basic skills in long jump 3. Rules and regulations of the various jump events | 1. Demonstrates various skills in jumping events 2. Supervises students as they practice. | 1. Listen to the teacher's explanations 2. Demonstrate the various skills in high jump, long jump. 3. Practice the various skills under the supervision of the teacher | 1. High jump stand 2. Long jump pitch 3. I.A.A.A.F. rule book | Student to: 1. state and demonstrate two styles of high jump 2. state and demonstrate skills of long jump. |
| 9. | Racket game badminton I | Students should be able to: 1. draw the dimension of the court 2. list the equipment needed in the game of badminton | 1. Dimension of the court and equipment 2. Rules and regulations of the game. | 1. Displays the diagram of Badminton court with its dimensions. 2. Guides the students to list the equipment needed in a badminton game. | 1. Listen to teacher's explanation 2. Draw the badminton court with its dimensions. | 1. Badminton racket 2. Shuttle cocks 3. Badminton net 4. Badminton court | Students to: 1. draw a badminton court with its dimensions 2. list the equipment in badminton. |
| 10 | Racket game badminton II | Student should be able to: 1. demonstrate the basic skills in badminton 2. state the rules and regulations and the counting system. | 1. Basic skills of badminton 2. Rules and regulations of the game | 1. Explain the basic skills of badminton 2. Explains the rules and regulations of badminton game 3. Supervises the students as they practice | 1. Listen to the teacher's explanations 2. Demonstrate the various skills of badminton 3. Practice the various skills of badminton under the guidance of the teacher | 1. Badminton racket 2. Shuttle cork 3. Badminton net 4. Badminton court | Students to: 1. demonstrate three basic skills in badminton 2. list three rules and regulations of badminton. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**PHYSICAL EDUCATION
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|--|--|---|
| | | | | TEACHER | STUDENT | | |
| 1. | Correction and adapted physical education programme I | Students should be able to: 1. define corrective and adapted programme 2. classify various categories of special persons | 1. Definitions 2. Categories of people with special needs | 1. Defines major concepts in adapted Physical Education programme 2. Explains the various categories of people with special needs. | 1. Note the definitions 2. Describe the various special needs they know | 1. Pictures 2. Posters 3. Special equipment 4. CD-ROMS | Students to: 1. define corrective and adapted programmes 2. list four types of people with special needs. |
| 2. | Correction and adapted physical education programme | Students should be able to: 1. list some remedial activities for the special needs. | 1. Corrective exercises 2. Activities for the special needs. | 1. Discusses and demonstrate corrective exercises 2. Explains activities suitable for different categories of special needs. | 1. Practice the corrective exercises. 2. Participate in class discussions on activities suitable for different categories of special need conditions. | 1. Pictures 2. Posters 3. special equipment 4. CD-ROMS | Students to: 1. explain one activity suitable for each special needs condition. |
| 3. | Somatotype | Students should be able to: 1. classify human beings using sheldon scale 2. discuss the effect of different body types on performance in physical activities | 1. Description of the various body types 2. Selection of activities in relation to the body | 1. Guides students to classify the three body types 2. Explains the effect of different body types in relation to performance in physical activities. 3. Uses cocoa-nut to illustrate body types | 1. Listen to the teacher's explanation 2. Ask and answer question 3. Practice the act of classification under the teacher's guidance | 1. Poster 2. Pictures 3. Charts 4. Films 5. Textbooks 6. Video clips | Student to: 1. classify human beings into the here different body types. 2. discuss the effect of the three different body types on performance in physical activities. |
| 4. | Drug in sports I | Students should be able to: 1. explain the meaning of drug 2. list the different types of drugs | 1. Meaning of drug 2. types of drug | 1. Explains the meaning of drug 2. Guides students to list the different types of drugs | 1. Listen to the teacher's explanation 2. Take down notes on the different types of drugs. | 1. Specimens 2. Posters 3. Textbooks 4. handbill 5. Charts 6. Video clips | Students to: 1. define drug 2. mention six different types of drugs. |

**PHYSICAL EDUCATION
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------|---------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENT | | |
| 5 | Drug in sports II | Students should be able to: 1. differentiate between drug use and drug misuse 2. discuss the effect of drugs on sports performance | 1. Drug use and misuse 2. the effect of drug on sports performance | 1. Differentiate between drug use and misuse 2. Guides students to discuss the effect of drug on sports performance. | 1. Ask and answer questions on the differences between drug use and drug misuse. 2. Participate in class discussion on the effect of drugs on sport performance. | 1. Specimens 2. Poster 3. textbooks 4. Handbills 5. Charts 6. Video clips | Students to: 1. give one example each of drug use and drug misuse 2. discuss two effect of drugs on sports performance. |
| 6 | Ball game basketball I | Students should be able to: 1. draw a diagram of the basketball court 2. list the equipment needed in a basketball match | 1. Dimension of a Basketball court 2. Equipment needed in a Basketball Match | 1. Displays the diagram of a Basketball court with its dimensions 2. Guides the students to list the equipment needed in a Basketball game. | 1. Draw the Basketball court with its dimension 2. Listen to the teacher's explanations. | 1. Basketball 2. Stop watch 3. Whistle 4. Score shell board 5. the foul markers 6. Basketball rule book 7. Hand bell | Students to: 1. draw a basketball court with its dimension 2. list five equipment needed in a Basketball match. |
| 7 | Ball games basketball II | Students should be able to: 1. demonstrate the basic skills in basketball 2. list some rules and regulation of Basketball game | 1. Basic skills in Basketball 2. Rules and regulation of Basketball game | 1. Explains the basic skills of Basketball 2. Explains the rules and regulations of Basketball game. | 1. Demonstrate the various skill of Basketball 2. Practice the various skills of Basketball under the guidance of the teacher | 1. Basketball 2. Stop watch 3. Whistle 4. Score sheet/board 5. Foul marker 6. Basketball rule book 7. Hand bell | Students to: 1. demonstrate three basic skills in basketball 2. list four rules and regulations of Basketball game. |
| 8 | Ball games basketball III | Students should be able to: 1. practice the game of basketball without the supervisor of the teacher 2. play a game situation. | Practical Class | The teacher supervises the students while they play | Students practice various skill in a game situation under the supervision of the teacher. | 1. Basketball 2. Stop watch 3. Whistle 4. Score sheet/board 5. Foul marker 6. Basketball rule book 7. Hand bell | Students to: play Basketball using various skills like lay-up shot etc. |
| 9 & 10 | REVISION | | | | | | |
| 11 & 12 | EXAMINATION | | | | | | |

AGRICULTURAL SCIENCE
SS II
FIRST TERM

THEME: AGRICULTURAL ECOLOGY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------------|--|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Plant nutrients and nutrient cycle | Students should be able to: 1. list plant nutrient elements under the major classes. 2. recognise deficiency symptoms of different elements in crops. 3. state the factors affecting nutrient in the soil. 4. describe the different methods of replenishing lost nutrients. 5. illustrate the different nutrient cycles using diagrams i.e. carbon, nitrogen, water and phosphorus cycles. | 1. Macro and micro nutrients their functions and deficiency symptoms in crops. 2. Factors affecting availability of nutrients such as PH, excess of other nutrients, leaching etc. 3. Methods of replenishing lost nutrients crop rotation organic manure etc 4. Nitrogen, carbon, water and phosphorus cycles – diagrams, processes and importance of each cycle. 5. Organic agriculture - meaning and importance. | 1. Assists the students to prepare water/sand culture to demonstrate deficiency of various elements in different crops. 2. Prepare charts to show macro and micro nutrients. 3. Charts for each nutrient cycle. 4. Displays different chemical fertilizers. 5. Assists the students to prepare compost manure and farm yard manure. | 1. Application of chemical fertilizers to crops. 2. Participate in preparing organic manure. | 1. Types of chemical fertilizers. 2. School farm. 3. Material for composting. 4. Compost site. | Students to: 1. mention two major classes of plant nutrients. 2. list five examples from such classes. 3. mention two deficiency symptoms of Nitrogen, calcium, Phosphorus etc. 4. state factors affecting nutrient availability in soil. 5. what is organic agriculture 6. discuss the importance of organic agriculture. |
| 2 | Irrigation | Students should be able to: 1. explain the meaning of irrigation. 2. state different types/methods of irrigation system. 3. describe each type with its advantages. 4. list importance and problems of irrigation system. | 1. Meaning of irrigation. 2. Types of irrigation. 3. Description of each irrigation system. 4. The advantages and disadvantages of each irrigation system. | 1. Displays picture of fields being irrigated. 2. Takes students to visit dams and irrigation projects. 3. Assists students to carry out some irrigation on the school farm using watering can and sprinklers. 4. Displays chart to show types of irrigation system. | Carry out some irrigation on individual plots. | 1. Field trip to irrigation site. 2. School farm. | Students to: 1. define the term irrigation. 2. list/mention two types of irrigation. 3. describe one of the irrigation system. 4. mention four advantages of irrigation system. 5. what are the problems associated with irrigation system. |

AGRICULTURAL SCIENCE
SS II
FIRST TERM

THEME: AGRICULTURAL ECOLOGY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|--|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Drainage | Students should be able to: 1. explain the meaning of drainage. 2. list importance of drainage. 3. list various types of drainage. 4. describe the various types of drainage. | 1. Meaning of drainage. 2. Importance of drainage. 3. Types of drainage. 4. Description of the various types of drainage. 5. Advantages and disadvantages of each type. | Demonstrates the various drainage systems on the water logged areas of the school farm. | Participate to demonstrate the various drainage systems. | School farm. | Students to: 1. define drainage. 2. list four importance of drainage. 3. name the types of drainage with their advantages and disadvantages. |
| 4 | Agricultural pollution | Students should be able to: 1. state the meaning of agricultural pollution. 2. identify pollutants or sources of agricultural land/pond pollution. 3. discuss the effects of pollution on farmers or farming activities. 4. explain how pollution of land/pond can be minimized. | 1. Meaning of agricultural pollution. 2. Causes/sources of pollution of agricultural lands and fish ponds. - Excessive application of agricultural chemicals. - marine and oil spillage - livestock waste and dungy disposal etc. 3. Effects of land/pod pollution on farmers and agricultural productivity. | 1. Displays some samples of pollutants. 2. Conducts students through some polluted lands/ponds in the locality. | Observe pollutants and suggest their effects o the land or pond. | 1. Sample of pollutants 2. Polluted site. | Students to: 1. define agricultural pollution. 2. state six sources of land/pond pollution. 3. explain the effects of the pollution on farming activities. 4. explain four ways to minimize land/pond pollution. |

AGRICULTURAL SCIENCE
SS II
FIRST TERM

THEME: AGRICULTURAL ECOLOGY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Farm surveying and planning | Students should be able to: 1. state the meaning of farm survey. 2. recognise common simple survey equipment. 3. to carry our simple maintenance practices on survey equipment. | 1. Meaning of farm surveying. 2. Common survey equipment. 3. Use of each equipments. 4. Maintenance measures on farm survey equipment e.g. - washing and drying - oiling and greasing - tightening screws and nuts etc 5. Importance of farm surveying. 6. Meaning of farmstead. 7. Importance of farmstead planning - definition of the goal of farming business - planning on how to achieve the goal etc. | 1. Displays of common survey equipment. 2. Guides discussion on displayed items. 3. Discusses/displays in groups the equipment, items according to the type of maintenance needed. | Observed displayed items. 2. Discuss the uses of the equipment. 3. Participate in the discussion on the maintenance measures for survey equipment. 4. Suggest what goes wrong as majority of local farmers do not survey their lands and do not have planning farmstead. | 1. Simple survey equipment e.g. Gunter chain, ranging pole, the oblite etc. 2. Map of a farm land. | Students to: 1. state the meaning of farm survey. 2. give ten examples of simple farm survey equipment. 3. state five maintenance measures for survey equipment. 4. State the meaning of farmstead. 5. mention five importance each of farm surveying and farmstead planning. |
| 6 | Farm planning | Students should be able to: 1. define farm planning. 2. state factors considered in farm planning and the design of a farmstead. 3. list and explain the importance of planning. | 1. Meaning of farm planning. 2. Factors considered in farm planning and the sign of a farmstead. 3. Importance of farm planning. | Uses of a farm land to explain the importance of farmstead planning. | Carry out the layout of a school farm. | Map of a farm land. | Students to: 1. define farm planning. 2. mention five factors considered in farm planning. |
| 7 | Principles of farmstead planning and location of buildings/structures | Students should be able to: 1. draw out a farm layout. 2. determine where to locate a farmstead and building. | 1. Principles of farm planning/layout considering the following a. farmstead sting i. soil condition ii. water supply etc b. location of farm building e.g. pens, shed, offices, workshops etc. | 1. Displays a model farmstead. 2. Illustrates both the orientation and arrangements of building or structure in the model. | Group work to develop different designs and farmstead models. | 1. A diagram of a model farmstead. 2. A farm layout field. | Students to: 1. sketch a farm layout. 2. discuss five principles for site selection and location of structure. |

AGRICULTURAL SCIENCE
SS II
FIRST TERM

THEME: FORESTRY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 | Forest management | Students should be able to: 1. define the meaning of forest and forestry. 2. state the importance of forest and forestry. 3. state forest regulations in Nigeria. | 1. Meaning of forest and forestry. 2. Importance of forest. 3. Forest regulation. 4. Forest management practices: i. selective exploitation ii. regeneration iii. afforestation iv. water shed 5. Implications of deforestation. | 1. Leads discussion. 2. Guides discussion on forest management, regulation and deforestation. | List to the teacher's discussion. | 1. Local forest reserves. 2. Guest lecturer. | Students to: 1. state five importance of forestry. 2. enumerate forest regulations in Nigeria. 3. what are the problems of deforestation? |
| 9 | Agro forest practices in Nigeria | Students should be able to: 1. explain the meaning of agro forestry. 2. discuss different agro forestry combinations. 3. enumerate different tree species for inclusion I agro forestry practice. | Agro forestry Meaning and practices i. Taungya system ii. Different agro forestry combination in production of crops, livestock pasture etc iii. Tree species suitable for agro forestry practices. | Uses examples of tree crops in the local community farms, advantages of one over another. | Make a list of crops and trees growing together in their backyard, farms to infer. | Local farms with crops and trees growing together. | Students to: 1. explain the meaning of agro forestry. 2. list ten different tree species for inclusion in agro forestry practice. |
| THEME: ORNAMENTAL PLANTS | | | | | | | |
| 10 | Meaning and importance of ornamental plants | Students should be able to: 1. explain the meaning of ornamental plants. 2. identify local ornamental plants. 3. discuss the importance of ornamental plants. | 1. Meaning of ornamental plants. 2. Importance of ornamental plants. - screaming and delineation - architectural beauty of buildings etc | Displays collection of ornamental plants found in their locality. | Observe ornamental plants and try to identify them. | A collection of ornamental plants. | Students to: 1. explain the meaning of ornamental plants. 2. discuss the importance of ornamental plants. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Common types of ornamental plants. | Students should be able to: 1. mention ornamental plants used for different purposes. 2. identify ornamental plants belonging to each category. | 1. Various types of ornamental plants according to their uses e.g. bedding plants mostly flowering plants - hedging plants - lawn grasses etc 2. Give examples of each type common and botanical names. | 1. Displays representative collection of ornamental plants from each group. 2. Guides discussion on each group of plants. | 1. Observe and touch ornamental plants belonging to each group. 2. Participate in the discussion. | A collection of ornamental plants from each of the category. | Students to: 1. state five ornamental plants used for different purposes. 2. identify and describe one ornamental plant from at least six groups. |
| 2 | Settings and locations for planting each type | Students should be able to: 1. identify different locations or settings requiring ornamental plants. 2. determine ornamental plants for each location. 3. state common and botanical names of ornamental plants. | Locations /settings and types of ornamental plants needed - avenues - in front of buildings etc. | 1. Provides representative of ornamental plants for each settings or locations. 2. Guides discussion on their uses. | Observe and touch the plants and suggest where or location each is suitable. | A collection of ornamental plants suitable for each settings and location. | Students to: 1. identify and describe location/setting requiring ornamental plants. 2. discuss suitability of any five plants for one or two locations. |
| 3. | Methods of cultivating ornamental plants. | Students should be able to: 1. mention methods of propagating ornamental plants. 2. discuss the importance of each method. 3. give example of ornamental plant propagated through each method. | 1. Methods of propagation and planting of ornamental plants. i. by seed raise in nursery and transplanted. ii. vegetative cutting, suckers etc 2. Examples of ornamental plants propagated through each method. | 1. Displays representative collection of ornamental plants from each group. 2. Guides discussion on each group of plants propagation methods. 3. Leads field demonstration of the propagation methods. 4. Arranges for students group activity. | 1. Close observation of ornamental plants propagated through different methods. 2. Carry out group activity on propagation. | 1. A collection of representatives of ornamental propagated by different methods. 2. Ornamental field site. | Students to: 1. explain propagation relation to ornamental plants. 2. describe methods of propagating ornamental plants. 3. propagate five different kinds of ornamental plants. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Management of ornamental plants. | Students should be able to: 1. list maintenance operation of ornamental plants. 2. discuss reasons for carrying out each operation. 3. carry out the operations in any established ornamental site. | Maintenance operation/activities of ornamental plants - watering - mulching - pruning etc. | 1. Guides discussion on maintenance activities. 2. Displays materials and tools for maintenance operations e.g. watering can, mulch, pruning tool etc. | 1. Observe the maintenance materials and tools. 2. Suggest reasons for carrying out each operation. | 1. Ornamental field site. 2. Maintenance materials and tools. | 1. what are the major maintenance operations of ornamental plants. 2. give the reasons for carrying out any four maintenance operation. 3. carry out maintenance activities in the field. |
| THEME: CROP PROTECTION | | | | | | | |
| 5 | Diseases of crops. | Students should be able to: 1. state the meaning of diseases. 2. list the effect of diseases on crop production. 3. Name the important diseases of major crops. 4. State the cause's organism disease. 5. State the preventive and control measures. | 1. Meaning of disease. 2. General effects of diseases on crop production. 3. Diseases of major crops i. cereals – smut, rice blast etc ii. legume – cercosporu leaf spot, rosette etc iii. Beverages – cocoa black pod, coffee leaf rust etc. iv. Tuber- cassava mosaic, bacterial leaf, blight etc v. Fruits- citrus, gummosis, dieback etc. vi. Fiber- black arm, bacterium blight of cotton vii. Vegetables- root knot of tomato or okro etc viii. Stored produce- mould. | 1. Takes the students out for field observation and identification of different types of crop diseases and mouldy grains/seeds in storage. 2. Demonstrates the use of chemical to control crop diseases in school farm and how to operate sprayer during chemical application. 3. Displays preserved diseased plant organs as teaching aids. | 1. Participate fully and record observation in record book. 2. Participate and operate the sprayer with the assistance of the teacher. 3. Draw a sprayer in farm record booklet and label the parts. 4. List the names of common chemicals in the locality and the types of disease they control. | 1. School farm. 2. Spraying equipment. 3. Diseased plants. 4. Common chemicals. | Students to: 1. state the meaning of disease. 2. mention the general effects of diseases on crop production. 3. state various crop diseases with their causal organisms. 4. list and discuss the preventive and control measures. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Pests of crops | Students should be able to: 1. state the meaning of pest. 2. classify pests into insects and non insects. 3. classify insect pests based on their mode of mouth parts. 4. discuss the important insect pest of major crops. 5. recognise and name the important storage insect pests of farm produce. 6. describe the nature of damage to crops. 7. describe the biology of some of the selected crops. 8. state and discuss the general control and preventive measures. 9. state and discuss the possible side effects of the various preventive and control methods on man and the environment. 10. state general/economic importance of pests | 1. Meaning of pest. 2. Classification of pests. i. insect pests ii. non-insect pests 3. Classification of insect pests based on mouth parts with examples. i. biting and chewing ii. piercing and sucking iii. boring 4. Name and description of important insect pests of crops. i. cereals- slam borer etc. ii. legume- pod borer aphids etc. iii. beverages- cocoa myrids apsid etc iv. tuber- yam beetle, cassava mealy bug, variegated grasshopper etc. v. fiber- cotton strainers, boll worms etc. vi. fruits and vegetables- grasshopper, leaf roller, leaf beetle, scale insects. vii. Stored produce pests- grain weevils, bean beetle. 5. Biological outline of selected insect pest and other important non-insect pest e.g. Birds, rodents etc. 6. Nature of damage to crops and economic importance of each selected pest. 7. 8. preventive and control measures Cultural methods Quarantine methods 9. Side effects of various preventive and control methods Chemical- pollution, poisoning Biology- misbalancing of ecosystem Cultural method- harmful effect of burning 10. Effects/economic importance of pests. | 1. Displays pictures of various pests in the locality. 2. Supervises collection and preservation of various pests. 3. Divides the students into groups to prepare inset chart or box that can be kept in the agricultural laboratory. 4. Takes the students out to identify and describe insect damage to crops in the field and during storage. | 1. Draw some of the insect pests and non insect pests in farm record book. 2. Collection of various pests in the locality. 3. Group work to prepare inset chart or box | 1. Real specimens. 2. Picture and diagrams of insects. 3. Field work. 4. School farm. | Students to: 1. what are pests? 2. classify pests based on their mouth parts. 3. discuss five economic importance of insect pests. 4. list the side effects of some preventive an control measures. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7 | Weeds and weeds control | Students should be able to: 1. define weeds. 2. list various types of weeds with their botanical names. 3. state the effects of weeds on crops and the economy. 4. list the various features of weeds. 5. describe the various methods of controlling weeds. | 1. Meaning of weeds. 2. Types of weeds. Common and botanical names 3. Effects of weeds on crops and the economy. 4. Characteristic features of weed. 5. Methods of controlling weeds Cultural, biological, chemical, physical and mechanical methods. | 1. Guides the students on how to prepare weed album. 2. Displays different types of herbicides and equipment for application. 3. Demonstrates application of herbicides on the farm. | 1. Prepare weed album on group basis. 2. Carry out weeding on their individual plots in the school farm. 3. Observe the effect of herbicide applied on the farm. | 1. Different types of weeds. 2. School farm. 3. Different types of herbicides. | Students to: 1. define weed. 2. list different types of weeds with their botanical names. 3. state the effects of weeds on a. crops b. economy 4. list various methods of controlling weeds. |
| 8 | Types and classification of farm animals | Students should be able to: 1. list the different types of farm animal. 2. classify farm animals according to - habitant - uses | 1. Types of farm animals e.g. cow, goat, fowl, sheep, rabbit, fish etc 2. Classification of farm animals according to Habitant- terrestrial and aquatic Uses- food, protection, pats etc. | 1. Guides class discussion. 2. Guides students to identify these farm animals. | 1. Participate in class discussion. 2. Visit where these animals are reared for identification. | 1. Picture of farm animals. 2. Charts showing classification of farm animals. 3. Livestock pen. | Students to: 1. state what farm animals are. 2. list five types of farm animals. 3. classify farm animals according to habitant and uses. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME 6: ANIMAL SCIENCE | | | | | | | |
| 9 | Anatomy and physiology of farm animal | Students should be able to: 1. draw and label parts of farm animals. 2. diseased animal. 3. identify important organs like heart, liver, lungs etc. 4. sketch these parts and mention their functions. | 1. Parts of farm animals e.g. fowl, goat or cow, fish etc. 2. Organs of farm animals like heart, liver, lungs etc. 3. Digestive system -Circulatory system -Respiratory system. | 1. Guides class discussion. 2. Displays diagrams of reproductive system of mammals and of birds. | 1. Participate actively in class discussion. 2. Follow the illustrations in the diagram. | Chart and picture of reproductive systems in mammals and poultry. | Students to: 1. draw and label parts of farm animals. 2. list five important internal organs of farm animals and state their functions. |
| 10 | Animal reproduction | Students should be able to: 1. explain the roles of sex hormones in reproduction. 2. draw and label the parts of the male and female reproductive system. 3. explain the processes of reproduction in mammals and poultry. 4. describe processes of egg formation. | 1. Meaning of reproduction. 2. Roles of hormones in reproduction of animals. 3. Reproductive system of animals/ mammals and poultry. 4. Processes of reproduction in animals mammals and poultry 5. Egg formation in poultry. | 1. Guides class discussion. 2. Displays diagrams of reproductive system of mammals and poultry. | 1. Participate actively in class discussion. 2. Follow the illustrations in the diagram. | Charts and pictures of reproductive systems in mammals and poultry. | Students to: 1. explain the role sex hormones in reproduction of animals. 2. draw and label the male reproductive system of a mammal. 3. briefly explain the processes of reproduction. 4. describe the processes of egg formation in poultry. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

AGRICULTURAL SCIENCE
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Environmental physiology | Students should be able to: 1. explain the meaning of environmental physiology. 2. state the effects of changes in i. climate on growth, reproduction, milk production, egg production etc ii. temperature- control of heat/temperature iii. Relative humidity control of humidity iv. Light- control of light. | 1. Meaning of environmental physiology. 2. Effects of changes in climate such as i. temperature ii. relative humidity iii. light on - growth - reproduction - milk production - egg production. | Guides class discussion. | Participate actively in class discussion. | Diagrams and pictures of healthy animals and sick animals. | Students to: 1. explain the meaning of environmental physiology. 2. what are the effects of changes in climate on a. growth b. reproduction c. milk production d. egg production in farm animals. |
| 2 | Livestock management. | Students should be able to: 1. state the meaning of livestock management. 2. state the requirement for good livestock management. 3. explain the importance of these management practices in livestock. 4. keep farm animals and take care of them at least one ruminant and one non ruminant. | 1. Meaning of livestock management. 2. Requirement for livestock management - disease control - housing - feeding - hygiene etc 3. Importance of these management practices. 4. Livestock production project. | 1. Guides class discussion. 2. Guides students in practical during keeping of animals in the school. 3. Provides necessary inputs for the practical project. | 1. Participate actively in class discussion. 2. Practical work of rearing animals in the school. | 1. Live animals like rabbit, goat, poultry etc 2. Material needed for rearing like housing, feeders, drinkers, feeds etc | Students to: 1. state the meaning of livestock management. 2. what are the requirements for livestock management? 3. explain the importance of each of these requirements. 4. raise a selected animal from stock selection to finishing. 5. present record of management practices. |

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| | | | | TEACHER | STUDENTS | | |
| 3. | Animal Nutrition. | Students should be able to: 1. classify feeds. 2. mention sources and functions of food nutrients. 3. state the different types of ration/diet and their uses. 4. state causes and symptoms of malnutrition in farm animals. | 1. Meaning of animal nutrition. 2. Characteristic of feeds i. basal/energy feeds or carbohydrate ii. protein concentrates iii. mineral/vitamin supplements. | 1. Guides class discussion. 2. Displays feed items from different categories of nutrients. | 1. Participate actively in class discussion. 2. Bring feeds to the class. 3. Classify feeds brought into class. | 1. Charts and diagrams of classes of feeds. 2. Different feed types. 3. Sample of feed specimen representing different types and nutrient. | Students to: 1. state the different classes of feed. 2. mention two examples of feed for each class. 3. what is ration? 4. list three types of rations and briefly explain any two. 5. what is malnutrition? 6. state four symptoms of malnutrition in animals. 7. explain how malnutrition can be corrected. |
| 4 | Range land management | Students should be able to: 1. state the meaning of range management. 2. list the importance of rangeland. 3. state the characteristic of rangeland. 4. mention some common grasses of livestock rangeland. 5. state factors affecting the level of production in herbage. 6 explain methods of rangeland and pasture improvement. | 1. Meaning and importance of rangeland/pasture to livestock. 2. Characteristics of rangeland- contains high quality grasses and legumes etc 3. Common grass of livestock in rangeland. 4. Factors affecting the level of production of herbage. 5. Methods of rangeland and pasture improvement. | 1. Guides class discussion. 2. Guides the students during visit to rangeland. 3. Displays charts and pictures of rangeland. | 1. Participate actively in class discussion. 2. Students to visit nearby rangeland. | 1. Charts and pictures of rangeland. 2. Rangeland site in the locality. 3. Different types of crops found in rangeland. | Students to: 1. define rangeland. 2. List five importance of rangeland. 3. state the characteristics of rangeland. 4. mention some common crops found in rangeland. 5. mention some factors affecting production of herbage in rangeland. 6. briefly explain methods of rangeland and pasture improvement. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME 7: AGRICULTURAL ECONOMICS AND EXTENSION | | | | | | | |
| 5 | Basic economic principle | Students should be able to: 1. list the basic economics principles. 2. discuss the basic economic principles. | - scarcity - choice - sale of preference -low of diminishing returns. | Discusses and demonstrates. | Draw examples from real life situations. | | Students to: 1. list basic economics principles. 2. explain the law of diminishing returns. |
| 6 | Factors of production | 1. Define factors of production. 2. Mention examples of factors of production. | Factors of production i. land ii. capital iii. labour - Characteristics and classification iv. management or entrepreneur | 1. Uses charts to illustrate the factors of production and classification. | 1. Participate in discussion. | 1. Farm land 2. Farm buildings and equipment etc. | Students to: 1. mention factors of production. 2. explain the law of diminishing returns. |
| 7 | Principles of demand | Students should be able to: 1. state the meaning of demand. 2. state the meaning of demand. 3. list the factors that affect the demand for agricultural goods and services. 4. differentiate between the factors that shift the demand curve and movement along the demand curve. | 1. Definition of demand. 2. Law of demand. 3. Factors affecting demand. 4. Movement along the demand curve. 5. Shift in the demand curve. | 1. Discusses. 2. Displays diagram of demand curve. | Active participation in discussion. 2. Interpret movement along demand curve from the diagram. | Charts and diagram etc. | Students to: 1. define demand. 2. state the factors affecting demand. 3. differentiate between shifts in demand curve and movement along the demand curve. |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Principles of supply | Students should be able to: 1. state the meaning of supply. 2. state the law of supply. 3. list the factors that affect supply- movement along the supply curve and the shift variables. | 1. Definition of supply. 2. Law of supply. 3. Movement along supply curve. 4. Shift in supply curve. | 1. Discusses. 2. Uses supply curve chart to explain. | 1. Participate in the discussion. 2. Interpret the supply curve. | Charts etc. | Students to: 1. define supply. 2. State the factors affecting supply. |
| 9 | Implications of demand and supply for agricultural production. | Students should be able to: 1. discuss the meaning of price support. 2. explain the meaning of price stabilisation and control. 3. indicate what a subsidy programme is all about. | 1. Price support 2. Price control 3. Subsidy programme and their effects on agricultural production. | Discusses y drawing examples from real life situations e.g. buffer stock, grain release by government. | Active participation in discussion. 2. Raise questions on issues of effect of subsidy withdrawals on agricultural production. | | Students to: 1. explain what is meant by i. price support ii. price control iii. subsidy programme 2. discuss the effects of subsidy withdrawal by government. |
| 10 | Functions and problems faced by farm managers | Students should be able to: 1. explain the meaning of farm manager. 2. functions of a farm manager. - planning - coordinating etc. 3. state the problems that farm managers face in the production process. | 1. Meaning of farm manager. 2. Functions of farm manager - planning - coordinating etc. 3. Problems of farm managers. - inadequate farm - inadequate information about sources of inputs - government policy etc. | 1. Discusses. 2. Uses concept map to outline the functions of farm manager and relationship in the detailed activities. | 1. Act the role of farm manager in a short play. 2. Participate in discussion. | 1. Concept map. 2. Role plays by students. | Students to: 1. explain the meaning of a farm manager. 2. state five functions of a farm manager. 3. list five problems faced by farm managers. 4. discuss the problems as it affect farm managers productivity. |
| 11 | REVISION | | | | | | |
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CHRISTIAN RELIGIOUS STUDIES
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FIRST TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | God the creator | Pupils should be able to: 1. explain the meaning of sovereignty 2. discuss the sovereignty of God over his creation 3. explain what it means so submit to God's sovereignty over their own lives | God the creator of man and all things. Genesis 1&2; Psalms 19:1-6. - Sovereignty of God over His creation. Isaiah 45:1-12. - Sovereignty of God over individual lives. Daniel 4:4-37 | 1. Distinguish between things created by God and those made by man. 2. Discussion on the meaning of sovereignty of God. 3. Leads learners the limitations of man in creating life. 4. Leads learners to the implication of God's sovereignty over their own lives. | 1. Read the bible passages. 2. Distinguish between things created by God and those made by man. Recognize that even man made tings are sourced from God's creation 4. Discuss the meaning of sovereignty 5. discuss the implication of God's sovereignty over their lives | 1. Samples of objects made by man and those created by God. 2. A picture of a potter at work. 3. Film clips of some spare exploration - film clips of life on the ocean floor - songs, e.g "Have thine own way lord... "Oh Lord my God. | Students to: 1. explain the meaning of sovereignty. 2. give examples, from relevant passages, that show God's sovereignty in creation. 3. list 5 words, each to describe the different aspects of God's sovereignty. 4. explain what it means for each to submit to God's sovereignty over his or her life. |
| 2 | God the controller of the universe | Students should be able to: 1. recognize God as the sustainer of all creation 2. recognize their dependence on God, and 3. recognize the sovereignty of God in the affairs of man and nations. | 1. God's control of the universe, Gen. 1:25-31, Amos 9:1-6 2. God controls the affairs of nations. Jeremiah 18:1-6 3. God controls the affairs of individuals, Psalms 127:1-7. Jeremiah 29:11, Roman 8:28 | 1. Raises questions that stimulate students to discuss. 2. Guides students in their discussions 3. Discusses on God the sustainer of lives. | 1. Suggest ways in which God sustains the universe 2. Imagine what happens if God withdraw from the world 3. Read and summarize the biblical passages 4. Discuss how human beings are dependent on God 5. Discuss whether or not man has been a faithful steward | 1. World map 2. map showing Nigeria's natural resources | Student to: 1. explain how God is the sustainer of creation. 2. show in what ways human beings are dependent on God. 3. illustrate the sovereignty of God in the affairs of man. |
| | The apostles creed | Students should be able to: briefly present the key beliefs of the Christian faith | The Apostles Creed (see the leaf above). | Makes the Apostle's creed available to students to study and memorize. | Of God's creation memorize the Apostle creed. | The Apostle creed | Student to: recite the Apostles creed |

CHRISTIAN RELIGIOUS STUDIES
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| | | | | TEACHER | STUDENTS | | |
| 3 | Joseph as a leader | Students should be able to: 1. narrate the story of Joseph 2. identify Joseph's major talents and how he used them for God's work 3. explain what enabled Joseph to be successful as a good leader 4. compare Joseph's leadership style with what is common today | 1. Joseph's early life and arrival in Egypt, Gen. 37:1-28 2. Joseph the governor of Egypt. 3. Joseph reconciles with his brothers, Gen. 45:1-15 | 1. Gives reading assignment to students 2. Guides students to write summarized notes 3. Guides student discussions | 1. Discuss some of their dreams 2. Read and summarize relevant biblical passages 3. List personal and leadership attributes of Joseph 4. Explain what enabled Joseph to be a good leader 5. compare Joseph's leadership style with that of a present-day club, school or state leader | 1. Newspaper clippings and other media reports on leaders 2. Artists impression of Joseph's reconciliation with his brothers 3. the film "Joseph" | Students to: 1. briefly narrate the story of Joseph 2. write how Joseph used his talents for god's work 3. explain the secrets of Joseph success as a governor 4. compare Joseph's leadership style with that of a modern day governor |
| 4 | Moses as a leader | Students should be able to: 1. describe the major events of Moses early life 2. identify his personal and leadership qualities 3. explain why Moses was a successful leader 4. compare his style of leadership with what is common today 5. recognize the problems of leading a complaining and difficult group | 1. The early life and call of Moses Exodus 1-3 2. God equips and sends Moses to lead the Israelites out of Egypt, Exodus 4:1-17,5:1-5, 22-33, 6:28&8 3. Moses leads his people out of Egypt. Exodus 14:1-31; Num. 13:1-33, 14:1-19 | 1. Gives reading assignments prior to each class 2. Guides students class discussion 3. Supplies information on modern leaders to compare Moses with | 1. Read all relevant biblical passages 2. Recount the early life of Moses 3. Discuss why Moses was chosen as a leader 4. Describe how Moses managed the complaining Israelites 5. List Moses leadership qualities and show how he used them 6. compare Moses leadership style with that of a leader with when they are familiar | The film "Moses" | Students to: 1. describe two major events in the early life of Moses 2. identify 4 personal and leadership qualities of Moses 3. give two major reasons why Moses was successful as a leader of Israel 4. compare Moses leadership style with that of a modern day leader |

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| 5 | Joshua as a leader | Students should be able to: 1. discuss why and how Joshua succeeded Moses 2. identify his leadership qualities 3. narrate how Joshua led the Israelites to capture Jericho 4. identify the problems Joshua encountered as a leader and 5. explain why Joshua succeeded | 1. Joshua is chosen and equipped to lead Israel, Num. 13:16-14, 10, 27:15-23, Joshua 1:1-9 2. Joshua and the fall of Jericho, Joshua 6. 3. Joshua admonishes his people, Joshua 1:10-15, 24; 1-28 | 1. Encourages students to pay attention to current news about leaders 2. Guide students in their discussions 3. discuss on how Joshua succeeded as a leader | 1. Discuss advantages and disadvantages that those who succeed great leaders have 2. Relate how Joshua's good qualities was outstanding | 1. Film on the fall of Jericho 2. the song "Joshua fit the battle of Jericho" 3. read the biblical passages 4. Research for and list Joshua's leadership qualities 5. Discuss and evaluate Joshua's performance as a leader | Students to: 1. discuss why and how Joshua succeeded Moses 2. write summaries of the biblical passages 3. write a short essay on whether Joshua was a good successor of Moses 4. compare the film on the fall of Jericho with the biblical fact. |
| 6 | Deborah as a leader | Students should be able to: 1. discuss why Deborah was chosen as a leader 2. identify her leadership qualities and discuss how she used them 3. examine how successful leadership may be determined by prevailing conditions | 1. Deborah leads the people to victory, Judges 4:1-24 2. Deborah's leadership qualities | 1. Raises issues that stimulate students discussions 2. Helps students to relate lesson to contemporary issues 3. Guides the students discussions | 1. Discuss prejudices against women leadership in Nigeria and elsewhere 2. Relate the biblical passage 3. Identify Deborah's leadership qualities 4. Discuss the role in the victory over the enemy 5. Compare her courage and activities with those of known female leaders for today. 6. Compare the leadership styles of Joseph, Moses, Joshua and Deborah, taking into consideration the prevailing circumstances under which they served | A prepared chart to summarize key lessons on the four leaders and guide discussion on them. | Students to: 1. state why Deborah emerged as a leader 2. list 2 of her leadership qualities and how she used them effectively 3. explain the prevailing condition that produced and enhanced Deborah's successful leadership |

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| 7 | Guidance | Students should be able to: 1. identify different ways in which God guides the Israelites 2. recognize the importance of obedience and prayer in the acceptance of God's guidance 3. discuss the importance of the bible as a source of God's guidance; and 4. list ways by which God guides His people today | 1. God guided the people, the Israelites, Exodus 13:17-22, Joshua 8:1-22. 2. God guides His people today through the teaching of Christ in the bible. Hebrews 1:1, Matthew 11:27-30 | 1. Guides the students, discussions 2. Helps them to relate this lessons to vital decision they are yet to make about their future | 1. Read and summarize the biblical passages 2. Discuss the various factors that helps in decision making 3. Discuss various ways by which God guided His people in the past 4. Identify ways by which God guides us (His people) today 5. Discuss the place of prayer and obedience in the given texts, pointing out the significance of these in the lives of individual 6. Discuss the bible as a means of guidance | 1. Signboards depicting directions and destinations 2. The highway code | Students to: 1. enumerate different ways by which God guided Israel 2. state the importance of obedience and prayer to find God's guidance 3. explain the importance of the bible as a source of God's guidance 4. list ways by which God guides His people (Christians) today. |
| 8 | Provisions | Students should be able to: 1. list different ways in which God provided for people of Israel 2. explain why provisions were given and why we stopped 3. state God's promise of and conditions for provisions 4. recognize the fact that God still provide for people today | 1. God provided for His people: Food, Exo. 16:1-21, Water, Exo 17:1-7, Light for night journey, Exo. 12:20-22 1. Shade for sunny days journey Exo. 13:20-22 2. God provided sustenance for Elijah and Zaraphath widow in draught, 1 Kings 17:1-16 3. God requires our obedience to effect His provisions Abraham, Gen. 22:1-13, Elijah, 1 King 17:10-16, Israelites, Ex. 16:19, Zaraphath widow, 1 Kings 127:10-165 4. Why provisions were, stopped, Joshua 5:11-12, 1 Kings 4:1-6. | 1. Encourages students to affirm this truth by sharing their personal experiences 2. Guides the students discussions. | 1. Read and summarize the biblical passages 2. Discuss the basic needs of man and how God provides for them 3. Outline the conditions laid down by God for giving provisions. 4. Write an essay titled, "God's wonderful provisions I'll never forget". | 1. A basket of assorted fruits 2. A gift basket (like those presented at Christmas) | Students to: 1. list different ways in which God provides for Israel. 2. explain why provision where given and why they were stopped. 3. state God's conditions for His provision 4. give examples of how God still provides for people today. |

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| 9 | Protection | Students should be able to: 1. recognize God's protective power over the Israelites and 2. CONFIRM that God's power of protection exists at all times 3. discuss the story of Daniel whose rivals persuaded king Darius to throw into the lions den. | 1. God protection over the Israelites, Exod. 14:10-31. 2. God's protection over an individuals Daniel 6:16-23. 3. Gods protection available for all people at all times, Psalm 91. | 1. Encourages students to affirm this truth by sharing their personal experience. 2. Guides the class discussions. | 1. Discuss the significance of identify cards in the society. 2. Read the biblical passages. 3. Discuss the reality of God's protection today 4. Identify incidents that illustrate God's protective power in the passages. | 1. Newspaper or film clips showing accidents from which people have been saved 2. Picture of security men or guard. | Students to: 1. recount instance of God's miraculous protection of Israel. 2. state instances of recent happening that demonstrate the acurrency of Gods' protective power. 3. write an essay titled, "The day God protected me from danger". |
| 10 | Examples of Eli and Samuel | Students should be able to: 1. explain the extent to which Eli and Samuel were responsible for the short comings of their children 2. explain God's reaction to the conduct of Eli and his children 3. recognize that parents may be held accountable for the misbehaviour of their children; 4. identify children's responsibilities towards their parents | 1. The irresponsible behaviour of the sons of Eli and Samuel, 1 Sam. 2:12-25, 8:1-9 2. God's pronouncement of judgment on Eli and his sons, 1 Sam. 2:27-36, 3:1-18. 3. The fulfillment of God's judgment on Eli and his family, 1 Sam. 4:10-22 | Encourages the students, being children to freely express their feeling on this theme. | 1. Read the bible passages 2. Narrate the story of Samuel's neglect of his family in the course of busily serving God, 1 Sam. 7:15-17. 3. Discuss the misbehaviour of the children of Eli and Samuel and God's reaction 4. Debate whether services to God justified a man or woman to neglect his duties (e.g companionship/qualitative physical presence to his/her family | 1. Picture of a happy family circle 2. Film clip or TV programme on parental responsibilities | Students to: 1. submit a written assignment on the behaviour of the children of Eli and Samuel. 2. discuss the responsibilities of parents and children to each other. 3. explain how God views failure of parental responsibilities. 4. explain why both Eli and Samuel are to blame for the misbehaviour of their children. |
| 11 | REVISION | | | | | | |
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| 1 | Example of Asa (A) | Students should be able to: 1. describe how king Asa and his son Jehoshaphat pleased God and. 2. explain why children should live godly lives. Students should be able to: 3. indicate the rewards of obedience to divine laws. 4. point out some rewards of obedience to civil laws. | 1. King Asa pleased God, 1 Kings 5:-15 2. King Jehoshaphat follows his father's way of life, 1 Kings 22:41-44. 3. Joseph was rewarded for obeying God's law; Exod. 20:124, Gen. 39:7-12. 4. David was rewarded for respecting a civil rule, Exod. 20:13, 1 Sam. 26:1-12. 5. The three Hebrew youth escaped death for obeying God to avoid idolatry, Ex. 20: 13, Daniel 3:1-30 6. Esther obeyed Mordecai, Esther 4:1-16 | Guides the students discussions: 1. The Bible 2. Guides the students discussions 3. Helps the students to relate these examples with their youthful experience | 1. Read the biblical passages and summarize them 2. Describe the various ways which Jehoshaphat lived a godly life. 3. Describe the role of parents in the upbringing of their children 4. Discuss Joseph's rejection of adultery 5. Describe what they would do if they found themselves in David's shoes. 6. Discuss what inner qualities enable the three Hebrew youth to obey God rather than the king 7. Discuss what seeming "advantage" is given up in each case of obedience. | 1. Picture of a son following the footstep of his father 2. Picture of a daughter, learning a craft from her mother 3. Picture of an obedient girl receiving reward on school's price giving day. | Students to: 1. write an essay on how parents life influences the life style of their children 2. cite some examples of those who obeyed God and got reward for it. 3. point out one example of reward for obedience to civil laws. |
| 2 | Consequences of disobedience | Students should be able to: 1. discuss the result of Saul's disobedience 2. recognize that sinful disobedience always brings sorrow. 3. discuss how the consequences of disobedience may or may not be immediate 4. recognize the consequences of disobedience | 1. Saul's disobedience, 1 Sam. 15:1-19 2. Consequences of Saul: - Rejections as king. 1 Sam. 15:20-26 - Spirit of God left him, 1 Sam. 16:14-23 - He and son died same day, 1 Sam. 31:1-13 3. others who suffered for their disobedience: disobedience prophet 1 Kings 13:11-24. The sons of Eli, 1 Sam. 2:22-25, 4:10-11 | Guides the students to draw their examples from experiences of their peer group | 1. Read the biblical passages 2. List acts of disobedience that is common among SS students 3. discuss situations at school and home where disobedience leads to unpleasant consequences 4. Distinguish between delayed and immediate consequences of disobedience in life today | Newspaper and film clippings that illustrate consequences of disobedience | Students to: 1. write an essay on the consequences of disobedience 2. give examples of delayed consequences of disobediences |

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| 3 | Friendship | Students should be able to: 1. differentiate between healthy and unhealthy friendships 2. enumerate types of friendships 3. identify characteristics of good and bad friends | 1. The friendship between Jesus, Martha and Mary was cordial, luke 10:332-42. 2. Friendship between Jesus and Lazarus. John 11:1-44 3. David, Saul and Jonathan 1Sam. 18:19 4. Types of friendships. John 6:60-71 5. characteristics of good and bad friends | Asks students to: 1. Read and explain the biblical passages and define the word friendship 2. Asks students questions 3. Guides students to list examples of good and bad friends | 1. List characteristics of good and bad friends 2. Discuss types of friendships that exist among their peer-groups | 1. Dramatize a friendship which started well and went sour 2. Dramatize a situation where a friend goes to gossip about his friend 3. Show a film of youth at a party | Students to: 1. write down types of healthy friendship and 5 unhealthy ones in order of priority 2. discuss freely types of friendships 3. enumerate the characteristics of good and bad friends |
| 4 | Trust in god | Students should be able to: 1. recount the story of David's submission to the will of God 2. recognize the effect of the fear of God on David 3. relate the message of David's submission to their own lives 4. and recount the story of Jonah's submission to the will of God. | 1. David submits to the will of God; 1 Sam. 26:1-25, 2 Samuel 12:15-25 2. Jonah submits to the will of God, Jonah 1-2 | 1 Guides students to: 1. Explain the term "Submission and will of God" 2. Lead students to read the biblical passages and explain how David and Jonah submitted to the will of God 3. Asks students to explain how submission to the will of God may influence or change their daily lives 4. guides students to debate whether David should have killed Saul or not 5. Leads students to recount the story of Jonah. | 1. Read through the biblical passage 2. Discuss the consequences of disobedience 3. Ask questions | 1. Picture of two people with one standing over the other with a sword 2. Picture of a small man in the belly of a fish 3. Picture of a ship capsizing with Jonah screaming in it. | Students to: 1. narrate the story of David's submission to God. 2. discuss the benefits of the fear of God 3. examine how their lives relate with the message of David 4. write the story of Jonah |

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| 5 | The wisdom of Solomon | Students should be able to: 1. identify the source of Solomon's wisdom 2. explain how Solomon used his wisdom 3. specify the importance of making wise decisions in life. 4. recognize God as the source of wisdom | 1. Solomon's request for wisdom from God, 1 Kings 3:3-15 2. How Solomon applied his wisdom. 1 Kings 3:16-23; 4:29-34 3. Building of the temple and its dedication, 1 Kings 5:1-12, 8:1-53. | 1. Define the concepts "wisdom and decision making" 2. Lead students to read the biblical texts and discuss 3. Ask students about other sources of wisdom 4. guides students to suggest different ways of taking right decisions | 1. Read and understood the biblical text 2. Ask how one can get wisdom from God and other sources (James 1:5-8) 3. Take down notes. | 1. Picture of a king addressing his subjects. 2. Video tapes of historical figures who took the right decisions to make a change in the world (Bhandhi M. L. King and mother Theresa of Cakuta) | Students to: 1. identify Solomon's source of wisdom 2. discuss how wisdom can be used wisely 3. discuss the significance of making wise decision 4. enumerate source of wisdom 5. teacher to pose a problem and each students to suggest ways of reaching a decision |
| 6 | Unwise decision of Solomon and Rehoboam | Students should be able to: 1. identify Solomon's unwise decisions 2. describe the circumstances that led to Rehoboam's decision and 3. discuss the consequences of unwise decisions. | 1. Solomon's unwise decision, 1 Kings 9:15-23, 11:1-13 2. Rehoboam's unwise decision and its consequences, 1 Kings 12:1-20 | 1. Explains the unwise decisions of Solomon and Rehoboam from the biblical text 2. Mention some consequences of wrong decisions 3. Explains the relevance of going for counseling before taking major decisions | 1. Read the biblical texts 2. Take down notes as might be dictated or written on the chalkboard 3. Ask questions | 1. Newspaper clipping on the consequences of wrong decisions. 2. Video film depicting the disastrous consequences of wrong decisions eg. War films | Student to: 1. discuss wrong decisions they had taken in the past. 2. discuss the unwise decision of Solomon and Rehoboam and their consequences |

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| 7 | The effects of greed (Ahab and Gehazi) | Students should be able to: 1. explain the meaning of greed 2. recognize it as a onerous vice that is injurious to the individual and the society; and 3. recount the stories of Ahab and Gehazi's greed actions 4. give examples of greed in Nigeria | 1. Ahab seize Naboth's vineyard. 1Kings 21:1-2:16 2. The effect of Ahab's greed, 1 Kings 21:17-29 3. Gehazi's greed and its consequences II Kings 5:1-27 | 1. Guides students to discuss the meaning of "greed" 2. Leads students to read and summarize the biblical passage 3. Leads discussions on greed and how in Nigeria it has led to massive corruption | 1. Read the biblical text. 2. Discuss the stories of Ahab and Gehazi 3. Discuss possible ways of curbing greed | 1. A graphic illustration of greed 2. Newspapers and other clippings on greed | Students to: 1. write the story of Ahab or Gehazi 2. write down five reasons why greed is injurious to the individual and society. 3. enumerate examples of greed in Nigeria. |
| 8 | The supremacy of God | Students should be able to: 1. discuss the religious situation in Israel at the time of Elijah and Obadiah 2. describe the courage of Elijah and Obadiah 3. recognize the manifestation of God's power and 4. identify the main lessons in the passages and relate them to their win lives | The stories of Elijah and Obadiah I kings 16:29-34, 17:1-7, 18:1-19, 19:1-18. | 1. Guides students to explain the stories in the biblical texts 2. Leads the students to explain the courage of Elijah and Obadiah 3. Asks the students to point out the role played by Jezebel | Students to: 1. Identify areas of religious tension in Nigeria 2. Discuss the courage of Elijah and Obadiah 3. Discuss the power of God | 1. Video that demonstrate courage 2. Video that reveals the power of God. Nigeria films | Students to: 1. write assignments on religious tension in Nigeria. 2. discuss the courage of Elijah and Obadiah 3. narrate how God has been manifesting his power in their lives 4. describe the lessons learnt from the stories of Elijah and Obadiah |

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| 9 | Elijah at mount Carmel | Students should be able to: 1. narrate the contest on Mount Carmel, and 2. recognize the supremacy of the Almighty God over and above Baal | 1. Elijah meets king Ahab and throws the challenge, 1 Kings 128:17-19 2. The contest on mount Carmel, 1Kings 18:20-46 3. The lessons to learn from the action of Elijah | 1. Read the biblical text and explains them 2. Places emphasis on the contest at mount Carmel which illustrate the supremacy of God 3. Points out the failure of Baal in contrast to the success of the tree God | Students to: 1. Describe the god or gods worshiped in their areas 2. Point out the reasons for the failure of Baal 3. Discuss the supremacy of God | 1. Photographs of different shrines 2. Photographs of traditional priest | Students to: 1. write an essay on the supremacy of God 2. discuss the contest on mount Carmel |
| 10 | Religious reforms | Students should be able to: 1. describe king Josiah's religious reforms 2. discuss the various phases of Josiah's reform 3. point out similarities between the religious situation in Josiah's day and today, and 4. point out possible areas of religious reforms in Nigeria today; and in their own lives as individuals. | 1. Prevalent religious evils at the time of Josiah. II Kings 22. 2. Josiah's reforms in Judah. II Kings 23:4-14, 21-30 3. Religious reform in North. II Kings 23:15-20 4. Some areas of religious reforms Nigeria e.g removal of adulterous priests, spiritist, homosexual, lesbian pastors etc. | 1. Leads a discussion on the religious evils at the time of Joshua 2. Guides students to identify from the passages area of Josiah's reforms in Judah and Samaria 3. Leads a discussion on areas that needs reformation in churches and the society as a whole 4. Encourages students to carryout self examination on their religious and social lives to know if it is in conformity with the word of God | 1. Read the reference passages 2. Point out religious evils at the time of king Josiah 3. Point out the different phases of Josiah's reforms 4. Examine selves to know if their religious and social lives tally with the word of God. | 1. The Holy Bible 2. Clippings illustrating various vices and their effects | Students to: 1. describe areas of king Josiah's religious reforms 2. discuss the areas of Josiah's reforms in Judah and Samaria respectively 3. mention two areas of similarities in Josiah's time and Nigeria today that needs reformation 4. carryout self examination to identify areas that need reformation in their spiritual and social lives. |
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| 1 | Concern for one's nations I | Student should be able to: 1. describe the events that led to the collapse of the Jewish nation; 2. describe the condition of the people that were left in Jerusalem at the deportation 3. enumerate the opposition faced by the nationalist | a. The captivity and destruction of Jerusalem 2. Kings 24; 25:1-17 b. Report on the condition of the nation, Neh. 1:3. c. The concern of the Nehemiah, Ezra and Zerubbabel for their nation and their response to the state of the nation despite opposition. Neh. 1:1-11, 2:9-20, Ezra 1:5-11, 7:1-10 | 1. Guides students to read the bible and summarize the reference passages 2. Explain the roles played by Nehemiah, Ezra and Zerubbabel. 3. Points out the opposition faced by these nationalists | 1. Read the reference passages 2. Write points into note book 3. Ask and answer teacher's questions | 1. The Bible 2. A paper chart containing the National Anthem and the National pledge | Students to: 1. describe the events that lead to the captivity of the Jews 2. describe the condition of those who were left in Jerusalem after the deportation to Babylon 3. describe the opposition faced by the nationalists |
| 2. | Concern for one's nation II | Students should be able to: 1. describe the concern of Nehemiah, Ezra and Zerubbabel for their nation and their response to the state of the nation despite oppositions 2. explain the rebuilding of Jerusalem | A. Reconstruction of the nation in the face of opposition Ezra 4, 5:1-2, 6:13-22, Neh. 4:1-23. B. The Rebuilding Of Jerusalem. Neh. 1:1-11, 2:1-20 C. Responsibility To Our Nation Nigeria - Political And Economic Stability - Spiritual reawakening etc. | 1. Guides students discussions 2. Gives reasons why the nationalists did not give up their trusted God 3. Asks students to identify areas in our national life that needs to be reformed; and arouse their interests to seek the good of the country 4. Ask thought provoking questions that will make the students mere patriotic and kick against indiscipline | 1. Read the reference passages 2. Discuss first and second deportation 3. Discuss the concern of Nehemiah, Ezra and Zerubbabel | 1. The Bible 2. Stickers and war against indiscipline | Students to: 1. narrate the roles played by Nehemiah, Ezra and Zerubbabel in rebuilding the city Jerusalem. 2. suggest ways to make Nigeria better: - spiritually - economically - politically etc. 3. give an of the second deportation of the Israelites into Babylon |

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| 3 | Faith in God I | Students should be able to: 1. define the term "Faith" 2. narrate the story of shadrack, Meshack and Abednego; 3. discuss how the men demonstrated faith in God, and their miraculous deliverance 4. recognize the faith of these three men. | 1. The command to worship king Nebuchadnezzar's image, Daniel 3:1-7 2. Refusal of Shadrack, Meshack and Abednego to worship the kings image. 3. God's deliverance from the furnace Daniel 3:19-30 | 1. Guides students to read the bible passages 2. Explain difficult passages 3. The effects of faith of Shadrack, Meshack and Abednego | 1. Read their bible 2. Listen and ask questions 3. Participate in class discussion | 1. The Holy Bible 2. Posters about faith and courage | Students to: 1. narrate the story of the faith and courage of Shadrack, Meshack and Abednego, 2. describe the miraculous deliverance of the three Hebrew men from the furnace |
| 4 | Faith in God II | Students should be able to: 1. discuss the effects of the faith of the three men on the Babylonians and Jesus 2. recognize that laws or decree can be made for selfish reasons by the leadership 3. State the lessons learnt from the passage | 1. Punishment for the refusal and God's deliverance 2. Effects of their faith and courage on the people. 3. Lesson to learn from the faith and courage of Shadrack, Meshack and Abednego | 1. Lead students to appreciate faith and courage of the three men. 2. Lead a discussions on God's deliverance for those who trust in Him. 3. Encourages students to answer and ask question in areas not clear to them. | 1. Participate in class discussion 2. Read the biblical passages 3. Take note | 1. Holy bible 2. Posters and stickers about faith and courage | Students to: 1. discuss the effect of the faith of the three men on the Babylonians, particularly the king; 2. debate on laws that are made for selfish reasons in our country 3. enumerate five lessons from the story of the three Hebrew men |
| 5 | Faith and power of God I | Students should be able to: 1. Narrate the story of Daniel's deliverance 2. identify in the passage qualities of Daniel that is worthy of emulation 3. relate how Daniel express his faith in God | 1. A decree to worship the king 2. Daniel expresses his faith in God, Daniel 6:10-15 3. Daniel in the lion's den, Dan. 6:11-18. | 1. Guides students to read the reference passages 2. Leads students to identify the circumstances under which Daniel expressed absolute faith in God | 1. Read the bible passages 2. Listen, ask and answer teacher questions 3. Take note | 1. The Bible 2. Sticker on power of God | Students to: 1. narrate the story of Daniel's deliverance from the lion's den 2. mention five qualities of Daniel |

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| | | | | TEACHER | STUDENTS | | |
| 6 | Faith and power in God II | Students should be able to: 1. discuss the effect our faith in God can have on others. 2. point out, that leaders need to examine critically advise given by their cabinet members. | 1. The power of God manifested, Dan. 6:19-24. 2. Effects of Daniel faith, Dan. 6:25-28 3. Qualities of Daniel. Dan. 1:3-8, 6:3-5, 10; 16:6, 22023. | Asks students to identify from the passage qualities of Daniel faith or a Christian. | 1. Identify in Daniel's story; a demonstration of God's power 2. Read the bible passage 3. Chalkboard summary | 1. The bible 2. Sicker on power of God | Students to: 1. describe the how their faith in God can have effect on other people 2. state the importance of critical examination of advise they receive from other people |
| 7 | True religion and social justice I | Students should be able to: 1. explain what true religions is 2. recount the social vices at the time of Amos and in Nigeria today 3. explain Amos teaching on true religion | 1. True religion: It is not merely attending church services and programmes and contributing to the church, Amos 5:21-23, 25;4:4-5 2. It demands purity of heart, honesty desire and justice. Amos 5:4,14-015,4 3. Social vices of the time of Amos. Amos 2:6-8,4:1-2, 5:7-13. | 1. Leads students to discuss what true religions is or is not. 2. guides them to read the reference and list social evil in the time of Amos 3. Leads them to identify social evil in Nigeria today | 1. Participate in class discussion 2. Read reference passage 3. Copy into their notes list of social evils at the time of Amos and in Nigeria today 4. Note the similarities in the above | 1. Flash cards with wards depicting true religion 2. The Holy bible 3. Newspaper clipping and cartoons of evils of the society | Students to: 1. explain what is true religion 2. list five social vices in Nigeria similar to that of Amos time 3. state why Amos made an attack on the essential elements of Israelites worship |

CHRISTIAN RELIGIOUS STUDIES
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|--|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | True religion and social justice II | Student should be able to: 1. point out that our Christian leaders need courage to speak up against the vices in the society especially affects the government 2. recognize that there is punishment for evil doers 3. point out that at a time those who speak the truth are in danger of losing their lives or facing opposition by their compromising colleagues | 1. Opposition against Amos by Amaziah, priest of the royal sanctuary. Amos 7:10-17 2. Divine Judgement of evil doers. Amos 4:2-3, 4:6-10, 5:14-20, 6:7:16-17, 8:9-10 3. Risk often faced by those who carryout divine messages. | 1. Leads in a discussion that oppositions of godly men and social critiques face daily and the need for them to remain steadfast 2. leads in a discussions on the punishment awaiting evil doers here and hereafter | 1. Discus what would be God's punishment on evil doers. 2. Discuss risks often faced by divine messengers and human right activist | 1. The Holy bible 2. Newspaper clippings and bulletin of evils of the society | Students to: 1. mention five types of punishment that can befall evil doers. 2. list three things likely to happen to those who kick against evil leadership, and five things they stand to gain. 3. describe Amos encounter with Amaziah, the priest of Bethel |
| 9 | Divine love I | Students should be able to: 1. narrate the story of Hosea's marital experiences 2. compare the unfaithfulness of Gomer (Hosea's wife) with that of Israel to God 3. relate how the story showed God's love or Israel | 1. God asks Hosea to marry Gomer a harlot and raise children by her; - To illustrate Israel's harlotry in forsaking God and following idols, Hosea 1. 2. The unfaithfulness of Israel to God and His continuous love for her. Hosea 2:3 3. Israel's superficial response to God's love. Hosea 6:1-11. | 1. Narrate Hosea's marital experience 2. Explain the symbolic nature of Hosea's marriage and the significance of the names of his children 3. Leads class discussion on the comparison of Gomer's unfaithfulness and Israel | 1. Read the bible passages 2. Listen, ask and answer question 3. Compare Gomer 's unfaithfulness to her husband with Israel's unfaithfulness to God. | 1. The Holy bible 2. Tracts 3. Charts containing invitation to Christ | Students to: 1. narrate the story of Hosea marriage to Gomer 2. compare Gomer's unfaithfulness with Israel's unfaithfulness to God. 3. explain how the story of Hosea and Gomer illustrates God's love for mankind |

CHRISTIAN RELIGIOUS STUDIES
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Divine love II | Students should be able to: 1. recognize God's steadfast love for Israel and all human beings despite our unfaithfulness. 2. discuss the need to respond positively to God's love through penitence. | 1. God demands steadfast love and knowledge of Him. Hosea 6:6. 2. Positive responses to God's love require penitence. Hosea 6:1-4. 3. God promise restoration for those who return to him in repentance. Hosea 14. | 1. Guides students to identify steadfast love and knowledge of God as the message of Hosea. 2. Leads students to respond positively to God's love before it is too late. 3. Identify what Hosea taught the people of Israel about positive response to God's love. | 1. Identify Hosea's theme message 2. Discover the need for individuals to respond positively to God's love before it is too late. 3. Recognize God's steadfast love for Israel and all human being despite our unfaithfulness. | 1. The Holy bible 2. Listen, ask and answer questions | Student to: 1. discuss the need for an earring person to return to God. 2. state that God's love is universal 3. compare the unfaithfulness of Gomer with that of Israel, and Hosea love for Gomer with God's love for Israel. 4. what is God saying to those people who are practicing social evils in Nigeria today? 5. what is the reaction of such people to the word of God. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ISLAMIC RELIGIOUS STUDIES
SS II
FIRST TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Quran | Students should be able to: 1. recite the surah correctly with Tajweed. 2. recognize the lessons contained in the surahs. 3. state how to apply those lessons in daily life. | Revision 1. Reading in Arabic, translation and brief commentary on the following chapters of the Quran surah: -Qariah (Q 101) -Takahur (Q102) -Asr (Q103). | 1. Recites the suwar/surah with the students. 2. Leads students to appreciate the significance of the suwar/surahs. 3. Identifies some difficult words for correct pronunciation. | 1. Recite the text of the suwar/surah individually and collectively. 2. Listen to the teacher explanations. 3. Mentions some lessons contained in the surahs. 4. Pronunciation the difficult words repeatedly. | 1. A copy of the glorious Quran. 2. Charts showing the chapter and the verses. 3. Information technology devices. | Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with Tajweed. 3. give the translation of the suwar. 4. list the lesson contained in the suwar. 5. state how the lessons can be applied in daily life. |
| 2 | Hadith | Students should be able to: 1. identify the compilers of the collections. 2. mentions a brief history of the compilers. 3. recite the texts and the meanings of the Hadith. 4. appraise the lessons contained in the hadith. 5. apply the lessons in their daily life. | Introduction to an-Nawail's collection: Hadiths: 11 12 13 14. | 1. Discussions the brief history of the compilers of the collections. 2. Leads them in the recitation of text and the text and the wrong of the Hadith. 3. Explains the meaning to them. 4. States some lessons contained in the hadith. 5. Explains how to apply them in daily life. | 1. Listen to the teacher explanations. 2. Read after the teacher the text and translations of the Hadiths. 3. Explains how the lessons could be applied in their daily life. 4. State some of the lessons of the Hadith. 5. Ask questions where necessary. | 1. A chart containing the hadith. 2. Information and communication technology devices. | Students to: 1. narrate a brief life history of the compilers of An-Nawail's collections. 2. recite some of the Hadiths. 3. mention the meaning of the Hadith. 4. state the lesson contained in the Hadith. 5. demonstrate how to apply the lessons in daily life. |

ISLAMIC RELIGIOUS STUDIES
SS II
FIRST TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------|---|------------------------------|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Ibadah sawm | Students should be able to: 1. define sawm. 2. mention the spiritual objectives of sawm. 3. discuss the social objectives of sawm. 4. discuss the moral values of sawm. 5. narrate some relevant verses and Hadith on sawm. 6. explain how to apply all the objectives in their daily life. | 1. Sawm: meaning and values. | 1. Defines the term sawm. 2. Discusses the spiritual objective of sawm. 3. Enumerates the moral values of sawm. 4. Identifies the social objectives some verses and hadith related to sawm. 5. Narrates some verses and hadith related to sawm. 6. Discusses how to apply the values of sawm in the daily life. | 1. Listen to the teacher definition and discussion. 2. Mention some of the spiritual values of sawm. 3. Identify some of the social advantages of sawm. 4. Discuss the moral objectives of sawm. 5. Mention some verses and hadith that are related to sawm. 6. Explain how to apply those values in daily life. | 1. A chart containing verses and hadith on sawm. 2. Information and communication technology development. | Students to: 1. define the term sawm. 2. mention some of the spiritual and social objective of sawm. 3. discuss the moral values of sawm. 4. mention some i.e. verses and hadith related to sawm. 5. mention how the values could be applied in daily life. |
| 4 | (Fiqh) Jihad | Students should be able to: 1. define Jihad. 2. identify the various kinds of Jihad. | 1. Jihad: concept, kinds and | 1. Explains the meaning of Jihad. 2. States the various kinds of Jihad. 3. Discusses the ways and means of executing Jihad. 4. Explains to the students the lessons derivable from Jihad. | 1. Listen to the teacher definition and discussions. 2. Mention kinds of Jihad. 3. Discuss how Jihad is being executed in Islam. 4. Identify the lessons derivable from the concept of Jihad. | 1. A chart showing some verses and hadith related to Jihad. 2. Group rehearsal. | Students to: 1. define the term Jihad. 2. explain the kinds of Jihad. 3. narrate how to execute Jihad. 4. identify some lessons derivable from Jihad. |

ISLAMIC RELIGIOUS STUDIES
SS II
FIRST TERM

THEME: FIQH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | (Fiqh) Nikah (marriage) | Students should be able to: 1. define Nikah. 2. identify marriage as an important institution in Islam. 3. mention the purpose of marriage in Islam. 4. state that Islam encourages marriage and disapproves celibacy and homosexuality. 5. relate some quranic verses and hadith supporting marriage. | Nakah: -concept of marriage -rules governing it. | 1. Defines Nikah 2. Mentions that Nikah (marriage) is an important institution in Islam. 3. Discusses the purpose of marriage. 4. State the position of Islam as regards celibacy and homosexuality. 5. Makes references to quranic verses and hadith supporting marriage. | 1. Give meaning of Nikah. 2. Appreciate that marriage is an important institution in Islam. 3. State the purpose of marriage. 4. Identify the position of Islam as regards celibacy and homosexuality. 5. Mention some verses and hadith on marriage. | 1. Pictures of Nikah ceremony or photograph of Nikah ceremony pasted on a chart/cardboard. | Students to: 1. give the meaning of Nikah. 2. discuss the position of Islam concerning marriage. 3. mention that celibacy and homosexuality are discouraged in Islam. 4. recite some verses of the quranic and hadith supporting marriage in Islam. |
| 6 | Political administration in Islam. (Tarikh) | Students should be able to: 1. explain the political administration of the prophet (SAW) during his life time. 2. mentions that the prophet mosques in madinah served as the first centre of Islamic administration. 3. explain that Islamic political system is based on justice and fair play. 4. mention that the spirits of Islamic political system introduced by the prophet (SAW) contrived during the period of the caliphs. | Features of the political administration of prophet (SAW). | 1. Explains that Islamic political system was set up by the prophet (SAW). 2. That the prophet's (SAW) mosque in madinah served as the first centre of Islamic political system. 3. Emphasizes that justice and fair play formed the basis of Islamic political system. 4. Discusses that the spirit of Islamic political systems started by the prophet (SAW) (PBOH) was contrived by the four rightly guided caliphs. 5. Emphasizes that the qualities of justice and fair play should be applied in the modern political system. | 1. Listen attentively to the teacher explanations. 2. Mention the position of the prophet's (SAW) mosque in madinah. 3. Discuss the features of Islamic political system with particular reference to justice and fair play. 4. Identify that there was justice in the spirit of Islamic political system which was started by the prophet (SAW). 5. Relate the qualities of Islamic political system with the modern day political system. | 1. Information technology devices. | Students to: 1. mention the role of the prophet (SAW) mosque in madinah. 2. discuss the features of Islamic political system. 3. state the position of the Islamic political system during time of the prophet (SAW). 4. state the lessons that can be derived from the Islamic political system by the modern day politicians. |

ISLAMIC RELIGIOUS STUDIES
SS II
FIRST TERM

THEME: TARIKH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7 | (Tarikh) Early contacts of Islam in Africa | Students should be able to: 1. identify the circumstances that led to the spread of Islam in Egypt. 2. explain that the early Muslims like Andalusia was frequency Egypt during the early period of Islam. 3. describe how the Arab Muslims were welcomed to Egypt. 4. state that the culture of the Arabs was similar to that of the Egyptians. 5. recognize the fact that the beauty of Islam and the early Muslims attracted the Egyptians to accept Islam. | The spread of Islam to Egypt and other parts of North Africa and Andalusia. | 1. Narrates the circumstance that led to the spread of Islam to Egypt. 2. Explains the visit of the early Muslims to Egypt and North Africa. 3. Narrates the story of the migration of early Muslims to Abyssinia in the year of persecution. 4. Identifies the similarities in the culture of the Arabs and the Egyptians. 5. Explains the beauty and simplicity of Islam that attracted the Egyptians to accept Islam. | 1. Listen attentively to the teacher discussions. 2. Mention the circumstances that assisted the spread of Islam to Egypt. 3. Explain the visit of Abu Jafar ibn Abu Talib to Abyssinia. 4. Identify some of the similarities in the culture of the Arabs and the Egyptians. 5. Assess the beauty and the simplicity of Islam that attracted the Egyptians to accept Islam. | A map of Africa and the middle east showing the position of Egypt and other North Africa countries. | Students to: 1. give the effect of the visit of the Arabs to Egypt. 2. mention some of the circumstance which lead to the spread of Islam to Egypt. 3. discuss the similarities between the Arabs and the Egyptians. 4. asses the qualities that mode the Egyptians to accept Islam. |
| 8 | (Tarikh) The spread of Islam to west Africa | Students should be able to: 1. recognize that Islam is a missionary religion. 2. identify the role of traders and preachers (teachers) to the spread of Islam in west Africa. 3. state the resistance of some local chiefs to the spread of Islam. | The spread of Islam to west Africa: -true roles of traders. -the roles of preachers (teachers). | 1. Examines the significance attached to trade and commerce by Islam. 2. Discusses the role of the caravan routes through which traders came to west Africa. 3. Mentions the quick spread of Islam by the traders and preachers to the spread of Islam. 4. Explains the beauty and simplicity of Islam that attracted its acceptability. | 1. Listen attentively to the teacher discussions. 2. Mention the circumstance that assisted the spread of Islam. 3. Discuss the role of traders and preachers in the spread of Islam. 4. Identify similarities in the culture of Arabs and the people of west Africa. 5. Asses the beauty and the simplicity of Islam that contributed to its acceptability. | A map of west Africa showing how Islam spread to west Africa. | Students to: 1. give the effect of early trade relationship of the Arabs in west Africa. 2. mention some of the circumstances which led to the spread of Islam in west Africa. 3. discuss the similarities between the Arabs and west Africa people. 4. assess the qualities that made the west Africa people to embrace Islam. |

ISLAMIC RELIGIOUS STUDIES
SS II
FIRST TERM

THEME: TARIKH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | (Tarikh) Islam in west Africa | Students should be able to: 1. explain the economic condition of west Africa before Islam. 2. mention the article in which they traded on. 3. identify the role of Islam on the economic life of west Africans empires. 4. describe the trade routes. 5. mention the significance of the role. | 1. Impact of Islam on the economic life in west Africa. | 1. Discusses the development of trade in west Africa cities such as Timbuktu in Mali, Kaoua in Guinea, Kano and Bornu in Nigeria. 2. Mentions the emergence of such trade city centres. 3. Assesses the contribution of Ivory, Gold, Kolanut and slaves as articles of merchandise from west Africa. 4. Assesses the contributions of salt, clothes, beads and metal ware in exchange for west African articles. 5. Identifies the caravan routes between North and west Africa. | 1. Listen attentively to the teacher discussion. 2. Mention contributive factors to the economic development of west African Muslims. 3. Identify some cities as centres. 4. Discuss articles that were used as barters of trade. 5. Assess the contribution of caravan routes to development of the economic life of west Africa. | 1. A chart containing the articles of merchandise stated in the content. 2. A map of west Africa showing the caravan trading routes and commercial cities. | Students to: 1. to assess the economic life of west Africa before Islam. 2. mention some of the article of merchandise in west Africa. 3. locate the trade routes on the map of west Africa. 4. assess the role played by Islam on the economic life of west Africa. 5. discuss the significance of these. |
| 10 | (Tarikh) Islam in west Africa | Students should be able to: 1. explain in the political systems of west Africa before Islam. 2. mention the indigenous ways of political system. 3. identify the role of Islam on the political systems of west Africa. 4. mention the significance of the role. | 1. Impact of Islam on the political systems in west Africa. | 1. Discusses the political system of west Africa before Islam. 2. Assesses the indigenous ways of political system before Islam in west Africa. 3. Assesses the contribution of Ulama's (scholars) and village heads in the political system of west Africa before Islam. 4. Identifies contribution of able Muslims such as Askiya Muhammad in Sougaha, Idris Alooma in Borno, Muhammad Runfain Kano and Muhammad Koran in Katsina. | 1. Listen attentively to the teacher discussion. 2. Mention some of the contributive factors to the political system of west Africa Muslims. 3. Identify the indigenous ways of political system before Islam west Africa. 4. Assess the contribution of able Muslims in the political system of west Africa. | 1. A chart containing the names and photographs of the able Muslims. 2. A map of west Africa showing the way Islam spread to west Africa. | Students to: 1. assess the political system of west Africa. 2. mention some of the contributive factors to the political system of west Africa. 3. identify indigenous ways of political system before Islam. 4. mention names of able Muslims in development of Islamic political system in west Africa. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ISLAMIC RELIGIOUS STUDIES
SS II
SECOND TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------|---|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Quran | Students should be able to: 1. recite correctly with Tajweed the surah. 2. recognize the lessons contained in the surah. 3. state how to apply those lessons in daily life. | Revision: 1. reading in Arabic, translation and brief commentary on the following chapters of the Quran: Suratil: -Humazah (104) -Fil (Q105) -Quraysh (Q106) | 1. Recites the surah with the students. 2. Leads students to appreciate the significance of the surah. 3. Identifies some difficult words for correct pronunciation. | 1. Recite the text of the surah individually and collectively. 2. Listen to the teacher explanations. 3. Mention some lessons contained in the surah. 4. Pronounce the difficult words repeatedly. | 1. A copy of the glorious Quran. 2. Chart showing the chapter and the verses. 3. Information and communication technology devices. | Students to: 1. pronounce the difficult words. 2. recite the surah correctly with Tajweed. 3. give the translation of the surah. 4. list the lessons contained in the surah. 5. state how the lessons can be applied in daily life. |
| 2 | Hadith | Students should be able to: 1. identify the compilers of the collections. 2. mention a brief history of the compilers. 3. recite the texts and the meanings of the Hadith. 4. Appraise the lessons contained in the hadith. 5. apply the lessons in daily life activities. | 1. Introduction to An-Nawawis collections Hadiths: 15 16 17 18. | 1. Discusses a brief life history of the compilers of the collections. 2. Leads them in the recantation of the text and the meaning of the Hadith. 3. Explains the meaning to them. 4. State some lessons contained in the Hadith. 5. Explains how to apply them in daily life. | 1. Listen to the teacher explanations. 2. Read after the teacher the text and translations of the Hadith. 3. State some of the lessons of the Hadith. 4. Explain how the lessons could be applied in their daily life. 5. Ask questions where necessary. | 1. A chart containing the hadith. 2. Information technology derives. | Students to: 1. narrate a brief history of the compilers of an-nawawls' collections. 2. recite some of the hadith. 3. mention the meaning of the hadith. 4. state the lesson contained in the hadith. 5. demonstrate how to apply the daily life. |

ISLAMIC RELIGIOUS STUDIES
SS II
SECOND TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|----------------------|-------------------|---|---------------------------------------|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Ibadah Hajj | Students should be able to: 1. give the meaning of Hajj. 2. discuss the spiritual objectives of Hajj. 3. mention the social values of Hajj. 4. state the moral objectives of Hajj. | 1. Hajj: meaning and values. | 1. Defines the term Hajj. 2. Guides students to appreciate the spiritual values of Hajj. 3. Discusses the social objectives of Hajj. 4. Mentions the moral values of Hajj. 5. Narrates some verses and hadith related to Hajj. | 1. Listen to the teacher definition and discussion. 2. Discuss some of the spiritual values of Hajj. 3. Mention some of the social advantages of Hajj. 4. Identify some moral objective of Hajj. 5. Mention some verses and hadith related to Hajj. | 1. A picture of the Karabah. 2. A picture of the Arafah. 3. A picture of pilgrims in Ihram. 4. A chart containing verses and hadiths related to Hajj. | Students to: 1. give the meaning of Hajj. 2. mention some of the spiritual objectives of Hajj. 3. discuss the moral values of Hajj. 4. identify the social advantages of Hajj. 5. mention some verses and hadith related to Hajj. |
| THEME: TAWHID | | | | | | | |
| 4 | (Tarhid) Shari'ah | Students should be able to: 1. define the term Shari'ah. 2. mention other legal systems apart from Shari'ah. 3. compare Shari'ah with other legal systems. 4. give relevant verses and hadith in support of Shari'ah. | 1. Shari'ah: -definition -importance. | 1. Defines the term Shari'ah. 2. Guides students to realize the existence of other legal systems such as: common and customary law. 3. Mentions differences between Shariah and other legal system. 4. Mentions some relevant verses connection with Shari'ah. | 1. Give the meaning of Shari'ah. 2. Identify some other legal system apart from Shari'ah. 3. Differentiate between Shari'ah and other legal systems. 4. State the importance of Shari'ah. 5. Mention some relevant verses and hadith supporting Shari'ah. | 1. A copy of the Qur'an. 2. A copy of Nigerian constitution. | Students to: 1. give the meaning of the term Shari'ah. 2. mention some other legal systems different from Shari'ah. 3. identify some merits of Shari'ah. 4. mention some verses and hadith related to Shari'ah. |

ISLAMIC RELIGIOUS STUDIES
SS II
SECOND TERM

THEME: TAWHID

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | (Tarhid) Shari'ah | Students should be able to: 1. discuss the sources of Shari'ah. 2. states the kinds of the sources. 3. give relevant verses and hadiths on Shari'ah. | Shari'ah: -sources -scope | 1. Discusses the sources of Shari'ah. 2. Mentions the Calgary of the sources. 3. Mentions all the sources of Shari'ah. 4. Mention the scope of the Shari'ah. 5. Mentions relevant verses and hadiths. | 1. Enumerate the sources of Shari'ah. 2. Mentions the category of the sources of Shari'ah. 3. Mention the scope of the Shari'ah. 4. Mention relevant verses and hadith on Shari'ah. | 1. A copy of the glorious Qur'an. 2. A chart showing the sources and the scope Shari'ah covers. | Students to: 1. enumerate the sources of Shari'ah. 2. state the category of the sources. 3. mention the scope of Shari'ah. 4. mention relevant verses and hadith on Shari'ah. |
| 6 | The four sumi schools of thought (Madhahib) (Fiqh) | Students should be able to: 1. mention the four schools of thought. 2. give a brief life history of the founders. 3. mention some features of each of the schools. | 1. The four sunni school of thought: -Hanafi -Mahki -Shafil -Hanbali | 1. States that there are four schools of thought. 2. Mentions the four sunni schools. 3. Explains a brief history of each of the founders of the schools. 4. Discusses the features of each of the schools. | 1. Discover the four schools of thought. 2. Mention the four schools of thought. 3. Give a brief life history of each of the founders. 4. Mention some features of each of the schools. 5. State the location of each of the school. | 1. A chart containing the schools of thought and their founders. | Students to: 1. mention the four schools of thought. 2. give a brief life history of each of the founders. 3. discuss the features of each of the schools. 4. mention the location of each of the school. |

ISLAMIC RELIGIOUS STUDIES
SS II
SECOND TERM

THEME: TAWHID

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | (Tarikh) Political administration in Islam | Students should be able to: 1. explain the political administration of the four rightly guided caliphs. 2. explain that the four rightly guided caliphs follows in the system of the prophet. 3. explain that Islamic political system is based on justice and fair play. | Features of the political administration: -the four rightly guided caliphs. | 1. Explains that Islamic political system was set up the prophet (SAW). 2. Emphasizes that justice and fair play formed the basis of Islamic political system. 3. Discusses that the spirit of Islamic political systems started by the prophet (SAW) was contained by the four rightly guided caliphs. | 1. Listen attentively to the teacher explanations. 2. Discuss the features of Islamic political system with particular reference to justice and fair play. 3. Identify that there was continuity in the spirit of Islamic political with the rightly guided caliphs. | 1. Information technology devices. | Students to: 1. discuss the features of Islamic political system. 2. state the position of the four rightly guided caliphs concerning Islamic after the Prophet (SAW). 3. state the lessons that can be derived from Islamic political system by the modern politician. |
| 8 | Islamic economic system (Tarikh) | Students should be able to: 1. explain the need for Islamic economic system. 2. mention some of the Halal and Haram in economic transactions. 3. discuss that Tatfif is condemned in Islam. 4. state the importance of Zakat and Sadaqah as important institutions for social welfare. 5. explain that Baytil-Mails and institution for the safe keeping of treasury. | 1. Features of Islamic economic system. -Halal -Haram -Tatfif -Zakat -Sadaqah -Beytul-mal | 1. Explains the term Islamic economic system. 2. Defines the terminologies in the system. 3. Explains economic activities that are lawful and unlawful in Islam. 4. Discusses some of the consequences of Tatfif. 5. Identifies the benefits of Zakah and Sadaqah as institutions for social welfare. 6. States that Baytil-mal is regarded as public treasure of the Muslims. | 1. Listen attentively to the teacher explanation. 2. Give meanings of some of these terminologies. 3. Explain the position of Islam on Tatfif. 4. Mention some benefits of Zakah and Sadaqah. 5. State the position of Baytil-Mal in Islam. | 1. A chart containing the terminologies. | Students to: 1. define some of the terminologies in Islamic economic system. 2. state some of the lawful and unlawful economic transactions. 3. give reasons why tatfif is condemned in Islam. 4. list some of the benefits of Zakah and Sadaqah as institutions of social welfare. 5. explain what Baytil-mal is. |

ISLAMIC RELIGIOUS STUDIES
SS II
SECOND TERM

THEME: TAWHID

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | (Tarikh) Islam in west Africa | Students should be able to: 1. explain the social life of west Africans before Islam. 2. mention the indigenous things they do in their way of food, dress, family, language, arts, tribe and social class. 3. identify the role of Islam on the social life of west Africa Muslims. 4. mention the significance of the roles. | 1. Impact of Islam on the social life a West Africa. | 1. Discusses the social life of west Africans before Islam. 2. Assesses the indigenous ways in their way life in food, dress, family, languages, arts, tribe and social class. 3. Assesses the role of Islam on the social life of west Africa Muslims. 4. Assesses the significance of the roles. | 1. Listen attentively to the teacher discussion on the social life of west Africans before Islam. 2. Mention the indigenous ways of food, dress, family, language, arts, tribe and social class. 3. Assess the role of Islam on the social life west Africa Muslims. 4. Assess the significance of the roles. | 1. A chart showing photos of dress, food and family. | Students to: 1. asses the social life of west Africa before Islam. 2. mention the indigenous ways in their food, dress, family, language, arts, tribe and social class. 3. identify the role of Islam on the social life of west Africa Muslims. 4. mention the significance of the roles. |
| 10 | The spread of Islam to west Africa (Tarikh) | Students should be able to: 1. recognize that Islam in a missionary religion. 2. identify the role of Sufi orders and reformers of the spread of Islam. 3. state the resistance of some local chiefs to the spread of Islam. | 1. The spread of Islam to west Africa: the roles of: -Sufi orders -religious reformers (Mujaddidun) | 1. Examines the significance attached to Sufi orders and religious reformers in Islam. 2. Discusses the role of Sufi orders and religious reformers. 3. Mentions the quick spread of Islam by the Sufi orders and the reformers to the spread of Islam. 4. Explains the beauty and simplicity its acceptability. | 1. Listen attentively to the teacher discussion. 2. Mention the circumstance that assisted the spread of Islam. 3. Discuss the role of Sufi orders and religious reformers (Mujahiddun) in the spread of Islam. 4. Assess the beauty and the simplicity of Islam that contributed to its acceptability. | 1. A map of west Africa showing way Islam spread to west Africa. 2. A chart showing the Sufi orders in prayer. | Students to: 1. mention some of the circumstances which led to the spread of Islam to west Africa. 2. discuss the similarities between the Arabs and west African people. 3. Assess the qualities that made the west African people to embrace Islam. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ISLAMIC RELIGIOUS STUDIES
SS II
THIRD TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Quran | Students should be able to: 1. recite correctly with Tajweed the Surah. 2. recognize the lessons contained in the surah. 3. state how the lesson can be apply in daily life. | Revision 1. reading in Arabic, translation and brief commentary on the following chapters of the Quran suratil: -Maun (Q 107) -Kawtuar (Q 108) -Kafirun (Q 109). | 1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciation. | 1. Recite the text of the suwar individually and collectively. 2. Listen to the teacher explanations. 3. Mention some lessons contained in the suwar. 4. Pronounce the difficult words repeatedly. | 1. A copy of the glorious Quran 2. Charts showing the chapter and verses. 3. Information technology devices. | Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with Tajweed. 3. give the translation of the suwar. 4. list the lessons contained in the suwar. 5. state how the lessons can be apply in daily life. |
| 2 | Hadith | Students should be able to: 1. identify the compilers of the collections. 2. mention a brief history of the compliers. 3. recite the texts and meanings of the hadith. 4. appraise the lessons contained in the hadith. 5. apply the lessons in daily life. | 1. Introduction to An-nawawls collection hadiths: 19 20 21 | 1. Discusses a brief history of the compilers of the collections. 2. Leads students in the recitation of the text and the meaning of the Hadith. 3. Explains the meaning of the hadith to the students. 4. States some lessons contained in the hadith. 5. Explains how to apply the lessons in daily life. | 1. Listen to the teacher explanation. 2. Read after the teacher the text and translations of the hadith. 3. State some of the lessons of the hadith. 4. Explain how the lessons could be applied in their daily life. | 1. A chat containing the hadith. 2. Information technology devices. | Students to: 1. narrate a brief history of the compilers of an-nawawis collection. 2. recite some of the hadiths. 3. mention the meaning of the hadith. 4. state the lessons. 5. ask questions where necessary. |

ISLAMIC RELIGIOUS STUDIES
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THIRD TERM

THEME: QURAN AND HADITH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 3 | (Fiqh) Nikkah (marriage) | Students should be able to: 1. state the prohibition degrees of marriage. 2. mention the permanent conditional bars to marriage. 3. state the age, requirements and betrothal in marriage. | 1. The prohibited degrees of marriages. 2. Betrothal, validly of marriage. | 1. Discusses the prohibited degrees of marriage. 2. Explains the permanent and conditional bars to marriage. 3. Explains the age and requirement in marriage. 4. Discusses betrothal in marriage. | 1. Listen to the teacher explanation. 2. Mention the permanent and conditional bars to marriage. 3. State the age and requirements in marriage. 4. Examine betrothal in marriage. | 1. Charts containing. 2. Quranic verses and hadith relating to the topic. 3. Picture of a marriageable persons. | Students to: 1. mention the degrees of prohibition in Islamic marriage. 2. discuss the permanent and conditional bars in marriage. 3. mention the age and requirements in marriage. |
| THEME: FIQH | | | | | | | |
| 4 | Talaq (divorce) (Fiqh) | Students should be able to: 1. define divorce. 2. state the Islamic attitude towards divorce. 3. states the types of divorce recognized in Islam. 4. describe each kind of divorce. 5. Mention relevant Quranic verses and hadith. | Talaq: -definition Islamic attitude towards it. -types. | 1. Defines the terms Talaq, Khul, Mubarah and Faskh. 2. Discusses Islamic attitude on divorce. 3. Describes the kinds of divorce and their pronouncement and duration. 4. Mentions some verses of the glorious Quran and hadith related to each of the items. | 1. Listen to the teacher definition and explanation of the terminologies. 2. Mention the position of Islam on divorce. 3. Discuss the kinds of divorce, their pronouncements and duration. 4. Identify some verses of the Quran and hadith related to each items. | 1. Pictures of children in broken homes. 2. Information technology devices. | Students to: 1. define some of the terminologies. 2. mention the circumstance that can lead to divorce. 3. state kinds of divorce and conditions that govern each of them. 4. mention some verses of the Quran and hadith related to each item. |

ISLAMIC RELIGIOUS STUDIES
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THIRD TERM

THEME: FIQH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | Islam in west Africa (Tarikh) | Students should be able to: 1. recognize that Islam teaches the principles of Tawhid which is an uncompromising monotheism. 2. differentiate between Tawhid and shirk. 3. explain that Takhlit is a great sin. 4. identify how separatism can be avoided in Islam by Muslims. | 1. The challenges of synergism (Takhlit) 2. Mixing other beliefs and practices with Islam and the solution. | 1. Discusses the principles of Tawhid in Islam. 2. Identifies that shirk is totally condemned in Islam. 3. Mentions the various ways that head to shirk. 4. Mentions various practices that can lead to Takulit. | 1. Listen attentively to the teacher discussions. 2. Mention about the unity of Allah and how to avoid shirk. 3. Identify some practices Takhlit. | | Students to: 1. to define Tawhid and Takhlit. 2. discuss the stand view of Islam on Tawhid and Takhlit. 3. give some examples of practices and beliefs that bordered on Takhlit. |
| 6 | Talaq (divorce) (Fiqh) | Students should be able to: 1. enumerate types of Idalah in Islam. 2. discuss the duration of each of the types. 3. mention other types of dissolution of marriage. 4. identify who takes the custody of the children after divorce (Hadanah). 5. mention relevant verses and hadith. | 1. Talaq: -iddah period. -other kinds of divorce -custody of children. | 1. Defines the terms: iddah, li'an, zihar, and hadanah. 2. Describes the other kinds of divorce and their duration. 3. States the position of Islam on the custody of children after divorces. 4. Explains the conditions for custody and duration. 5. Mentions some relevant hadith. | 1. Listen to the teacher definition and explanation of the terminologies. 2. Mention the other kinds of divorce and their duration. 3. Discuss the position of Islam on divorce and custody of children after divorce. 4. Discuss the conditions for custody and duration. 5. Identify some verses of the glorious Quran and related hadith. | 1. Picture of children from broken homes. 2. Information and communication technology devices. | Students to: 1. define some of the terminologies. 2. state kinds of divorce and conditions that govern each of them. 3. examine the duration for each of the iddah. 4. discuss the custodies of children after divorce. 5. state the conditions and duration for custody. 6. mention Quran verses and related hadith. |

ISLAMIC RELIGIOUS STUDIES
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THIRD TERM

THEME: FIQH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7 | Islamic civilization (Tarikh) | Students should be able to: 1. state that Quran is the word of Allah and the first source of Islam; recognize the surah as the second source of Islam. 2. state the meaning of civilization. 3. explain that Muslim civilization must be in conformity with the injunction of the Quran and surah. | 1. The emergence of Islamic civilization. 2. Quran and surah as sources of Islamic civilization. | 1. Discusses that Quran is the primary source of Islam while surah is the secondary source. 2. States that the Quran and surah are the basis of Islamic civilization. 3. States that all forms of civilization that are contrary to the injunction of Quran and surah are condemned in Islam. 4. Gives relevant Quranic verses and hadith to support the claim. | 1. Listen attentively to the teacher explanations. 2. Mention the source of Islamic civilization. 3. Discuss that all civilizations that are contrary to the Quran and surah are un-Islamic. 4. Mention some related Quranic verses and hadith. 5. Ask questions where necessary. | 1. Chart containing relevant. 2. Quranic verses and hadith. | Students to: 1. mention the sources of the religion of Islam. 2. define the term civilizations. 3. discusses some acceptable civilization in Islam. 4. mention some verses of the glorious Quran and hadith in support Islamic civilization. |
| 8 | Mirath (inheritance) (Fiqh) | Students should be able to: 1. define the term Mirath. 2. state the general principles of inheritance in accordance with the Quran and hadith. 3. discuss the implication of undermining the principles of inheritance in Islam. | General principles of inheritance. | 1. Explains the term Mirath. 2. Discusses carefully each of the principles of inheritance according to the Quran. Chapter 4 verses 7-14. 3. Guides student to appreciate the wisdom in giving sons greater shares hand daughters because of greater responsibilities of male. | 1. Define the term Mirath. 2. Mention some of the principles of inheritance in Islam. 3. Discuss the reasons why the shares of the male child is greater than that of a female. 4. Mention relevant Quran and hadith. | A chart containing the text of Quran 4:7-14. | Students to: 1. define the term Mirath. 2. mention the general principle of inheritance. 3. discuss the wisdom behind higher share of male child. 4. identify what to be settled before sharing of inheritance. 5. explain some Quran verses and hadith. |

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THEME: FIQH

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | Islamic civilization | Students should be able to: 1. state how Islam encourages education and learning. 2. point out the injunctions forms the Quran and hadith which urge Muslims to search for knowledge. 3. mention some Islamic educational institutions. | Islamization of knowledge and establishment of Islamic institutions. | 1. States that Islam as a religion was built on knowledge. 2. Mentions that the first revelation of the Quran 96:1-5 encourages acquisition of knowledge. 3. That the prophet and the caliphs were the first to establish early educational institution. | 1. Mention the stand of Islam on education. 2. Mention some verses of the Quran and hadith that encourage the acquisition of knowledge. 3. Assess the contributions of the early Muslims leaders in the establishment of Islamic institutions. | 1. A chart in containing Quranic verses and hadith emphasizing acquisition of knowledge. 2. Pictures of some Islamic institutions of higher learning. | Students to: 1. mention some verses of the Quran and hadith that encourage acquisition of knowledge. 2. mention the roles of early Muslim leaders in the establishment of educational institution. 3. discuss why Islam gives learning and education priority. |
| 10 | Contribution of some selected Muslim sages to the world civilization | Students should be able to: 1. narrate briefly the history of Jabir and al-Razi. 2. appreciate the contributions of Jibir in the field in the field of chemical sciences and al-Razi in the field of Islamic philosophy and medicine. 4. identify the works and contributions of both of them. | 1. Contribution of Jabir. 2. Hayyan (721-815CE). 3. al-Razi (865-925CE). | 1. Discusses briefly the history of: Jabir and al-Razi. 2. Leads students to appreciate the contributions of Jabir in the field of chemical science and al-Razi in the field of philosophy and medicine. 3. Mentions the works and contributions of both of them Kitabal Rehman (the book of Mecry) by al-Jabir. Kitabil-Hawi as the most voluminous book on medicine. 3. States that Jabir is known as father of Arabic Alkhery while al-Razi was recognized in the western world as the greatest and one of the most well learned Muslim physician. | 1. Listen to the teacher explanation. 2. Narrate a brief history of each of them. 3. State their contributions in the field of chemical science and medicine. 4. Discuss that their work earned fare and respect. 5. Mention some of their works. | | Students to: 1. narrate the biography of Jabir and al-Razi. 2. discuss the contributions of Jabir and al-Razi in the field of chemistry and medicine respectfully. 3. mentions some of their works. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**VISUAL ARTS
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FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1. | Still life painting | Students should be able to: draw and paint still life objects in relation to their environment | 1. Characteristics of still life drawing and painting. - Composition - Proportion - Light and shade - Highlight - Shades - Perspective - Vanishing point | 1. Lead the student in identifying natural objects for students to draw and paint | Practice the drawing and painting of the natural objects arranged by the teacher | Pencil Cardboard Colours Sill objects Brushes Drawing board Water colours | Student to: draw and paint one still life object portraying the characteristic of still life painting |
| 2. | Still life painting | Students should be able to: paint still life objects in relation to their environment | 2. Objects should be arranged reflecting - Cones - Rectangles - Squares - Cubes - Prism - Ovals - Spheres - Circles | 2. Arrange a composition of Natural objects for students to draw and paint | | | |
| 3. | Nature painting | Students should be able to: draw and paint natural objects with emphasis on form and structure | 1. Natural objects: Tree trunk - Branches - Leaves - Flowers - Fruits - Shell - Bones 2. Characteristics - Proportion - Colour distribution - Good use of space | 1. Lead the students in identifying natural objects for students to draw and paint 2. Arrange a composition of natural objects for students to draw and paint | Practice the drawing and painting of the natural objects arranged by the teacher | - Pencil - Cardboard - Colours - Natural objects - Brushes - Drawing board | Students to: draw and paint a composition of natural objects |

**VISUAL ARTS
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FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4. | Life drawing and painting | Students should be able to: 1. draw and paint pictures of human figures from a variety of postures 2. paint pictures of human figures from different postures | 1. Anatomical studies of the model with emphasis on the muscles 2. Sketches of various body parts like: - Limbs - Head - Torso - Foot - Fingers 3. Facts to note: - Proportion - good use of space - Anatomical rule - Good distribution of colours | 1. Guides model to assume a convenient pose before the class 2. Guides students to make a self portrait by posing before the mirror | Practice drawing and painting to conform with anatomical rules | Cardboard Brushes Water Colour Drawing board Human Model | Students to: draw and paint a human figure. |
| 5. | Life drawing and painting (continued) | | | | | | |
| 6. | Imaginative composition | Students should be able to: draw and paint an imaginative composition | Characteristics of imaginative composition - Compositional - Accuracy - Colour distribution - Focus - Variety of forms - Draughtmanship | Leads students in an imaginative composition by narrating a story and asking them to picture a particular scene in the story like: 1. a marriage ceremony 2. A dance festival 3. People at work 4. An ancient scene 5. A police check point | 1. Listen to the teacher's narrative and attempt to picture a scene in their minds 2. Draw and paint a scene from the story given. | Cartridge paper Brushes Water Colour Drawing board | Students to: draw and paint an imaginative composition. |
| 7. | Imaginative composition (continued) | Students should be able to: draw and paint imaginative composition | | | | | |

**VISUAL ARTS
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Introduction to sculpture tools and materials | Students should be able to: 1. identify sculptural tools and materials 2. state the functions of sculptural tools and techniques involved in sculpture 3. mould objects or forms with materials and tools provided | 1. Meaning of sculpture 2. Functions of sculpture 3. Sculptural techniques and their usages 4. Sculptural tools and materials - Metal - Clay - Cement - Wax - Plaster - Wood and so on 5. Modeling of simple objects. Objects to be modeled. - Rock - Fruits - Rock - Seed - shells - Bone and so on | 1. Lead class discussion on meaning of sculpture and functions of various tools in sculpture 2. Demonstrates some sculptural techniques 3. Demonstrates step process of molding a form | 1. Participate in class discussion 2. Practice teacher's demonstration 3. Practice molding a form as directed by the teacher | Concrete object tools. Post Photographs of people, animals and so on. Sculpture tools and materials. Clay Cement Pap Paper | Students to: 1. list and describe 3 sculpture tools and materials 2. mention two functions of sculptural tools 3. state the techniques involved in sculpture 4. display a simple molded form |
| 9. | Introduction to sculpture modeling objects | | | | | | |
| 10 | Introduction to sculpture modeling objects | | | | | | |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**VISUAL ARTS
SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1. | Introduction to sculpture human body | Students should be able to: mould various parts of the human body | 1. Modeling of parts of the body. - Modeling of human portrait, full figure and animal forms - Modeling of hand, leg, eyes, nose and so on 2. Feature of modeling - Proportion - Composition - Representation | Leads class discussion on meaning of sculpture as a review 2. Demonstrates molding of different parts of the body with clay, candle or wax etc. | 1. Participate in teacher's discussion and demonstration 2. Ask question 3. Mould a human hand or let | Sculptural tools. Clay Cement Paper Starch o glue Mortar and pestle Knife | Students to: one part of the human body to conform with the feature of model |
| 2. | Introduction to sculpture armateur | Students should be able to: prepare armateur (frame) for standing figures | Construction of armateur using rods and wire, gauze | Leads student by demonstrating the making of the amateur | Participates in the demonstration | Cement Clay Wire Rod Gauge Water | Students to: construct an armateur for the human body |
| 3. | Indigenous decorative motifs types of decoration | Students should be able to: identify various types of decoration from parts of Nigeria | 1. Calabash decoration. Types of indigenous decorative patterns - Painted - Carved - Scorched - Scraped Mounted beads, cowries and coins | 1. Discuss various types of decorative motifs from different parts of Nigeria 2. Displays collected samples of decorative patterns 3. guides students to identify and describe methods of decoration | 1. Draw various types of decorative motifs as a basis for future work 2. Exercise by applying the motifs on actual calabash decoration | Photograph illustration. Actual sample of decorated calabash locally made engraving knives and dyes | Students to: 1. mention three types of indigenous decoration patterns. 2. mention two locations decorated calabashes are found 3. state two functions and uses of calabash 4. mention two ways foreigners and visitors to Nigeria have influenced the valued for decorated calabash 5. state two economic benefits of calabash |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4. | Indigenous decorative motif (cont.) Functions and usage | Students should be able to: 1. mention functions and usages of traditional calabash in Nigeria 2. state the effects of foreign influence and value on decorated calabashes | 1. Calabash decoration. Types of indigenous decorative patterns - Painted - Carved - Scorched - Scraped - Mounted beads - Cowries and coins 2. Functions of calabashes 3. Foreign influence and values on decorated calabashes | 1. Discuss various types of decorative motifs from different parts of Nigeria 2. Display samples of decorative patterns 3. guide students to identify and describe methods of decoration 4. Lead students on a visit to a local calabash decorator 5. Discuss foreign influence and value placed on decorated calabash | | | |
| 5. | Indigenous decorative motifs body decoration | Students should be able to: 1. describe body decoration 2. mention 3 decorative motifs used in body decoration 3. identify 4 wall decorative motifs and their origins 4. describe the wall decorative motifs identified | 1. Body decoration (Tattoo) Meaning: body decoration (Tattoo) involves slashing the skin and introducing irritants in the wounds, which when healed leave pronounced scar. 2. Same decorative motifs - Animal form - Zoomorphic - spiral lines 3. Wall decoration. Some wall decorative motifs and their origins: Yoruba, Sango wand, Snakes, Birds, Geometric shapes, Ibo, Uli motifs, Hausa, Arabesque motifs | 1. Display collected samples of body decorative motifs from photographs 2. Lead discussion on body decorative motifs and patterns 3. Displays pictures of various wall decorative motifs 4. State their names and the context in which they are used in their cultural settings | 1. Practice and illustration of several body decorative motifs 2. Practice making wall decorations using identified motifs | Brush and ink Cardboard Poster colour Pen and ink Pencil Crayons Cardboard | Students to: 1. give 3 examples of body tattoo and where they can be found; describe them. 2. identify and describe 4 wall decorative motifs and their origins 3. state the cultural and historical significance of two wall decorative motifs |

**VISUAL ARTS
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SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6. | Indigenous crafts | Students should be able to: 1. weave mats, baskets and cane chair from locally available materials | 1. Basketry and mat making. Weaving materials - Cane - Raffia - Twine - Palm fronds | 1. Demonstrate Mat weaving either with actual materials or improvised materials like strips of cardboard paper | 1. Practice weaving by using available materials 2. Weave the materials to make a mat, basket or cane chair etc. | Knife Raffia Cane Cardboard Paper Gum Cellotape | Students to: produce 2 mats using conventional or improvised materials |
| 7. | Indigenous crafts (continued) | Students should be able to: 2. describe the basic principles of weaving 3. mention available types of looms 4. give examples of major cloth weaving centres in Nigeria | 2. Cloth weaving. 4 basic principles of weaving - Warp - Weft - Shuttle 3. types of loom - Narrow horizontal line - Wide vertical loom 4. Major cloth weaving centre in Nigeria and their products - Akwete in Ukwa, Abia state - Akwa-ocha in Anioma, Delta State - Okene, Kogi State, Sanyan in Iseyin Oyo State - Decorated fabric in Bida Niger State - Anger in the Tiv people of Benue State. | 2. Lead class discussion on basic weaving techniques and types of loom 3. Enumerate some weaving centers in Nigeria 4. Demonstrates some weaving techniques | 3. practice weaving with available materials 4. Participate in class discussion | Raffia Cotton Threads Needle Scissors | Students to: 2. describe two basic principles of weaving 3. list two types of looms 4. mention four weaving centres in Nigeria and their products |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Modern nigerian art, artists, art educators and art historians (1900-1960) | Students should be able to: 1. discuss the development of modern artistic expression in Nigeria | Modern Nigeria Arts: - Painting - Sculpture - Ceramics - Textiles - Graphics | 1. Discusses development in modern Nigerian Art | 1. Participate fully in the modern Nigerian discussion 2. Copy notes | Photographs of works of Art done by popular Nigerian artist | Students to: 1. list five studio artist 2. list five art educator 3. list five art historians 4. select and discuss the works and style of modern Nigerian artist. |
| 9. | Modern nigerian art, artists, art educators and art historians (1900-1960) | Students should be able to: - Discuss studio artist | Studio artists - Aina Onabolu - Akinola Laskan - Ben Enwonwu - Yusuf Grillo - Kolade Osinowo - Ladi Kwali - erhabor Emopae - Uche Okeke - Agbo Folarin | 2. Mentions names of Nigerian artists, art Educators and art Historians 3 Describes the works and style of notable Nigerian artist | | Slide Projectors Prints and photograph | |
| 10 | Modern nigerian art, artists, art educators and art historians (1900-1960) | Students should be able to 1. discuss Art Educators in Nigeria | Art Educators - Kenneth Murray - Udo Ema - Solomon Wangboje - J. A Fasuyi - J. B Akolo | 4. List the names, dates of birth, place of operation of many modern Nigerian Artists | | | |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**VISUAL ARTS
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Shapes and colours in basic design | Students should be able to: 1. make designs using geometric shapes and simple colours 2. identify some objects with geometrical shapes 3. identify block letters | 1. Basic Geometric shapes - Square - Circle - Triangle - Cone - Rectangle 2. Primary colours - Red - Blue - Yellow | 1. Demonstrate how to create a design with various geometric shapes 2. Describe the areas of an object using selected colours | 1. Participate in class demonstration 2. Make designs with geometric shapes | Colour Brushes Pencil and paper Drawing instruments | Students to: 1. make two designs using geometric shapes in colour 2. list five geometric shapes construct letters a-z with block lettering 3. write letters a-z with calligraphic lettering |
| 2 | Shapes and colours in basic design | Students should be able to: 4. write some words and sentences with calligraphic pen and block letters | 3. Block and pen lettering - Block letter - Pen letter (Calligraphy) | 3. Leads students to practice block and pen letters | 3. Practice writing different types of block and pen lettering | Pen and ink Blue T-square Drawing board Set – square | Students to: 4. produce examples of book cover, poster or card designs |
| 3 | Shapes and colours in basic design | Students should be able to: 1. make simple advertising designs | 4. Advertising design features of book cover - Spine - Blurb - ISBN number | 4. Demonstrate different examples of block and pen lettering 5. Guide student to make a book cover and poster | 4. Participate in the production of poster and book cover | | |
| 4 | Computer graphic design | Students should be able to: 1. draw Corel Draw tools in their notes 2. identify and label the tools | 5. Posters: - Colour distribution - Legibility - Composition | 1. Mentions and describe the tools according to their uses 2. Discusses the functions of each aspect | 1. Participate in class discussion 2. Practices drawing and labeling the tools | Computer pencil and paper | Students to: 1. list six Corel Draw tools 2. mention the functions of computer tools |

**VISUAL ARTS
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Textile design printing processes | Students should be able to: identify and describe printing techniques and processes | 1. Corel Draw windows. Environment - Title bar - Menu bar - Status bar - Minimize button - Restore button - Close button | 1. Discuss the printing techniques 2. Describe the methods of screen printing with the following endings - Silk screen - Paper – cut - Pro-film - Lacier - Photo print | Participate in class discussion | Paper Pro-film Blankets Lacquer Newsprint Printing Ink Frame Squeeze Silk or Organde Thinner Tape | Students to: list 4 types of printing techniques |
| 6 | Textile design printing processes (continued) | Students should be able to: print fabrics using silk screen processes. | 2. Discusses the functions of each aspect Textile printing processes: - Relief process - Silk screen printing - Intaglio - Plenography | 3. Illustrates with samples of screen printing | 2. Practice the printing of a simple paper design | | Students to: make a fabric printing |

**VISUAL ARTS
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THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|--|--|--|---------------------------------|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7. | African art history | Students should be able to: 1. identify the place of origin of major art works of other West African Countries 2. State 3 medium, style and context of production of these artworks | 1. Major artworks: - Cameroon - Bamileke, Bamun - Dahomey - Fon - Upper Volta - Mossi, Bobo - Liberia: Dan Ngere - Mali: Dogon - Sierra Leone - Mende - Congo - Baluba - Gabon - Fang, - Bakwee - Ghana - Ashanti and fante | 1. Location art centers on the map of West Africa. 2. Explain and name style of West African art works. | Participate in class discussion | Map of Africa showing art centers photographs shades projector artworks | Students to: 1. list 3 locations of West African artworks 2. describe 3 medium of major West Africa artworks 3. Describe 3 qualities and characteristics of ancient Egyptian Art |
| 8 | African art history (continued) | | | | | | |
| 9. | African art history (continued) | | | | | | |
| 10 | African art history (continued) egyptian art | 3. Name and state the location 4. Describe the materials 5. State their social significance | 2. Ancient Egyptian Art - Paintings - Drawing and hieroglyphics found on the walls of tombs, pyramids and temples - Qualities purposes and functions of paintings, drawings and hieroglyphics | 3. Discuss with the aid of photographs and slides the ancient Egyptian Art. 4. Explain purposes of the art like court art framing and commercial scenes. 5. Explain the aesthetic characteristics of art like unusual arrangement of head and body monumental sizes of sculpture and application of bright colours | | Art objects Slides Crayon Brush Paint Colour Chalk Charcoal | Students to: 4. list 2 materials of ancient Egyptian Art. 5. compare the purposes and function of ancient Egyptian with the art of West African cultures |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**MUSIC
SS II
FIRST TERM**

THEME: HISTORY OF MUSIC

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|--|--|---|--|---|
| | | | | TEACHERS | STUDENTS | | |
| 1 | Triads | Students should be able to: 1. build a primary triad on a given root. 2. build a secondary triad on a given root. 3. identify the triad when played and when played and be able to sing it's notes melodically | 1. Primary triads 2. Secondary triads 3. Identification of triads played. | 1. Reviews the knowledge of primary triads 2. Plays the triads on the notes of a diatonic scale on a keyboard instrument 3. Names the secondary triads on a major scale and notes that make them up 4. Illustrates the secondary triads on the board. | 1. Write the primary triads learnt in their manuscript papers 2. Build the secondary triads on ii, iii, vi, and vii degrees of the scale, guided by the teacher. | 1. Chalkboard 2. Manuscript paper. 3. Piano or any keyboard instrument | Students to: build secondary triads on the following notes of C major scale/key. |
| 2 | Notation and transcription | The Students should be able to: 1. write a simple folksong in staff notation 2. transcribe the written song into solfa notation | 1. Music writing notation from staff to solfa vice versa 2. Transcription of song in solfa notation. 3. Consideration in notating songs e. g. anacrusis, strong and weak beats notes value baring etc. | 1. Reviews some considerations in notating songs i. e. anacrusis strong and weak beats, note values baring, time signature e. t. c. 2. Guides the students in notating and transcribing a folksong of not more than 8 | 1. listen. to the folksong and take note of the melodic features. 2. notate the music. 3. transcribe the music in another notation | 1. Manuscript paper. 2. Chalkboard | Students to: notate and transcribe a given folksong of not more than 8 bars |

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THEME: HISTORY OF MUSIC

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------|---|--|---|--|---|--|
| | | | | TEACHERS | STUDENTS | | |
| 3 | Transposition | Students should be able to: 1. write a piece of music in one clef in another clef 2. transpose a particular music from one key to another e. g from G major to D major | 1. Techniques in transposing a piece of music 2. Transposing a piece of music from one clef to another. E G Bass clef to treble clef 3. Transposing a piece of music from one key to another | 1. Explains the technicalities involved in transposing a piece of music from one clef to another 2. Writes a musical example of clef transposition e. g clef to treble clef =====0=====0= ==19=0==0===== =====0===== =====0=====0= ==1-\$=0--0== =====0===== | 1. Write the musical example given by the teacher. 2. Transpose a piece of music with the help of the teacher. | 1. Manuscript paper 2. Chalkboard | Students to: transpose the following melody to it's dominant key #=#======\$=#=4 =0=====4=1===== ===== |
| 4 | Harmony | Students should be able to: 1. identify the roots of the triads used in harmony. 2. itemize the simple rules of harmonize a 4 bar line of music with the primary trials | 1. Basic rules of harmony : 2. Identification of the roots of the triads in harmony 3. Harmonizing a four bar melody. | 1. Highlights the basic rules of harmony: avoidance of parallel 5 th and octaves, doubling of the 3 rd of a major triad doubling of the leading note of a key. | 1. Spell the notes that make up the primary triad on a given root. 2. List the rules the rules of harmony given by the teacher. | 1. manuscript paper. 2. chalkboard 3. text book | Students to: identify and write the roots of the triads used in the passage. =\$=0=====0=====0== 0=====1=9=====0==== =====0= |

**MUSIC
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FIRST TERM**

THEME: HISTORY OF MUSIC

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------|---|--|--|---|---|--|
| | | | | TEACHERS | STUDENTS | | |
| | Harmony | | | 1. Explains the figured bass using the roman figures to indicate the triads to be used. 3. Guides the students in harmonizing a 4 bar melody. | Harmonize a 4 bar melody using primary triads | | Students to: 1. lists 3 rules of harmony. 2. harmonize the following using the triads indicated below. ====1==1=====0 ==0=====0 ====9:=====0 ==== 1 v 1 v v 7 1 |
| 5 | Triads | Students should be able to: 1. harmonize a simple melody using primary and secondary triads, ii and vi 2. write and invert primary and secondary triads in a given key. | 1. Primary and secondary triads in root position 2. Primary and secondary triads in inverted position(1 st and 2 nd) 3. Harmonizing a simple melody using root position | 1. Plays the primary and secondary triads on the piano or any other keyboard instrument. 2. Builds the triads on various degrees of the diatonic scale. 3. Illustrates the 1 st and 2 nd inversions of triads 4. Guides the students to harmonize a simple melody using root position triads. | 1. Construct with the guidance of the teacher the primary and secondary triads of a given key. 2. invert the triads 3. Harmonize simple melodies using root position and 1 st inversion triads of a given key. | 1. Manuscript paper 2. Chalkboard. 3. Piano or any keyboard instrument. | Students to: 1. construct a triad on any given root. 2. write the 1 st and 2 nd inversions of triads ii and vi |

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THEME: HISTORY OF MUSIC

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|--|--|---|
| | | | | TEACHERS | STUDENTS | | |
| 6 | Harmony | Students should be able to: 1. identify the secondary triads in a given piece of music. 2. harmonize a 4-bar melody using primary and secondary triads ii vi and vii | 1. Harmonization of simple melodies 2. Spellings of a given secondary triad. 3. Identification of notes of a given primary triads, and harmonization of 4 bar melody. | 1. Spells the notes of a given secondary triad. 2. Guides the students in harmonizing a 4 bar melody. | 1. Write the notes that make up the secondary triads. 2. Harmonize a melody of 4 bar using the primary triads and triads ii vi and vii with the help of teacher. | 1. Chalkboard 2. Manuscript paper 3. Musical | Students to: 1. Study a given score of music and pick out the secondary triads used 2. Harmonize the following music using primary triads and triads ii, vii, vii |
| 7 | The dominant 7 th chord on a given root. | Students should be able to: 1. build a dominant 7 th chord on a given root. 2. spell the tones of a dominant 7 th chord on a given root. | 1. Identify a dominant 7 th chord in a musical score. 2. Harmonize short melodies using primary, secondary and v7 chords. 3. Spell the tones of a dominant 7 th chord on a given root. | 1. Defines the v7 chord as a 4-tone chord consisting of a root, the major 3 rd , the perfect 5 th and the minor 7 th above the root. 2. Explains where and how it should be used. 3. Explains to the students why the chord is a discord and how to handle it. | 1. Copy the v7 chord example on the board into their manuscript papers 2. Listen to identify the dominant 7 th chord when played | 1. Plano or any other keyboard instrument. 2. Recorded music. | Students to: 1. harmonize short melodies using primary, secondary, and v7 chords 2. identify a dominant 7 th chord in a musical score |
| 8 | Modulation | Students should be able to: 1. define the term modulation 2. distinguish between modulation and transition 3. name the various types of modulation. 4. identify the point at which modulation takes place a piece of music | 1. Define modulation and transition. 2. Types of modulation and the differences between modulation and transition 3. Uses of accidentals in a modulation | 1. Defines modulation and differentiates it from transition. 2. Discusses the different types of modulation diatonic/ pivot chord abrupt, implied e. t. c. 3. Explains the use of accidentals in modulation 4. Shows the point at which modulation occurs in a musical place in a piece of music. | 1. Study the types of modulation 2. Listen to a piece of music to identify modulation points 3. Copy and ask questions where applicable. 4. Explains the difference between modulation and transition | 1. Plano 2. Tape Recorder 3. Recorded music 4. Manuscript paper 5. Chalkboard. | Students to: 1. list the various types of modulation 2. explain in their own words the meaning of pivot chord diatonic modulation. |

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FIRST TERM**

THEME: HISTORY OF MUSIC

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|--|--|---|
| | | | | TEACHERS | STUDENTS | | |
| 9 | Identifica-tion of triads/ chords | Students should be able to: 1. identify the qualities of the different types of triads. 2. write triads of given qualities. | 1. Identification of triads/chords (primary and secondary) 2. Qualities of different types of triads 3. Inversion of triads | 1. Plays different triads 2. Explains the difference in their qualities 3. Explains the inversions of a triad. | 1. Identify inverted triads. 2. Name the positions of the given roots, as root position, 1 st or 2 nd inversion | 1. Keyboard instrument 2. Manuscript paper. | Students to: 1. write triads on given roots and invert them. 2. identify inverted triads in a piece of music. |
| 10 | Sight- reading (observation of musical terms, abbreviations and symbols) | Students should be able to: 1. read simple musical sight. 2. explain the meanings of dynamics in a given melody. 3. list examples of dynamic signs and symbols used in music | 1. Sight-reading a simple piece of music. 2. Musical abbreviations terms and symbols. 3. Observation of musical terms abbreviations and symbols in a given melody. | 1. Writes the music in both close and open scores 2. Explains various musical abbreviation, terms and symbols 3. Uses a given melody to explain musical dynamics, symbols and abbreviations | 1. Read a given piece at sight and observe the dynamics 2. List some examples of dynamics and abbreviations 3. Identify and name the dynamics in given musical score | 1. Musical score. 2. Keyboard instrument. | Students to: 1. read music written in both lose and open score. 2. list the different types of musical dynamics, symbols and abbreviations. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MUSIC
SS II
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE. A: AURAL TRAINING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|--|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Diatonic intervals (melodic) | Students should be able to: 1. recognize intervals and their inversions 2. name the melodic intervals of a given melody | 1. Table of intervals and their inversions 2. Name the melodic intervals of a given melody 3. Singing and playing melodic their inversions | 1. Drills the students in singing intervals 2. Plays melodic intervals and their inversions | 1. Sing the intervals and their inversions 2. Write the inversions of named melodic intervals. | 1. Keyboard instrument 2. Musical score. | Students to: 1. Write exercises on inverted. 2. Writ the table of intervals and their inversions |
| 2 | Cadence plagal semi cadence. | Students should be able to: 1. identify the plagal and semi cadences on the board 2. write the root movements of the semi-cadence (d-s) and plagal cadence (f-d) 3. differentiate between the two cadences. | 1. Cadences: identification of plagal and semi cadences. 2. The root movements of the semi cadence (d-s) and plagal cadence (f-d) 3. Differentiate between the two cadences. | 1. Explains the difference between the plagal and semi cadences 2. Gives the alternative names associated with the two cadences. | 1. List the alternative names associative with the cadences. 2. Differentiate between the two cadences. 3. Write examples of the cadences | 1. Keyboard instrument 2. Musical score | Students to: 1. notate the cadences played 2. differentiate between the two cadences 3. mention the alternative names of the named cadences. |
| 3 | 1. identification of triads | Students should be able to: 1. distinguish between the qualities of triads 2. write a named triad quality. | 1. Tonality types of triads primary and secondary 2. Qualities of each type of triads | 1. Explains the types of triads primary and secondary. 2. Write examples of each type on he board. | 1. List the types of triads. 2. Identify different triads in a musical passage. | 1. Keyboard instrument 2. Musical score. | Students to: name the types of triads and write examples of them. |
| 4 | Interval (harmonic) | Students should be able to: 1. recognize harmonic intervals. 2. write harmonic intervals when played to them. 3. gives the given harmonic intervals | 1. Recognition of melodic and harmonic intervals 2. Identification of major intervals (e. g. 2 nd , 3 rd and 6 th) And perfect intervals (unison, 4 th , 5 th and octave) 3 playing of harmonic intervals | 1. Explains the difference between melodic and harmonic intervals. 2. Plays am 3 rd harmonically and asks the students to sing the two notes | 1. Recognize harmonic intervals 2. Write the intervals when played 3. Sing a two part song and identify harmonic 3 rd and 6ths in it | 1. Recorded music. 2. Keyboard instrument | Students to: 1. sing the upper notes of given harmonic intervals when the lower ones are played to them. 2. sing two part sings and hear the harmonic intervals in them. |

MUSIC
SS II
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE. A: AURAL TRAINING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Music dictation | Students should be able to 1. describe the contour of a melody played to them 2. write down the melody played to them. | 1. Review of melodic movements, repeated tones and leaps. 2. Melody writing in simple and compound duple times triple times, quadruple times 3. Melodies dictation | 1. Reviews melodic movements, step wise movements, separated tones and leaps, 2. Guides students in using them to write down melodies played to them. | Write more melodies in duple times. | 1. Keyboard instrument 2. Musical scores. | Students to: write 4 bar melodies in different time signatures and sing them |
| 6 | 1.Cadences (punctuation in musical language) | Students should be able to 1. recognize the interrupted cadence when sung or played 2. write the roman figures associated with the interrupted cadence. 3. write the interrupted cadence. | 1. Define cadence 2. Identification of interrupted cadence in a given major keys 3. Alternative names of interrupted cadence. | 1. Explains that the interrupted cadence is a cadence of non-finality. 2. Lists alternative names of interrupted cadence. 3. Plays selected songs containing the interrupted cadence. 4. Writes the root movement (boss line) of an interrupted cadence | 1. Learn the alternative names of the interrupted cadence in selected passages containing it 2. Write the interrupted cadence in given major keys. | keyboard instrument | Students to: 1. list the other names associated with the interrupted cadence. 2. write interrupted cadence in a given major keys |
| 7 | 1.Cadences (punctuation in musical language) | Students should be able to: 1. recognize the unperfected cadence when sing or play 2. recognize perfected cadence when sing or played Write the roman figures associated with imperfect and perfected cadence 4. write the imperfect and perfected cadence in a piece of music. | 1. Singing and playing imperfect and perfect cadence 2. Writes the root movements (bass line) of an interrupted cadences imperfect (I-V D: S) perfect (V-I S: D) 3. Identify a perfect and unperfected cadence in a given piece of music. | 1. Singing and playing imperfect and perfect cadence 2. Writes out the roman figures associated with perfect cadence. 3. Writes the perfect and unperfected cadence in a piece of music | 1. Learn the singing and play of the cadences. 2. Identify the roman figures of perfect and imperfect cadence 3. Write the cadences in a given piece of music. | 1.Chalk board 2. Keyboard instrument | Students to: 1. singing and playing of perfect and imperfect cadences 2. identify perfect cadences in a piece of music. |

**MUSIC
SS II
SECOND TERM**

THEME: MUSICAL PRACTICE AND PERFORMANCE. A: AURAL TRAINING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------------|--|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8. | Sight reading/ playing (1) | Students should be able to: 1. read at sight a given piece of 4 bars. 2. play the given melody written in 4 bars | 1. Sight singing a scale on a staff notation 2. Reading at sight a given piece of music 3. Playing the piece | 1. Sings the given piece of music 2. Plays the given piece of music | 1. Sing the 4 bar music. 2. Study the technique of playing the given melody | 1. Keyboard instrument 2. Chalkboard 3. Musical score | Students to: 1. sing the given melody 2. play the set tune. |
| 9 | Sight reading/ playing (2) | Students should be able to: 1. read at sight a given piece of 4 bars. 2. play the given melody written in 4 bars | 1. Sight singing a scale on a staff notation 2. Reading at sight a given piece of music 3. Playing the piece | 1. Sings the given piece of music 2. Plays the given piece of music | 1. Sing the 4 bar music. 2. Study the technique of playing the given melody | 1. Keyboard instrument 2. Chalkboard 3. Musical score | Students to: 1. sing the given melody 2. play the set tune. |
| 10 | Musical instruments (study skills) | Students should be able to: play the instruments of their choice. | 1. Practice on vocal exercises 2. Playing a simple tune on instruments 3. Skills in playing and singing. | 1. Gives students some vocal exercises 2. Drills the students on playing simple tunes on their instruments | 1. Play their instruments as directed by the teacher 2. Play simple tunes. | 1. Musical instruments 2. Musical scores. | Students to: 1. play their instruments for their teacher to listen 2. practice the drilling exercises as guided. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MUSIC
SS II
THIRD TERM

THEME: PRACTICE AND PERFORMANCE C: DANCE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---------------------------|--|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Nigerian dance styles (1) | Students should be able to: 1. undertake series of warm up exercises. 2. undertake different spatial patterns. 3. identify solo dances, free medley, choreographed dances (fr groups) | 1. Specific physical exercises. 2. Use of space as a key component of dance. 3. Types of space | 1. Heads and directs students in warm up exercises before each class session. 2. Instructs on components of space and its uses. 3. Highlights the type of contemporary dance form | 1. Participate in warm up sessions. 2. List the components of space 3. Participate in a pantomime | 1. Dance notes 2. Recorded music 3. Instrumentalists 4. Chalk-board. | Students to: 1. properly exercise the parts of the body as directed by the teacher. 2. practice the various spatial patters. |
| 2. | Western dance styles (1) | Students should be able to: identify components of the ballet. | 1. Origin and historical developments of ballet 2.Components of ballet 3. Exercises on ballet dance | Instructs students on ballet dance, form | 1. Listen and take notes. 2. Ask questions where necessary | 1. Dance notes 2. Chalk-board. | Students to: enumerate the components of ballet. |
| THEME: MUSICAL PRACTICE AND PERFORMANCE, C: DANCE | | | | | | | |
| 3. | Nigerian dance styles (2) | Students should be able to: 1. state the place of traditional (cultural) dance in the society 2. identify Nigerian dance styles from various ethnic groups. | 1. Some traditional dance in the society or ethnic groups. 2. Identification of some Nigerian dance styles. 3. The roles of traditional dance in the society. | 1. Discusses some selected Nigerian dance styles e.g. swange Ekombi, Bata etc. 2. Highlights the role of traditional dance in the society. | 1. Listen and take notes. 2. Ask questions where appropriate | 1. Pictures 2. Instruments 3. Chalkboard 4. Video tapes 5. Video equipment | Students to: 1. perform the dance selected by the teacher. 2. state some Nigerian dance styles. 3. state the roles of traditional dance in the society. |
| 4 | Western dance styles (2) | Should be able to: perform the ballet | 1. Ballet dance e.g. European or American 2. Western dance styles 3. Perform the ballet dance. | Discusses the details of the practice and performance of ballet. | 1. Listen and take notes. 2. Participate in the rehearsals and performance | Tape/CD player | Students to: perform the dance selected by the teacher. |

MUSIC
SS II
THIRD TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE C: DANCE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Nigerian and Western dance styles | Students should be able to: analyse the fundamental differences in choreography and other aspects of the production of the two styles. | 1. Choreographic and spatial patterns. 2. Costumes and music 3. Forms and styles of Nigerian and Western dances. | 1. Explains the various forms and styles. 2. Leads students to critique performance | 1. Listen and take notes 2. Critique aspects of last year's performance | 1. Chalkboard 2. Video tapes of last year's performance 3. Video tapes of last year's performance 4. Video equipment | Students to: 1. familiarize themselves with the natures of the dances through their dances. Nature of the dances. 2. explain some of the choreographic devices used in their dances. |
| 6 | African/ Western musical instruments | Students should be able to: 1. identify the tones of musical instruments (African and Western) played in digital key board. 2. observe the procedure in programming short rhythmic patterns | 1. Identification of African and Western musical instruments 2. Identify the tones of musical instruments played on digital keyboard. 3. Steps in programming short rhythmic patterns. | 1. Plays the tones of different instruments on a digital keyboard. 2. Gives the steps to follow in programming | 1. Observe the teacher's demonstration 2. Take notes on the procedure | Digitalized Keyboard e.g. Yamaha PSR, 740, Yamaha PST 1100, etc. | Students to: 1. identify the tones of the following instruments. 2. when played on the keyboard: (a) flute (b) saxophone (c) maracas (d) pot drum (e) kit drum (f) trumpet |
| 7 | African music (colonial and post colonial) | Students should be able to: 1. identify the structural changes in African (Nigerian music of Colonial and post colonial era. 2. the effects on African music.. | 1. Structural changes in African (Nigerian) music. 2. Forms and styles of African (Nigerian Music) 3. Effects of post colonial music on African music. | 1. Enumerate the visible changes in African music following the exposure to Western music during the colonial era, such changes as the following may be cited. 1. Adulteration of text. 2. Uses of Western idioms 3. No restrictions in performance 4. Emergence of new musical genres. | Listen, copy notes and ask questions | 1. Text book 2. Chalkboard 3. Pictorial chart. | Students to: name structural changes of the colonial era on Nigerian music. |

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THEME: MUSICAL PRACTICE AND PERFORMANCE C: DANCE

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| 8 | African music (colonial and post colonial) | Students should be able to: identify and discuss the general features of Nigerian instrumental music. | 1. Forms of music 2. Features of Nigerian vocal music 3. Features of instrumental music | 1. Discusses the vocal forms, dinges ritual music, cradle songs lullabies etc. 2. Highlights the features of he instrumental music: Tutti, solo improvisation etc. | Take notes and ask questions | 1. Textbook 2. Chalkboard | Students to: list three musical features of Nigerian vocal and instruments music. |
| 9 | Rhythm Dictation | Students should be able to: 1. clap a simple rhythmic pattern in simple duple time. 2. write down a simple rhythmic pattern from dictation | 1. Clap a simple rhythmic pattern in simple duple time 2. Write down a simple rhythmic pattern from dictation 3. More exercises on rhythm dictation | 1. Writes a simple rhythm on the chalkboard. 2. Guides students in clapping simple rhythmic patterns. | Clap or tap to a simple rhythm as led by the teacher. | 1. Chalkboard 2. Manuscript paper 3. Keyboard or any other keyboard instruments | Students to: clap different rhythmic patterns written on the board. |
| 10 | Diatonic intervals (melodic) | Students should be able to: identify interval movements in a given melody | 1. Diatonic melodic intervals. 2. Melodic sequence 3. Singing of melodic intervals. | 1. Explains melodic sequence. 2. Guides the students in discovering sequential patterns in melodies. | 1. Sing melodic intervals as given by the teacher. 2. Identify the notes of any given intervals. | 1. Piano 2. Recorder or any other melody instrument. | Students to: name the intervals between the lowest and highest tones of a number of a given melodies |
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| 1 | Organization of the Slave Trade | Student should be able to: 1. describe the organization of the slave trade in West Africa. 2. identify the items of exchange for slaves. 3. identify the source of slave, for slave trade (animal sold as permanent raid, persons of war) . | 1. The European Trade (a) Rounding of companies. (b) Building of special ships to carry slaves. (c) The challenge of the long voyage and provision of food and water. (d) The introduction of new foods to Nigerians (Cassava, Maize, Pawpaw). 2. The role of Africa Coastal middle men. 3. The response of the hinterland people, the rise of trade like the profits. 4. Development of slave markets in the hinterland. 5. Development of capital trust system and the growth in the use of different kinds of currencies such as cowries, iron, brass copper. | Uses the explanations and discussion methods to achieve the lesson objective. | 1. Listen to the teacher and participate in class discussion. 2. Write notes and ask questions. | 1. Film clips and photographs of slaves in chains, in a slave ship. 2. Map of the world showing the triangular trade in slaves. | Students to: 1. explain the organization of the slave trade in West Africa. 2. identify the terms of exchange for the slaves. 3. identify and explain the sources of slaves in West Africa. |
| 2 | The effects of the Atlantic slave trade and abolition of slave trade | Students should be able to: 1. discuss the consequences and impact of the Atlantic slave trade. 2. identify the effects of slave trade. 3. discuss the processes of abolition and final abolition of slave trade. | 1. The effects of the Trans-Atlantic slave trades. 2. Reasons for the abolition of the slave trade. 3. Obstacles to the abolition 4. The introduction of the legitimate trade. | Uses explanation and discussion methods to achieve the lesson objectives. | 1. Listen to the explanations by the teacher. 2. Participate in class discussion. 3. Ask questions and write down notes. | 1. Drawing or picture of early trading etc. 2. Pictures of slaves in chain. | Students to: 1. discuss the effects of the Atlantic slave trade. 2. identify the reasons for the abolition of slave trade. 3. discuss the abolition of slave trade. |

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| 3. | Islamic Movement and Establishment of Muslim States in West Africa | Students should be able to: 1. describe the state of Hausa land at the beginning of the 19th century . 2. access the places of Islam in Hausa land at the beginning of the 19 th century. 3. discuss Usman Danfodio, his rise as a Muslim scholar and his works in Gobri. 4. define the term Itejira. | 1. Hausa land on the eve of the Jihad 2. The religions, social and political factors that led to the Jihad 3. Prelude to the Sokoto Jihad. The situation in obiri under Sarlim Gobiri Bawa sn dYunfa. 4. Usman Danfodio, his background, his rise as a Muslim scholar, his works in Gobiri and peoples response to him. 5. Usman Danfodio’s Hejira and the outbreak of the Jihad | 1. Explains to students what a caliphate is 2. Lead the students to locate Hausa land on a map of Nigeria. 3. Discusses the religion of the Hausa people before the Jihad and how Islam was migrated with traditional religion. 4. Explains the motives of Danfodio Jihad. | 1. Mention the other people residing in Hausa land. 2. Draw a large map of Nigeria and show. a. The area covered by the Jihad. b. The extent of the Sokoto caliphate at the height of its power. | A map of diagram sowing the area covered by the Hausa land in the 19 th century. | Students to: 1. multiple choice or objectives questions on the coverage of the Jihad. 2. essay questions on the causes of the Jihad. |
| 4. | The Administration of the Caliphate | Students should be able to: 1. discuss the nature of the Sokoto caliphate. 2. describe the administrative structure of the caliphate. 3. identify the titles of the political office holders and their respective functions. 4. discuss the roles of Abdulahi and Muhamed Bello. 5. examine the relationship between center and the provinces. | 1. Discuss the extent and nature of the Sokoto caliphate (Administrative arrangement) . 2. Subsequent division of the caliphate i.e the roles of Abdullahi and Muhamed Bello. 3. The relationship between the central government and the provincial administration. 4. Discuss the titles of the political office holders and their respective functions. | 1. Discusses the ways the Sokoto caliphate was administered. 2. Compares this with the political administration of either Oyo or Bornu. 3. Discusses the roles of the political office holders in the caliphate. | Demonstrate political offices on the caliphate showing their hierarchy by drawing a chart. | Chart showing the history of the officials in Sokoto caliphate | Students to: 1. examine the administrative arrangement of Sokoto caliphate. 2. frame objective questions on the nature of the caliphate. |

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| 5. | The Impact of the Jihad | Students should be able to: 1. identify the neighbor of Sokoto caliphate. 2. discuss the importance of the Jihad in the political social and economic activities of Hausa land. 3. discuss the impact of the Jihad. | 1. The relationship between the caliphate and its neighbors at the beginning of the 19 th century. 2. The Jihad and the role of the Nupe in Northern Eastern Yoruba land and parts of the Benin Kingdom. 3. The wars between the caliphate and its neighbours in the 19 th century 4. The effects of the Jihad on their neighbours. | 1. Discusses the nature of the relationship between Sokoto caliphate and their neighbours. 2. Discusses the role of the Jihad in the spread of Islam in and outside Hausa land. | List the neighbors of the caliphate. | Map of Nigeria showing the spread of Islam and the caliphate and its neighbours. | Students to: 1. discuss the importance of the Jihad. 2. explain the impacts of the Jihad on Hausa land. |
| 6 | Bornu under tedheitus – The Emergence of El-Kanemi | Students should be able to: 1. describe the general conditions in Bornu state at the beginning of the 19 th century. 2. discuss the impact of weak rulers in Bornu. 3. examine the link between events in Gobir and those in Bornu. 4. examine the circumstance that led to the emergence of Elkanemi in Bornu. | 1. Bornu at the beginning of 19 th Century and her weak army. 2. The Fulanis rebellion in Bornu. 3. The crisis in Bornu ad the invitation of El-kanemi. 4. The coming of El-kanemi, the restoration of order the total collapse of the sejana dynasty and the beginning of El0kanemi’s shehu dynasty. | 1. Explains the meain of the word Shehu. 2. Discusses the political situation in Bornu before the emergence of El-kanemi. 3. Discusses the establishment of Shehu dynasty. | 1. Identify the location of Bornu on the map of Nigeria. 2. Listen to the teacher’s explanation. | 1. Map of Nigeria showing the location of Bornu. 2. Picture of El-kanemi. 3. Picture of Bornu people in their traditional dresses. | Students to: 1. describe the conditions of Bornu states at the beginning of the 19 th century. 2. what are the roles played by El-kanemi to restore order in Bornu. |

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| 7 | The Jihad of Jitehu Ahmadu | Students should be able to: 1. describe the gensil condition in maccina at the beginning of 19 th century. 2. identify the featuring of Seka Ahmadu 3. describe the establishment and organization of the Jihad. 4. mention the effects of the Jihad on the people of masina and their neighbours. | 1. Maccine before the emergence of Seku Ahmadu (Policies economy and religion) . 2. Seku's Ahmadu's teachings and his Jihad. 3. The establishment and organization of the Jihad. 4. The effects of the Jihad on the people of Maccine and their Neighbours. | Uses explanation and discussion methods to achieve the aim of the lesson. | Listen to the teacher's explanation and participate actively in the discussion. | Map of West Africa showing the area accepted by Macaha. | Students to: 1. what was the general condition of machine at the beginning of 19 th century. 2. describe the political organizations. |
| 8 | The Jhad of Alhaji Umar | Students should be able to: 1. describe the general condition of the Tukohor people before the emergence of Alhaji Umar. 2. identify the teaching of Alhaji Umar and his Tijaniya brotherhood. 3. alahaji Umar's, Jihad and the organization of the Tukolor empire. | 1. The Tukolor people before the emergence of Alhaji Umar poliics, economy and religion. 2. Alhaji Umar and his Tijaniyya brotherhood. 3. Umar's Jihad and the organization of the Tukolor empire. | Uses explanation and discussion methods to achieve the aim of the lesson. | 1. Listen to the teacher's explanation. 2. Participate actively in the discussion and take down notes. | Map of West Africa showing the are occupied by the Tukolor and identify their members. | Students to: 1. what was the general condition of the Tukolor people at the beginning of the 19 th century. 2. describe the political organization of the Tukolor empire. |

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| 9. | Yoruba land in the 19 th century Oyo empire | Students should be able to: 1. describe the political situation in Yoruba land at the beginning of the 19 th century. 2. examine the factors that led to the final collapse of the old Oyo empire. 3. discuss the implications of old Oyo for political developments in Yoruba land. | 1. Old Oyo at the beginning of the 19 th century. 2. The Afonja rebellion and the sack of old Oyo. 3. The fall of old Oyo and the refuge problems. 4. The own wars the destruction of Egba settlements and the foundation of Abeokuta. 5. The beginning of Ibadan as an Oyo dominated settlement. 6. The management of refuge problems in Ife and the emergence of New settlements e.g. Ago, Iwoye, Sagamal | 1. Have an interactive session with the students on the Social-political and economic situation in Yoruba land at the beginning of the 19 th century. 2. Traces the events that led to the collapse of Oyo and show how it led to Yoruba wars. | 1. Draw the map of Nigeria showing the location of the New settlements. 2. Prepare a time chart showing the course of the Yoruba wars. | 1. Map of Nigeria showing the extent of the Oyo empire. 2. Wall chart illustrating the Oyo political system and hierarchy of chiefs and courts officials. | Students to: 1. describe briefly the economic development of Yoruba land in the 19 th century. 2. account for the collapse of old Oyo empire in the 19 th century. 3. what use the consequences of the Yoruba civil wars of the 19 th century. 4. how do you explain the reasons for the fragment Yorba civil wars of the 19 th century. |
| 10 | The Era of Ibadan Dominance | Students should be able to: 1. describe the events that led to the rise of Ibadan. 2. discuss the course of the wars up to the initiation of peace of 1886. | 1. Efforts at rebuilding the new Oyo empire and attempts to rebuilding the powers of the Alajin. 2. Ibadan and Iyaye view on the politics of the new Oyo empire especially over the laws of succession in Oyo and prelude to Iyaye war. 3. The Ijaye war and rise of Ibadan military dominance in Yoruba land. 4. Ibadan military dominance and the sixteen years wars. | 1. Discusses the unsuccessful attempt by the Alaafia to regain his political power. 2. Divide and rule politics of the Alaajin towards Ibadan and Ijaye that led to rise and subsequent development of Ibadan. | Debate the various proverb of view on the points position of Ibadan and Iyaye on the attempt by the Alaafin to gain back his political power. | 1. Map of Nigeria showing the location of Old Oyo Empire prior to the collapse and the position of new Oyo empire. 2. Picture of drawing of war implementation and the war leaders. | Students to: 1. explain the events which led to the rise of Ibadan in Yoruba land. 2. briefly discuss the course of the wars up to the initiation of peace of 1886. |
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| 1 | The Peace Treaty of 1886 | Students should be able to: 1. discuss the terms of the peace treaty and the sudden British interest at achieving peace in the Yoruba land. 2. mention the implications of the war and the treaty on Yoruba land in general. | 1. Terms of the peace. 2. Developments in Ibadan and demonstration of British West. 3. Continued Ilorin attacks in Oyo and other parts of Yoruba land. 4. The resistance of Ekiti parapo and the influence of returnee slaves based in Lagos. 5. An assessment of the impact of the wars on Yoruba society. | 1. Discusses the terms of the peace treaty of 1886. 2. Relates the activities of this period to the subsequent pressure of the British into the Yoruba hints land. 3. Arranges a visit to some of the movements and war sites e.g. Bouner tower. | Have interactive discussion on the role of non-state actors in the achievement of peace e.g. the missionaries. | Pictures of the Yoruba war leaders at the signing of the peace treaty of 1886. | Students to: 1. why did the British put pressure on Yoruba land in the 19 th century. 2. discuss the impact of the Yoruba wars. |
| 2 | Benin in the 19 th Century | Students should be able to: 1. examine the nature and extent of Benin empire in the 19 th century. 2. discuss the reasons for the fall of Benin kingdom. 3. explain the role of the British in the fall of Benin. | 1. Benin at the beginning the 19 th century. 2. The impact of the abolition of Trans-Atlantic slave trade on Benin Economy. 3. Political crisis especially problems of succession and emergence of weak rulers. 4. The British and the fall of Benin kingdom. | 1. Provides map of Nigeria. 2. Discusses the effects of the abolition of slave trade in Benin Economy. 3. Examines political developments in Benin in the 19 th century. 4. Discusses the role of the British in the fall of Benin. | 1. Identify the position of Benin on the Nigerian map. 2. Arrange the list of 19 th century Benin Obas chorological. | 1. Map of Nigeria showing the areas caused by Benin kingdom. 2. The pictures of 19 th century Benin Obas. | Students to: 1. briefly describe the political History of the Benin kingdom in the 19 th century. 2. describe the effects of the abolition of the slave trade early in the 19 th century upon Benin. 3. the Benin empire was in decline at the beginning of the 19 th century but the Benin kingdom remained the British consent of 1897. |

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| 3 | The first phase of British conquest 1851-1900 | Students should be able to: 1. discuss the reasons for British occupation of Lagos. 2. describe the details of British penetration into the interior. | 1. Background to the British occupation of Lagos. 2. The occupation of Lagos 3. The Ijebu expedition of 1882 and the British punch into Yoruba land. The collapse of Delta states. 4. The conquest of Benin. | 1. Describes the British conquest and annexation of Lagos in 1861 respectively. 2. Illustrate how the British conquered and occupied other areas in the interior of Yoruba land. | 1. Listen attentively. 2. Ask question and take down notes. | 1. Drawing of the war ships that Bombarded Lagos. 2. Photograph of the British consuland opera signing a treaty. | Students to: 1. give reason for the British occupation of Lagos. 2. how do you explain the collapse of the Niger Delta state by the end of the 19 th century. |
| 4 | The second phase of British conquests 1900-1914 | Students should be able to: 1. discuss the occupation of the Sokoto caliphate Bornu, the middle Belt and Igbo land. 2. examine the implications of the subsequent development in Nigeria. | 1. Conquest of the Sokoto caliphate. 2. The conquest of Igbo land. 3. The conquest of the middle belt. 4. The occupation of Bornu. 5. Differentiation of the British conquest. | 1. Locates the Sokoo caliphate, middle belt and Igbo land on the Nigerian map. 2. Discusses how the British occupation of these areas. | 1. Draw the map of Nigeria and identify the subjugated areas. 2. Display the picture of Europeans and the student should identify Lord Laggard. | Provide the Nigerian map. | Students to: discuss the occupation of the Sokoto caliphate by the British in 19 th Century. |
| 5 | The Christian Missionary Activities in West Africa | Students should be able to: 1. identify the role of Evangelical macret in the supervision of slave trade. 2. discuss the re-foundation of sierra Leone and liberia. 3. reasons for the spread of missionary activities in west Africa. | 1. The role of evangelical movement in the supervision of slave trade. 2. Trace the foundation of Sierra Leone/liberia. 3. Speech of missionary activities in West Africa 4. The impact of the missionaries activities. | 1. Uses explanation and discussion methods to achieve the objectives of the lesson. 2. Uses the map of West Africa. | 1. Listen to the teachers explanation. 2. Participate on the discussion in class. 3. Locate the area in the map. | Map of West Africa showing places like Libera, Sierra Leone. | Students to: 1. what was the significance in West African History in 19 th century. 2. describe briefly how sierra was gueed in 19 th century. 3. give reasons for the spread of missionaries in West Africa. |

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| 6 | The early phase of British rule in 1900-1914 | Students should be able to: 1. describe the arrangements made by the British for Administering Nigeria. 2. discuss the nature court and relative authority systems. 3. examine why the British built roads and palump and what part Nigerians played. 4. discuss how various Nigerian peoples reacted to the British rule. | 1. Early administrative structures a. Provinces b. Divisions c. Districts 2. The nature cart system in the protectorate of Southern Nigeria 3. The nature authority system in the protectorate of Western Nigeria. 4. Establishment of communication Network – Roads, waterways etc. 5. Intensified exploration of Nigeria natural resources. 6. Reaction of Nigerian people to British rule at various points. | 1. Discusses the introduction of British rule and methods of Administration. 2. Explanations relationship between road and rail way building and economic exploration. 3. Considers the reactions of Nigerians British rule. | 1. Pay attention to the teacher’s explanation. 2. Organize drama to depict the working of nature court system. | 1. Map of Nigeria showing the protectorate. 2. Map of Nigeria showing the railway construction network. | Students to: 1. describe briefly the main stages by which Nigeria care under British colonial rule. 2. what is meant by the British court policy of indirect rule, why was it adopted in Northern Nigeria and how did it operate. 3. discuss the significance of the final garadin of 1914 in Nigerian History. 4. how successful was the extensive of the policy Southern Nigeria. |
| 7 | The Amalgamation of Nigeria audits significance | Students should be able to: 1. examine the background of the amalgamation. 2. discuss the factors which encouraged the merging of various administrative units under one political control. 3. describe the administrative arrangement that went wit Amalgamation of the significance. | 1. Meaning and reasons for Amalgamation. 2. Lugards concept of Nigeria and the nature of the amalgamation. 3. The Administrate arrangements that went with amalgamation. 4. The significance of the amalgamation for the history of Nigeria. | 1. Ask the students to name the various ethnic groups in Nigeria. 2. Take part in the debate. | 1. Name the various ethics groups in Nigeria. 2. Teleport in the debate. 3. Listen to the teacher’s explanation, ask questions and take down notes. | 1. Map of Nigeria before 1914 2. Map of Nigeria as at 1 Jan. 1914. 3. Chart showing administrative arrangements. 4. Photograph of Lord Laggard. | Students to: 1. discuss the various factors which encouraged the merging of various administration units under the political unit. 2. discuss the significance of the Amalgamation of 1914 in Nigeria History. |

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| 8. | Colonial Rule and Its impacts – Central Administration | Students should be able to: 1. explain the meaning of indirect rule. 2. explain the reasons for the adoption of indirect rule system in Northern Nigeria. 3. discuss why it was imposed in Southern Nigeria. 4. explain how the indirect rule policy perpetuated disunity in Nigeria. | 1. Meaning and reasons for indirect rule in Northern Nigeria. 2. How indirect rule operates in Northern Nigeria. 3. Indirect rule in Southern Nigeria and how it involves. 4. Reactions of Nigerians to the Indirect rule system 5. Impact of indirect rules. | 1. Explains the meaning and gives reasons for its adoption in the North. 2. Explains how indirect rule system operates 3. Discusses the impact of indirect rule. | 1. Organize dram to demonstrate the reaction of the people to indirect rule. 2. Listen to the teacher’s explanation. 3. Ask question and take down notes. | A map of Nigeria showing the location of important indigenous crafts that have been destroyed. | Students to: 1. what were the rules of the colonial economy in the destination of indigenous crafts. 2. examine the economic policy of Britain in West Africa during the period of colonial rule. |
| 9 & 10 | Origins of Nationalism | Students should be able to: 1. define the concept of Nationalism. 2. discuss the origin of Nationalism. 3. discuss the demands of the early Nationalist headers. | 1. Give various definitions of Nationalism. 2. Discuss the origin of Nationalism. 3. Early resistance to the imposition of British rule – Jaja of Opopo, Awujale of Ijebu-Ode Overami of Benin. 4. Colonial policies and elite discontent. 5. Formation of National congress of British West Africa. 6. The Clifford Constitution and the formation of NNDP/NYM. | 1. Asks students to name some of the Governors that ruled Nigeria during the period. 2. Uses explanation and discussion methods. | 1. Name some of the Governors that ruled Nigeria on the part. 2. Listen to the teachers explanation. 3. Participate actively in the discussion. | Photograph of the early Nationalist leader. | Students to: 1. what is Nationalism. 2. show the part played in any two of the economy in the development of early West African Nationalism. a. Hebert Macaulay b. J.B. Hay ford c. Witribious 3. discuss the role of NCNL in the Nationalist movement 4. discuss the rules of NNDP and NYM. |
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| 1 | Nationalist Movement after the second World War. | Students should be able to: 1. discuss the outbreak of the 2 nd world war sharpened the course of the Nationalists. 2. explain the strategies adopted by the Nationalist. 3. examine the various features which assisted in the struggle against colonial rule. | 1. The participation of the relationship in the 2 nd world war. 2. The Richard constitution of 1946 3. Emergence of political parties and their activities. 4. The role of the mass media and trade unions. 5. The activities of the Zikist movement. 6. The map lesson constitution and Littleton constitution. 7. The role of Nigeria. | 1. Provides the map of Nigeria and locate the area of strength of the parties. 2. Discusses the issues in the various contribution. | 1. States and locates the area of strength of the parties. 2. Listen to the teacher's explanation. | 1. Map of Nigeria. 2. Copies of the various constitution. 3. Manifestation of the political parties. | Students to: 1. write short notes on: a. the Nigerian National Democratic Party. b. west African New paper and Nationalist movement. 2. identify and explain the strategies adopted by the Nationalist. 3. what factors consisting the struggle against colonial rule. |
| 2. | The Road to Independence and the Attainment of Independence | Students should be able to: 1. discuss the attitude of the Western environment towards colonialism. 2. explain the divide and rule politics of the British. 3. relate the events that lead to the attainment of independence. | 1. Interactional pressure from USA and USSR and the Indian independence. 2. Change of leadership in Britain – Labour party 3. The Era of self Government in the West and East. 4. Self Government in the North. 5. Attainment of independence and the unresolved issues. | Uses both explanation and discussion methods to achieve the lessons objectives. | 1. Listen to the teacher's explanation. 2. Participate in the discussion in class. | 1. Map of Nigeria showing the regional structure. 2. Photograph of various regional leaders. 3. Video clips of independence celebration. | Students to: 1. arrange the events leading to the attainment of independence chineologically. 2. discuss the contributions of Nnamdi Azikiwe to the Development of modern Nigeria. |

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| 3. | The First Republic 1960 – 1966 | Students should be able to: 1. discuss the system of Government handed over to Nigerians. 2. explain the role of the political parties. 3. identify the causes of democratic governance. 4. discuss the economic philosophy of government. 5. discuss the explanation of social services. | 1. The Westminster Parliamentary system – Nature of constitution. 2. Regional political parties. 3. The challenges – condition system. a. Government b. Opposition in parliament c. Ethnicity d. Census problem e. Creation of New Region 4. The concept of Mixed Economy. 5. Expansion of Educational and Health services. | 1. Enumerates the teaching of parliamentary system. 2. Discusses the coalition of NPC/NCNC. 3. Explain the effects of regionally based political posters. 4. The implementation of first plan. | 1. Listen to the teacher's explanation. 2. Participate in the discussion. 3. Ask question and take down notes. | 1. Map of Nigeria showing the four regions. 2. Video clip of the political activities of the first republic. | Students to: 1. identify and explain the major challenging issue of the first republic. 2. enumerate the features of the parliamentary system of Government. |
| 4. | The 1966 Coup D'Etat and the Nigerian Civil war | Students should be able to: 1. discuss why military took over government in Nigeria. 2. examine the causes and course of the Nigerian civil war 3. discuss the effects of the Nigerian civil war. | 1. Causes of the January 1966 and the counter coup of July 1966. 2. The causes and course of the Nigerian civil war. 3. Effect of the Nigerian civil war. a. Socio-political b. Economic c. Effects on worker and children | 1. Discussion on the traditional role of the military. 2. Discusses the causes and course of the civil war. 3. Arranges in execution to war Museums in Umuahia. | 1. Draw a map of Nigerian showing the twelve states. 2. Participate in the excursion. 3. Organize a debate on whether the civil war could have been avoided. | 1. Map of Nigerian showing the course of the civil war. 2. Display of the relics of war. 3. Photograph of the major actors in the coup and the war. | Students to: 1. explain the reasons why the military took over government in Nigeria in 1966. 2. what are the causes of the Nigerian civil war. 3. identify the effects of the Nigerian civil war. |

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| | | | | TEACHER | STUDENTS | | |
| 5. | The Military Rule and the Re-construction Programme | Students should be able to: 1. discuss the new Kanem source for government. 2. the second National Development plan. 3. the Nine point programme of Gowon. 4. identify the achievements and failures of the Gowon regime. | 1. The oil boom of the early 1970s. 2. The second National Development plan of 1970-74. 3. Governor's Nine points programme summarized as reconciliation rehabilitation and reconstruction. 4. Achievements of Gowon regime. | 1. Generals discussion on the implementation of the second National Development plan. 2. Organizations Excursion to some edifices the military such as the National theatre. | 1. Listen to teacher and participate actively on the discussion. 2. Participate in the excursion. | 1. Sketches pictures showing the efforts of the military. 2. Map of Onitsha Bridge flyover in Lagos. | Students to: 1. list growing their points programme. 2. outline the achievements of Government regime. 3. identify the sources of Government. |
| 6. | The Military Administration of 1975-1979 | Students should be able to: 1. explain the reasons for 1975 coup. 2. examine the main features of the administration. 3. discuss the socio-economic and political programme. | 1. Factors that led to the 1975 coup. 2. The structure of the administration. 3. Implementation of the Third National Development plan. 4. The Land use decree 5. Indigenization programme. 6. Transition to the civil rule. | 1. Uses explanation and discussion methods. 2. Discusses about festival 77 and operation field the Nation. | Draw a map of Nigeria showing the Nineteen states. | Map of Nigeria showing the Nineteen States. | Students to: 1. list the names of the newly created states. 3. explain the concept of the land use decree. 4. what is meant by indigenization. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7. | The Second Republic 1979-1983 | Students should be able to: 1. discuss the 1979 constitution. 2. the nature of party politics. 3. the fourth national development plan. 4. achievement of the second republic. | 1. Principles of 1979 Constitution. 2. Presidential system and Bi-cameral Legislature. 3. The practice of Multi-party demonstration. 4. The Socio-Economic programmes of the second Republic. | 1. Discusses the difference between the first and second Republic. 2. Analyzes the Economic problems and measures taken to forestall them. | 1. Dramatize events in a session of the Senate. 2. Participate in the discussion. 3. Ask questions and take down notes. | 1. Copy of 1979 Constitution. 2. Newspaper cuttings. 3. Calendar of the Executive and Legislature Arms of Government. | Students to: list the differences between parliamentary and presidential systems of government. |
| 8. | The Return of the Military, the Bhan Idiagbon Regime | Students should be able to: 1. state the factors that led to the 1983 coup. 2. discuss the structure and programme of the regime. | 1. Factors that led to the Military Coup of 1983. 2. Aanti-corruption programmes – NNPC, NASC, FCDA probes war against indiscipline. 3. Economic policy to be discussed against the backdrop of Inhartes failing economy. | 1. Discusses the reasons for the return of the Military. 2. Corporatives analysis of his military regime and that of Murtala/Obasanjo. 3. Human Rights. | Dramatise the activities of the WAI Brigade. | 1. Newspaper cuttings. 2. Video clips of the activities of this military regime. | Students to: 1. explain the features and objectives of war against indiscipline. 2. what factors led to the 1983 coup. |
| 9 | The Ibrahim Babagida Regime 1985-1993 | Students should be able to: 1. explain the structure of the regime. 2. discuss the transition programme. 3. discuss the socio-economic programme. | 1. The structure of the Regime. 2. Discuss the transition programme and the Regimes concept finalization of Democracy. 3. Economic policy SAP Definition, origin and objectives. 4. Policies aimed at cushioning the effects of SAP. 5. Programme of women empowerment. | 1. Through participating method explain the concepts. 2. Discusses the reactions of Nigerians to the programmes. 3. Organizes debate on Women Empowerment. | 1. Listen to the teacher’s explanation. 2. Participate in the discussion. 3. Participate on the debate. | 1. Map of Nigeria showing the new structure. 2. Government Policy Papers. 3. Video clips of programs. | Students to: 1. list the reactions of Nigerian Structural Adjustment Programme. 2. what Policies use adopted to cushion the effects of SAP. 3. what are the objectives of the better life for Rural Women Proramme. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 10 | The challenges of Democratic Governance 1. Interim National Government and hepetum of the military 1993-1998 2. the Transition and neforth republic | Students should be able to: 1. describe the trends that led to the emergence of interim National Government. 2. explain the return of the military. 3. discuss the policies of this regime and challenges. 4. constitutional conference and formation of Political parties. 5. the policy trust of the fourth republic. | 1. Events leading to the emergence of the Interim National Government. 2. Factors leading to the return of the military. 3. The military institution programme. 4. The Economic program with particular reference to vision 2010 and deregulation. 5. Events leading o the emergence of Abdulsalam Abubakar’s transition. 6. The 1999 constitution. 7. The socio-economic. policies of the fourth republic. | 1. Explains the evens that followed the aborted third republic. 2. Discuss the transition program 3. Constitutional review and formation of political parties. 4. Deregulation policy 5. An analysis of the 1999 constitution with the previous. | 1. Involved in the discussion in class. 2. Listen to the explanation by the teacher. 3. Ask questions and take down notes. | 1. Map of Nigeria showing the new states and Local Government. 2. Video clips 3. Newspaper cuttings. 4. Government Policy paper. | Students to: 1. list the activates of the civil society during the period. 2. write on the functions of duepiocers office. 3. name the twenty five candidate banes. 4. describe the events that led to the emergence of the inter National Government. |
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**GOVERNMENT
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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| | | | | TEACHER | STUDENTS | | |
| 1. | Electoral Process (1) Election | Student should be able to: 1. explain the meaning of elections. 2. explain the meaning of suffrage. 3. trace the development of suffrage. 4. identify the types of suffrage. 5. discuss the meaning of franchise. 6. enumerate the purpose served by elections in various political systems. | 1. Elections: -meaning -purpose 2. Suffrage -Meaning -history - Types 3. Franchise - Meaning - Purpose - Types 4. Purpose of holding elections. | 1. Leads discussion on electoral process. 2. Excursions to electoral commission office. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks. 2. Newspaper cutting. 3. Electoral material and ballot box, ballot paper etc. | Students to: 1. what are the reasons for conducting election? 2. explain the evolution of suffrage in Nigeria. |
| 2. | (ii). Types of electoral system. | Student should be able to: 1. list type of electoral system. 2. identify the characteristics of each system. 3. discuss the advantage and disadvantage of each system. | 1. Characteristic, advantage and disadvantage of electoral system. 2. Types i. Simple ii. Absolute. iii Proportional representation. iv. Direct and indirect electoral system. 3. Second ballot. | Leads discussion on types of electoral system. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks 2. Newspaper cutting 3. Electoral materials e.g. ballot box, ballot paper etc. | Students to: 1. what are the types of electoral system. 2. explain the advantage of two the system. |
| 3. | (iii). Organization of elections. | Student should be able to: 1. explain the meaning of free and fair election. 2. mention the state in conducting election. | 1. Features of free and fair elections. 2. The stage of election. 3. Transparency 4. Free and fair election. 5. Integrity and honest. | 1. Leads discussion on organization of election. 2. Mentioning the needs for transparency integrity, honest, free and fair election. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks 2. Electoral materials. 3. Pictures and charts. | Students to: 1. what are the features of free and fair elections. 2. lists the stage of conducting elections. |

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| | | | | TEACHER | STUDENTS | | |
| 4. | (iv). Electoral commission and electoral officials. | Student should be able to: 1. define electoral commission. 2. lists the function of an electoral commission. 3. enumerate the rules of the various electoral officials. | 1. Electoral commission. i. Roles or duty. ii. Problems iii. Organizations 2. Electoral officials i. Electoral officer ii. Polling officer iii. Presiding officer. iv. Polling clerk. v. Polling agent. | 1. Leads discussion on the functions of an electoral commission. 2. Reviews previous lesson on organization. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks 2. Pictures of votes at polling stations and returning officer counting stations. | Students to: 1. what are the function of electoral commission? 2. what are the duties of the following. i. Electoral officers ii. Supervisors iii. Returning officers. |
| 5. | 2. Public Opinion. | Students should able to: 1. explain the term public opinion. 2. list the agent involve in the formation of the public opinion. 3. indicate ways of measuring public opinion. 4. examine the importance or function of public opinion. | 1. Definition of public opinion. 2. How public opinion is formed. 3. Measurement of public opinion. 4. Importance of public opinion. | 1. Leads discussion on public opinion. 2. Leads students to express their view on some important issues of public interest. | 1. Contribute to discussion. 2. Suggest how their school authority or club executive can influence their opinion on important issues. | 1. Textbooks. 2. Films 3. Pictures 4. Newspaper cutting. | Students to: 1. what is public opinion? 2. how can public opinion be measured? |
| 6. | Mass Media. | Student should be able to: 1. explain the meaning of mass media. 2. discuss the roles of mass media in days to days running of government. 3. state the impact of mass media in Nigeria politics. | 1. Mass media. - Meaning. - Roles - Impact 2. Watch dog. | 1. Leads discussion on mass media. 2. Mentioning the meaning roles impact, as watch dog in politics and government. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks. 2. Newspaper and newspaper cutting. 3. Pictures, Charts and Posters. | Student to: explain the needs and importance of mass media as a watch dog in politics and government. |

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| | | | | TEACHER | STUDENTS | | |
| 7. | Civil Service | Student should be able to: 1. explain the meaning of civil service. 2. discuss the characteristic of civil service. 3. lists the functions of civil service. 4. identify the various classes in civil service. 5 explain the function of each. 6. discuss the relationship between classes. 7. discuss how to prevent corruption in civil service. | 1. Meaning of civil service. 2. Characteristic of civil service. 3. Functions. 4. Structure of civil service. i. Administrative /professional. ii. Executive. iii. Clerical etc. 5. Honesty, Integrity. | 1. Leads discussion on civil service. 2. Asks student to list the duties performed by some government officials in their localities. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks. 2. Charts and pictures. 3. Films. 4. Newspaper cutting. | Students to: 1. explain the function of civil service. 2. describe the structure of civil service. 3. what are the classes in civil service. |
| 8. | Personnel Administration in the civil service. | Student should be able to: 1. explain how civil servant are recruited, disciplined and promoted. 2. describe the agent that performs those functions. 3. discuss the relationship between the top civil servant and political class. | 1. Meaning of the civil service commission. 2. Function of the civil service commission. 3. Relationship between the civil service and political executives. | 1. Leads discussion on civil service commission. 2. Illustrates with organizational charts of the civil service commission in Nigeria. | 1. Contribute to discussion. 2. Draws an organizational chart of a school. | 1. Textbooks. 2. Pictures and charts. 3. Films. 4. Newspaper cutting. | Students to: 1. what are the functions of civil service. 2. explain the relationship between civil servant and political class. |

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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| | | | | TEACHER | STUDENTS | | |
| 9. | Public cooperation. (i). Meaning. | Student should be able to: 1. explain the meaning of public cooperation. 2. identify the purpose for setting public cooperation. 3. lists the functions perform by public cooperation. 4. give examples of public cooperation in Nigeria. | 1. Definition. 2. Reason for setting public cooperation. 3. Functions of public cooperation. 4. Examples of public cooperation. | 1. Leads discussion on public cooperation. 2. Invites a resource person to give a talk on function of public cooperation. | 1. Contribute to discussion. 2. Mention some basic social service which they enjoy and the agency responsible. 3. Take notes. | 1. Textbooks. 2. Charts and pictures. 3. Films. 4. Newspaper cutting. | Students to: 1. define public cooperation. 2. what are the functions of public cooperation? |
| 10 | (ii). Structure and organization of public cooperation. | Students should be able to: 1. discuss the relationship between the ministry, board and management. 2. distinguish between the organizational structure of public cooperation and the civil service. | 1. Organizational structure of public cooperation. i. Ministers. ii. Board iii. Management. 2. Comparison of organizational structure of public cooperation. | 1. Leads discussion on structure and organization. 2. Draw a diagram showing the relationship between ministers, board and management. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks. 2. Newspaper cutting. 3. Films. | Students to: 1. explain the relationship between the ministry, board, and management. 2. what are the differences between public cooperation and civil service. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION. | | | | | | |

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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| | | | | TEACHER | STUDENTS | | |
| 1 | (iii). Control and problems of public cooperation. | Student should be able to: 1. discuss the need for control of public cooperation. 2. explain the means of controlling public cooperation. 3. identify the problems that are faced by the public cooperation. 4. suggest ways of solving those problems. | 1. Reasons for control. 2. Types of control. i. Parliamentary ii. Financial iii. Judicial iv. Ministerial, etc. 3. Problems of public corporations. i. Lack of accountability. ii. Mismanagement. 4. Solutions to the problems. | 1. Leads discussion on control and problems of public corporations. 2. Embarks on excursion to a public corporation to be organized. | 1. Contribute to discussion 2. Mention some of the problems of public corporation in the community. | 1. Textbooks. 2. Films. 3. Newspaper cutting. 4. Charts and pictures. | Students to: 1. what are the reasons for the control of public corporations 2. list the problems of public corporation. 3. Suggest the solution to the problems of public corporation. |
| 2 | (iv). Commercialization privatization and | Students should be able to: 1. explain the meaning of commercialization, privatization and deregulation. 2. discuss reasons for commercialization and privatization and deregulation. 3. explain merits and demerits of commercialization, privatization and deregulation. | 1. Meaning of commercialization, privatization and deregulation. 2. Reasons for commercialization, privatization and deregulation. 3. Merit and demerits. | 1. Leads discussion on commercialization privatizations and deregulations. 2. Invites and expert to give a talk on commercialization privatization and deregulation. | 1. Contribute to discussion. 2. Take notes. | 1. Textbooks 2. Pictures and charts. 3. Newspaper cuttings. | Students to: 1. define privatization. 2. what are the reasons for privatization? 3. what are the merits and demerits of commercialization and privatization. |

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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| | | | | TEACHER | STUDENTS | | |
| 3. | 3. Local Government i. Local government administration. | Student should be to: 1. explain the meaning of local government. 2. give reasons for the creation of local government 3. lists functions performed by local government. 4. mention the various types of local government. | 1. Explain the meaning of local government. 2. Reasons for the creation of local governments. 3. Functions of local governments. 4. Systems of local government. i. The French system. ii. The British system. iii. The Nigerian system. | 1. Leads discussion on local governments. 2. Sites services performed in local government. 3. Arranges for excursion to local government. | 1. Contribute to discussion. 2. Visit to a local government. 3. Take notes. | 1. Textbooks 2. Newspaper cutting. 3. Picture and charts. | Students to: 1. what does local government refers to? 2. why are local governments established? 3. explain the functions of local governments. |
| 4. | (ii). Structure of local government. | Student should be able to: 1. discuss the evolution of local government in Nigeria. 2. describe the structure of local government. 3. explain how local governments are financed. 4. explain the relationship between the government authorities and the state/federal governments. | 1. Evolution of local government in Nigeria. 2. Structure. 3. Force of finance. 4. Relationship between local government state/federal governments. | 1. Leads discussion on evolution and structure of local government. 2. Visits to the local government. | 1. Participate in discussion. 2. Visit to local government. 3. Take notes. | 1. Textbooks 2. Newspapers cutting. 3. Picture and charts. 4. Films | Students to: 1. describe the structure of local government. 2. what are the sources of finance for local government? 3. discuss the relationship between the government authorities and state federal government. |

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| 5. | (iii). Local government Reforms. | Student should be able to: 1. explain the rules of traditional rulers in the local government administration. 2. discuss the reforms of local government. 3. explain the problems of local government. 4. suggests measures to improve local government administration. | 1. Rules of tradition ruler in local government. 2. 1976 local government reforms. 3. Problems of local government. 4. Measures of improve local government administration. * Integrity * Honesty * Transparency. | 1. Leads discussion on the roles of local government and the 1976 local government reforms. 2. Organize debate on the roles of traditional rulers. | 1. Contribute to discussion. 2. Identify the problems of local government in Nigeria. 3. Take notes. | 1. Textbooks. 2. Pictures and charts. 3. Films | Students to: 1. explain the roles of traditional ruler at the local government. 2. discuss the 1976 local government reforms. 3. what are the problems of local government in Nigeria. 4. lists mention to improve local government administration. |

THEME 5: PRE-COLONIAL AND COLONIAL ADMINISTRATION IN NIGERIA

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| 6. | 1. Pre-colonial Administration the Hausa/Fulani. | Student should be to: 1. describe the system of government of the Hausa/Fulani in the pre-colonial days. 2. discuss the structure of government in Hausa/Fulani. 3. explain the rule of the component of the structures. 4. compare the different pre-colonial administration. | 1. System of government in the pre-colonial days (Fulani/Hausa) 2. Structure of pre-colonial governments. 3. Rules of the respective component of the structure. 4. Comparison of different pre-colonial administration in Nigeria. | 1. Invites resources person to give talk on government in pre-colonial days. 2. Guides students to compare different pre-colonial administration. 3. Organize visits to museum and seat of traditional kingdoms. | 1. Listen, Ask questions and take notes. 2. Participate in comparison of different pre-colonial administration. 3. Visit museum and seats of traditional kingdoms. | 1. Textbooks 2. Documentaries 3. Pictures and Photography. 4. Map of Nigeria showing ancient kingdoms. 5. Drawings and sketches. 6. Resources persons. 7. Visit to museum and seats of traditional kingdoms. | Student to: 1. describe the system of government Hausa/Fulani in pre-colonial days. 2. outline the structure of pre-colonial government. 3. discuss the rules of the component of their respective government. 4. show the difference and similarities of pre-colonial government. |
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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| 7. | Pre-colonial Administration. The Igbos. French colonial Administration in West Africa. | Student should be able to: 1. describe the system of government of the Igbos in the pre-colonial days. 2. discuss the structure of government in Igbos. 3. explain the rule of component of the structure. 4. compare the different pre-colonial administration. | 1. System of government in the pre-colonial days (the Igbos). 2. Structure of pre-colonial governments. 3. Rules of the respective component of the structure. 4. Comparison of different pre-colonial administrations in Nigeria. | 1. Invites resources person to give talks on government in pre-colonial days. 2. Guides student to compare different pre-colonial administration. 3. Organizes visit to museum and seat of traditional kingdoms. | 1. Participate in discussion. 2. Organize visit to museum. 3. Take notes. 4. Participate in the comparison of different pre-colonial administration. | 1. Textbooks. 2. Documentaries 3. Pictures and photograph 4. Map of Nigeria showing ancient kingdoms. 5. Drawing and sketches. 6. Resources person. 7. Visit to museum. | Student to: 1. describe the system of government of Igbos in pre-colonial days. 2. outline the structures of pre-colonial government. 3. discuss the role of the component of their respective government. |
| 8. | Pre-Colonial Administration. The Yorubas | Student should be able to: 1. describe the system of government of the Yorubas in pre-colonial days. 2. discuss the structure of government in Yoruba. 3. explain the role of the components of the structures. 4. compare the different pre-colonial administration. | 1. System of government in pre-colonial days (the Yorubas). 2. Structure of pre-colonial governments. 3. Roles of the respective component of the structure. | 1. Invites resources persons to give talks on government in pre-colonial days. 2. Guides students to compare different pre-colonial administration. 3. Organizes visit to museum and seat of traditional kingdoms. 4. Comparison of different pre-colonial administration in Nigeria. | 1. Participate in discussion. 2. Organize visit to museum. 3. Take notes, Listen, ask questions. | 1. Textbooks. 2. Documentaries. 3. Pictures and photographs. 4. Map of Nigeria showing ancient kingdoms. 5. Drawings and sketches. 6. Resource persons. 7. Visit to museums and seats of traditional kingdom. | Student to: 1. describe the system of government of Yorubas in pre-colonial days. 2. outline the structure of pre-colonial governments. 3. discuss the role of the components of their respective governments. 4. show the difference and similarities. |

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THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

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| | | | | TEACHER | STUDENTS | | |
| 9. | Colonial Administration in Nigeria. British colonial Administration . | Student should be able to: 1. explain the principles and structure of British colonial administration in Nigeria. 2. discuss the impact of colonial administration in Nigeria and West Africa. 3. explain the advantages and disadvantages of colonial rule. | 1. Principles and structure of British colonial administrations, central administration and native administration.. 2. Impact of colonial administration in Nigeria and West Africa. 3. Advantages and disadvantages of colonial rules. | 1. Provides students with materials on British colonial administration. 2. Invites resource person to give talks on British colonial administration. 3. Organizes a debate on the advantages and disadvantages of colonial rule. | 1. Identify the principles and structure of British colonial administration. 2. Listen, ask questions and take notes. 3. Participate in the debate. | 1. Map of Nigeria showing the three regions. 2. Textbooks. 3. Videos 4. Pictures and photographs. 5. Resources persons. 6. Visits to museum. | Student to: 1. discuss the principles and structure of British colonial administration in Nigeria. 2. explain the impact of colonial administration in Nigeria and west Africa. 3. show the advantages and disadvantages of colonial rule. |
| 10 | Colonial Administration . | Student should be able to: 1. explain the principle and structure of French colonial administration. 2. discuss the impact of French colonial administration. 3. explain the advantages and disadvantages of colonial rule. | 1. Principles and structure of French colonial administration. 2. Impact of colonial administration in West Africa. 3. Advantages and disadvantages of colonial rule. 4. Comparison of British and French colonial policies of administration. | 1. Provides students with materials on French colonial administration. 2. Invites resource persons to give talks on French colonial administration. 3. Organizes a debate on the advantages and disadvantages of colonial rules. 4. Compares the British and French colonial administration in West Africa. | 1. Identify the principles and structure of French colonial administration. 2. Listen, ask questions and take notes. 3. Participate in the debate. | 1. Map of French colonial in West Africa. 2. Textbooks. 3. Videos. 4. Pictures and photographs. 5. Resource persons. 6. Visit to museum. | Student to: 1. discuss the principles and structure of French colonial administration in Nigeria. 2. explain the impact of colonial administration in west Africa. 3. show the advantages and disadvantages of colonial rule. |
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THEME 4: PRE-COLONIAL AND COLONIAL ADMINISTRATION IN NIGERIA

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| | | | | TEACHER | STUDENTS | | |
| 1. | 3. Nationalism | Student should be able to: 1. explain the meaning of Nationalism. 2. discuss the factors that led to the rise and growth of Nationalism in Nigeria. 3. discuss the effects of Nationalism on Nigeria. 4. mention some key nationalist leaders in Nigeria and their contribution to nationalism. | 1. Meaning of nationalism. 2. Factors that led to the rise and growth of nationalism in Nigeria. 3. Effects of Nationalism in Nigeria. 4. Key nationalist leaders in Nigeria and their contributions to nationalism. | 1. Guides students to explain the meaning of nationalism. 2. Invites resource persons to give talks on nationalism in Nigeria. 3. Organizes a drama on nationalist struggle in Nigeria. 4. Shows Videos documentaries. | 1. Attempts to explain what nationalism means. 2. Listen, ask questions and take notes. 3. Participate in the drama. 4. Watch video, documentaries ask questions and identify different leaders of nationalism. | 1. Documentaries. 2. Newspaper/Magazine Cuttings. 3. Pictures/photographs of nationalist leaders. 4. Resource persons. 5. Videos. 6. Books. | Student to: 1. explain what is meant by nationalism. 2. outline and explain the factors that led to the rise and growth of nationalism in Nigeria. 3. discuss the effects of nationalism on Nigeria. 4. name key nationalist leaders in Nigeria and their contribution to nationalism. |
| 2 | 4. Constitutional Development in Nigeria. Pre-Independence Constitution. (a). Clifford Constitution 1922. | Student should be able to: 1. mention the Clifford constitution of 1922. 2. outline the main features of the Clifford constitution of 1922. 3. identify the common features of the Clifford constitution. | 1. Pre-independence constitution (Clifford constitution) and their main features. 2. Common features in past and present constitutions in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of national archives. 3. Guides students to identify the common features of the constitutions. | 1. List different constitutions. 2. Participate in the visit. 3. Identify common features of the constitution. | 1. Copies of different constitution. 2. Visit to National Archives. 3. Documentaries. 4. Resources persons. 5. Books. | Student to: 1. list the pre-independence constitutions and their features. 2. identify the common features of the different constitutions. |

**GOVERNMENT
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THIRD TERM**

THEME 4: PRE-COLONIAL AND COLONIAL ADMINISTRATION IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 3. | Pre-Independence Constitution. (b). Richard Constitution 1946. | Student should be able to: 1. mention the Richard constitution of 1946. 2. outline the main features of the Richard constitution of 1946. 3. identify the common features of the Richard constitution. | 1. Pre- independence constitution (Richard constitution and their main features. 2. Common features in past and present constitutions in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of national archives. 3. Guides students to identify the common features of the constitutions. | 1. List different constitutions. 2. Participate in the visit. 3. Identify common features of the constitution. | 1. Copies of different constitution. 2. Visit to National archives. 3. Documentaries. 4. Resource persons. 5. Books. | Student to: 1. list the pre-Independence constitutions and their features. 2. identify the common features of the different constitutions. |
| 4. | Pre-Independence Constitution. (c). Macpherson Constitution 1951 | Student should be able to: 1. mention the Macpherson constitution 1951. 2. outline the main features of the Macpherson constitution of 1951. 3. identify the common features of the Macpherson constitution. | 1. Pre-Independence Constitution (Macpherson constitution and their main features.) 2. Common features in past and present constitutions in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of national archives. 3. Guides students to identify the common features of the constitutions. | 1. List Different Constitutions. 2. Participate In The Visit. 3. Identify common features of the constitutions. | 1. Copies of different constitution. 2. Visit to national archives. 3. Documentaries. 4. Resource persons. 5. Books. | Student to: 1. list the pre-independence constitution and their features. 2. identify the common features of the different constitutions. |
| 5. | Pre-Independence constitution. (d). Lyttleton constitution 1954. | Student should be able to: 1. mention the Lyttleton constitution of 1954. 2. Outline the main features of the Lyttleton Constitution of 1954. 3. identify the common features of the Lyttleton constitution. | 1. Pre-Independence constitution (Lyttleton constitution and their main features. 2. Common features in past and present constitutions in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of National archives. 3. Guides students to identify the common features of the constitutions. | 1. Lists different constitutions. 2. Participate in the visit. 3. Identify common features of the constitutions. | 1. Copies of different constitutions. 2. Visit to National archives. 3. Documentaries. 4. Resource persons. 5. Books. | Students to: 1. list the pre-independences constitutions and their features. 2. identify the common features of the different constitutions. |

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THIRD TERM**

THEME 4: PRE-COLONIAL AND COLONIAL ADMINISTRATION IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6. | Independence Constitution 1960 | Students should be able to: 1. mention the Independence constitution of 1960, 2. outline the main features of the Independence constitution of 1960. 3. identify the common features of the Independence constitution. | 1. Independence constitution of 1960 and their main features. 2. common features in past and present constitutions in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of national archives. 3. Guides students to identify the common features of the constitution. | 1. List different constitutions. 2. Participate in the visit. 3. Identify common features of the constitution. | 1. Copies of different constitutions. 2. Visit to National archives. 3. Documentaries. 4. Resources persons. 5. Books | Student to: 1. list the independence constitutions and their features. 2. identify the common features of the different constitutions. |
| 7. | Post-Independence Constitution. Republican Constitution 1963. | Students should be able to mention: 1. the republican constitution of 1963. 2. outline the main features of the republican constitution of 1963. 3. identify the common features of republican constitution. | 1. Post-Independence constitution (Republican constitution) and their main features. 2. Common features in past and present constitutions in Nigeria. | 1. Leads student to name different constitutions. 2. Organizes a visit to the nearest office of National archives. 3. Guides students to identify the common features of the constitutions. | 1. List Different Constitutions. 2. Participate in the visit. 3. Identify common features of the constitution. | 1. Copies of different constitution. 2. Visit to National archives. 3. Documentaries. 4. Resources persons. 5. Books. | Student to: 1. lists the post-independence constitutions and their features. 2. identify the common features of the different constitution. |
| 8. | Post-Independence constitution. The 1979 Constitution. | Student should be able to mention: 1. the 1979 constitution. 2. outline the main features of the 1979 constitution. 3. identify the common features of the 1979 constitutions. | 1. Post-independence constitution (The 1979 constitution) and their main features. 2. Common features in past and present constitution in Nigeria. | 1. Leads students to name different constitutions. 2. Organizes a visit to the nearest office of national archives. 3. Guides students to identify the common features of the constitution. | 1. Lists different constitutions. 2. Participate in the visit. 3. Identify common features of the constitutions. | 1. Copies of different constitution. 2. Visit to National Archives. 3. Resources persons. 4. Books. | Students to: 1. lists the post independence constitution and their features. 2. identify the common features of the different constitution. |

**GOVERNMENT
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THIRD TERM**

THEME 4: PRE-COLONIAL AND COLONIAL ADMINISTRATION IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVE | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9. | The 1999 Nigeria Constitution. | Students should be able to: 1. highlight the origin and features of the 1999 Nigerian constitution. 2. discuss the strengths and weakness of the 1999 constitution. 3. discuss the process of constitutional review in the 1999 constitution. | 1. Origin and features of the 1999 constitution. 2. Strengths and weakness of the 1999 constitution. 3. Procedure for constitution. | 1. Invites resource persons to give talks on the 1999 constitution. 2. Provides materials and guides the students to identify and discuss the weakness and strengths of the 1999 constitution. | 1. Listen, ask questions and take notes. 2. Identify and discuss weakness and strengths of the constitution. | 1. Copies of the 1999 constitution. 2. Visit to state National Assemblies. 3. Videos and turning news. 4. Newspaper and magazine cuttings. 5. Resources persons. | Students to: 1. explain the origin and features of the 1999 Nigerian constitution. 2. discuss the strengths and weakness of the 1999 constitution. 3. list the parts of the 1999 constitution requiring review. 4. discuss the process of law making. |
| 10 | The 1999 Nigerian Constitution. | Students should be able to: 1. identify the parts of the 1999 constitution requiring review. 2. describe the process of law making by state and National Assemblies. | 1. Parts of the 1999 constitution needing reviews. 2. Process of law making in the states and National Assemblies. | Organizes a visit to the state and /or National Assemblies to see the process of law making. | Participate in the visit. | 1. Copies of the 1999 constitution. 2. Visit to state and National Assemblies. 3. Videos and turning in news. 4. Newspaper and magazine cuttings. 5. Resource persons. | Students to: 1. list the parts of the 1999 constitution requiring review. 2. describe the process of law making by state and National Assemblies. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------|-------------|---|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 & 2 | Population | Students should be able to: 1. describe world population in terms of size, density, structure and distribution patterns. 2. account for the variation in world population. | 1. World population: - size - distribution pattern - density - structure 2. Factors affecting population distribution: - climate - relief - soil - water - minerals etc. | 1. Uses maps, diagrams, picture, documentary films etc. to guide students to discuss world population with respect to size, density, structure, and distribution patterns. 2. Guides class discussions on the influence of climate, relief, soil, water, mineral resources, etc, on population density and distribution. 3. Leads students to make sketches of world population distribution on a map. 4. Writes notes on the board for students to copy. | 1. Watch films on population distribution. 2. Listen to teacher's explanations, ask and answer questions. 3. Participate in class discussion. 4. Draw sketch maps showing distribution of world's population. 5. Copy the board summary. | 1. Population maps 2. Sketches and diagrams. 3. GLS maps on population distribution. 4. Graphs 5. Documentary films etc. | Students to: 1. use sketch maps to describe population size, density, structure, distribution patterns. 2. identify factors accounting for world population distribution patterns. 3. explain the influence of these factors on population distribution. |
| 3 & 4 | Settlements | Students should be able to: 1. identify types of settlements. 2. describe each settlement type in terms of population, economy, administration etc. 3. explain the influence of soil, weather, etc, on settlement location. 4. identify and explain the major settlement patterns. 5. discuss the factors responsible for the development of each pattern. | 1. Types of settlements: - urban - rural 2. Characteristics of urban and rural settlements: - population - economy - administration etc. 3. Factors of settlement location (Soil, weather etc). 4. Settlement patterns: - nucleated - dispersed (scattered) - linear - isolated - conurbation 4. Factors of development of each pattern. | 1. Uses maps and sketches to help students identify human settlements. 2. Takes students on field work to observe human settlement patterns in the locality. 3. Guides students discussion on: -settlements types - characteristics of urban and rural settlements - factors of settlement location. - settlements patterns and their developmental factors. | 1. Read topographical maps and identify human settlements on the map. 2. Participate in field work and write reports 3. Participate in class discussions. 4. Draw sketch diagrams showing settlement patterns in their locality. 5. Copy the board summary. | 1. Topographical maps 2. Aerial photographs of human settlements 3. Satellite images 4. Diagrams and sketches. 5. Drawing paper 6. Tracing paper | Students to: 1. describe human settlements types. 2. state the distinguishing characteristics of rural and urban settlements. 3. describe the factors responsible for settlement location. 4. distinguish between nucleated, dispersed, linear, isolated and conurbation settlement patterns. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | Settlement Interactions | Students should be able to: 1. discuss types of settlement interactions. 2. explain settlement interactions patterns with respect to migration. | 1. Type of interaction: - commercial - cultural - administrative etc 2. Interaction patterns Urban – Rural Urban – Urban Rural – Rural etc. | 1. Takes students on field work to observe settlement interaction patterns in the locality. 2. Uses diagrams, sketches and flow charts to guide student’s discussions on. - types of interactions - settlement migration - factors responsible for migration of settlements 3. Assesses the student’s reports. 4. Writes notes on the board for students to copy. | 1. Participate in field work and write reports. 2. Participate in class discussions. 3. Draw sketch diagrams showing settlement patterns in their locality. 4. Copy the board summary. | 1. Maps 2. Flow charts 3. Diagrams and sketches 4. Drawing paper 5. Tracing paper | Students to: 1. explain types of interaction in human settlements. 2. identify and describe migration patterns of settlements. |
| 6 & 7 | Transportation | Students should be able to: 1. identify and describe different modes of transportation. 2. list transportation means associated with each mode. 3. highlight the merits and demerits of each transportation mode/means. 4. explain the contributions of transportation to economic development. 5. identify transportation problems and suggest ways of solving them. | 1. Modes of transportation: - road - rail - water - air - pipeline - cable etc. 2. Transportation means 3. Merits and demerits of each type. 4. Importance movement of people and commodities. - National and international trade. - Transfer of ideas and technology. - national integration 5. Transportation problems. | 1. Uses maps, diagrams, pictures etc, to guides students to identify major transportation types. 2. Guides class discussion on the merits and demerits of each type in terms of - accessibility - flexibility - haulage capacity - speed etc. 3. Leads students to describe transpiration problems and proffer solutions to these problems. 4. Assesses student’s reports. 5. Writes notes on the board for students to copy. | 1. Sketches maps of their local environ, local government areas, states, country and show the major transport routes. 2. Participate in class discussions. 3. Carryout field survey of transportation problems of their community. 4. Write reports on the field work. 5. Copy the board summary. | 1. Maps 2. Sketches and diagrams 3. Films 4. Pictures of different means of transport 5. Graphs | Students to: 1. list various modes/means of transportation. 2. state the merits and demerits of each transportation mode/means. 3. describe the influence of transportation on economic development. 4. explain transpiration problems. 5. describe ways of overcoming the problems. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 & 9 | Industry | Students should be able to: 1. identify and classify industries. 2. discuss the major industries in Nigeria and other parts of the world. 3. locate major industrial areas in Africa, Asia, Europe, America etc. 4. describe the factors that encouraged these locations. 5. identify and discuss the problems of industrial development in Nigeria and the rest of the world. | 1. Classification of industries: (a) – primary - secondary - tertiary - quaternary (b) – heavy - light 2. Factors affecting industrial location: - Raw materials - market - capital etc. 3. Problems of industrial location. | 1. Guides students to: - locate major industrial regions on a world map - identify and describe major industries of the world. - classify industries - discuss the factors that encouraged spatial differentiation in industrial location. 2. Takes students out to visit industries in their locality and observe production processes and interviews workers in the industry. 3. Assesses student's report. 4. Writes notes on the board for student to copy. | 1. Pay visit to local industries. 2. Participate on class discussions. 3. Draw maps and locate major industrial regions. 4. Write reports of field work. 5. Copy board summary. | 1. Samples of industrial products. 2. World maps and sketches. 3. Local industries in the community. 4. Films/documentaries on industries. 5. Pictures of industries. | Students to: 1. list and classify major industries of the world. 2. describe major industries in Nigeria and locate them on the map. 4. state the factors affecting the location of industries. 5. explain the problems of industries location and how it affects industrial development in Nigeria and the rest of the world. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 10 | Tourism | Students should be able to: 1. define tourism. 2. identify and locate tourist centres on a map. 3. discuss the importance of tourism. 4. identify problems of tourism and suggest solutions to the problems. | 1. Meaning of tourism 2. Tourist centres 3. Justification for tourism: - leisure - Recreation - Education 4. Importance of tourism. 5. Problems of tourism. | 1. Takes students to visit recreational facilities in the locality. 2. Uses documentaries, illustration pictures and photographs, etc. - explains the meaning of tourism. - helps students locate world tourist centers and identify the attractions to the places. - Guides class discussions on the economic, social and political importance of tourism. - The problems and solutions. 3. Writes notes on the board for students to copy. | 1. Visit recreation facilities in the locality. 2. Watch films on world tourist centres. 3. Listen to teacher's explanations, ask and answer question. 4. Participate in class discussions. 5. Locate tourist centers on maps. 6. Copy the board summary. | 1. Maps 2. Documentary films 3. Diagrams 4. Pictures etc. | Students to: 1. explain the meaning of tourism. 2. insert tourist centers in maps. 3. mention four reasons for encouraging tourism. 4. state the economic, social and political importance of tourism. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------|-------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 & 2 | Trade | Students should be able to: 1. define trade. 2. discuss the different types of trade. 3. explain why trade occurs. 4. explain the importance of trade. | 1. Definition of trade 2. types of trade: - national - international 3. Reason for trade 4. Importance of trade: - social - political - economic etc. | 1. Takes students to visit place where trading of different types take place. 2. Uses documentaries, illustrations, pictures and photographs to: - explain the meaning of trade. - Leads students to identify types of trades. - Guides class discussions on the economic, social and political importance of trade. 3. Writes notes on the board for students to copy. | 1. Watch films on world trade. 2. Listen to teacher's explanation, ask and answer questions. 3. Participate in class discussions. 4. Copy the board summary. | 1. Maps 2. Documentary films 3. Diagrams 4. Pictures etc. | Students to: 1. explain the meaning of trade. 2. describe the different types of trades. 3. mention four reasons for trading activities. 4. state the economic, social and political importance of trade. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 3 | Weather and Climate I | Students should be able to: 1. Explain the concept of weather. 2. identify weather elements. 3. list the instrument for measuring weather elements. 4. describe the attributes of weather. 5. make accurate measurement of weather elements. 6. state the importance of weather on physical and human activities. 7. explain the meaning of climate. 8. list major elements of climate. 9. describe the attributes of climate. 10. distinguish between climate and weather. 11. locate the major climatic regions on a map of the world. 12. explain the influence of altitude, latitude, ocean currents, etc. on climate. 13. state the importance of climate on physical and human activities. | 1. Meaning of weather 2. Weather elements 3. Weather records 4. Temperature: - rainfall -humidity - wind direction and speed etc. 4. Attributes - variability - aerial extent - duration etc. 5. Importance of weather. 6. Meaning of climates. 7. Elements of climate. 8. Attributes of climate. - variability - aerial extent - durability etc. 9 Factors affecting climate: - altitude - latitude - slope - ocean currents - cloud cover - wind etc. 10. climatic regions of the world. 11. Importance of climate on physical and human activities. | 1. Uses questions and probes to lead students to explain the concept of weather 2. Guides discussions on - weather elements - attributes of weather - importance of weather on physical and human activities. 3. Guides students to make measurements and keep weather records. 4. Guides students to explain the concept of climate. 5. Initiates and guides discussions on: - climatic elements - attributes of climate - similarities and differences between weather and climate 6. Factors affecting climate. 7. Major climatic regions. 8. Importance of climate on physical and human activities. 9. Summarizes the highlight of the lesson on the board. | 1. Listens to the teacher's, ask and answer questions, take down notes. 2. Participate in class discussions. 3. Take weather measurements and keep weather records. 4. Draw and interpret climatic graphs. 5. Copy the board summary. | Illustrative diagram and sketches -Rain gauge -Wind vane -Barometer -Hygrometer -Anemometer -Thermometer etc. | Students to: 1. define weather 2. enumerate weather elements. 3. name some weather instrument. 4. explain attributes of weather. 5. measure weather elements and keep records. 6. describe the importance of weather on physical and human activities. 7. define climate 8. list elements of climate. 9. explain attributes of climate 10. state two similarities and three difference between weather and climate. 11. locate the climatic regions on a map. |

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| | | | | TEACHER | STUDENTS | | |
| 4 | Climatic Classification | Students should be able to: 1. describe the two major classification system. 2. identify and explain the major and sub-categories of koppen's classification system. 3. plot combined temperature and rainfall graphs of the classification systems. 4. group land locate the major climatic of the world using the two classification system. 5. state the advantages and disadvantages of the two classification systems. | 1. Greek Classification: - tropical (Torrid) - temperate (Mid-latitude). - polar (Frigid) 2. Koppen's classification. A – Tropical B – Dry climate C – Humid meso-thermal D – Humid micro-thermal E – Polar climates sub- categories of A – Af, Am and Aw B – Bs and Bw C – Cw, Cs and Cf D – Df and Dw E – Et and Ef 3. Interpretation and characteristics of the sub-categories. 4. Geographical distribution. 5. Advantages and disadvantages of the classification types. | 1. Uses maps, the globe, sketches and diagrams to guide students to identify and classify climatic regions using the Greek and Koppen's classification systems. 2. Guides discussions on: - greek climatic classification system - interpretation and characteristics of Koppen's classification categories. - geographic distribution of climatic regions in the classification series. - advantages and disadvantages of each classification system. 3. Supervises the students they plot temperature/rainfall graphs. - summarizes the highlights of the lesson on the board. | 1. Listen to the teacher's ask and answer questions. 2. Participate in class discussions. 3. Draw map of the world showing Greek climatic classification system. 4. Plot graphs to illustrate each climatic type. 5. Draw map of the world and insert the climatic regions based on Koppen's classification 6. Plot temperature rainfall graph to illustrate the climatic types of each category. | 1. Atlas 2. Maps 3. Slides/power 4. Point 5. Drawing paper 6. Sketches and diagrams. 7. Colour pencils 8. Tracing paper | Students to: 1. describe with appropriate graphs and illustrations of the Greek and Koppen's climatic classification 2. interpret the codes of Koppen's climatic classification. 3. plot a graph of given climatic data and identify the climatic type. 4. insert climatic regions on a world map based on the Greek and Koppen's classification system. 5. list the advantages and disadvantages of each classification system. |

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| | | | | TEACHER | STUDENTS | | |
| 5 & 6 | Climate II | Students should be able to: 1. identify climatic factors. 2. explain the effects of these factors on weather and climate. 3. identify and explain the characteristics of major climatic types. 4. locate and describe the distribution of climatic types. | 1. Climatic factors - Latitude - Altitude and relief - Planetary wind and pressure - Distance from the sea - Ocean currents etc. 2. Climatic types - Hot - Temperate - Cold - Desert etc. 3. Characteristics - Temperature - Rainfall etc 4. Geographic distribution. | 1. Uses the globe, maps, diagrams and sketches to explain climatic factors and their influence on weather and climate 2. Uses maps, diagrams and sketches to help students identify major climatic types 3. Guides class discussions on: - characteristics of major climatic types - their geographic distribution and - influence of climatic types on human activities 4. Takes students on study trip to a meteorological station. 5. Summarizes the highlights of the lesson on the board. | 1. Visit a meteorological station. 2. Listen to teacher's explanations, ask and answer questions. 3. Participate in class discussions. 4. Draw diagrams and sketches to show the effects of latitude, planetary winds, pressure ocean currents distance from the sea etc. on climate. 5. Draw a map of the world showing the distribution of climate types/regions. 6. Copy the board summary. | 1. Atlas 2. Maps 3. Slides/power point 4. Drawing paper 5. Sketches and diagram. 6. Colour pencils 7. Tracing paper | Students to: 1. list climatic factors 2. use appropriate diagrams and sketches to illustrate and describe their influence on weather and climate. 3. name the major climatic types 4. describe the characteristics of the climatic types 5. insert the major climatic regions on a blank world map. |

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| | | | | TEACHER | STUDENTS | | |
| 7 & 8 | Action of Running Water | Students should be able to: 1. describe water as an energy system 2. explain erosional processes of running water 3. explain transportational processes/effect of running water in landform development 4. discuss the erosional and depositional features of rivers 5. describe and classify river basin into different types 6. name major river basins in Nigeria 7. explain the importance to community and human development. | 1. Water as an energy system: - slope or gradient. - shape of valley. - volume of river - size of materials carried. 2. Processes of river erosion: - corrosion - attrition - hydraulic action 3. Transportation processing: - suspension - saltation - solution 4. Erosional features of river. - gorges - v-shaped valleys - river capture - waterfall - cliff - meanders - rapids and cataracts 5. Depositional feature: - ox-bow lakes - flood plans - Delta. | 1. Takes students on field work to observe effects of running water. 2. Uses diagrams and sketch to explain corrosion, attrition hydraulic action of river. 3. Guides class discussions on: - erosional and transportation processes. - erosional and depositional features of rivers. 4. Supervises and assesses students work 5. Summarizes the highlight of the lesson on the board. | 1. Listen attentively to teacher's explanation, ask and answer questions. 2. Participate in class discussions. 3. Draw diagrams or models showing: - Hydraulic action - Gorges - V-shaped valley - River capture - Waterfall - Cliff - Meanders -Rapids and cataracts - Ox-bow lake - Food plans - Delta 4. Copy the board summary. | 1. Illustrative diagrams and sketches. 2. Models 3. Films 4. Pictures 5. Satellite imagery 6. Chart of hydraulic cycle. | Students to: 1. identify the various ways river energy is used. 2. explain the concepts of hydraulic action, attrition and corrosion with respect to running water. 3. identify and explain transportational effects of rivers. 4. describe the erosion and depositional features of rivers. 5. name the major river basins in Nigeria and explain their influence on development. |

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|------|----------------|---|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Action of Wind | Student should be able to: 1. identify and describe the processes of wind erosion. 2. explain the features of and mode of formation of landforms. - isenberg - rock pedestal - zengen. - messa and butto, etc 3. describe the features of wind deposition. | 1. Processes of wind erosion - Abrasion - Attrition - Deflation 2. Features and modes of formation of: - Isenberg - Rock pedestal - Zeugen - Yardang - Messa and butto etc 3. Features and modes of formation of: - Barchans - Loess - Saf dunes etc. | 1. Uses picture, films, models and sketches to explain the processes of abrasion, attrition and deflation. - Describes the features and formation of the following landforms. - Isenberg - Rock pedestal - Zengens - Yardang - Messa and butto, etc. 2. Discusses the sequential formation and features of: - barchans - loess - saf dunes etc. 3. Summarizes the highlights of the lesson on the board. | 1. Listen to teacher's explanations, ask and answer questions. 2. Participate in class discussions. 3. Draw annotated diagrams to show the features of the various landforms. 4. Copy the board summary. | 1. Films 2. Pictures 3. Modes 4. Power point 5. Annotated 6. Diagrams and Sketches. | Students to: 1. explain the abrasion, attrition and deflation with respect to wind erosion. 2. describe the features of the following landforms - isenberg - rock pedestal - zengen - yardang - messa and butto - barchans - loess - saf dunes 3. explain the mode of formation of the landforms listed in (2) above. |

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| | | | | TEACHER | STUDENTS | | |
| 10 | Glacial Action | Students should be able to: 1. describe the characteristics features of glacial action in: - highland and - lowland areas 2. explain the modes of formation of these features and landform. 3. locate the countries/regions where these features are found. 4. state the economic importance of thee feature/landforms. | 1. glacial features in highland areas: - cirque - aretes - tarn etc. 2. Glacial features in lowland areas: - roche mountains - crag and tail etc. 3. Economic importance of Glacial features. | 1. Uses films, pictures and models to: - explains the characteristics features of landforms of glacial regions. - helps students locate the countries/regions where these landforms are found. - guides discussion on their modes of formation and economic importance. 2. Guides and supervises students as they make annotated diagrams of the landform. 3. Writes notes on the board. | 1. Listen to teacher's explanation, ask and answer questions. 2. Participate in class discussions. 3. Draw annotated diagrams to show features of the various landforms. 4. Copy notes from the board. | 1. Films 2. Pictures 3. Models 4. Power point 5. Annotated diagrams and sketches. | Students to: 1. explain the actions and characteristic features of landforms in glacial regions. 2. name three countries where such landforms can be found. 3. describe the benefits of these landforms to people in the region. |
| 11 | REVISION | | | | | | |
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Action of waves | Students should be able to: 1. distinguish between waves tides and currents. 2. explain the processes of wave erosion. 3. describe the characteristic landforms/features of coastal erosion and deposition. | 1. Waves/tide/currents definition 2. Erosional processes: - corrosion - attrition - solution - hydraulic action 3. Erosional features: - cape - bay - cliff - coves - stack etc. 4. Coastal deposition | 1. Takes students of field work to observe features of wave erosion and deposition. 2. Uses pictures, films and models to: -explains the meaning and characteristics of waves, tides and currents guide discussions of erosional processes and coastal landforms help students identify and describe features of coastal erosion and deposition. 3. Guides and supervises students as they make annotated diagrams of the landform. 4. Writes notes on the board. | 1. Bring pictures of coastal landforms to school. 2. Participate in guided tour to observe coastal landforms 3. participate in class discussions 4. Draw annotated diagrams of the landforms 5. Copy notes | 1. Films 2. Pictures 3. Models 4. Power point 5. Slides 6. Sketches 7. Annotated diagram | Students to: 1. define tides, waves, and currents. 2. state the differences between tide, waves and currents. 3. describe the processes of wave erosion. 4. explain characteristic features of coastal erosion and deposition. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 2 & 3 | Environmental Resources | Students should be able to: 1. define environmental resources. 2. discuss the different types of environmental resources. 3. give examples of each types. 4. relate human resources quality to size, education, health etc. 5. explain the importance of each types of environmental resources. | 1. Meaning of environmental resources 2. Types of environmental resources: - Atmospheric resources (e.g. Sun, wind, biomass, oxygen and other gases, rain etc.) - Water resources (e.g. waterfalls, plants, fishes and other water animals etc. vegetation (e.g. Timber roots, leaves, barks, later fruits, fibres, etc.) - mineral resources - land resources 3. Importance of environmental resources. | 1. Uses pictures, charts and maps to explain the meaning of environmental resources 2. Initiates and guides discussions on: - Types of resources - components of each type of environmental resources quality - Quality of human resources in relation to size, skilled and unskilled human resources, education and health, etc uses and importance of environmental resources 3. Summarizes the highlight of the lesson on the board | 1. Listen to the teacher's, ask questions, and take down notes. 2. Participate in class discussion 3. Draw a table indicating the types of resources components of the resources and their uses | Illustration diagram and sketches Documentaries Maps Video clips/ tapes | Students to: 1. explain the concept of environmental resources with examples. 2. group environmental resources into different types: 3. identify the components of the different types of environmental resources. 4. describe the factors that affect the quality of human resources. 5. state the importance of environmental resources. |
| 4 | Renewable and Non-renewable Resources | Students should be able to: 1. explain the concept of renewable and non-renewable resources. 2. give examples of each type. 3. state the advantages and disadvantages of each type. | 1. Meaning and examples of renewable and non-renewable resources. 2. Advantages and disadvantages. | 1. Uses pictures, charts and documentaries to explain the meaning of renewable and non-renewable resources 2. Takes students on field tour to identify renewable and non-renewable resources in their community. 3. Initiates and guides discussions on the advantages and disadvantages of each type. 4. Summarizes the highlight of the lesson on the board. | 1. Listen to the teacher, ask and answer question. 2. Participate in field work. 3. Watch documentary films of renewable and non-renewable resources. 4. Participate in class discussions. 5. Tabulate resources as renewable and non-renewable resources. | 1. Illustrative diagrams and sketches. 2. Documentaries Maps 3. Photographs 4. Video clips/tapes | Students to: 1. define renewable and non-renewable resources with examples. 2. state three advantages and disadvantages of renewable and non-renewable resources. |

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| | | | | TEACHER | STUDENTS | | |
| 5 & 6 | Environmental Problems | Students should be able to: 1. describe environmental problem and their courses. 2. explain their effects on human activities. 3. suggest solutions to the problems. | 1. Types and causes of environmental problems. 2. Effects of environmental problems on human activities. 3. Solutions to the problems. | 1. Takes students on field work to observe environmental problems and their causes. 2. Uses pictures and documentaries to guide students' discussions on environmental problems and their effects on human activities, solutions to the problems. 3. Summarizes lesson highlights on the board. | 1. Observe environmental problems in their community. 2. Watch documentary films of environmental problems. 3. Participate in class discussion. 4. Copy notes from the board. | 1. Documentaries 2. Maps 3. Photographs 4. Video/clips/tapes | Students to: 1. enumerate environmental problems. 2. describe their effects on human activities. 3. explain ways of solving the problems. |
| 7 | Environmental Conservation | Students should be able to: 1. explain environmental conservation. 2. discuss the different methods of environmental conservation. 3. give examples of each types. 4. explain the need/importance of environmental conservation. | 1. Meaning of environmental conservation. 2. Environmental conservation methods - Afforestation and reforestation. - Cover cropping - Improved forming techniques. - Environmental education. - Recycling - Legislation on waste disposal. 3. Importance of environmental conservation. | 1. Uses pictures charts and maps to explain the meaning of environmental conservation. 2. Initiates and guides discussions on: - type of environmental conservation. - needs and importance of environmental conservation. 3. Summarizes the highlight of the lesson on the board. | 1. Listen to the teacher, ask and answer questions, take down notes. 2. Participate in class discussion. 3. Copy note from the chalkboard. | 1. Illustrative diagrams and sketches. 2. Documentaries 3. Maps 4. Video clips/tapes | Students to: 1. explain the concepts of environmental conservation with examples. 2. give examples of environmental conservation methods. 3. state the need/importance of environmental conservation. |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Geo-political issues – Land Reclamation | Students should be able to: 1. explain the concept of land reclamation. 2. describe the various methods for land reclamation. 3. explain the importance of land reclamation. | 1. Meaning of land reclamation 2. Reclamation methods: - afforestation - construction of barriers. - sand filling - construction of drainages. - control of erosion heads etc. 3. Importance of land reclamation. | 1. Uses photographs of reclamation sites to explain the concept of land reclamation. 2. Takes students on field work to land reclamation sites. 3. Guides students discussions on: - methods of land reclamation. - importance of land reclamation. 4. Organizes and supervises students community development projects on reclamation. 5. Write notes on the board for students to copy. | 1. Participate in field work and write reports. 2. Listen to teacher’s explanations, ask and answer questions. 3. Participate in class discussions. 4. Carryout community development project on land reclamation. 5. Copy the board summary. | 1. Photographs 2. Documentation 3. Diagrams and sketches | Students to: 1. define land reclamation. 2. explains the methods for land reclamation. 3. state the importance of land reclamation. |
| 9 & 10 | GLS Data | Students should be able to: 1. identify sources of data in GL S environment. 2. collect data for GLS. | Data sources: - land surveying - remote sensing - map digitizing - map scanning - field investigation - tabular data etc. | 1. Explains GLS data sources. 2. Takes students on field work to geographic data using various methods. 3. Supervises students on fold world. 4. Assesses students reports. 5. Summarizes the highlight of the lesson on the board. | 1. Listen to the teacher, ask and answer questions, take down notes. 2. Participate in guided field work. 3. Writes report. 4. Copy notes on the board. | 1. GPS 2. Satellite images 3. Maps | Students to: 1. list sources of GLS data. 2. describe these sources in GLS environment. 3. collect geographic data using different methods/sources. |
| 11 | REVISION | | | | | | |
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**ECONOMICS
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SUB THEME: STRUCTURE OF THE NIGERIAN ECONOMY

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| | | | | TEACHER | STUDENTS | | |
| 1 | Tools of economic analysis | Students should be able to: solve problems on (a) mean deviation (b) range (c) variance (d) standard deviation | 1. Simple linear equations 2. Measures of dispersion (Range, mean deviation, variance, standard deviation) | Calculates given data | Solve example on given data | Relevant teaching materials | Students to; 1. solve problem on Range 2. mean deviation 3. variance 4. standard deviation |
| 2 | Tools of economic analysis (cont) | Students should be able to: interpret data from the measures of dispersion | Their application | Calculates problems on given data | 1. Solve given problems 2. Interpret data from problems solved | | Students to; interpret data from the measure of dispersion |
| 3. | Concept demand and supply | Students should be able to; 1. identify factors affecting demand 2. differentiate between the types of demand 3. explain change in demand and change quantity demanded. | 1. Factor affecting demand 2. Types of demand (composite, derive, competitive joint) 3. Change in demand and change in quality demand. | Guides students to: 1. Examine factor affecting demand 2. Discuss types of demand. | Plot demand curve from demand schedules. | Table and graphics | Students to; 1. list 5 factor affecting the demand for a commodity 2. briefly explain (a) joint demand (b) derived demand (c) composite demand (d) competitive demand (e) differentiate between change in demand and change in quality demanded. |

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SUB THEME: STRUCTURE OF THE NIGERIAN ECONOMY

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| | | | | TEACHER | STUDENTS | | |
| 4. | Concept demand and supply | Students should be able to; 1. list factors affecting the supply of a commodity 2. explain the types of supply 3. differentiate between change in supply and change quantity supplied 4. plot supply curves from supply schedules. | 1. Factors affecting supply 2. Types of supply 3. Change in supply and change in quantity supplied. | Emphasizes the role of price in resource allocation in economics. | Plot supply curves from supply schedules. | Graphs and schedules | Students to; 1. list 5 factors affecting the supply of a commodity 2. briefly explain the types of supply 3. differentiate between change in supply and change in quantity supplied 4. plot supply curves from supply schedules. |
| 5. | The production possibility curves | Students should be able to; 1. distinguish between Total, Average, Marginal, Fixed and variable costs 2. plot the curve from given data 3. state the law of variable proportions 4. differentiate between Total, Average and Marginal productivity | 1. Definition and meaning 2. Concept of Total, Average and Marginal productivity 3. Law of variable proportions | 1. Gives hypothetical production data and figure to plot PPC 2. Calculates the Total, Average and Marginal productivity | 1. Plot the PPC on graph sheets 2. Calculate the TP, AP and MP | Graph sheets | Students to; 1. define production possibility curve 2. plot the PPC from given data 3. calculate the TP, AP and MP of given data |

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| | | | | TEACHER | STUDENTS | | |
| 6 | Costs concept | Students should be able to; 1. distinguish between total, average and marginal costs 2. draw the short-run and long costs 3. differentiate between the economists and accountants view of costs | 1. Basic cost concepts (Total, Average and Marginal, Fixed, Variable, Marginal costs 2. Short-run and long-run costs 3. Distinction between the economists and accountants view of costs | Highlights the differences between cost concept | Plot cost curves | Graph sheets and other relevant teaching materials | Students to; 1. differentiate between Total cost, Average cost, Marginal cost, Variable and fixed cost 2. draw the short-run and long-run curves 3. distinguish between the accountants and economists view of costs. |
| 7. | Revenue concept | Students should be able to; 1. define Revenue 2. distinguish between the different revenue 3. draw different revenue curves | 1. Definition and meaning 2. Distinguish between the different revenue concept.(total, average and marginal revenue) 3. Draw different revenue schedules and curves. | 1. Explains the meaning of revenue 2. Explains the concept of total, average and marginal revenue 3. Draws relevant revenue schedules and curves | Draw revenue schedule and curves from data provided | Graph sheets | Students to; 1. define revenue 2. differentiate between total, average and marginal revenue 3. draw relevant revenue curves |

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| THEME 2: ECONOMIC SYSTEM | | | | | | | |
| 8. | Labour | Students should be able to; 1. define labour market. 2. define labour force. 3. list factors that affects the demand for labour. 4. list factor that affects the supply of labour. 5. examine factor that determine wages. | 1. Definition and meaning. 2. Demand and supply of labour. 3. Factors affecting demand and supply of labour. 4. Wages determination. | 1. Briefly reviews relation between labour force and population treated in SS1. 2. Discusses factors that affect the supply of labour. 3.Examines factors that determine wages. | | | Students to: 1. define labour market. 2. define labour force 3. list 5 factors that determine the demand for labour. 4. list 4 factors that affect the supply of labour. 5. list 5 factors that determine wages. |
| THEME 3: POPULATION, LABOUR MARKET AND HUMAN CAPITAL DEVELOPMENT | | | | | | | |
| 9 | Labour | Students should be able to; 1. define labour market. 2. define labour force 3. list factors that affects the demand for labour. 4. list factor that affects the supply of labour. 5. examine factor that determine wages. | 1. Definition and meaning. 2. Demand and supply of labour. 3. Factors affecting demand and supply of labour. 4. Wages determination. | 1. Briefly reviews relation between labour force and population treated in SS1. 2. Discusses factors that affect the supply of labour 3. Examines factors that determine wages. | | | Students to: 1. define labour market. 2. define labour force 3. list 5 factors that determine the demand for labour. 4. list 4 factors that affect the supply of labour. 5. list 5 factors that determine wages. |
| 10 | Labour market | Students should be able to: 1. define trade unions. 2. identify function of trade unions. | 1. Trade unions: definition and meaning. 2. Other related instruments. | Discusses activities of some trade unions in Nigeria. | | | Students to: 1. define trade unions. 2. list five trade unions in Nigeria. 3. list 4 function of trade unions in Nigeria. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Unemployment | Students should be able to: 1. define unemployment. 2. identify the types of unemployment. 3. list 4 causes of unemployment. 4. examine the affects of unemployment. 5. list solution to the problems of unemployment. 6. explain the concept of self employment. | 1. definition and meaning 2. Types of unemployment 3. cause of unemployment 4. Effects of unemployment 5. Solution to the problem of unemployment 6. Concept of self employment, Job creation and dignity of labour | 1. Guides students to explain the concept unemployment. 2. Explains the concept self employment. | Identify causes of unemployment. | Relevant teaching and learning materials. | Students to: 1. define unemployment. 2. list 4 types of unemployment. 3. identify 3 affects of unemployment. 4. suggest 4 solution to the problem of unemployment. 5. explain self-employment. |
| THEME 4: CONSUMER BEHAVIOUR, PRICE DETERMINATION AND MARKET SRUCTURES | | | | | | | |
| 2. | Elementary treatment of utility theory | Students should be able to: 1. define the concept of utility. 2. differentiate between total, average and marginal utility. 3. explain why the utility curve slopes downward. | 1. Definition and meaning of utility(total, average and marginal utility) . 2. The law of diminishing marginal utility. 3. Utility maximization and derivation of demand curve from utility theory. | Explains with real life situation the concept of utility. | Calculate total, average and marginal utility. | Graphs. | Students to: 1. define utility. 2. define total utility. 3. differentiate between average and marginal utility. 4. plot the demand curve from the utility schedule. |

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| | | | | TEACHER | STUDENTS | | |
| 3. | Price determination | Student should be able to: 1. define price determination. 2. identify the effects of change in demand and supply on equilibrium price and quantity. | 1. Determination of equilibrium price and quantity. 2. Effects of change in demand and supply on the equilibrium price and quantity. | Illustrates discussion with relevant example. | Use graph to show the effects of change in demand and quantity demanded on the price and quantity. | Graph and diagram. | Students to: determine equilibrium price and quantity using demand and supply curves. |
| 4. | Demand and supply | Students should be able to: 1. list and explain the types of demand. 2. differentiate between change in demand and change quantity demanded. | 1. Types of demand (joint , derived, competitive, composite) . 2. Change in demand and change in quantity. | Illustrates with local and relevant examples. | Use graph to explain the effect of change in demand and change in quantity demanded on price and quantity. | Graph and relevant materials. | Students to: 1. identify the types of demand. 2. differentiate between change in demand and change in quantity demanded. |
| 5. | Demand in supply | Students should be able to: 1. list and explain the types of supply. 2. differentiate between change in supply and change in quantity supplied. 3. define the concept of elasticity of demand. 4. identify factors affecting elasticity of supply. | 1. Types of supply (joint, competitive, composite) . 2. Change in supply and change in quantity supplied. 3. Concept of elasticity and its application. | Illustrate with local and relevant examples. | 1. Solve problems on elasticity of demand. 2. Solve problems on elasticity of supply. | Graphs and relevant materials. | Students to: 1. list 3 types of supply. 2. define the concept of elasticity of demand. 3. list 5 factors affecting elasticity of supply. |

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| | | | | TEACHER | STUDENTS | | |
| 6. | Market structure | Students should be able to; 1. explain the concept of market and distinguish it from the market place. 2. distinguish between perfect and imperfect market by being able to identify their features. | 1. Concept and types of market 2. Features of a perfect market. 3. Features of an imperfect market and monopoly market. | 1. Emphasizes the distinction between market and a market place. 2. Takes note of the difference between market and a market place. | 1. Listen to the teacher explanation of the concept of market. 2. Take note of the difference market and a market place. | Text books and relevant materials. | Students to: 1. define market. 2. distinguish between a perfect market and imperfect market. 3. state the features of a perfect market. |
| 7. | Market structures II | Students should be able to: draw graph to illustrate price and quantity determination under (a) perfect competition (b) monopoly market (c) oligopoly market | 1. Review of cost and revenue curves. 2. Price and quantity determination under- perfect competition, monopoly and oligopoly perfect competition. | 1. Demonstrates the drawing cost and revenue curves on the chalkboard. 2. Guides students to state the price and quantity determination under different types of market. | 1. Practice how to draw cost and revenue curves. 2. Follow the teacher's guide on how to determine price and quantity under different market structure. | 1. Graph 2. Relevant textbooks. | Students to: differentiate among perfect competition, monopoly, duopoly and oligopoly. |
| 8. | Industries in Nigeria | Students should be able to: 1. distinguish among the following concept, plant, factory, firm, industry and industrial estate. 2. explain the factors that influence the location of industry. 3. explain the advantages of localization of industry. | 1. Definition of industrial concepts plant, factory, firm, industry and industrial estate. 2. Location and localization of industry in Nigeria. | Arranges excursion to local factories, construction companies and mining sites, industrial estates where possible. | 1. Think out reason for siting certain factories in their neighborhood where they are sited. 2. List some advantage derived from having firms of the same industry close to one another. | Resources map of Nigeria showing industrial activities. | Students to: 1. define industrial concepts. 2. state some advantages of localization of industries. |

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| | | | | TEACHER | STUDENTS | | |
| 9. | Agriculture (I) | Students should be able to; 1. identify the main components of agriculture. 2. explain the main features of various systems of agriculture. 3. mention the problems of agriculture in Nigeria. 4. state different agriculture policies in Nigeria. | 1. Define agriculture 2. Identify the features of various systems of agriculture. 3. State the problems of agriculture. 4. State the various agricultural policies in Nigeria. | 1. Guides students to define agriculture and mention the components. 2. Encourages students to participate in agriculture both in the school and at home. | 1. Participate in farm activities at home and in the school. 2. Suggest ways of solving agriculture problems in Nigeria. | 1. Display of agricultural commodities. 2. Relevant textbooks | Students to; 1. identify and describe the main components of agriculture. 2. state the problems of agriculture in Nigeria. 3. mention different agricultural policies in Nigeria. |
| 10 | Agriculture | Students should be able to: 1. explain the importance of agriculture products to economic development using Nigeria as an example. 2. explain the process and challenges of marketing both livestock food and cash crops in Nigeria. | 1. The contribution of agriculture to the economic development of Nigeria. 2. Marketing of agriculture commodities. 3. Prospects of agriculture in Nigeria. | 1. Guides students to explain the importance of agriculture to Nigeria economy. 2. Explains to the students the different ways of distributing agriculture products. 3. Explains the role of the marketing board. | 1. State how agriculture has helped their families. 2. Take notes on the teacher explanation on importance of agriculture generally. 3. Discuss the role of marketing board. | 1. Visit large scale farms in their localities. 2. Pie chart to show the contributions agriculture to Nigerian economy. | Students to: 1. discuss the importance of agriculture to the development of Nigeria economy. 2. state the role of the marketing board in Nigeria. |
| 11 | REVISION | | | | | | |
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**ECONOMICS
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SUB THEME: NATIONAL INCOME AND PUBLIC FINANCE

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| | | | | TEACHER | STUDENTS | | |
| 1 | Elementary treatment of fiscal policy (i) | Students should be able to: 1. define public finance. 2. explain the objectives of public finance. 3. discuss the structure of government revenue and expenditure illustrating with Nigeria data. | 1. Meaning of fiscal policy. 2. Objectives of public finance, revenue allocation and resource control. 3. Sources of government revenue. | 1. Guides students to understand what fiscal policy is. 2. Uses demand and supply curves to analysis the incidence of taxation. | 1. Listen attentively to teachers explanation of fiscal policy. 2. Mention some source of government revenue. | Budget statement of any year | Student to: 1. define public finance. 2. state sources of government revenue. 2. use diagram to show the burden taxation both to the seller and buyer. |
| 2 | Elementary treatment of fiscal policy (ii) | Students should be able to: 1. distinguish between direct and indirect taxation with example of each. 2. recurrent and capital expenditure and analyse the effects and incidence of taxes. | 1. Direct and indirect taxation; effects and incidence of taxation. 2. The structure and affects of public expenditure on government budgets. | Guides students to differentiate between direct and indirect tax. | 1. Give example of direct and indirect taxes haven listened to the teacher. 2. Draw demand and supply curves illustrating incidence of taxation. | Relevant and text books | Students to: 1. differentiate between direct and indirect taxes. 2. use diagram to show burden of taxation both to the seller and buyer. |
| 3 | Balanced and unbalanced budget (i) | Students should be able to: 1. explain the concept of budgets deficit. 2. define budgets surplus. 3. explain balanced budgets. 4. identify the components of national debt. | 1. Meaning of balanced budget. 2. Reasons for balanced budget 3. Meaning of surplus budget. 4. Meaning of deficit budgets. | Guides students to define the following (a) Balanced budget (b) Surplus budget (c) Deficit budget | To differentiate between a deficit budget and balanced budget. | Relevant teaching material. | Students to: 1. define balanced budget. 2. list two ways in which a balanced is important. |

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SUB THEME: NATIONAL INCOME AND PUBLIC FINANCE

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| | | | | TEACHER | STUDENTS | | |
| 4 | Balanced and unbalanced budget (ii) | Students should be able to: 1. define revenue. 2. criteria for revenue allocation e.g. (resource control) . 3. identify problems of revenue allocation in Nigeria. | 1. Define revenue 2. Ways of financing deficit budget. 3. Effects of deficit budget (e.g. Debt burden, debt relief, debt buy back) . | Uses a budget statement to illustrate government fiscal operations. | List then one sources of revenue and the items they spend money. | A publish copy government budget. | Students to: 1. define revenue. 2. identify ways of financing budget deficit. 3. explain debt burden. |
| THEME 6: NATIONAL INCOME AND PUBLIC FINANCE | | | | | | | |
| 5 | Elements of National income accounting | Students should be able to: 1. define national income. 2. state the concepts used in national accounting. | 1. Definition and meaning of national income. 2. Concepts and their uses. | Guides students to define national income. | Identify local economic activities that contribute to National income. | Chart to illustrate components of national income. | Students to: list and explain the components of national income. |
| 6 | Elements of National income accounting | Students should be able to: 1. discuss different ways of measuring national income. 2. explain the disadvantage of national income. | 1. Ways of measuring national income. 2. Limitation of the approaches to national income. 3. Uses of national income estimates. 4. Trend and structure of national income. | Guides students to calculate national income. | Apply the concept of income determination to solve simple economic problems. | Relevant textbooks. | Student to: 1. state ways of measuring the national income. 2. list the limitation of each approach to measuring national income. |

**ECONOMICS
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SUB THEME: NATIONAL INCOME AND PUBLIC FINANCE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME 7: FINANCIAL INSTITUTION AND REGULATORY AGENCIES | | | | | | | |
| 7 | Types of financial institutions and their functions | Students should be able to: 1. define money market. 2. define capital market. 3. identify the types of financial institutions. 4. identify their functions 5. explain the types in and feature of securities. | 1. Money market institutions. 2. Capital market. 3. Other agencies that can access capital market. 4. Functions of money market institution. | Emphasizes the importance of traditional saving method. | | Cheque books, pay book and teller books. | Students to: 1. define money market. 2. list other financial institutions. 3. mention the importance of money market. |
| THEME: FINANCIAL INSTITUTION AND REGULATORY AGENCIES | | | | | | | |
| 8 | Types of financial institutions and their functions (ii) | Students should be able to: 1. explain the process of requirement for accessing the capital market. 2. list the benefits of the capital market. 3. discuss how commodities are traded in the secondary market 4. problems of trading the secondary market. | 1. Functions of capital market institutions. 2. How the stock exchange operates. 3. Secondary and primary market. | Explains the problems of each types of each of financial institutions. | Go on excursion to any financial institution where possible. | Quarterly and partial publication of the central possible. | Students to: 1. list the function of capital market. 2. discuss how the stock exchange operates. 3. differentiate between primary and secondary market. |

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| THEME 6: MONEY AND INFLATION/DEFLATION | | | | | | | |
| 9 | Money: demand for and supply money | Students should be able to: 1. identify the various motives for holding money. 2. explain elementary quantity theory of money. 3. identify the determinants of the supply money. 4. explain how changes in the price level affect the purchasing power of money. | 1. Determinations of demand for money. 2. Determinants of supply for money. 3. Value of money and price level. | 1. Explains the motives for holding wealth in the forum money. 2. Lets the students understand that higher price will reduce the value of money. | Provide coins, paper money. cowries etc. | Coins, paper money cheque etc. | Student to: 1. define demand for money. 2. list the motives form holding money. 3. identify the determinants for the supply of money. 4. explain how change in price affects the value of money. |
| 10 | Money: inflation and deflation | Students should be able to: 1. define inflation. 2. identify the types of inflation. 3. identify the causes of inflation. 4. explain ways of controlling inflation. 5. identify the effects of inflation. 6. define inflation. | 1. Define and meaning of inflation. 2. Types of inflation 3. Causes and effects of inflation. 4. The control of inflation 5. Define deflation 6. State the causes of deflation. | Guides students to discuss the effects of rising prices on their allowances and they can buy. | Discuss their experiences of inflation in their environment. | Consumer price index information published by the central bank of Nigeria. | Students to: 1. differentiate between inflation and deflation. 2. list the types of inflation. 3. discuss the causes and effects of inflation. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

LITERATURE IN ENGLISH
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Dramatic techniques. | Students should be able to: i. list some dramatic techniques. ii. describe the various dramatic techniques. | i. Uses of stage directions. ii. Suspense. iii. Conflicts. iv. Flash back v. Dramatic irony. vi. Chorus. vii. Dialogue viii. Soliloquy. | i. Guides class discussion on dramatic techniques. ii. Leads students to discuss the various dramatic techniques. | i. Participate in class discussion involving dramatic techniques. ii. Discusses the dramatic techniques listed on the chalkboard. | Excerpts from a drama text. | Students to: list two dramatic techniques they know, as well as explaining them. |
| 2 | Non- African drama. Oliver gold-smith. She stoops to conquer. | Students should be able to: i. discuss and describe the background of the playwright. ii. describe the setting of the play. iii. lists major event in the play. | i. Playwright background. ii. Setting. iii. Plot. | i. Introduces the playwright and its background. ii. Leads the students to discuss the setting of the play. iii. Guides students to discuss the sequences unfolding of event. | i. Recount playwright background. ii. Discuss the setting of the play. iii. Read identify portion of text aloud in the class. | Selected play. | Students to: i. adequately describe the playwright background. ii. lists major event of the play. |
| 3. | Textual analysis of she stoops to conquire. | Students should be able to: i. states the theme(s) in the text; ii. lists the major and minor characters; iii. bring out the dramatic techniques. | Emphasis on: i. Theme(s). ii. Characterization. iii. Dramatic techniques. | i. Leads discussion on the unfolding events that embodied the main theme(s). ii. Groups students to dramatize the different scenes in which the theme(s) are found. iii. Uses character sketches to help students understand the characters better. iv. Leads the students to discover the dramatic techniques used in the play. | i. Make a sketch of the play. ii. Discuss the theme(s) in groups. iii. Leads the major and the minor characters. iv. Dramatic techniques used in the play. | i. Recommended text. ii. Costume and props may be required. | Students to: i. write their specific theme(s). ii. discuss the plot of the play. iii. analysis the different characters. iv. pick out one dramatic techniques used in the play. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Textual analysis of: she stoop to conquer. | Students should be able to: i. read the acts and scenes of the play; ii. summarize the scenes that they have read. | Acts and scenes summary of the play. | i. Guides students into reading the play by assigning them different characters. ii. Calls them out in front of the class, to read their part. iii. Listen to them as they take their and correct them when necessary. | i. Read the play. ii. Paying attention to the character they are assign to. | Recommended text. | Students to: i. summarizes the act and scene they have read in the class. |
| 5 | Textual analysis of: she stoops to conquer. | Students should be able to: i. read the acts and scenes of the play; ii. summarize the scenes they have read. | i. Acts and scenes. ii. Summarize (cont. | Rotates the rules played by the students by choosing new person to play such roles. | i. Read the play. ii. Paying attention to the character they are assign to. | Recommended text. | Students to: i. summarize the Act and scene they read in the class. |
| 6 | African prose: Bayo Adebowale. Lonely days. | Students should be able to: i. provide information on the background of the text. ii. states the theme(s) used in the novel. iii. describes the setting of the text. iv. identify the unique language element in the text. v. pick out the narrative techniques used in the text. | (a). Background of: (i). The author ii. The novel. (b). Setting (c). Diction. (d). Theme(s) (e). Narrative techniques. | i. Provides information on the author background. ii. Leads students to read the selected pages that embodied the main theme(s). iii. Guides students to describe the language element used in the text. iv. Leads students to bring out the narrative techniques used in the text. | i. Identify and discuss the themes in the text. ii. Identify and discuss the chapters that contains unique language element. iii. Bring out the narrative techniques used in the text. | The novel. | Students to: i. identify more theme(s) ii. describe adequately the Authors background. iii. identify the settings of the text. iv. states the narrative techniques use in the text. |
| 7 | Textual analysis of lonely days. | Students should be able to: i. read the chapters of the text. ii. summarizes the chapters they have read. | i. Chapter by chapter, ii. Summarize of the text. | i. Guides students into reading the novel by assigning different chapter to them. ii. Calls them out in-front of the class to read their part. iii. Listen to them as they read and correct where necessary. | i. Participate in the reading of the text, by reading it chapter by chapter. | Recommended text | Students to: i. summarizes chapter 1 to 3. |

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| | | | | TEACHER | STUDENTS | | |
| 8. | Textual analysis of lonely days. | Students should be able to: i. read the chapters of the text. ii. summarizes the chapters they have read. | i. Chapter by chapter, ii. Summarize cont. | i. Guides students into reading the novel by assigning different chapter to them. ii. Call them out in-front of the class to read their part. iii. Listen to them as they read and correct where necessary. | Participate in the reading of the text, by reading it chapter by chapter. | Recommended text | Students to: i. read chapter four to six (4-6) from text. ii. summarize chapter four to six (4-6) |
| 9 | Non- African poetry- William: shall i compare thee to a summer day? | Students should be able to: i. discuss and describe the background of the poet and poem. ii. states in their words, what the poem is all about. | i. Background of: (a). The poet. (b). The Poem. (c). Subject matter. | i. Presents the biographical background of the poet. ii. Gives a brief background of the poem. iii. Leads discussion on what poem is all about. iv. Guides students to identify the divisions within the poems. | i. Do a written re-tell of the background of the poet as well as the poem. ii. Take active part in the class discussion. iii. Discuss the forms of the poem in groups. | The poem. | Students to: i. accurately restate the title of the poem and write on the background of the poet; ii. discusses the form of the poem. |
| 10 | Poetic analysis of: shall i compare thee to a summer's boy? | Students should be able to: i. identify the main theme(s) in the poem; ii. identify features of language that characterize the poem; iii. identify the dominant images in the poem. iv. pick out the symbols used in the poem. | Emphasis on: i. Theme(s). ii. Style (diction, mood, tone, imagery symbolism, poetic devices). | i. Guides students to identify the main theme of the poem. ii. Leads a discussion on the appropriateness of the language used in the poem. iii. Links the images with the background of the poem. | i. Express their personal feelings and ideas about the theme(s). ii. Responds to words of varying difficult levels selected from the poem. iii. Work in groups to write out the interpretations of symbols used in the poem. | The poem. | Students to: i. states three theme(s) found in the poem; ii. Lists at least two instances of unique language used; iii. Explains in writing the effectiveness of the poetic devices an symbols used in the poem. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SS II
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Narrative techniques | Students should be able to: i. lists some narrative techniques. ii. describes the various narrative techniques. | i. First person narration. ii. Third person narration (omniscient narration). | i. Guides class discussion on narrative techniques. ii. Leads students to discuss the various narrative techniques. | i. Participates in class discussion involving narrative techniques. ii. Discusses the narrative techniques listed on the chalkboard. | Excerpts from a novel. | Students to: i. list and explains the two narrative techniques. |
| 2. | Non- African prose- patience swift the last Goodman. | Students should be able to: i. discuss and describe the background of the novelist. ii. describe the setting of the novel; iii. lists major events in the novel; iv. identify the unique elements of language in the text. | (a). Background of: i. The author. ii. The novel. (b). Setting. (c). Diction. (d). Plot. | i. Provides information on the author's background. ii. Leads students to read the selected passages that expose the setting of the text. iii. Guides students to describe the language elements used in the text. | i. Identify and discuss the chapters contain unique language elements. ii. Describes the setting of the text. iii. Discuss the background of the author in groups. | The novel. | Students to: i. describes adequately the author's background; ii. identify the setting of the text; iii. bring out one element of languages used in the novel. |
| 3. | Textual analysis of: <u>the last Goodman</u> | Students should be able to: i. read the chapters of the text. ii. summarizes the chapters they have read. | i. Chapter by chapter. ii. Summary of the text. | i. Guides students in reading the novel by assigning different chapter to them to read. ii. Calls them out one after the other in-front of the class to read their parts; iii. Listens to them as they read, and corrects them where necessary. | i. Participates in the reading of the novel. ii. Chapters by chapter reading. | Recommended text. | Students to: i. reads chapters one to three from the text., ii. summarizes chapters one to three. |

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| | | | | TEACHER | STUDENTS | | |
| 4. | Textual analysis of: <u>the last Goodman.</u> | Students should be able to: i. read the chapters of the text. ii. summarizes the chapters they have read. | i. Reading and summary of the chapter. | i. Guides students in reading the novel by assigning different chapter to them to read. ii. Calls them out one after the other in-front of the class to read their parts; iii. Listens to them as they read, and corrects them where necessary. | i. Participates in the reading of the novel. ii. Chapters by chapter reading. | Recommended text. | Students to: i. read chapter four to seven from their text; ii. summarizes chapters four to seven. |
| 5. | Textual analysis of: the last Goodman. | Students should be able to: i. states the theme(s) used in the novel; ii. identify the major and minor characters in the novel; iii. pick out the narrative techniques used in the text. | Emphasis on: i. Theme(s). ii. Characterization. iii. Narrative techniques. | i. Draws students attention to the chapter where the theme(s) are found. ii. Uses character sketches to make students understand the characters better. iii. Leads students to discover the narrative techniques used in the text. | i. Discuss the theme(s) in groups. ii. Lists the major and minor characters. iii. Pick out the narrative techniques used in the text. | Recommended text. | Students to: i. writes their specifics theme(s). ii. discuss the narrative techniques used in the text; iii. analysis the different characters. |
| 6. | Poetry. | Students should be able to: i. lists some types of poems based on number of lines; ii. explains the types of poems listed. | i. Types of poems based on number of lines – Couplet, Triplet, Quatrain, Sestet, Octave, Sonnet etc. | i. Guides students to list the types of poems based on the number of lines. ii. Explains the types of poems. | i. States the types of poems based on the numbers of lines. ii. Listens as the teacher explains the types of poems. | i. Recommend text. ii. Poem. | Students to: i. states four types of poems based on the number of lines; ii. explains the types of poems based on the number of lines listed. |

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| | | | | TEACHER | STUDENTS | | |
| 7. | African poetry: Kofi Awonor <u>the anvil and the hammer.</u> | Students should be able to: i. discuss and describe the background of the poet as well as the poem; ii. states in their own words what the poem is all about. | i. Background of: (a). The poet. (b). The poem. ii. Subject matter. | i. Presents a biographical background of the poet. ii. Gives a brief background of the poem. iii. Leads a discussion on what the poem is all about. | i. Do a written re-tell of the background of the poet as well as the poem? ii. Take active part in the class discussion. | The poem. | Students to: i. accurately restate the title of the poem and write on the background of the poet. ii. write the poem in their own words. |
| 8. | Poetic analysis of: the anvil and the hammer. | Students should be able to: i. identify the main theme(s) of the poem; ii. identify the various parts of the poem; iii. identify features of language that characterize the poem; iv. bring out the dominant images in the poem; v. pick out the symbols used in the poem and state their meaning. | Emphasis on: i. Theme. ii. Structure. iii. Style (diction, mood, tone, imagery symbolism, poetic devices). | i. Guides students to identify the main theme of the poem. ii. Discuss the form of the poem. iii. Leads discussion on the appropriateness of the language used in the poem. iv. Links the languages with the background of the poem. | 1. Express their personal feelings and ideas concerning the theme(s). 2. Responds to words of varying difficult levels selected from the poem. 3. Work in groups to write out interpretation of the symbols used in the poem. | The poem. | Students to: i. states two theme(s) found in the poem; ii. list two instances of unique language used; iii. explains in writing the effectiveness of the poetic devices and symbols used in the poem. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Non- African poetry- Alfred Tennyson "crossing the bar". | Students should be able to: i. discuss and describe the background of the poet and poem; ii. states in their own words what the poem is all about. | i. Background of: (a). The poet. (b). The poem. ii. Subject matters. | i. Gives a brief background of the poet as well as the poem. ii. Leads discussion on what the poem is all about. | i. Speak briefly on the background of the poet and how it relates to his poem ii. Participates actively in class discussion. | The poem. | Students to: i. briefly write on the background of the poet; ii. write in their words what the poem is all about. |
| 10 | Poetic analysis of: crossing the bar. | Students should be able to: i. state the theme(s), in the poem. ii. identify feature of languages used in the poem; iii. discuss the structure of the poem, bringing out the rhyming scheme. iv. pick out the dominant images in the poem; v. bring out the symbol used in the poem. | Emphasis on: i. Theme(s). ii. Structure iii. Style (diction, mood, tone, imagery symbolism, poetic devices). | i. Gives a brief background of the poet as well as the poem. ii. Leads discussion on what the poem is all about. | i. Speak briefly on the background of the poet and how it relates to his poem ii. Participates actively in class discussion. | The poem "Crossing the bar" | Students to: 1. states one major theme found in the poem; 2. list at least tow instances of unique language used n the poem; 3. list two symbols used in the poem bringing out their interpretation. |
| 11 | REVISION | | | | | | |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Literary terms (drama) | Students should be able to: i. list some literary terms; ii. gives the meaning of the literary terms listed. | i. Protagonist. ii. Antagonist iii. Hero. iv. Heroine v. Stage. vi. Comic-relief. | i. Asks students to list some literary terms. ii. Guides students in naming the major literary term. iii. Leads students in class discussion on literary terms. | i. Participate in class discussion. ii. Gives some examples of literary terms. | Suitable examples explaining the literary terms. | Students to: i. list three literary devices; ii. give the meaning of the literary terms listed using examples. |
| 2 | Characterization | Students should be able to: i. give the meaning of characterizations. ii. list the types of characters | i. Major characters. ii. Minor character. iii. Round characters. iv. Flat characters. | i. Guides students to identify and list major and minor characters. ii. Groups students into different characters and different groups for identification and discussion of the characters. iii. Guides students on their group presentation. | i. Identify and list major and minor character from their previous lesson. ii. Work in groups to identify and discuss characters attributes using character sketching. iii. Groups present findings to the whole class. | Excerpts from a play | Students to: i. list major and minor characters from the excerpt givens; ii. write down two attributes of the major character(s); iii. present character sketches and justify their claims. |
| 3 | African drama- dele charity- the blood of a stranger. | Students should be able to: i. discuss and describe the background of the playwright; ii. describe the setting of the play; iii. list major events in the play; iv. bring out the dramatic technique used in the play. | Background of (a). The playwright. (b). the play 2. Setting. 3. Plot. 4. Dramatic techniques. 5. Theme(s). | i. Introduces the playwright and his background. ii. Leads the students to discuss the setting of the play. iii. Guides students to discuss the sequential unfolding of the events. iv. Leads the students to discover the dramatic techniques used in the play. | i. Recount the playwright background. ii. Discuss the setting of the play. iii. Read and identify, Portion of the text aloud in class. iv. Discuss the terms in groups. v. Pick out the dramatic techniques used in the play. | Selected play. | Students to: i. adequately describe the playwright's background.; ii. list major events in the play; iii. write their specific theme (s).; iv. discuss the setting of the play; vi. state one examples of a dramatic |

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| | | | | TEACHER | STUDENTS | | |
| 4. | Textual analysis of: (the blood of a stranger). | Students should be able to: i. identify the major and minor characters in the play; ii. reads and summarizes the play. | Emphasis on: i. Characterization/character ii. Reading and summary of the text. | i. Uses characters sketches to make students understand the characters better. ii. Assigns role to students to read and actively take part. | i. Lists the major and minor characters. ii. Take active part in the reading of the play. | Recommended text. | Students to: i. analysis the different characters. ii. summarizes the acts and scene they have read. |
| 5. | Textual analysis: the blood of a stranger. | Students should be able to: i. read the acts and scenes of the play; ii. summarizes the acts and scenes that they have read. | Act and scenes summary. | i. Guides students in reading the play by giving them different characters to act like. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they take their roles and give the necessary corrections. | Read the play, paying attention to the characters they are attached to. | Recommended text. | Students to: i. summarize the acts and scenes they have read in class. |
| 6. | Textual analysis of: (the blood of a stranger). | Students should be able to: i. read the acts and scenes of the play; ii. summarizes the acts and scenes that they have read. | i. Acts and scenes summary continues. | i. Guides students in reading the play by giving them different characters to act like. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they take their roles and give the necessary corrections. | Read the play, paying attention to the characters they are attached to. | The play. | Students to: i. summarize the acts and scene they have read in class. |

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| | | | | TEACHER | STUDENTS | | |
| 7. | African poetry- lenrie peter “the panic of growing older”. | Students should be able to: i. discuss and describe the background of the poet and poem; ii. state in their own words what the poem is all about. | 1. Background of: (a). The poet. (b). The poem. 2. Subject matter. | i. Presents a biographical background of the poet. ii. Gives a brief background of the poem. iii. Leads a discussion on what the poem is all about. | i. Do a written re-tell of the background of the poet as well as the poem? ii. Take active part in the discussion. iii. Discuss the form of the poem in groups. | The poem. | Students to: i. accurately restate the title of the poem and write on the background of the poetry. ii. explains the poem in their own words. |
| 8. | Poetic analysis of: the panic of growing older!. | Students should be able to: i. state the theme(s) in the poem; ii. discusses the structure of the poem bringing out the rhyming scheme; iii. identify features of language used in the poem; iv. pick out the dominant images in the poem; v. bring out the symbols used in the poem. | Emphasis on; i. Theme. ii. Structure. iii. Style (diction, mood, tone, imagery, poetic devices symbolism) | i. Guides students to identify the main themes of the poem. 2. Discusses the form of the poem. 3. Leads a discussion on the appropriateness of the language used in the poem. 4. Links s the images with the background of the poem. | i. Express their personal feelings and ideas concerning the theme(s). ii. Respond to words of varying difficult levels selected from the poem. iii. Work in groups to write out the interpretation of symbols. | The poem. | Students to: i. states two themes found in the poem; ii. list at least two instances of unique language used iii. explains in writing the effectiveness of the poetic devices and symbols used in the poem. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Non- African poetry- George Herbert “pulley | Students should be able to: i. state the theme(s) in the poem; ii. discusses the structure of the poem bringing out the rhyming scheme; iii. identify features of language used in the poem; iv. pick out the dominant images in the poem; v. bring out the symbols used in the poem. | i. Background of: (a). The poet. (b). The poem. ii. Subject matter. | i. Guides students to identify the main themes of the poem. 2. Discusses the form of the poem. 3. Leads a discussion on the appropriateness of the language used in the poem. 4. Links s the images with the background of the poem. | i. Express their personal feelings and ideas concerning the theme(s). ii. Respond to words of varying difficult levels selected from the poem. iii. Work in groups to write out the interpretation of symbols. | The poem. | Students to: i. accurately restate the title of the poem and write on the background of the poet; ii. write what the poem is all about. |
| 10 | Poetic analysis of: pulley. | Students should be able to: i. state the theme(s) in the poem; ii. discusses the structure of the poem bringing out the rhyming scheme; iii. identify features of language used in the poem; iv. pick out the dominant images in the poem; v. bring out the symbols used in the poetic devices, symbolism. | i. Background of: (a). The poet. (b). The poem. ii. Subject matter. | i. Guides students to identify the main themes of the poem. 2. Discusses the form of the poem. 3. Leads discussion on the appropriateness of the language used in the poem. 4. Links the images with the background of the poem. | i. Express their personal feelings and ideas concerning the theme(s). ii. Respond to words of varying difficult levels selected from the poem. iii. Work in groups to write out the interpretation of symbols. | The poem. | Students to: i. lists one major theme; ii. give at least two instances of unique language used in the poem., iii. list two symbols used in the poem, bringing out their interpretation. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| SEMAINE | SUJET | OBJECTIFS COMMUNICATIFS | CONTENU | ACTIVITES | | RESSOURCES SPEDAGOGIQUES | GUIDE D' EVALUATION |
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| | | | | ENSEIGNANT | ETUDIANT | | |
| 1 & 2 | <p>Situer une action passée mais récente</p> <p>Préciser les dates, les durées, les fréquences</p> | <p>Les étudiants serait capable de dire :</p> <ol style="list-style-type: none"> 1. raconter le passé 2. Situer un fait dans le temps en précisant les dates, les durées, les fréquences | <p>Vocabulaire/ structures qui permettent de parler des faits récents ;</p> <p>En + (participe présent) le passé composé pendant que + (présent), l'imparfait quand/depuis quand.</p> <p>Ex : Quand j'étais jeune, je rêvais de devenir un médecin.</p> | <ol style="list-style-type: none"> 1. Le professeur demande aux étudiants, ce qu'ils ont fait pendant les vacances. 2. Le professeur interroge les étudiants sur la fréquence et la durée de leurs activités et habitudes. 3. Ensuite, le professeur demande aux étudiants ce qu'ils faisaient quand ils étaient jeunes. | <ol style="list-style-type: none"> 1. Les étudiants participent activement dans la classe.. 2. Chaque étudiant raconte à l'autre ce qu'il a fait pendant les vacances depuis deux mois. 3. Chaque étudiant dit à l'autre ce qu'il avait l'habitude de faire quand il était plus petit. | <ol style="list-style-type: none"> 1. Texte de lecture : on y va bk 1 & 3. 2. Production orale 3. Le tableau | <p>Par groupe de trois, les étudiants à ...</p> <ol style="list-style-type: none"> 1. faire un petit poème sur le sujet « Quand j'étais un enfant » 2. Qu'est-ce que vos parents faisaient quand ils étaient jeunes ? (s'ils continuent toujours de le faire ou bien s'ils ont cessé de le faire) |
| 3 & 4 | <p>Situer quelque chose/quel qu'un dans le temps à partir d'une date.</p> <p>Exprimer un état/ une action répétée dans le passé.</p> | <p>Etre capable de :</p> <ol style="list-style-type: none"> 1. Situer un événement dans le temps. 2. Raconter des habitudes passées. | <p>Voculaires/ structures/ expressions permettant de :</p> <ol style="list-style-type: none"> 1. Situer la situation dans le temps. 2. Les verbes dans divers temps : imparfait, passé composé, la date, la durée, la fréquence | <ol style="list-style-type: none"> 1. Le professeur demande aux étudiants de situer des actions/faits par rapport au temps présent. Ex : Hier, j'irai chez ma tante et dans deux jours, j'accompagnerai ma sœur chez le mécanicien. 2. Puis, le professeur leur demande de transposer toutes ces actions dans le future ou bien aux termes nécessaires. Le passé - Avant - Souvent 3. Le professeur demande aux élèves ce qu'ils faisaient quand ils étaient à l'école primaire. | <ol style="list-style-type: none"> 1. Les étudiants font des énoncés logiques à l'aide des expressions telles : c'était hier que. C'est demain que... C'est avat hier que... 2. Les étudiants situent des action/faits par rapport au temps nécessaire. 3. Les étudiants en paires se posent des questions sur leurs souvenirs d'enfance en montrant une action/un état dans chaque fois Tous les samedis | <ol style="list-style-type: none"> 1. Textes de production orale. 2. Document authentique 3. On y va Bk 2. 4. Le tableau. | <p>Les étudiants ...</p> <ol style="list-style-type: none"> 1. Situer depuis quand il/elle pratique le foot ou la guitar. 2. dire depuis quand ils étudiant français. |

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| 5 & 6 | Exprimer la simultanéité L'antériorité La postériorité. | Les étudiants seront capable de : 1. Parler d'actions d'états qui se passent en même temps. 2. Mettre en rapport le temps de deux actions /états passés. 3. Exprimer la simultanéité de deux actions. | Vocabulaires/ structures/ expressions qui renvoient à la simultanéité : En même temps, à la fois, au même moment ou, juste au moment ou, à la même heure que etc. 2. Conjugaison des verbes au présent, au passé composé, au plus que parfait etc. 3. Vocabulaires /structures associait à l'antériorité. Avant, des que, Après, Avant de + infinitif : Quand + passé | 1. Le professeur demande aux étudiants ce qu'ils faisaient quand ils étaient dans l'école primaire. 2. Le professeur propose des actions que les étudiants emploient pour montrer la simultanéité. 3. Le professeur demande aux étudiants ce que chaque membre de la famille fait le matin à une heure précise. 4. Il demande aux étudiants de préciser laquelle des deux actions, qu'il fait précède l'autre. 5. Il montre une des actions et demande si c'est possible de la faire en même temps qu'une autre par exemple : C'est possible de faire de la gymnastique en écoutant de la musique, mais ce n'est pas possible de boire en chantant. | 1. Les étudiants écrivent des phrases où il s'agit d'action/états qui arrivent au même moment. 2. Ils emploient des expressions comme : juste au moment où.... 3. Les étudiants dressent par ordre logique la liste des choses à faire avant d'aller à l'école. | 1. Document authentique 2. Texte de production orale. 3. Le tableau. | Les étudiants à 1. Ecrire quelques verbes à l'infinitif au tableau et faites des conjugaisons au passé composé, l'imparfait. 2. C'est possible de faire la gymnastique en mangeant ? |

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| | | | | ENSEIGNANT | ETUDIANT | | |
| 7 | Rapporter : - Une conversation - des ordres - Annoncer quelque chose | Etre capable de : 1. Rapporter les paroles de quel qu'un. 2. Faire un rapport des faits. | Vocabulaire/ structures/ expressions : 1. Concernant le rapport indirect etc. Ex : Il a dit que.. Il m'a demandé de ... Ce jour-là, la veille, etc. 2. Les termes verbaux et leurs transformations concordance des temps : Il a dit qu'il ferait L'ordre des mots : sors ! a-t-il dit ! Il a dit : sors ! Qu'est-ce qu' Il / elle demande ? Il / elle lui a demandé si / qui / pourquoi/ où / quand / comment / depuis/ combien de temps. | 1. Professeur aide les étudiants à faire des phrases pour rapporter des discours simple. Ex : Il a dit que ... Il m'a demandé 2. Le professeur fait transformer par les élèves des phrases simple du discours direct au discours rapporté/ indirect. | 1. Les étudiants participent activement en classe. 2. Ils utilisent des expressions permettant a rapporter des discours. 3. Les étudiants répètent les phrases et les copient dans leurs cahiers. | 1. Textes de production orale. 2. Extraite de textes d'un journal 3. On y va Bk 3 4. Le tableau. | Les étudiants a 1. Jouer le rôle d'un présentateur et annoncent à leur camarades les informations les plus surprenantes. |

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| 8 | Accepter/ refuser une invitation. - Exprimer des oppositions. | Etre capable d' : 1. Adapter la réponse à la question (situation/ contexte). 2. d'opposer certains faits ou situations à l'autre. | Vocabulaire/ expression de : 1. Accepter ou refuser une invitation : vous viendrez à la fête avec moi ? Oui, avec plaisir/ mais certainement d'accord etc. 2. Les négations particulières : Non, je n'en ai pas envie / non, ce n'est pas possible. | 1. Le Professeur fait oralement des propositions aux étudiants. Ceux – ci peuvent accepter/ approuver ou refuser/ objecter. 2. Il groupe des étudiants un groupe émet un certain nombre de jugements (favorables ou défavorables) très marqués sur des faits ou personnes. L'autre groupe reprend les énonces en y ajoutant une opposition ou un paradoxe. | 1. Les étudiants participent activement en classe. 2. Ils engagent une conversation deux par deux, ou l'un propose et l'autre accepte/ refuse/approuve/ objecte. | 1. Textes de lecture : On y va. 2. Production orale. 3. Le tableau. | Les étudiants à 1. offrir une invitation à quelqu'un. 2. Accepter ou refuser L'invitation. |
| 9 & 10 | Rechercher information et l'utiliser pour un récit. Ex : Par téléphone. | Les étudiants seront capable de : 1. Raconter une petite histoire 2. Demander un renseignement au téléphone. 3. Effectuer une explication de texte simple. | Vocabulaire/ expression, en fonction du texte choisi. | 1. Le Professeur prépare un texte qu'il écrit au tableau. Par petits groupes, les étudiants recherchent les informations en posant les questions : Qui ? Ou ? Quand ? Qu'est – ce qu'il a fait pourquoi ? 2. Le professeur fait un tableau a deux colonnes, l'une contenant ces questions, l'autre les propositions des étudiants. Il montre comment on pourrait le remplir. Ex : Qui ? un chef. Où ? Dans la Forêt. Quand..... | 1. Les étudiants par groupes remplissent le tableau au gré de leur imagination. 2. A partir du tableau-ci dessus, les étudiants créent une petite histoire. Le professeur fournit le vocabulaire à la demande des étudiants. Les étudiants écrivent leur histoire. | 1. Textes de lecture : On y va Bk. 2. Document authentique 3. Textes de production orale. | Les étudiants à Jeu de rôles : En- Fonction de différentes demandes de renseignement, les apprenants à tour de rôle, doivent contacter par téléphone la bonne personne et formuler leur demande avec toutes les formules de politesse d'usage. |
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| | | | | ENSEIGNANT | ETUDIANT | | |
| 1 & 2 | Demander une opinion. - Donner une opinion - Demander une confirmation. | Etre capable de : 1. Recevoir des informations sur un sujet. 2. Formuler une opinion.. | Vocabulaires/ structures / expressions permettant de : 1. Se renseigner : Qu'est-ce que vous en pensez ? comment est-ce que vous trouvez ça ? vous avez une idée sur ? Est-ce que je/ tu peux ... ? C'est loin d'ici ? 2. J' l'impression que ... je pense / crois / sais que... ce qui compte c'est.... | 1. Le Professeur à l'aide de faits divers assez simples lance de courts débats d'opinion et demande aux étudiants ce qu'ils en pensent. 2. Il fait un tableau de deux colonnes l'une contenant des réponses. (a) Qui.....(a) Demain (b) Ou.....(b) par fatigue. (c) Pourquoi....(c) là-bas (d) Quand.....(d) le chef. | 1. Les étudiants trouvent les réponses correspondant aux questions a + b = Qui ? le chef. 2. A partir d'un texte, les étudiants recherchent les informations en posant des questions : Qui ? /Quand ? / Qu'est – ce qu'il a fait ? / Pourquoi ? 3. Deux étudiants se téléphonent, l'un recherche des informations, l'autre répond. | On y va Bk. 3 Texte de production orale | Les étudiants à 1. Faire un petit débat sur un sujet qui vous intéresse (votre métier, un style de musique, un sport). |

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| 3 & 4 | Exprimer un besoin. - Demander la permission. - Exprimer la confiance | Etre capable de : 1. Exprimer un besoin 2. Demander la permission 3. Exprimer la confiance | Vocabulaire/ expression de : 1. Exprimer un besoin. Je veux.... Je voudrais J'ai besoin de..... Tu peux me prêter ? Est-ce que je peux.... ? Je pourrais.... On peut ? 2. Expression capable de transmettre un message exprimant la confiance. - Il est clair que..... - Je suis persuadé que.... - Il est hors de doute que, | 1. Le Professeur met les étudiants en situation de « donneur » ou de « demandeur ». 2. Il propose quelques expressions qui marquent la confiance (e.g je parle avec confiance () et demande aux étudiants de mimer les expressions. - Je suis sûr(e) que mon fils réussira. | 1. Les étudiants participent activement en classe. 2. Ils trouvent des mimes correspondant aux expressions proposées par le professeur. 3. Ils répètent ces expressions tout de suite. | 1. Textes de lecture facile. 2. Extraits de textes de littérature. 3. Textes de production orale | Les étudiants à 1. Faire une lettre de réponse a une offre d'emploi affichée dans un magasin. |

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| | | | | ENSEIGNANT | ETUDIANT | | |
| 5 & 6 | Exprimer l'inquiétude. - Se plaindre (ex : ennui, irritation etc). | Etre capable de : 1. Se plaindre pour exprimer l'ennui. 2. Faire la différence entre l'ennui et l'irritation. 3. d'exprimer l'inquiétude. | Vocabulaire/ structures / expression capable de : 1. Mettre l'accent sur la plainte : J'en ai assez ! / Ça suffit ! / Ça va, non ? / Ah, non, / Toujours / pareil / Encore! etc. | 1. Le Professeur mime quelques moments d'in quiétude/de peur et demande aux élèves de les exprimer. 2. Il note les expressions au tableau. 3. Il demande aux étudiants d'imaginer des situations ou l'en nui doit être exprimer et d'autres situations ou c'est plus fort que l'ennui, l'irritation. | 1. Les étudiants expriment quelques moments d'inquiétude / de peur, que le professeur a noté au tableau. 2. Les étudiants copient les expressions au tableau dans leurs cahiers. 3. Ils réagissent aux situations d'irritations. Ex : la coupure de l'électricité, Ah non, NEPA. | 1. Textes de lecture facile. 2. Coupures de journaux. 3. Textes de production orale. 4. Le tableau. | Les étudiants a 1. Rearfir à une situation d'irritation. |
| 7 & 8 | Exprimer la hésitation / le doute. - Gagner du temps | Etre capable de : 1. Produire des énonces marquant l'incertitude. 2. Faire la différence entre hésiter pour quelque chose et chercher à gagner du temps. | Vocabulaires/ structures / expressions permettant de : 1. Marquer l'incertitude/ l'hésitation/ le doute : Atter dez ! / j'arrive ! / une minute / je ne suis pas sure / enfin, je veux dire..... | A l'aide d' un dialogue extrait d'une œuvre le professeur : 1. Introduire la nuance entre le fait d'hésiter et celui de chercher à gagner du temps. | 1. A l'aide d ' un dialogue, les étudiants expriment l 'hésitation le doute (avant un événement) | 1. Textes de dialogues adaptés.. 2. Documents authentiques. 3. Textes de lectures facile. | Les étudiants à 1. Faire des phrases pour exprimer i) L'hésitation ii) le doute. |

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| | | | | ENSEIGNANT | ETUDIANT | | |
| 9 & 10 | - Venir au secours de - Promettre quelque – chose. | Les étudiants seront capable de : 1. Demander/ proposer de l'aide. 2. Promettre quelque chose | Vocabulaire/ structures / aidant à 1. S'exprimer en utilisant des expressions de « venir au secours de » : Donner un coup de main à Porter secours à Je te promets Je t'assure que.... | 1. Le Professeur impose un certain nombre de situations de la vie courante. - L'accident - L'incendie - L'inondation - La tempête etc. 2. Deux personnages, l'un devant vient en aide a l'autre! | Jeu de rôles : Un incendie a eu lieu dans votre quartier hier soir, un journaliste était présent sur les lieux. Ecrivez son article. | 1. Textes de jeu de rôles. 2. Production orale 3. Textes de lecture. facile. 4. Le tableau. | 1. Ecrire une lettre a votre ami qui vous a invite pour les vacances mais vous n'avez pas pu aller. Vous lui écrivez de t'excuser et expliquer pourquoi ; et vous lui promettez que cela ne se reproduira plus. |
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| | | | | ENSEIGNANT | ETUDIANT | | |
| 1 & 2 | Exprimer l'appréciation - la déception. | Etre capable de : 1. exprimer l'appréciation 2. Parler de la déception. | 1. Vocabulaires/ expressions permettant d'apprécier un fait / une situation c'est : Sympa/ excellent/ beau/ agréable super / Bravo.. 2. d'exprimer la déception : Zut !: Bof !: comme ci comme ça. Quelle déception ! | 1. Le professeur introduit diverses situations qui impliquent la déception. 2. Il propose une dictée sur les expressions de confiance de solidarité et d'encouragement. | 1. Les étudiants participent activement en classe. 2. Les étudiants choisissent les expressions appropriées aux situations proposées par le professeur e.g. quel malheur! quel dommage! | 1. Textes de lecture facile. 2. Production orale | Les étudiants à 1. Ecrire une lettre de félicitation a un ami qui vient de réussir à un examen |
| 3 & 4 | - Remercier - Féliciter - reprocher | Etre capable de : 1. adapter à la situation de remerciement. 2. Reprocher envers une personne en fonction d'une situation. | Vocabulaires/ expressions relatifs à : 1. remercier/ féliciter/ reprocher, merci beaucoup (i) Je ne sais vraiment pas comment vous remercier. (ii) Bravo ! (iii) C'est très bien. (iv) Je vous félicite. Mes félicitations. 2. Ah non ! Je ne suis pas d'accord. - Qu'est – ce que tu racontes ? - Mais qu' est-ce que tu as fait ? | Le professeur demande a tous les étudiants d'imaginer. 2 ou 3 occasions de la vie courante qui soient positivent (bonnes nouvelles) et autant de négatives (mauvaises nouvelles). | 1. Chaque étudiant lit devant le groupe ce qu'il propose. 2. La classe réagit en utilisant la formule, la plus convenable a la situation proposée. 3. Jeu de rôles. Un étudiant a des mauvaises notes. Il se fait reproché par ses parents. | 1. Textes de jeu de rôles. 2. Production orale 3. Textes de lecture facile. | Les étudiants a 1. Votre menuisier vous fait livrer une superbe table en bois. Vous lui téléphonez immédiatement pour le remercier et le féliciter pour son remarquable travail. 2. Vous êtes dans un bus. Le chauffeur roule trop vite. Vous lui faites des reproches. |

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| | | | | ENSEIGNANT | ETUDIANT | | |
| 5 & 6 | Exprimer sa solidarité - confirmer -complémenté | Etre capable de : 1. Reconnaître aux employés si c'est de la solidarité, de la compassion ou de la lassitude. 2. reconnaître si la réaction est du cynisme ou non. | Vocabulaires/ expressions permettant de montrer sa solitude Je suis bien d' accord avec vous. Bien sur c'est très bien Quel joli Bravo ! Allons – y ! | 1. Le professeur aura préalablement mis au tableau un grand nombre de phrases. Une expression de solidarité la plus adéquate possible à la situation. 2. Il demande a chaque élève de bien vouloir annoncer une bonne ou une mauvaise nouvelle à la classe qui réagit. | Les étudiants choisissent l'un des grands nombres des phrases appropriées aux situations proposées par le professeur et réagissent en utilisant le jeu de chiffon. | 1. Textes de production orale. 2. Document authentique. 3. Textes de lectures facile. 4. Le tableau | Les étudiants à..... 1. Discuter sur les droits de l'enfant. 2. Solidarités/ compassion ou lassitude. Trouver le ton qui convient et exprimer de la manière demandée. |
| 7 & 8 | Exprimer les émotions sa satisfaction/ ses insatisfaction | Etre capable d'exprimer 1. une émotion sans avoir à parler. | / expression qui permettent d'exprimer les émotions : Satisfaction et insatisfaction ; J'ai peur, elle est fâchée. Il est irrité. C'est formidable. ça me convient/ ça ne me convient pas (du tout !) | Le professeur demande à chaque étudiant de mimer une émotion (tire au sort). La classe doit dire de quelle émotion il s'agit. Ex : Irriter :- Il est irrité - Fâcher : Elle est fâchée - Peur : J'ai peur | 1. Les étudiants participent activement dans la classe. 2. Ils observent et après chaque étudiant vient mimer une émotion sans avoir parler. 3. Par groupe les étudiants écrivent la suite d'une scène mimée et puis jouent cette scène. | 1. Textes de lectures facile. 2. Production orale | Les étudiants a... 1. Nommez deux expressions qui peuvent exprimer les émotions. 2. Vous êtes invité a une petite fête organisée par votre ami, Il y avait beaucoup à manger et à boire. Exprimer votre satisfaction/ insatisfaction. |

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| | | | | ENSEIGNANT | ETUDIANT | | |
| 9 & 10 | Nuancer l'expression d'une opinion. | Etre capable de : 1. parler de son attitude envers un fait avec prudence. | Vocabulaires/ structures/ expressions destinées à nuancer l'opinion et l'attitude : Je dirais que..... Il paraît que Je ne dirais pas non : Pas exactement : si vous insistez etc. | 1. Le professeur fournit quelques situations (personnages/ contextes qui vont permettre un travail d'écriture.) (Ex : au restaurant, chez des amis, en voyage.) 2. Puis il met en scène des courtes situations qui expriment des opinions par des apprenants en groupes de 3 ou 4. | 1. Les étudiants participent activement dans la classe. 2. Les étudiants écrivent quelques situations qui vont permettre un travail d'écriture. 3. A tour de rôles, Ils analysent des différentes opinions en les nuancant. | 1. Activité orale 2. Activité écrite. 3. Jeu de rôles 4. Textes du dialogue etc. | Jeu de rôles. Vous êtes témoin, l'avocat vous interroge, mais vous ne voulez pas répondre directement. Exploitez les expressions appropriées. |
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**IGBO
SS II
TAAM NKE MBU**

NGALABA OMUMU: UTOASUSU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|------------------------------------|---|---|---|--|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 1 | Ekwumekwu ikpochapu ubiam na aguu. | Umu akwukwo ga-enwe ike: 1. ikowa ihe bu ubia na aguu 2. ikwuputa ihe na-ebute ubiam a aguu. 3. ideputa uzo di iche iche e nwere ike isi kpochapu ubiam na aguu. | Ikpochapu ubiam na aguu n'ala anyi: 1. Nkowa ubiam na aguu. 2. Ihe na- ebute ubiam na aguu. 3. uzo di iche iche e si ekpochapu ubiam na aguu 4. Uzo a ga- esi gbochie ubiam na aguu | 1. Ikowa ihe bu ubiam na aguu 2. Iduzi umuakwukwo Ikparitauka banyere ihe ndi na- ebute ubiam na aguu 3. Ikwu uzo di iche iche e si egbochi ubiam na aguu, | 1. Ikwuputa ihe bu ubiam na aguu 2. Irutugasi aka n'ihe ndi na-ebute ubiam na aguu. 3. Ikowa uzo e si ekpochapu ubiam na aguu 4. Iji ejije banyere ubiam na aguu | - Akwukwo oguhu - Vidio teepu - Eserese - Redio | Umuakwukwo: 1. ikowa ihe bu ubiam na aguu. 2. ikwuputa ihe anon a-ebate ubiam na aguu. 3. ikwuputa uzo ato e si ekpochapu ubiam na aguu. 4. ikwuputa uzo ato e si ekpochapu ubiam na aguu. |
| 2 | Agumagu odinala: mmughari | Umu akwukwo ga-enwe ike: 1. ikwu ihe bu agumagu odinala. 2. ichoputa nkenudi ya. 3. ikwu wru o bara. 4. Igu agumagu. odinala da iche iche 5. itule njirimara nke o bula. | 1. Ihe bu agumagu odinala. 2. uru o bara 3. Nkenudi ya - akuko di iche iche - ejije di iche iche - abu di iche iche. 4. Njirimara nke o bula. | 1. Ikwaputa ihe agumagu odinala bu, uru ya na nkenudi 2. Ikwara ndi klosi njirimara udi o bula n'ime ha. 3. Igu agumagu agumagu odinala di iche iche. 4. Idu ndi klasi iju na iza ajuju banyere agumagu odinala. | 1. Ikwuputa ihe bu agumagu odinala, uru o bara na nkenudi ya 2. Iguputa agumagu odinala di iche iche. 3. Iza na iju ajuju banyere agumagu odinala ndi a guru. 4. Ije ejije. | - Eserese - Ihe okpu - Redio - Tepurekoda - Vidio - Ngwa egwu - Ngwa ehike. | Umuakwukwo: 1. ikowa ihe bu agumagu odinala 2. ikwu nknudi agumagu abuo 3. ikwu uru abuo o bara. 4. LGUTALI agumagu odinala di iche iche 5. itule njirimara nke o bula, |
| 3 | Udaasusu | Umu akwukwo ga-enwe ike: 1. iziputa ihe bu: - olilo udaume - ndapu udaume - ndapu mgbochiume 2. irye omumaatu ihe ndi a. | 1. olilo udaume 2. Ndapu udaume 3. Ndapu mgbochiume. | 1. Ikwaputa: - olilo udaume - ndapu udaume - ndapu mgbochiume 2. Igosi omumaatu nke o bala n'ime ha. 3. Igu akwukwo uto asusu. | 1. Ikwaputa ihe bu: - olilo udaume - ndopu udaume - ndapu mgbochiume 2. Inye omumaatu ihe ndi a 3. Igu ihe ogugu banyore ha. 4. Ide mkpuruokwu ndi na-egosiputa ihe ndi a. | - Chaati - Akwukwo utoasusu | Umuakwukwo: 1. ikwuputa ihe bu: - olilo udaume - ndapu udaume - ndapu mgbochiume 2. iji omumaatu abuo abuo gosiputa nke o bula. |

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TAAM NKE MBU**

NGALABA OMUMU: UTOASUSU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|---------------------|---|---|---|--|---|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 4 | Mofim na mkpuruokwu | Umu akwukwo ga-enwe ike: 1. ikowaputa ihe mofim. 2. Igosiputa nkcnu di mofim 3. Ikowaputa ihe bu mkpuruokwu 4. Igosiputa mkpuruokwu ndi nwere naani out mofim na ndi nwere karia otu mofim | 1. Nkowa mofim 2. Udi mofim di iche iche dika - mofim nnoroonwe - mofim ndabe. 3 Nkowa ihe bu mkpuruokwu 4. Ndi iche din a mofim na mkpuruokwu. | 1. Ikowaputa mofim na mkpuruokwu 2. Inye omumaatu 3. Igu ihe ogugu 4. Igosiputa chaati mofim na mkpuruokwu | 1. Ikowaputa mofim na mkpuruokwu 2. Inye omumaatu 3. Ikewaputa mofim di na mkpuruokwu 4. Irugosi udi mofim na mkpuruokwu 5. Ideputa udi mofim na mkpuruokwu di iche iche | - Akwukwo ogugu klasi - chaati | Umu akwukwo: 1. ikowa ihe bu mofim. 2. inye omumaatu. 3. ikewaputa mofim na mkpuruokwu. 4. ideputa mofim nnoroonwe ato na mofim ndabe ato. |
| 5 | Otu Nzuzo | Umu akwukwo ga-enwe ike: 1. ikwu ihe bu otu nzuzo. 2. ikpoputa otu nzuzo di iche iche 3. igosi etu e si aba ufodu n'ime ha 4. igosi uru na oghom di n'out nzuzo. 5. Ikwuputa mgbanwe din a ha. | 1. Ihe bu otu nzuzo 2. Ihe di iche n'ktiti otu nzuzo na otu nktiti 3. Oru otu nzuzo. 4. uru na oghom din a ha. 5. udi otu nzuzo di iche iche dika; ekpe, mmonwu, odo, okonko, omabe. 6. mgbanwe din a ha ugbu a. | 1. Ikpouta ihe otu nzuzo bu 2. Ikowa ndiiche di n'otu nzuzo di iche iche. 3. Ikpouta oru otu nzuzo, uru na oghom din a ha. 4. Ikpoputa otu nzuzo digasi dika: ekpe, mmonwu, odo, okonko omabe dg. 5. Ikoputa mgbanwe din a ha ugbu a 6. Ihazi njem nlieghariana. | 1. Ikwu ihe bu otu nzuzo. 2. Icheputa oru otu nzuzo. 3. Ikpoputa otu nzuzo di iche iche 4. Ikpouta, ndi iche, uru na oghom di n'otu nzuzo 5. Ime njem nlieghariana | - Eserese - Ngwa ekike otu nzuzo ufodu - Vidio. | Umuakwukwo: 1. ikwuputa ihe bu otu nzuzo. 2. ikwu ndiiche abuo di n'otu nzuzo na otu nkiti. 3. ideputa udi otu nzuzo ano ha maara. 4. ideputa atiriokwu ato banyere njem nlieghariauja ha mere. |

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NGALABA OMUMU: OMENALA

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|---------------|---|---|---|---|--|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 6 | Dibia odinala | Umu akwukwo ga-enwe ike: 1. ikowalie udi, dibia odinala di iche iche. 2. ikowa oru ha. 3. Ikwu uru na oghom di na ha. 4. itulekota dibia odinala na nke bekee. | 1. Udi dibia odinala di iche iche: - dibia mkpaakwukwo na mgborogwu. - dibia ata. - dibia ogwu - dibia aja 2. Uru ndi dibia bara. 3. Oghom din a ndi dibia. 4. Etu e si abu dibia odinala. | Ikowa: 1. Udi dibia di di iche iche e nwere: - dibia mkpaakwukwo na mgborogwu. - dibia ata. - dibia ogwu - dibia aja 2. Oru nke o bula n'ime ha na-arụ. 3. Uru ndi dibia bara 4. Oghom di n'oru ha na-arụ 5. Etu e si abu dibia odinala. | 1. Ikoputa udi dibia e nwere. 2. Ikwuputa oru dibia ndi ana-oru 3. Ikpoputa uru na oghom di n'oru ha. 4. Ikwuputa etu e si abu dibia. 5. Igu akwukwo a houtara 6. Ijije ndi dibia odinala. | - Eserese - Ngwaoru ndi dibia ufodu, - Tepu rekoda na video. | Umuakwukwo: 1. ikwuputa ihe bu dibia odinala di iche iche nakwa oru abuo ha na-arụ. 2. ijije ndi odinaala. 3. ideputa uru abuo ndi dibia odinala bara na oghom atu na-esi n'aka ndi dibia. |
| 7 | Nkebiokwu | Umu akwukwo ga-enwe ike: 1. ikowa na-inye omumaatu nkebiokwu. 2. ikwu udi nkebioku di iche iche. 3. irugosi nkebiokwu di iche iche. 4. ime ahiriakwu nwere nkebiokwu 5. ikowa na inye omumaatu nkebiokwu 6. ikwu udi nkebiokwu e nwere. | 1. Ihe bu nkebiokwu. 2. Nkebiokwu di iche iche. 3. Nrugosi nkebiokwu di n'alnirokwu. 4. mmebe atiriokwu nwere nkebiokwu | 1. Ikowaputa ihe bu nkebiokwu. 2. Inye omumaatu nkenudi nkebiokwu 3. Igu ihe ogugu. 4. Ime akuakuzinwo 5. Asompi. | 1. Ikwu ihe bu nkebiokwu 2. Ikewapu nkebiokwu n'ahiriokwu 3. Irugosi nkebiowu di iche iche 4. Imebe ahiriokwu di iche iche nwere nkebiokwu 5. Ime asompi. | - Eserese - Flashi kadaadi Akwukwo ogugu klasi - chaati | Umuakwukwo: 1. ikwu ihe bu nkebiokwu 2. inye omumaatu nkebiokwu abuo n'ahiriokwu. 3. ikewaputa nkebiokwu abuo n'ahiriokwu. 4. ideputa ahiriokwu abuo nwere nkebiokwu. |

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NGALABA OMUMU: AGUMAGU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|------------|-----------------|--|---|--|---|--|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 8 | Agumagu Ederede | Umu akwukwo ga-enwe ike: 1. igu akwukwo agumagu a hoputara. 2. iko waputa ma nyochaa ihe ha guru 3. ichikota na nkenke ihe ha guru. | 1. Igu akwukwo a hoputara 2. nnyocha na ntule agumagu ederede: - ntoala agumagu - usoro/nhazi - Isiokwu ihe e dere. - nkenudi - nkaasusu - nkwenye na omenala Igbo putara ihe. | 1. Iduzi umuakwukwo n'igu akwukwo a hoputara. 2. Iduzi ha n'ikowaputa ndina akwukwo a guru. 3. Iduzi ha n'inyocha na Ilule njirimara akwukwo a guru. | 1. Igu akwukwo a hoputara. 2. Ikwu n'uzo di nkenke ndina akwukwo a guru. 3. Itule na inyocha ndina na njirimara akwukwo a guru 4. Ije ejije 5. Ide n'uzo di nkenke ndina ihe ha guru. | - Akwukwo agumagu - Chaati - Eserese - Vidio - Tepu rekoda | Umuakwukwo: 1. iza ajuju ise banyere ndina nke akwukwo agumagu a hoputara 2. iza ajuju abuo banyere njirimara - Iduuazi - Abu - Ejije - Ichikota ihe a gutara n'akwukwo a hoputara. |

NGALABA OMUMU: UTOASUSU

| | | | | | | | |
|---|------------|---|---|--|--|--|---|
| 9 | Nkebiahiri | Umu akwukwo ga-enwe ike: 1. ikowa na inje omumaatu nkebiahiri. 2. ikwu udi nkwu udi nkebi ahiri di iche iche. 3. irugosi nkebiahin di iche iche 4. ime ahiriokwu nwere nkebiahihiri | 1. Ihe bu nkebiahirj 2. Nkebiahiri 3. Nrugosi nkebiahirj di n'ahiriokwu. 4. Mmebe ahiriokwu nwere nkebiahiri | 1. Ikowaputa ihe bu nkebiahiri 2. Iny omumaaty nkenudi nkebiahiri 3. Ime akuakuz 4. Igu ihe ogugu 5. Asompi. | 1. Ikwa ihe bu nkebiahiri. 2. Ikewaputa nkebiahiri n'ahiriokwu 3. Irugosi nkebiahiri n'ahiriokwu 4. Imebe ahiriokwu nwere nkebiahiri. 5. Asompi. | - Eserese - Flashi kaadi - Akwukwo ogugu klasi - Chaati | Umuakwukwo: 1. ikwu ihe bu nkebiahiri 2. inye omumaatu nkebiahiri abuo 3. ikewaputa nkebiahiri abuo n'ahiriokwu 4. ideputa ahiriokwu abuo nwere nkebiahiri. |
|---|------------|---|---|--|--|--|---|

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NGALABA OMUMU: AGUMAGU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|------------|--|---|--|---|--|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 10 | Agma oma na Agwa ojoo na ndu ndi Igbo. | Umu akwukwo ga-enwe ike: 1. ikowa ihe bu agwa oma na agwa ojoo. 2. ikwuputa ugwo diiri onye kpara agwa oma. 3. ikwuputa ahuhu diiri onye kpara agwa ojoo. 4. ikwu uzo di iche iche ohaneze si eleba anya n'agwa o bula. 5. ikpoputa otu di iche iche na-enye aka n'igbazi agwa ohaneze. 6. Igosi mmasi n'ikpa agwa oma ma zere agwa ojoo. | 1. Nkowa agwa oma na agwa ojoo 2. Nkowa ahuhu diiri agwa ojoo 3. Nkowa ugwo diiri agwa oma 4. Uzo di iche iche ohaneze si achikwa agwa onye o bula. 5. otu di iche iche ao achikwa agwa oharieze dika otu ogbo, otu nzuzo, otu umuokou, mmonwu, ezinowlo dg. | 1. Ikopotam ihe bu agwa oma na agwa ojoo 2. Ikowa ahuhu diiri agwa ojoo. 3. Ikowa ugwo diiri agwa oma. 4. Igosi uzo di iche iche ohaneze si echekwa agwa onye o bula. 5. ikpoputa otu di iche iche kwa ndi mmadu dika, otu Qgbo, otu nzuzo, mmonwu otu umuokpu, ezinawlo. | 1. Ikpoputa ihe bu agwa oma na agwa ojoo. 2. Ikwu uru diiri agwa oma na ahuhu diiri onye agwa ojoo 3. Ikpoputa otu ndi na-enye aka n'ichekwa agwa oma n'obodo. 4. Ikpoputa uzo di iche iche otu o bula si echekwa agwa oma. | - Akwukwo ogugu - Eserese - Chaati - Tiivii - Redio | Umuakwukwo: 1. ikowaputa ihe bu agwa oma na agwa ojoo. 2. ikwu uru diiri agwa oma na ntaramahuhu diiri agwa ojoo. 3. ime mkparitauka banyere ika agwa oma na agwa ojoo. 4. ideputa uru abuo di n'agwa oma na ntaramahuhu abuo diiri agwa ojoo. |
| 11 | MMUGHARI | | | | | | |
| 12 | ULE | | | | | | |

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NGALABA OMUMU: UTOASUSU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|-------------------|--|--|---|---|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 1 | Nkejiasusu | Umu akwukwo ga-enwe ike: 1. ikowaputa mputara na oru nkejiasusu 2. igosiputa ha n'ahiriokwu 3. iji ha mee ahiriokwu. | 1. Mputara, njirimara na oru: - Nkwuwa - Mbuuzo - Njiko | 1. Ikowaputa mputara na oru nkejiasusu ndi a. 2. Inye omumaatu 3. Igu ihe ogugu. 4. Ime akuakuzinwo. 5. Iduzi umuakwukwo n'ajuaza. | 1. Igu ihe ogugu. 2. Ikowaputa nkejiasusu ndi a. 3. Inye omumaatu 4. Ime ahiriokwu nwere nkejiasusu ndi a. 5. Ide ihe odide 6. Ime ajuaza. | - Akwukwo ogugu - Chaati - Flashi kaadi | Umuakwukwo: 1. iguputa ahiriokwu abuo abuo nwere: - nkwuwa - mbuuzo - njiko 2. irugosi asusu a n'ime ahiriokwu. 3. imebe ahiriokwu ato nwere nkejiasusu ndi a. |
| 2 | Enwemenwe Akunuba | Umuakwukwo ga-enwe ike: 1. iziputa udi enwemenwe di iche iche 2. iko maka ha n'otu n'otu. 3. igosi ndiiche. 4. ikpoputa uru n'ikpa akuudo na oghom di n'ikpa aku n'uzo ezighi ezi. | 1. Nkowa ihe enwemenwebu 2. Enwemenwe di iche iche. 3. Usoro erimekpe na nnochiokwa. 4. Ntulekota enwemenwe obodo na obodo. 5. Enwemenwe oge ugbu a. 6. Ndiiche di niiri ekpe na ike ekpe. 7. Ndiiche di n'erimekpe nnochiokwa na enwemenwe akamkpa. | 1. Ikowa ihe bu enwemenwe na udi enwemenwe di iche iche 2. Iko usoro erimekpe na nnochi 3. Ikpoputa uru di n'ikpa akuudo na oghom di n'ikpako akunauba n'uzo ezighi ezi. 4. Ihazi ime njem nlereanya | 1. Iko ihe bu enwemenwe. 2. Ikwuputa udi enwemenwe digasi. 3. Ikwuputa uzo e si emeputa enwemenwe akunauba n'uzo ziri ezi. 4. Ikwu uru di n'ikpa akunauba akunauba. 5. Ikpoputa oghom di n'ikpa akunauba n'uzo ezighi ezi. 6. Ime njem nlereanya ebe a | - Eserese - Chaati - Tiivii - Posta | Umuakwukwo: 1. ikoputa ihe bu enwemenwe na akunauba 2. ikwuputa enwemenwe digasi. 3. ideputa uru ato di n'ikpa aku udo. 4. ideputa oghom di n'ikpa aku n'uzo ezighi ezi. 5. ejije ikpako akunauba n'uzo ziri ezi. |

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NGALABA OMUMU: UTOASUSU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|------------|-----------------------|--|--|---|--|---|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 3 | Enwemenwe Akunuba | | 8. uru di n'ikpa akuudo: 9. Oghom di n'ikpa aku n'uzo ezighi ezi | | Na-emeputa ngwa ahia di iche iche ma o bu ebe a na-aeu oru ugbo. | - Eserese - Chaati - Tiivii - Posta | |
| 4 | Tensi na Aspekti | Umu akwukwo ga-enwe ike: 1. ikowa ihe bu tenei 2. ikwu udi tensi e nwere 3. ime usorookwu na ahiriokwu metutara ha. | 1. Mputara tensi 2. udi tensi dika: - Tensi ndinazu - Tensi ndiugbua. 3. Mputara aspekti 4. udi aspekti dika: - Aspekti ndieme - Aspekti ndimecha | 1. Kewaputa tensi na aspekti 2. Inye omumaatu 3. Igu ihe ogugu 4. Mputara aspekti. | 1. Ikowaputa tensi na aspekti. 2. Ngwaa nwere aspekti - Ndieme - Ndinihu - Ndimecha 3. Inye omumaaty 4. Igu ihe ogugu. | - Akwukwo ogugu klasi - Chaati - Flashi kaadi | Umuakwukwo: 1. ikowaputa udi aspekti na tensi e nwere. 2. ide mkpuruokwu abuo abuo nwere tensi na aspekti. |
| 5 | Tensi na Aspekti | 4. ikowa ih bu aspekti 5. ikwu udi aspekti e nwere. 6. ideputa ahiriokwu nwere aspekti | | 5. Ikewaputa ngwaa din a aspekti. | 5. Ihazighari Flashi kaadi 6. Ide ahiriokwu ndi nwere ngwaa gosiputara tensi naaspekti | - Akwukwo ogugu klasi - Chaati - Flashi kaadi | 3. ika akara iji gosiputa aspekti na tensi di iche iche |
| 6 | Atumauokwu asusu Nka. | Umu akwukwo ga-enwe ike: 1. ikowaputa atimatuokwu na nye omumaatu ha 2. ichoputa atumatuokwu n'agumagu ederede. 3. itnye ha na mkpuruokwu n'ime ederede. 4. ikowaputa asusu nka na inye ha omumaatu. 5. ichoputa asusu nka n'agumagu ederede. | 1. Mmughari atumatuokwu ufodu - Ndika/myiri - Mburu - Mmemmadu - Nsinuda - Ogbaraokwu 2. Asusu nka ufodu dika: - Ilu | 1. IKowaputa atumatuokwu/asusu nka na inye omumaatu. 2. Iduzi umuakwukwo igu ihe ogugu nwere atumatuokwu asusu nka. 3. Iduzi umuakwukwo ichoputa ufodu atumatuokwu/asusu nka n'ederede nakwa itinye ha na mkpuruokwu n'ederede. | 1. Ikowaputa ihe bu atumatuokwu asusu nka no inye omumaatu. 2. Igu ihe ogugu nwere atumatuokwu/asusu nka. 3. Ichoputa ufodu atumatuokwu/asusu nka n'agumagu ndi a hoputara. 4. Itinye ha n'okwu ma jiri ha dee edemede nka. | - Akwukwo agumagu a hoputara chaati | Umuakwukwo: 1. ikowaputa ihe bu atumatuokwu/asusu nka. 2. ikpoputa udi atumatuokwu abuo ma nye omumaatu 3. ikpoputa udi asusu nka abuo ma nye omumaatu 4. itinye atumatuokwu abuo n'edemede nke ha. 5. itinye asusu nka abuo n'edemede nka ha. |

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NGALABA OMUMU: UTOASUSU

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|------------|-----------------------|---|--|--|---|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 7 | Atumauokwu asusu Nka. | 6. itnye ha mkpuruokwu nakwa n'ederede. | - Ukabuilu - Akpaalaokwu | | | - Akwukwo ogugu klasi - Chaati - Flashi kaadi | |
| 8 | nsoroedide | Umu akwukwo ga-enwe ike: 1. isupelitali ma deta Igbo site n'igbakwasi ukwu n'iwu nsupe Igbo dika 'na' na oru di iche iche o na-aruru. 2. idezi mgbakwunye na nsokwunye. | Iwu nsupe di iche iche dika: 1. Etu e si ede na iji gosiputa oru di iche iche o na-oru. 2. Ndezi mgbakwunye nansokwunye 3. Okwu ndi a na-edeko onu na ndi a na-edesa edesa. | 1. Ikowaputa iwu nsupe di iche iche. 2. Inye omumaatu 3. Igosi chaati na flash kaadi. 4. Idu ha n'egwuregwu e ji amu nsupe, | 1. Ikowaputa iwu nsupe ufodu. 2. Ime nsupe onu 3. Ide nsupe odide. 4. Ikanye akaraudaolu na mkpuruokwu 5. Ime egwuregwu. | - Akwukwo ogugu klasi - Akwukwo Kaadi na chaati. Akwukwo ogugu klasi. Akwukwo kaadi na chaati | Umuakwukwo: 1. ikwa iwu nsupe abuo. 2. ide iwu nsupe abuo. 3. ikanye akara udaolu na mkpuruokwu ise. |
| 9 | Tensi na Aspekti | 3. igosiputa okwu ndi a na-edeko onu na ndi a na-edesa edesa. | 4. Ndakorita udaume 5. Okwu mbite 6. Ikanye akaraudaolu ede o kwesiri. | 5. Ime akpoede. 6. Igu ihe ogugu. | | | |
| 10 | nkejiasusu | Umu akwukwo ga-enwe ike : 1. Ikowa mputara na oru nkejiasusu 2. Igosi ha n'ahiriokwu. 3. Iji ha mee ahiriokwu | 1. Mputara, njirimara na oru: - Aha - Ngwaa - Nnochiaha. | 1. Ikowaputa mputara na oru nkejiasusu ndi a. 2. Inye omumaatu 3. Igu ihe ogugu 4. Ime akuakuzinwo. | 1. Igu ihe ogugu. 2. Ikowaputa nkejiasusu ndi a. 3. Inje omumaatu 4. Ime ahiriokwu nwere nkejiasusu ndi 5. Ide ihe odide. | - Akwukwo ogugu klasi - Chaati - Flashi kaadi | Umuakwukwo 1. Iguputa ahiriokwu abuo abuo nwere: - Aha - Ngwaa - Nnochiaha 2. Irugosusu a n'ime ahiriokwu 3. Imebe ahiriokwu ato nwere nkejiasusu ndi a. |
| 11 | MMUGHARI | | | | | | |
| 12 | ULE | | | | | | |

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TAAM NKE MBU**

NGALABA OMUMU: OMENALA

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|------------------------------|---|--|---|--|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 1 | Echichi na Echimechi odinala | Umu akwukwo ga-enwe ike : 1. ikwuputa udi echichi odinala di iche iche 2. ikowa mmalite ufodu n'ime ha. 3. iziputa etu esi echi echichi ndi a. 4. ikwu oru di iche iche ndi chiri echichi na-aruru. | 1. Echichi ndi Igbo di iche iche dk: - Iche Nzelozo - Iba Amanwulu - Ichi Eze - Ichi Iyom - Ichi Lolo | 1. Ikowaputa echichi di iche iche ndi Igbo na-echi dk: - Ichi Ezelozo - Iba Amanwulu - Iche Eze - Ichi Iyom - Ich Lolo | 1. Ikowaputa udi echichi di iche iche dk: - Ichi Ezelozo - Iba Amanwulu - Iche Eze - Ichi Iyom - Ich Lolo 2. Ikoputa mmalite echimechi sa uzo esi echi echichi 3. Ikpoputa oru di iche iche ndi chiri echi chi no-oru 4. Ime nyem nleta nkwanye ugwu | - Eserese - Chaati - Posta - Vidio | Umuakwukwo: 1. ikoputa echichi di iche iche ndi Igbo na-echi. 2. ikwu otu esi amalite ha 3. ikowa etu esi echi ha. 4. ideputa oru ato ndi chiri echichi na-aruru. 5. ideputa uzo echichi ato ndi Igbo na-echi. |
| 2 | Echichi na Echimechi odinala | Umu akwukwo ga-enwe ike : 1. ikwuputa udi echichi odinala di iche iche 2. ikowa mmalite ufodu n'ime ha. 3. iziputa etu esi echi echichi ndi a. 4. ikwu oru di iche iche ndi chiri echichi na-aruru | 2. Mmalite ufodu n'ime ha. 3. Etu e si echi echichi ndi a. 4. oru di iche iche ndi chiri echichi na-aruru. | 1. Ikowaputa echichi di iche iche ndi Igbo na-echi dk: - Ichi Ezelozo - Iba Amanwulu - Iche Eze - Ichi Iyom - Ich Lolo | 1. Ikowaputa udi echichi di iche iche dk: - Ichi Ezelozo - Iba Amanwulu - Iche Eze - Ichi Iyom - Ich Lolo 2. Ikoputa mmalite echimechi sa uzo esi echi echichi 3. Ikpoputa oru di iche iche ndi chiri echi chi no-oru 4. Ime nyem nleta nkwanye ugwu | - Eserese - Chaati - Posta - Vidio | Umuakwukwo: 1. ikoputa echichi di iche iche ndi Igbo na-echi. 2. ikwu otu esi amalite ha. 3. ikowa etu esi echi ha. 4. ideputa oru ato ndi chiri echichi na-aruru. 5. ideputa uzo echichi ato ndi Igbo na-echi. |

**IGBO
SS II
TAAM NKE MBU**

NGALABA OMUMU: OMENALA

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|---|--|--|--|---|--|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 3 | Ogugu na Aghotaazaa. Nlekoto gburugburu | Umu akwukwo ga-enwe ike: 1. igutali Igbo werewere na osooso 2. ikowaputa ihe ha guru banyere nlekota gburugburu. 3. ikowa mkpuru okwu ndi siri ike n'ihe ha guru 4. iji mkpuruokwu ohuru mebe ahiriokwu. 5. ikwu uche ha banyere ihe ha guru. | 1. Ogugu banyere nlekota gburugburu - Nkowa gburu gburu - Nzogbu a na-nwegasi na gburu gburu dika: ide mmiri,igbutu osisi aghara aghara dg - Uzo esi elekota gburu gburu. - Uru di n'llekota gburu gburu. | 1. Iduzi umuakwukwo n'ogugu banyere nlekota gburu gburu. 2. Ikowa ohuru na okwu ndi siri ike 3. Inye omumaatu 4. Iduzi mkpariatuka banyere ihe a guru 5. Igosi eserese na onyonyoo 6. Idu umuakwukwo gaa njem nleruanya | 1. Igu ihe ogugu 2. Iju na iza ajuju 3. Ikowa mkpuruokwu ohuru na ndi siri ike. 4. Iji mkpuru okwu ohuru 5. Ikwu uche ha banyere ihe a guru 6. Ikiri eserese na onyonyoo 7. Ije ejije 8. Iga njem leta | - Akwukwo ogugu - Eserese - Posta - Vidio | Umuakwukwo: 1. iguputa ihe ogugu nke oma 2. iza ajuju ise banyere ihe a guru 3. ikwu ma o bu ide uche ha banyere ihe a guru. |
| 4 | Ogugu na Aghotaazaa. Nlekoto gburugburu | Umu akwukwo ga-enwe ike : 1. igutali Igbo werewere na osooso 2. ikowaputa ihe ha guru banyere nlekota gburugburu. 3. ikowa mkpuru okwu ndi siri ike n'ihe ha guru. 4. iji mkpuruokwu ohuru mebeahiriokwu 5. ikwu uche ha banyere ihe ha guru. | - Oghom di n'elekotaghi gburu gburu. 2. Igu na iza ajuju banyere nlekota gburugburu 3. Uche umuaka banyere ihe ha guru | 1. Iduzi umuakwuko n'ogugu banyere nlekota gburugburu 2. Ikowa okwu ohuru na okwu ndi siri ike. 3. Inye omumaatu 4. Iduzi mkpariatuka banyere ihe a guru 5. Igosi eserese na onyonyoo 6. Idu umu akwukwo gaa njem nleruanya | Umuakwukwo 1. Igu ihe ogugu 2. Iji na iza ajuju. 3. Ikowa mkpuru okwu ohuru na ndi siri ike 4. Iji mkpuru okwu ohuru 5. Ikwu uche ha banyere ihe a guru 6. Ikiri eserese na onyonyoo 7. Ije ejije 8. Iga njem neta. | - Akwukwo ogugu - Eserese - Posta - Vidio | Umuakwukwo: 1. iguputa ihe ogugu nke oma 2. iza ajuju ise banyere ihe a guru 3. ikwu ma o bu ide uche ha banyere ihe a guru. |

**IGBO
SS II
TAAM NKE MBU**

NGALABA OMUMU: OMENALA

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|------------|---------|--|--|---|--|---|--|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 5 | Edemede | Umu akwukwo ga-enwe ike: 1. ikara ilu ewep utara. 2. ide otu ogologo akuko ma o bu nkenke akuko abuo kowaputara ilu ahu 3. ihazi ma deputa echiche adaba. 4. Imechi edemede etu o kwesiri 5. ikowa ihe bu menwoanya n'ihe gbasara mbamum 6. ide edemede a haziri ahazi dika inwe okwu mmalite, ahu edemede na okwu mmechi | 1. Usoro edemede, iko akuko kowaputara ilu - mmalite dika: Ihe Ilu ahu putara - ahu edemede dika; Iko out ogologo akuko gosiputara ihe ahu. - Mmechi edemede | 1. Ikowaputa edemede akomako dika iko akuko kowaputara ilu. 2. Igosiputa na inye omumaatu edemede akomako. 3. Iduzi ndi klasi n'ideputa omuma atu Edemede akomako 4. Ikowaputa ihe bu edemede nkowami 5. Iduzi ndi klasi n'ide edemede nkowami. | 1. Ikwuputa ihe bu edemede akomako. 2. Ihazi na-ide edemede akomako 3. Ihazi na-ide edemede akomako nke metutara otu Ilu 4. Ikowaputa ihe bu edemede nkowami 5. Ihazi na-ide edemede nkowami | - Kad bo odu - Chaati - Akwukwo ogugu | Umuakwukwo: 1. ikowa edemede akomako. 2. ihazi na-ide otu edemede na-akowaputa ilu. 3. ikowaputa edemede nkowami 4. ihazi na-ide otu edemede nkowami. |
| 6 | Edemede | Umu akwukwo ga-enwe ike: 1. ikara ilu ewep utara. 2. ide otu ogologo akuko ma o bu nkenke akuko abuo kowaputara ilu ahu 3. ihazi ma deputa echiche adaba. 4. Imechi edemede etu o kwesiri 5. ikowa ihe bu menwoanya n'ihe gbasara mbamum 6. ide edemede a haziri ahazi dika inwe okwu mmalite, ahu edemede na okwu mmechi. | 2. Usoro edemede: nkowami dika nlenwo anya n'ihe gbasara mbamuru (Value reorientation) - Okwu mmalite mputara isiokwu - Ahuedemede uche ode banyere isiokwu Okwu mmechi nchikota echiche odee | 1. Ikowaputa edemede akomako dika iko akuko kowaputara ilu. 2. Igosiputa na inye omumaatu edemede akomako. 3. Iduzi ndi klasi n'ideputa omuma atu Edemede akomako 4. Ikowaputa ihe bu edemede nkowami 5. Iduzi ndi klasi n'ide edemede nkowami. | 1. Ikwuputa ihe bu edemede akomako. 2. Ihazi na-ide edemede akomako 3. Ihazi na-ide edemede akomako nke metutara otu Ilu 4. Ikowaputa ihe bu edemede nkowami 5. Ihazi na-ide edemede nkowami | - Kad bo odu - Chaati - Akwukwo ogugu | Umuakwukwo: 1. ikowa edemede akomako. 2. ihazi na-ide otu edemede na-akowaputa ilu. 3. ikowaputa edemede nkowami. 4. ihazi na-ide otu edemede nkowami. |

**IGBO
SS II
TAAM NKE MBU**

NGALABA OMUMU: OMENALA

| IZU UKA | ISIOKWU | MBUNUCHE | NDINISOKWU | IHE OMUME | | NGWA NKUZI | NNWALE |
|---------|------------------------------------|---|--|--|--|---|---|
| | | | | ONYE NKUZI | UMUAKWUKWO | | |
| 7 | Edemede nka | Umu akwukwo ga-enwe ike: 1. ikowaputa edemede nka na udi ya. 2. ikwu uru edemede nka 3. ikwuputa njirimara edemede nka. 4. ide edemede nka. | 1. Nkowaputa edemede nka naudi ya. - Akuko - Ejije - Abu - Akako na eserese ntoochi 2. Uru edemede nka 3. Njirimara edemede nka: - Echiche onye - Edemede dabara n'usoro. - Asusu nka 4. Odide edemede nka | 1. Ikowaputa edemede nka na udi ya 2. Ikowa uru edemede nka 3. Ikowa njirimara edemede nka 4. Iduzi ndi klasi ndi klasi ije njem nleruanya na njem nkwanyegwu | 1. Ikwuputa edemede nka na udi ya 2. Ikwu uru edemede nka. 3. Ikwuputa njirimara edemede nka. 4. Ide edemede nka 5. Ise eserese 6. Ije njem nleruanya na njem nkwanyegwu. | - Akwukwo ogugu - Eserese | Umuakwukwo: 1. ikowaputa ihe bu edemede nka. 2. ikwu udi edemede nka abuo n'ime ndi enwere. 3. ikwuputa uru abuo edemede nka bara 4. ikwuputa njirimara abuo edemede abuo 5. ide otu nkenke edemede nka. |
| 8 | Ntughari | Umu akwukwo ga-enwe ike: 1. ikowa ihe bu ntughari. 2. ikwu usoro eji eme ntughari. 3. itughari ahirokwu. | 1. Nkowa ihe bu ntughari 2. Usoro esi eme ntughari - Iji Igbo Izugbe - Igbakwasa ukwu n'echice karia na mkpuruokwu. 3. Okwu ndi tara akpu: - Okwu mbite - akpaala okwu - ntughari kpomkwem. | 1. Ikowaputa ihe bu ntughari. 2. Ikowaputa usoro eji eme ntughari 3. Inye omumaatu 4. Iduzi ndi klasi n'ime ntughari | 1. Ikwu ihe bu ntughari. 2. Ikwu usoro eji eme ntughari 3. Inye omumaatu 4. Ime ntughari | . Akwukwo ogugu klasi . Chaati . Kadboo du. | Umuakwukwo: 1. ikwu ihe bu ntughari. 2. ikwu usoro ntugari. 3. itughari ahiriokwu ise. |
| 9 | Ntughari | Umu akwukwo ga-enwe ike : 1. Ikowa ihe bu ntughari 2. Ikwu usoro eji eme ntughari 3. Itughari ahirokwu | | 1. Ikowaputa ihe bu ntughari. 2. Ikowaputa usoro eji eme ntughari 3. Inye omumaatu 4. Iduzi ndi klasi n'ime ntughari | 1. Ikwu ihe bu ntughari. 2. Ikwu usoro eji eme ntughari 3. Inye omumaatu 4. Ime ntughari | | |
| 10&11 | MMUGHARI IHE A MURU NA TAAM | | | | | | |
| 12 | ULE | | | | | | |

BASIC ELECTRICITY
SS II
FIRST TERM

THEME: GENERATORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---------------|---|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | A.C Generator | Students should be able to: 1. state the principles of A.C generator. 2. Explain the characteristics of A.C generator. 3. describe the main features of A.C generator. 4. state applications of A.C generator. | 1. Concept of the principles of A.C generator. 2. Description of the constructional features of A.C generator. 3. Explanation with the diagram of characteristic of A.C generator. 4. Explanation of the use or application of A.C generator. | 1. Defines the principles of operation of A.C generator. 2. Draws and labels the diagram of A.C generator. 3. Draws and explains the wave generated by A.C generator showing the characteristics. 4. Explains the application of A.C generator. | 1. Listen to the teacher explains. 2. Participate by answering question as may be directed by the teacher. | 1. Chalk board. 2. Chart showing the A.C wave from A.C generator. | Students to: 1. describe principles of operation of A.C generator. 2. name 3 functional parts of an A.C generator. 3. list the area of application of A.C generator. |
| 2 | D.C Generator | Students should be able to: 1. state the principles of D.C generator. 2. explain the main features of D.C. generator. | 1. Concept of the principles of D.C generator. 2. Description of the constructional features of D.C generator. | 1. Defines the principles of operation of D.C generator. 2. Draws and explains the wave generation by D.C generator. | 1. Listen to the teacher explains. 2. Participate in answering questions from the teacher. | 1. Chalk board. 2. Chart showing the D.C wave from D.C generator. | Students to: 1. describe principles of operation of D.C generator. 2. name 3 functional parts of a D.C generator. |
| 3 | Impedance | Students should be able to: 1. define impedance. 2. describe the opposition of mixed circuit containing a resistor and inductor. 3. mention the unit in which it is measured. 4. solve problems associate with impedance. | 1. Definition of impedance. 2. Describing or drawing circuit diagram of impedance. 3. Stating composition of impedance such as resistor and inductor etc | 1. Explains impedance. 2. Displays samples of inductors or capacitors or resistor that makes ups impedance. 3. Writes down the formula on the chalk board. | 1. Examine the displayed samples of capacitors or inductors and which resistors which makes up impedance. 2. Observe the teacher solving some problem associated with impedance. 3. Participate in the discussion. | 1. Chalkboard. 2. Text books. 3. Sample of inductors and capacitors or inductors. 4. Chart. | Students to: 1. define impedance. 2. carry out the pattern of problem solving on impedance formula. |

BASIC ELECTRICITY
SS II
FIRST TERM

THEME: GENERATORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------------------|--|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Measuring instrument | Students should be able to: 1. identify electrical instrument. 2. state the operational range of electrical measuring instrument. 3. use electrical measuring instrument. 4. convert moving coil galvo. into ammeter and volt meter. | Electrical measuring instrument. | 1. Describes electrical measuring instrument. 2. Lists the operational range of the electrical measuring instrument. | 1. Examine the electrical measuring instrument. 2. Use the electrical instrument to measure some parameters example i. ammeter ii. voltmeter | 1. Chalkboard. 2. Text books. 3. Electrical measuring instrument e.g. voltmeter, Ammeter | Students to: 1. state five applications of measuring instrument. 2. increase operational range of an ammeter. |
| 5 | E.M.F and interval resistance. | Students should be able to: define E.M.F of a cell and internal resistance. | 1. Concept of electric power. 2. Relationship between E.M.F and internal resistances of a coil. | 1. Explains the meaning of E.M.F and states the formular for finding E.M.F 2. Calculates the E.M.F of a cell and interval resistance of a cell. 3. Write the formular for finding the E.M.F of a cell. | 1. State the formular of the E.M.F 2. Calculate E.M.F of a cell. 3. Calculate the (r) interval resistance of a cell $E = Ir + IR$ $Pd = V = E - Ir$ | 1. Chalk board. 2. Text book. 3. Charts. | Students to: 1. explain the meaning of i. E.M.F. ii. the interval resistance of cell. 2. calculate E.M.F of a cell. |

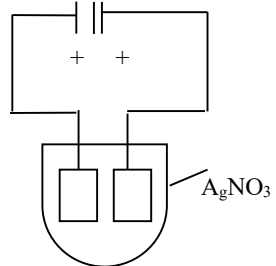
BASIC ELECTRICITY
SS II
FIRST TERM

THEME: GENERATORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------------|--|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Electrical energy and power. | Students should be able to: 1. state the unit and instrument for measuring power and energy. 2. define energy and power. 3. explain the relationship between electric, power and energy Energy = W=Q Joules 4. calculate joules per coulomb per volts $W=I^2RT$. | 1. Concept of electric, power and energy. 2. Relationship between them including current. 3. Calculation of electric energy. | 1. Explains the meaning and states the formula for finding electric energy and power dissipated e.g. $P = \frac{V^2}{R} \dots 1$ 2. Performs an experiment to verify joules law. | 1. State the formula for electric energy and power. 2. Calculate the power dissipated in a given circuit. 3. Participate in the experiment performed by the teacher. | 1. Chalk board. 2. Text book. | Students to: 1. explain the meaning of electric energy with the unit. 2. calculate the power dissipated by 5 Ohm resistor. |
| 7 | Resistivity conductivity. | Students should be able to: 1. define resistivity of a material. 2. state its unit of measurement. 3. state the relation between resistivity and conductivity. | 1. Concept of resistivity. 2. Relationship between resistivity and conductivity and length of a material e.g. $R = \frac{\rho l}{\pi r^2}$ $\rho = \frac{R\pi r^2}{l}$ | 1. Explains the meaning of resistivity of a material and states the formula for finding it. 2. Uses the formula for calculating the resistivity of a material e.g. wire. | 1. Participate in stating the formula of resistivity of a material. 2. Solve problem on their own based on the formula of resistivity of a wire e.g. $R = \frac{\rho l}{\pi r^2}$ | 1. Charts. 2. Chalk board. 3. Text books. | Students to: 1. explain the meaning of resistivity of a material. 2. state the formula of resistivity. 3. solve problems based on resistivity. |

BASIC ELECTRICITY
SS II
FIRST TERM

THEME: GENERATORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---------------------------------------|---|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | Conductivity | Students should be able to: 1. define conductivity of a material. 2. state its unit of measurement. 3. compare the E.M.F of a material and conductivity. | 1. Concept of conductivity. 2. Other formulae for finding conductivity. 3. Calculation involving conductivity and resistivity. $\delta = \frac{1}{\rho} \frac{\text{conductivity}}{\delta}$ | 1. Explains the meaning of conductivity of a material. 2. States the formular for finding conductivity. 3. Uses the formular to calculate the conductivity of a material. | 1. State the formular for finding conductivity of a material. 2. Calculate conductivity of a material. 3. Participate in the discussion of the class with the teacher. | 1. Chalk board. 2. Tex book. 3. Charts. | Students to: 1. define conductivity. 2. mention or list three materials that have the highest conductivity. 3. calculate the conductivity of a material. |
| 9 | Electrical conduction through liquids | Students should be able to: 1. define electrolysis. 2. state different kinds of electrolysis. 3. State faraday's law of electrolysis. 4. calculate i. the current passing through an electrolysis ii. the electrol chemical equivalent $M = ZIt$ $M = ZIt$ $M = ZIt$ ----- (1) $M = ZIt$ -----(2) | 1. Electrolysis of silver nitrates example. 2. Identification of anode +, cathode – 3. Electrolyte and non electrolyte contains and anions, electrodes. 4. Application of electrolysis. | 1. Explains the composition of electrolysis. 2. Defines electrolysis. 3. Explains various types of electrolysis. 4. Writes down the formula for electrolysis. $M = ZIt$ $M = ZIt$ 5. Calculates the current ad electrochemical equivalent. | 1. Identify the composition of electrolysis. 2. Draw the structure and composition of electrolysis. 3. Participate I classroom discussion with the teacher. 4. Calculate the release of E.C.E and current in a given problem. | 1. A full cell decomposition of electrolysis of silver Nitrate using silver plate as electrode  2. Chalk board. 3. Text books. | Students to: 1. define electrolysis. 2. mention composition of electrolysis. 3. calculate the current passing through electrolysis. 4. find the electrochemical equivalent. |

BASIC ELECTRICITY
SS II
FIRST TERM

THEME: GENERATORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------|--|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 10 | A.C motors | Students should be able to: 1. define A.C motors. 2. state the types of A.C motors. 3. state the working principle of A.C motor. 4. state application and phase motor. | 1. Description the working principle of A.C motors 2. Diagram description of A.C motors. 3. Stating types of A.C motors e.g. simple and split phase. | 1. Describes the working principles of A.C motors. 2. States with examples the types of A.C motors (3 phase). 3. Squirrel, wound rotor motor, cage motor, synchronous motor etc 4. States examples application of A.C | 1. Listen as the teacher describes the working principle of A.C motor. 2. Participate by giving examples of domestic motors in their homes. | 1. Electrical motor e.g. fan, 3 phase motor, electrical tools. 2. A dismantle motor showing their parts to students. | Students to: 1. define motor. 2. describe the working principle of an A.C motor. 3. name the types of motor in your homes etc. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

BASIC ELECTRICITY
SS II
SECOND TERM

THEME: DISTRIBUTION OF ELECTRICITY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------------|--|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Electricity generation | Students should be able to: 1. explain the meaning of electricity generation. 2. name the different kinds of electricity generation. 3. explain the principles of operation of various generating stations. | 1. Concept of electricity generation. 2. Components of generating plants. 3. Generating station example - Hydro power - Gas power - Steam power - Thermal 4. Advantages and disadvantages of generation station. | 1. Explains the meaning of electricity generation. 2. Discusses these types of generating station. 3. Using diagrams to demonstrate generating stations and power plant. 4. Takes the students on field to generating station. | 1. Mention the types of electricity plants. 2. Draw simple diagrams of power generating station. 3. Examine and ask questions on equipment and operation of station. | 1. Solar cells. 2. Charts of various electricity generation system. 3. Samples of A.C alternators. 4. Charts and diagrams of electricity generating stations. | Students to: 1. explain the meaning of electricity generation. 2. state the advantages of hydro power over stream power plant. |
| 2 | Transmission of electricity. | Students should be able to: 1. define transmission and describe methods of transmission of electric power. 2. distinguish between short and medium transmission line. 3. identify the main components of transmission system. | 1. Concept of transmission of electricity. 2. Describe method of transmission of electricity. 3. Functions of the main components of transmission system. 4. Layout for transmission of electricity power. | 1. Defines transmission of electricity. 2. Describes methods of transmission and operating voltages. 3. Lists and explains the functions of the main components of a transmission system. 4. Layouts for transmission of electricity power. | 1. Sketch and label simple component of a transmission system. 2. Observe and examine various transmission lines voltages and accessories. | Samples of available equipment and material relating to transmission of electricity. | Students to: 1. List main components used for transmission of electric power. 2. Explain the uses of component. |

BASIC ELECTRICITY
SS II
SECOND TERM

THEME: DISTRIBUTION OF ELECTRICITY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------------|---|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Distribution of electricity. | Students should be able to: 1. definition of electricity distribution layout and main components. 2. draw the main components of electricity distribution and state the functions of distribution, transformers and substation. | 1. Basic concept of electricity distribution. 2. Functions of substation - transformers - distributors and feeders 3. Field trip. | 1. Explains the meaning of distribution. 2. Draws the layout and main components of electricity distribution over head. 3. Uses of underground cables etc. 4. States functions of distribution, transformers, substation control plants etc | 1. Observe and ask questions. 2. Sketch the distribution loads according to phase system 3. Participate in the field trip. 4. Participate in class discussion. | 1. Charts 2. Pictures of distribution system 3. Cables and scrap accessories etc | Students to: 1. list components used in over head distribution. 2. write down your observation from the field trip on distribution of electricity. |
| 4 | Wiring regulation. | Students should be able to: 1. state some regulations guiding wiring methods [i.e. I.E.E]. 2. observe I.E.E regulations governing electrical wiring. | 1. Use of I.E.E regulations as applied to electrical wiring. 2. Application of I.E.E regulations. | 1. States the need for I.E.E regulations to be observed when working with electricity. 2. Produces the current I.E.E regulations for explanation. | 1. Observe the I.E.E regulations while working in the electrical work shop. 2. Ensure that I.E.E regulations are strictly followed. | 1. Tool box. 2. Text books. 3. Current and up to date I.E.E regulation booklet. | Students to: 1. define the term I.E.E 2. list the I.E.E. regulations governing the choice of cables for installation. |

BASIC ELECTRICITY
SS II
SECOND TERM

THEME: DISTRIBUTION OF ELECTRICITY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------------------|---|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Had tools and testing instruments. | Students should be able to: 1. identify various tools and testing instruments. 2. state the uses of hand tools and measuring instrument. | 1. Tools and testing instrument. 2. Uses of tools and testing instrument. | 1. Lists various tools and measuring instrument such as screw drivers, pliers, hammer, scrappers etc 2. Explains the uses of various tools and testing instrument in wiring of houses. 3. Demonstrates how to use them. | 1. Identify tools and testing instruments as teacher explains. 2. Identify the uses of tools and measuring instruments. 3. Examine the various tools and testing instruments. | 1. Tool box containing all hand tools and testing instrument. 2. Practical workshop text books. | Students to: 1. state the uses of the following tools and testing instrument i. pliers ii. megger iii. flat screw driver. |
| 6 | Magnets | Students should be able to: 1. describe magnet. 2. identify magnets. 3. draw magnets flux lines. 4. utilize magnets in generating e.m.f 5. calculate the distance between poles. | 1. Origin of magnets. 2. Properties of magnets. 3. Application of magnets. | 1. Describes magnet. 2. Illustrates the drawing of magnetic flux lines. 3. Demonstrates the drawing of a magnets flux lines. 4. Uses a magnet to generate electro motive force e.m.f | 1. Observe teacher's demonstration of drawing of magnetic flux lines. 2. Carryout the generation of electro motive force e.m.f 3. Compute the distance between the poles of a magnet. | 1. Chalk board. 2. Text book. 3. Magnet. 4. Charts. | Students to: 1. state the uses of the following tools on a magnet. 2. list four properties of a magnet. 3. state five application of magnet. |

BASIC ELECTRICITY
SS II
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THEME: DISTRIBUTION OF ELECTRICITY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-----------------|---|--|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| | Magnetic field | Students should be able to: 1. describe the magnetic field. 2. identify the magnetic field. 3. draw magnetic field. 4. explain the magnetic lines of force. | 1. Concept of magnetic field. 2. Magnetic line of force. 3. Pattern of magnetic field. 4. Magnetic field around a solenoid. | 1. Describes the process of demagnetization. 2. Illustrates with diagram the lines of force in a magnet. 3. Demonstrates magnetic field around a solenoid. | 1. Observe the teacher's demonstration of the drawing of magnet filed. 2. Carryout the drawing of a magnetic field by themselves. | 1. Chalk board. 2. Text book. 3. Solenoid. 4. Magnets. | Students to: 1. plot the magnetic field around a bar magnet. 2. make a magnet from a soft iron core. |
| 8 | Demagnetization | Students should be able to: 1. explain the meaning of demagnetization. 2. identify the method of demagnetization - electrical - mechanical - heating 3. describe the ways in which each of these methods is use to demagnetizes a magnet. | 1. Concept of demagnetization. 2. Methods of demagnetization. 3. Process of demagnetization - Electrical - Mechanical - Heating | 1. Describes the process of demagnetization. 2. Illustrates with diagram of a solenoid with a magnet and connected to electric current. 3. Uses hammer to hammer the magnets when they are pointing to East-West direction. | 1. Observe the teacher's demonstration of demagnetization. 2. Participate in class room discussion o demagnetization. 3. Observe the teacher using hammer in demagnetizing process. | 1. Chalk board. 2. Bar magnet. 3. Hammer. 4. Solenoid. | Students to: 1. demagnetize a magnet using the methods. 2. list the three methods of demagnetization. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------|---|--|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Types of wiring | Students should be able to: 1. describe the various types of wiring method. 2. identify the lighting points and the switches that control it. | 1. Types of wiring system. - Surface - Conduit - Trucking - Ducting using point and switches. | 1. Describes the wiring methods using illustrations and switches. 2. Identifies switch gang e.g. one, two and three gang switches. 3. Carries out series and parallel wiring lighting points controlled by a switch on the wiring board. | 1. Listen attentively, ask and answer questions. 2. Observe and examine the switches. 3. Observe and identify techniques used in connection. | 1. P.V.C cables cutting tools. 2. Switch boards. 3. Nails etc | Students to: 1. list the two common wiring methods. 2. wire one or two points of light controlled by one gang switches and socket outlets. |
| 10 | Wiring regulation | Students should be able to: state one regulation guiding wiring methods [i.e. I.E.E] regulation. | 1. Preparation of cable ends for connection as stipulated e.g. even cut of insulator back. 2. Method of terminating cables at joints. | 1. Demonstrates the method of preparing cables end for connection. 2. Carries out the cable jointing method himself in the class room. | 1. Watch and observe the use of cutting tools and joining tools. 2. Carry out the practical wiring. | 1. Tools box. 2. Connector box and soldering iron etc | Students to: join two ends of cables with connector block. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

BASIC ELECTRICITY
SS II
THIRD TERM

THEME: MEASUREMENT ERRORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-----------------------------|---|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Instrumentation errors. | Students should be able to: 1. identify sources of errors in electrical measuring instruments. 2. reduce electrical instrument errors. | Electrical measurement instruments errors e.g. Random and systematic, static errors. | 1. Describes the sources of error in electrical instruments. 2. Demonstrates how instruments errors are minimized during measurement. | 1. Examine the displayed electrical measuring instruments. 2. Observe the teacher demonstration of instrument errors during measurement. | 1. Chalk board. 2. Text book. 3. Electrical measuring instrument e.g. voltmeter, Ammeter, Muger etc. | Students to: 1. list two sources of instrument errors during measurement. 2. list two methods of minimizing instrument errors. |
| 2 | Converters | Students should be able to: 1. define a converter, power supply, converter and inverters. 2. state the various types of converter. 3. state the applications of a converter. | 1. Power supply converters and inverters. 2. Types of converter. | 1. Explains the meaning of power supply, inverters and converters. 2. Explains various types of converters - DC to DC - AC to DC - DC to AC | 1. State the meaning of power supply inverters and converters. 2. List the types of converters. | 1. Dc power supply unit. 2. Chalk board | Students to: 1. define power supply. 2. list the types of converters and inverters. |
| 3 | D.C generator field system. | Students should be able to: 1. identify types of D.C generators. 2. differentiate between series and shut, compound D.C generators. | 1. Types of direct current generators. 2. Method of connection field circuit [shut series and compound]. 3. State the uses of d.c generators. | 1. Explains types of d.c generator. 2. Sketches the connecting diagram of the field circuit (series, shunt and compound). | 1. Observe and draws the connecting diagram of the field circuit. 2. Listen attentively, ask and answer questions. | 1. The D.C generator. 2. The chalk board. | Students to: 1. list three types of d.c. generator. 2. state four differences between A.C and D.C generator. |

BASIC ELECTRICITY
SS II
THIRD TERM

THEME: MEASUREMENT ERRORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------------------------|---|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Conduit runs and fitting | Students should be able to: identify conduit materials and fittings | 1. Types of conductive materials accessories metallic and non metallic classification and application.\n2. Conduit fitting junction boxes, elbow band male and female. | Takes a field trip to building site and observes wiring installation in progress. | Observe and practice on the job. | 1. Tools box materials. 2. Tape for measuring length of job. | Students to: list conduit materials used in the site. |
| 4 | Install circuit using conduit system | Students should be able to: conduct practical work i. marking out e.g. position of switches ii. prepare the conduit walls and boxes iii. fixing and drawing cables. | 1. Demonstration of processes in a building suite. 2. Drawing cables into conduit using fishing wire and draw wire. | 1. Takes a field trip to building site. 2. Demonstrates the processes. | Observe what the teacher does and participate in the process. | Cables, switches, junction boxes, chip etc | Students to: state the different methods used in electrical wiring. |
| 5 | Trucking and ducting. | Students should be able to: differences between trucking and ducting. | 1. Types of trucking and ducting area of application. 2. Trucking and ducting fittings. | Describes where trucking and ducting are used. | Listen attentively, ask questions and answer questions, | Picture/charts of trucking and ducting installation. | Students to: list three each of trucking and ducting. |
| 6 | Power sockets outlets | Students should be able to: 1. wire running mains for domestic use or premises. 2. identify ring and radical circuit. | Layout diagram of radical circuit, ring circuit, final sub circuit and spur with detail explanation. | 1. Sketches layout diagram of radical final sub circuit and spur. 2. Carries out the practical on a wiring board. | Observe and carry out perfect connections. | Samples of already completed works displayed. | Students to: 1. draw a radical sub circuit. 2. draw spur types of socket. |

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THEME: MEASUREMENT ERRORS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|---------------|--|--|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Maintenance and repair of various electrical appliances. | Students should be able to: 1. carry out basic maintenance of electrical appliances. 2. identify and replace of damaged parts etc. | 1. General preventive maintenance of electrical appliances. 2. Determining faults and remedies | Demonstrates basic maintenance practice using electrical appliances. | Learn to correctly dismantle and assemble appliances. | Correct tools and appliances. | Students to: undertake simple maintenance project on electrical appliances. |
| 8 | Battery | Students should be able to: construct a battery. | Battery. | 1. Provides suitable electrolyte for use in the construction of a battery of at least 3 cell. 2. Show film/ charts of a battery and its parts. | Construct a battery of at least 3 cells and uses them to light a bulb. | Components of cells i. Different metal plates. 2. Suitable electrolyte. | Students to: construct a battery of at least three cells. |
| 9 | Electroplating | Students should be able to: electroplate a suitable electrode. | Electroplating. | 1. Provides suitable electrolyte for use in electroplating a suitable electrodes. 2. Shows film/chart on industrial electroplating industries. | 1. Prepare a suitable electrolyte and use it to electroplate a suitable electrode. 2. Discuss the application of electroplating in industries. | Suitable electrolyte - electrodes 2. D.C sources 3. Connecting wires 4. Key 5. Rheostat 6. Ammeter | Students to: electroplate a metal spoon and use it. |
| 10 | Application of electromagnetic field. | Students should be able to: construct 1. galvanometer. 2. electric motor. 3. generator | 1. Galvanometer. 2. Electric motor. 3. Generator | 1. Shows film/chart galvanometer, Electric motor. 2. Generators and their various parts. 3. Arranges a visit to an electrical workshop for display of various parts. | 1. Construct a galvanometer and use it. 2. Construct an electric motor. 3. Construct D.C and A.C generators. | 1. Horse core magnet. 2. D.C source. 3. Soft iron core. 4. Hair spring 5. Pointer 6. Model transformer. 7. Pole. | Students to: construct 1. galvanometer 2. d.c motor 3. a.c motor 4. dc/ac. 5. explain their functions. |
| 11 - 12 | REVISION AND EXAMINATION | | | | | | |

**BASIC ELECTRONICS
SS II
FIRST TERM**

SUB THEME: ELECTRONICS COMPONENTS AND CIRCUITS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|-----------------------------|--|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1, 2, 3 & 4 | Alternating Current Circuit | Students should be able to: 1. define the terms - capacitive reactance - inductive reactance - impedance 2. explain RL and RC 3. explain RLC circuit. 4. calculate inductive and capacitive reactance (XL & XC). 5. explain series and parallel resonance. 6. Calculate series and parallel resonance | 1. Concept of capacitive reactance, inductive and impedance. 2. RL and RC circuits 3. Calculation of capacitive reactance (XC) and inductive reactance (XL). 4. Resonance frequency. | 1. Explains the concept of – capacitive reactance. - Inductive reactance and impedance 2. Explains RL and RC circuits. 3. Demonstrates the operation of RL and RC circuits. 4. Calculates capacitive reactance and inductive reactance. 5. Explains resonance frequency. 6. Calculates series and parallel resonance. | 1. Participate in class discussion. 2. Calculate capacitive and inductive reactance (XC) and (XL) as directed by the teacher. 3. Calculates series and parallel resonance. | Calculator resistors inductors capacitors AC source | Students to: 1. define the following terms: - capacitive reactance. - inductive reactance and - impedance 2. explains rl and rc circuits. 3. calculate xl in a circuit of frequency of 50 HZ and inductance of 20h. 4. calculate XC in a circuit of frequency 10Hz and capacitance of 100 NF |
| THEME: ELECTRONIC COMPONENTS AND CIRCUITS | | | | | | | |
| 5 & 6 | Power in AC circuits | Students should be able to: 1. explain power and power triangle. 2. explain power factor and power factor correction. 3. state advantages of power factor correction. 4. calculate power factor in a given AC circuit. 5. explain Q-factor and band width | 1. Power and power triangle. 2. Power factor and its correction 3. Advantages and disadvantages of power factor correction 4. Calculation of power factor 5. Q-factor and band width | 1. Explains power and power triangle. 2. Explains power factor and power factor correction 3. Calculates power factor. 4. Explains Q-factor and bandwidth (FH and FL) | 1. Participate in class discussion 2. Calculate power factor in a give AC circuit. | Calculator Chart on power triangle | Students to: 1. explain power in ac circuits 2. explain power factor in ac circuits. 3. calculate power factor in a given ac circuit 4. explain Q-factor and bandwidth |

**BASIC ELECTRONICS
SS II
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SUB THEME: ELECTRONICS COMPONENTS AND CIRCUITS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------------------------------------|--------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| THEME: SEMICONDUCTOR DEVICES | | | | | | | |
| 7, 8, 9 & 10 | Transistors | Students should be able to: 1. explain the concept of a transistor. 2. explain the concept of a transistor 3. explain bipolar transistor circuits 4. explain types of transistors and symbols. 5. explain applications of transistors. | 1. Concept of transistors 2. Biasing of transistors. 3. Bipolar transistor circuit. 4. Types of transistors (e.g.) bipolar, FET, JFET, MOSFET, etc) and symbols 5. Applications of transistors. | 1. Explains the concept of transistors. 2. Leads discussion on biasing of a transistor. 3. Discusses basic bipolar transistor circuits. 4. Explains the types of transistors and symbols 5. States the applications of transistors | 1. Draw transistor symbols. 2. Draw transistor biasing arrangements. 3. Draw common emitter, collector, and base circuits. | 1. Transistors e.g. bipolar, FET, JFET, MOSFET etc. 2. Charts on types of transistors, biasing arrangements and bipolar transistor circuits | Students to: 1. explain the concept of transistor 2. explain biasing arrangement 3. draw and explain common emitter, collector and base circuits 4. state types of transistors and symbols. 5. state 3 applications of transistors. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SUB THEME: SEMICONDUCTOR DEVICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|----------------------------|---------------------|--|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1, 2, & 3 | Integrated circuits | Students should be able to: 1. explain the concept of integrated circuit. 2. state advantages and disadvantages of integrated circuit (IC) 3. state the applications of IC. 4. explain the concept of microprocessor. 5. explain the following terms as related to microprocessor: RAM, ROM and EPROM 6. mention applications of microprocessor. | 1. Concept of integrated circuit (IC) 2. Advantages and disadvantages IC. 3. Applications of IC. 4. Concept of microprocessor. 5. Explanation of the following terms in microprocessor: RAM, ROM, and EPROM. 6. Applications of microprocessor. | 1. Explains the concept of integrated circuit (IC). 2. Discusses the advantages and disadvantages of IC. 3. Leads discussion on the applications of IC. 4. Explains the concept of microprocessor. 5. Explains the following terms as related to microprocessor: RAM, ROM, and EPROM. 6. States applications of microprocessor | 1. Participate in class discussion 2. Ask and answer question 3. Copy notes. | 1. ICS Microprocessors 2. Software on ICS and microprocessors 3. Charts on ICS and microprocessors | Students to: 1. define IC 2. state the active and passive components of IC 3. mention three applications IC. 4. explain the concept microprocessor. 5. define: RAM, ROM, and EPROM. As relate to microprocessor. 6. state three applications of microprocessor. |
| THEME: POWER SUPPLY | | | | | | | |
| 4, 5 & 6 | Power supply unit | Students should be able to: 1. explain rectification 2. explain the differences between half wave and full wave rectification. 3. explain how A.C is converted to D.C. by the use of rectifiers 4. state the meaning of voltage regulation. 5. explain the operation of voltage regulators | 1. Rectification. 2. Regulation 3. Types of voltage regulators series voltage regulator. Transistorized - Electronics voltage regulator. | 1. Explain rectification. 2. Guides discussion on the principles of operation of rectifier. 3. Guides students to state the differences between half wave and full wave rectification. 4. Explains the principles of operations of voltage regulator of voltage regulator. 5. Lists and differentiates types of voltage regulators. | 1. Listen attentively 2. Draw circuit diagrams of half wave rectifiers | Diodes Resistors Transistors Pictures of rectifiers and voltage regulators | Students to: 1. define rectification 2. explain the use of rectifier in power supply unit. 3. state the differences between half wave and full wave rectifiers 4. state the functions of voltage regulator in a power supply unit. |

**BASIC ELECTRONICS
SS II
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SUB THEME: SEMICONDUCTOR DEVICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|----------------------------------|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| THEME: INTRODUCTION TO COMMUNICATION SYSTEM | | | | | | | |
| 7, & 8 | Radio transmission and reception | Students should be able to: 1. describe the principle of radio transmission and reception (AM and FM) 2. explain each stage of radio receiver (FM and AM). 3. state the relative advantage of FM over AM. | 1. Principle of radio transmission and reception. 2. Stages of radio receiver (AM and FM) e.g. - Tuner - AF amplifier - IF amplifier - Detector - Power supply 3. Comparism of AM and FM receivers 4. Fault detection in radio receiver | 1. Explains the concept of radio transmission and reception. 2. Describes the function of each stage of AM and FM radio receivers. 3. Demonstrates how to detect faults in a radio receiver. 4. Takes students on a field trip | 1. Listen and participate in class discussion. 2. Carry out systematic fault detection in a typical radio receiver. 3. Go on field trip | Charts showing block diagram of radio transmission system. Charts showing stages of a typical radio receiver multi meters oscilloscope | Students to: 1. describe the concept of radio transmission and reception system. 2. state the functions of each stage of AM and FM radio receivers. 3. state the advantages of FM receiver over AM. 4. use a faulty radio detect the fault |
| 9 & 10 | Television receiver | Students should be able to: 1. explain stages of a television receiver using block diagram | Block diagram of stages of a TV receiver | Explains the stages a TV receiver using a block | 1. Listen and participate in the lesson | Charts showing stages of a typical TV receiver | Students to: 1. describe each stage of a TV receiver using block diagram |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**BASIC ELECTRONICS
SS II
THIRD TERM**

THEME: MEASURING INSTRUMENTS AND TOOLS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|------------|--|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Hand tools | Students should be able to: 1. explain the meaning of hand tools 2. state types and uses of hand tools | 1. Meaning of hand tools. 2. Types and uses of hand tools e.g. soldering iron, combination pliers, long nose pliers, side cutter, electrician knife, brushes, screw-drivers etc. | 1. Defines hand tools 2. Explains different hand tools and their uses. | 1. Participate in class discussion. 2. Ask and answer questions. 3. Copy notes | Various hand tools charts showing hand tools | Students to: 1. define hand tools. 2. list and state the uses of any ten hand tools. |
| THEME: MEASURING INSTRUMENTS AND TOOLS | | | | | | | |
| 2 & 3 | | Students should be able to: 1. explain the meaning of measuring instrument. 2. differentiate between analogue and digital measuring instruments. 3. state different types of measuring instrument and their respective uses | 1. Concept of measuring instrument. 2. Classification of measuring instrument analogue and digital. 3. Types and uses of measuring instruments, e.g. multimeter, voltmeter, ohmmeter, etc. | 1. Explains the concept of measuring instrument. 2. Explain the terms: analogue and digital measuring instrument. 3. Lists and explains the uses of measuring instruments. 4. Demonstrates the use of each of the instrument in measuring electronics quantities. | 1. Listen to teacher's explanations. 2. Participate in discussion. 3. Use measuring instruments to measure electrical quantities: multi meter, voltmeter, ammeters, ohmmeter etc. | 1. Various measuring instruments both analog and digital 2. Charts showing measuring instruments 3. circuit boards | Students to: 1. define measuring instruments. 2. differentiate between analog and digital measuring instruments. 3. state any five measuring instruments and their uses. |

BASIC ELECTRONICS
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THEME: MEASURING INSTRUMENTS AND TOOLS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------------------------------------|-------------------------|--|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| THEME: TRANSDUCERS AND SENSORS | | | | | | | |
| 5,6 & 7 | Transducers and sensors | Students should be able to: 1. explain the meaning of the following: i. transducer ii. sensor 2. discuss the principle of operation of transducer. 3. explain the principles of operation of a sensor. 4. state types of transducers and sensors | 1. Explanation of terms: - Transducer - sensor 2. Principles of operation of transducer 3. Principles of operation of sensor 4. Types and uses of (e.g. acoustic, dynamic, electrostatic, electromagnetic, etc) 5. Types and uses of sensors (e.g. capacitive pressure sensor, photo electric proximity sensor, etc) | 1. Explains the meaning of: - Transducer - Sensor 2. Describes the operation of a transducers 3. Describes the operation of a sensor. 4. Explains types and uses of transducers. 5. Explains types and uses of sensors. 6. Demonstrates the use of sensors | 1. Participate in class discussion 2. Observe teacher's demonstration. 3. Practice the use of sensor as demonstrated by the teacher. | Charts showing different types of transducers and sensors. | Students to: 1. define transducers and sensors. 2. mentions accurately the operation of transducers. 3. mention types of transducers. 4. mention types of sensors. 5. explain the uses of transducers. 6. explain the uses of sensors |
| 8, 9 & 10 | Acoustic transducers | Students should be able to: 1. explain types of acoustic transducers. 2. state the applications of acoustic transducers | 1. Types of acoustic transducers e.g. Loudspeakers, microphone earphone, etc. 2. Applications of acoustic transducers | 1. Explains the different types of acoustic transducers. 2. Explains the applications of acoustic transducers. E.g. tweeter, microphone, underwater speaker, etc. | 1. Participate in class discussion. 2. Ask questions. 3. Copy notes | Loudspeakers Microphones Earphones Charts showing acoustic transducers | Students to: 1. list different types of acoustic transducers. 2. mention typical applications of acoustic transducers. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**AUTO MECHANICS
SS II
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|---|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Preventive Maintenance I | Students should be able to: 1. explain the importance of preventive maintenance. 2. carry out routine maintenance. | 1. Purpose of preventive maintenance. 2. Maintenance schedule on time and mileage basis. | 1. Defines preventive maintenance. 2. Explains its importance. 3. Demonstrates routine maintenance. | 1. Observe and participate in class, discussion. | 1. Poster 2. Chart 3. Software | Students to: 1. state the importance of maintenance. 2. carry out routine maintenance. |
| 2 | Preventive Maintenance II | Students should be able to: 1. identify lubrication points and intervals. 2. determine when to top up or replace oil and water in the system. | Lubrication points. | Points out the lubrication points and explain the intervals. | 1. List out the procedure and lubrication points for a typical vehicle. 2. Check oil level, drain and refill. 3. Record the procedure and observation. | 1. Real object 2. Chalkboard 3. Software. | Students to: identify lubrication points and state the intervals. |
| 3 | Fault diagnosis | Students should be able to: diagnose faults using appropriate equipment. | 1. Systematic fault diagnosis. 2. Use of diagnostic equipment such as meters and testers. | Demonstrates the uses of diagnostic equipment to trace fault. | 1. Use various fault diagnostic equipment. 2. Describe the procedure and result. | 1. Chalkboard 2. Real object 3. Chart. | Student to: Demonstrate the use of diagnostic equipment to trace fault. |
| 4 | Lighting system | Students should be able to: 1. locate faults in the lighting system. 2. replace bulbs and fuses. 3. align head lamp. | 1. Simple fault diagnosis. 2. Lamp and fuse replacement. 3. Head lamp alignment. | 1. Demonstrates on how to locate faults in the lighting system. 2. Removes and replace bulb and fuse. 3. Aligns head lamps. | 1. Align head lamps and record the procedure. 2. Remove and replace parking lamps, head lamps and fuses. | 1. Chalkboard 2. Software 3. Real object. | Students to: 1. demonstrate how to trace faults in lighting system and record the procedure. 2. remove and replace parking lamps and fuses. |
| 5 | Starting system | Students should be able to: locate and rectify simple starting faults. | Stating problems, causes and rectification e.g. starter, motor and ignition problems. | 1. Describes the procedure on how to locate and rectify starting faults. 2. Demonstrates on how to locate and rectify starting faults. | 1. State the procedure for locating and rectifying starting faults. 2. locate and rectify starting faults. | 1. Real object 2. demonstration board 3. Software. | Students to: 1. state the procedure for locating and rectifying starting faults. 2. demonstrate on how to locate and rectify starting fault. |

**AUTO MECHANICS
SS II
FIRST TERM**

THEME: SAFETY AND MAINTENANCE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-----------------------------|------------------------------------|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Fuel system | Students should be able to: 1. sketch the layout of the system and label the components. 2. explain the functions of the main components. 3. locate and examine faults in the fuel system. | 1. Functions of the fuel system. 2. Main components and their operation e.g. fuel tank, fuel pumps. 3. Simple fuel system fault diagnosis e.g. fuel pump testing and filter cleaning. | 1. Sketches the layout of a fuel system. 2. Explains the functions of the components. 3. Demonstrates removal, cleaning, and location of fault. 4. Demonstrates on, how to adjust idling speed. | 1. State the functions of the main components of fuel system. 2. Remove clean and replace fuel filter and pump. 3. Adjust idling speed. | 1. Chalkboard 2. Real object 3. Software 4. Demonstration board. | Students to: 1. sketch the layout of a fuel system and label the components. 2. state the functions of at least four components mentioned above. 3. locate faults and rectify it. |
| THEME: ENGINE SYSTEM | | | | | | | |
| 7 | Cooling system and its requirement | Students should be able to: 1. describe on how heat is transferred away from the combustion chamber. 2. explain the effect of low, normal and high temperature on engine performance. 3. explain the uses of air and water in engine cooling system. | 1. Conduction, convection, and radiation. 2. Low, normal high requirements. 3. Effect of engine temperature on engine performance and failures e.g. engine knock. 4. The operation of an air-cooling system. 5. The operation of water cooling system. | 1. Demonstrates the process of heat transfer. 2. Sketches and explains the effect of temperature on the engine performance. 3. Explains the principles of air and water cooling system operation. | 1. Observe simple heat transfer. 2. State the effect of temperature on engine performance. 3. State on how air and water cooling system operate. 4. Feel the upper and lower radiation, hose, after running it for five minutes and state what happen. | 1. Chalkboard 2. Real object 3. Chart 4. Software. | Students to: 1. explain heat transfer processes. 2. state the effect of low, normal, and high temperature. |

**AUTO MECHANICS
SS II
FIRST TERM**

THEME: ENGINE SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | Air cooling system | Students should be able to: 1. list the components of air cooling system. 2. describe the functions of the components. 3. state the advantages and disadvantages of air cooled system. 4. remove and replace the components. | 1. Layout of air cooling system. 2. Advantages and disadvantages of the air cooled system. | 1. Sketches and explain the functions of the components (air cooling system). 2. Explains the advantages and disadvantages of air cooled system. 3. Demonstrates the removal and replacement of cooling system components. | 1. State the function of air cooling system components. 2. State the advantages of air cooling over water cooling. 3. Remove and replace air hoses. 4. Remove test and replace thermostat. | 1. Chalkboard 2. Real object 3. Chart 4. Software. | Students to: 1. explain the functions of air cooling system. 2. state the advantages of air cooling over water cooling system. 3. remove and replace components of cooling system. |
| 9 | Water cooling system | Students should be able to: 1. list the components of water cooling system. 2. describe the function of the components. 3. state the advantages and disadvantages. 4. remove and replace the components. | 1. Layout of water cooling system. 2. Advantages and disadvantages of the water cooled system. | 1. Sketches and explain the functions of the components. 2. Explains the advantages and disadvantages of water cooled system. 3. Demonstrates the removal and replacement of cooling system components. | 1. State the functions of water cooling system components. 2. State the advantages and disadvantages of water over air. 3. Remove and replace water hoses. | 1. Chalkboard 2. Real object 3. Chart 4. Software. | Students to: 1. explain the functions of water cooling system. 2. state advantages and disadvantages of water over air cooling system. 3. remove and replace components. |
| 10 | Crank arrangement (crank shaft configuration) I | Students should be able to: sketch the line diagram of the 4 and 6 cylinder in line engine. | Crank shaft of a 4 and 6 cylinder in line engine. | Sketches and explain the characteristic of a 4 and 6 cylinder in line engine configuration. | Observe and practicalize the activities of the 4 and 6 cylinder in line engine configuration. | 1. Chalkboard 2. Real object 3. Chart 4. Projector. | Students to: sketch line diagram of a 6 cylinder and label it. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**AUTO MECHANICS
SS II
SECOND TERM**

THEME: ENGINE SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | REVISION ON FIRST TERM WORKS | | | | | | |
| 2 | Crank arrangement I | Students should be able to: sketch the line diagram of the crank arrangement of V-6 and V-8 cylinder horizontally opposed engine. | 1. Crank shaft of V-6 and V-8 cylinder horizontally opposed engine. 2. Crank shaft layout. | 1. Sketches and explain the characteristics of a V-6 and V-8 horizontally opposed engine configuration. 2. States and explain the main parts of the crankshaft. | Compare various types of crankshaft in relation to the cylinder block arrangement. | 1. Chalkboard 2. Real object 3. Chart 4. Projector. | Students to: 1. sketch the line diagram of a V-6 horizontal opposed engine and label. 2. list the main parts of the crankshaft |
| 3 | Fuel | Students should be able to: describe the characteristics of gasoline and diesel fuels. | 1. Petrol and diesel engines. 2. The properties of petrol and diesel fuel. | 1. Describes on how to determine petrol and diesel fuel characteristic. 2. Explains the properties of petrol and diesel fuel. | 1. Distinguish between petrol and diesel in terms of characteristics and properties. | 1. Chalkboard 2. 1 litre of petrol. 3. 1 litre of diesel fuel. | Students to: state the characteristics of petrol and diesel fuel. |
| 4 | Exhaust system | Students should be able to: 1. identify and describe modern exhaust system parts and functions. 2. explain the operation of an exhaust system. 3. remove and replace the exhaust gasket. | 1. Functions of the exhaust system. 2. The main components of the exhaust system e.g. manifold pipes. 3. Effect of leak on the system e.g. noise, pollution. | 1. Explains the functions of the exhaust system. 2. Sketches and explains the exhaust system components and how to reduce noise. 3. Demonstrates standard procedure of removing and replacing the exhaust system components. | 1. Examine the modern exhaust system and sketch it. 2. Replace exhaust gasket. | 1. Chalkboard. 2. Real object. 3. Chart 4. Tools. | Students to: list six exhaust components and state the device used to reduce the effect of harmful gas. |

**AUTO MECHANICS
SS II
SECOND TERM**

THEME: ENGINE SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Firing order (ignition timing) | Students should be able to: 1. explain on how an ignition system operates. 2. what factors influence correct ignition timing? 3. use instrument to defect running problems. 4. state firing order of 4, 6, 8 cylinders. 5. remove, clean, adjust and replace spark plug. | 1. Functions and operation of ignition system. 2. Factors that influence correct timing (spark plug gap, dwell, engine room and load). 3. Firing orders. | 1. Sketches and explain ignition system operation. 2. Explains factors that influence correct firing order. 3. Sketches an explain firing order of 4, 6, 8 cylinder engine. | 1. State the function of ignition system. 2. State four factors that influence correct timing. 3. Remove, clean, adjust and replace spark plug. | 1. Chalkboard 2. Real object 3. Engine analyzer, timing light, vacuum pump. | Students to: 1. state four factors influencing correct timing. 2. state the firing order of 4 and 8 cylinder engine. |

THEME: TRANSMISSION AND BRAKING SYSTEM

| | | | | | | | |
|---|-----------------|--|---|--|---|---|--|
| 6 | Clutch assembly | Students should be able to: 1. list different types of clutches. 2. describe their operating principles. 3. calculate the torque transmitted by the clutch. | 1. Main types of clutches:- single plate, multi-plate and fluid fly-wheel. 2. Mechanical and hydraulic operation. 3. Simple calculations of friction, torque and power. | 1. Lists and explains different types of clutches. 2. Describes their principles of operation. 3. Carries out simple calculation of torque and power. 4. Adjusts clutch pedal and bleed the clutch. | 1. List different types of clutches and their operations. 2. Solve simple problems on torque and power. 3. Adjust clutch pedal. | 1. Posters 2. Software 3. Clutch pedal. | Students to: 1. explain the operation of a single clutch. 2. calculate the torque transmitted by the clutch. 3. adjust clutch pedal and record the procedure. |
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**AUTO MECHANICS
SS II
SECOND TERM**

THEME: ENGINE SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------|---|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Gear box | Students should be able to: 1. sketch and describe the operation of different kinds of gear box. 2. carryout simple calculation involving engine speed, gear ratio, and road speed. 3. sketch and describe the operation of different gear linkages. | 1. Different types of gear box e.g. constant mesh, and synchromesh. 2. Gear selector linkages, locking and inter locking devices. 3. Gear ratio relationship between engine speed, gear ratio and road speed. | 1. Sketches and explain the operation of different types of gear box. 2. Sketches and describe the operation of gear linkages, locking and interlocking devices. 3. Solves simple problems on gear ratio and state the relationship between engine speed and gear ratio. | 1. List types of gear box and their operation. 2. Sketch gear linkages and state its operation. 3. Calculate speed and gear ratio. | 1. Chalkboard. 2. Posters 3. Software and real objects. | Students to: 1. explain the operation of synchromesh gear box. 2. state two functions of gear linkages. 3. solve problems on gear ratio. |
| 8 | Road wheels | Students should be able to: identify different types and sizes of wheels. | Functions of road wheels. | States the functions of road wheels. | 1. Examine and sizes of road wheels. | 1. Chalkboard. 2. Software. 3. Real object. | Students to: 1. state five functions of road wheels. |
| 9 | Tyres | Students should be able to: 1. identify different types and sizes of tyres. 2. state causes of tyre wear and explain the effects of car pressure on tyre behaviour. 3. sketch and differentiate between radial and cross ply tyres. 4. check and adjust tyre pressure to the manufacturers specification. | 1. Functions of tyres. 2. Tyre inflation (pressure). 3. Advantages and disadvantages of radial and cross-ply tyres. 4. Effect of air pressure on tyre. 5. Combination of radial and cross-ply tyres. | 1. States the functions of tyres. 2. Lists and explains tyre size, types and coding. 3. States the advantages and disadvantages of radial and cross-ply tyres. 4. Carries out simple tyre inflation. 5. Removes and refit tyres. | 1. Examine tyres sizes. 2. State the advantages and disadvantages of cross-ply and radial. 3. Remove and replace tyres. | 1. Chalkboard 2. Software 3. Real object. | Students to: 1. state four functions of tyres. 2. identify types, and sizes of tyres. 3. carry out simple tyre inflation. |

**AUTO MECHANICS
SS II
SECOND TERM**

THEME: ENGINE SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|--|---|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Brake system | Students should be able to: 1. sketch the line diagram of brake system and label the main parts. 2. describe brake operation and state reasons for adjustment and bleeding. 3. adjust and bleed brakes. 4. calculate braking force, power and torque and state the major factors that affect braking efficiency. | 1. Functions of brake system. 2. Principles of operation of mechanical, hydraulic and servo assisted braking system. 3. Adjustment and bleeding. 4. Simple braking torque and power calculation. 5. Factors affecting braking efficiency e.g. water and grease. | 1. Sketches and explains the main components of brake system. 2. Explains brake operation. 3. Carries out brake adjustment and bleeding. 4. Solves simple problems on braking force, power and torque. | 1. Examine different types of brakes. 2. Adjust and bleed brakes. 3. Solve problems on braking force power and torque. | 1. Chalkboard 2. Software. 3. Real objects. | Students to: 1. state five functions of brake system. 2. explain the principles of operation of mechanical, hydraulic and servo assisted brake system. 3. state three factors affecting braking efficiency. |
| 11 | REVISION OF TEAM WORK | | | | | | |
| 12 | EXAMINATION | | | | | | |

**AUTO MECHANICS
SS II
THIRD TERM**

THEME: ELECTRICAL SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------------|---|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | REVISION ON SECOND TERM WORKS | | | | | | |
| 2 | Lighting system | Students should be able to: 1. identify the main components of lighting system. 2. state their functions. 3. read and interpret simple auto lighting circuit diagram. 4. sketch simple auto lighting circuits. | 1. Main components of exterior lighting system and their functions. 2. Main components of interior lighting system and their functions. 3. Simple circuit diagram of exterior and interior lighting system. | 1. Sketches and explains simple circuit of exterior and interior lighting system. 2. Shows the position of various lighting points on the vehicle. | 1. List the main components of exterior and interior lighting and their functions. 2. Sketch lighting circuit diagram and indicate the main components. | 1. Chalkboard 2. Posters 3. Software. 4. Real objects. | Students to: 1. draw a lighting circuit showing the main components. 2. state four functions of lighting components. 3. interpret auto lighting circuit. |
| 3 | Ignition system | Students should be able to: 1. identify the main compound of a fully computerized ignition system. 2. state the functions of the components. 3. defect common problems associated with computerized ignition system. | Main components of computerized ignition system e.g. battery and module. | 1. Sketches and explain the functions of the main components of a fully computerized ignition system. 2. Demonstrates and explain the four possible areas associated with computerized ignition system (ECU, input sensors, output sensors connecting wire). | 1. List the main components of a fully computerized ignition system and their functions. 2. Note the procedures involved in detecting common problems associated. | 1. Chalkboard. 2. Scanner 3. Computers 4. Software 5. Posters 6. Charts. | Students to: 1. state and explain four functions of the components. 2. carry out simple fault defection process on the connecting wiring and input sensors. |

**AUTO MECHANICS
SS II
THIRD TERM**

THEME: ELECTRICAL SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Auxiliary circuit | Students should be able to: 1. identify the main components of each auxiliary circuit. 2. state their functions. 3. read and interpret various auxiliary circuits. | 1. Auxiliary circuits e.g. instrument panel and horn circuits. 2. Layout of various auxiliary circuits. | 1. Sketches and explain the functions of the main components of auxiliary circuits. 2. Mentions other auxiliary circuits such as AC, Radio, cigar lighter. 3. Demonstrates on how to teach and interpret the circuit. | 1. Inspect the components of auxiliary circuit. 2. Sketch and label the main components. | 1. Chalkboard 2. Charts 3. Real object. | Students to: 1. state at least 3 function of auxiliary circuit. 2. defect the missing components of interior lighting. |
| 5 | Charging system I | Students should be able to: 1. sketch and label simple charging system. 2. identify the main components and their functions. | Main components of the charging system and their functions. | Sketches and explains basic operation of a charging system. | 1. Sketch and label the main components of a charging system. 2. States the functions of a charging system. | 1. Chalkboard. 2. Charts. 3. Real objects. | Students to: list the main components of a charging system and state four functions. |
| 6 | Charging system II | Students should be able to: 1. explain the basic operation of a charging system. 2. perform simple tests on battery. 3. remove and replace the battery. | 1. Simple battery test using voltmeter, and hydrometer. 2. Battery rating. | 1. Demonstrates battery test to determine its state of charge. 2. Uses standard procedure to remove and replace a battery and alternator. | 1. Conduct basic battery test. 2. Remove and replace the battery. | 1. Chalkboard. 2. Charts. 3. Real objects. 4. Posters. | Students to: 1. state the basic operation of a charging system. 2. test and replace battery. |

**AUTO MECHANICS
SS II
THIRD TERM**

THEME: ELECTRICAL SYSTEM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|-----------------------|--|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Heating system | Students should be able to: describe the functions and operation of heating system. | Heating system. | Sketches and explain heating system. | State the functions of heating and air conditioners. | 1. Chalkboard. 2. Charts. 3. Software. | Students to: explain the operation of heating system. |
| THEME: AUTO-AIR CONDITIONING SYSTEM | | | | | | | |
| 8 | Ventilating system | Students should be able to: 1. describe the functions and operation of a ventilating system. 2. state the function of an air conditioner. | 1. Ventilating system. 2. Function of an air conditioner. | 1. Sketches and explain ventilating system. 2. Explains the function of air conditioner. | State the function of ventilating system to the air conditioner. | 1. Chalkboard. 2. Charts. 3. Software. | Students to: 1. state the functions and operation of air condition in a motor car. 2. explain the operation of ventilating system. |
| ELECTRICAL SYSTEM | | | | | | | |
| 9 | Mechanical components | Students should be able to: identify the main components of the air conditioning system. | Main components of these system e.g. condenser pipes etc. | Sketches and explain the functions of mechanical components. | List the mechanical components and state their functions. | 1. Chalkboard. 2. Charts. 3. Real objects. 4. Software. | Students to: draw and label the mechanical components and state their functions. |
| 10 | Electrical components | Students should be able to: 1. identify the main electrical components of an air conditioner. 2. state the functions. 3. choose battery with adequate rating. | 1. Main components e.g. battery and compressor. 2. Functions of the main components. 3. Simple electrical circuit diagram of air conditioning system. | 1. Explains the main electrical components and their functions. 2. Explains battery choosing. | Inspect the auto air conditioning unit and list the electrical components. | 1. Chalkboard. 2. Charts. 3. Real objects. 4. Software. | Students to: 1. draw and label electrical components. 2. state the methods of choosing battery. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

BUILDING CONSTRUCTION
SS II
FIRST TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------|--|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Elevation I | Students should be able to: read and interpret building plans. | Building plans. | (1) Interprets building plans. (2) Identifies the front side and rear elevations of bungalow. | Observed the elevations and interpret the drawing.. | Building plan paper, video clips projector, drawing paper, pencils, eraser etc. | Students to: building to interpret building plans. |
| 2 | Elevation II | Student should be able to: draw elevations from a given plan of a bungalow. | Elevations and views of a bungalow. | Guides students to produce the elevations/view of a bungalow. | Draw the elevations/view of a building plan. | Building plan, paper, video clips, projector, drawing paper, eraser, pencils etc. | Students to: draw front, side and rear elevations of a given building plan. |
| 3 | Sections I | Students should be able to: draw types of sections through a building plan. | Sectioning (cross and longitudinal sections). | Explains cross section and longitudinal section to students. | (1) Explain sectioning. (2) Observe sections and interpret drawings | Building plan paper, rider clip, projector, drawing paper pencil etc. | Students to: draw longitudinal and cross sections of a given plan. |
| 4 | Sections II | Students should be able to: (1) interpret sectioning through a given plan (2) produce sectioned part. | (1) Interpretation of sectioning (2) Production of sections | (1) Shows and explains the position of sectioned part. (2) Guides students to produce sections. | Draw the sections (cross and longitudinal | Building plan paper, video clip, projector, drawing paper, pencils, eraser etc. | Students to: draw longitudinal and cross sections of a given plan. |
| 5 | Special details I | Student should be able to: produce details of windows, doors, and other special details from the sectioning. | Detailing drawings | (1) Explains specials detailed drawing (Lintel, foundation). (2) Explains doors and window schedules. | (1) Observe and interpret detailed drawings (2) Produce detail drawing | Building plan paper, video clips projector, drawing paper, pencils eraser etc. | Students to: produce door and window schedule of a given building. |
| 6 | Special Detail II | Students should be able to: (1) label the parts in the details (2) prepare doors and window schedule | Doors and windows schedule. | Guides students to produce detail drawings. | Prepare doors and windows schedule. | Building plan paper, video clips, projector, drawing paper, pencils, eraser, drawing instruments etc. | Students to: produce door and window schedule of a given building. |

**BUILDING CONSTRUCTION
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|---|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Excavation and earthwork I | Students should be able to: identify different plans and equipments. | Plants and equipment for excavation and earthwork. | Identifies and explain various plants and their uses e.g. shovel bulldozer, dragline, bucketed etc. | List and explain the function of plants and equipments. | Plants, chart, video clips, projectors and films etc. | Students to: list five excavating plants and state the uses. |
| 8 | Excavation and earthwork II | Students should be able to: state functions of plenty equipments. | Functions of plants and equipments. | Takes students to construction site to observe plant in use. | (1) Visit construction site to observe plants in use (2) Listen and take notes. | Plants, charts, video clips, projectors and films etc. | Students to: sketch two of the plants. |
| 9 | Excavation Problems | Students should be able to: (1) state excavation problems. (2) proffer solutions to excavation problems . | (1) Excavation of problems (2) Solution to excavation problems | Explains problems associated with excavation in wet ground loose soil water logged site confined areas. | Visit construction site where excavation is being carried out | Construction of sites, plants, charts, video clips, pictures, safety posters. | Students to: (1) state three causes of excavation problems. (2) state two solutions to each of the problems. |
| 10 | Excavation problems II | Students should be able to: state safety rules during excavation operations. | Safety rules during excavation. | (1) Explains solutions to the problems. (2) Explains safety rules in excavation operations. | (1) Write the problems of excavation on the site. (2) Write the solutions explained. | Construction sites, plants, charts, video clips, pictures safety posters. | Students to: state four safety rules to be observed during excavation. |
| 11 | REVISION OF TEAM WORK | | | | | | |
| 12 | EXAMINATION | | | | | | |

**BUILDING CONSTRUCTION
SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|--|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Foundation I | Students should be able to: list different types of foundation. | Types of foundation | Lists and explains different types of foundation E.g. strip, raft, pad and piles etc. | (1) Observe different types of foundation. (2) Sketch different types of foundation. | Posters, charts, video clips, drawing construction site etc. | Students to: list and draw four types of foundation. |
| 2 | Foundation II | Students should be able to: explain different types of foundation. | Types of foundation | Takes students on study trip to construction site. | Visit construction sites. | Posters, charts, video clips, drawing construction site etc. | Students to: list and draw four types of foundation. |
| 3 | Ground Floor I | Students should be able to: (1) define basement. (2) differentiate between building with basement and solid ground floor . | (1) Definition of basement. (2) Differences between basement and solid ground floor | (1) Explains the definition of basement. (2) Explains differences between building with basement and without basement. | (1) Listen and take notes (2) Define basement | Charts, video clips, pictures, visit to sites etc. | Students to: define basement. |
| 4 | Ground Floor II | Students should be able to: explain problems related to basement in a building. | Problems related to basement | Enumerates and explains problems associated with basement in a building. | State problems with basement construction. | Charts, video clips, pictures, visit to sites etc. | Students to: state two problems of basement. |
| 5 | Wall Opening I | Students should be able to: (1) define openings in walls. (2) explain methods of constructing openings in walls. | (1) Definition of openings in walls(doors and windows). (2) Methods of constructing wall openings. | (1) Defines opening in walls. (2) Explains methods used in constructing openings in walls. | (1) Define openings in walls. (2) Listen and ask questions. | Charts, pictures, posters, physical observation etc. | Students to: state two functions of openings in wall. |
| 6 | Wall Opening II | Students should be able to: (1) states the functions of openings in walls. | (1) Functions of walls openings | (1) States the basic functions of opening walls. | State functions of openings in walls. | Charts, pictures, posters etc. | Students to: sketch windows openings. |

BUILDING CONSTRUCTION
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|--|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Wall Opening III | (2) state the role of lintels. | (2) Explain the roles of lintels. | (2) Explains the roles of lintels. | State the function of opening in walls. | Physical observation, charts, pictures, posters etc. | Students to: sketch door openings. |
| 8 | Suspended Upper Floor I | Students should be able to: (1) define concrete upper floor. (2) describe methods of construction of concrete floor. | (1) Definition of concrete upper floor. (2) Methods of concrete floor construction. | (1) Defines and explain upper floor. (2) States the functions of upper floor in a building. | Define concrete and timber upper floors. | Video clips, charts, pictures etc. | Students to: state two functions of concrete upper floor. |
| 9 | Suspended Upper Floor II | Students should be able to: explain the functions of upper floors. | Functions of upper floors | Explains the methods of concrete floor | State the functions of concrete floors. | Video clips, charts, pictures etc. | Students to: draw cross of a suspended concrete. |
| 10 | Suspended Upper Floor III | Students should be able to: describe the methods used in constructing timber upper floor. | Suspended timber upper floor | Explains method of constructing timber upper floor. | Explain the function of upper floors. | Video clips, charts, pictures etc. | Students to: draw cross section of a timber upper floor. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

BUILDING CONSTRUCTION
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Concrete I | Students should be able to: (1) define concrete. (2) explain the properties and characteristics of concrete. | (1) Definition of concrete (2) Properties and characteristics of concrete. | (1) Defines concrete (2) Explains the properties and characteristics of concrete. | (1) Define concrete. (2) States the properties of concrete. | Chart, pictures, video clips, head pans etc. | Students to: list four properties of concrete. |
| 2 | Concrete II | Students should be able to: (1) describe the process of concrete production. (2) explain different types of concrete list. | (1) Process of concrete production (2) Types of concrete test. | (1) Describes the process involved in concrete production. (2) Explains different types of concrete test. | (1) Explain the process of concrete production (2) State different types of concrete tests | Charts, pictures, video clips, head pan, dumpers, wheel barrows etc. | Students to: (1) state the process of concrete production. (2) list three methods of testing concrete. |
| 3 | Roofs I | Students should be able to: (1) define roof and explain its purposes. (2) identify various components of roofs. | (1) Definition and purpose of roof (2) Roof components | (1) Defines roof and explains its purposes (2) States the components of roof. | Define and state the purpose of roof | Charts, pictures, construction sites, video clip, wood models of various types of roofs | Students to: define roof. |
| 4 | Roofs II | Students should be able to: (1) discuss functional requirement of roof. (2) identify and describe the material use for roof construction. (3) Enumerate and discuss types of roof. | (1) Functional requirements of roof. (2) Materials used for roof construction. (3) Types of roof. | (1) Identifies the material for roof construction (2) Describes the types of roof with sketches | (1) Identifies the materials for roofs (2) Explain the types of roofs (3) Draw diagram of types of roofs. | Charts, pictures, constructions sites, video clip, wood models of various types of roofs etc. | Students to: (1) state three materials for roofs construction. (2) list four components of roofs. |
| 5 | Drainage Installation I | Students should be able to: (1) set out and excavate trenches for installations. (2) determine the gradient of fall of the trench. | Setting out and excavation of trenches | Explains the setting out before excavation. | (1) Follow teacher instructions to set out small piece of work (2) Excavate the set out portion. | Shovel digger, head pan, line and video clip, chart, pictures etc. | Students to: (1) draw two tools for dragging trenches (2) explain the procedure of obtaining gradient. |

BUILDING CONSTRUCTION
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Drainage Installation II | Students should be able to: (1) select types of drainage pipes for different jobs. (2) lay drainage pipes correctly. (3) state method of testing drainage. | (1) Types of drainage pipes (2) Laying of drainage pipes (3) Methods of testing drainage. | (1) Describes the procedure involved in obtaining gradient in the trench and laying of drainage pipes. (2) Explains the types of drainage pipes and methods of testing. | Set out the gradient to fall to trench | Shovel digger, head pan, line and video clip, chart, pictures etc. | Students to: (1) list three types of drainages pipes. (2) state three methods of testing drainage. |
| 7 | Sanitary Appliances and Installations I | Students should be able to: (1) define and explain soil and waste appliances (2) explain the materials for sanitary appliances. | (1) Soil and waste appliances (2) Materials for sanitary appliances. | (1) Defines and explain soil and waste appliances. (2) States the material for sanitary appliance. | (1) Define soil and waste appliances (2) State the materials for sanitary appliances. | Charts, picture, video clips, drainages of sanitary fittings and appliances etc. | Students to: define soil and waste appliances. |
| 8 | Sanitary Appliances and Installations II | Students should be able to: (1) state the types of sanitary fittings/appliances. (2) describe the installation of sanitary appliances. | (1) Types of sanitary appliances. (2) Installation of sanitary appliances. | (1) Explains the installation process of various appliances. (2) Sketches the various sanitary appliances. | Explain with sketch the various sanitary appliances. | Charts, pictures, video clips, drawings etc. | Students to: (1) list four materials used for sanitary appliances. (2) state four sanitary appliances. |

**BUILDING CONSTRUCTION
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | Types of electrical wiring materials I | Students should be able to: (1) explain institute of electrical engineers (IEE). (2) identify various electrical wiring materials. | (1) Explanation of IEE regulation (2) Identification of electrical wiring materials. | (1) States the IEE regulation. (2) Identifies various electrical wiring materials. | (1) State the IEE regulation (2) Identify the electrical wiring materials | Video clips, electrical wiring material, IEE, regulations charts etc. | Students to: state three materials used for electrical wiring. |
| 10 | Types of electrical wiring materials II | Students should be able to: (1) state the uses of electrical wiring materials. (2) explain the types of electrical wiring | (1) Uses of electrical wiring materials (2) Types of electrical wiring. | (1) Explains the uses of electrical wiring materials. (2) Leads students to site and show them materials for conduit wiring. | (1) Explain the uses of electrical wiring materials (2) List the types of electrical wiring | Video clips, electrical wiring materials, IEE, regulation, charts etc. | Students to: state the IEE regulations. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**WOOD WORK
SS II
FIRST TERM**

SUB THEME: HAND TOOL SAFETY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|---|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Hand tool safety | Students should be able to: 1. describe safe ways of carrying, storing and using hand tools. 2. observe safety precautions when using hand tools. | Safety precautions in carrying, storing and handling hand tools. | 1. Plays safety notices. 2. Describes and demonstrates safe ways of carrying, storing and using hand tools. 3. Insists safe work shop habits. | Demonstrate safe ways of carrying and using hand tools. | Safety and Posters. | Students to: state 5 precautions a. carrying hand tools b. storing hand tools. c. using hand tools. |
| 2 | Machine safety | Students should be able to: 1. state general machine shop safety precautions. 2. state safety precautions in the use of electrical equipment. | 1. General machine shop safety. 2. Safety of electrical equipment. | 1. Displays safety charts and posters 2. Describes: - general machine shop safety precautions. - precaution in use of electrical equipment. | Observe safety rules. | Safety charts and poster. | Students to: state 5 machine shop safety precautions. |
| 3. | Safety precautions of machine operation | Students should be able to: 1. state safety precautions in machine operation. 2. state precaution for preventing mechanical faults. 3. state precaution to be taken on machine. | 1. Prevention of mechanical faults. 2. Safety in machine operation. | 1. Precautions to prevent mechanical faults. 2. Precautions for safe machine operation. 3. Emphasizes behaviours in the machine shop. | Observe safety rules and regulation. | Safety posters charts. | Students to: state 5 precautions to be taken on the circular saw. |

**WOOD WORK
SS II
FIRST TERM**

SUB THEME: HAND TOOL SAFETY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------------------------|------------------------------|--|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 4. | Safety devices and appliance | Students should be able to: 1. identify devices and appliance. 2. use appropriate safety devices and appliances. | Types of safety devices and appliances. | Emphasizes correct use of safety devices and appliances. | Us appropriate safety devices and appliances. | Push stick, Punch block guards overall, eye goggles, gloves etc. | Students to: list 5 safety devices and appliance. |
| THEME: FIRST AID | | | | | | | |
| 5. | First Aid | Students should be able to: 1. explain first aid. 2. name first aid materials. | Meaning of: 1. first Aid 2. first Aid materials. | 1. Displays first Aid materials. 2. Defines first Aid. | 1. Note the position of first aid box. 2. Identify and name first aid materials. | 1. First Aid box and materials. 2. Charts and poster. | Students to: 1. define first aide. 2. name 5 first aid materials. |
| 6 | First Aid | Students should be able to: apply first aid. | Apply first aid. | Demonstrates how to apply first aid in different situations. | 1. Define first aid. 2. Apply first aid. | 1. Posters/charts. 2. Video clips. | Students to: 1. explain first aid. 2. describe how to treat a cut. |
| 7. | Types of maintenance | Students should be able to: describe types of maintenance | Types of maintenance e.g. corrective predictive and preventive. | Describes types of maintenance. | Differentiate among the 3 types of maintenance. | Charts and posters | Students to: names 3 types of maintenance. |
| 8. | Reason for maintenance | Students should be able to: state reasons for maintenance | Reasons for maintenance | State reasons for maintenance | Give reasons for maintenance | Posters and charts. | Students to: 1. describe the 3 types of maintenance. 2. state 3 reasons for maintenance. |

**WOOD WORK
SS II
FIRST TERM**

SUB THEME: HAND TOOL SAFETY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|------------------------------|--|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Maintenance of hand tools | Students should be able to: keep the cutting edge of each hand tool in good working condition. | Grinding sharpening and oiling, cutting blade. | Demonstrates grinding sharpening oiling. | Observe and demonstrate correct techniques of grinding, sharpening, oiling etc. | Grease oil brush, grease gun, etc. | Students to: give 4 reasons for lubricating machine parts. |
| THEME: HAND BLADES AND CUTTING TOOLS | | | | | | | |
| 10 | Hand blades of cutting tools | Students should be able to: 1. oil blades of cutting tools regularly. 2. safety store cutting tools. | 1. Topping, reshaping, and setting saws. 2. Storing of tools. | Topping, reshaping setting and storing of hand tools. | Observe correct method of grinding, sharpening, oiling, etc. | Hand tools: oil, oil stone grinding machine saw set files etc. | Students to: state 3 precautions in sharpening and grinding plane cutters. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**WOOD WORK
SS II
SECOND TERM**

SUB THEME: MAINTENANCE OF MACHINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|--|--|------------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Maintenance of machines | Students should be able to: identify machine parts that require - greasing - oiling | Machine parts requiring oiling and greasing. | Shows machine parts requiring greasing and oiling. | Observe demonstration machine parts correctly. | Grease, oil brush, grease gun etc. | Students to: give 4 reasons for lubricating machine parts. |
| 2. | Correct grease and oil machine ports | Students should be able to: 1. correctly grease and oil machine parts. 2. give reasons for oiling and greasing machine parts. | Reasons for lubrication machine parts. | 1. Explains reason for lubricating machine parts. 2. Demonstrates proper ways of lubricating machine parts. | Give reasons for lubrication. | Grease, oil brush, grease gun etc. | Students to: list 2 types of lubricate. |
| 3. | Tuber preparation | Students should be able to: select and use correct hand tools and machines to prepare timber to finished sizes. | Hand tools and machine used in timber preparation. | Demonstrates sequence in timber preparation. | Carry out sawing and planning activities with hand tools and machines. | Unplanned timber | Students to: describe correct sequence of timber preparation. |
| 4. | Correct sequence for preparing a timber | Students should be able to: 1. describe the correct sequence for preparing a timber. 2. state the precautions to be taken when using hand tools and machines in timber preparation. | 1. Operational sequence in timber preparation. 2. Safety precautions in the use of hand tools and machines in timber preparation. | 1. Emphasizes in the use of hand tools and machines in timber preparation. 2. Assigns sawing and planning activities to students. | 1. Observe necessary safety precautions. 2. Use appropriate safety devices. | Hand tools and machines. | Students to: list 5 hand tools and 2 machines used for preparing timber to finished sizes. |

**WOOD WORK
SS II
SECOND TERM**

SUB THEME: MAINTENANCE OF MACHINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--------------------------------|-----------------------------|--|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| THEME: WOOD WORK JOINTS | | | | | | | |
| 5. | Wood work joints | Students should be able to: 1. identify name classify and describe wood work joints. 2. state the use of each wood work joint. 3. make sketches of various wood work joints. | 1. Wood work joints: types, classification and uses. 2. Sketching of wood work joints. 3. Tools and machines. | 1. Describes types classification and practical uses of wood work joints. 2. Illustrates good sketching techniques of wood work joints. 3. Demonstrates correct use of tools and machines for making wood work joints. | 1. Describe, classify and state practical applications of wood work joints. 2. Sketch and label wood work joints. | Wood, hand tool and machines. | Students to: 1. sketch 5 wood work joints. 2. classify wood work joints. |
| 6. | Wood work joints projects | Students should be able to: 1. select appropriate joints for wood work projects. 2. select and list appropriate tools and machines for making each joint. 3. make joints 4. assemble joints. | 1. Construction of joints. 2. Assembling for squareness and proper fitting. | Engages students in making and assembling wood work joints. | Make and assemble wood work joints. | Wood, hand tools and machines. | Students to: make and assemble 5 different wood work joints. |
| 7. | Wood finishes and finishing | Students should be able to: 1. identify and state the uses of different wood finishes. 2. name the tools, equipment and materials for applying finishes. | 1. Wood finishes types, uses and properties. 2. Tools equipment and materials for application of finishes. | 1. Describes types, classification, uses and characteristics of wood finishes. 2. Demonstrates the process involved in preparing timber surface for application of finishes | 1. Describe, classify and state the uses and characteristics of wood finishes. 2. Prepare wood surfaces for application of finishes. | 1. Various wood finishes. 2. Spray gun, hand brush, cotton wool, glass paper, nose mask, etc. | Students to: 1. define abrasives. 2. state grades of abrasives. |

**WOOD WORK
SS II
SECOND TERM**

SUB THEME: MAINTENANCE OF MACHINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME: METHOD OF ABRASIVES | | | | | | | |
| 8. | Correct use of abrasives | Students should be able to: correctly use abrasives. | Correct use and of selection wood abrasives. | 1. Demonstrates correct uses of abrasives. 2. Emphasizes correct selection and use of abrasive grades. | Select and use abrasives correctly. | 1. Local materials for producing wood abrasives. 2. Planned timber. | Students to: 1. describe grades of abrasives. 2. state 3 precautions to be taken when using wood abrasives. |
| 9 | Wood adhesives | Students should be able to: name, classify and state the characteristics and uses of adhesives. | Adhesives types classification, characteristics and uses. | Displays various types of adhesives. | State different types, classification, characteristics and uses of adhesives. | Various adhesives. | Students to: state 5 characteristic of animal glue. |
| 10 | Prepare adhesives for use | Students should be able to: 1. select and prepare adhesives for use. 2. define gluing terms. | 1. Selection and use of adhesives. 2. preparation of adhesives. 3. Gluing terms, e.g. shelf live, pot-life, close assembling time etc. | 1. Describes the properties, uses and methods of preparing adhesives. 2. Explains gluing terms. | 1. Prepare adhesives for use. 2. Define gluing terms. | 1. Various adhesives. 2. Gluepots container mixing stick, etc. | Students to: 1. name 2 types of synthetic. 2. describe rubber based adhesives. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**WOOD WORK
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------------|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Wood fittings | Students should be able to: identify, name and state the uses of different types of wood fittings. | Hinges, locks, wood screws, nails, catches, stays, bolts handles etc. | 1. Displays various fittings. 2. Describes the use of each fitting. | 1. Examine and identify various types of fittings and state their uses. 2. Make sketches of fittings and label their parts. | Various fittings. | Students to: 1. name 5 fittings. 2. state the use of each fitting names. |
| 2 | Use suitable fittings | Students should be able to: 1. select and use suitable fittings. 2. sketch fittings and label their parts. | Hinges, locks wood screws nails, catches stays, bolts handle etc. | 1. Selects and uses fittings. 2. Demonstrates correct sketching and labeling techniques. | Selects and use fitting. | Various fittings | Students to: 1. sketch the fittings named and label their parts. 2. fix a but things to two pieces of wood. |
| 3 | Non-wood material | Students should be able to: identify and describe the characteristic and uses of common non-wood materials used in wood work. | Glass plastics, rubber, ceramics, metal etc. | Displays common non-wood materials. | Observe and name common non-wood materials. | Sample of non-wood materials. | Students to: list 5 non-wood materials. |
| 4 | Wood to produce furniture items | Students should be able to: use non-wood materials together with wood to produce furniture items. | Glass plastics, rubber, ceramics, metal etc. | Describes their characteristics and uses of non-wood materials. | Describe the characteristics and uses of non-wood materials. | Samples of non-wood materials. | Students to: state 3 character sticks of each non-wood materials listed. |
| 5 | Veneering | Students should be able to: describe types and method producing veneers. | Core, back cross band and face veneers. | Uses posters diagrams and sketches to show methods of producing veneers. | Prepare surfaces for veneering. | Posters and charts veneers, press, glue caulveneering tools | Students to: name and describe 3 methods of producing veneers. |

**WOOD WORK
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Methods of veneering | Students should be able to: 1. describe methods of veneering. 2. name and describe veneering tools and materials 3. bond veneers to surfaces. | 1. Methods of producing veneers. 2. Veneering tools and materials. 3. Veneering process. | 1. Displays and describes types of veneers. 2. Demonstrates veneering process using the cauls and press. | 1. Prepare surfaces for veneering. 2. Bond veneers to surfaces. | Posters and charts, veneers, press, glue, cowl veneering tools. | Students to: 1. name and describe 3 methods of producing veneers. 2. list 3 tools used in veneering 3. briefly describe core veneer, face veneer, back veneer and cross band veneers. |
| 7 | Wood bending | Students should be able to: state the properties of materials suitable for producing bent shapes. | Wood bending devices: male and female formers. | Displays bending devices. | Apply principles and techniques of wood bending to produce bent shapes. | Bending devices, tools and materials; bent shapes etc. | Students to: state 3 principles of wood bending. |
| 8 | Wood bending devices techniques principles | Students should be able to: 1. describe wood bending devices, techniques and principles. 2. design and produce bent shapes. | 1. Methods of wood bending solid bend, kerfing. 2. Tools and devices for wood bending forms saws etc. | 1. Demonstrates wood bending using formers and kerfing. 2. Produces bent shapes of objects/pants. | Apply principles and techniques of wood bending to produce bent shapes. | Bending devices tools and materials; bent shapes etc. | Students to: 1. state 3 principles wood bending. 2. use sketches to illustrate kerfing in solid wood bending. |
| 9 | Introduction to design and drawing | Students should be able to: 1. explain the concept of design, design fundamentals and design process. 2. exhibit basic drafts man ship skills. | 1. Concept of design. 2. Design factors, fundamentals and process. | 1. Explains the concept of design, design factors fundamentals process. 2. Emphasizes basic drafts man ship skills. | 1. Make preliminary freehand sketches based on given design problem. 2. Prepare working drawings. | Furniture items, drawing instruments and materials etc. | Students to: 1. make 2 different preliminary freehand sketches of the design of a writing table. 2. prepare the working drawings of one of the designs of the table. |

**WOOD WORK
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 10 | Design projects | Students should be able to: 1. design project for functionality. 2. make preliminary freehand sketches of design. | 1. Basic draftsmanship skills 2. Working drawings. | 1. Describes types of drawings cutting list and bill of materials. 2. Gives design problems and assists in the preparation of preliminary freehand sketches working drawings, cutting lists, bill of materials and construction details. | 1. Prepare cutting and bills of materials. 2. Show construction details and demonstrates good drafts man ship skills. | Furniture items, drawing instruments and materials etc. | Students to: 1. prepare the cutting list of the table. 2. prepare bill of materials for the table. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**HOME MANAGEMENT
SS II
FIRST TERM**

THEME 1: HOUSING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------------------------------------|-----------------------------------|--|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Setting up a home. | Students should be able to: 1. differentiate between a home and a house. 2. list types of furniture and fixtures for different functional areas of a home. | 1. Differences between a house and a home. 2. Types of furniture and fixtures for different functional areas of a home. | 1. Explains what a home is and the difference between a home and a house. 2. Displays pictures of different houses. | 1. Listen attentively. 2. Participates by asking and answering questions. | Pictures showing different types of house and arrangement of different home furniture and fixture. | Students to: 1. mention a different between a home and a house. 2. lists three types of furniture three types of fixtures found in the home. |
| 2 | Setting up a home cont. | Students should be able to: 1. give guidelines for arrangement furniture and fixtures in different areas of the home. 2. arrange furniture and fixtures in the home. | 1. Guidelines for arranging furniture and fixtures in different functional areas of the home. 2. Arrangement of furniture and fixtures in different functional area of the home. | Displays pictures of furniture and fixtures showing different arrangements. | 1. Listen and participates asking and answering questions. 2. Arrange any functional areas of a home. | | Students to: states three guidelines for arranging furniture and fixtures in a functional area of the home. |
| THEME 2: CONSUMER EDUCATION | | | | | | | |
| 3. | Importance of consumer education. | Students should be able to: 1. explains the meaning of consumer education. 2. states the importance of consumer education. | 1. Meaning of consumer education. 2. Importance of consumer education. | 1. Explains the meaning of consumer education. 2. Leads students on the discussion of the importance of consumer education. | 1. Listen attentively. 2. Take part in discussion. 3. Ask and answer questions. 4. Copy chalkboard summary. | Charts. | Students to: 1. explains the meaning of consumer education. 2. states three reasons for the importance of consumer education. |

**HOME MANAGEMENT
SS II
FIRST TERM**

THEME 1: HOUSING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4. | Rights and responsibilities of the consumer. | Students should be able to: 1. states the right of a consumer 2. mention the responsibilities of a consumer. 3. states the responsibilities of the government. | 1. Rights of a consumer. 2. Responsibilities of the consumer. - Be informed. - Spend/consume wisely. - Invest wisely - Protect rights - Create awareness. | 1. Facilitates discussion. 2. Gives students assignments. | 1. Listen attentively. 2. Contribute to discussion. | Charts. | Students to: 1. state four rights of consumer. 2. mention three responsibilities of a consumer. |
| 5. | Consumer information. | Students should be able to: 1. identify sources consumer information. 2. states uses of consumer information. | 1. Sources of consumer information. 2. Uses of consumer information. | 1. Discusses sources of consumer information. 2. Describes uses of consumer education. 3. Gives appropriate assignment. | 1. Listen attentively. 2. Take part in class discussion. 3. Copy chalkboard summary. 4. Carryout assignment. | Charts. | Students to: 1. states four sources of consumer information. 2. mention three uses of consumer education. |
| 6 | Consumer legislation. | Students should be able to: 1. identify consumer legislation and agencies in nigeria. 2. explains the functions of consumer agencies and legislations. 3. states relevant regulations of the consumer agencies. | 1. Types of consumer legislations and agencies. - The standard organization of Nigeria SON. - The price control board. - The food and drug department - NAFDAC - The price intelligence agency. 2. Functions of consumer agencies and legislations. 3. Regulations of agencies. | 1. Describes the various consumer agencies and regulations. 2. Discusses the functions of consumer agencies and legislations. | 1. Listen to the teacher attentively. 2. Copy chalkboard summary. | Charts. | Students to: 1. states four consumer agencies and regulations. 2. describes four functions of each of the agencies and regulations. |

**HOME MANAGEMENT
SS II
FIRST TERM**

THEME 1: HOUSING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|----------------------------------|--|---|--|---|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 7. | Principles of consumer education | Students should be able to: 1. explains the importance of consumer education. 2. describe the principles of consumer education. | 1. Importance of consumer education. 2. Principles of consumer education. | 1. Explains the importance of consumer education. 2. Discusses the principle of consumer education. | 1. Participates in the discussion 2. Copy down chalkboard summary. | Charts | Students to: 1. gives reasons for consumer education. 2. mentions five principles of consumer education. |
| 8. | Consumer agent. | Students should be able to: 1. describe the various consumer agents. 2. explains the functions of consumer agents. | 1. Types of consumer agents/wholesalers, retailers and hawkers. 2. Functions of consumer agents. | 1. Describes the various types of consumer agents. 2. Explains the functions of consumer agents. | 1. Ask and consumer question on the topic. 2. Copy chalkboard summary. | Charts. | Students to: 1. mention four types of consumer agents. 2. states the two functions of each agents. |
| THEME 3: PRINCIPLE OF HOME MANAGEMENT. | | | | | | | |
| 9. | Time management. | Students should be able to: 1. explains the meaning of time management. 2. states the advantages of time management. 3. apply the management process to time use. | Time management. - Time as resources. - Pattern of time use. - Guidelines for time management. - Process. | 1. Explains 2. Motivates students. 3. Gives illustration. | 1. Listens. 2. Copy notes. 3. Role play involving time use. | Charts. | Students to: 1. define time management. 2. describe the pattern of time use. 3. prepare a time plan for one day. |

**HOME MANAGEMENT
SS II
FIRST TERM**

THEME 1: HOUSING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 10 | Energy management. | Students should be able to: 1. explains the meaning of energy management. 2. states the advantages of energy management. 3. describe ways of preventing fatigue. 4. apply the management process to use of energy. | 1. Energy management. - Meaning, advantages, Guidelines. 2. Fatigue: meaning, types, preventions. 3. Application of management process to energy use. 4. Linking energy to time management. 5. Factors that affect energy use. | 1. Explains the process of energy management. 2. Guides students in discussion. 3. Motivate students. | 1. Listen to teachers explanations. 2. Ask and answer questions. 3. Copy notes. | Charts and pictures. | Students to: 1. define energy management. 2. describe the pattern of energy management. 3. state ways of preventing fatigue. 4. state guidelines of energy management. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**HOME MANAGEMENT
SS II
SECOND TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Work simplification. | Students should be able to: 1. explains the meaning of work simplification. 2. states guidelines for work simplification. 3. apply work simplifications principles to specific household task. | 1. Work simplification. - Meaning. - Advantages. - Guidelines. - Principles. 2. Ways of achieving work simplification. - Worker - Work. .- Workplace equipment 3. Application of work simplification principles to specific household task e.g. meal preparation, laundry. | 1. Explains the meaning and process of work simplification. 2. Demonstrates the use of labour saving devices. 3. Motivates students and guides them in discussion. | 1. Listen to teachers explanation. 2. Ask and answer question. 3. Copy notes. | Charts picture, real objects e.g. Labour saving energy devices. | Students to: 1. explains the meaning of work simplification. 2. state any four advantages of work simplification. 3. state five guidelines of work simplification 4. apply the principle of work simplification to i. meal preparation ii. bathing a baby. |
| THEME 4: FAMILY LIVING | | | | | | | |
| 2. | Human and social skills development. | Students should be able to: 1. explains the meaning of human and social skills 2. explains the importance of human and social skills. 3. describes the guidelines for and ways of developing human and social skills. | 1. Meaning of human and social skills as following. a. Human skills type e.g. enthusiasm, courage zeal etc. importance, development. b. Socials skills; types e.g. communication, respect etc important, development. 2. Importance of human and social skills. 3. Ways of developing human and social skills. | 1. Explains the meaning and importance of human and social skills. 2. Guides students discussion. 3. Display instructional materials. 4. Gives students assignment. | 1. Listen to teachers explanations. 2. Participates in discussion. 3. Asks and answer questions. 4. Role play/drama. | Charts and relevant pictures. | Students to: 1. explains the meaning of human and social skills. 2. state any four reasons why the skills are important. 3. describe five ways of developing human and social skills. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 3. | Human rights. | Students should be able to: 1. state the fundamental human rights of every person in Nigeria. 2. enumerate the right of the child. 3. Enumerate the right of women. 4. states the different ways the rights of a person can be violated. | 1. Meaning of human rights. 2. Fundamental human rights. 3. Rights of the child. 4. Rights of women. 5. Human rights violation. | 1. Guides students in discussion. 2. Motivate students to stand for their right. | | Charts and pictures of violation of human rights. | Students to: 1. explains the meaning of human rights. 2. states any three of each of the following: i. fundamental human right. ii. rights of the child. iii. rights of women. 3. state any two ways human rights can be involved. |
| 4. | Sexually transmitted infections/diseases (STIS/STDS and HIV/AIDS). | Students should be able to: 1. explains the meaning of STIS/STDS and HIV/AIDS. 2. describes the types and causes of STIS/STDS AND HIV/AIDS. 3. describe the signs/prevention and treatment of STIS/STDS AND HIV/AIDS. 4. care for persons with HIV/AIDS. | 1. STIS/STDS and HIV/AIDS. i. Meaning. ii. Types and causes. iii. Sign. iv. Prevention and treatment v. Care and support for infected persons. | 1. Explains the meaning, types, causes signs and preventions of STIS/STDS and HIV/AIDS, care and support for effected persons. 2. Guides students discussion. | 1. Listen to teacher. 2. Participates in discussion. | Charts and pictures of parents. | Students to: 1. explains the meaning of STIS/STDS and HIV/Aids. 2. state any signs of each of the STIS/STD and HIV/AIDS. 3. states any three ways of preventing HIV/AIDS. 4. describe any three ways of supporting and aids patient. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Courtship and marriage. | Students should be able to: 1. explains the guidelines for healthy boy/girl relationships. 2. explains guidelines for courtship. 3. describes the importance of marriage. | 1. Boy/girl relationship. 2. Courtship 3. Marriage - Meaning - Importance - Types - factors to consider - Procedures - Tips to successful marriage. | 1. Explains - Boy/girl relationship. - Marriage. 2. Guides students in discussion. 3. Displays instructional materials. 4. Gives assignment. | 1. Listen to teacher. 2. Ask and answer questions. 3. Participates in discussion. 4. Role play/drama. 5. Carryout assignment. | Charts and pictures. | Students to: 1. state five guidelines for healthy boy/girl relationship. 2. states five guidelines for courtship. 3. enumerate any five reasons for the importance of marriage. 4. describe the factors to consider before marriage. |
| 6. | Planning a family | Students should be able to: 1. explains the guidelines for establishing a home base. 2. develop long and short term financial plans for the family. 3. describes the guidelines for family planning.. | 1. Establishing of a family. 2. Financial plans. 3. Family planning. | 1. Explains to students what is entailed to planning a family. 2. Guides students discussion. 3. Uses the chalkboard effectively. 4. Gives assignment. | 1. Listen to teacher 2. Participates in discussion. 3. Copy notes. 4. Role play/drama 5. Carryout assignment. | Charts and pictures. | Students to: 1. state any six guidelines for establishing a home base. 2. draw up a long term plan for a beginning family. 3. states advantages of family planning. |
| THEME 5: FEEDING THE FAMILY | | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7. | Scientific study of food nutrients | Students should be able to: 1. enumerate the various test for food nutrients. 2. perform the various test for food nutrients. 3. interpret the result of the test for food nutrients. | Test for: - proteins e.g. million reagent test. - carbohydrates e.g. iodine test. - fats and oil e.g. blotting paper. | 1. Supervises discussion on types of test for food nutrients. 2. Guides students as they perform simple test. 3. Gives chalkboard summary. | 1. Participates in class discussion. 2. Ask and answer questions. 3. Carryout test to detect food nutrients. 4. Interpret result. 5. Copy chalkboard summary. | 1. Chart and posters of types of food items e.g. beef, yam, tin of margarine, bottle of oil etc. 2. Reagents for test. | Students to: 1. identify any two types of test to detect - protein - carbohydrate. - fat and oil. 2. interpret the results of a test on a food nutrients. |
| 8. | Effects of heat on nutrients. | Students should be able to: 1. enumerate effect of dry and moist meat on - proteins e.g. meat, egg - carbohydrate e.g. starch, yam, bread, maize. - fats and oils. 2. describe the effect of meat on nutrients. | Effect of heat on: - protein e.g. meat, egg. - carbohydrate e.g. starch, yam, maize, bread. - fat and oil | Guides class discussion on nutrients. - protein- egg, meat, - carbohydrates- rice, maize, bread. - fats and oils- margarine, vegetable oil. | 1. Participates in discussion. 2. Ask and answer questions. 3. Observes and record the result. | 1. Food items/real objects e.g. eggs, beef, rice, maize margarine, vegetable oil. 2. Picture showing food items. 3. Bunsen burner or stove. | Students to: enumerate four effect each of dry meat and moist meat or - protein - carbohydrate - fats and oils. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Food storage and preservation. | Students should be able to: 1. differentiate between storage and preservation. 2. states factors to consider in food purchase. 3. identify the various food preservation methods. 4. enumerate wise buying principles. 5. practice preservation and storage of selected food items. | 1. Food storage and preservation. 2. Guidelines for purchasing foodstuff. 3. Methods of food storage and preservation. 4. Practical work on food preservation e.g. bottling, sun drying, smoking, freezing, refrigeration. | 1. Guides discussion on food preservation and storage. 2. Discusses methods of food storage and preservation. 3. Demonstrates e.g. smoking sun drying etc. | 1. Participate in class discussion. 2. Some preservation equipment e.g. deep freezers, charcoal stove. 3. Carryout practical exercises on smoking and sun drying. | 1. Posters and real objects of preservation and non perishable foods. 2. Some preservation equipments e.g. deep freezers, charcoal stove. | Students to: 1. states two differences between storage and preservation. 2. describe four factors to consider before buying. 3. enumerate four wise buying principles. 4. practice preservation methods e.g. freezing sun drying. |
| 10 | Flour and flour mixture. | Students should be able to: 1. enumerate different types of flour in the market. 2. state the different characteristics and uses of flour. | Flour and flour mixture. - Types e.g. rice, cassava, yam, wheat, plantain, beans etc. - Characteristics. | Guides discussion on flour and flour mixture. | 1. Take part in the discussion. 2. Ask and answer question. | 1. Pictures of flour and flour products. 2. Real samples of flour labeled e.g. cassava, rice, wheat etc. | Students to: 1. states four different types of flour. 2. describe four characteristics of different types of flour - cassava - wheat. - rice. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

HOME MANAGEMENT
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THEME 6: CLOTHING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|--|---|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Flour and flour mixture contd. | Students should be able to: use different types of flour for cooking. | Uses in cooking e.g. cakes, pastry, dough, foo-foo, meat Ries etc. | 1. Demonstrates uses of flour mixture in cooking. 2. Supervises practical exercises. | 1. Utilize different flour mixtures in cooking. 2. Display of products. | 1. Samples of food items. 2. Prepared using flour. | Students to: enumerate five uses of cassava flour. |
| 2. | Laundry equipment and tools. | Students should be able to: 1. differentiate between equipment and tools. 2. classify laundry equipment and tools. 3. explains the guidelines for using equipments and tools. 4. states ways for caring for equipment and tools. | Equipment and tools. - Classification. - Uses. - Guidelines - For utilization. - Care. | 1. Explains laundry equipment and tools. 2. Explains the guidelines for using equipment and tools. 3. Demonstrates how to take care of equipment and tools. | 1. To listen to the teacher. 2. Identify the various equipments and tools for laundry work. | Charts and real objects. | Students to: 1. classify equipment and tools. 2. state three uses of laundry equipment. 3. describes three guidelines for utilization of equipment and tools. 4. take care of a specific equipment and tool. |
| 3. | Laundry agent. | Students should be able to: 1. states different types of laundry agents. 2. describe the characteristics of laundry agent. 3. state the uses of laundry agents. | Laundry agents. - Types - Characteristics. - Uses. | 1. Leads students on discussion on uses of laundry agents. 2. Describes the characteristics of laundry agents. 3. Demonstrates the uses of laundry agents. | 1. Listen to the teacher. 2. Identify various laundry agents. | Charts and real objects. | Student to: 1. mention three types of laundry agents. 2. state three characteristics of laundry agents. 3. state any two uses of a laundry agent. |

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THEME 6: CLOTHING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 4. | Stains and stains removal | Students should be able to: 1. explains the meaning of stains. 2. describes the different types of stains. 3. mention stain removing agents. 4. remove some specific stains from family clothing and household linen. | 1. Meaning of stains. 2. Different types of stains. 3. Stains removing agents. 4. Stain removing process. 5. Practical work. | 1. Explains the meaning of stain. 2. Describes the different types of stains. 3. Explains the guidelines for stain removal. 4. Explains the general methods for removing stains. 5. Demonstrates how stains on family clothing and household linen can be removed. | 1. Listen attentively. 2. Copy down chalkboard summary. 3. Remove stains from family clothing and household linen. | 1. Real object. 2. Charts. | Students to: 1. define stains. 2. states three examples of stains. 3. describe three stain removing agents. 4. remove stains from family clothing and household linen. |
| 5. | Laundry process. | Students should be able to: 1. states the reason for laundry work. 2. enumerate the steps guidelines for laundry work. 3. laundry specific items following the laundry steps. | 1. Reasons for laundry. 2. Step/guidelines for laundry work. 3. Laundering of specific items. | 1. Discusses laundry work. 2. Demonstrates laundry of a specific item e.g. shirts or blouse. 3. Supervises students activities. | 1. Participates in discussion. 2. Ask and answer question. 3. Launder a specific item. | - Charts - Pictures - Specific real object such as laundry equipment, tools and agents, items to be laundered. | Students should: 1. state two reason for laundry work. 2. state six steps in laundry work. 3. launder a personal article. |

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THEME 6: CLOTHING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME 7: FAMILY LIVING | | | | | | | |
| 6. | Storage of clothing and household linen. | Students should be able to: 1. explains the reasons for storing clothing items and household linen. 2. enumerate facilities for storage of clothing and household linen 3. describes guidelines for the storage of clothing and household linen. 4. store specific items. | 1. Storage of clothing and household linen. - Reasons. - Facilities. - Guidelines. 2. Storage of specific articles e.g. Shoes, dress, household linen etc. | 1. Explains the reasons for storing clothing items and household linen. 2. Discusses the storage of clothing and household linen. 3. Demonstrates how to fold cloths and household linen in preparation for storage. | 1. Listen attentively. 2. Participates in the discussion.. 3. Prepare some family clothing and household linen for storage. | Real objects and pictures. | Student to: 1. state the importance of storing clothes and household linen. 2. explains the procedures for storage of shoes and accessories. |
| THEME 8: HOUSING THE FAMILY. | | | | | | | |
| 7. | Interior decoration | Students should be able to: 1. explains the meaning and importance of interior decoration. 2. discuss the uses of elements and principles of design in interior decoration. 3. enumerates the guidelines for interior decoration. 4. apply the element and principles of design in interior decoration. 5. uses flower properly in interior decoration. | 1. Meaning and importance of interior decoration. 2. Uses and application of elements and principles of design in interior decoration. 3. Guidelines for interior decoration. 4. Flower arrangement. 5. Practical work. | 1. Explains the elements and principles of design. 2. Discusses interior decoration. 3. Demonstrates - Interior decoration. - Flower decoration assignment. | 1. Participates in discussion and take down notes. 2. Carryout practical exercise in interior decoration and flower arrangement. 3. Carryout assignment. | Charts, pictures and containers. | Students to: 1. explains the meaning of interior decoration. 2. describes ways of using element and principles of design in interior decoration. 3. arrange flowers for a give type of space. |

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THEME 6: CLOTHING THE FAMILY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 | Maintenance and care of home. | Students should be able to: 1. identify and use different cleaning equipment, tools, agents and materials. 2. prepare a simple cleaning agents. 3. clean different surfaces and flour coverings in the home. 4. clean and care for different ornaments in the home. 5. remove stains on home furnishing. 6. clear different functional areas in the home. 7. make bed. | 1. Cleaning equipment and tools. 2. Cleaning agents and materials, preparation of a simple cleaning agent. 3. Care of different types of surfaces e.g. wood, ceramic, concrete, plastic, glass etc. 4. Care of floor and floor coverings. 5. Care of home furnishing and ornaments. 6. Cleaning of different functional areas in the home. 7. Bed making. | 1. Discusses the maintenance and care of the home. 2. Demonstrates - Preparation simple cleaning agent. - Uses of cleaning tools, agents, equipments and materials. - Cleaning and care of surfaces, - Floor covering ornaments. - Removal of stains. - Cleaning of functional areas. - Bed making. 3. Gives students assignment. | 1. Listens and participates in the discussion. 2. Prepare some cleaning agents. 3. Clean surfaces - Floor cleaning - Ornament 4. Make a bed 5. Display finished products. | Pictures, cleaning materials tools, agents bed coverings. | Students to: 1. identify five cleaning tools and equipment. 2. clean an ornament 3. clean a wooden and glass surface. 4. identify and remove stains from a home furnishing 5. clean a bedroom 6. make a bed. |
| 9 | Environmental friendly consumption practices. | Students should be able to: 1. identify consumption practices that are friendly to the environment. 2. identify consumption practices that are not friendly to the environment. 3. promote environmental friendly consumption practices. | 1. Friendly and non-friendly environmental consumption practices in and non-friendly the consumption of - Food. - Housing - Toiletries/Beauty care products e.g. wigs and hair attachment. - Clothing. 2. Promotion of environmental friendly consumption practices e.g. through messages songs. | 1. Discusses friendly environmental consumption practices in - Food - Housing - Toiletries/Beauty care products. - Clothing. 2. Assign students to develop messages. 3. Award marks to students projects. | 1. Participates actively in discussion. 2. Generates messages on the topic. 3. Display the message. | 1. Charts. 2. Real objects. | Students to: 1. states two each of environmental friendly and non friendly practices in (a). food. (b). housing (c). toiletries/beauty care products (d). clothing. |

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THEME 6: CLOTHING THE FAMILY

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| | | | | TEACHER | STUDENTS | | |
| THEME: PRINCIPLES OF HOME MANAGEMENT. | | | | | | | |
| 10 | Developing creative problem solving skills and entrepreneurship . | Students should be able to: 1. explains the meaning and importance of creativity. 2. relate creativity to entrepreneurship 3. enumerates creative problem solving skills. | 1. Creativity and entrepreneurship - Meaning. - Importance 2. Relationship between creativity and entrepreneurship. 3. Creative problem solving skills. - Importance - Development. 4. Entrepreneurial - Skills e.g. creativity management, communication, critical thinking. - Activities/Enterprises e.g. fashion designing, hair dressing, fast foods, bead making. | 1. Guides students discussion on the topic. 2. Promotes entrepreneurial skills and activities. 3. Supervises students activities. | 1. Ask and answer questions. 2. Participates in discussion. 3. Participates in entrepreneurial activities. | Charts, real objects. | Students to: 1. explains the relationship between creativity and entrepreneurship. 2. states any three reason for the importance of creativity and entrepreneurship. 3. enumerates five creative problems solving skills. 4. states three ways of developing creative problem solving skills 5. produce sellable projects/materials. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FOOD AND NUTRITION
SS II
FIRST TERM**

THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Food study: meat cookery. | Students should be able to: - define meat. - states the types and cuts of meat. - lists the factors to consider when selecting meat. - offal's | Definition; Types; Cuts of meat factors to consider when choosing meat offal's | 1. Leads discussion on the topic. 2. Display types and cuts of meat. 3. Give chalkboard summary. 4. Mark students notebooks. | 1. Participates in the class discussion. 2. Asks and answer questions 3. Gives chalkboard summary. 4. Mark students notebooks. | 1. Samples of different cuts of meat 2. Charts/pictures of different cuts of meat and different animals. | Students to: 1. define meat 2. name different types of meat. 3. list different cuts of meat. 4. explains the term offals. 5. state three factors to consider when choosing meat. |
| 2 | Cooking methods. | Students should be able to: 1. cook different cuts of meat using appropriate methods. 2. discuss advantages and disadvantages of each cooking method. | 1. Cooking methods advantages and disadvantages. 2. Roasting, frying; boiling, broiling, stewing, etc. | 1. Demonstrates the cooking methods. 2. Explains the advantages and disadvantages of each cooking method. | 1. Participates in class discussion. 2. Asks and answer questions. 3. Copy chalkboard summary. | Charts showing the advantages and disadvantages of cooking methods. | Students to: 1. states five cooking methods for meat. 2. lists two advantages and two disadvantages for each method. |
| 3. | Poultry cookery. | Students should be able to: 1. state the nutritive value. 2. classify poultry. 3. describe preparation of poultry for cooking. 4. state two factors to consider when choosing. 5. list the cooking methods for poultry. 6. states how poultry is stored. | 1. Nutritive value. 2. Classification. - types and choice of poultry. - Preparation of poultry for cooking. - Factors to consider when choosing poultry. - Cooking methods. - Storage of poultry. | 1. Leads class discussion on the topic. 2. Give chalkboard summary. 3. Corrects and marks notes. | Participates in class discussion. | Pictures of different types of poultry. | Student to: 1. name three types of poultry. 2. give two nutritive values of poultry. 3. states four reasons for choice of poultry. |

**FOOD AND NUTRITION
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THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

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| | | | | TEACHER | STUDENTS | | |
| 4. | Egg cookery. | Students should be able to: 1. describe the structure of egg and its nutritive value 2. states the factors to consider when choosing egg. 3. lists the uses of egg in cookery. 4. state how egg is preserved and 5. the cooking method for egg. | 1. Structure. 2. Nutritive value 3. Factors to consider when choosing egg. 4. Uses of egg in cookery. 5. Preservation of egg. 6. Methods of cooking. | 1. Leads class discussion. 2. Gives chalkboard summary. 3. Corrects and marks notes. | 1. Participates in class discussion. 2. Copy chalkboard summary. | Picture of an egg. | Student to: 1. describe the structure and nutritive value of eggs. 2. states factors to consider when choosing. 3. lists five uses of eggs in cookery. 4. mention how egg can be preserved. 5. list three cooking method. |
| 5. | Milk and milk products. | Students should be able to: 1. states the nutritive value of milk. 2. name the different types of milk. 3. list the different milk products and their uses. | 1. Nutritive value. 2. Types of milk e.g. dried, whole milk, condense; sterilized etc. 3. Milk products; cheese, yoghurt. Uses. | 1. Leads class discussion. 2. Gives chalkboard summary. 3. Corrects and marks notebooks | 1. Participates in discussion. 2. Copy chalkboard summary. | Charts showing different types of milk and milk products. | Students to: 1. states two nutritive value of milk. 2. name the different types of milk. 3. list the different milk product and their uses. |
| 6 | Fish cookery. | Students should be able to: 1. states nutritive value of fish. 2. classify fish. 3. name the cuts of fish. 4. states factors to consider when choosing. 5. lists reasons for cooking fish. 6. lists method of cooking fish. | 1. Nutritive value. 2. Classification. 3. Cuts of fish. 4. Factors to consider when choosing. 5. Methods of cooking 6. Reasons for coating fish 7. Recipes for fish. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary into notebook. | Charts showing different types of fishes. | Students to: 1. states the nutritive value of fish. 2. classify fish into its broad groups. 3. name the cuts of fish. 4. states the factors to consider when choosing fish. 5. list the methods of cooking fish. |

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THEME: FOOD PREPARATION, STORAGE AND PRESERVATION.

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7. | Legumes and vegetable. | Students should be able to: define legumes and vegetables. | 1. Definition. 2. Nutrition values 3. Factors to consider when choosing. 4. Digestibility of legumes. 5. Preparation of 6. Methods of cooking. | 1. Leads class discussion on topic. 2. Give chalkboard summary. 3. Marks notebooks | 1. Participates in discussion. 2. Copy chalkboard summary. | Charts showing various legumes and vegetable. | Students to: 1. define the terms legumes and vegetable. 2. states their nutritive value. 3. give two factors to consider when choosing. 4. name three method of cooking legumes and vegetable |
| 8. | Cereals and grains. | Students should be able to: 1. define cereals and grains. 2. name the types 3. describe the structure and nutritive value 4. state the importance of 5. list the cooking methods for cereals and grains. | 1. Definition. 2. Types and structure. 3. Nutritive value. 4. Importance of method of cooking. | 1. Leads discussion on the topic. 2. Gives chalkboard summary. 3. Marks students notes. | 1. Participates in discussion. 2. Copy chalkboard summary. | Chart showing various cereals and grains. | Students to: 1. define cereals and grains. 2. name the types 3. describe its nutritive value. 4. list three cooking methods for cereals and grains. |
| 9 | Fruits | Students should be able to: 1. define fruits. 2. classify fruits. 3. lists its nutritive value. 4. state factors to consider when choosing. 5. list functions of fruits. 6. states methods of serving fruits. | 1. Definition. 2. Classification. 3. Nutritive value. 4. Factors to consider when choosing. 5. Functions of fruits. 6. Methods of serving fruits. | 1. Leads discussion on the topic. 2. Give chalkboard summary. 3. Mark students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | Charts showing various fruits. | Students to: 1. define fruits and states its nutritive value. 2. classify fruits 3. state factors to consider when choosing. 4. lists three functions of fruits. 5. states two methods of serving fruits. |

**FOOD AND NUTRITION
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THEME: FOOD PREPARATION, STORAGE AND PRESERVATION.

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|------|---------------------------|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Condiments and seasoning. | Students should be able to: 1. define herbs and spices. 2. classify and state their uses. - define food flavour and colourings. - classify them. - state their uses. | 1. Herb and spices. 2. Definition, Types, Classification, Uses, food flavourings and colourings classification, examples. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Marks notebooks. | 1. Participates in discussion. 2. Copy chalkboard summary. | 1. Chart showing different condiment and seasoning. 2. Samples of various condiment and seasoning. | Student to: 1. define herbs, spices, flavourings and colourings. 2. classify them. 3. state two uses of each. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FOOD AND NUTRITION
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THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

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|------|-------------------------------|---|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Flour cookery | Students should be able to: 1. define flour. 2. describe flour processing from cereals. 3. explains low and high extraction rates. 4. states advantages of low extraction rate flour. | 1. Definition. 2. Flour processing from cereals. 3. Low and high extractions rates. 4. Advantages of low extraction rate. | 1. Leads discussion on the topic. 2. Gives chalkboard summary. 3. Marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | 1. Charts showing flour processing for cereals. 2. Samples of various flours. | Students to: 1. define flour. 2. describe flour processing for cereals. 3. explains how extraction rate. 4. give three advantages of low extraction rate. |
| 2. | Types and qualities of flour. | Students should be able to: describe the various types of flour. | 1. Types and qualities of flour e.g. whole wheat, 2. All purpose flour. 3. Instant blending. 4. Self raising, etc. non wheat composition flour. | 1. Leads discussion on the topic. 2. Gives chalkboard summary. 3. Marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | 1. Charts showing different types of flour. 2. Samples of the different flour types. | Students to: describe four different types of flour. |
| 3. | Raising agents. | Students should be able to: 1. define raising agents. 2. name the various types and give food examples. | 1. Definition. 2. Types e.g. Air, yeast, baking powder, steam, palm wine etc. 3. Food used for. | 1. Leads class discussion on topic. 2. Gives a chalkboard summary. 3. Correct and marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | 1. Samples of the different raising agents 2. Charts showing the different raising agent. | Students to: 1. define raising agents. 2. list any four types. 3. name one food each for each type. |

FOOD AND NUTRITION
SS II
SECOND TERM

THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 4. | Flour mixtures and confectionaries . cake | Students should be able to: 1. name the basic ingredient in flour mixtures. 2. states the general rule in cake making. 3. state how to check if a cake is well baked. 4. list the method of making cake. 5. name the various cake using. | 1. Basic ingredient Cakes. 2. General rules for cake making. 3. How to check if a cake is well baked. 4. Methods of making cake. 5. Cake Icing. | 1. Leads discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks. 4. Demonstrates cake making. | 1. Participates in class discussion. 2. Copy chalkboard summary. 3. Observe demonstration and record procedure used. | 1. Charts showing different cakes and icings. 2. Sample materials of basic ingredients. | Students to: 1. list the basic ingredient in flour mixtures. 2. state three general rules in cake making. 3. mention two ways of checking if a cake is well baked. 4. lists three methods of cake making. 5. name the different cake icings. |
| 5. | (a). butter (b). biscuits (c). pastries. | Students should be able to: 1. define butter, 2. state the various types. 3. state the rules to observe when making biscuits. 4. list the different types of pastries. | 1. Definition. 2. Types. 3. Rules to observe when making biscuits. 4. Definition. 5. Types; uses. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and marks students notebooks. 4. Demonstrates making of butter biscuit and pastry. | 1. Participate in class discussion. 2. Observes demonstrations and records procedures. 3. Copy chalkboard summary. | Charts showing different butter biscuits and pastries. | Students to: 1. define butter and list the different types. 2. state three rules to observe in biscuit making. 3. name three different types of pastries. |

FOOD AND NUTRITION
SS II
SECOND TERM

THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6. | Bread. | Students should be able to: 1. name the basic ingredients in bread making. 2. describe the various steps in bread making. | 1. Basic ingredients. 2. Bread making. 3. Steps in bread making. | 1. Leads class discussion on the topic. 2. Demonstrates bread making. 3. Gives chalkboard summary. 4. Corrects and mark notebooks. | 1. Participates in class discussion. 2. Observes demonstration and record procedure. 3. Copy chalkboard summary. | 1. Charts showing basic ingredients in bread making. 2. Pictures of well baked bread loaves. | Students to: 1. lists ingredients in bread making. 2. states the various steps in bread making. |
| 7. | Preservation of foods. | Students should be able to: 1. define food preservation. 2. state reasons for food preservation. 3. lists the points to consider. 4. states the principles underlying food preservation. | 1. Definition. 2. Reason for preserving foods. 3. Principles underlying food preservation. 4. Points to consider before embarking on food preservation. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and marks student notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | Charts showing different foods preservation methods. | Students to: 1. define food preservation. 2. states three reasons for preserving foods. 3. list the points to consider before embarking on a food preservation. 4. state two principles of food preservation. |
| 8. | Methods of food preservation. | Students should be able to: describe the various methods of food preservation. | 1. Methods of food preservation. 2. Drying. 3. Low temp treatment. 4. High temp. treatment 5. Causing and bottling. 6. Fermentation 7. Irradiation etc. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Marks notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | Picture of different food preservation methods. | Students to: describe any four method of food preservation. |

**FOOD AND NUTRITION
SS II
SECOND TERM**

THEME: FOOD PREPARATION, STORAGE AND PRESERVATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Storage of foods. | Students should be able to: 1. define food storage. 2. state factors that influences choice of storage. 3. lists methods of food storage. 4. name the storage equipment and care of them. | 1. Definition. 2. Factors that influences choices of storage. 3. Methods of food storage. 4. Storage equipment and care. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | Charts showing various food storage methods and facilities. | Students to: 1. define food storage. 2. states two factors that influences choice of storage. 3. list three methods of food storage. 4. name three storage equipment and their care. |
| 10 | (a). perishable and non-perishable foods. (b). convenience food. | Students should be able to: 1. define perishable and non-perishable foods with examples. 2. define convenience foods. 3. states factors to consider before selecting convenience foods. 4. lists advantages and disadvantages of convenience foods. 5. states guidelines for selecting convenience foods. | 1. Definitions. 2. Examples. 3. Factors to consider when choosing our foods. 4. Guidelines for selecting convenient foods. 5. Advantages and disadvantages of convenience foods. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks. | 1. Participate in class discussion. 2. Copy chalkboard summary. | Charts showing pictures of different perishable and non-perishable and convenience foods. | Students to: 1. define perishable and non-perishable convenience foods. 2. states the factors to consider before selecting convenience foods. 3. states three guidelines for selecting convenience foods. 4. list three advantages and disadvantages of convenience foods. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FOOD AND NUTRITION
SS II
THIRD TERM

THEME: CONSUMER EDUCATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------------|---|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Consumer education | Students should be able to: 1. define basic terms. 2. states the meaning of consumer education. 3. state the importance of consumer education. 4. state the rights of a consumer. | 1. Definition of basic terms e.g. consumer, adulteration, food standards; etc. 2. Meaning. 3. Importance 4. Rights of a consumer. | 1. Leads class discussion on topic 2. Gives chalkboard summary. 3. Corrects and marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | A chart showing distribution network of goods. | Students to: 1. define basic term e.g. consumer, misbrandant, adulteration, impulse buying etc. 2. state the four rights of a consumer. |
| 2. | Principles of consumer education. | Students should be able to: 1. state the principles of consumer education. 2. lists the various consumer agents. | 1. Principles of consumer education. 2. Consumer agent. | 1. Leads class discussion on the topic. 2. Draws a chart of the distribution network of goods. 3. Gives chalkboard summary. 4. Corrects and marks notebooks. | 1. Participates in class discussion. 2. Copy distribution chart and chalkboard summary. | Charts showing distribution network. | Students to: 1. states the principle of consumer education. 2. lists the various consumer agents. |
| 3. | Govt. agencies and regulation. | Students should be able to: 1. states world food agency. 2. states the fed and state agencies. 3. state their functions and regulation. | 1. World food agencies. 2. Fed agencies, functions and regulations. 3. States agencies, function and regulation. | 1. Leads class discussion on the topic. 2. Gives chalkboard summary. | 1. Participates in class discussion. 2. Copy chalkboard summary. | | Students to: 1. state the world food agency. 2. name the fed and state agencies 3. States their functions. |

FOOD AND NUTRITION
SS II
THIRD TERM

THEME: CONSUMER EDUCATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 4. | Community programmes co-operative societies mass-media. | Students should be able to: 1. explains the various community programmes. 2. describe the various co-operative societies. 3. explains mass-media. | 1. Community programmes. 2. Co-operative societies. 3. Mass-media. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and mark students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | | Students to: 1. explains the community programmes. 2. describes the three co-operative societies. 3. explains mass-media. |
| 5. | Budgeting: the family budget. | Students should be able to: 1. define budgeting. 2. state the important of budgeting. 3. explains primary and secondary needs. 4. explains the factors to consider when pacing a family budget. | 1. Definition. 2. Importance of budgeting. 3. Primary and secondary needs. 4. Factors to consider when planning a family budget. | 1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | A chart showing a family budget. | Students to: 1. define budgeting. 2. states two importance of budgeting. 3. explains primary and secondary needs. 4. states three factors to consider when planning a family budget. |
| 6. | The food budget. | Students should be able to: 1. state the factors to consider when planning a family budgets. 2. states advantages of food budgeting. | 1. Factors to consider when planning a food budget. 2. Advantages of food budgeting. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and marks students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | A chart showing imaginary food budget. | Students to: 1. state four factors to consider when planning a food budget. 2. states three advantages of food budget. |

**FOOD AND NUTRITION
SS II
THIRD TERM**

THEME: CONSUMER EDUCATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------------------------------------|----------------------------------|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7. | Bulk purchasing. | Students should be able to: 1. define bulk purchasing. 2. explains the following; shopping list; market survey; cost analysis 3. states the advantages of bulk purchasing. | 1. Definition. 2. The shopping list 3. Market survey. 4. Advantages of bulk purchasing. 5. Factors to consider before embarking on bulk purchases. 6. Cost analysis. | 1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Corrects and marks students notebooks. | 1. Participates in discussion. 2. Copy chalkboard summary. | A Chart showing food items bought in bulks | Students to: 1. define bulk purchasing. 2. explains the terms; shopping list, market survey, cost analysis. 3. lists three advantages of bulk purchasing. 4. states three factors to consider before embarking on bulk purchasing. |
| THEME: NUTRITION AND HEALTH. | | | | | | | |
| 8. | Nutritional needs of the family. | Students should be able to: 1. state the nutrition requirement of the different age groups; 2. the family. | 1. Infants and children. 2. Adolescents. 3. Adults and the aged. 4. Pregnant and lactating mothers. | 1. Leads class discussion on the topic. 2. Give chalkboard summary. 3. Corrects and mark students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | A chart showing nutritional needs of family members. | Students to: 1. states the nutritional needs of the different age groups in the family. |
| 9 | Meal planning. | Students should be able to: 1. states the factors affecting meal planning. 2. plan adequate diets. 3. write preferment | 1. Factors affecting meal planning of adequate diets. 2. Menu writing. | 1. Leads class discussion on topic. 2. Gives chalkboard summary. 3. Corrects and check students notebooks. | 1. Participates in class discussion. 2. Copy chalkboard summary. | 1. Food items, 2. Dishes, 3. Cooking utensils, 4. Cookery cutleries. | Students to: 1. plan a meal for a family of four. 2. gives three factors which affects meal planning. |

**FOOD AND NUTRITION
SS II
THIRD TERM**

THEME: CONSUMER EDUCATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------|--|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Test interpretations. | Students should be able to: 1. prepare a written preparation. 2. perform the actual practical examination. | 1. The written preparation. 2. The practical examination. | 1. Leads class discussion on the topic. 2. Gives chalkboard summary. 3. Correct and mark students notebooks. 4. Explains a practical test questions. | 1. Participates in the discussion. 2. Copy chalkboard summary. 3. Interprets practical test questions. | 1. Food items, 2. Dishes, 3. Cooking utensils, 4. Cookery cutleries. | Students to: interprets a give practical test question. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**STORE MANAGEMENT
SS II
FIRST TERM**

THEME 1: ORGANIZATIONAL CULTURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------------|--|--|--|---------------------------|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Organizational Policy I | Students should be able to: 1. define organizational policy. 2. state the importance of organizational policy. | Organizational Policy - Definition - Importance | 1. Defines Organizational Policy. 2. States the importance of Organizational Policy. | Listen and ask question. | | Students to: 1. define organizational policies. 2. state two importance of Organizational Policy. |
| 2 | Organizational Policy II | Students should be able to: explain organizational policy on employment, decision, customer services. | Policy on: i. Employment ii. Decision iii. Customer services etc. | Explains Organizational policy with examples. | Listen and questions | | Students to: explain two Organizational Policies. |
| 3. | Organizational Standard | Students should be able to: 1. define standard. 2. state the importance of standard. | Organizational standard - Definition of standard - Importance - Explanation of standard | 1. Explains the term standard. 2. States the importance of standard. | Listen and ask questions. | | Students to: 1. define standard. 2. state two importance of standard. |
| 4. | Types of Organizational Standard | Students should be able to: explain the types of Organizational Standard | Types of Organizational Standard i. Productivity Standard ii. Standard for customer satisfaction | Explains the terms - Productivity standard - Standard for customer satisfaction etc. | | | Students to: explain the productivity standard and standard and standard for customer satisfaction. |

**STORE MANAGEMENT
SS II
FIRST TERM**

THEME 1: ORGANIZATIONAL CULTURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|--|--|---|--|-----------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 5. | Organizational Standard and Culture | Students should be able to: 1. define culture 2. discuss Organizational Culture. | Organizational Culture - Definition of Cultures - Explanation of Organizational Culture i. Attitude to customers ii. Relationship with co-workers iii. Relationship with boss iv. Dress code, etc. | 1. Explains Organizational culture with examples. 2. Uses role play to explain: - attitude to comerstorner - relationship with co-worker 3. Shows film on customer service and corporate culture where available. | 1. Listen and ask question. 2. Participate in Role-play. 3. Take down notes. 4. Watch film and ask questions. | 1. Screen projector. 2. Laptop | Students to: 1. explain organizational culture. 2. discuss two forms of corporate culture. |
| 6 | Business Communication | Students should be able to: 1. define communication. 2. state the importance of communication. | Overview of communication: - definition of communication - importance | 1. Defines Communication. 2. States the importance of communication. | Listen and ask questions. | | Students to: 1. define communication. 2. state three importance of communication. |
| 7. | Types of Communication | Students should be able to: explain the different types of communication. | Types of Communication i. Oral ii. Written iii. Non-Verbal | Lists and discusses the different types of communication. | Listen and question. | | Students to: list three types of communication. |
| 8. | Methods of Communication | Students should be able to: list and explain methods of communication. | Methods of communication | Lists and discusses the methods of communication. | Listen and ask questions. | | Students to: explain the methods of communication. |

**STORE MANAGEMENT
SS II
FIRST TERM**

THEME 1: ORGANIZATIONAL CULTURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------|---|--|---|---|---------------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 9. | Business Documents | Students should be able to: explain the different types of business documents. | Business Documents: i. business letters ii. business memo iii. business reports iv. circular, etc. | 1. Lists and discuss the different types of business documents with illustrations and specimens. 2. Demonstrates how each business documents is prepared. | 1. Participate in discussion of types of business documents. 2. Practice writing of these documents. | Business documents. | Students to: explain three business documents. |
| 10 | Electronic Communication | Students should be able to: 1. define electronic communication. 2. state different means of electronic communication. | Electronic Communication - Definition - Means of Electronic communication i. Fax ii. Telephone e.g GSM, Land phone iii. E-mail iv. Radio messages etc. | 1. Defines electronic communication. 2. Explains and demonstrates the use of electronic means of communication where applicable. 3. Visits offices where means of electronic communication is used with students. | Observe electronic communication gadgets while on excursion and discuss in class. | Fax machine, telephone, internet etc. | Students to: 1. define electronic communication. 2. state three electronic means of communication. 3. demonstrate the use of electronic gadgets. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**STORE MANAGEMENT
SS II
SECOND TERM**

THEME 2: COMMUNICATION AND LAW

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|--|---------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Basic Business Law | Students should be able to: 1. define business law. 2. list the branches of commercial law. | Business Law 1. Definition 2. Branches of Commercial Law | 1. Explains and defines Business Law. 2. Lists the branches of Commercial Law. | Listen and ask questions. | | Students to: 1. define business law. 2. list four branches of commercial law. |
| 2. | Sale of Goods Act | Students should be able to: 1. explain Sales of Goods Act. 2. state the provision of the sale of goods act 1893. | Sale of Goods Act. | 1. Explains and discuss Sales of Goods Act. 2. Explains the provision of the Sale of Goods Act. | Participate in class and ask questions. | | Students to: 1. explain the sale of goods act. 2. state any three of the provisions. |
| 3. | Contact Law | Students should be able to: 1. explain contract. 2. describe types of contract. | Contract Law - Definition - Types | 1. Explains and discuss Contract Law. 2. Describes types of Contract. | Participate in class and ask questions. | | Students to: 1. define contract. 2. state five types of contract. |
| 4. | Agency | Students should be able to: 1. explain agency. 2. explain the types of Agents. | Agency - Meaning - Types of Agents | 1. Explains and discuss Agency. 2. Explain type types of Agents. | Participate in class and ask questions. | | Students to: 1. explain agency. 2. list and explain four types of Agents. |
| 5. | Rights and Obligations of the Employer and the Employee | Students should be able to: explain rights and obligations of the employer and the employee. | The right and obligations of the employer and the employee. | Explains and discusses the rights and obligations of the employer and the employee. | 1. Listen and ask questions. 2. Participate in class discussions and ask questions. | | Students to: state four rights and obligations of employer and four rights of employee. |

**STORE MANAGEMENT
SS II
SECOND TERM**

THEME 2: COMMUNICATION AND LAW

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 6. | Termination of Agency | Students should be able to: list and explain the ways by which an Agency can be terminated. | Termination of Agency i. By frustration ii. By Performance iii. By Breach iv. By Agreement v. Death of the Principal or Agent etc. | Lists and explains the various ways by which an Agency can be terminated. | Participate in class discussions and ask questions. | | Students to: explain four conditions that may lead to the termination of Agency. |
| 7. | Government Regulation of Business | Students should be able to: list and explain government regulations of business. | Government regulation of business. i. Patent right ii. Copy right etc. | Explains and discuss the Government regulations of business. | 1. Listen and ask questions. 2. Participate in class discussions. | | Students to: state and explain three government regulations of business. |
| 8. | Regulatory Agencies | Students should be able to: list and explain the government regulatory agencies. | Government regulatory agencies i. NAFDAC ii. NDLEA iii. SON etc | Explains and discuss Government regulatory agencies. | 1. Listen and ask questions. 2. Participate in class discussions. | | Students to: list and explain functions of three government regulatory agencies. |
| 9 | Reasons for Government Regulation of Business | Students should be able to: explain the reason for government regulation of business. | Reasons for Government Regulation of Business. | Discusses the reasons for government regulation of business. | Note and participate in discussion and ask questions. | | Students to: state five reasons of government regulation of business. |
| 10 | Documentation | Students should be able to: 1. explain the concept of filing and indexing. 2. list filing and indexing methods. | Documentation - Definition - Rules of filing - Filing and indexing methods. | 1. Explains the concept of filing and indexing and their rules. 2. Demonstrates filing and indexing methods. | 1. Listen and ask questions. 2. Participate in the demonstration work. | 1. Files 2. Tags 3. Perforator 4. Gum 5. Paper | Student to: 1. define filing and indexing. 2. list and explain filing and indexing methods. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**STORE MANAGEMENT
SS II
THIRD TERM**

THEME 3: BOOK KEEPING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Source Documents | Students should be able to: 1. define source documents. 2. list source documents. | Source documents - Meaning - Types i. Invoice ii. Receipt iii. Cheques etc | 1. Describes source documents. 2. Guides students to list source documents. | 1. Observes and ask questions. 2. List source documents. | Samples of: - cheque - receipts - invoice etc | Students to: 1. define source documents. 2. list three source documents. |
| 2. | Subsidiary Books | Students should be able to: explain purchases and sales day book. | Subsidiary Books - Purchase and sales day book - Meaning - Uses | 1. Describes purchase and sales day books. 2. Discusses the uses of the purchases and sales day book. | 1. Note and listen. 2. Participate in the discussion and ask questions. | Charts showing the ruling of the purchases and sales day book. | Students to: explain the purchases and sales day book. |
| 3. | Return Outwards Books | Students should be able to: explain Return outward books. | Return outward books - Meaning - Uses | Discusses the uses of Return Outward books. | 1. Note and listen. 2. Participate in the discussion and ask questions. | Charts Showing the ruling of the return outwards books. | Students to: explain the return out book. |
| 4. | Cash Books | Students should be able to: 1. explain cash books. 2. make correct entries into the cash books. | Cash books i. Single column ii. Double column iii. Three column etc. | 1. Discusses the uses of cash book. 2. Guides students to post entries from the source documents into the cash books. | 1. Note and listen. 2. Participate in the discussion and ask questions. 3. Participate in posting entries into the cash books. | Charts showing the rulings of the cash books. | Students to: 1. define a cash book. 2. list and explain the three types of cash books. |
| 5. | Trading Account | Students should be able to: describe trading account and its purposes. | Trading Account - Definition and purposes. - Items on the Trading account. | Explains trading account and its purposes. | Listen and ask question. | | Students to: 1. define trading account. 2. explain the uses of trading account. |

**STORE MANAGEMENT
SS II
THIRD TERM**

THEME 3: BOOK KEEPING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 6. | Preparation of Trading Account | Students should be able to: prepare trading account and calculate the gross profit. | Preparation of Trading account. | Using the chalk board illustrates posting of items into the trading account. | 1. Copy and participate to the posting in trading account. 2. Calculate the gross profit. | Charts showing the rulings of the account. | Students to: post given items into the trading account and calculate the gross profit. |
| 7. | Profit and Loss Account | Students should be able to: 1. explain profit and loss account. 2. prepare profit and loss account. | Profit and loss account - Meaning - Purpose | Explains what profit and loss account is used for. | 1. Listen and ask questions. 2. Participate in the posting to the profit and loss account. 3. Calculate the net profit. | Charts showing the ruling of the accounts | Students to: 1. list six items that can be posted into the profit and loss account. 2. calculate net profit. |
| 8. | Balance Sheet | Students should be able to: 1. define the balance sheet. 2. explain the items in the balance sheet. | Balance sheet - Definition - Items on the balance sheet | 1. Defines the balance sheet. 2. Explains the items to be posted into the balance sheet. | | | Students to: 1. mention three uses of the balance sheet. 2. list and explain items to be posted into the balance sheet. |
| 9 | Posting of Items into the balance sheet and balancing of account | Students should be able to: 1. post items into the balance sheet. 2. balance the account of a business at the end of the trading period. | Posting of items into the balance sheet and balancing of account. | 1. Illustrates posting of items into the balance sheet. 2. Guides students to balance the account. | Balance the balance sheet. | | Students to: from the items given, prepare the balance sheet of a company. |

**STORE MANAGEMENT
SS II
THIRD TERM**

THEME 3: BOOK KEEPING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|---|---|--|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 10 | Sales Turnover | Students should be able to: 1. explain sales turnover. 2. calculate rate of sales turnover. | Sales Turnover 1. Meaning 2. Calculation of rate of sales turnover. | 1. Explains sales turnover with illustrations on the board. 2. Demonstrates on the board how sales turnover is calculated. | Note and copy the illustrations and ask questions. | | Students to: 1. explain sales turnover. 2. calculate sales turnover rate. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**ACCOUNTING
SS II
FIRST TERM**

THEME: DEPRECIATION OF ASSETS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|---|--|---|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Depreciation of assets | Students should be able to: 1. define depreciation. 2. list the various causes of depreciation. | 1. Meaning of depreciation. 2. Definition of an assets 3. Causes of depreciation: -economic factors -time factor -depletion -physical factors | Guides students through the various causes of depreciation. | Take active part in identifying the causes of depreciation and the definition. | 1.Textbook 2.Chalkboard | Students to: 1. define depreciation. 2. mention the various types of depreciation. |
| 2 | Straight line method | Students should be able to: 1. identify the straight line method. 2. calculate and post provision for depreciation to final account. | Terminologies: -cost of the assets -estimated residual values. -number of years -cash refund. | 1. Guides students in discussing the terms of depreciation. 2. Through the calculation and posting of depreciation of final account. | Take part in solving question involving straight line method. | 1.Textbook 2.Chalkboard | Students to: identify the straight line method. 2. calculate and post provision for depreciation to final account. |
| THEME: MANUFACTURING AND PARTNERSHIP ACCOUNT | | | | | | | |
| 3 | Reducing balance written down value method | Students should be able to: 1. identify reducing balance method in depreciating items. 2. calculate and post provision for depreciation to final account. | Terminologies: -the net residual value -value of the asset -rate of depreciation | 1. Explains the terminologies of depreciation. 2. Calculations and posting of depreciation to final account. | 1. Take part in identifying the depreciation terminologies. 2. Demonstrate in the calculation and posting of depreciation to final account. | 1. Textbook 2. Chalkboard 3. Charts | Students to: 1. list 2 terminologies in reducing balance method. 2. calculate and post the amount of depreciation to final account. |

**ACCOUNTING
SS II
FIRST TERM**

THEME: DEPRECIATION OF ASSETS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-----------------------------|---|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Manufacturing account | Students should be able to: 1. prepare manufacturing account. 2. identify the items that makes up the manufacturing account -prime cost -direct or indirect labour. | Manufacturing account: -definition -layout -preparation. | 1. Discusses the item that makes up manufacturing account. 2. Prepares manufacturing account. | 1. Participate in the discussion. 2. Preparation of the account. | 1. Textbooks 2. Charts 3. Chalkboard | Students to: 1. list 4 manufacturing account items. 2. prepare the manufacturing account. |
| 5 | Manufacturing account | Students should be able to: identify the items that makes up the trading account. -overhead expenses -cost of production -relates manufacturing account to trading account. | Trading account: -layout -preparation of trading account. | 1. Discusses the item that makes up the trading account. 2. Preparations trading account. | 1. Participate in the discussion 2. Preparation of the account. | 1. Textbook 2. Chalkboard 3. Chart | Students to: 1. mention 4 trading account items. 2. prepare the trading account. |
| 6 | Manufacturing account | Students should be able to: mention the items that makes up profit and loss account and balance sheet. | Profit and loss account: -layout -preparation -balance sheet | Discusses the items that makes to the profit and loss account. | 1. Pay attention to the meaning and uses of general journals. 2. Demonstrate the opening and closing entries preparation. | 1. Textbook 2. Chalkboard 3. Charts | Students to: list 4 items that makes up profit and loss account and balance sheet. |
| 7 | Receipt and payment account | Students should be able to: explain the following terms: -surplus, deficit -subscription -accumulated funds. | Receipt and payment account: -layout -preparation. | 1. Explains receipt and payment. 2. Prepares the account. | 1. Pay attention 2. Participate in the preparation of the account. | 1. Textbook 2. Chalkboard 3. Charts | Students to: list 4 items of receipt and payment. |

**ACCOUNTING
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FIRST TERM**

THEME: DEPRECIATION OF ASSETS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-------------------------------------|--|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Income and expenditure account | Students should be able to: 1.explain the following terms: -subscription in arrears -subscription in advanced 2. distinguish income and expenditure. | Income and expenditure account: -layout -balance sheet -preparation | Explains income and expenditure account. | 1. Pay attention 2. Participate in the preparation of account. | 1.Textbook 2.Chalkboard 3.Charts | Students to: 1. prepare the income and expenditure account. 2. prepare the balance sheet. |
| 9 | Single entry and incomplete records | Students should be able to: 1. explain single entry. 2. identify the limitation of the single entry. 3. covert singles entry to double entry. 4. prepare statement of affairs. 5. determine capital and profit. | 1. Single entry meaning limitation. 2. Statement of affairs Preparation. 3. Trading and profit and loss account Preparation. 4. Conersion to double entry. | 1.Explains single entry principles 2.identifies the limitation of single entry principles 3. Converts single entry into double entry. 4. Preparations of statement of affairs 5. Determines capital and profit balance. | Listen to the teacher and take part in the preparation of statement of affairs and conversion to double entry. | 1.Textbook 2.Chalkboard 3. Chart | Students to: 1. list 2 limitations of single entry. 2. prepare statement of affairs; 3. convert single to double entry. |
| 10 | Partnership account | Students should be able to: 1. define partnership. 2. mention the kind of partnership. 3. list the types of partners 4. explain the deeds of a partnership. | Terminologies: -meanings -deeds -kinds -types | Discuss the meaning of partnership and list the kinds, types, and deeds of partners. | 1. Listen 2. Participate in the discussion | 1.Text book 2.Chalkboard | Students to: 1. define partnership 2. list 2 kind of partners. 3. identify 4 types of partner. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**ACCOUNTING
SS II
SECOND TERM**

THEME: MANUFACTURING AND PATRNSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|---|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Profit and loss appropriate account | Students should be able to: 1. determine net profit. 2. determine partners share of profit. | 1. Net profit 2. Interest on drawings 3. Interest on capital 4. Salary 5. Share of profit | Prepares profit and loss appropriate account. | Participate on the preparation of profit and loss appropriate account. | 1. Textbook 2. Chalkboard | Students to: prepare profit and loss appropriate account. |
| 2 | Partnership capital account | Students should be able to: 1. prepare capital account. 2. identify capital account. | Terminologies: -drawings -interest on drawing -share of profit -partners salary -fixed capital -calculating capital | 1. Explains the difference in capital account 2. Guides students to identify capital account 3. Prepares the capital account | 1. Pay attention 2. Take part in the preparation of capital account. | 1. Textbook 2. Chalkboard | Students to: 1. list 3 capital account items. 2. prepare capital account. 3. name the difference types of capital account. |
| 3 | Types of capital account | Students should be able to: identify different types of capital. | Types of capital account: -fixed capital -interest on capital -share of capital. | Discusses the item that makes up types of capital account. | Participate in discussion. | 1. Textbook 2. Chalkboard | Students to: list 4 types of capital account. |
| 4 | Current account | Students should be able to: 1. determine partners currents account. 2. prepare current account. | Terminologies: -drawing -interest on drawing -share of profit -partners salary | Guides students to identify current account. | 1. Listen attentively. 2. Participate in the preparation of current account | 1. Textbook 2. Chalkboard | Students to: list 3 current account. |
| 5 | Preparation of partnership current account | Students should be able to: 1. prepare partnership current account. 2. identify current account layout. | Preparation: -layout -partnership current account. | Guides students on the preparation of partners current account. | Involves in the preparation of current account. | 1. Textbook 2. Chalkboard 3. Chart | Students to: Prepare partnership current account. |

**ACCOUNTING
SS II
SECOND TERM**

THEME: MANUFACTURING AND PARTNERSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Admission of a new partner and goodwill account | Students should be able to: 1. determine a new profit. 2. sharing ratio. 3. raise goodwill account in the partners book. 4. prepare a new partnership account. | Terminologies: -cash premium -relative profit sharing profit -revaluation account. | 1. Discusses the appropriate sharing ratio of partners. 2. Leads students to prepare: -goodwill account -revaluation account -partnership account | 1. Participate in the discussion. 2. Involves in the preparation of goodwill and revaluation account. | 1. Textbook 2. Chalkboard 3. Charts | Students to: prepare goodwill and revaluation account. |
| 7 | Formation of a company | Students should be able to: 1. state the requirement of companies and allied matters act 1990 as regards formation of a company. 2. explain term relevant to the formation of a company. | 1. Companies and allied matters act 1990 relating to formation of a company. 2. Terminologies: -memorandum of association -articles of association -prospectus | 1. States the requirement of companies and allied matter act 1990. 2. Explains relevant terms to the formation of company. | 1. Highlight requirement of companies and allied matter act 1990. 2. Participate in discussion on the terms relevant to company formation. | 1. Companies and allied matter acts 1990. 2. Textbooks | Students to: list 3 requirement of companies and allied act 1990. |
| 8 | Company account | Students should be able to: 1. define company. 2. explain the terms in company account. | 1. Company account: -Definition -terminologies -subscription -shares -share capital 2. Allotment preliminary expenses. | Participates in the discussion on the meaning of a company and items used. | Take part in the discussion and take note on the lesson. | 1. Textbook 2. Chalkboard | Students to: list four terminologies use in company account. |

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SECOND TERM**

THEME: MANUFACTURING AND PARTNERSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---------------------|---|--|---|---|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Private companies | Students should be able to: 1. define private companies. 2. identify the features of a company. 3. list that advantage and disadvantages of a company. | Private companies: -definition -features -advantages -disadvantage of a private company. | Explains private company to the students and mention the features of a company. | 1. Listen 2. Take part in the discussion of advantage and disadvantage of a private company. | 1.Textbook 2.Chalkboard | Students to: 1. define private company. 2. list 4 features of private company. |
| 10 | Public company | Students should be able to: 1. define public company. 2. identify the features. 3. mention the advantages and disadvantages. | Public company: -definition -features -advantages -disadvantages -distinguish between private and public companies. | Involves the students in the discussion when explaining the features, advantages and disadvantaged of public company. | 1. List the differences between private and public companies. 2. Give specific examples of public and private companies in the locality. | 1.Textbook 2.Charts | Students to: 1. define public company. 2. explain the differences between private and public company. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

**ACCOUNTING
SS II
THIRD TERM**

THEME MANUFACTURING AND PATRNSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------|---|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Quoted companies | Students should be able to: 1. define quoted company. 2. identify the features. | Quoted company: -definition -features -examples | 1. Explains quoted company. 2. Guides students to name the examples. | 1. Listen to the teacher and take part in features and examples of quoted companies | 1. Charts 2. Textbooks | Students to: 1. define quoted companies. 2. list 3 features of quoted companies. |
| 2 | Unquoted companies | Students should be able to: 1. define quoted company. 2. mention the features of a quoted company. | Unquoted company: -definition -features -examples -distinguish between quoted and unquoted companies. | 1. Explains unquoted companies. 2. Leads students to state the differences between quoted and unquoted companies. 3. Guides students to name the examples of unquoted companies. | 1. List the difference between the quoted and unquoted companies. 2. Prepare a list of quoted and unquoted companies in your locality. | 1. Textbook 2. Chart 3. Daily official list form NSC | Students to: 1. define unquoted company. 2. identify 4 features of unquoted companies. 3. name the example of each type. |
| 3 | Financial system | Students should be able to: 1. explain the term financial system. 2. identify and defined the components of financial system. | Financial system: -meaning -components of financial system banks e.g. Banks insurance, NSE, SEC, CSCS, etc. | 1. Guides students to explain the term financial system. 2. Asks students to name the components of financial system. | Write short note on: 1. financial system 2. components | 1. Charts 2. Posters | Students to: 1. explain financial system. 2. list the components of financial system. |

**ACCOUNTING
SS II
THIRD TERM**

THEME MANUFACTURING AND PARTNERSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------|--|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Money market | Students should be able to: 1. define money market. 2. list the function of money market. | Money market: -definition -key functions -market institution -feature of money market. | 1. Illustrates functions and features of each component using charts and report. 2. Capital market: -definition primary and secondary Markets -segments of secondary markets -key function -market institution features of capital market. 3. Insurance markets: -definition -key function -market institution. 4. Features of insurance market. | Write short note on: -money market -capital market -insurance functions. | 1. Short market report 2. Chalkboard 3. Textbook | Students to: explain fully the meaning of capital market account. |
| 5 | Issues of shares | Students should be able to: 1. distinguish between different classes of shares. 2. distinguish between authorized capital and issued capital. 3. mention the types of shares. | Terminologies: -authorized capital -issued capital -preferences shares -ordinary -shares issued at par -shares issued at discount -shares issued at premium. | 1. Discusses the different classes of shares. 2. Highlights the differences between the authorized and issued shares. | 1. Participate in the discussion. 2. Draw a share certificates and study. | 1. Textbook 2.Chalkboard 3.Pictures | Students to: 1. list two differences between classes of shares. 2. mention 2 differences between authorized and issued shares. |

**ACCOUNTING
SS II
THIRD TERM**

THEME MANUFACTURING AND PATRNSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Shares account preparation | Students should be able to: 1. prepare capital account. 2. mention the types of shares. 3. prepare the various account related to issues of shares. | Shares account: 1. capital account 2. application, allotment and calls account. 3. share premium account 4. shares discount account 5. types: -ordinary shares -preferences shares -deferred shares -founders shares | 1. Involves the students in discussion. 2. Prepares accounts related to issue of shares. 3. Illustrates by showing shares certificates. | Take part in the preparation of accounts related to issue of shares. | 1. Textbook 2. Charts 3. N.S.E 4. Shares certificates | Students to: 1. prepare capital account. 2. mention the types of shares. |
| 7 | Loan capital | Students should be able to: 1. explain the following items -debentures -mortgage -interest 2. distinguish between shares and debentures. 3. prepare debentures account. | 1. Terminologies: -debentures -mortgage -interest 2. Preparation of debenture account. | 1. Explains the loan capital term. 2. Illustrates the differences between debentures and shares. 3. Prepares debenture account. 4. Fields trips to capital market. | 1. Listen and take note. 2. Write notes on the terminologies. 3. Field trip to capital market. | 1. Textbook 2. Chalkboard | Students to: 1. list 2 capital account. 2. mention 2 differences between shares and debentures. 3. prepare debenture account. |
| 8 | Method of raising funds from capital market | Students should be able to: identify and explain the various methods of raising funds from capital markets. | Methods: -offer for sale -offer for subscription -right issue -private placement. | Guides students to identify and explain the various methods of raising funds from capital market. | Identify and explain the various method of raising funds from the capital markets. | 1. Textbook 2. Charts | Students to: list and explain the various methods of raising funds from the capital markets. |

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SS II
THIRD TERM**

THEME MANUFACTURING AND PARTNERSHIP ACCOUNTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|--|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Requirement or accessing the capital markets | Students should be able to: 1. list the requirement for accessing the capital market. 2. explain the nature of these requirement. | Requirement 1. Must be public company. 2. Must present company audited account. 3. Must appoint market operations and consultants. | 1. Explains the requirement for accessing capital market. 2. Requests students to ask questions. 3. Instructs students to read relevant books. | 1. Ask questions 2. Write down requirement for accessing the capital market. | 1. Resource person 2. Textbook | Students to: identify and explain 4 requirement for accessing capital markets. |
| 10 | Benefit of capital market | Students should be able to: state the benefit of the capital market to -inventors -government -economy -individual companies. | 1. Benefit to individual investors: -investment -divided -bonus shares -capital application -collateral 2. Benefit to government: -raising of capital for development project -provides alternative avenue for deficit financing -enhances tax revenue. 3. Benefits to the economy: -individual growth -employment. -improvement in the standard. of living. 4. benefit to the individual companies. -raising capital for expansion -enhance access to credit. | 1. Explains what the benefits are 2. Guides students to identify and explain what the benefits of the capital market are. 3. Identifies beneficiary and ask students to state them. | 1. Highlight the benefit of the capital market. 2. Explain the benefit of the capital market. 3. Write short note in the benefits of capital market to specific beneficiaries. | 1. Dividend warrants. 2. Bones share certificate 3. Textbook 4. Chart | Students to: 1. list the benefits of capital market. 2. explain these benefit. 3. name three beneficiaries of the capital market and mention the benefit they enjoy. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

COMMERCE
SS II
FIRST TERM

SUB THEME: ASSOCIATIONS AND ENTERPRISES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------|---|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Career opportunities | Students should be able to: 1. enumerate different types of occupations. 2. identify various career opportunities open to them. 3. list the requirements for the various types of careers. | 1. Types of occupation. 2. Career opportunities 3. Requirements for different careers. | 1. Leads discussion on occupations and careers 2. Invites a guidance counselor or business executive e.g. banker, insurance booker to give a talk on their profession. | 1. Listen to and ask questions. 2. Bring pictures or photographs of workers 3. Copy notes | 1. Pictures of workers at work 2. Textbooks | Students to: 1. describe different careers and opportunities 2. explain the requirements for the careers. |
| 2 | Cooperative societies | Students should be able to: 1. describe the formulation of cooperative society. 2. list their characteristic. | Cooperative societies: 1. definition 2. formation 3. characteristics 4. history of cooperative movement. | 1. Explains the formation of a cooperative society. 2. Discusses the history and characteristics of a cooperative movement. 3. Invites a cooperative inspector or an officer of any cooperative society to give a talk. | 1. Students listen to the talk and ask questions. 2. Copy notes | 1. Textbook 2. Cooperative societies constitutions. | Students to: 1. relate and share their experiences of their parent with peers on cooperative societies. 2. briefly discuss types of cooperative societies. |

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SUB THEME: ASSOCIATIONS AND ENTERPRISES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------|--|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 3. | Cooperative societies | Students should be able to: describe the various types of cooperative societies. | Cooperative societies types - Consumer - Producer - Wholesaler - Retailer - Thrift and credit societies - Multi-purpose | Leads students to discussion on types of cooperative societies. | Listen and ask question. | 1. Textbooks 2. Chalkboard | Students to: briefly discuss types of cooperatives societies. |
| 4. | Cooperative societies | Students should be able to: 1. discuss problems of cooperative societies. 2. state the advantages and disadvantages. | Cooperative societies: 1. advantages and disadvantages. 2. problems of cooperative societies. | 1. Explains the advantages and disadvantages of cooperative societies. 2. Outlines the problems of cooperative societies. | 1. Give the advantages of cooperative societies. 2. Outline the problems of cooperative societies. | 1. Textbooks 2. Chalkboard 3. Journals | Students to: 1. mention four (4) advantages of cooperative society. 2. state five (5) problems of cooperative societies. |
| 5. | Public enterprises | Students should be able to: 1. explain the meaning of public enterprise. 2. identify different sources of their capital. 3. discuss their respective method of formation and its various types. | Public enterprises. 1. Meaning 2. Formation and management 3. Source of capital. 4. Types of public enterprises | 1. Identifies and makes a list of public enterprise in the locality. 2. Gives students note to be copied. | 1. Take down notes. 2. List public enterprises in their locality. | 1. Textbooks 2. Memorandum of Association and articles of association. | Students to: 1. name public enterprises and describe their formation and management. 2. explain the sources of capital for public enterprises. |

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FIRST TERM

SUB THEME: ASSOCIATIONS AND ENTERPRISES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Public enterprises | Students should be able to: 1. state reasons for government ownership. 2. enumerate the advantages and disadvantages. | Public enterprises 1. Reasons for government ownership. 2. Advantages and disadvantages. | 1. Explains the reasons for government ownership. 2. Discusses the advantages. | 1. Participate in class discussion. 2. Mention the advantages and disadvantages of public enterprises. | 1. Text books 2. Chalkboard | Students to: 1. explain the reason for government ownership of public enterprises. 2. mention five (5) advantages. |
| 7. | Limited companies | Students should be able to: 1. explain the meaning of limited companies. 2. compare the private limited and public limited companies. 3. describe the legal requirements for the formation of limited companies. | Limited companies 1. Meaning 2. Types - Private - Public 3. Formation (legal requirements) - Memorandum of association and articles of association. - certificate of registration etc. | 1. Shows students a copy of annual report of limited companies. 2. Discusses the difference between private limited and public limited companies. 3. Obtains information of these legal requirements from lawyers, chambers of commerce and corporate affairs commission. | 1. Copy notes on private and public limited companies. 2. List the differences between private limited and public limited companies 3. Discuss the formation (legal requirement) | Pamphlets annual reports from public limited companies. | Students to: 1. explain private and public limited companies. 2. differentiate between private limited and public limited companies. 3. list the necessary documents for the formation of limited companies. |

COMMERCE
SS II
FIRST TERM

SUB THEME: ASSOCIATIONS AND ENTERPRISES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8. | Limited companies (contd.) | Students should be able to: 1. state the advantages and disadvantages of limited companies. 2. differentiate between loan and overdraft. 3. define shares. | Limited companies 1. Sources of capital. - Shares - Stocks - Debentures - Retained profits etc. 2. Advantages and disadvantages. | 1. Discusses all the sources of capital of limited companies. 2. Explains the advantages and disadvantages of limited companies. | Participate actively in class discussion. | Textbooks Chalkboard | Students to: 1. state four (4) advantages of limited companies. 2. explain debentures. |
| 9 | Trade Association and other enterprises | Students should be able to: 1. define and give examples of trade associations. 2. identify the aims of trade associations. 3. state the functions of trade associations. | 1. Trade associations - Aims - functions 2. Chambers of commerce - Aims - Functions - Structure | 1. Guides students in class discussion. 2. Make a list of trade associations and their activities in the locality. 3. Takes students to a local chamber of commerce. | 1. Participate in class discussion. 2. Take down notes. 3. Go on visitation to local chambers of commerce. | 1. Textbooks 2. Pamphlets on trade associations constitutions. | Students to: 1. list some chambers of commerce. 2. write short notes on the functions of chambers of commerce. |
| 10 | Trade Association and other enterprises | Students should be able to: explain the meaning of the following: - consortium - trust - holding - cartel | Trade Associations 1. Consortium 2. Cartel 3. Amalgamation / merger / combine 4. Trust 5. Holding | Guides students in class discussion. | Participate in class discussion. | 1. Textbooks 2. Pamphlets on trade associations constitutions. | Students to: explain cartel, merger, trust. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

COMMERCE
SS II
SECOND TERM

SUB THEME: AIDS TO TRADE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------|---|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Transportation | Students should be able to: 1. explain the meaning of transportation. 2. list the importance of transportation. 3. describe the various forms of transportation. | Transportation 1. Meaning 2. Importance 3. Forms - Land - water | 1. Explains various forms of transportation. 2. Discusses the importance of transportation. 3. Explains the various forms of transportation. | Discuss the various forms of transportation. | 1. Charts 2. Pictures 3. Textbooks | Students to: 1. describe the means of transportation. 2. mention the importance of transportation. |
| 2. | Transportation | Students should be able to: 1. describe the various forms of transportation. 2. enumerated the advantages and disadvantages of transportation. | Transportation 1. Forms - water - Air - pipeline 2. Advantages and disadvantages of transportation. | 1. Discusses their advantages and disadvantages. 2. Guides discussion on the advantages and disadvantages of transportation. | Participate actively in class discussion. | 1. Charts 2. Pictures 3. Textbooks | Students to: 1. explain the advantages and disadvantages of different means of transportation. 2. mention four (4) disadvantages of transportation. |
| 3. | Transportation | Students should be able to: 1. identify various documents used in transportation. 2. explain the functions of part authority and airports authority. | Transportation 1. Documents. 2. Functions of ports authority and airport authority. | 1. Shows different documents used in transportation. 2. Gives discussion on the functions of ports authority and airport authority. | 1. Discuss the different documents used in transportation. 2. Bring samples of different documents used in transportation. | 1. Charts 2. Pictures 3. Textbooks 4. Documents | Students to: describe - tickets - waybills etc. |

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SECOND TERM

SUB THEME: AIDS TO TRADE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|---|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 4. | Communication | Students should be able to: 1. describe the types of communication. 2. state the advantages and disadvantages of 3. trace the development of communication. | Communications 1. Types - Oral - Written - Visual - Non-verbal etc. 2. Advantages and disadvantages of communication. 3. Development of communication 4. Forms of communication. | 1. Leads discussion on types of communication. 2. Guides students to list and explain forms of communication. 3. Explains the advantages and disadvantages of communication. | 1. Mention and explain types of communication 2. Discuss the advantages and disadvantages of communication 3. Trace the development of communication | 1. Charts 2. Textbooks 3. Publication of federal ministry of science and technology and communication. | Students to: trace the development of communication in Nigeria. |
| 5. | Communication (cont'd) | Students should be able to: 1. explain the postal telegraphic and telephone services. 2. mention the functions of couriers services. 3. list traditional means of communication. | 1. Nigerian traditional means of communication e.g. gongs, drum etc. 2. Postal telegraphic and telephone services as provided by NIPOST and NITEL. 3. Functions of courier services. | 1. Asks students to list functions/services of NIPOST. 2. Leads discussion on postal telegraphic servicers. 3. Explains the functions or courier services. | 1. List the traditional means of communication. 2. Mention the functions/services of NIPOST. 3. Ask questions on courier services. | 1. Charts 2. Textbooks 3. Publication of federal ministry of science and technology and communication. | Students to: 1. explain the postal, telegraphic services. 2. outline the functions of courier services. 3. compare the courier services with the post office services. |

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| 6. | Communication (cont'd) | Students should be able to: 1. explain the meaning and functions of satellite. 2. explain the global system for mobile communication. 3. define computer. | Communication 1. Satellite, Nigeria SATI and II, Global system for mobile telecommunication. 2. Computer appreciation. 3. Internet 4. E-mail | 1. Leads discussion on telecommunication and telephone services 2. Leads discussion on: - Satellite - Computer - Courier services 3. Guides students to compile list of satellite locations in Nigeria. | 1. Ask questions on satellite, computer and courier services. 2. Visit to business centres. | 1. Computer 2. G.S.M 3. Telephone | Students to: explain telecommunication and telephone services. |
| 7. | Advertising | Students should be able to: 1. state the meaning of advertising. 2. discuss the role of advertising. 3. enumerate the different types of advertising. | 1. Advertising - Meaning - Role 2. Types of advertising - Informative - persuasive - competitive - mass and specific | 1. Asks students on the meaning of advertising. 2. Asks questions on types of advertising. | Ask question on meaning of advertising. | 1. Pictures 2. Radio 3. Television 4. Newspapers 5. Magazines | Students to: 1. explain the meaning of advertising. 2. mention two roles of advertising. |
| 8. | Advertising | Students should be able to: 1. differentiate between direct and indirect. 2. list and describe each of the advertising media. | Advertising 1. Methods of advertising - Direct - Indirect 2. Media of advertising - Cinema - Windows display - Catalogues - Hoarding (bill board) etc. | 1. Guides students to identify each of the advertising media. 2. Interprets the list of advertising media. | 1. Dramatize the method of advertising in business. 2. Visit exhibitions in your area. | 1. Pictures 2. Radio 3. Television 4. Magazines 5. Newspaper 6. Bill boards 7. Posters | Students to: 1. mention four (4) media of advertising. 2. explain the two methods of advertising. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Advertising (cont'd) | Students should be able to: 1. appraise the practice of advertising in business. 2. describe the various ways of protecting the consumer against advertising. | Advertising 1. Merit 2. Dement 3. Consumer protection in advertising. | 1. Describes various ways of protecting the consumer against advertising. 2. Explains merit and dement of advertising. | Participate actively in class discussion | 1. Pictures 2. Radio 3. Television 4. Newspapers | Students to: 1. mention four (4) merit of advertising. 2. mention the various ways of protecting consumer against advertising. |
| 10 | Tourism | Students should be able to: 1. define tourism and tourist. 2. identify tourism centres. 3. identify tourism centres. 4. differentiate between advantages and disadvantages of tourism. | Tourism 1. Meaning 2. Forms 3. Advantages and disadvantages of tourism. 4. Tourist centres. | 1. Leads discussion on tourism. 2. Describes tourism centres. 3. Organizes visits to tourist centres. | 1. Participate in class discussion. 2. List different tourist centres. 3. Explain the advantages and disadvantages of tourism. | 1. Pictures 2. Journals 3. Video clips | Students to: 1. mention tourist center. 2. list advantage and disadvantages of tourist centres. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Insurance | Students should be able to: 1. define insurance. 2. trace the history of insurance in Nigeria. 3. list and explain the basic principle. | Insurance 1. Definition 2. History 3. Basic Principle - Insurance Interest - Indemnity - Utmost Good Faith - Subrogation | 1. Explains the term insurance. 2. Leads discussion on basic principles of insurance. | Write short note on: - basic principles - history of insurance. | 1. Charts 2. pictures 3. Posters 4. Textbooks 5. Publications on insurance. | Students to: 1. define insurance. 2. list the basic principles of insurance. |
| 2 | Insurance (cont'd) | Students should be able to: 1. describe the various types of insurance. 2. differentiate between life insurance and non-life insurance. | Insurance 1. Types of insurance a. Life insurance - Whole life assurance - Endowment b. Non-life insurance - Motor vehicle - fire - fidelity - Burglary / robbery / theft | 1. Leads discussion on the types of insurance. 2. Explains the differences between life and non-life insurance. | Participate actively in class discussion | 1. Charts 2. pictures 3. Posters 4. Textbooks 5. Publications on insurance. | Students to: mention and describe each type of insurance. |
| 3 | Insurance (cont'd) | Students should be able to: 1. explain the various types of insurance. 2. explain the meaning of under writer | Insurance 1. Types of non-life insurance - Accidents - Consequential loss - Main - Exporter 2. Underwriting - Reinsurance - Corporation of Nigeria | 1. Guides students to compile a list of a registered insurance in Nigeria 2. Explains the meaning of underwriter. | 1. Participate actively in class discussion | 1. Charts 2. pictures 3. Posters 4. Textbooks | Students to: 1. explain the various types of insurance. 2. explain the meaning of underwriter |

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| | | | | TEACHER | STUDENTS | | |
| 4 | Insurance | Students should be able to: 1. explain various types of risks. 2. discuss the importance of insurance to business. 3. explain the role of insurances brokers and agents. | Insurance 1. Types of risks - Fundamental risks - Particular risks - Speculative risks - Pure risk 2. Importance of insurance to business. 3. Functions nd features of insurance in different areas. 4. The role of insurance brokers and agents. | 1. Leads discussion on types of risks 2. Leads discussion on importance of insurance to business. 3. Illustrates functions of different areas of insurances using charts. 4. Asks students to collect insurance brochures and examine the provisions for various risks. | 1. Collects insurance brochures and examine the provisions for various risks. 2. Write short note on importance of insurance to business. | 1. Charts 2. pictures 3. Posters 4. Textbooks 5. Publications on insurance. | Students to: 1. mention and explain each type of risks. 2. discuss the importance of insurance business. |
| 5 | Banking | Students should be able to: state the functions of central bank of Nigeria - commercial banks - bureaux de change and - specialized banks | 1. Central Bank of Nigeria (CBN) - Origin - Functions 2. Commercial Bank: - functions | 1. Leads discussion of types of banks 2. Invite a banker to give a talk. 3. Discusses the origin of Central Bank of Nigeria. | 1. Participate in class discussion. 2. Go on excursion to bank and bureaux de-change. | 1. Textbooks 2. Pictures | Students to: 1. state four (4) function of central bank of Nigeria (C.B.N). 2. explain two (2) functions of special bank. |
| 6 | Banking | Students should be able to: 1. explain types of accounts. 2. discuss forms of payment. 3. distinguish between saving account and current account. | Types of account 1. Current account - Savings account - Fixed deposit account 2. Forms of payment: - Automated teller machine (ATM) Card. | 1. Leads discussion on types of accounts. 2. Explains the methods of payment by banks. | 1. Role play the banking activities. 2. Participate in class discussion. | 1. Textbooks 2. Automates Teller machine (ATM) Card. 3. Cheques. | Students to: mention and describe three different types of accounts |

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| | | | | TEACHER | STUDENTS | | |
| 7 | Banking | Students should be able to: 1. discuss the various forms of payment. 2. explain e-banking. | Forms of payment - Western union - Money gram - Computer and the bank - e-banking | 1. Leads discussion on the various methods of payment by banks. 2. Explains e-banking. | Participate actively in class discussion. | 1. Textbooks 2. Automated teller 3. Machine (ATM) card. 4. Bank teller | Students to: 1. discuss the various forms of payments. 2. explain e-banking. |
| 8 | Banking | Students should be able to: distinguish between the operations of specialized banks and commercial banks. | Banks Specialized banks - Development bank - Mortgage bank - Building societies | 1. Leads discussion specialized banks. 2. Mentions the types of specialized banks. 3. invites a bankers to give a talk. | Participate actively in class discussion. | 1. Textbooks 2. Charts 3. Teller 4. ATM Cards. | Students to: distinguish between the operations of specialize banks and commercial banks. |
| 9 | Warehousing | Students should be able to: 1. explain the term warehousing. 2. explain the importance. | Warehousing - Meaning - Functions - Importance | 1. Leads students to discuss warehousing. 2. Asks students to mention the importance and functions of warehousing. | 1. Participate in the class discussion. 2. Take down notes on warehousing. | 1. Pictures 2. Textbooks 3. Chalkboard | Students to: 1. explain the meaning of warehousing. 2. list and explain three functions of warehousing. |
| 10 | Warehousing | Students should be able to: 1. describe the different types of warehouse. 2. list the advantages and disadvantages of warehousing. | Warehousing 1. Types of warehouse. 2. Advantages and disadvantages of warehousing. | 1. Guides students to discuss different types of warehousing. 2. Asks students to list the advantages and disadvantage of warehousing. | Participate in listing the advantages and disadvantages of warehousing. | 1. Pictures 2. Textbooks 3. Chalkboard | Students to: explain two each of advantages and disadvantages of warehousing. |
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| 1 | Devotion to duty: meaning of devotion to duty, effects of devotion to duty on productivity and development. | Students should be able to: 1. explains the meaning of devotion to duty. 2. lists the effects of devotion to duty on productivity and development. | 1. Meaning of devotion to duty. 2. Effect of devotion to duty on productivity and development. | 1. Explains the meaning of devotion to duty. 2. Lists the effect of devotion to duty on productivity and development. | 1. Explains the meaning of devotion to duty. 2. Lists the effect of devotion on productivity and development. | Chalkboard. | Students to: 1. explains the meaning of devotion to duty. 2. lists the effect of devotion to duty on productivity and development. |
| 2 | Office procedure I meaning of office procedure and importance of office procedure. | Students should be able to: 1. explains the meaning of office procedure. 2. lists the importance of office procedure. | 1. Meaning of office procedure. 2. Importance of office procedure. | 1. Leads in discussion on office procedure. 2. Lists and explain the importance procedure. | 1. Explains the meaning of office procedure. 2. Mention the importance of office procedure. | 1. Chalkboard. 2. Charts. | Students to: 1. explains the meaning of office procedure. 2. give the importance of office procedure. |
| 3. | Office documents. (i). meaning of office documents. types of office documents. | Students should be able to: 1. define office documents. 2. lists the types of office documents. | 1. Meaning of office documents. 2. Types of office documents Administrative documents. - Nominal roll - Calendar of events. - Sales document i. Debit note, delivery note etc. | 1. Leads in discussion meaning of office documents. 2. Lists the types of office documents. | 1. Participates in discussion. 2. Copy notes on meaning of office documents. 3. Lists the office documents. | 1. Chalkboard. 2. Charts. | Student to: 1. explains the meaning of office documents. 2. lists the various office documents. |

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| 4. | Office documents (2). types of office documents. | Student should be able to: 1. lists the types of office documents. 2. explains the various types of office documents. | 1. Types of office document. - Administrative document. - Nominal roll. ii. Calendar of events sales documents. i. Debit note ii. Delivery note iii. Catalogues/price. iv. Lists purchasing/stores documents. i. Cheque book ii. Bank statement. | 1. Mentions various office documents. 2. Explains various office documents. | 1. Study the documents. 2. Participate in discussion. 3. Lists and explain office documents. | 1. Specimen documents. 2. Receipts. - Invoice stock card debit note delivery note. | Students to: 1. list five office documents. 2. explains five office documents. |
| 5. | Office documents (3). preparation of office document. | Students should be able to: prepare of document e.g. receipt, invoice, stock card etc. | Preparation of office documents. - Sales documents - Debit note. - Delivery note etc. | Shows how to prepare office documents. | Prepare office documents e.g. Debit note and delivery note. | Specimen documents. - Receipts - Invoices. - Stock card. | Students to: prepare the following documents. - receipts - debit note - stock card. |
| 6 | Office documents (4). uses of office documents. | Students should be able to: mention the uses of office documents. | Uses no office document. | States the uses of some documents. | States the uses of some office documents. | 1. Chalkboard. 2. Charts. | Students to: states the uses of office documents. |
| 7. | Preparation of bills and invoice. | Students should be able to: prepare bills and invoice. | Preparation of bills and invoice. | Shows how to prepare bills and invoices. | 1. Prepare bills and invoice. 2. Copy note on preparation of bills and invoice. | 1. Specimen of bills and invoice. 2. Chalkboard. | Students to: prepare bills and invoice. |

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| | | | | TEACHER | STUDENTS | | |
| 8. | Sanctioning of bills and invoice. | Students should be able to: know how bills are sanctioned in the office | 1. Meaning of sanctioning 2. Bills - Invoice sanctioning of bills and invoices. | 1. Leads in discussion on sanctioning of bills and invoice. 2. Show how bills are sanctioning in the office. 3. States the people who sanctioning bills. | 1. Participates in discussion. 2. Copy note on sanctioning on bills and invoice. 3. States the people who sanctions bills and invoice. | 1. Specimen of bills and invoice. 2. Chalkboard. | Students to: 1. prepare bills and invoice. 2. lists the people that can sanction bills. |
| 9. | Preparation and issues of receipt. | Students should be able to: prepare and issue receipt. | 1. Meaning of receipt. 2. Preparation of receipt. | 1. Leads in discussion on preparation and issues of receipt. | 1. Participate in discussion. 2. Copy note on preparation and issues of receipt | 1. Specimen of receipt. 2. Chalkboard. | Student to: 1. prepare and issues receipts. 2. lists the method of preparing a receipt. |
| 10 | Method of making payments and their procedure. | Students should be able to: 1. lists the various method of making payments. 2. explains the procedure of making payment. | Method of making payment and their procedure. | 1. Leads in discussion on the method of making payment. 2. Explains the procedures for making payments. | 1. Participates in discussion on method of making payment and their procedure 2. Copy notes. | Chalkboard. | Students to: states the various method of making payment. - cheque. - postal order etc. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Machines used for the preparation of bills, invoice and receipt. | Students should be able to: states the machine used for the preparation of receipt, bills and invoice. | Types of machine use for preparation of receipt, invoice and bills. | Leads in discussion on the machines used for the preparation of bills, invoice and receipts. | 1. Participate in the discussion. 2. Demonstrates the use of the machine. 3. Copy notes. | 1. Machine for the preparation of bills. 2. Chalkboard. 3. Charts. | Students to: lists the various machine use for the preparation of receipt. |
| 2. | Business letter (1) types of business letter. | Students should be able to: 1. explains the meaning of business letters. 2. lists various types of business letters. | 1. Meaning of business letters. 2. Various business letters e.g. Application - Good will - Congratulation | 1. Explains different types of business letter. 2. Identify types of business letters. | 1. Notes the explanations. 2. Participate in discussion. 3. Ask and answer question. | 1. Specimen of letter. 2. Business letter 3. Application. 4. Good will. | Students to: mention three types of business letter. |
| 3. | Memos (1) internal memos (ii). external memos (iii). notice etc. | Students should be able to: 1. explains the meaning of memo. 2. prepare internal memo. - external memo. - notice. - minutes of meeting - reports. | 1. Meaning of memo. 2. Writing of memo. - Internal memo. - External memo. - Notice of meeting. - Minutes of meeting etc. | 1. Leads in discussion on the meaning of memo. 2. Writing of memo e.g. - Internal memo. - External memo. - Notice of meeting etc. | 1. Participate in the discussion on meaning of memo. 2. Writing of memo e.g. - Internal memo. - External memo etc. 3. Copy note on memo. | 1. Specimen on memo. 2. Chalkboard. | Students to. 1. explains the meaning of memo. 2. write external - internal memo - notice of meeting. |
| 4. | Business letters. (i). business letter, interview letters goodwill letters etc. | Students should be able to: write business letter. - interview letter. - goodwill letter. - appointment letter. | Business letters. - Interview letters. - Appointment letters. - Goodwill letters. | 1. Explains different types of business. 2. Identify types of business letter. | 1. Note the explanation. 2. Participates in discussion. 3. Ask and answer question. 4. Copy Chalkboard summary. | 1. Specimen of letter. 2. Envelope. 3. Stamps. | Students to: 1. states two types of mail. 2. identify classes of mail. |

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| 5. | Business letters (2) classification of mails. | Students should be able to: mention classes of mail. | Classification of mails. i. Incoming mail ii. Outgoing mails. iii. Confidential. iv. Personal etc. | 1. Explains the classes of mail. 2. Give a chalkboard summary. | 1. Note the explanation. 2. Copy note. 3. Ask question where necessary. | 1. Chalkboard. 2. Show different classes of mail. | Students to: 1. lists the classes of mail. 2. write a mail. |
| 6. | Method of mail delivery. | Students should be able to: states the method of mail delivery. | Method of mail delivery. i. By post. ii. By hand. iii. By e-mail/fax iv. By computer. | Leads in discussion on the method of delivery mails. | 1. Participate in discussion. 2. Copy note. 3. Ask question where necessary. | 1. Chalkboard. 2. Summary. | Students to: mention the method of delivery mails. |
| 7. | Procedures for delivery mails. (i) incoming mails, sorting opening etc. | Students should be able to: 1. explains the procedures for receiving mails. 2. lists the procedure for receiving mails. | Procedure for receiving mails. 1. Incoming mails. a. Sorting b. Opening. c. Examine. d. Registering outgoing mails (a). signing (b). Addressing etc. | 1. Explains the procedures for receiving mails. 2. Gives chalkboard summary. | 1. Notes explanation. 2. Copy Chalkboard summary. | 1. Chalkboard. 2. Charts. | Students to: explains the procedures for receiving mails. |
| 8. | Filing (i) definition of filing, method of filing. | Students should be able to: 1. define filing. 2. state the methods filing. | 1. Definition of filing. 2. Methods of filing. - Centralized - Departmental. | 1. Defines/explains filing. 2. Describes method of filing. | 1. Take note of definition. 2. Participate in discussion on method of filing. | 1. Sample of actual office files. 2. Equipments and accessories files and folders. | Students to: 1. define filing. 2. distinguish between two method of filing. |

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| 9 | Filing (2). purposes of filing. | Students should be able to: mention the purposes of filing. | Purposes of filing | Explains the purposes of filing. | 1. Notes explanation. 2. Copy notes. | Chalkboard. | Students to: 1. explains the purposes of filing. 2. state 3 purposes of filing. |
| 10 | Procedure for sending out mails. | Students should be able to: 1. explains the procedure of sending out mail. 2. list the procedures for sending out mail. | Outgoing mails. (a). Sending. (b). Addressing. (c). Enveloping (d). Dispatching. (e). Stamping/franking. (f). Registering. | 1. Leads in discussion on out going mails. 2. List the procedures for sending out mails. | 1. Participate in discussion on outgoing mails. 2. Takes notes. 3. Ask questions where necessary. | 1. Chalkboard. 2. Spec mail of stamp envelop. | Students to: explains the procedure for outgoing mails. |
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| 1 | Filing characteristics of good filing system. | Students should be able to: list the characteristics of good filing system. | Characteristics of good filing system. | Explains Characteristics of good filing system. | 1. Note the explanation. 2. Copy notes on characteristics on good filing system. | Chalkboard. | Student to: states five characteristics of good filing system |
| 2. | Filing and filing equipments. | Students should be able to: 1. lists the various types of filing equipment. 2. explains the various filing equipments. | Filing equipments. - Box files. - Desk files. - Cabinet file etc. | Explains the various filing equipment display samples of filing equipment. | Demonstrate how to use various filing equipment. | 1. Show some filing equipment. 2. Charts. 3. Chalkboard. | Students to: describes three types of filing equipment. |
| 3. | Classification of filing system. | Students should be able to: 1. enumerates the classes of filing system. 2. lists types of files. | Classification of filing systems. - Alphabetical. - Numerical - Chronological - Subjects. - Geographical. | 1. Lists and explains the classes filing systems. 2. Leads discussion on the types of files. | Identify at least five classes of filing. | Chalkboard. | Students to: list five classes of filing and explain them. |
| 4. | Files or folders and steps involved in filing. | Students should be able to: 1. lists types of files. 2. states the steps involved in filing. | Files or folders. - Printed cards. - Spring group folders. - Steps involved in filing. | 1. Leads discussion on types of files. 2. Itemize steps involved in filing a document. | 1. Discusses two types of files. 2. Practice actual filing of document. | 1. Sample of files. 2. Documents. 3. Chalkboard. | Students to: 1. lists types of files. 2. demonstrates filing of documents. |
| 5 | Methods for making payment. (i). reasons for making payments and procedure for making payments. | Students should be able to: 1. states reasons why payments are made. 2. procedures for making payments. | 1. Reasons for making payments. 2. Describes procedures for making payments. - Cash, cheque, Bank draft, traveler's cheque - Credit card etc. | 1. Explains why payments are made. 2. Explains procedures for making payments. | 1. Take down note. 2. Answer teacher's questions on why payments are made. | Specimen of petty cash vouchers. | Students to: 1. list for making payments. 2. list three methods of payment. |

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| 6. | Methods of making payments through commercial bank. | Students should be able to: list the method of making payments through commercial banks. | Methods of payments through commercial banks. - Cash - Cheque. - Bank draft. | 1. Leads in discussion and method of payments through commercial banks. 2. Copy note on the board. | Explains three method of making payments through commercial bank. | 1. Specimen of cheque. 2. Charts. 3. Chalkboards. | Students to: list the methods of making payments through commercial banks. |
| 7. | Methods of payment (3) preparing vouchers. | Students should be able to: 1. explains how to prepare vouchers. 2. list the procedures for preparing vouchers. | Preparation of vouchers. | Explains the procedure for preparing voucher. - Payroll. - Pay slip - Wage etc. | Take note on preparation of voucher. | 1. Specimen of voucher. 2. Chalkboard. | Students to: list four procedure for preparing voucher. |
| 8. | Methods of payment (4). difference between salary and wages. the role of wage office. | Students should be able to: 1. mentions the difference between salary and wages. 2. lists the role of wage office. | 1. Difference between salary and wages. 2. The role of wage office. | 1. Explains the difference between salary and wages. 2. The roles of wage office. | 1. Participate in discussion. 2. Take notes on the difference between salary and wages. 3. The role of wage office. | Chalkboard. | Students to: 1. list four role of wage office. 2. mention 3 difference between salary and wages. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Methods of payments (5). methods of paying wages and salary, procedure for paying wages. | Students should be able to: lists the methods of paying wages and salary. | 1. Methods of paying wages. - Calculate wages. - Record wages. - Make appropriate deduction. 2. Procedure for paying wages. - Time rate. - Piece rate - Profit sharing method. - Commission basis - Premium bonus system. | 1. Leads in discussion in the methods of paying wages. 2. Procedures for paying wages. 3. Methods of paying salaries. - Analyses cash - Determines within drawal - Puiro notice to bank prepare payroll. | 1. Participates in discussion. 2. Take notes on the methods of paying wages and the procedure for paying wages and salaries. | 1. Specimen of payroll. 2. Pay slip. 3. Chalkboard. | Students to: 1. lists 4 methods of paying wages and salary. 2. draw a sample of pay slip. |
| 10 | Records kept in wages and salaries unit. | Students should be able to: 1. lists the records kept in wages and salaries unit. 2. explains the records. | Records kept in wages and salaries unit. - Piece rates - Time rate. - Bonus system. - Profits sharing scheme - Commission. | Leads in discussion in the records kept in wages and salaries unit. | 1. Participates in discussion. 2. Take notes of the explanation. 3. Copy note. | Chalkboard. | Student to: 1. list the records kept in the wages and salaries unit. 2. writes short notes on two of the records kept in wages and salaries unit. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**INSURANCE
SS II
FIRST TERM**

SUB THEME: INSURANCE PRODUCTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Motor Insurance I | Students should be able to: 1. explain nature of motor insurance 2. explain types of motor insurance policy | 1. Nature of motor insurance 2. Types of policies in motor insurance | Explains: 1. the nature of motor insurance. 2. types of motor insurance policy. | 1. Participate in the discussion 2. Copy note from the chalk board. | Chalkboard, Textbooks, specimen of motor insurance document publication from NIA | Students to: 1. explain the nature of motor insurance. 2. explain the type of motor insurance policy. |
| 2 | Motor Insurance II | Students should be able to: 1. explain the scopes of motor insurance policy 2. explain ECOWAS Brown cards | 1. Scope of motor insurance 2. ECOWAS Brown cards | Explains: 1. scope of motor insurance policy 2. ECOWAS Brown card. | 1. Listen attentively to the lesson explain 2. Copy note from the chalkboard | Chalkboard, Textbooks specimen of motor insurance document | Students to: 1. explain scope of motor insurance policy 2. mention the uses of ECOWAS Brown card and covers provided. |
| 3. | Fire insurance | Students should be able to: 1. define fire insurance policy 2. explain property covered by fire insurance 3. explain perils covered 4. who buys fire insurance. | 1. Meaning of fire insurance. 2. Standard fire policy cover. 3. Special perils as an extension of standard fire policy. | Explains: 1. the meaning of fire insurance. 2. the property covered under fire insurance. 3. perils covered and who buys fire insurance. | 1. Participate in the discussion of fire insurance 2. List the perils covered | Chalkboard, Textbooks specimen of motor insurance document periodicals | Students to: 1. define fire insurance and standard fire cover provided 2. list the special peril 3. state the various fire insurance buyers |
| 4 | Theft insurance | Students should be able to: 1. define theft insurance 2. state properties to be covered. 3. explain how theft insurance is arranged under business and private premises. 4. explain theft by key or trick. | 1. Meaning of theft insurance 2. Properties to be covered 3. Theft insurance in business premises and private premises 4. Theft by key or trick | Explains: 1. meaning of theft insurance 2. property to be covered 3. difference between theft in business and private premises 4. theft by key or trick | 1. Participate in the discussion of theft insurance 2. Copy note from the chalkboard. | Chalkboard, Textbooks specimen of motor insurance document. | Students to: 1. explain the meaning of theft insurance. 2. state any fire properties that are insurable. 3. mention the distinction between theft insurance in business and private premises. |

**INSURANCE
SS II
FIRST TERM**

SUB THEME: INSURANCE PRODUCTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|---|---|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 5. | Money Insurance | Students should be able to: 1. explain the meaning and necessity of money insurance 2. explain money lost in transits only in safe or strong room after business hours, in custody of a staff. | 1. Meaning and necessity of money insurance 2. In safe or strong room after business hours 3. In transits only 4. In custody of a staff, e.g. cashier. | Explains: 1. meaning and necessity of money insurance 2. types of covers available | Participate in the discussion of money insurance and copy notes from the chalk board. | Chalkboard, Textbooks specimen of motor insurance document. | Students to: 1. state the meaning and necessity for money insurance 2. explain the types available |
| 6 | Fidelity guarantee insurance | Students should be able to: 1. explain the meaning of fidelity guarantee insurance 2. state the types of insurance policy cover and types of guarantee 3. distinguish between commercial guarantee and bonds | 1. Meaning of fidelity guarantee insurance 2. Types of insurance policy cover. 3. Types of guarantee 4. Bonds | Explains: 1. meaning of fidelity guarantee insurance 2. the various types of policies in fidelity guarantee insurance 3. the term bond | Listen attentively, and copy their note | Chalkboard, Textbooks specimen of motor insurance document. | Students to: 1. Define fidelity guarantee insurance 2. Mention the three types of insurance cover under fidelity guarantee. 3. Write about the types of guarantee. |
| 7. | Credit insurance | Students should be able to: 1. define credit insurance 2. state the necessities of credit insurance 3. state the types of cover | 1. meaning and necessity of credit insurance 2. Types of covers | Explains: 1. meaning of credit insurance 2. necessity of goods in transits insurance 3. the types of cover | Participate in the discussion of credit insurance and copy note from chalkboard | Chalkboard Textbooks Specimen of documents | Students to: 1. define credit insurance 2. state the necessity of credit insurance 3. state the types of covers |

**INSURANCE
SS II
FIRST TERM**

SUB THEME: INSURANCE PRODUCTS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 8. | Burglary insurance | Students should be able to: 1. explain the meaning of burglary insurance 2. policies provided under burglary insurance 3. distinguish between burglary insurance in business and private premises 4. differentiate between burglary insurance and theft insurance | 1. Meaning of burglary insurance 2. Property to be covered 3. Burglary insurance in business and private premises 4. Difference between burglary insurance and theft insurance | Explains: 1. meaning of burglary insurance 2. property to be covered 3. burglary in business and private premises 4. the difference between burglary insurance and theft insurance | Participate in the discussion of burglary insurance in both business and private premises | Chalkboard Textbooks specimen of burglary insurance documents | Students to: 1. define burglary insurance 2. state any five properties to be covered under burglary insurance 3. distinguish between burglary and theft insurance. |
| 9 | Goods in transit insurance | Students should be able to: 1. define goods in transit insurance 2. identify and explain the types of goods to be covered | 1. Meaning of goods in transit insurance 2. Types of goods to be covered | 1. Explains the meaning of good in transit insurance. 2. Gives examples of goods to be covered | 1. Participate by identifying the different types of goods to be covered and copy note from the chalkboard | Chalkboard, Textbook parcels, letters and specimen of document. | Students to: 1. define goods in transit insurance 2. identify and explain the types of goods to be covered |
| 10 | Cash in transit | Students should be able to: 1. explain the meaning of cash in transit 2. give examples of types of policy cover. | 1. Meaning of cash in transit. 2. Types of cover | Explains: 1. Meaning of cash in transit 2. Types of policy cover | 1. Participate in the discussion 2. Copy note from the chalkboard | Chalkboard Textbooks | Students to: 1. explain the meaning of cash in transit insurance 2. give example of policy cover. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**INSURANCE
SS II
SECOND TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------|---|--|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Marine insurance I | Students should be able to: 1. define marine insurance and perils of the sea 2. list and explain the types of marine insurance. 3. explain the types of marine insurance policies. | 1. Meaning of marine insurance and perils 2. Types of marine insurance 3. Types of marine insurance policies | Explains: 1. meaning of marine insurance and perils. 2. types of marine insurance 3. types of marine insurance policies | 1. Listen attentively as the teacher explains 2. Ask questions 3. Copy notes from chalkboard | Chalkboard Textbooks and specimens document | Students to: 1. define marine insurance 2. state the types of marine insurance 3. outline the types of marine insurance policies |
| 2 | Marine insurance II | Students should be able to: 1. categorized total loss and partial loss. 2. state properties covered by marine insurance. | 1. Marine losses 2. Properties covered by marine insurance | 1. Categorizes the types of losses 2. State properties to be covered by marine insurance | 1. Participate in the discussion 2. Copy notes from the chalkboard | Chalkboard Textbooks and specimens document | Students to: 1. Categorize the various losses 2. State the properties to be covered |
| 3 | Aviation insurance I | Students should be able to: 1. explain the meaning of aviation insurance 2. List and explain the factors affecting aviation risks | 1. Meaning of aviation insurance 2. Factors affecting aviation risks | Explains: 1. the meaning of aviation insurance 2. factors affecting aviation risks | 1. Listen attentively and ask question where necessary. 2. Copy notes from the chalkboard | Chalkboard Textbooks and specimens document | Students to: 1. define aviation insurance 2. list the factors affecting aviation risks. |
| 4 | Aviation insurance II | Students should be able to: 1. differentiate the types of aviation insurance cover. 2. state international regulations of aviation insurance. | 1. Types of aviation policies or cover. 2. International regulations. | 1. Explains the types of aviation policies. 2. States international regulations. | 1. Participate in the discussion. 2. Copy note from the chalkboard. | Chalkboard, Textbook | Students to: 1. write on the various types of aviation policies. 2. state international regulation of aviation insurance. |
| 5 | Engineering insurance | Students should be able to: 1. explain the meaning of engineering insurance 2. list the scope of engineering insurance 3. state the types of engineering insurance. | 1. Meaning and scope of engineering insurance 2. Types of engineering insurance | Explains: 1. Meaning of engineering insurance 2. The scope of engineering insurance 3. Types of policies and covers provided. | 1. Mention some of engineering policies 2. Copy note from chalkboard | Chalkboard Textbook specimen of engineering insurance document | Students to: 1. define engineering insurance 2. mention the scope of covers provided. 3. write the types of engineering provided. |

**INSURANCE
SS II
SECOND TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------------|--|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6. | Business interruption insurance | Students should be able to: 1. explain the meaning of business interruption insurance. 2. examine the scope of the cover 3. state the causes of business interruption insurance | 1. Meaning of business interruption insurance 2. Scope of the cover 3. Causes of business interruption insurance | Explains: 1. Meaning and scope of business interruption insurance 2. The Causes of machine breakdown | 1. Participate in the discussion of the causes of machine break down. 2. Also, the consequences of fire incident. 2. Copy note from the chalkboard | Chalkboard Textbooks specimen document of business interruption insurance | Students to: 1. define business interruption insurance. 2. mention the scope of cover 3. list the causes of business interruption |
| 7. | Agricultural insurance | Students should be able to: 1. explain the meaning agricultural insurance 2. State the scope of cover | 1. Meaning of Agricultural insurance 2. Scope of cover | Explains: 1. Meaning of agricultural insurance 2. The scope of cover | 1. Participate in the discussion and copy note from the chalkboard | Chalkboard Textbooks specimen document | Students to: 1. define agricultural insurance 2. explain the scope of cover |
| 8. | Employer's liability insurance | Students should be able to: 1. explain the meaning of employer's liability insurance 2. explain workman compensation scheme 3. explain he level of benefit payable | 1. Meaning of employer's liability insurance. 2. Workman compensation policy 3. Level of benefit payable | Explains: 1. Meaning of employer's liability insurance 2. Workman compensation scheme 3. What covers and benefit available | 1. Participate in the discussion and ask question where necessary. 2. Copy note from the chalkboard | Chalkboard Textbooks specimen liability insurance | Students to: 1. explain the meaning of employer's liability insurance 2. state the level of benefit provided |

**INSURANCE
SS II
SECOND TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------|--|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 9. | Public liability insurance | Students should be able to: 1. explain the meaning of public liability insurance. 2. explain the various types of policies | 1. Meaning of public liability insurance 2. Types of public liability insurance | 1. Explains the meaning of public liability insurance. 2. Explains what public/personal liability covers. 3. Also the cover of product liability insurance | 1. Participate in the discussion. 2. Copy note from the chalkboard. | Chalkboard, Textbook specimen document | Students to: 1. define public liability insurance 2. explain the various types of personal liability. 3. how product liability may arise |
| 10 | Contractor all risk insurance | Students should be able to: 1. define contractor all risk insurance 2. explain the types of policy cover | 1. Meaning of contractor all risk insurance 2. Types of policy covers | Explains: 1. Meaning of contractor all risk insurance. 2. Types of policy cover | 1. Listen attentively and copy note from chalkboard. | Chalkboard, Textbook specimen document | Students to: 1. define contractor all risk insurance 2. state the types of policy cover. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**INSURANCE
SS II
THIRD TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Professional indemnity | Students should be able to: 1. explain the meaning of professionals indemnity 2. explain the professionals that may require professional indemnity insurance | 1. Meaning of professional indemnity 2. Liability to professional such as doctors, lawyers, insurance brokers, accountants, architects | Explains the meaning and various profession that required professional indemnity insurance | 1. Participate in the discussion. 2. Copy notes from chalkboard | Chalkboard, Textbooks specimen of document | Students to: 1. define professional indemnity 2. state the profession that require professional indemnity |
| 2 | Term assurance | Students should be able to: 1. explain the meaning of term assurance 2. explain the form of term assurance 3. state the uses of term assurance. | 1. Meaning of term assurance . 2. Forms of term assurance e.g. individual and group. 3. Uses of term assurance | Explains: 1. what term assurance is 2. various forms term assurance 3. uses of term assurance | 1. Participate in the discussion and copy note from chalkboard | Chalkboard, Textbooks specimen of document | Student to: 1. state, the meaning of term assurance 2. state the forms of term assurance 3. mention the various uses of term assurance |
| 3 | Endowment assurance I | Students should be able to: 1. define endowment assurance 2. list and explain the types of endowment assurance | 1. Meaning of endowment assurance 2. Types of endowment policy | Explains: 1. the meaning of endowment assurance 2. the various types of endowment policies | 1. Participate in discussion 2. Mention the types of endowment policies | Chalkboard, Textbooks specimen of document | Students to: 1. define endowment assurance. 2. distinguish the various types of endowment policy |
| 4 | Endowment assurance II | Students should be able to: 1. explain the types of risk covered and its application. 2. state the benefit provided by each types | 1. Types of risk covered and its application 2. Benefits of endowment assurance | Explains: 1. the types of risk covered and it application 2. benefits provided by each types | 1. Participate in the discussion and ask questions. 2. Copy note from the chalkboard | Chalkboard, Textbooks specimen of document | Students to: 1. mention the types of risk cover 2. state the benefit provided by each types |

**INSURANCE
SS II
THIRD TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------|--|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Whole life assurance policy | Students should be able to: 1. explain what is whole life policy 2. differentiate between whole life and endowment policy | 1. Whole life policy 2. Mode of operation in whole life policy | Explains: 1. whole life policy 2. premium payment and maturity 3. risk covered | 1. Participate in the discussion 2. Copy note from chalkboard. | Chalkboard, Textbooks, specimen of document | Students to: 1. explain the meaning of whole life policy. 2. distinguish between whole life policy and endowment policy |
| 6 | Annuities | Students should be able to: 1. briefly explain the meaning of annuities 2. explain the mode of operation 3. state the benefit of annuities | 1. Meaning of Annuities 2. Mode of operation in Annuities 3. Benefits of Annuities. | Explains: 1. meaning of annuities 2. mode of operation 3. benefits of annuities | 1. Participate by listening attentively and ask questions where necessary 2. Copy note from the chalkboard | Chalkboard, Textbooks, specimen of document | Students to: 1. define annuities 2. explain the mode of operation 3. state any three benefit of annuities |
| 7 | Personal accident insurance | Students should be able to: 1. explain what personal accident policy is. 2. explain group personal accident insurance 3. outline the benefit provided | 1. Personal accident insurance 2. Peril covered 3. Form of personal accident insurance 4. benefit provided | Explains: 1. meaning of personal accident insurance 2. who buys personal and group accident policy. 3. perils covered 4. benefit provided | 1. Participate in the discussion and copy note from chalkboard | Chalkboard, Textbooks, specimen of document | Students to: 1. define personal accident insurance 2. state the forms of personal accident insurance 3. outline the benefit of personal accident insurance. |
| 8 | Group insurance | Students should be able to: 1. define group insurance. 2. state people that can benefit from the policy | 1. Meaning of group insurance 2. People to be covered 3. Benefit of group insurance | Explains: 1. meaning of group insurance 2. people to be covered 3. those that benefit from group insurance | Participate by listening attentively and copy note from chalkboard | Chalkboard, Textbooks, specimen of document | Students to: 1. define group insurance 2. outline those that benefit from group insurance |

**INSURANCE
SS II
THIRD TERM**

SUB THEME: INSURANCE PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------|---|--|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Consequential loss insurance | Students should be able to: 1. explain the meaning of consequential loss insurance. 2. outline the types of covers provided. 3. state the benefits of the policy | 1. Meaning of consequential loss insurance 2. Types of covers provided. 3. Benefits of the policy | Explains: 1. meaning of consequential loss insurance 2. types of policy cover. 3. benefits of the policy | Participate in the discussion and copy note from the chalkboard | Chalkboard, Textbooks, specimen of document | Students to: 1. define consequential loss insurance 2. outline the types of covers provided 3. enumerate any three benefit of the policy |
| 10 | Glass plate insurance | Students should be able to: 1. explain the meaning of glass plate insurance 2. state the types of policy cover. 3. list any three benefit of the policy | 1. Meaning of glass plate insurance 2. Types of policy covers 3. Benefits of glass plate insurance | Explains: 1. meaning of glass plate insurance 2. types of policy cover 3. benefits of the policy | Participate in the discussion and copy note from the chalkboard | Chalkboard, Textbooks, specimen of document | Students to: 1. define glass plate insurance 2. outline the types of cover 3. list some of the benefits of this policy |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
FIRST TERM

THEME: WORKSHOP SAFETY PRECAUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Safety precaution concerning tools used in auto body paint shop | Students should be able to: state safety precautions on use of: -measuring tools -cutting tools -driving tools -holding/supporting tools. | Safety precautions on use of: -measuring tools -cutting tools -driving tools -holding/supporting tools. | Guides students to state safety precautions on use of: -measuring tools -cutting tools -driving tools -holding/supporting tools. | Participate in the discussion of safety precautions on use of various tools. | Steel tape, razor blade screw driver, knife etc. | Student to: state two safety precautions on each of the following tools: -measuring tools -cutting tools -driving tools -holding/supporting tools. |
| 2 | Safety precautions on use of equipment in auto body paint shop | Students should be able to: state safety precautions on use of: -use of compressor -spray gun -paint measuring meter. | Safety precautions on use of: -use of compressor -spray gun -paint measuring meter. | States safety precautions on use of: -uses of compressor -spray gun -paint measuring meter. | Participate in stating safety precautions on use of compressor, spray gun and paint measuring meter. | 1. Compressor 2. Spray gun 3. Paint measuring meter, workshop manual. | Student to: state two safety precautions on use of: - compressor -spray gun -paint measuring meter. |
| 3 | Safety precautions concerning users of auto body paint shop | Students should be able to: state safety precautions concerning -human body -legs -eyes -nose -hands | Importance of: -overall -safety shoes -safety goggles -respirator -mask -gloves | Guides students in stating safety precautions concerning human beings or users of auto body paint shop. | Participate in the discussion of safety precautions concerning users of auto body paint shop. | Safety shoes, safety gaggles, respirator gloves overall etc. | Student to: state are safety precaution concerning -human body -legs -hands -nose -eyes. |
| 4 | Safety precautions on use of toxic and inflammable substances | Students should be able to: 1. state safety precaution on use of toxic and inflammable substances. 2. read warning labels | 1. Care in handling toxic materials or substances 2. Danger from inflammable substances. 3. Importance of warning labels. | 1. Guides students to state cares to be taken in handling toxic and inflammable substances 2. Emphasizes on importance of warning labels. | 1. Participate in the discussion of cares taken in handling toxic and inflammable substances. 2. Give regards to warning labels. | Chalkboard and charts. | Student to: state two safety precautions in handling: -toxic substances -inflammable substances -state importance of warning labels. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
FIRST TERM

THEME: WORKSHOP SAFETY PRECAUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|---|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| THEME: AUTO BODY SPRAY PAINTING | | | | | | | |
| 5 | Materials used for auto body spray paintings | Students should be able to: 1. identify various materials used for auto body spray painting. 2. state the uses of the various materials identified. | 1. Spray painting materials: -masking tape -mask -template -respirator -duster -fitter -paint. 2. Uses of the materials for auto body spray painting. | 1. Guides student to list materials used in auto body spray painting. 2. Guides students to identify the materials used in auto body spray painting. 3. States the uses of materials for auto body spray painting. | 1. Participate in listing materials used in auto body spray painting. 2. Identify the materials used in auto body spray painting. 3. Participate in the discussion of the uses of auto body spray painting materials. | -Masking tape -Mask -Template -Respirator -Duster -Fitter -Paint. | Student to: 1. list five materials used for auto body spray painting. 2. state the uses of each material listed for auto body spray painting. 3. identify five materials for auto body spray painting. |
| 6 | Equipment for auto body spray painting | Students should be able to: 1. list equipments for auto body spray painting. 2. identify the equipments. 3. state the uses of the equipments. | 1. Compressor and its uses 2. Spray gun and its uses 3. Paint measuring meter and its uses etc. | Guides students to: 1. lists equipments for auto body spray painting 2. identifies equipments for auto body spray painting. 3. states the uses of the equipments. | 1. Participate in listing the equipments for auto body spray painting. 2. Take part in identification of equipments. 3. Write out the uses of the auto body spray painting equipments. | Compressor, spray gun, paint measuring meter etc. | Student to: 1. list three equipments for auto body sprays painting. 2. state the uses of the listed equipments. 3. identify the equipments listed. |
| 7 | Storage of tools, equipment and materials for auto body spray painting | Students should be able to: correctly store -tools -equipments -materials for auto body spray painting. | 1. Tools storage 2. Equipments storage 3. Material storage | Guides students to: -correctly store -tools -equipment -materials for auto body spray painting | Participate in storing correctly -Tools -Equipments -Materials for auto body spray painting. | 1.Tools 2. Equipments 3. Materials for auto body spray painting. | Student to: store some given tool, equipment and materials for auto body spray painting. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
FIRST TERM

THEME: WORKSHOP SAFETY PRECAUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Maintenance of materials and equipment for auto body spray painting | Students should be able to: 1. carry out routine maintenance on the materials and equipments for auto body spray painting. 2. state the need for materials and equipments maintenance. | 1. Explanation of routine maintenance. 2. Maintenance guide. | 1. Explains what routine maintenance is all about. 2. Guides students to carry out routine maintenance on materials and equipments for auto body spray painting. | 1. Define routine maintenance. 2. Carry out routing maintenance on paint pot, spray gun, funnel, paint measuring meter, compressor etc. | Compressor, spray gun, funnel paint pot etc. | Student to: 1. Define routine maintenance. 2. carry out routing maintenance on given materials and equipment for auto body spray painting. 3. state the need for materials and equipment maintenance. |
| 9 | Paint materials | Students should be able to: 1. identify various types of paint. 2. state the importance of paint in auto body spray painting. | 1. Types of paint: -enamel paint -lacquer paint 2. Importance of paint in auto body sprays painting. | Guides students to: 1. identifies various types of paint. 2. states the importance of paint in auto body spray painting. | 1. Participate in identification of various types of paint. 2. State the importance of paint in auto body spray painting. | Enamel paint lacquer paint | Student to: 1. identify some given paints. 2. state the importance of paint in auto body spray painting. |
| 10 | Paint materials (under coat and top coat) | Students should be able to: 1. define under coat and top coat. 2. differentiate under coat from top coat. | 1. Definition of under coat and top coat. 2. Under coat material and top coat materials. 3. Difference between under coat and top coat. | Guides students to: 1. defines under coat and top coat. 2. identifies under coat materials and top coat materials. 3. states differences between under coat and top coat. | 1. Participate in defining under coat and top coat. 2. Identify the materials for under coat and top coat. 3. Part takes in the discussion of the differences between under coat and top coat. | Primer, primer surface, putty, sealer, lacquer and enamel paints. | Student to: 1. define under coat and top coat. 2. differentiate under coat from top coat. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
SECOND TERM

THEME: AUTO BODY SPRAY PAINTING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------------------------------------|--|--|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Paint Mixing | Students should be able to: 1. mix paint correctly to obtain required colour. 2. observe safety precautions when mixing paints. 3. carry out maintenance on paint mixing. | 1. Manufacturer paint guide 2. Paint formulas 3. Paint mix equipment 4. Custom-mix base colours. | 1. Illustrates how to mix colour to obtain original colour. 2. Uses materials and equipment to mix paints. 3. States safety precautions when mixing paints. 4. Guides students to carry out maintenance of materials and equipment for mixing paints. | 1. Participate in paint mixing. 2. Use material and equipment to mix paint. 3. Observe safety precautions. 4. Carry out maintenance in materials and equipment for mixing paint. | Paints, solvent, manufacturers colour basic guide. | Students to: 1. mix paints to obtain a stated colour. 2. state two safety precautions to be observed when mixing paints. 3. carry out maintenance on materials and equipment for paint mixing. |
| THEME: MAINTENANCE MATERIALS | | | | | | | |
| 2 | Routine maintenance of tools and equipment for auto body spray painting | Students should be able to: 1. define routine maintenance. 2. carry out routine maintenance on tools, materials and equipment for auto body spray painting. | 1. Explanation of routine maintenance. 2. Routine maintenance on tools, materials and equipment for spray painting e.g. cleaning of spray gun, cleaning of paint pot etc. | 1. Explains routine maintenance to students. 2. Guides students to clean spray gun, paint pot etc. | 1. Participate in the discussion of routine maintenance. 2. Participate in cleaning of tools and equipment of auto body spray painting. | Spray gum, compressor, paint pot etc. | Students to: 1. define routine maintenance. 2. carry out routine maintenance on spray gun, paint pot and air compressor. |
| 3 | Predictive maintenance of tools and equipment for auto body spray painting | Students should be able to: 1. define predictive maintenance. 2. carry out predictive maintenance on tools and equipments. | 1. Explanation of predictive 2. Predictive maintenance of tools and equipment for auto body spray painting. | 1. Explains predictive maintenance 2. Guides students to carry out predictive maintenance on tools and equipments. | 1. Participate in discussion of predictive maintenance. 2. Carry out predictive maintenance on tools and equipments. | Tools and equipment for auto body spray painting. | Students to: 1. define predictive maintenance. 2. carry out predictive maintenance on given tools and equipments. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
SECOND TERM

THEME: AUTO BODY SPRAY PAINTING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|---|---|-----------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Corrective maintenance of tools and equipments for auto body spray painting | Students should be able to: 1. define corrective maintenance. 2. carry out corrective maintenance on tools and equipment for auto body spray painting. | 1. Definition of corrective maintenance. 2. Replacement of faulty parts of spray gun. 3. Replace leaking paint pot. 4. Replace spark plugs of air compressor. | 1. Guides students to define corrective maintenance. 2. Assists students to carry out corrective maintenance on tools and equipments for auto body spray painting. | 1. Participate in defining corrective maintenance. 2. Replace faulty parts of spray gum. (3) Replace leaking paint pot. 4. Replace spark plug of air compressor. | Spray gun, paint pot, compressor. | Students to: 1. define corrective maintenance. 2. replace leaking spray gun parts. 3. replace leaking paint pot. 4. change spark plug of air compressor. |

THEME: AUTO BODY REPAIR

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|---|--|---|--|---|---|---|--|
| 5 | Minor auto body repair (Auto body straightening) | Students should be able to: 1. list basic straightening methods. 2. identify minor repair to be done on auto body. 3. list tools necessary for a given minor body repair 4. carry out minor auto body repair. | 1. Basic methods straightening auto body. 2. Identification of minor auto body repair. 3. List of tools necessary for a given minor auto body repair. 4. Carrying out a minor auto body repair e.g. body straightening. | 1. Guides students to list basic methods of auto body straightening. 2. Guides students to identify minor auto body straightening work. 3. Lists tools necessary for minor auto body straightening. 4. Guides students to carry out minor auto body straightening. | 1. Participate in listing basic methods of auto body straightening. 2. Identify a minor auto body repair (body straightening). 3. List some tools necessary for straightening of auto body under minor repair. 4. Carry out minor auto body straightening. | Auto body, hand dollies, spoons, hammer, spanner, and screw-driver. | Students to: 1. list four basic methods of straightening auto body. 2. identify auto body for minor straightening work. 3. list out the tools necessary for the minor auto body straightening. 4. carry out minor auto body straightening. |
| 6 | Minor auto body repair (Rust Treatment) | Students should be able to: 1. define rust. 2. state causes of rust. 3. treat rust on auto body. | 1. Definition of rust 2. Causes of rust on auto body. 3. Treating rust on auto body. | 1. Defines rust 2. States causes of rust on auto body 3. Guides students to treat rusted spot on an auto body. | 1. Part take in defining rust 2. State causes of rust on auto body. 3. Treat rusted spot on auto body. | Auto body, sand papers paint. | Students to: 1. define rust 2. state two causes of rust on auto body. 3. treat a rusted spot on auto body. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
SECOND TERM

THEME: AUTO BODY SPRAY PAINTING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Minor auto body repair (light panel patching) | Students should be able to: 1. identify the area of the panel to be patched. 2. state the tools necessary to carry out light panel patching. 3. carry out light panel patching on a given auto body. | 1. Identification of area to be patched on the auto body. 2. Tools and equipment for light panel patching. 3. Preparation of the area to be patched. 4. Patching procedure for a light panel. | Guides students to: 1. identify the area of the auto body to be patched. 2. lists out the tools and equipment for light panel patching. 3. states the procedure to be followed when carrying out light panel patching on an auto body. 4. carry out light panel patching on an auto body. | 1. Participate in identification of the area to be patched on a given auto body. 2. Writ out the tools and equipment for patching a light panel auto body. 3. Write out the procedure for patching an area on a light panel auto body. 4. Carry out light panel patching on a given auto body. | Auto body chisel, hammer filler rod oxy-acetylene welding equipment. | Students to: 1. identify the area to be patched on a given light panel auto body. 2. list out the tools and equipment needed for patching a light panel auto body. 3. carry out patching of a light panel auto body. |
| 8 | Types of auto body | Students should be able to: 1. describe an auto body. 2. state two types of auto body. 3. state advantages and disadvantages of integral body. 4. state advantages and disadvantages of composite body. | 1. Description of auto body. 2. Types of auto body. 3. Advantages and disadvantages of integral body. 4. Advantages and disadvantage of composite body. | 1. Describes an auto body. 2. Guides students to state two types of auto body. 3. Discusses advantages and disadvantages of integral body with students. 4. Discusses advantages and disadvantages of composite auto body with the students. | 1. Participate in the description of auto body. 2. State two types of auto body. 3. Take part in the discussion of advantages and disadvantages of integral auto body. 4. Take part in discussion the advantages and disadvantage of composite auto body. | Integral auto body and composite auto body. | Students to: 1. describe an auto body. 2. state two types of auto body. 3. give two advantages and two disadvantages of integral auto body. 4. give two advantages and two disadvantage of composite auto body. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
SECOND TERM

THEME: AUTO BODY SPRAY PAINTING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Major auto body sections | Students should be able to: 1. describe what auto body section is all about. 2. identify auto body sections. 3. state the functions of different auto body sections. | 1. Auto body section 2. Identification of auto body sections 3. Functions of different auto body sections. i.e. -Front section -Passenger section -Rear section. | 1. Guides student to describe what an auto body section is. 2. Identifies the sections in an auto body. 3. Guides students to state the functions of the different auto body section. | 1. Describe what an auto body section is. 2. Identify the sections in a given auto body. 3. State the functions of different auto body sections. | Auto body. | Students to: 1. describe what an auto body section is. 2. identify three auto body sections in given auto body. 3. state the functions of the following major auto body sections -front section -passenger section -rear section. |
| 10 | Major auto body repair (damaged vehicle alignment) | Students should be able to: 1. state basic alignment principles. 2. carry out damaged vehicle alignment. 3. determine when to cut quarter panel and light weight panel. | 1. Basic alignments principles. 2. Quarter panel. 3. Light weight panel. 4. Damaged vehicle alignment. | Guides students to: 1. states basic alignment principles. 2. carries out damaged vehicle alignment. 3. determines when to cut quarter panel and light weight panel. | 1. Part take in stating basic alignment principles. 2. Carry out damaged vehicle alignment. 3. Determine when to cut quarter panel and light weight panel. | 1. Vehicle body jack and axle stand, hand tools, grinder, oxy-acetylene welding equipment. | Students to: 1. state two basic alignment principles. 2. carry out damaged vehicle alignment. 3. state when to cut quarter panel and light weight panel. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Removal and replacing of auto body subassemblies and components by loosing and tightening | Students should be able to: 1. determine best method of removing and replacing damaged auto body sub assemblies. 2. interpret manufacturers manual 3. select appropriate tools for a given job. 4. dismantle and assemble auto body subassemblies. | 1. Loosing and tightening tools 2. Auto body subassemblies. 3. Manufacturer's manuals. | 1. Guides students on identification of loosing and tightening tools. 2. Lists loosing and tightening tools and their uses 3. Guides students to dismantle and assemble auto body subassemblies. | 1. Participate in identification of loosing and tightening tools. 2. Write out the list of loosing and tightening tools. 3. State the uses of loosing and tightening auto body subassemblies tools. 4. Dismantle and assemble auto body subassemblies. | Spanners, screw drivers, auto body subassemblies. | Students to: 1. determine best method of removing and replacing damaged auto body assembly. 2. select appropriate tools for loosing and assembling a given auto body subassembly. 3. interpret manufacturer's manual 4. loose and assemble a given auto body subassembly. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 2 | Removal and replacement of auto body subassemblies by cutting and welding | Students should be able to: 1. identify the auto body to be removed by cutting and replaced by welding. 2. select correct tool for cutting. 3. select correct welding equipment for the replacement of subassembly auto body. 4. dismantle and assemble auto body subassembly. | 1. Auto body subassemblies 2. Identification of auto body subassemblies. 3. Cutting tools 4. Welding equipment (oxy-acetylene) 4. Removal of subassembly by cutting. 5. Replacement | 1. Guides students to identify the subassembly to be removed. 2. Guides students to select correct tools for the removal of the subassembly. 3. Guides students on removal of the subassembly. 4. Guides students to select correct welding equipment for the replacement of the auto body subassembly that was removing. 5. Carries out the replacement of the auto body subassembly. | 1. Identify the auto body subassembly to be removed. 2. Select correct tools for the removal of the auto boy subassembly. 3. Carry out the removal of the auto body subassembly. 4. Select correct oxy-acetylene equipment for weld the auto body subassembly 4. Carry out replacement of the auto body subassembly by gas welding. | Chisel, files, hammer, oxy-acetylene welding equipment. | Students to: 1. identify the auto body subassembly to be removed. 2. select correct tools for cutting the subassembly. 3. carry out the removal of the auto body subassembly. 4. replace the auto body subassembly. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|--|---------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 3 | Removal and replacement of auto body subassembly by pulling and pushing | Students should be able to: 1. identify the auto body subassembly to be removed by pushing and pulling. 2. select correct tools for the job. 3. carry out removal of auto body subassembly by pushing and pulling. | 1. Auto body subassemblies 2. Identification of auto body subassembly that needs removal. 3. List of tools for removal and assembling the auto body subassembly. 4. Carrying out removal and assembling of the identified auto body subassembly. | Guides students to: 1. Identifies the auto body to be removal. 2. Selects the correct tools for the job. 3. Carries out the removal of the auto body. 4. Carries out the replacement of the auto body. | 1. Participate in identification the auto body to be removed. 2. Select correct tools for the job. 3. Carry out removal of the required auto body subassembly. 4. Assemble the auto body subassembly. | Auto body pullers. | Students to: 1. identify the auto body subassembly to be removed by pulling or pushing. 2. select correct tools for removal of the identified auto body subassembly. 3. carry out the removal of an identified auto body subassembly. 4. assemble the auto body subassembly. |

THEME: AUTO BODY SPRAYING EQUIPMENT

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|---|-------------------------------------|--|--|---|--|--|--|
| 4 | Spray gun | Students should be able to: 1. identify spray gun. 2. list types of spray gun. 3. state the uses of spray gun. | 1. Spray gun 2. Types of spray gun -pressure gun -siphon gun 3. Uses of spray gun. | Guides students to: 1. identify spray gun. 2. state types of spray gun. 3. state uses of spray gun. | 1. Part takes in identification of spray gun. 2. List types of spray gun 3. State two uses of spray gun. | Different types of spry gun | Students to: 1. identify spray gun. 2. list the two types of spray gun. 3. state two uses of a spray gun. |
| 5 | Precautions in the use of spray gun | Students should be able to: 1. define safety precaution. 2. state safety precaution in the use of spray gun. 3. interpret manufacturer's guide on use of spray gun. | 1. Safety precautions in the use of spray gun. 2. Manufacturer's guide on use of spray gun. | 1. Guides students to define safety. 2. States safety precaution in the use of spray gun. 3. Guides students to interpret manufacturer's guide. | 1. Define safety. 2. State some safety precautions on use of spray gun. 3. Interpret manufacturer's guide on use of spray gun. | Spray gun, manufacturer's guide on use of spray gun. | Students to: 1. define safety. 2. state three safety precautions on use of spray gun. 3. interpret the manufacturer's guide on us of spray gun. |

**AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM**

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-----------------------------------|---|---|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| THEME: SURFACE PREPARATION | | | | | | | |
| 6 | Surface preparation of unpainted panel surfaces | Students should be able to: 1. define an unpainted panel. 2. give examples of unpainted panel surface 3. determine the extent of work to be done 4. select the best technique to be used. 5. carry out surface preparation of unpainted panel surface. | 1. Explanation of unpainted panel surface. 2. Replaced panel surface preparation. 3. Examples of unpainted panel surface 4. Preparing galvanized metal panel surface. | Guides students to: 1. defines unpainted panel surface. 2. gives examples of unpainted metal panel surface. 3. determines the extent of work. 4. selects the best technique to carry out unpainted panel surface. 5. carries out surface preparation with galvanized metal panel. | 1. Participate in the definition of unpainted panel surface. 2. Give examples of unpainted metal surface. 3. Determine the extent of work. 4. Select the best technique for the work. 5. Carry out preparation of unpainted panel surface. | Galvanized sheet metal chisel, measuring tape, hammer, putty knife, sander, sanding block, etc. | Students to: 1. define unpainted panel surface. 2. give two example unpainted metal panel surface. 3. determine the extent of work 4. select the best technique to be used. 5. carry out preparation of unpainted panel surface. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | Surface preparation of painted panel surface | Students should be able to: 1. define painted panel. 2. identify painted panel. 3. determine the extent of work to be done. 4. select best technique to be used for the work. 5. observe safety precautions. 6. carry out surface preparation of painted panel surface. | 1. Definition of painted panel 2. Identification of painted panel. 3. Determining the extent of work to be done. 4. Safety precautions when working on painted panel 5. Techniques for carrying out surface preparation of painted panel surface. 6. Preparation of painted panel surface. | Guides students to: 1. defines a painted panel. 2. identifies painted panel. 3. determines the extent of work to be done. 4. observes safety precautions 5. selects best technique for carrying out the work. 6. carries out surface preparation of painted panel surface. | 1. Define painted panel. 2. Identify painted panel. 3. Determine the extent of work to be done. 4. Observe safety precautions. 5. Select best technique for carrying out the work. 6. Carry out surface preparation of painted panel surface. | Painted panel, mallet, sander, putty knife, sanding block, sealers etc. | Students to: 1. define painted panel. 2. identify painted panel. 3. determine the extent of work. 4. state three safety precautions when preparing painted panel surface. 5. select suitable technique for surface preparation of painted panel surface. 6. carry out surface preparation of painted panel surface. |
| 8 | Sealing and painting | Students should be able to: 1. carry out sealing 2. spray paint auto body panel. | 1. Sealing process. 2. Spray painting process. | Guides students to: 1. carries out sealing. 2. carries out spray painting of auto body. | 1. Carry out sealing on auto body 2. Carry out spray painting of auto body. | Sealers, paint masking tape solvent etc. | Students to: 1. carry out sealing. 2. carry out spray painting of auto body. |

AUTO BODY REPAIR AND SPRAY PAINTING
SS II
THIRD TERM

THEME: METHODS OF AUTO BODY SUBASSEMBLY REMOVAL

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | Factors that enhance high quality of work | Students should be able to: 1. state factor that enhance high quality work. 2. briefly discuss each factor that enhances high quality of work. | Factors that enhance high quality of work: -clear understand of work to be don -careful selection of tools and equipment. -selection of appropriate materials -skillful operations of tools, machines and equipment. -observation of safety precautions. -selection of best techniques to carry out the work. -finishing touch. | Guides students to: 1. lists factors that enhance high quality of work 2. discusses each factor with the students. | Part take in: 1. Listing the factors that enhance high quality of work. 2. Discuss each of the factors that enhance high quality of work. | Chalkboard charts and pictures. | Students to: 1. state four factors that enhance high quality of work. 2. briefly explain the four factors. |

THEME: FIRE ACCIDENT

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| 10 | Prevention of fire accident in auto body repair workshop | Students should be able to: 1. identify source of fire accident. 2. state safety measures against fire accident. 3. use fire extinguisher 4. state the function of fire fighters. 5. state effect of fire accident in auto body repair workshop. | 1. Fire accident 2. Source of fire accident. 3. Preventive measures against fire accident 4. Putting off fire: -fire extinguisher -fire fighters 4. Effect of fire accident in auto body repair workshop. | Guides students to: 1. identifies sources of fire accident. 2. states preventive measure against fire accident. 3. discusses use of fire extinguisher. 4. states effect of fire accident in auto body repair workshop. | Participate in: 1. identification of sources of fire accident. 2. state preventive measures against fire accident. 3. use of fire extinguisher. 4. discussion of function of fire fighter. 5. discussion of effect of fire accident in auto body repairs workshop. | Chalkboard, charts, fire extinguisher | Students to: 1. identify two sources of fire accident in auto body workshop. 2. state two safety measures against fire accident. 3. describe how to use fire extinguisher to put off fire. 4. state the functions of fire fighter. 5. state three effect of fire accident in auto body repair workshop. |
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11-12

REVISION AND EXAMINATION

AUTO MECHANICALWORK
SS II
FIRST TERM

THEME: AUTOMOBILE ENGINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Components mounted on the chassis. | Students should be able to: 1. method of securing the components. a. engine b. transmission 2. remove and replace engine transmission components and steering. | 1. Method of mounting: - engine - transmission - Steering system | 1. Lists engine parts, engine block, crank shaft, cam shaft, piston etc 2. Illustrates and explains removal and replacement of transmission components: - gear box - clutch -propeller shaft - universal joints | 1. Identify the various components provided. 2. Observe the removal and replacement of components on the chassis | 1. Live vehicle. 2. Charts. 3. Posters | Students to: 1. list ten engine parts. 2. method of jointing that is used in securing an engine to the chassis. 3. remove and replace gear box in an engine. |
| 2 | Petrol engine I | Students should be able to: explain the principles of operation of two stroke cycle engine. | Two stroke cycle (spark ignition engine) | Explains two stroke cycle engines principle, operational | Explain the working sequence of two stroke cycle engine. | 1. Live engine two stroke 2. Charts 3. Posters | Students to: explain the working operational of two stroke engine. |
| 3 | Petrol engine II | Students should be able to: explain the working sequence of four stroke cycle engine. | Four stroke cycle engine (spark ignition engine). | Explains and illustrates four stroke cycle engines. | Observe the working operation of four stroke cycle engine. | 1.Live engine 2. Four stroke 3. Charts 4. Posters | Students to: explain the working operation of four stroke engine. |
| 4 | Petro; engine III | Students should be able to: 1. distinguish between two stroke and four stroke C.I.E 2. advantages and disadvantages of two and four stroke cycle engine. | 1. Two and four stroke engine differences. 2. Advantages and disadvantages of two over four stroke engine. | 1. Distinguishes between two stroke and four stroke cycle engine. 2. States advantages and disadvantages of two over four stroke cycle engine. | Observe differences in two strike and four stroke cycle engine. | 1. Live engine – two 2. Four stroke cycle engine. | Students to: differentiate between two stroke and four stroke cycle engine. |

AUTO MECHANICALWORK
SS II
FIRST TERM

THEME: AUTOMOBILE ENGINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|---|--|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Diesel engine I | Students should be able to: explain and illustrate principles and operation of two stroke cycle in compression ignition engine. | Two stroke cycle in compression ignition engine. | Explains and illustrates the principle and operation of two stroke cycle engine (C.I.E) | Observe the operational sequence of engine (C.I.E) | 1. Live engine a. two stroke (C.I.E) 2. Posters 3. Charts | Students to: differentiate between two stroke and four stroke cycle engine. |
| THEME: AUTOMOBILE ENGINE AND TRANSMISSION SYSTEM | | | | | | | |
| 6 | Diesel engine II | Students should be able to: 1. explain and illustrate principle of operation of four stroke in compression engine (C.I.E). 2. distinguish between two and four stroke in compression ignition engines. | Four stroke compression ignition engine (C.I.E). | 1. Explains and illustrates the four compression ignition engine (C.I.E) of its principle and operation. 2. Emphasizes on the differences between two and four stroke. | 1. Observe the four stroke ignition engine. 2. Distinguish between the layout and its advantages of one over the other. | 1. Live engine 2. Four stroke compression ignition engine. 3. Posters 4. Charts | Students to: 1. explain the working operations and principles of four stroke compression ignition engine. 2. state two advantages of four stroke engine. |
| 7 | Component of a transmission i. clutch I | Students should be able to: 1. identify the various components of transmission system e.g. clutch 2. explain the function of the component mentioned above. | 1. Identification of clutch and its characteristics. 2. Construction and operation of single plate clutch. | 1. Illustrates with sketch a clutch plate. 2. Explains the function of a clutch in a vehicle. | Identify transmission component e.g. clutch | 1. Live vehicle 2.. Clutch 3. Posters 4. Charts | Students to: 1. state the functions of a clutch. 2. list and explain the function of the parts in a clutch unit. |

AUTO MECHANICALWORK
SS II
FIRST TERM

THEME: AUTOMOBILE ENGINE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-----------------------------------|--|--|---|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| THEME: TRANSMISSION SYSTEM | | | | | | | |
| 8 | Component of a transmission unit ii. fly wheel II | Students should be able to: 1. identify the component such as fluid flywheel 2. explain the function of the component mentioned above. | 1. Identification of fluid flywheel and its characteristic. 2. Construction and operation of a fluid flywheel. | 1. Illustrates with sketches a fluid flywheel. 2. Explains the function of a fluid flywheel. | Identify transmission unit e.g. fluid flywheel. | 1. Live vehicle 2.. Fluid flywheel 3. Posters 4. Charts | Students to: 1. state the function of a fluid flywheel. 2. list and explain the function of the parts in fluid flywheel. |
| 9 | Component of a transmission unit iii. gear box III | Students should be able to: 1. identify the component such as gear box. 2. explain the function of the component. | 1. Identification of gear box. 2. Operation of a sliding mesh and constant mesh gear box. 3. Reverse mechanism. | 1. Lists the parts in a gear box. 2. Dismantles and identification of gear box. 3. Illustrates and explains the methods of reverse mechanism. | 1. Identify gear box. 2 Observe the operation of a gear box. | 1. Live vehicle 2.. Gear box 3. Posters 4. Charts | Students to: 1. state the importance of gear box in a motor vehicle. 2. list five parts in a gear box and describe their functions. |
| THEME: SUSPENSION SYSTEMS | | | | | | | |
| 10 | Suspension system I | Students should be able to: 1. identify damaged suspension system. 2. remove and replace suspension system. | 1. Leaf spring. 2.Coil spring 3. Hydraulic suspension system. | Demonstrates the removal and replacement of the suspension system. | Observe and demonstrate the removal and replacement of suspension system. | 1. Leaf spring 2. Coil spring 3. Hydraulic suspension system. | Students to: remove the leaf, coil spring and replace. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

AUTO MECHANICALWORK
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|---------------------------------------|--|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | REVISION OF 1 ST TERM WORK | | | | | | |
| THEME: SUSPENSION AND STEERING | | | | | | | |
| 2. | Suspension system II | Students should be able to: state the effects of faulty suspension system on a vehicle. | 1. Faults finding in suspension system. 2. Repair of suspension system. | 1. Assists in tracing the faulty system. 2. Repairs faulty suspension system. | Identify faulty suspension system. | 1. Spanner 2. Screw drivers. 3. Charts 4. Posters | Students to: what are the effects of faulty suspension unit on a vehicle? |
| 3. | Steering system I | Students should be able to: state faults associated with steering system. | Steering faults-gear box e.g. rack and pinion, worm and wheel worm and nut etc. | 1. Identifies steering faults. 2. Explains the effect of faulty steering system. | Note the effects of faulty steering system. | 1. Real objects e.g. - Steering - Gear box e.g. worm and wheel, cam and peg etc. 2. Posters 3. Charts. | Students to: state two faults associated with steering system. |
| 4. | Steering system II | Students should be able to: remove parts of steering and replace. | Adjustment of steering unit. | 1. Demonstrates how to remove and replace steering unit. 2. Demonstrates the adjustment of steering unit. | 1. Observe the removal and replacement of steering unit. 2. Observe and participate in adjustment of steering unit. | 1. Posters 2. Charts 3. Spanners 4. Hammer 5. Screw drivers | Students to: explain steering adjustment operations. |
| THEME: ENGINE LUBRICATION AND COOLING SYSTEM | | | | | | | |
| 5. | Operations of engine lubrication I | Students should be able to: state the difference between viscosity in water and in oil lubrication system | Viscosity and viscosity index. | Demonstrates on oil viscosity. | 1. Observe and listen attentively as the teacher explains viscosity. 2. Observe and touch oil and feel the viscosity. | 1. Different grades of oil. 2. Charts. 3. Posters. | Students to: explain the term viscosity. |

AUTO MECHANICALWORK
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6. | Operations of engine lubrication II | Students should be able to: 1. explain, sketch and identify the main components in lubrication system. 2. state the qualities of a good lubricant. | 1. Oil filters. 2. Qualities of lubricant. | 1. Shows to the students the lubricant. 2. Lists the quality of lubricant. | Inspect specimens of lubrication. | 1. Different grades of oil. 2. Posters. 3. Charts. | Students to: compare different types of oil i.e. new, used, different grades. |
| 7. | Operations of engine lubrication III | Students should be able to: explain, sketch and identify the main components in cooling system. | Identification of main components in cooling system. | Shows to the students the main components in cooling system. | Inspect specimens of cooling system parts. | 1. Posters 2. Charts 3. Main components. | Students to: cooling system components. |
| THEME: COOLING SYSTEM | | | | | | | |
| 8. | Cooling system I | Students should be able to: 1. identify parts of a cooling system. 2. dismantle and assemble a cooling system. | Components of 1. Air cooling 2. Water and air cooling system. | 1. Guides in identifying parts of cooling system. 2. Demonstrates the removal and assembly of cooling systems. | 1. Identify cooling parts. 2. Participate in removal and coupling of cooling systems. | 1. Radiator 2. Fan blade. 3. Fan belt. 4. Rubber hose. 5. Charts and posters etc. | Students to: 1. differentiate between the two types of cooling system. 2. replace fan blade and carry out tension adjustment. |
| 9. | Cooling system II | Students should be able to: trace faults associated with cooling system. | Components of 1. Air cooling 2. Water cooling. | Guides students to trace the faults associated with cooling system. | Observe and Participate in tracing the faults associated with cooling system. | 1. Radiator 2. Fan blade. 3. Fan belt. 4. Rubber hose. 5. Charts and posters. | Students to: examine faults associates with cooling system. |
| 10 | Fuel properties | Students should be able to: explain properties of fuel. | Fuel properties. | Explains the properties of fuel. | Participate actively in class discussion. | 1. Fuel 2. Charts 3. Posters | Students to: state the types of fuel used in i. S.I.E ii. C.I.E |
| 11 | REVISION | | | | | | |
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**AUTO MECHANICALWORK
SS II
THIRD TERM**

THEME: FUEL AD EXHAUST

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| 1 | REVISION OF 2 ND TERM WORK | | | | | | |
| 2. | Carburetors I | Students should be able to: 1. identify parts of carburetor. 2. draw and explain the operation of multi and simple jet carburetors. | Carburetors i.e. simple and multi jet types of carburetors. | Describes with sketches the operation of different types of carburetors. | 1. Observe ad listen actively as the teacher demonstrate. 2. Copy the sketches. | 1. Carburetors. 2. Screw drivers. 3. Spanners. 4. Charts. 5. Posters. | Students to: sketch and explain the operation of a simple carburetor. |
| 3. | Carburetors II | Students should be able to: 1. carry out simple maintenance on carburetors. 2. state the advantages and disadvantages of simple and multi jet carburetors. | 1. Remove and repair carburetors. 2. Advantages and disadvantages of simple and multi jet carburetors. | 1. Carries out diagnoses of faults in carburetors. 2. States the advantages and disadvantages of simple and multi jet carburetors. | 1. Carry out simple carburetor maintenance. 2. State advantages and disadvantages of simple and multi jet carburetor as it was said by the teacher. | 1. Carburetors. 2. Screw drivers. 3. Spanners. 4. Charts. 5. Posters. | Students to: dismantle and couple the carburetor. |
| 4. | Air cleaner | Students should be able to: 1. identify air cleaner and state the functions of air leaner. 2. remove and clean air cleaners. | Air cleaner. | 1. Explains the functions of air cleaner. 2. Demonstrates how to remove and replace air cleaner. | Remove and replace air cleaners. | 1. Complete air cleaner. 2.Spanners 3. Screw drivers. | Students to: 1. state functions of air cleaner. 2. remove and replace air cleaner. |

AUTO MECHANICALWORK
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THEME: FUEL AD EXHAUST

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Operation of mechanically and hydraulically operated braking systems I | Students should be able to: explain fully the details of- i. drum brakes ii. disc brakes in both hydraulic and mechanical operations. | Mechanical and hydraulic operation of disc and drum brakes. | Explains the operations of mechanical and hydraulic of disc and drum brakes. | Identify the operational differences between types of brakes. | 1. Live vehicle. 2. Brakes. 3. Calipers. 4. Charts. 5. Posters. | Students to: identify mechanical and hydraulic brakes. |
| 6. | Operation of mechanically and hydraulically operated braking systems II | Students should be able to: illustrate with sketches the operation of i. master cylinder ii. wheel cylinder iii. brake calipers | 1. Master cylinder 2. Wheel cylinder 3. Brake calipers | Illustrates and draws master, wheel cylinders and of course brake calipers. | Copy the sketches and observe their operation. | 1. Master cylinder 2. Wheel cylinder 3. Brake calipers | Students to: identify the components of master, wheel cylinders. |
| THEME: BRAKING SYSTEM/WHEELS | | | | | | | |
| 7. | Operation of mechanically and hydraulically operated braking systems III | Students should be able to: identify the operational differences between mechanical and hydraulic brakes. | Identify the operational differences between mechanical and hydraulic brakes. | Demonstrates the operation of both mechanical and hydraulic brakes. | Participate in process of operation of both brakes. | 1. Live vehicle. 2. Brakes. 3. Charts. 4. Posters. | Students to: explain the operation of mechanical and hydraulic brakes. |

AUTO MECHANICALWORK
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THEME: FUEL AD EXHAUST

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| | | | | TEACHER | STUDENTS | | |
| 8. | Operation of mechanically and hydraulically operated braking systems IV | Students should be able to: carry out replacements of- i. brake shoe ii. brake pads iii. wheel cylinder components iv. brake caliper, ring rubber 2. brake bleeding operation. | 1. Removal and replacement of brake linings. 2. Faults in braking system. 3. Adjustment of brakes. | 1. Demonstrates how to remove and replace brake components parts. 2. Demonstrates the procedure for bleeding brakes. | 1. Asses the correct function of brake efficiency. 2. Carry out simple brake adjustment on and hydraulic operation. 3. Participate in brake bleeding operation. | 1. Brakes shoe, pads wheel. 2. Tools and equipment. 3. Charts. 4. Posters. | Students to: 1. state the effect of leaking pipeline. 2. carry out bleeding of brake. |
| 9. | Wheels service | Students should be able to: identify wheels. | Road wheels- i. centre lock wire wheels ii. ventilated disc wheels | Carries out the explanation of wheels e.g. centre lock wire, ventilated disc wheels. | Explain the roads wheels. | 1. Wheel rims. 2. Live vehicle. 3. Charts 4. Posters. | Students to: state the reason for wheel disc portion. |
| THEME: WHEELS AND TYRES | | | | | | | |
| 10 | Tyre service | Students should be able to: 1. inflate tyres. 2. vulcanize i. tube tyre ii. tubeless tyre 3. differentiate tyre sizes. 4. inspect tyre for wear. | 1. Vulcanize tube and tubeless tyre. 2. Tyre regulations. | 1. Carries out a demonstration of tubes and tubeless tyres. 2. States causes of tyre wear and remedies. 3. Explains types of tyre construction. | 1. Explain the vulcanizing of tubes and tubeless tyres. 2. Practice the procedure involve in vulcanizing. | 1. Tyres 2. Tyre pressure gauge 3. Vulcanizing equipments. | Students to: 1. list and explain five causes of tyre wear. 2. carry out vulcanizing of tube tyre. 3. list three tools and three equipment use in vulcanizing of tyres. |
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AUTO MOBILE PARTS MERCHANDISING
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| 1 | Transmission system I | Students should be able to: 1. state the meaning and explain transmission system 2. list and explain parts 3. identify the parts | 1. Explain transmission system 2. Explain the parts of transmission system (clutch) e.g. fly wheel clutch plate, pressure plate, assembly release bearing | List and explains the various parts of clutch system | 1. Listen 2. Identifies the parts practically | Real objects Poster Software | Students to: list and identify 6 parts of clutch system |
| 2 | Transmission system clutch II | Students should be able to: 1. state the functions of the parts identified above | Functions of the clutch system | Lists and explain the functions of the clutch system | 1. Listen 2. Jotting 3. Identify and state functions | Real objects Poster Software | Students to: state the function of the parts listed in clutch system |
| 3. | Transmission system clutch III | Students should be able to: draw/sketch the various parts of the clutch | Diagram of the parts of clutch system | Draws the various parts of the clutch | 1. Listen 2. Draw all the parts in the clutch | Real objects Poster Software | |
| 4. | Transmission system gear box I | Students should be able to: list and identify types of gear boxes based on mode of operation | Gear box according to mode of operation e.g. manual gear box and automatic gear box | Explains manual gear box and automatic gear boxes | 1. Listen 2. Identify manual and automatic gear boxes | Real object Chart Poster | Students to: list and identify manual and automatic gear boxes |
| 5. | Transmission system gear box II | Students should be able to: list and identify the gear box based on speed | Speed based gear box e.g. three, four five-speed gear box. | Lists, explains and identifies of gear boxes | 1. Listen 2. Identify speed gear box | Real object Chart Poster | Students to: list example of speed gear box |
| 6 | Transmission system gear box III | Students should be able to: state the functions of gear box | Functions of gear box e.g. both mode operated and speed operated gear boxes | Lists and explains the functions gear boxes | 1. Listen 2. State Function 3. Ask question | 1. Chalks board 2. Real Object 3. Software | Students to: state 3 functions of gear box |

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| | | | | TEACHER | STUDENTS | | |
| 7. | Transmission system (propeller shaft and Axle assembly) I | Students should be able to: 1. state type of propeller shaft 2. state function of propeller shaft and joint | 1. Types of propeller shaft and joint 2. Function of propeller shaft and joint | 1. Explains the type of propeller shaft and joint 2. Explains the function of propeller joint and shaft | 1. Listen 2. Observing 3. Asking question | 1. Real objects 2. Chart 3. Poster 4. Soft ware | Students to: state 3 functions of propeller shaft |
| 8. | Transmission system (propeller shaft and Axle assembly) II | Students should be able to: state the parts and function of rear axle assembly | 1. Parts of rear axle assembly 2. Function of the parts | Explains the parts and functions of the parts of the rear axle assembly | 1. Listen 2. Observing the parts 3. Asking question 4. Jotting down | 1. Real object 2. Chart 3. Software | Students to: 1. list 5 parts of rear axle assembly 2. state the function of the parts. |
| 9 | Transmission system (propeller shaft and Axle assembly) III | Students should be able to: list and identify the types and various parts of the propeller shaft and rear axle assembly | Identification of propeller shaft types and various parts of propeller shaft and rear axle assembly | 1. Identify propeller types and various parts of the propeller shaft 2. Identify the parts of rear axle assembly | 1. Listen 2. Write down points 3. Identify parts 4. Asking question | 1. Real objects 2. Chart 3. Poster 4. Soft ware | Students to: identify 6 parts of propeller shaft and rear axle assembly |
| 10 | Transmission system (propeller shaft and Axle assembly) IV | Students should be able to: draw/sketch the parts of propeller shaft and rear axle assembly | Drawing the parts of propeller shaft and rear axle assembly | Draws and direct the students to draw the parts of propeller shaft and rear axle assemble | 1. Listen 2. Jotting 3. Drawing 4. Asking question | Real object Chart Poster software | Students to: draw 6 parts or propeller shaft and rear axle assembly |
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| 1 | Suspension system and its parts I | Students should be able to: explains and identify the two types of suspension systems | Types of suspension system e.g. Bean (dependent) suspension system and independent suspension system | 1. Explains the two types of suspension systems very thoroughly 2. Difference between the two | 1. Listen 2. Jotting 3. Observing 4. Asking question | 1. Real Object 2. Chart 3. Poster 4. Software | Students to: list the two types of suspension system and give 2 example each |
| 2. | Suspension system and its parts II | Students should be able to: list parts of each suspension system | Parts of suspension system e.g. dampers, torsion bars, coil spring rubber etc. | Explains the different parts of suspension system | 1. Identify the parts physically with the teacher 2. Take note 3. Ask question | 1. Real Object 2. Chart 3. Software | Students to: list 5 parts of suspension system |
| 3. | Suspension system and its parts III | Students should be able to: state the functions of the parts of suspension system | Function of parts of suspension system | Explains the functions of the suspension system | 1. Listen 2. Take note 3. Ask questions | 1. Real Object 2. Chart 3. Software | Students to: state the functions of suspension system |
| 4. | Suspension system and its parts IV | Students should be able to: draw/sketch the parts of suspension system | Sketching the parts of suspension system | Draws and guide the students to draw their own parts | 1. Draw the parts of suspension system 2. Ask question 3. Take notes | 1. Real Object 2. Chart 3. Ask questions | Students to: draw 4 parts of suspension system |
| 5. | Cooling system and its parts I | Students should be able to: 1. list the two types of cooling system 2. explain the two types of cooling systems | Type of cooling system e.g. water and air cooling systems | 1. Explains the two types of cooling systems 2. Their differences | 1. Draw the parts of suspension system 2. Ask question 3. Take notes | Lesson plan Chart software | Students to: state and explain the two types of cooling system |

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| 6. | Cooling system and its parts II | Students should be able to: list the parts of each of the two types of cooling system | Parts of water and air cooling system e.g. radiator, fan blade thermostat, fan belt etc. | List the parts of each of the two types cooling system | 1. Ask question 2. Take notes 3. Identify parts | Real Object Charts Software | Students to: list 3 parts each of the two cooling system |
| 7. | Cooling system and its parts III | Students should be able to: state the function of cooling system | Function of cooling system | Explains the function of cooling system | Ask the teacher question | Lesson plan Charts Software | Students to: state and explain 3 function of cooling system |
| 8. | Types of test equipment I | Students should be able to: explain and identify types of test equipment | Test equipment e.g. spark plug cleaner, engine analyzer devell angle tester exhaust gas analyzer vacuum tester, oscilloscope | Lists explain s and identify each of the test equipment | Ask question Identify Take note | Charts Poster Software etc | Students to: list and identify 4 types of test equipment |
| 9 | Types of test equipment II | Students should be able to: state the functions of each of the test equipment | Function of the test equipment | Explains the functions of each of the test equipment | Listen Take note Ask equations | Charts Poster Software etc | Students to: explain functions and uses of the test equipment |
| 10 | Maintenance of test equipment | Students should be able to: 1. Identify how to start and stop the test equipment 2. Follow the manufacturer instruction of the use of each of the test equipment | 1. Function of each of the test equipment 2. Identification of how to start and stop the test equipment 3. Manufacturer's manual and instructions 4. Importance of manufacturer manual | Explain the need to read and obey manufacturers manual on the use of each equipment if available | Listen Take note Ask equations | Sample of manufacturer manual | Students to: 1. explain how to start and stop each of the test equipment 2. explain why it is necessary to keep to the manufacturer instructions on each of the test equipment |
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| 1 | Cataloging | Students should be able to: 1. define cataloging 2. state the functions of cataloging 3. explain the process of locating parts using catalogue | 1. Definition of cataloging 2. Function of cataloging 3. Using catalogue to remove parts in sequential order | 1. Lists the functions of cataloging 2. Shows the students how to use the catalog to locate parts 3. Explains the meaning of part number | 1. Listen 2. Take note 3. Ask question | Lesson Plan software | Student to: 1. Define catalog 2. List 3 Function of catalog 3. State the process of locating parts using catalog |
| 2. | Re-ordering | Students should be able to: 1. define re-ordering quantity 2. state the advantages of re-ordering 3. list the process of re-ordering quantity | 1. Definition of re-ordering 2. Advantages of re-ordering quantity 3. Process of re-order quantity | 1. Define and explains re-ordering quantity to the students 2. Identifies the need for re-ordering of auto parts 3. Explains the process of re-ordering quantity | 1. Listen 2. Take note 3. Ask question | Lesson Plan Software | Students to: 1. state the need to re-ordering quantity 2. list and explain the process of re-ordering quantity |
| 3. | Visual presentation | Students should be able to: 1. present item to the customer 2. method of item presentation 3. advantages of good item presentation | 1. Identification of parts physically 2. Method of item presentation 3. Advantages of item presentation | 1. Explain physical presentation of different auto parts 2. List method of item presentation 3. Explain the need/advantages of presentation | 1. Listen 2. Take notes 3. Software | Lesson Plan Software Chalkboard | Students to: present 2 Auto parts to the class |

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| | | | | TEACHER | STUDENTS | | |
| 4. | Types of sales | Students should be able to: 1. list types of sales 2. explains types of sales 3. state advantages of sales | Sales types e.g. - By appointment - by trade fair - by door to door - from your own store - from your website - by open market - by home sales 2. Advantages of sales types | 1. List and explain types of sales 2. List the advantages of different types of sales | 1. Listen 2. Take note 3. Ask question | Lesson Plan Software Chalkboard | Students to: 1. to state type of sales 2. differentiate between types of sales. 3. state the advantage of open market. |
| 5. | Invoicing | Students should be able to: 1. write an invoice correctly 2. state the need for invoicing 3. list the key items in an invoice 4. state the copies invoice should contain | 1. Invoice writing 2. Importance of invoice 3. Items in an invoice | 1. Explains how on invoice can be written 2. States and explains the importance of invoice 3. Highlights the key points in an invoice | 1. Listen 2. Take note 3. Ask question | Chalkboard Lesson plan Software | Students to: 1. write an invoice 2. list items to be included in an invoice |
| 6 | Quality control | Students should be able to: 1. define quality control 2. identify types of quality control 3. state four ways by which quality control can be improved | 1. Definition and types of quality control 2. Types of quality control - Government Agency - International organization etc. 3. Ways of improving quality - receiving customers complaint on the product - feedback to the manufacturers - Reporting substandard products to appropriate agency e.g. SON, SAE | 1. Explain what is quality control 2. List and explains types of quality control. 3. Explain ways in which quality can be improved | 1. Listen 2. Take notes 3. Ask questions | Chalkboard Lesson plan Software | Students to: 1. define quality control 2. state the need for quality conference 3. state 2 types of quality control 4. State 3 ways of improving quality |

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| 7. | Warranty guaranty | Students should be able to: 1. define warranty/guaranty 2. state the procedure for warranty/guarantee claim 3. list the process of losing warranty/guaranty right 4. state the importance | 1. Definition of warranty 2. Procedures for claiming warranty right 3. Filling warranty/claim form 4. Process of losing warranty right 5. Importance of warranty | 1. Defines warranty/guaranty 2. Explain procedures for warranty claims 3. Explain what will make a customer lose his a right of warranty/guaranty 4. Lists and explains importance of warranty | 1. Listen 2. Take notes 3. Ask questions | Chalkboard Lesson plan Software | Students to: 1. define warranty 2. state the procedure for warranty claims 3. list 4 importance of warranty |
| 8. | Ethical business behaviour | Students should be able to: 1. define Ethical business behaviour 2. list ethical behaviours 3. explain in full the various Ethical behaviour in Auto parts merchandising | Ethical seller/buyer relationship punctuality courtesy, respect, communication, clothing, neatness, honesty, empathy, competence, reliability etc. | 1. Defines Ethical seller/buyer relationship and 2. Explains the meaning of punctuality reliability courtesy etc. | Listening making notes, asking questions from the teacher | Lesson plan Software | Students to: 1. define ethical behaviour 2. list to ethical business behaviour |

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| 9 | Advertising | Students should be able to: 1. define advertising 2. name different types of advertising 3. list the advantages of advertising | 1. Advertising in the press, television leaflets posters website etc. 2. Advantages: increased profit, more customers and increased volume of sales | 1. Defines advertising in press, television, Radio Posters, leaflets etc. | 1. Listen 2. Make notes 3. Ask questions | Poster Lesson plan Software | Students to: 1. define advertising 2. define five advantages of advertising |
| 10 | Forecasting | Students should be able to: 1. define forecasting 2. explain the need for forecasting | 1. Concept of forecasting 2. Advantages of forecasting | 1. Defines forecasting 2. Explains the need for forecasting | 1. Listen 2. Make notes 3. Ask question | Lesson plan software | Students to: 1. define forecasting 2. list 3 advantages of forecasting |
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REFRIGERATION AND AIR CONDITION
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THEME: WORKSHOP PRACTICE

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| 1 | Basic tools used in refrigeration and air-conditioning system | Students should be able to: identify select and use basic tools in refrigeration and air-conditioning work. | Basic tools-hack saw, coil spring benders, reamers, tube cutters etc. | Displays, draw and explain the basic tools and demonstrate their uses. | Identify, draw and use the basic tools. | Basic tools: -hack saw -coil -spring benders -reamers -tube cutters etc. | Students to: list five basic tools and state their uses. |
| 2 | Servicing an air-condition | Students should be able to: use appropriate tools to carry out service maintenance on window unit air-conditioner. | Tools and procedures for servicing window unit air-conditioner. | 1. Lists tools and explains procedures for servicing window unit air-conditioner. 2. Demonstrates servicing of air-conditioner. | 1. Identify, tools and procedures for servicing air-conditioner. 2. Service a given air-conditioner. | 1. Tools for servicing air-conditioner. 2. Window unit air-conditioner. | Students to: use appropriate tools to service window unit air-conditioner. |
| 3 | Energy | Students should be able to: 1. define heat energy 2. explain the meaning of enthalpy in fluid, and its relationship with pressure, volume or temperature of internal energy. 3. the p.h. diagram of refrigerant. | 1. Meaning of internal energy. 2. Enthalpy of a fluid substance, its pressure, volume or temperature of internal energy. 3. The p.h. Diagram of refrigerant. | 1. Explains the meaning of internal energy. 2. States the properties of a fluid substance. 3. Plots and explains enthalpy and p.h. chart. | 1. Participate effectively in the discussion. 2. Plot enthalpy and p.h. charts. | Chart and posters. | Students to: 1. define heat energy. 2. state at least three properties of a fluid substance. |
| 4 | Power | Students should be able to: 1. explain the meaning of power and state its unit. 2. Calculate power used by a compressor. | 1. The meaning of power. 2. Calculation of power used by a compressor. 3. The unit of power and heat e.g. watts, kilowatts, joules, kilojoules etc. | 1. Explains the meaning of power and state its unit of measurement. 2. Illustrate how power consumed by a compressor can be calculated from the formula $\text{power} = \text{mass flow rate} \times \text{enthalpy (h) out}$ enthalpy | 1. Define power and state its units. 2. Use appropriate formula to convert from one unit to another. 3. Calculate power consumed by a compressor. | 1. Charts 2. Posters 3. Diagram etc. | Students to: 1. define power. 2. convert 1500W to kilowatts and watts. |

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| 5 | International practical temperature and pressure values | Students should be able to: 1. list the acceptable international practical values of temperature and pressure for oxygen and water. 2. state uses of suction and high pressure gauges. 3. use suction and high pressure gauges to determine the performance of refrigerant in the refrigeration system. | 1. The boiling point of oxygen 182.97°C, triple point of water 0.01°C and boiling point of water 100°C, boiling point of silver 960, 80°C, boiling point of gold 1063°C. 2. Uses of suction and high pressure gauges. | 1. Explains the need for standardized temperature and pressure values of water, silver and gold. 2. Demonstrates how suction and high pressure gauges are used to determine performance of refrigerant. | 1. Participate effectively in the discussion. 2. Use suction and high pressure gauges to determine performance of refrigerants. | 1. Suction and pressure gauges. 2. International practical temperature and pressure value charts. | Students to: 1. use pressure and suction gauges to determine performance of a refrigerant. 2. list the boiling point of water, silver and gold. |
| 6 | Air conditioning processes | Students should be able to: 1. state the psychometric properties of air. 2. explain air conditioning processes: heating, cooling, humidification, air cleaning and filtering. 3. differentiate between latent heat and sensible heat, saturated air. 4. read property diagram. | 1. Psychometric properties of air. 2. The processes of air conditioning: heating, cooling etc. 3. Latent and sensible heat, saturated and super saturated vapour. 4. Property diagram. | 1. Explains the psychometric properties of air. 2. Explains the process of air conditioning i.e. heating, cooling etc. 3. Explains the concept of latent heat, sensible heat, saturated air etc. 4. Illustrate the reading of a property diagram. | 1. Note the properties of air. 2. Take note of the correct sequence of air conditioning processes. 3. Read property diagram. 4. Differentiate between latent heat and sensible heat etc. | 1. Charts and posters of air conditioning processes. 2. Chart of a property diagram. 3. Psychometric chart. | Students to: 1. explain the sequence of air conditioning process. 2. draw the psychometric properties of air. |

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| | | | | TEACHER | STUDENTS | | |
| 7 | Refrigerant flow controls | Students should be able to: 1. list the different types of refrigerant flow controls and their applications. 2. describes the construction of refrigerant flow controls. 3. explains the operation of various flow controls. 4. install and service refrigerant flow controls. | 1. Types of refrigerant flow controls. 2. Construction of refrigerant flow controls e.g. TEV, AEV, capillary tube etc. 3. Operations of refrigerant flow control. 4. Installation and service procedures. | 1. List and explains different types of flow controls. 2. Describes the construction of refrigerant flow controls. 3. Explain the operations of the controls. 4. Demonstrate the installation and servicing of the controls. | 1. Identify different types of refrigerant flow controls. 2. Note the construction details of flow controls. 3. Install and service refrigerant flow controls. | 1. Different types of flow controls. 2. Tools and materials for servicing flow controls. | Students to: 1. list the different types of flow controls. 2. explain the operations of TEV and AEB control. |
| 8 | Evaporators and condensers | Students should be able to: 1. design, construct and service evaporators and condenser. 2. estimate the load on evaporators and condenser using the formula $Q = A \times U \times T.D.$ 3. estimate the diameter and length of refrigerants piping. | 1. Design and construction of evaporator. 2. Heat load estimates on evaporators and condensers. 3. Estimate of diameter and length of refrigeration piping. 4. Servicing procedure for evaporators. | 1. Demonstrates the design and construction of evaporators. 2. Calculates heat load on evaporators and condensers. 3. Estimates the diameter and length of refrigerants piping. 4. Demonstrates how to service evaporators and condensers. | 1. Design and construct evaporators. 2. Calculate heat load on evaporators and condensers. 3. Estimate the diameter and length of refrigeration piping. 4. Service evaporators with appropriate tools and equipment. | 1. Copper pipe, aluminum pipe, capillary tube. 2. Oxy-acetylene gas, flux, welding torch, welding shield, easy flow etc. 3. Service tools and equipment. | Students to: 1. identify materials for construction of evaporators. 2. construct an evaporators. 3. estimate diameter and length of pipe for a given evaporator. |

REFRIGERATION AND AIR CONDITION
SS II
FIRST TERM

THEME: WORKSHOP PRACTICE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Piping ducting and trucking | Students should be able to: 1. differentiate between piping, ducting and trucking. 2. select the appropriate tools and materials to carry out piping, ducting and trucking. | 1. Concept of piping, ducting and trucking. 2. Piping a condenser and an evaporator. 3. Ducting or trucking installation of air-conditioners. 4. Piping, ducting and trucking tools. | 1. Explains the concept of piping, ducting and trucking and their advantages. 2. Demonstrates piping of refrigerants and air conditioners. 3. Demonstrates trucking and ducting in air-conditioner installation. 4. Lists tools for piping, trucking and their uses. | 1. Differentiate between piping, ducting and trucking. 2. Select the appropriate materials to construct evaporator and condenser. 3. Install split unit air-conditioner. | 1. Condenser and evaporator pipe, split unit air-conditioner, flaming tools, hack saw, cutter, silver tape, amaflex, PVC pipes, boxes etc. | Students to: 1. construct an evaporator for one-fifth Norse power fridge. 2. install a $1\frac{1}{2}$ ph split unit air-conditioner. |
| 10 | Insulation of air-condition and refrigeration system | Students should be able to: 1. state the need for insulating refrigerator and air-conditioners. 2. identify insulating materials for refrigeration and air-condition system. 3. state the properties of insulating material for refrigeration and air-conditioners. 4. insulate refrigerator and air-conditioners. | 1. The need for insulation of refrigeration and air-conditioning system. 2. Types and functions of insulating materials, e.g. cuass, rock, slag, wood, ceramic etc. 3. Properties of insulation materials. 4. Procedure for insulating refrigeration and air-conditioner system. | 1. Explains the need for insulation of refrigeration air-conditioning system. 2. Lists types and functions of insulating materials. 3. States the properties of insulating material. 4. Demonstrates the procedure for insulating refrigeration and air-conditioner system. | 1. Take note of the importance of insulating refrigeration and air-condition systems. 2. Identify insulating materials. 3. Identify properties of insulating materials. 4. Insulate a given air-conditioning and refrigeration system. | 1. Cuass, rock, slag, wood, refrigerator, ceramic, air-conditioner, etc. 2. Tools: hack saw, cutter, oxy-acetylene gas, etc. | Students to: 1. state the importance of insulating refrigeration and air-conditioning system. 2. list the properties of insulating materials. 3. Use appropriate materials and tools to insulate a given refrigerator. |
| 11 | REVISION OF TEAM WORK | | | | | | |
| 12 | EXAMINATION | | | | | | |

REFRIGERATION AND AIR CONDITION
SS II
SECOND TERM

THEME: TEMPERATURE AND PRESSURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Specific heat capacity and thermal capacity | Students should be able to: 1. explain the terms specific heat capacity and thermal capacity. 2. calculate the unknown quantities using the relation $H = Mc\theta$ 3. explain and state the assumption underlying the experiment. | 1. Specific heat capacity. 2. Specific heat. 3. Relationship between then $H = Mc\theta = Cp\theta$. | 1. Guides students to state define heat capacity and specific heat capacity. 2. Use suitable demonstrations to distinguish heat capacity and specific heat capacity. 3. Set some problem for the student to solve. | 1. Participate in classroom discussion. 2. State heat capacity and specific heat capacity. 3. Students distinguish the two. | 1. Chart 2. Chalkboard 3. Textbook. | Students to: 1. define heat capacity. 2. state its unit of measurement. 3. solve problems involving heat and specific heat. |
| 2 | The ideal gas equation | Students should be able to: 1. explain the theory behind ideal gas equation. 2. to use this equation in solving problem. | 1. Ideal gas equation. 2. Equation $\frac{p_1v_1}{T_1} = \frac{p_2v_2}{T_2}$ | 1. Teacher note down the fomular of ideal gas on the board for the students to copy. 2. Use suitable demonstrations to guide the students in classroom discussion. | 1. Participate in classroom discussion. 2. Participate in solving problem on the board. | 1. Chalkboard 2. Charts. 3. Textbooks. | Students to: 1. state ideal gas equation. 2. use this formular $\frac{p_1v_1}{T_1} = \frac{p_2v_2}{T_2}$ to solve problem. |
| 3 | Kelvin temperature scale and reduction to standard temperature and pressure S.T.P. | Students should be able to: 1. explain the meaning of -Kelvin temperature scale. 2. identify the temperature scale of -273°, 15°c or -273°c. 3. explain that at temperature of -273°c the volume gas is absolute zero. 4. that this temperature scale is called the thermodynamic temperature OK (Kelvin). | 1. Temperature scale 2. Volume of gas. 3. -273°c Celsius temperature. 4. Thermodynamic scale OK. 5. Conversion from Celsius to absolute $T\theta - 1273 = T$. | 1. Explains the meaning of -Kelvin temperature. -absolute scale -273°c. 2. Discuss the method and process of carrying temperatures from Celsius to absolute zero K. 3. Explains to the students that a degree in Celsius is equal to a degree in the Kelvin scale. | 1. Participate in classroom discussion. 2. Explain the relationship between absolute zero scale and Celsius scale. 3. Convert Celsius temperature θ to absolute T i.e. $\theta + 273 = T$. | 1. Charts 2. Graph 3. Chalkboard 4. Textbooks. | Students to: 1. define Kelvin temperature. 2. Convert Celsius scale to Kelvin in scale or absolute T, $\theta + 273 = T$. |

REFRIGERATION AND AIR CONDITION
SS II
SECOND TERM

THEME: TEMPERATURE AND PRESSURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Reduction to standard temperature and pressure S.T.P and pressure and absolute temperature | Students should be able to: 1. the reduction of gas to standard temperature. 2. demonstrate $\left(\frac{P_1}{T_1} = \frac{P_2}{T_2}\right)$. 3. state that the pressure of a given mass of gas at constant volume is directly proportional to its absolute temperature T. 4. explain that to reduce to S.T.P. $\theta^\circ\text{C}$ or 273°K and $P_1 = 760\text{mm}$. | 1. Gas volume collected at various temperature and pressure. 2. Pressure and absolute temperature. 3. Pressure at constant volume. | 1. The method of reduction to S.T.P i.e. $\theta^\circ\text{C} = 273^\circ\text{K}$ and $P_2 = 760\text{mm}$. 2. State the formular as $\frac{P_1V_1}{T_1} = \frac{P_2V_2}{T_2}$ for solving problem involving temperature scales. 3. Guides students to solve problems with the formular. | 1. Participate in classroom discussion. 2. Distinguish between standard temperature and standard pressure. | 1. Chart 2. Chalkboard 3. Textbooks graph 4. Textbooks | Students to: 1. explain the meaning of S.T.P. 2. state formular for solving problem. |
| 5 | Latent heat and specification heat | Students should be able to: 1. explain the meaning of latent heat. 2. define specific latent heat. 3. define specific latent heat of fusion of liquid. 4. use the formular $Q = m \times L$ and $L = \frac{Q}{m}$ ----- (2) | 1. Latent heat 2. Specific latent heat of fusion. 3. Specific latent to heat of evaporation. | 1. Explains the meaning of latent heat to the students. 2. Discusses conditions necessary for latent heat to take place. 3. Guides students to state and differentiate between specific latent heat and latent heat. | 1. Participate in discussion in classroom. 2. Defines the term latent heat and specific latent heat of fusion. | 1. Charts 2. Chalkboard 3. Textbooks. | Students to: 1. explain the meaning of latent heat and 2. solves problems with formular. |

REFRIGERATION AND AIR CONDITION
SS II
SECOND TERM

THEME: TEMPERATURE AND PRESSURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | i. Calorimeter and the method of mixture. ii. Measurement of specific heat capacity by method of mixture. | Students should be able to: 1. explain the method of mixture using calorimeter method. 2. mention the apparatus used in measurement of specific heat capacity of liquid by method of mixture. 3. explain that the heat lost by hot substances equal to heat gained by cold substances. | 1. Meaning of calorimeter. 2. Methods of mixture. 3. Specific heat measurement. 4. Precaution associated with the experiment. 5. Derivation of the formula $(MC_1 + M_2C_2)(\theta_2 - \theta_1) = IVT$ | 1. Explains to the students the meaning of using calorimeter method of mixture to measure specific heat capacity. 2. Provides students with lagged calorimeter, a solid copper or brass block, two thermometers heat Bunsen burner water (H ₂ O) etc. for the experiment. 3. Guides students to carry out the experiment. | 1. Participate in classroom discussion. 2. Carry out the experiment. 3. Observe and explains what they observed during experiment. 3. State some precautions to be noted. 4. Draw the diagram of the experiment. | 1. Calorimeter apparatus. 2. Chart 3. Chalkboard 4. Textbook. | Students to: 1. describe the calorimetric method of mixture. 2. describe how to measure the specific heat capacity by method of mixture. 3. state some precautions to be noted in the experiment. |
| 7 | i. Saturated and unsaturated vapour ii. Saturation vapour pressure and boiling point. | Students should be able to: 1. explain the meaning saturated vapour and unsaturated vapour. 2. draw the diagram of saturation vapour pressure experiment. 3. explain the radiation graph of S.V.P with temperature. 4. describe barometer tubes used in the experiment. | 1. Saturated vapour pressure. 2. Unsaturated vapour pressure. 3. Graph showing the saturation curve. | 1. Sets up the experiment for the students to see and observe what is happening. 2. Guides students to explain the term saturated vapour pressure. 3. Guides, students to identify different materials used in the experiment e.g. -thermometers -water both heating coil -mercury etc. | 1. Participate in classroom discussion. 2. Observe and describe how molecules escape and return back to the liquid 3. Perform the experiment themselves. 4. Compare and say the differences between saturated and unsaturated. | 1. Apparatus set up for S.V.P. 2. Variation graph of S.V.P with temperature. 3. Chalkboard 4. Charts. | Students to: 1. define saturated vapour pressure and unsaturated. 2. to explain what happens when temperature increases. 3. explain the meaning of dynamic equilibrium. |

REFRIGERATION AND AIR CONDITION
SS II
SECOND TERM

THEME: TEMPERATURE AND PRESSURE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | i. Control of humidity using the air conditioner as example. ii. Humidity iii. Dew point. | Students should be able to: 1. define humidity 2. explain the following term -relative humidity dew point etc. 3. describe and experiment using air-conditioner to control humidity. 4. state some effects of humidity. | 1. Control of humidity. 2. Effects of humidity. 3. Changes that takes place during low and high humidity. | 1. Explains the control of humidity to students. 2. Describe and uses suitable demonstrations to helps students understand what he is explaining. 3. Guides people to draw the diagram of air-conditioner. | 1. Participate in the classroom discussion. 2. Observe some examples the teacher uses for his lesson explanation. | 1. Chalkboard. 2. Charts. 3. Textbooks 4. Displayed A.C. | Students to: 1. define humidity. 2. explain how to control high and low humidity. |
| 9 | Pressure and it measurement | Students should be able to: 1. explain the concept of pressure. 2. state the units of pressure 3. describe the different types of pressure measuring device. 4. measure pressure using appropriate measuring in instrument. | 1. Concept of pressure. 2. Pressure measuring device -barometer, 2. Pressure measurement. | 1. Explains the concept of pressure. 2. Describe type of pressure instruments and their application. 2. Demonstrations on how to measures pressure and interpret values. | 1. Define pressure states units of pressure. 2. Identify types of pressure measuring devices applications. 3. Measures pressure and explain values. | 1. Charts, posters and measuring derives e.g. barometers, manometer, bourdon on tube gauge etc. | Students to: 1. Pressure describe with help of diagram -barometer -manometer 2. state the application of a barometer. |
| 10 | Refrigerant flow control | Students should be able to: 1. list the different kind of refrigerant flow control. 2. describe the construction refrigerant flow control. 3. explain the operation of various flow control. 4. install and service refrigerant flow control. | 1. Types of flow control. 2. Construction of flow control: TEV, HEV capillary tube etc. operation of flow control. | 1. List and explain different types of flow control. 2. Describe the construction of refrigerant flow control. 3. Explain the operations of the control. 4. Demonstrate the installation and servicing of controls. | 1. Identify different types of flow control. 2. Note the constructional details of flow control. 3. Install and service refrigerant flow control. | 1. Different types of flow controls. 2. Tools and materials for servicing flow controls. | Students to: 1. list the different types of flow controls. 2. explain the operation of TEV, and AEB controls. |
| 11 | REVISION OF TEAM WORK | | | | | | |
| 12 | EXAMINATION | | | | | | |

REFRIGERATION AND AIR CONDITION
SS II
THIRD TERM

THEME: ENERGY AND MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|---|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Safety in the workshop | Students should be able to: 1. state workshop rules and regulations. 2. identify safety device and equipment. 3. dress property to the workshop. 4. observe workshop rules. 5. state some accident prevention measures. | 1. Workshop rules and regulations. 2. Safety device and equipment. 3. Dress code in the workshop. 4. Accident prevention techniques. | 1. Explain the need for safety in the workshop. 2. Demonstrates proper workshop dressing. 3. Displays safety posters and equipment. 4. Explain different ways of preventing accident in the workshop. | 1. Participate effectively in the class discussion. 2. Demonstrate proper dress code. 3. Observe safety rules and regulations. 4. Operate safety device and equipment. | 1. Pictures and charts showing safe work habit and attitude safety devices and equipment e.g. fire extinguisher. 2. Safety baskets software on workshop rules and regulations computer system. | Students to: 1. list at least five safety rules and regulations to be observed in the workshop. 2. demonstrate at least four safety practices. 3. list at least five causes of accident in the workshop. |
| 2 | Energy | Students should be able to: 1. define heat energy. 2. explain the meaning of enthalpy in fluid, and its relationship with pressure, volume, and temperature as well as internal energy. 3. draw and explain the ph diagram of refrigerant. | 1. Meaning of internal energy. 2. Enthalpy of a fluid substance, its pressure, volume or temperature of internal energy. 3. The ph diagram of refrigerant. | 1. Explain the meaning of internal energy. 2. States the properties of a fluid substance. 3. Plots and explains enthalpy and ph chart. | 1. Participate effectively in the discussion. 2. Plot enthalpy and ph chart | 1. Charts and poster. | Students to: 1. define heat energy. 2. state at least three properties of a fluid substance. |

REFRIGERATION AND AIR CONDITION
SS II
THIRD TERM

THEME: ENERGY AND MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------|--|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 3 | Temperature and pressure | Students should be able to: 1. state the effects of temperature, pressure, and volume on refrigeration and air conditioning system. 2. state Gas laws, Boyles law, Charles law and Dalton law. 3.demosntrates calculation involving gas law formulae. | 1. Effect of temperature pressure and volume in refrigeration and air-conditioning system. 2. Gas law, Boyles law, Charles law, Dalton law. 3. Calculation involving general gas law formulae $P_1 V_1 = P_2 V_2$ $\frac{P_1}{T_1} = \frac{P_2}{T_2}$ $T_1 = T_2$ $\frac{V_1}{T_1} = \frac{V_2}{T_2}$ $\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2}$ 4. Plotting various temperature scales. | 1. Explains the effect of temperature pressure and volume in the refrigeration and air-conditioning system. 2. Explains Gas law, Boyles law, Charles law, Dalton law. 3. Perform calculation involving general gas law, formulae. 4. Demonstrates plotting of various temperature scale. | 1. State the effect of temperature, pressure and volume in the refrigeration system etc. 2. State gas law, Charles law, Boyles law, Dalton law. 3. Perform calculation involving general gas law formulae. 4. Plot various temperature scales. | 1. Chart 2. Posters. 3. Diagrams log trash rule graph books. | Students to: 1. state the effects of temperature, pressure and volume on refrigeration system. 2. state general gas law, Boyles law, Charles law and Dalton law. 3. perform calculations using general gas law formulae. |
| 4 | First Aid | Students should be able to: 1. list first aid material. 2. apply the materials in administering first aid on accident victims. | 1. List First Aid material. 2. Application of first aid materials. | 1. List and states the uses of first aid material. 2. Demonstrates the application of first aid on accident victims. | Demonstrate the application of first aid on accident victims | 1. First aid material, charts, posters. 2. Software on first aid administration. 3. Computer system. | Students to: 1. list at least five first aid material. 2. state the uses of each listed first aid material above. |

**REFRIGERATION AND AIR CONDITION
SS II
THIRD TERM**

THEME: ENERGY AND MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Power | Students should be able to: 1. explain the meaning of power and state its unit. 2. calculate power used by a compressor. | 1. The meaning of power. 2. Calculation of power used by a compressor. 3. The unit of power and heat e.g. watt, kilowatt, joules, kilojoules etc. | 1. Explain the meaning of power and state its unit of measurement. 2. Illustrate how power consumed by a compressor can be calculated from the formula Power = mass flow rates (enthalpy (h) out let enthalpy in let). | 1. Define power and state its units. 2. Use appropriate formula to convert from one unit to another. 3. Calculate power consumed by a compressor. | 1. Charts. 2. Posters 3. Diagram etc. | Students to: 1. define power. 2. convert 1500W to kilowatts and watts. |
| 6 | Forms of refrigeration | Students should be able to: 1. list the forms of refrigeration. 2. state the application of the various forms of refrigeration. 3. explain the principle of operation of absorption system. 4. state the function of the components and accessories. | 1. Types and applications of the various forms of refrigeration. 2. Principles of operation of form of refrigeration system. 3. Function of the components and accessories i.e. relays solenoid valves, capacitor, thermostat, etc. of absorption refrigeration system. | 1. Explains types and application of forms of refrigeration e.g. absorption ice refrigeration, thermoelectric, solar refrigeration etc. 2. States the function of components and accessories e.g. relay solenoid valves, capacitor, thermostat etc. in a refrigeration absorption system. | 1. Identify and state the application of the various forms of refrigeration. 2. Explain the principle of operation of the various forms of refrigeration. 3. Identify and select accessories for refrigeration. 4. State the function of each accessory. | 1. Chart showing forms of refrigeration. 2. Refrigeration and air-condition accessories e.g. relays, capacitors values, thermostat etc. | Students to: 1. list at least four forms of refrigeration system. 2. explains the working operation of absorption refrigeration system. 3. state the uses of relays capacitors and values. |
| 7 | Nature of matter | Students should be able to: 1. define matter 2. list the state of matter. 3. explain the process of changing matter from one state to another. | 1. State of matter i.e. solid, liquid, gas and vapour etc. 2. Change of state of matter. | 1. List the states of matter. 2. Explain how matter can be changed from one state to another e.g. liquid to solid etc. | Participate actively in the discussion. | Different from of matter e.g. solid, liquid, gases and vapour. | Students to: 1. list three state of matter. 2. explain the process of converting ice block to water. |

REFRIGERATION AND AIR CONDITION
SS II
THIRD TERM

THEME: ENERGY AND MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 8 | International practical temperature and pressure values | Students should be able to: 1. list the acceptable international practical values of temperature and pressure for oxygen and water. 2. state use of suction and high pressure gauges. 3. use suction and high pressure gauges to determine the performance of refrigeration in the refrigeration system. | 1. The boiling point of oxygen 182.97c, triple point of water 0.01°C and boiling point of silver 960.80°C, boiling point of gold 1063°C. 2. Uses of suction and high pressure gauges. | 1. Explain the need for standardized temperature and pressure values of water, silver and gold. 2. Demonstrates how suction and high pressure gauges are used to determine performance of refrigerant. | 1. Participate effectively in the discussion. 2. Use suction and high pressure gauges to determine performance of refrigerant. | 1. Suction and pressure gauges. 2. International practical temperature and pressure value charts. | Students to: 1. use pressure and suction gauges to determine performance of a refrigerant. 2. list the boiling point of water silver and gold. |
| 9 | Liquid receive and service value | Students should be able to: 1. differentiate the types of liquid receivers and service values (accumulator). 2. state the purposes and functions of liquid receivers and service values. 3. explain the principle of operation of liquid receiver and service values. 4. service and repair liquid receivers and service value. | 1. Types, purpose and functions of liquid receiver and service values. 2. Principle of liquid receiver and service values. 3. Servicing and repair procedure for liquid receivers are service values. | 1. Displays types of liquid receiver are service values, explain their functions and operation. 2. Demonstrate the installation service and repair of liquid receivers and service values. | 1. Identify types of liquid receivers, and state their uses. 2. Explain the principle of operation of liquid receivers. 3. Install and repair liquid receivers and service values in the refrigeration system. | Evaporators condenser, service values service tools oxy-acetylene welding set liquid receiver. | Students to: 1. list different types of liquid receivers. 2. explain the principles of operations of liquid receivers and service values. 3. write the procedure for installing a liquid receiver in a refrigeration system. |

REFRIGERATION AND AIR CONDITION
SS II
THIRD TERM

THEME: ENERGY AND MATTER

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------------|---|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 10 | Temperature and its measurement | Students should be able to: 1. define temperature. 2. state the unit of measuring temperature. 3. describe the different types of thermometer. 4. convert one temperature scale to another. | 1. Concept of temperature. 2. Different types of thermometer e.g. gas, liquid resistance thermocouple etc. 3. Temperature scales conversion e.g. °F to °C etc. | 1. Explain the concept of temperature. 2. Describe different types of thermometer and their application. 3. Illustrates the conversion of one temperature scale to another, example i. centigrade to Fahrenheit by $^{\circ}\text{C} = \frac{5}{9}f + 32$. | 1. Define temperature. 2. State units of temperature. 3. Convert one temperature scale to another. 4. Differentiate one type of thermometer from another. | 1. Different types of thermometer, example, gas, liquid, etc. | Students to: 1. define temperature. 2. describe different types of thermometer. 3. convert 100°C to °F. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FABRICATION AND WELDING
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|---|--|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES | | | | | | | |
| 1 | Equipment set-up for welding (gas) | Students should be able to: 1. identify gas welding equipment and its accessories | Gas welding equipment and its accessories | Guides student to know parts of gas welding equipment and its accessories | Listen and write down note | Gas welding equipment charts and videos | Student to: list gas welding equipment and 2 accessories |
| 2 | Equipment set-up for welding (Arc) | Students should be able to: 1. identify arc welding equipment and its accessories | Arc welding equipment and its accessories | Guides students to know the use, parts of arc welding equipment and its accessories | Listen and write down note on welding equipment and accessories | Arc welding equipment, charts and videos | Student to: list 5 arc welding equipment and 2 accessories |
| 3. | Safety facilities and protective wears | Students should be able to: 1. identify and observe standard safety rules and regulation 2. identify the protective wears for: a. Arc welding b. Gas welding c. Fabrication | 1. Standard workshop safety rules and regulations 2. Protective wears for: a. Arc welding b. Gas welding c. Fabrication | Guides student to identify protective wears for: a. Arcs and gas welding b. Fabrication c. Identifies and observe standard workshop safety rules and regulations | Listen and write down note on: i. Standard workshop safety rules and regulations ii. Protective wears for welding and fabrication | Safety equipments charts and videos | Student to: demonstrate the use of at least 4 protective wears in welding and fabrication. |
| 4 | Accidents and their prevention in fabrication and welding | Students should be able to: 1. state causes of accidents in the workshop. 2. know the methods of preventing accidents in fabrication and welding workshop. 3. know the methods of administration of first aid to an accident victim in the workshop | 1. Concept of accidents and their causes. 2. Methods of preventing accidents in the workshop 3. First aid administration in workshop | 1. Explains the causes of accident in the workshop. 2. Explains the methods of preventing accidents on the workshops 3. Explains the methods of administration of first aid to an accident victim. | 1. Listen and write down note on the causes of accidents in the workshop 2. Write down the various methods of preventing accidents in the workshop 3. Participate in the administration of first aid to accident victims in the workshop | Charts, video clips, pictures showing the effects of accidents | Student to: 1. mention 3 causes of accident in the workshop. 2. mention 4 methods of preventing accident in the workshop 3. use first aid to administer on accident victims in the workshop |

**FABRICATION AND WELDING
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5. | Gas welding equipment maintenance | Students should be able to: 1. state the maintenance procedure of gas welding equipment | Maintenance procedure of gas welding equipment | Explains maintenance procedures of gas welding equipment | Listen and write down note | Charts and gas welding equipment | Student to: state maintenance procedures of gas welding equipment |
| 6 | Gas preparation (acetylene) | Students should be able to: 1. state the preparation of acetylene gas from calcium carbide | Preparation of acetylene from calcium carbide | Demonstrates the preparation of acetylene gas from calcium carbide | Listen and write down note on the preparation procedure of acetylene gas | Chart, video clips and acetylene gas preparation equipment | Student to: state the preparation procedure of acetylene gas |
| 7. | Arc welding equipment maintenance | Students should be able to: 1. state the maintenance procedure of arc welding equipment | Maintenance procedure of arc welding equipment | Explains the maintenance procedures of arc welding equipment | Listen and write down note | Charts and arc welding equipment and accessories | Student to: maintenance procedures of arc welding equipment |
| 8. | Properties of metals and their selection I | Students should be able to: 1. list each of the physical mechanical properties of metals | Physical mechanical properties of metals | Explains the physical mechanical properties of metal | Listen and write down the physical mechanical properties of metal | Some pieces of ferrous and non-ferrous metals, magnet | Students to: list and explain 5 properties of metals |
| 9 | Properties of metals and their selection II | Students should be able to: 1. select suitable metals for specific job | Selection of metals for specific job | Explains suitability of different types of metals for specific job | Listen and write down note | Various metallic articles | Students to: select suitable metals for specific job |
| 10 | Measuring tools | Students should be able to: 1. list measuring tools and their uses | Measuring tools and their uses | Explains the uses of various measuring tools | Listen and write down | Charts and measuring tools | Students to: mention at least 5 measuring tools, and their uses. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FABRICATION AND WELDING
SS II
SECOND TERM

SUB THEME: WORKSHOP AND STANDARD WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Standard welding symbols | Students should be able to: Identify standard welding symbols and codes | Introduction to standard welding symbols and codes | Explains standard welding symbols and codes | Listen and write down note | Charts of various standard codes and symbols welding | Students to: give five examples of welding codes and symbols. |
| 2. | Types of joints and application in welding and fabrication | Students should be able to: list types of joint in welding | Types of joints and application in welding | Guides students to list different types of joints and their application in welding | Listen and write down note | Charts and video clips | Students to: list at least 5 types of welding joints and their application |
| 3. | Templates | Students should be able to: 1. define template 2. name the material for making template 3. know the uses of template in fabrication | Application of template in fabrication | Explains the meaning of template, uses and template materials | Listen and write down note. | Charts and physical presentation of some examples of template | Students to: 1. define template 2. name 5 template material 3. name three advantages of using templates |
| 4. | Joints in fabrication | Students should be able to: list the various types of joint in fabrication and know their application | Types of joint in fabrication work: 1. Solid corner joint 2. Grooved seam joint | Guides students to know how to make the various joints and their application | Write down the methods in making joints, | Charts and specimen examples of various types of joints | Students to: list at least 3 types of joint in fabrication |
| 5. | Joints in fabrication | Students should be able to: produce knock-up joint in the workshop | 1. Panned down joint 2. Knocked up joint | Guides student to produce knock up joint | Participate in making a knock up joint | Chart and sketches on the board | Students to: produce a knock up joints |

**FABRICATION AND WELDING
SS II
SECOND TERM**

SUB THEME: WORKSHOP AND STANDARD WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|---|---|--|--|---------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 6. | Rivet and its application | Students should be able to: 1. list types of rivet 2. state the uses of rivets | 1. Types of rivet 2. Uses of rivet | 1. List types of rivet 2. State the uses of rivet | 1. Listen and write down types of rivet 2. Write down uses of rivet | Charts and rivet pin | Students to: list three types of rivet |
| 7. | Rivet and its application | Students should be able to: 1. state the defect in riveting 2. calculate the size and length of rivet | 1. Defect in rivet 2. Size and length of rivet | 1. State the defect in riveting 2. Calculate the size and length of rivet to be used for riveting | 1. Write down defect in riveting. 2. Write down note | Rivet pin and pieces of metal | Students to: calculate the size of the rivet to be used to rivet two plates of 8 mm thick |
| 8. | Bolt and nut | Students should be able to: 1. describe the types of bolt and nut 2. state the uses of bolt and nut | 1. Bolt and nut 2. Uses of bolt and nut | 1. Explain the term bolt and nut 2. State the uses of bolt and nut | 1. Listen and write down note 2. Listen and write down note | Charts, bolt and nut | Students to: state the uses of bolt and nut in fabrication |
| 9 | Pre-fabrication surface preparation | Students should be able to: describe the post surface operation during fabrication | Pre-fabrication surface operation. | Explain how to prepare surface before fabrication | Listen and write down note | Charts | Students to: list 2 steps to observe before fabricating a metal |
| 10 | Post-fabrication surface operation | Students should be able to: describe the post surface operation during fabrication | Post fabrication surface operation during fabrication | Explains to the student the reasons and steps to take during fabrication | Listen and write down note | Charts, diagram, sketches | Students to: list two steps observe after fabricating any metals |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FABRICATION AND WELDING
SS II
THIRD TERM**

SUB THEME: WELDING SURFACES AND WORKING ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Pre-welding surface operation | Students should be able to: describe the post surface operation during fabrication | Post fabrication surface operation during fabrication | Explains to the students the reason and steps to take during fabrication | Write out the need and the steps of preparing the surface before welding | Charts, diagram, sketches | Students to: explain the step to observe before the welding operation. |
| 2. | Port- welding surface operation | Students should be able to: explain post-welding surface operation | Post welding surface operation | Explains the step to observe on surface operation after welding | Write all the steps to observe on surface operation after welding | Charts, diagram, sketches | Students to: explain on surface operation after welding |
| 3. | Welding in awkward environment | Students should be able to: weld in an awkward environment | Welding in an awkward environment e.g. tank (petrol), under or over head tank | Explains what to observe when welding in an awkward location welding | Listen write down note | Charts, diagram, film, video metals | Students to: explain the steps to observe when joining different metals together |
| 4. | Welding dissimilar metals | Students should be able to: explain the steps to observe when welding different metals | Welding different metals together | Explains the process involved when joining two or more different metals together | Participate in the welding of two or more metals together | Charts, diagram, film, video metals | Students to: explain the steps when joining different metals together. |
| 5. | Arc welding of iron bar | Students should be able to: use welding to weld an iron bar | Welding iron bars using arc welding | Explains how to cut some iron bars and demonstrate how to weld using gas | Participate in cutting of the iron bar and the welding | Welding transformer, iron bars, vice, hacksaws, hammers | Students to: demonstrate how to use the gas welding equipment to weld iron bar. |
| 6. | Gas welding of iron bar | Students should be able to: use gas welding to weld an iron bar. | Welding iron bars using gas welding. | Explains to the student on how to cut some iron bars and demonstrate how to weld using gas. | Listen and write down note. | Gas, welding equipment, iron bar, vice, hacksaws, hammer. | Students to: demonstrate how to fabricate a containers such as cylinder. |
| 7 | Fabrication of non-ferrous (sheet) metals | Students should be able to: fabricate ferrous metal into a required shape | Fabrication of ferrous metal into a required shape | Explains how to cut a sheet metal and bending it using a stake mallet to form shapes such as cylinders | listen and write down note | Snip, stake, mallet | Students to: demonstrate how to fabricate a container such as cylinder |

**FABRICATION AND WELDING
SS II
THIRD TERM**

SUB THEME: WELDING SURFACES AND WORKING ENVIRONMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|----------------------------------|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 8. | Fabrication of non-ferrous metal | Students should be able to: fabricate a non-ferrous metal into a required shape or object | Fabrication of non-ferrous metal into a required shape | Explains how to cut a sheet metal and bending it using a stakes mallet, snip etc. | listen and write down note | Snip, stake, mallet | Students to: demonstrate how to fabricate a cylinder from sheet of non-ferrous metal |
| THEME: BUSINESS ENTREPRENEURSHIP OPPORTUNITY | | | | | | | |
| 9 | Entrepreneurship | Students should be able to: 1. explain the meaning of entrepreneurship 2.who is an employer 3. who is an employee | Definition of: 1. entrepreneurship 2. employer 3. employee | Explains the meaning of: 1. entrepreneurship 2. employer 3. employee | Write down the meaning of: 1. entrepreneurship 2. employer 3. employee | Charts | Students to: 1. explain the meaning of: 1. entrepreneurship 2. employer 3. employee |
| 10 | Enterprises | Students should be able to: explain the concept of small, medium and large enterprises | 1. Small scale enterprise 2. Medium and large scale enterprise | Explains: 1. small scale enterprises 2. medium and large scale enterprises | Write down: 1. Small scale enterprise 2. Medium and large scale enterprise | Chart of small, medium and large scale industries | Students to: explain the concept of small, medium and large scale enterprises |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
FIRST TERM

THEME: WORKSHOP SAFETY AND REGULATIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Danger in electrical workshop | Students should be able to: state the sources of dangers in workshop | Dangers arising as a result of portable equipments and tools | Explains source of danger in electrical workshop | Observe displayed equipment and materials | Posters, charts and faulty equipments and soft wears | Students to: state at least 3 sources of danger in the workshop. |
| 2 | Precaution in handling electrical tools and materials I | Student should be able to: state how to handle and store electrical tools and materials | Care of electrical tools | Explains and demonstrates care of electrical tools and materials | Demonstrate proper handling and care of electrical tools | Posters, charts and soft wear | Students to: east 3 ways of caring for tools |

THEME: ELECTRICAL INSTALLATION TOOLS AND ACCESSORIES

| | | | | | | | |
|----|--|--|--|---|--|---|---|
| 3. | Precaution in handling electrical tools and materials II | Student should be able to: store electrical tools and materials | Maintenance of electrical tools | Explains and demonstrates car at electrical tools | Demonstrate proper handling and care of electrical tools | Posters, charts and soft wear | Students to: least 5 ways of carrying for tools. |
| 4. | Electrical Accessories I | Student should be able to: identify electrical accessories | Types of electrical accessories | Explains different types of accessories | Observe displayed accessories | Various types of accessories (e.g.) 5A, 13A, and 15A socket out lets, lamp holder and ceiling roses | Students to: mention at least 3 electrical accessories |
| 5. | Electrical accessories II | Student should be able to: state the uses of electrical accessories | Uses of electrical accessories | Explains different types of accessories on their uses | Observe displayed accessories | Socket out lets, lamp holder and ceiling roses | Students to: to mention at least 3 electrical accessories. |
| 6 | Electrical Accessories III | Student should be able to: state regulation guiding the use and loading of electrical accessories | Regulations guiding loading of accessories | Discusses regulation guiding loading of accessories | Observe displayed accessories and regulations guiding loading. | Socket out lets lampholder and ceiling roses. | Students to: state one regulation guiding use of electrical accessories. |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
FIRST TERM

THEME: WORKSHOP SAFETY AND REGULATIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7. | Armored cables I | Student should be able to: 1. identify types of armored cables | Types of armored cables | Explains types of armored cable and give reason for armoring | Student to list the types of armored cable | Armored cables charts, empire tape etc. | Students to: state 2 types of armored cable |
| 8. | Armored cables II | Student should be able to: 1. state the reasons for armoring cable | Reasons for armoring explain and give reasons for armoring | Explain and give reasons for armoring | Draw and label armored cable | Armored cable, charts, empire tape etc. | Students to: draw and label the components parts of armored cable |
| 9 | Armored cables III | Student should be able to: 1. state parts of armored cable | Parts of armored cable | Draw and label the constructional features of armored cable | Draw and label armored cable | Armored cable, charts, empire tape etc. | Students to: draw and label the components parts of armored cable |
| 10 | Armored cables IV | Student should be able to: 1. state how to join and terminate armored cables | Join and termination of armored cable | Explains procedure for joining and termination of armored cable | Mention procedure for terminating P.I.L.C.S.W.A cable | Armored cable, charts, empire tape etc. | Students to: mention at least 3 procedures for terminating armored cable |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
SECOND TERM

THEME: WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------|--|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Illumination I | Student should be able to: define terms used in illumination e.g. luminous flux illumination etc. | Concept and factors of illumination | Explains concept and factors of illumination | Solve calculation on illumination | Different types of lamp, photometer charts | Students to: list at list 2 factors that affect the illumination of a room |
| 2. | Illumination II | Student should be able to: identify types of lamps | Types of lamps | Mention types of lamps | Plan and design the illumination of a classroom or workshop | Display different types of lamp | Students to: mention at least 3 types of lamp |
| 3. | Illumination III | Student should be able to: solve problems on illumination | Mathematical calculations on illumination | Work some example of illumination calculations and mention types of lamps | Solve calculations on illumination | Display different types of lamp | Students to: calculate the illumination. Falling on a working plane 2m from a light source of 64cd. |
| 4. | Soldering I | Student should be able to: identify types of conductor materials | Types of conductor materials e.g. copper aluminum etc. | Explains types of conductor materials | Observe displayed sizes of cables and lugs | Different types of conductors, etc. copper, aluminum | Students to: mention 2 types of conductors and state their relative advantages |
| 5. | Soldering II | Student should be able to: select size of thin cable and carry out soldering | Sizes of cables | Identifies different sizes of cables and suitable lugs | Involved in the use of pot and candle for soldering big sizes of cable | Different types of conductors | Students to: mention 3 sizes of cable |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
SECOND TERM

THEME: WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------------|--|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 6. | Soldering III | Student should be able to: demonstrate the use of blow-lamp and pot and ladle. | The use of pot and ladle in soldering. | Demonstrate the use of blow-lamp and pot and cable. | Sketch the method involved in the use of pot and ladle for soldering. | Different types of pot and ladle soldering. | Students to: explain the methods of operating blow-lamp. |
| 7. | Joints and Termination of cables I | Student should be able to: identify tools and material related to cable joining and termination | Tools and materials related to cable joining and termination | List and explain materials and tools used in cable jointing | Sketch the tools and the materials used in cable jointing | Soldering bit, blow-lamp, strippers, soldering iron, flux etc | Students to: list at least 5 tools used in cable jointing and state their uses. |
| 8. | Joints and termination of cables II | Student should be able to: recognize various types of conduction and insulating materials | Conductors and insulating materials | Explain types of conductors and insulation materials | Observe various types of conductors and insulating materials | Insulating materials, conductors and cable of various sizes | Students to: fix 2 accessories into their terminals |
| 9 | Installation I | Student should be able to: identify MICC cables | MICC Cable, Tools And Materials Used In MICC Installation | Demonstrate how to carryout MICC cable installation and test the completed installation. | Observe tools and materials used in MICC cable installation | Insulating material, conductor, tools and materials used in MICC installation | Students to: mention 3 tools used in MICC installation |
| 10 | Installation II | Student should be able to: identify MICC cables advantages and disadvantages | Advantages and disadvantages of MICC cable | Explains advantages and disadvantages of ducts and trucking, display different types of ducts and trucking | Carry out and test MICC cable installation | MICC cables e.g. copper conductor, tolls and materials | Students to: CARRY out simple surface wiring of industrial installation |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
THIRD TERM

THEME: WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------------------------|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Underground cable installation I | Students should be able to: select appropriate types of cable for underground installation | Types of cable for underground electrical installation | Identifies different types of cables used for underground installation work | Observe displayed types of cables used for underground installation | Various types of cable e.g. sheeted cable, screened or it type cable etc. | Students to: list at least 4 types of cable for underground installation |
| 2. | Underground cable installation II | Student should be able to: prepare to appropriate depth for cable laying | Trench preparation and laying of underground cable | Explains the method of preparing trench | Dig trenches of appropriate size and lay underground cable | Gland boxes, pot and ladles, plumber, smetal gas/blow lamps | Students to: prepare a trench for laying of underground cable. |
| 3. | Underground cable installation III | Student should be able to: make cable joints/terminations, solder underground cable joint | Materials and tools for joints and termination of underground cable | Display or draw materials and tools used for joints and termination | Sketch the tools and materials for underground cable | Gland boxes, pot and ladles blow lamps | Students to: mention 3 materials or tools used in underground cable work. |
| 4. | Installation of overhead I | Student should be able to: identify cable wires, tools and equipment used in overhead wires. | Types of cables and wire use in overhead distribution and transmission | Display or sketches cable/wire used in overhead wires | Observe and sketch tools and equipment used in overhead | Draw vice. Safety belt ladder, charts, posters. | Students to: mention 3 types of cable used in over head installation |
| 5. | Installation of overhead wires II | Student should be able to: identify the various types and uses of stray wire | Types and used of stray wires | Explain types and uses of stray wires | Observe and sketch tools and equipment use in overhead distribution/transmission | Ladder, stray wire, standing poles, charts etc | Students to: mention one stray wire used in overhead cable installation and state its use. |

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS II
THIRD TERM

THEME: WORKSHOP PRACTICES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6. | Installation of overhead wires III | Student should be able to: draw lines with appropriate tension and state the uses of different types of cross-arms used in transmission. | Draw of lines and cross-arms | Discusses cross-arms used in high tension transmission | Sketch cross-arm used in high tension transmission | Ladder, safety belt, cross arms charts etc. | Students to: explain cross-arm |
| 7. | Installation of overhead wires IV | Student should be able to: termination of joints and continuity | Joints, termination and electrical continuity | Demonstrates jointing terminations and electrical continuity | 1. Carry out overhead cable jointing and termination 2. Test for continuity | Ladder, safety belt, cross arms cross arms | Students to: carryout jointing and termination of overhead cable |
| 8. | Inspection and testing of domestic installation I | Student should be able to: explain the importance of testing and inspection | Importance of testing and inspection. | Explain and gives reasons for testing and inspection of domestic installation. | Observe the displayed instruments | Insulation resistance tester, megger, testing lamp charts. | Students to: give at least one reason for testing and inspection |
| 9 | Inspection and testing of domestic installation II | Student should be able to: mention the type of tests | Types of test e.g. polarity, earth, insulation etc. | State types of test and the sequence of the test e.g. polarity, earth, insulation and ring circuit | Demonstrate how to test for polarity earth etc. | Megger, tester, software, testing lamp | Students to: list the sequence of tests. |
| 10 | Inspection and testing of domestic installation III | Student should be able to: mention the instruments for testing | Instruments for testing | Displays the instruments required for the test and demonstrate their uses | Observe the displayed instruments. | Insulation resistance tester megger, testing lamp, software | Students to: List the instrument used for domestic installation. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

RADIO TELEVISION AND ELECTRONIC WORK
SS II
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Safety checks in servicing radio receiver I | Students should be able to: 1. Keep work area clean and well illuminated and ventilated 2. Check dead and live circuits 3. Discharge capacitor charges 4. Discharge low and high voltage points | 1. Preparation of work areas 2. Working on power line and live circuits 3. Capacitor discharges | 1. Explains the danger of dirty work area and careless handling of live circuits. 2. Instructs students to always check the discharging of high voltage points | 1. Take notes on the danger of dirty work environment 2. Discharge the high and low voltage point | 1. Multi-meter 2. Screw driver 3. Power supply 4. Soldering iron/gun and the accessories | Students to: 1. Keep the work area clean 2. Check dead and live circuit |
| 2. | Safety checks in servicing radio receiver II | Students should be able to: 1. protect their eyes from molten solder and sudden explosion of power supply filter capacitor. 2. handle the electronic measuring instrument with care | 1. Safety glasses or goggles for eyes protection when using soldering iron. 2. Range of electronic measuring instrument | 1. Instructs students to wear safety glasses to protect eyes from molten and sudden explosion of power supply filter capacitor. 2. Explains the danger of working in a dark and not well ventilated work areas | 1. Select appropriate meter and range for the measurement | As listed on safety checks in servicing radio receiver | Students to: 1. protect their eyes from molten solder 2. protect eyes from sudden explosion of power supply filter capacitor 3. open the windows 4. put on the lighting points in the work areas. |
| 3 | Resistors I | Students should be able to: 1. draw the graphic symbols of various types of resistors. 2. identify types of resistors and determine their ratings. | 1. Graphic symbols of resistors 2. Types, values and ratings of resistors | 1. Uses charts to display the graphic symbols of various types of resistors 2. Displays various types of resistors and determine their ratings | Observe the charts showing the graphic symbols of various types of resistors. | -Charts for colour code -Resistors -Multi-meters | Students to: 1. Draw the graphic symbols of the various types of resistors. 2. Identify types of resistors and determine their ratings. |

RADIO TELEVISION AND ELECTRONIC WORK
SS II
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Resistors II | Students should be able to: uses colour code to determine the value of carbon resistors | 1. Determine resistance value using colour bands 2. Comparison of meters and colour values | Explains how to use the colour bands to calculate value of the resistors | 1. Identify the resistors and calculate their values from colour codes 2. Compare the value of resistors from the colour codes and multimeter ratings | As listed on resistors | Students to: 1. uses colour code to determine the values of carbon resistors 2. compare values of resistors from colour codes and multimeter reading 3. test resistors |
| 5 | Capacitors | Students should be able to: 1. draw the graphic for fixed and variable capacitors 2. identify types of capacitors 3. use multi-meters to test capacitors | 1. Graphic symbols for fixed and variable capacitors 2. Types of capacitors 3. Testing of capacitors | 1. Draws the graphic symbol for fixed and variable capacitors 2. Displays various types of capacitors 3. Demonstrates how to use multi-meter to test capacitors | 1. Copy the symbol from the chart or sketches for variable and fixed capacitors 2. Practice how to use multi-meter to test capacitors 3. Identify the various types of capacitors | 1. Chart multi-meter 2. Assorted capacitors 3. Chart of assorted capacitors | Students to: 1. identify types of capacitors and draw their symbols 2. use multi-meter to test capacitors. |
| 6 | Diodes | Students should be able to: 1. identify types of diodes and draw their graphic symbols 2. use multi-meter to determine the anode and cathode of a device and also its condition | 1. Types of diodes and their graphic symbols 2. Testing for diodes (power, signals, LED, SCR) | 1. Provides various types of diode and display chart showing the graphic symbols of diodes 2. Demonstrates with multi-meter how to determine the anode and cathode of a diode and also its condition | 1. Identify different types of diodes provided by the teacher. 2. Sketch the graphic symbols of diode from the chart displayed by the teacher. 3. Practice how to determine the anode and cathode of a diode | Chart of assorted diodes | Students to: 1. identify types of diodes and draw their symbols. 2. use multi-meter to determine the anode and cathode of a diode and also its condition |

RADIO TELEVISION AND ELECTRONIC WORK
SS II
FIRST TERM

SUB THEM: WORKSHOP SAFETY RULES AND REGULATIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------------|---------------------------------|--|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Transistor s I | Students should be able to: 1. draw the graphic symbol for bipolar and unipolar transistor (NPN, PNP, FET, MOSFET) 2. define different types of transistors - Signal transistor - Power transistor | 1. Graphic symbol of transistors (bipolar and unipolar) 2. Different types of transistors (signal and power) | 1. Displays the chart showing graphic symbol for bipolar and unipolar transistors 2. Provides signal and power transistors | 1. Sketch symbol for bipolar and unipolar transistors from chart displayed by the teacher 2. Identify signal and power transistors | Chart Assorted transistors Multi-meter | Students to: 1. draw the graphic symbols for bipolar and unipolar transistors. 2. identify the different types transistors - Signal and power |
| 8 | Transistor s II | Students should be able to: 1. identify and draw transistor configurations | Transistor configuration - CC - CE and - CB | Displays and explains the chart showing the common collector, common emitter, common base transistor configuration | Sketch the CC, CE and CB configurations from the displayed chart by the teacher | Chart to transistor configurations | Students to: draw the transistor configurations |
| 9 | Battery | Students should be able to: 1. draw the graphic symbol of a battery 2. identify different types of battery. 3. test batteries | 1. Graphic symbol of a battery (multicell, single cell) 2. Different types of battery 3. Testing battery | 1. Displays chart showing battery cell graphic symbol 2. Provides different types of battery 3. Test batteries | 1. Sketch graphic symbol of battery cells 2. Identify different types of battery and practice how to test them. | Chart of batteries Multimeters | Students to: 1. draw the graphic symbol for battery 2. identify different types of battery and test them. |
| 10 | Ohm's law | Students should be able to: 1. define ohm's law 2. draw the symbol of ohm 3. calculate the unknown quantity in V,I,R when two values are provided. | 1. Definition of ohm's law 2. Draw the symbol for ohm 3. Relation between V, I, R. 4. Calculation of voltage and current (V=IR) | 1. Defines ohm's law and explain relationship between resistance, current and voltage. 2. Performs mathematical calculation on ohm's law | Listen and participate in class discussion and identify various resistors | Resistors of different values Vero board soldering iron and lead multimeter and DC power supply | Students to: 1. define ohm's law 2. calculate the unknown hen two values are given, in V, I, and R. |
| 11 - 12 | REVISION AND EXAMINATION | | | | | | |

RADIO TELEVISION AND ELECTRONIC WORK
SS II
SECOND TERM

SUB THEME: BASIC ELECTRICITY

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1. | Ohm's law | Students should be able to: calculate total resistance of resistors in a. series b. Parallel c. series-parallel | 1. Resistors in series and parallel 2. Advantages of parallel connection 3. Calculation of parallel and series resistors. | 1. Demonstrates connection of resistors in series and parallel. 2. Performs mathematical calculation on series and parallel connection and use meter to measure the values. | 1. Observe teacher demonstrate connection of resistance in series and parallel 2. Do class exercise on mathematical calculation on ohm's law series and parallel connection 3. Observe the teacher measure resistance value with multi-meter | 1. Resistors of different values 2. Vero-board Soldering iron and lead 3. Multi-meter and DC power supply | Students to: 1. calculate series-parallel resistance using ohm's law 2. connect resistors in series and parallel and measure their values with multi-meter 3. state the advantages of parallel over series connection |
| 2 | Electric power | Students should be able to: 1. Define electric power 2. Solve problems relating to dissipation when the values of VIR are provided. 3. State the units of electric power | 1. Definition of electric power 2. Measurement of electric power 3. Power formula and its application (VI , I^2/R , V^2/R) 4. Unite of electric power | 1. Explains electric power and gives the definition 2. Solves problems relating to electric power 3. State the units of electric power | 1. Listen and take notes 2. Answer and ask question relating to power | Calculator | Students to: 1. define electric power 2. solve problems on electric power 3. state the units of electric power |
| 3 | Alternating and direct current I | Students should be able to: 1. Define AC and DC 2. State the differences between AC and DC | 1. Definition of AC and DC 2. Differences between AC and DC | 1. Defines AC and DC 2. Uses diagram to explain AC and DC and their characteristics | 1. Listen attentively and observe the teacher draw of AC and DC | Multi-meter | Students to: 1. Define AC and DC 2. State difference between AC and DC |

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| 4 | Alternating and direct current II | Students should be able to: 1. state the applications of AC and DC 2. measure AC and DC using multimeter | Uses of AC and DC: - bottled and sachet water storage. - storage facilities of breweries - storage facilities for grains etc. | 1. Explains the uses of AC and DC. 2. Uses multimeter to demonstrate how to measure AC and DC | Observe the teacher demonstrate how to measure AC and DC in a circuit. | Multi-meter | Students to: 1. state the uses AC and DC 2. measure AC and DC using multimeter |
| 5 | RMS values | Students should be able to: 1. define R.M.S. value, peak value, average value and frequency. 2. plot graph of sine wave with given values. 3. calculate the RMS value. | 1. Definition of R.M.S. value 2. Frequency and period of a sine wave. 3. Calculation of RMS value | 1. Defines and explains RMS values, peak values and frequency. 2. Draws sine wave to show frequency and period. 3. Works some examples on how to calculate RMS peak values and frequency. | 1. Listen and take notes 2. Answer and ask questions 3. Work exercises on RMS, peak value, average value and frequency. | Calculator | Students to: 1. Define RMS values, peak value, average value and frequency 2. Plot graph showing frequency and period given some values. |
| THEME: 3 ELECTRONIC TOOLS AND INSTRUMENTS | | | | | | | |
| 6 | Electronic measuring instrument I | Students should be able to: 1. explain the operation, uses and list functional parts and limitation of measuring and indicating instruments 2. set and read measuring instrument for AC and DC measurement | 1. Identification uses and operation of: a. Voltmeter b. Ammeter c. ohmmeter d. multimeter 2. Basic circuit measurement of: a. Voltage b. current c. resistance in AC and DC circuits | 1. Displays various measuring instruments 2. Describes the parts, operation and uses of multimeter, voltmeter, ammeter and ohmmeter 3. Demonstrates how to use instrument in measuring current, voltage and resistance in both AC and DC | 1. Observe and identify the various measuring instruments 2. Observe teacher demonstrate how to use the instruments in measuring VRI and I | 1. Multi-meter: Digital and analog 2. Voltmeter, Ammeter, Ohmmeter | Students to: 1. list the functional parts of a multimeter and state their functions 2. set and read the meters for: a. AC and DC measurement, b. resistance measurement c. AC and DC current measurement |

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| 7 | Electronic measuring instrument II | Students should be able to: 1. use ohmmeter to test semi conductor devices. 2. test faulty meter | 1. Ohmmeter for testing semi-conductor devices. 2. faulty meter. | 1. shows how to use multimeter to test diodes, transistor, etc. 2. Explains how to identify a faulty meter | 1. Listen and take notes on how to identify a faulty meter | As listed on electronic measuring instruments | Students to: 1. use ohmmeter to test semi-conductor devices. 2. explain how to recognize a faulty meters |
| 8 | Power supply unit I | Students should be able to: 1. explain power supply unit and identify power section in a schematic diagram 2. Identify the different components that make a power supply and the different sections of a power unit | 1. Principle and operation of power supply units. 2. Power supply schematic diagram showing stabilized low voltage DC power supply 3. Rectification half waves, full waves and bridge 4. Filtration | 1. Introduces PS unit to students and show them the PS in a schematic diagram of a receiver circuit 2. Explains the differences between half, full and bridge rectifiers 3. Explains functions of the components in PS units | 1. Identify PS units on a given receiver circuit diagram 2. Observe the various components and sections in a PS unit | 1. Schematic diagram of half, full and bridge rectifier 2. Oscilloscope diodes, capacitors, inductors, Zener diodes, step-down transformer | Students to: 1. identify PS unit in a schematic diagram 2. build a simple half and full wave rectifiers circuits 3. demonstrate the differences between full and half wave rectifier |
| 9 | Power supply unit II | Students should be able to: 1. construct a stabilized low-voltage DC power supply unit | 1. Construction of stabilized low DC power supply unit | 1. Demonstrates the construction of a stabilized PS unit 2. Explains the function of a regulator or a stabilizer in a PS unit | 1. Observe the teacher as he demonstrates the construction of a stabilized PS unit | As listed on power supply unit part one | Students to: 1. build a rectified, smoothed and stabilized DC power supply unit. 2. use cathode ray oscilloscope (CRO) to display the wave form at various points of PS units |

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| 10 | Amplifiers | Students should be able to: 1. define and state the functions of Amplifier 2. describe the operation frequency of the various classes of Amplifier | 1. Classes of Amplifier – A, B, C and AB 2. Operation of A,B,C, and AB amplifiers | 1. Defines and discusses the operation of the various classes of Amplifiers with the aid of chart or sketch. 2. Show the Amplifier units in a radio or TV set. 3. Uses CRO to show the frequency response of various classes of Amplifiers | 1. Observe an Amplifier unit in a receiver 2. Identify the various components of an Amplifier circuit 3. Observe the frequency response of various classes of Amplifiers | 1. Sketch or chart of Amplifier circuits. 2. Radio or TV receiver CRO 3. Component for building Amplifier 4. Vero or project bread board | Students to: 1. define Amplifier 2. differentiate between the various classes of Amplifier |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

RADIO TELEVISION AND ELECTRONIC WORK
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THEME: ELECTRONIC DEVICES AND CIRCUITS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Amplifiers | Students should be able to: construct a single stage Amplifier. | 1. Construction of various classes of Amplifiers 2. Uses of the various classes of amplifier | Constructs a signal power or voltage Amplifier. | Construct a single stage signal or power Amplifier. | As listed on amplifier. | Students to: construct a single stage power or voltage Amplifier. |

THEME: ELECTRONIC COMMUNICATION SYSTEMS

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| 2 | Radio transmitter | Students should be able to: 1. explain the functions and operation of radio transmitter. 2. draw the block diagram of radio transmitter. 3. explain the functions of each stage of radio transmitter. | 1. Functions and operation of radio transmitter. 2. Block diagram of radio transmitter. 3. Stages of radio transmitter. | 1. Explains the functions and operation of radio transmitter. 2. Displays the chart of the block diagram of a radio transmitter. 3. Uses the block diagram in the chart displayed, explains the functions of each stage of radio transmitters. | 1. Take notes on the functions and operation of radio transmitter. 2. Draw the block diagram of radio transmitter from the chart displayed. 3. Observe the chart and listen to the teacher's explanation on functions of each stage of radio transmitter. | Charts of the block diagram of a radio transmitter. | Students to: 1. explain the operation of radio transmitter. 2. draw the block diagram of radio transmitter. 3. explain the functions of each stage of block diagram draw. |
| 3 | Radio receiver | Students should be able to: 1. explain the functions and operation of a radio receiver 2. name the various types of radio receiver 3. draw the block diagram of radio receiver and explain the functions of each stage. 4. state the advantages and disadvantages of the various types of radio receiver | 1. Functions and operation of radio receiver 2. Types of radio receiver CRF, super heterodyne and FM receivers 3. Block diagram of radio receiver and function of each stage. 4. Advantages and disadvantages of different types. | 1. Explains the basic functions and operations of radio receiver. 2. Provides a chart showing the block diagram of a radio receiver and explain the function of each stage. | 1. Take notes on the basic functions and operations of radio receiver 2. Draw the block diagram of a radio receiver and take notes on the explanation of the functions | Block diagrams of the various types of radio receiver | Students to: 1. explain the function and operation of a radio receiver 2. name the various types of radio receivers 3. draw the block diagram of a radio receiver 4. state the advantages and disadvantages of the various types of radio receiver. |

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THEME: ELECTRONIC DEVICES AND CIRCUITS

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| | | | | TEACHER | STUDENTS | | |
| 4 | Selectivity and sensitivity | Students should be able to: 1. define selectivity and sensitivity 2. explain the function of tuner in radio receiver 3. identify the tuner in radio receiver | 1. Definition of selectivity and sensitivity 2. Processes of tuning and selectivity in radio receiver | 1. Defines a selectivity and sensitivity. Uses a radio receiver to explain the concept. 2. Explains the functions of tuner by operating a radio receiver | 1. Observe the performance of the radio receiver used to demonstrate selectivity and sensitivity 2. Watch the demonstration with a radio receiver for the function of tuner | Radio receiver set | Students to: 1. define a. selectivity b. sensitivity 2. explain the function of tuner in a radio receiver 3. identify the tuner in a radio receiver |
| 5 | Resonance circuit I | Students should be able to: 1. define resonance 2. explain series parallel and series – parallel resonance | 1. Definition of resonance 2. Types of resonance, series and parallel. | 1. Defines resonance 2. Uses chart to explain the various types of resonance (series, parallel and series/parallel) | 1. Listen attentively and make notes. 2. Draw the sketches explaining the types of resonance | Chart of resonance circuit | Students to: 1. define resonance 2. explain series, parallel, and series/parallel resonance |
| 6 | Resonance circuit II | Students should be able to: 1. explain series/parallel resonance 2. explain the concept of bandwidth using frequency ranges. | 1. Types of resonance series/parallel 2. band width | 1. Uses chart to explain series/parallel 2. Explains bandwidth and gives specific examples of frequency ranges | 1. Perform calculation involving frequency ranges to determine bandwidth | Chart of resonance circuit | Students to: 1. explain the concept of bandwidth using frequency ranges. |

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| 7 | Satellite communication systems | Students should be able to: 1. explain the basic principles of satellite system 2. explain the basic elements of satellite communication system 3. explain the transmission and reception of satellite communication signals 4. install a satellite communication system using right Antenna | 1. Elements of satellite communication systems 2. Types of satellite systems 3. Transmission and reception of satellite to television 4. Antenna for satellite communication system | 1. Defines and state types of satellites communication systems (passive and active) 2. Lists the elements of a satellite system earth station, ground based satellite and state their functions 3. Discusses and explains transmission and reception of satellite communication signals 4. Organizes and takes students to visit a satellite TV and radio station e.g. AIT, NTA, etc. 5. Demonstrates the installation of a satellite dish | 1. Participate actively in class discussions 2. Ask and answer questions relating to satellite communication 3. Observe teacher install a satellite dish 4. Visit a satellite earth station | 1. Satellite radio receiver (World receiver set) 2. TV broadcast station 3. Satellite location and footprint manual 4. Measuring tapes 5. Plan (Magnetic) 6. Complete set of spanners 7. 2.0meters disused parabolic dish antenna C-band. 8. Low noise down converter (LND) 9. Coaxial Cable 10. Satellite receiver 11. Colour television | Students to: 1. define satellite communication systems 2. list the basic elements of satellite communication system and explain their functions 3. install a satellite communication system with given materials |
| 8 | Electronic Repairs I | Students should be able to: 1. dismantle and reassemble power supply unit in a radio set. 2. dismantle and reassemble RF, IF, detector stages in a radio receiver set 3. install and maintain a car radio set | 1. Power supply unit 2. R.F. Circuit 3. If Amplifier Circuit 4. AF Amplifier circuit 5. Car radio | 1. Provides radio receiver set and demonstrates the following: a. Dismantles the power supply unit RF, IF, AF and detector stages | Observe the teacher dismantle and reassemble the various units in a radio set | Radio receiver Set of Hand tools Car radio set A car Multimeter | Students to: 1. dismantle and reassemble power supply unit, IF, AF and detector stages in a radio set. |

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| 9 | Electronic Repairs II | Students should be able to: 1. install and maintain and car radio set | Car radio | 1. Provides a car radio set and demonstrates the installation 2. Carries out fault repairs on a car radio set | 1. Observe the teacher install a car radio and carry out repair on a faulty car radio set | As listed on electronic repairs | Students to: 1. dismantle and install a radio set 2. carry out repair on a faulty car radio set |
| 10 | Fault finding and repairs in radio receiver | 1. Diagnose fault by using fault finding pieces of equipment and logical trouble shooting procedure 2. Identify specific components responsible for fault 3. Correct the fault by replacing faulty components 4. Align the RF and if stages of a radio set using the necessary equipments and tools | 1. Types of fault in radio 2. Components responsible for faults 3. Remedies 4. Alignment (IF and RF). | 1. Lists fault finding techniques after checking the plug to maintain power supply. - Flow chart techniques - Signal injection and -signal tracing 2. Creates faults in radio set for students to trace the faults. 3. Provides radio receivers for fault finding and repairs. 4. Demonstrates alignment of RF and IF using the necessary equipment and tools for FM and AM radio receivers | 1. Observe the teacher's demonstration on how to apply the techniques. 2. Practice the fault finding techniques and employ the fault finding techniques to trace the fault created by the teacher. 3. Observe teacher's demonstration on the procedure of alignment of IF and RF stages using the necessary equipment and tools | 1. Flow chart 2. Signal tracer 3. Sweet generator 4. Loop antenna 5. Frequency counter 6. Non-magnetic screw-drivers | 1. Diagnose fault in radio using fault finding equipment 2. Identify specific components responsible for faults. 3. Correct the fault by replacing the components. 4. Align the RF and IF stages of the radio set using necessary pieces of equipment and tools |
| 11 | REVISION | | | | | | |
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| 1 | Types principles and functions of load bearing walls I | Students should be able to: (1) state functions of walls. (2) describe various types of walls. (3) list materials for walls. | (1) Function and type of walls. (2) Materials for walls construction. | (1) Lists functions of walls. (2) Lists walling materials. | (1) State functions of walls. (2) Name walling materials. | Cement, sand, shovel, spade trowel, head pan, block, timber metal sheet etc. | Students to: (1) List 4 functions of wall (2) list five materials for walling. |
| 2 | Types principles and functions of load bearing walls II | Students should be able to: (1) define mortar (2) List material for mortar (3) mention typical mixing for mortar (4) state qualities of good mortar. (5) describe procedure and precaution of mixing concrete and mortar. | (1) Mortar definition (2) Types of mortar (3) Material for mortar (4) Typical mixing for mortar (5) Procedure and precaution in making concrete and mortar. (6) Qualities of good mortar. | (1) Defines mortar (2) Lists types of mortar mixing. (3) States qualities of good mortar. (4) Explains procedure and precaution mixing concrete and mortar. | (1) Define mortar (2) List types of mortar (3) State qualities of good mortar. (4) Mix different type of mortar. | Sand, cement, water, head pan, shade/shovel etc. | Students to: (1) define mortar. (2) list 4 qualities of good mortar. (3) carry out appropriate mixing for concrete and mortar. |
| 3 | Construction of simple decorative block/brick walls I | Students should be able to: (1) state function of brick wall (2) identify common wall type. (3) sketch different provision for future continuation of job. | (1) Wall-functions of brick wall. (2) Types of wall. | (1) Explains wall and type. (2) Explains functions of brick wall. (3) Explains difference provision for future continuation of wall (toothing) (4) Explains types of wall and their uses (5) Demonstrates and guide students in construction of wall. | (1) List functions of wall. (2) List and explain types of wall. | Chalkboard. Sketches. | Students to: (1) explain functions of brick wall. (2) list types of wall. |

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| 4 | Construction of simple decorative block/brick walls II | Students should be able to: (1) Identify common bond in brick wall construction. (2) sketch different types of bond. | (1) Bond -Definition (2) Types of bonding application in brick/block wall construction. | (1) Explains construction of common bond in block/brick wall construction (2) Demonstrates and guide students in construction of different types of bond using block or brick. | (1) List types of bond. (2) Construction of different type of bonds using block or brick. | Brick, block trowel, head pan, sand cement, water etc. | Students to: construct different types of bond using block and brick. |
| 5 | Material and method of fixing opening I | Students should be able to: (1) identify Nigeria timber and product suitable for window and door. (2) identify two types of timber with example (3) State function of opening. | (1) Nigeria or timber and product for window and door (2) Opening function of opening in dwelling. | (1) Leads students to timber yard and guide them in various operation of timber (2) Identifies two type of timber in Nigeria and their location (3) Explains function of opening in dwelling place. (4) Differentiates between different mode of window and door. | (1) Visit timber yard. (2) List various Nigeria timber used for doors and windows. | Chalkboard Picture Sample of timber Visit carpentry shop/saw mill etc. | Students to: (1) list three types of timber. (2) list 2 functions of opening. |
| 6 | Material and method of fixing opening II | Students should be able to: 1. define seasoning and conversion. 2. list method of conversion and seasoning. | 1. Conversion -Definition 2. Methods of conversion 3. Seasoning 4. Method of seasoning. | (1) Explains conversion and the methods. 2. Explains seasoning and methods. | 1. Define conversion, seasoning and list the method of conversion and seasoning. | Timber yard. Chalkboard Demonstrations Chart on types of conversion methods etc. | Students to: 1. define conversion and seasoning. 2. list 2 method of conversion. |

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| 7 | Method of proportioning mixing and testing concrete I | 1. distinguish between design mix and prescribe mix 2. state factors to be considered in determining mixing ratio. (3) define water/cement ratio and cement/aggregate ratio. (4) state common ratio for rang of construction e.g. strip, slab floor lintel etc. | 1. Types of concrete mix (Prescribe mix and design mix) 2. Mixing ratio -Cement/aggregate -Water/cement. | (1) Demonstrates mix ratio or common range of construction. (2) Explains construction. | 1. Explain cement aggregate ratio 2. Water/Cement ratio. 3. State mix ratio of strip foundation, slab floor lintel etc. | Chalkboard Demonstrations etc. | Students to: 1. explain cement aggregate ratio. 2. produce good quality concrete by manual methods. |
| 8 | Method of proportioning mixing and testing concrete I | Students should be able to: 1. define batching. 2. list two method of batching. 3. operation concrete mixers. | 1. Definition of batching. 2. Method of batching. | 1. Explains batching and methods 2. Demonstrates operation of different mixer. | 1. Operate concrete mixer 2. Explain different type of mixer 3. Manual mixing of concrete. | Concrete mix, Gauge box Spade/shovel Cement Fine aggregate Course aggregate Water Bricklaying tools etc. | Students to: 1. distinguish between different types of mixer. 2. operate concrete mixer. |

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| 9 | Methods of handing and placing of concrete I | Students should be able to: 1. list types of equipment use in wet concrete, transportation 2. state safety precaution when using the equipment. | 1. Types of equipment used in wet concrete transportation. 2. Safety precaution in wet concrete transportation | Demonstrates use of equipment in wet concrete transportation and placing operation. | Transport ready mix concrete by any specified mould. | Concrete mixer, equipments head pan, wheel barrow Sketches Chart of different types. | Students to: 1. transport concrete and placed it. 2. list various equipments for transportation of wet concrete. |
| 10 | Methods of handing and placing of concrete II | Students should be able to: 1. explain the use of pump and ready mix concrete, stating their advantages and precautions to be taken during application 2. list factors to be considered in the choice of method of transporting wet concrete. | 1. Pump and ready mix concrete. 2. Factor for choosing transportation of wet concrete. | 1. Demonstrates the use of pumps and ready mix concrete. 2. Guides students in placing wet concrete. | 1. Carry out concrete transportation and placing | Lintels Beam Columns Floor, slab etc. | Students to: 1. transport concrete, placing and curing using any methods manual or mechanical. |
| 11 | REVISION OF TEAM WORK | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| | | | | TEACHER | STUDENTS | | |
| 1 | Compacting and curing concrete I | Students should be able to: 1. state reasons for vibrating or compacting concrete. 2. identify common tools for compacting wet concrete. | 1. Reason for vibrating or compacting wet concrete. 2. Common tools for compact wet concrete (manual and mechanical) | 1. Explains reasons for vibrating and compacting wet concrete. 2. Demonstrates use of common tools for compacting wet concrete. | 1. Visit construction site to see how compaction is done. 2. Use tools to effect compactions. | Ram Temper Vehicle etc. | Students to: 1. list two reason for vibrating and compacting wet concrete 2. identify two common tools for compacting wet concrete. |
| 2 | Compacting and curing concrete II | Students should be able to: 1. define curing 2. list method of curing wet concrete 3. state reason for curing wet concrete. | 1. Curing -Definition 2. Reason for curing wet concrete 3. Methods of curing concrete. | 1. Explains term curing 2. Explains reasons from curing concrete 3. Describes various method of curing concrete. | 1. Carry out simple curing process 2. State reasons for curing concrete. | Ram Temper Vehicle etc. | Students to: 1. Define curing 2. Identify two common methods for curing. 3. State two reasons for curing wet concrete. |
| 3 | Methods of construction of joints in simple concrete structure I | Students should be able to: 1. name common jointing materials and state their specific application bitumen, asphalt corking compound. | 1. Common jointing materials. 2. Types of concrete joint. | 1. Explains common jointing materials. 2. Discusses types of concrete joint. | List and explain jointing materials | 1. Ready mix concrete 2. Block laying 3. Bricklaying tools. 4. Sketch/chart contraction and expansion joint etc. | Students to: 1. carry out simple construction of joint. |

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| 4 | Methods of construction of joints in simple concrete structure II | Students should be able to: 1. describe types of joint in concrete. 2. describe method of making construction joint in structure e.g. floor, column beam, concrete roof etc. | 1. Types of concrete construction joint 2. Methods of making construction joints in concrete structure. | 1. Explains types of concrete construction joint. 2. Demonstrates method of making construction joint in structure e.g. column, beam, concrete roof, floor etc. 3. Guides students to carry out simple construction joint. | 1. Describe types of concrete construction joint. 2. Carry out simple construction of a structure. | Brick/block laying tool, sketch/chart showing contraction expansion joint. In-beam, concrete roof, column, strip foundation, pad foundation. | Students to: carry out simple construction joint in concrete. |
| 5 | Use of form work in construction work I | Students should be able to: 1. state function of formwork and identifies the basic requirements used in formwork. 2. explain the relative advantages of steel and timber formwork. | 1. Functions of formwork. 2. Requirements in formwork construction. 3. Advantages of steel and timber formwork. | 1. Explains functions of formwork. 2. Explains basic requirements in formwork construction e.g. adequate support, rigidity, use appropriate materials. | 1. Select appropriate formwork for specified construction. 2. Erect formwork. 3. Explain the relative advantages of steel and timber formwork. | Timber, steel and carpentry tools. | Students to: 1. select appropriate formwork specific construction 2. list advantages of steel and timber formwork. |
| 6 | Use of form work in construction work II | Students should be able to: 1. explain with sketches construction of formworks for different structure e.g. column, beam, slab lintel, concrete arches, stair, cases. 2. identify the procedure and precaution to be taken in striking formwork for simple construction structures | 1. Construction of formworks for different structures 2. Procedure and precaution to be taken in formwork construction. | 1. Demonstrates and guide students in selection, erection, and dismantling of formwork. 2. Leads students to visit a construction site. | 1. Dismantling of formwork materials. 2. Demonstrate procedure and preservation of formwork materials. | Timber, grease, soapy water, nail, etc. | Students to: 1. erect appropriate formwork in construction. 2. dismantle (striking) formwork material. 3. mention how to store and preserve different formwork materials. |

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| 7 | Techniques of laying precast floor finishes I | Students should be able to: 1. state the properties of precast floor finishes. 2. describe the procedures and precaution to be taken in laying materials. 3. specify the mix and quality of bedding mortars. | (1) Properties of precast floor finishes. (2) Procedures and precaution in laying floor finishing materials. 3. Mix and quality of mortars for bedding finishes. | 1. Presents for identification various types of floor finishing materials. 2. Specifies the mix and the quality of the mortar for each of the various precast floor unit. | 1. Identify various types of floor finishing materials 2. Visit construction site. | 1. Floor tiles -Charts of floor finishing etc. | Students to: 1. list four different types of precast floor finishing and bedding materials. |
| 8 | Techniques of laying precast floor finishes II | Students should be able to: 1. describe the method of laying floor tiles. 2. list common laying defect in precast flooring. | 1. Method of laying floor tiles. 2. Defect -Common defects in pre-casting flooring. | 1. Demonstrates method of laying floor tiles. 2. Discusses defect in pre-cast flooring. 3. Leads students to construction site to observe procedures of laying floor finishes materials. | 1. Identify the various types of floor tiles 2. Visit a construction site. 3. List common defection pre-cast flooring. | Floor tile, charts and pictures of floor finishing etc. | Students to: 1. list common defect in pre-cast flooring. 2. list four types of floor tiles. |
| 9 | Techniques of laying synthetic floor tiles I | Students should be able to: identify common synthetic floor tiles and their sizes. | Synthetic floor tiles and their sizes. | Presents the common floor tiles for identification. | Observe various synthetic tiles for identification. | 1. Floor tiles 2. Chart and 3. Picture of floor materials etc. | Students to: list three different types of synthetic floor tiles. |
| 10 | Techniques of laying synthetic floor tiles II | Students should be able to: 1. state properties of background suitable for laying floor tiles. 2. explain the cause and state precautions against defect in PVC tiling. | 1. Causes and precaution against defect in PVC tiling 2. Properties of back ground suitable for laying floor tiles. | 1. Explains the properties of the back ground suitable for laying synthetic floor ties. 2. Explains common defect cause and precaution in PVC tiling. 3. Takes students to site where floor tiling un been carried out. | 1. List properties of background suitable for floor tiling 2. Mention causes and precaution against defect in PVC tiling (3) Demonstrate rate tiling operation. | 1. Floor tiles 2. Chart and 3. Picture of floor materials etc. | Students to: 1. mention two causes of defect in PVC tiling 2. mention two precautions in PVC tiling. |
| 11 | REVISION | | | | | | |
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BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Organization and execution of external and internal rendering I | Students should be able to: 1. define rendering and state its functions. 2. specified qualities of good rendering. | 1. Definition of rendering. 2. Functions of rendering. 3. Qualities of good rendering. | 1. Explains functions of rendering. 2. Defines rendering 3. Explains qualities of good rendering. | 1. State functions of rendering. 2. Apply good quality mix of mortar of a surface. | 1. Fine sand 2. Cement water, spade/shovel trowel etc. | Students to: 1. define rendering. 2. State two types of rendering. |
| 2 | Organization and execution of external and internal rendering II | Students should be able to: 1. explain different types of rendering 2. describe method of applying rendering mix. | 1. Types of rendering 2. Method of applying rendering mix. | 1. Lists and explain types of rendering 2. Explains methods of applying rendering mix. | 1. State different types of rendering 2. Demonstrate method of applying rendering mix. | 1. Fine sand 2. Cement water, spade/shovel trowel, float shovel etc. | Students to: 1. list four type of rendering 2. apply good quality mix of mortar to a given wall surface. |
| 3 | Functions and principle of basic roof construction I | Students should be able to: 1. define and describe with sketches basic roof types 2. describe materials and maximum allowable span for various roof types. | 1. Types of roofs 2. Roofing materials and maximum span. | 1. Describes and explain component of roofs. 2. Sketches of roof component in details. (3) Shows pictorial representative of roof plan. | (1) Design and construct a simple model roof. 2. Sketch a simple model roof with maximum span. | (1) Drawing materials nails, hammer etc. (2) Picture, charts, film clip etc. | Students to: design and construct a model roof. |
| 4 | Functions and principle of basic roof construction II | Students should be able to: name and define various roof covering types for tropical use. | Roof covering material | 1. Lists and explains various roof covering materials 2. Designs and constructs roof structure. 3. Arranges site visitation of roof construction. | 1. Visit a roof construction site 2. List various roof covering material | Zinc, Aluminum, etc. Picture, charts, film clip etc. | Students to: 1. design and construct a model roof. 2. list four types of roof covering material. |

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
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THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | Types of Finishes in the Building Trade I | Students should be able to: 1. use wall finishes and explain the application. 2. state the functions of ceiling in house | 1. Wall finishes and their application. 2. Function of ceiling in houses. | 1. Demonstrates practical application of finishes e.g. paint wall tiles. 2. Discusses functions of ceiling in houses. | 1. Apply finishes to wall surface 2. List function of ceiling to a building. | Paint, ceiling board, wall tile vanish, polish Paintbrush etc. | Students to: demonstrate application of finishing on walls and ceiling. |
| 6 | Types of Finishes in the Building Trade II | Students should be able to: 1. describe with sketches the type of ceiling construction and ceiling finishing in tropic. 2. list various types of finishes in joinery work and explain their application. | 1. Type of ceiling construction. 2. Type of ceiling finishing 3. Types of finishes in joinery work. | 1. Explains types of ceiling. 2. Demonstrates application of ceiling an joinery finishing | 1. Apply finish to ceiling surface 2. List type of ceiling and joinery finishing. | Polish, stain, lacquer, vanish, wax, polish brush, matching stain and medium stain ceiling board etc. | Students to: 1. list type of ceiling and joinery finishing. 2. demonstrate application of finishing on joinery. |
| 7 | Installation of various services in simple dwelling I | Students should be able to: 1. explain basic principle of a good drainage system 2. explain the types of drainage system. | 1. Principle of good drainage 2. Types of drainage system. | 1. Explains basic principle of good drainage system 2. Discusses type of drainage system. | 1. List principles of good drainage system. 2. Explain types of drainage system. | Charts, picture slide and film etc. | Students to: identify various type of drainage system. |
| 8 | Installation of various services in simple dwelling II | Students should be able to: 1. describe with sketches construction standard relating to the construction of domestic drainage system. 2. explain terms in drainage system. | 1. Construction standard of domestic drainage system. 2. Terms in domestic drainage system e.g. drain, shay sewerage, foul water etc. | 1. Demonstrations of construction standard of domestic drainage system. 2. Discusses terms in domestic drainage system. | 1. Sketch the types of a drainage system. 2. Explain the term in drainage system. | Slides and film pictures chart, chalkboard etc. | Students to: 1. explain drainage terms. 2. sketch different drainage system. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Substructure Construction I | Students should be able to: 1. determine bearing capacity of soil and solve problem involving bearing capacity. 2. describe various types of floor and method of construction. | 1. Bearing capacity of soil. 2. Types of floors and method of construction. | 1. Explains the bearing capacity of soil and solve some bearing capacity. 2. Identifies various types of floor and demonstrate their construction. | 1. Determine the bearing capacity of soils. 2. Construction of simple concrete floor. | Block, cement, sand, gravel, DPM etc. | Students to: 1. prepare soil opening capacity. 2. set out and erect simple straight wall. |
| 10 | Substructure Construction II | Students should be able to: 1. explain the methods of placing and positioning DPC. 2. explain the need for the provision of weathering structure at openings. | 1. Define DPC 2. Methods of placing and positioning DPC in wall. 3. Need for the provision of weathering structures at opening. | 1. Explains DPC and differentiate between DPC and DPM 2. Explains the need for the provision of weathering structures at opening. | Set out and erect simple straight wall inciting DPC. | DPM, Gravel, sand, water, brick DPC etc. | Students to: 1. construct simple concrete floor slab. 2. erect simple straight wall inciting DPC. |
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PAINTING AND DECORATION
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| | | | | TEACHER | STUDENTS | | |
| 1 | Still life painting | Students should be able to: paint from still life composition | Paint still life composition using - Oil colour - Acrylic paint - Oil pastel | Demonstrates by painting still life composition using: Oil colour Acrylic paint Oil pastel 2. Guides students to paint still life compositions | 1. Draw and paint still life composition using oil colour acrylic pain, oil pastel 2. Exhibit their paintings | Straw board, canvas, pencils, oil colour, Acrylic paint Oil pastel Brushes Palettes small containers for water | Students to: 1. draw and paint still live composition using oil colour, acrylic paint, oil pastel 2. exhibit their works |
| 2 | Composition from nature I | Students should be able to: 1. explain the meaning of composition from nature 2. make studies from nature on subjects lie fruits, leaves and animal life | 1. Meaning of composition 2. Study from nature a. Fruits b. Plants c. Animal life | 1. Explains the term nature composition 2. Explains techniques and procedures of the use of colour to produce painting from nature 3. Asks students to make sketches from nature | 1. Explain the term nature composition 2. Make studies from nature using correct proportions | Straw board Cardboard Papers Canvas Pencils Poster colour Water colour Oil colour Brushes Palettes Fruits, plant bones, containers for water | Students to: 1. explain the term nature composition 2. discuss the techniques and procedure in valued in painting from nature |
| 3. | Composition from nature II | Students should be able to: paint nature composition using poster colour, water colour and oil colour in correct proportion and perspective | 1. Paint from nature using - Poster colour - Water colour - Oil paint | Guides students to produce painting form nature composition using poster colour, water colour and oil colour | 1. Paint composition of fruits plants and animals lives 2. Exhibit their paintings | Cardboard paper Canvas Poster colour Oil colour Water colour Water Fruits, plants, brushes, container for water | Students to: 1. draw and paint composition 2. exhibit the painted works for criticism |
| 4 | Landscapes and seascapes I | Students should be able to: discuss the terms landscape/seascape paintings | Meaning of the terms landscape/seascape painting | 1. Explains and illustrates landscape seascape painting 2. shows and disuses pictures of landscapes and seascapes | 1. Listen and observe the teacher 2. Ask and answer question where necessary | Pencils, Brushes Poster colour Water colour Oil colour Cardboard, Papers Canvas, palette | Students to: explain landscape and seascapes painting |

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| | | | | TEACHER | STUDENTS | | |
| 5. | Landscapes and seascapes II | Students should be able to: 1. mention the two types of perspective 2. discuss the term used in perspective drawing and painting | 1. Perspective in landscapes/seascape paintings - Types of perspective i. Aerial ii. Linear - Terms in perspective painting i. Horizon ii. Picture plane iii. Eye level iv. Vanishing point etc. | 1. Explains and illustrates perspective drawings 2. Demonstrates the use of view finder | Practice the use of view finder in landscape and seascape drawing | Pencil, brushes, poster colour, Water colour Oil colour Cardboard papers Canvas, palette container for water | Students to: use view finder as guide in the selection of landscape painting |
| 6 | Landscapes and seascapes III | Students should be able to: create landscape seascape painting using view finder | 1. The use of view finder 2. Drawing and painting of landscape | 1. Demonstrates the use of view finder 2. Guides student in the drawing and painting landscape/seascapes | 1. Sketch landscape and seascape in correct perspective 2. Paint landscape an seascapes using poster colour, water colour and oil colour 3. display their works | 1. Brushes Poster colour Water Colour Oil colour Cardboard Papers Canvas Drawing board Palettes | Students to: 1. use view find as guides in the selection of landscape/seascape 2. Paint landscape 3. Display the finished works for exhibition |
| 7 | Decorations for body adornment I | Students should be able to: produce quality bead from: - Roll paper beads - Straw beads | Advanced beading - Roll paper beads - Straw bead | Demonstrate the production of beads from - Roll paper - Straws | 1. Observe the teacher's demonstrates 2. Produce bead using same materials | Papers magazine straw, twine/strings scissors | Students to: 1. produce beads using roll papers, straw 2 display finished product |

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| | | | | TEACHER | STUDENTS | | |
| 8. | Decoration for body adornment II | Students should be able to: provide quality beads from: - seed beads - plastic beads - glass beads | Advanced beading - Seed beads - Beads from plastics - Glass beads | 1. Demonstrates the production of beads from - Seeds and plastics - Glass 2. Guides in the cutting and assembling of the materials 3. Assists in the producing the beads from various materials | 1. Produce beads using same materials 2. Produce beads using mixed media e.g seeds and plastics | Pieces of plastic bottle caps, scissors, glass, strings, seed | Students to: 1. students to produce beads using seed, plastic, glass 2. produce multimedia beads 3. display finished product |
| 9 | Contemporary wall decoration I | Students should be able to: 1. explain what wall decorations are 2. list and discuss different types of wall decoration | Introduction to wall decorations - types of wall decorations a. Wallpaper designs b. Mural designs | Explains meaning and types of wall decorations | explain the different types of wall decorations | Pictures, oil colour, palettes, brushes | Students to: explain the meaning and types of wall decorations |
| 10 | Contemporary wall decoration II | Students should be able to: 1. design motifs suitable for wall decorations 2. arrange the motifs to produce wall paper designs | Wallpaper designs - Motifs - Design arrangement - Repeat units - Pattern making - Colour schemes - Production techniques | 1. Demonstrates production techniques in wall decoration 2. Shows students sample and pictures of wall decorations | Design and arrange motifs for wall decorations | Pictures oil colour, Brushes Water Drawing board Gloss paint Tuner | Students to: 1. design motifs for wall decoration 2. produce wall paper design. |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Contemporary wall decorations III | Students should be able to: 1. design motifs suitable for mural decorations 2. produce mural compositions | Mural designs - Motif - Composition walls | Assists students in the production of murals | Make group production of murals | Oil colour, Palettes, Brushes, drawing board | Students to: 1. produce mural painting groups 2. design motif |
| 2. | Contemporary wall decorations IV | Students should be able to: produce wall using clay | Mounting of wall papers | 1. Guides students in producing wall paper design 2. Assists students in mounting of wallpapers | Mount wall papers | Clay, glaze, water, drawing board glue, starch rollers etc. | Students to: 1. produce wall tiles using clay 2. mount wall papers |
| 3. | Decorations for interiors I | Students should be able to: produce and arrange flowers from fabrics | 1. Flower decoration 2. Flowers using fabrics e.g. organizing | 1. Explains how flower are used in interior decoration 2. Demonstrates making a flower from fabrics | 1. Discuss the types of flower for interior decoration 2. Produce and arrange flower from fabrics | Photographs picture from textbooks and magazines fabrics | Students to: 1. explains the processes involved in the production of fabric flowers 2. arrange flower from fabric |
| 4. | Decorations for interiors II | Students should be able to: 1. arrange colour dried grass 2. arrange the dried grasses in flower vases | Flower arrangement with dried grass | 1. Demonstrates colour of dried grasses from local colours 2. Arrange the dried grasses in pots and vases | Participate in the dyeing and arrangement of dried grasses | Dried grasses flower vases, scissors, cutter adhesives, twine etc. | Students dye and arrange dried flower in vases. |
| 5 | Decorations for interiors III | Student should be able to: arrange natural flowers in vases | Arrangement of natural flowers | Demonstrates the arrangement of natural flowers in vases | 1. Arrange virtual flowers in vases 2. Display the flower arrangement for assessment | Flower vases, Natural flower, cutters, adhesives twine | Students to: 1. arrange natural flower in vases 2. exhibit finished flower arrangement |

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| | | | | TEACHER | STUDENTS | | |
| 6. | batik design I | Students should be able to: 1. explain the meding at batik 2. List the techniques of batiking | 1. Meaning 2. Techniques - Starch application - Waxing | 1. Explains the meaning of batik 2. Demonstrates the processes of batilain using starch of war | Mention and explain the two types of batiking | Dyes, dye chemical, plain cloth, candle wax, bee wax, store, starch brushes, wooden trance | Student to list and explain the two types of batiking |
| 7. | Batik design II | Students should be able to: list the materials and tools and explain their uses | Materials and tools for batik | Displays and explains the materials used in batiking | List materials requires in batiking | Dye, dy chemical, plain cloth, bee waw, stove, starch brushes | Students to: 1. name the basic materials for batiking 2. explain the uses of the batik material |
| 8. | Batik design III | Student should be able to: design and produce batik in many colour | 1. Making of designs 2. Preparation of dye solution 3. Dyeing and finishing process | 1. Prepares dye solution or dye bath 2. Dyes and displays the finished product | 1. Prepare dye solution 2. Dye the waxed fabrics 3. Display the finished products | Dyes, dye chemical, plain clothes, candle wax, bee wax, stove, starch brushes etc. | Students to: 1. produce designed batik fabrics 2. display finished works |
| 9 | Advanced posters I | Student should be able to: 1. produce posters with text only 2. produce posters using texts and illustrations in multi colour | Posters on: - Political themes - Educational themes - Commercial themes - Health themes | 1. Demonstrates the use of text and illustration in poster making 2. Uses samples of posters and slides to explain the qualities of a good posters 3. Goes round to guide students at work | 1. Observe the teachers demonstrations 2. Produces posters with text only 3. Produce poster with both texts and illustration | Cardboard Paper Pencil, poster colour Pens, ruler, water, drawing board water contend poster works etc. | Students to: 1. produce poster using both text and illustration 2. produce poster on theme given by the teachers 3. display finished works |
| 10 | Advanced posters II | Students should be able to: produce advanced poster on political educational, commercial and health themes | Advanced poster on - Political theme - Educational themes - Commercial themes - Health themes | 1. Produces a sample of advanced poster on the recommended theme 2. Goes round to guide student to work | Produce advanced poster on the recommended theme | Flex banner computer slides, magazine etc. | Students to: 1. produce advanced poster on the them given by the teacher 2. display finished works |
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| 1 | Package designs I | Students should be able to: explain what package design is | Introduction to package design | Explains the meaning of package design | 1. Define package design 2. Take down notes | Paper, pencil ruler, cutting knife, pen, ink poster colours, brushes | Students to: explain the meaning of packaging |
| 2 | Package designs II | Students should be able to: discuss three functions of package design | Functions package design | names and explains the functions of package design | 1. Explain the three functions of package design 2. Answer and ask questions where necessary 3. Take down notes | Chalkboard/marker chalk | Student to: discuss the functions of package design |
| 3 | Package design III | Students should be able to: . explain four types of package design - box - wrapper - carton | Tapes of package designs | 1. Lists the types of package designs 2. Explains and shows the steps of package designing | 1. Name the types of packages designs 2. Explain and show the steps of package design | Chalkboard /chalk marker paper, paints | Student to: mention types of package design |
| 4 | Package designs IV | Students should be able to: design packages for variants functions | Production of package design production of designed packages e.g. boxes and cartons | Demonstrates the production of designed packages e.g. boxes and wrappers | 1. Produce sample of the types of package design 2. Produce designed package | Chalk board/chalk/market paper, pen ruler, cutting knife, pen ink, poster colour and brushes | Student to: produce the designed packages |

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| | | | | TEACHER | STUDENTS | | |
| 5 | Protect in beading wall decoration eyeing and flower arrangement | Students should be able to: 1. discuss the uses of beads wall decorations dyeing and flower arrangement 2. discuss the economics value | 1. Prospects in beading 2. Prospects in wall decoration | Explains the uses of beads and things that can be beaded e.g. shoes, bags etc. | 1. Listen attentively to the teaches 2. take down notes 3. Enumerate the prospects in the decorative arts | Chalk/chalk board Photographs Illustrations Slides and slide projection etc. | Students to: list the uses of beads, and wall decoration |
| 6 | Protect inn dyeing | Students should be able to: 1. discuss the uses of dyeing 2. discuss the economic values 3. discuss the economic values of designing | Prospects in dyeing | 1. Explains the use and meaning of dyeing 2. Lists and explains the economic values of dyeing 3. discusses the prospects in dyes and batik | 1. Listen attentively to the teacher 2. make contributions 3. Take down notes | Chalk board/chalk/ marker photograph illustration slides and slide protection etc. | Students to: 1. explain the meaning of dyeing 2. explain the economic values of dyeing 3. discuss the prospects in dyeing |
| 7 | Prospect in flower arrangement | Students should be able to: 1. discuss the uses of flower arrangement 2. discuss the economic values of flower arrangement | Prospects in flower arrangement | 1. Explains the uses of flower arrangement 2. Lists and explains the economic values of flower arrangement | 1. Listen attentively to the teacher 2. Takedown notes 3. Make contributions in the discussion 4. Enumerate the prospect I flower arrangement | Chalkboard/marker photographs, illustrations, slides projection etc. | Students to: 1. list the uses of flower arrangement 2. explain the economic value of flower arrangement 3. discuss the prospects in flower arrangement |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Job estimation and costing I | Students should be able to: estimate and cost jobs in relation to the area and size of work | Estimation and costing of given jobs considering area and size of work | 1. explains and discusses reasons for estimating and costing of jobs 2. Discusses methods involved taking into consideration area and size of wok | 1. Listen attentive to the teacher 2. Take down notes 3. Answer and ask questions | Chalkboard illustrations photograph etc. | Students to: estimate and cost given work in relation to area and size of work. |
| 9 | Job estimation and costing II | Students should be able to: estimate and cost job in relation to design involved. | Estimating and costing of given jobs considering - design involved | Discusses method of estimation taking into consideration; design involved | 1. Listen attentively to the teacher 2. Take down notes 3. Answer and ask questions | Chalkboard illustration photograph etc. | Student to: estimate and cost given works in relation to design involved. |
| 10 | Job estimation and costing III | Students should be able to: estimate and cost jobs in relation to - quantity and quality of materials involved - time duration. | Estimating and costing of given jobs considering - Materials to be used - Time duration | Discusses methods of estimation taking into consideration quantity and quality of materials to be used - time involved | 1. Listen attentively to teacher 2. Take down notes 3. Answer and ask question | Chalkboard illustration photograph etc. | Students to: 1. estimate and cost given works in relation to: 2. quantity and quality of materials used time involved. |
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PLUMBING AND PIPE FITTING
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| 1 | Well water I | Students should be able to: list and discuss various types of well water. | Types of well water e.g. (open and plumbing). | 1. Lists and explains the two types of well (open and plumbing well). 2. Takes students on excursion to open and plumbing well. | 1. Observe various well visited. 2. Operate various well visited. | 1. Chart 2. Picture 3. Video clip | Students to: list 2 types of well and describe their functions. |
| 2 | Well water II | Students should be able to: state the characteristics of well water. | Characteristics of well water. | Lists and explains each of the characteristics of well water to the students. | 1. Listen 2. Jotting down note 3. Asking questions | 1. Chart 2. Video clip 3. Software on characteristics of well water | Students to: list and explain 4 characteristics of well water. |
| 3 | Well water III | Students should be able to: state the advantages of well water. 2. state the disadvantages of well water. | Advantages and disadvantages of well water. | Lists and explains both the advantages and disadvantages of well water. | 1. Listen 2. Jotting down note 3. Asking questions | 1. Chart 2. Video clip 3. Software 4. Picture | Students to: list 4 advantages and disadvantages of well water |
| 4 | Bore hole I | Students should be able to: list and describe bore hole types. | Types of bore hole e.g. manually operated and electrically operated bore hole. | Lists the two types and explains them very thoroughly to the students. | 1. Listen 2. Observing 3. Asking questions | 1. Chart 2. Software 3. Picture | Students to: explain manually operated bore hole. |
| 5 | Bore hole II | Students should be able to: list the procedure or steps for sinking a borehole. | Sinking bore hole | 1. Explains the step by step taken to sink a bore hole 2. Carries out practical or visit local ones. | 1. Observes 2. Jot down note 3. Visit local bore hole. 4. Sink one | 1. Chart 2. Software 3. Picture | Students to: list the steps or procedures for sinking a bore hole. |

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| 6 | Bore hole III | Students should be able to: state the advantage of borehole over other forms of water. | Advantage of bore hole over other form of water. | Explains and lists the advantages of bore hole over any form of water. | 1. Listen 2. Write down note 3. Ask question | 1. Chart 2. Picture 3. Real object (samples) | Students to: state 3 advantages of bore role over any other water. |
| 7 | Sedimentation I | Students should be able to: 1. list types of sedimentation 2. discuss sedimentation method. | Types of sedimentation horizontal and vertical. | 1. Defines and explains sedimentation. 2. Explains the two sedimentation method and demonstrate them | 1. Observe sedimentation method demonstrated 2. Ask questions | 1. Chart 2. Picture 3. Video clip 4. Container and water. | Students to: list and explain 2 types of sedimentation |
| 8 | Sedimentation II | Students should be able to: carry out sedimentation experiment. | Experiment to show the process of sedimentation | Lists and explains the procedures and steps involve in sedimentation process. | 1. Listen 2. Observe the procedures 3. Ask questions | 1. Real object (sedimentation materials) 2. Chart 3. Pictures 4. Software | Students to: list the sedimentation process. |
| 9 | Sand filtration I | Students should be able to: list, explain and identify types of sand filiations. | Types of sand filtration (slow sand filtration and rapid sand filtration). | Defines and explains each filtration method | 1. Listen 2. Observe filtration method (demonstrated). | 1. Chart 2. Picture 3. Video clip 4. Real object (perforated water, container, sand, grovel etc.) | Students to: 1. list 2 types of filtration 2. list 3 material needed for filtration. |
| 10 | Sand filtration II | Students should be able to: carry out filtration experiment | Experiment to show sand filtration | Lists and explains the procedures involved in the process of sand filtration. | 1. Observe the procedures 2. Carry out the experiment themselves. | 1. Real object (as already mentioned above) 2. Chart 3. Video clips etc. | Students to: list the procedures for carrying out sand filtration experiment. |
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PLUMBING AND PIPE FITTING
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|------------------|--|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Chlorination I | Students should be able to: 1. define chlorination 2. state and identify chlorination method | Chlorination and its method (gas, powder). | 1. Defines and explains the two methods shown above. 2. Takes student to the nearest water works on excursion. | Observe and practice chlorination. | 1. Charts 2. Picture 3. Video clips | Students to: 1. explain what chlorination is all about. 2. list 2 methods of chlorination. |
| 2 | Chlorination II | Students should be able to: carry out the chlorination experiment. | Experiment for chlorination process. | Explains the steps or procedures for carrying out chlorination experiment before the students. | 1. Observe 2. Carry out the experiment themselves. | 1. Real object (chlorination materials) 2. Chart 3. Software 4. Video clips | Students to: list the procedures for carrying out chlorination experiment. |
| 3 | Chlorination III | Students should be able to: state the advantages and disadvantages. | Advantages and disadvantages. | Lists and explains the advantages and disadvantages. | 1. Listen 2. Jotting 3. Asking questions | 1. Charts 2. Software 3. Video clips | Students to: list the 3 advantages and disadvantage of chlorination. |
| 4 | Pipes I | Students should be able to: list and explain the types of pipes used for plumbing work. | Types of pipes for plumbing work (asbestos, PVC steel, galvanized pipes). | Explains the various types of pipes used in plumbing works. | 1. Listen 2. Jotting 3. Asking questions | 1. Picture 2. Chart 3. Video clip. | Students to: list at least 5 types of pipes. |
| 5 | Pipes II | Students should be able to: identify and state their uses | Identification and uses of pipes used for plumbing works. | Identifies and explain the uses of each pipe used in plumbing works. | 1. Observe 2. Participate 3. Identify. | 1. Picture 2. Chart 3. Video clip. | Students to: identify 5 types of pipes and state their uses. |
| 6 | Pipes III | Students should be able to: select the correct pipe for the plumbing job. | Condition for selection of pipe for a particular job. | Lists and explains those conditions that are considered before selections | 1. Observation 2. Ask questions | 1. Picture 2. Chart 3. Software. | Students to: list 3 conditions to be considered before selecting a pipe. |

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| | | | | TEACHER | STUDENTS | | |
| 7 | Types of welding I | Students should be able to: list different methods of welding metallic pipes. | Types of welding arc, gas, bronze etc. | Defines and explains each types of welding | Observe and identify various types of welding processes. | 1. Picture 2. Chart 3. Video clip. | Students to: list 2 types of welding methods. |
| 8 | Types of welding II | Students should be able to: list and identify various welding tools and equipment. | Tools and equipment used for arc, gas and bronze welding. | Lists, describes and shows various welding tools and equipment. | 1. Listen 2. Observe and identify the various welding tools and equipment. | 1. Video clip 2. Software 3. Welding tools and equipment | Students to: list 3 tools and equipment for arc, gas and bronze welding. |
| 9 | Welding processes I | Students should be able to: state the processes of arc, gas and bronze welding. | Welding processes (Arc, gas and bronze) | Explains and demonstrates practically the welding processes. | Observe the welding demonstration and carry out welding exercises. | 1. Video clip 2. Chart. 3. Welding tools and equipment | Students to: list 3 types of welding processes. |
| 10 | Welding processes II | Students should be able to: carry out the welding processes. | Carry out of the practical welding process. | 1. List and explains each of the welding processes, arc, gas and bronze welding 2. Demonstrate each of them and weld. | Observe the demonstration and weld. | 1. Welding machine and its equipment 2. Software 3. Video clips. | Students to: weld arc, gas and bronze processes. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**PLUMBING AND PIPE FITTING
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Dizing/Dicing I | Students should be able to: list and explain various types of threading machine. | Types of dizing machines e.g. (drop head dies, pipe threading machines). | Explains the parts of threading devices | Observe the various components of the threading machine | 1. Picture 2. Chart 3. Video clip. 4. Software | Students to: list 3 parts of a threading machine. |
| 2 | Dizing/Dicing II | Students should be able to: list and identify various types of threading machine. | Identification of threading machines (Dizing machine). | 1. Explains and identifies various types of threading devices. 2. Identify also their parts. | Observe and identify types and parts of threading machine. | 1. Picture 2. Video clip. 3. Software | Students to: identify 2 types of threading or dizing machines. |
| 3 | Dizing/Dicing III | Students should be able to: carry out threading on pipes. | Threading of pipes. | 1. List and explains the processes of threading a pipe 2. Demonstrate the dizing process using pipes of size 1 ¹¹ , 3/4 ¹¹ , 1/2 ¹¹ (25mm, 19mm, 13mm). | 1. Observe 2. Carry out the dizing of a pipe | 1. Dizing material and equipment. 2. Video clips 3. Software | Students to: dize at least a particular size of pipe. |
| 4 | Pipe lay I | Students should be able to: state what lay out means and list the steps in laying pipes. | Pipe laying and processes of laying pipes, (Trenching) gradient, laying and jointing. | 1. Explains procedures of laying pipe 2. Describes various step in laying pipes. | Observe and identify the various steps in laying a pipe. | Laying tools, sketches, note, poster, charts. | Students to: 1. define pipe laying 2. list and describe any 2 procedures or steps in laying pipes. |
| 5 | Pipe lay II | Students should be able to: list and identify the laying tools and equipment. | Laying tools and equipment e.g. pipe wrench, digger, shovel etc. | Explain the pipe laying tools and equipment. | 1. Listen 2. Identify 3. Observe | Laying tools and equipments chart | Students to: list and explains 3 pipe laying tools and equipment. |

PLUMBING AND PIPE FITTING
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Sanitary appliances | Students should be able to: explain what sanitary appliances are and list various types | Types of sanitary appliances e.g. water closet (wc), urinals baths etc.) | 1. Defines sanitary appliances. 2. Lists and explains types of sanitary appliance. | Observe the various types of sanitary appliances and materials | 1. Picture 2. Video clip. 3. Charts | Students to: list and describe types of sanitary appliances. |
| 7 | Sanitary appliances I | Students should be able to: 1. list and identify tools for assembling the appliances. 2. identify materials and their characteristics. | Assembling appliances/tools (identification). | 1. Identifies and explains assembling tools for sanitary appliances 2. Characteristics of sanitary appliances. | Observe and identify the various tools and types of sanitary appliance materials. | 1. Picture 2. Video clip. 3. Charts | Students to: list 3 tools for assembling sanitary appliances. |
| 8 | Sanitary appliances II | Students should be able to: mount sanitary appliances in a building. | Installation of sanitary appliances in a building. | 1. Carries out installation of sanitary appliances. 2. Explains the processes involve. | Carry out the installation of sanitary appliance on a building. | 1. Sanitary appliances. 2. Assembling tools. 3. Software | Students to: mount sanitary appliances in a building. |
| 9 | Sanitary fittings I | Students should be able to: 1. list various types of sanitary fitting 2. Explain the various types of sanitary fitting listed. | 1. Various types of sanitary fittings e.g. taps, valves etc. | Identifies different types of sanitary fittings. | Observe and identify various types of sanitary fittings. | 1. Pictures 2. Charts 3. Sketches 4. Video clips | Students to: list 5 types of sanitary fittings. |
| 10 | Sanitary fittings II | Students should be able to: explain the function of the various types of sanitary fittings. | Functions of various types of sanitary fittings. | List the sanitary fittings and explain and their functions before the students. | 1. Listen 2. Take note 3. Ask questions | 1. Charts 2. Picture 3. Video clips 4. Software | Students to: state 3 functions of various types of fitting. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

MACHINE WOOD WORKING
SS II
FIRST TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Safety in the operations of wood work machines | Students should be able to: observe necessary rules in the operation of wood working machines | Safety rules in the operation of: 1. cross-cut saw 2. circular saw 3. surface planer 4. thicknesses 5. jig saw | 1. Explains and demonstrates, safety rules in the operations of the 4 machines 2. Supervises students activities | 1. Observe the teacher's demonstrations 2. Practice safe operations of the machines | 1. Safety posters 2. Machines 3. Safety devices | Students to: state five safety rules to be observe when losing a. Circular saw b. Surface planer |
| 2 | Safety rules in the machine shop | Students should be able to: 1. list safety rules in machine shop 2. identify safety devices in the machine shop | 1. Machine safety rules and regulations 2. Safety devices in machine shop | 1. Explains general safety rules in the machine shop 2. Demonstrates the use of safety devices in the machine shop | 1. Observe safety rules demonstrated 2. Demonstrate safe use of machine | 1. Machines 2. Safety devices | Students to: 1. list at least 4 safety ruler in the machine shop 2. name at least 3 safety devices used in the machine shop |
| 3. | Portable power tools | Students should be able to: list types of portable power tools | Portable power planer, sander, drills and jig saws | Displays and names portable power tools | Operate portable power tool | Chart | Students to: list 4 types of portable |
| 4. | Uses of portable power tools | Students should be able to: 1. state the uses of each portable power tool 2. select and use each portable power tool correctly | a. Jig saw b. Spray gun c. Orbital sander d. Router etc. | Demonstrate and explains correct use of each portable power tool | 1. Observe the correct use of the tools 2. Listen 3. Take notes | Poster's Chart | Students to: state the correct use of 3 portable power tools |
| 5 | Machine safety | Students should be able to: 1. state general machine shop safety precautions 2. state safety precautions in the use of electrical equipment. | 1. General machine shop safety 2. Safety of electrical equipment | Display safety charts and poster's | Observe safety rules | Safety charts | Students to: state 5 machine shop safety precautions |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Safety devices and appliances | Students should be able to: 1. identify safety devices and appliance 2. use appropriate safety devices. | Types of safety devices and appliance | Emphasizes correct use of safety devices and appliances | Use appropriate safety devices and appliances | 1. Push stick 2. Push block guards. Vuer all. Eye goggles gloves etc. | Students to: list 5 safely devices and appliances |
| 7. | First Aid | Students should be able to: 1. explain first aid 2. name first aid materials 3. apply first aid. | Meaning of: i. first aid ii. first aid material iii. applying first aid | 1. Teacher displays first aid materials 2. Define first aid demonstrates how to apply first aid in different situations | 1. Note the position of first aid box 2. Identify and name first aid materials 3. Define first aid. | 1. First aid box and materials 2. Charts posters | Students to: 1. define first aid 2. name 5 first aid materials 3. describe how to treat a cut |
| 8. | Timber seasoning | Students should be able to: 1. define seasoning 2. state reasons for seasoning timber. | 1. Definition of seasoning 2. Reasons for seasoning | Defines seasoning and explains reasons for seasoning timber | Actively participate in class discussions | 1. Poster's 2. Moisture meter | Students to: 1. explain the concept of timber seasoning 2. state two reasons for seasoning |
| 9 | Methods of Seasoning timber | Students should be able to: 1. describe methods of seasoning timber 2. advantages and disadvantages of different methods. | 1. Methods of seasoning a. Open air seasoning b. Artificial seasoning or kiln seasoning | Describes natural and artificial methods | Take note's ask question on advantages and disadvantages | Charts Posters | Students to: describe two methods of deterring moisture content of timber |
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| 11 | EXAMINATION | | | | | | |

MACHINE WOOD WORKING
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| WEEK | TOPIC | PERFORMANC E OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Timber Defects | Students should be able to: define defects in timber | Timber defects e.g. Artificial and natural defects | Displays samples of timber defects | Actively participate in class discussions | 1. Poster's 2. Actual samples | Students to: define timber defects |
| 2. | Types of timber defects | Students should be able to: describe two types of timber defects | 1. Natural defects 2. Artificial defects e.g. knots, shakes, splits etc. | 1. Explains natural and artificial defects with sketches. 2. Give examples of timber defects and their causes | 1. Active participate in class discussions 2. Observer various timber defects displayed | Samples of timber defects | Students to: name five natural defects and five artificial defects in timber |
| 3. | Types of maintenance | Students should be able to: 1. describe types of maintenance 2. state reasons for maintenance | 1. Types maintenance e.g. corrective preventive and predictive 2. Reasons for maintenance | 1. describes types of maintenance 2. States reasons for maintenance | 1. Differentiate among the 3 types of maintenance 2. Give reasons for maintenance | Chart and poster's | Students to: 1. name 3 types of maintenance 2. describe the 3 types of maintenance 3. state 3 reasons for maintenance |
| 4. | Maintenance of machines | Students should be able to: 1. identify machine parts, that require a. greasing b. oiling | Machines parts requiring oiling and greasing | Shows machines requiring greasing and oiling | 1. Observe demonstration 2. Lubricate machine parts correctively | Grease, oil brush, grease gun, etc. | Students to: give 4 reasons for lubricating machine parts. |
| 5 | Reasons for maintenance | Students should be able to: 1. correctly grease and oil machines 2. give reasons for oiling and greasing machine parts | Reasons for lubricating machine parts | 1. Explains reasons for lubricating machine parts 2. Explains proper ways of lubricating machine parts | 1. Pay attention to the explanation 2. Lubricate machine parts correctly 3. Give reasons for lubrication | Grease, oil, grease gun etc. | Students to: 1. list 2 types lubricant 2. lubricate machine parts correctly |

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| | | | | TEACHER | STUDENTS | | |
| 6. | Timber preparation | Students should be able to: 1. select and use correct hand tools and machines to prepare timber to finished sizes | Hand tools and machines used in timber preparation | Demonstrates sequence in timber preparation | Carryout sawing and planning activities with hand tools and machines | 1. Unplanned timber 2. Hand tools and machines | Students to: describe sequence of timber preparation |
| 7. | Sequence for preparing a timber | Students should be able to: 1. describe the correct sequence for preparing a timber 2. state the precautions to be taken when using hand tools and machines | 1. Operational sequence in timber preparation 2. Safety precaution in the use of hand tools and machines in timber preparation | 1. Emphasizes safety precautions in the use of machines in timber preparation 2. Assign sawing and planning activities to students | 1. Observe necessary safety precautions 2. Use appropriate, safety devices | 1. Real objects 2. Visit school machine shop | Students to: list two machines used for preparing timber to finished sizes |
| 8-11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SS II
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Safety in the operations of wood working machines | Students should be able to: 1. define safety 2. observe necessary rules in the operation of wood working machines | Safety rules in the operation of: i. cross-cut saw ii. circular saw iii. surface planer | 1. Explains safety in machine shop 2. Explains and demonstrates safety rules in the operation of machines in the work shop | 1. Pay attention to the explanation 2. Observe the teacher's demonstrations | Safety poster's | Students to: 1. define safety rules 2. state five safety rules to be observe in the machine shop |
| 2. | Maintenance of machines | Students should be able to: 1. identify machine parts that required i. greasing ii. oiling 2. correctly grease and oil machine parts 3. give reasons for oiling and greasing machine parts | 1. Machine parts requiring oiling and greasing 2. Reason for lubricating machine parts | 1. Show machine parts requiring greasing and oiling 2. Explains reasons for lubricating machine parts 3. Demonstrates proper ways of lubricating machine parts | 1. Lubricate machine parts correctly 2. Give reasons for lubrication | Greasers oil brush grease gun etc. | Students to: 1. give 4 reasons for lubricating machine parts 2. list 2 types of lubricant |
| 3. | Wood work machines | Students should be able to: identify parts of selected wood work machines | 1. Parts and uses of i. Jig saw ii. sander iii. Band saw iv. Tenoner | 1. Shows and names parts of the machines 2. Describes the uses of the machines and their parts | Participate actively in class discussions | 1. Machines 2. Maintenance materials | Students to: 1. mention any four parts of the following: machines a. jig saw b. sander c. band saw d. tenoner |
| 4 | Maintenance of wood working machines | Students should be able to: 1. state the uses of machines parts 2. clean and lubricate the machines and their parts appropriately | Types of maintenance | 1. Explains types of maintenance and demonstrates how to maintain machines 2. Gives practical exercises on machine maintenance | 1. Identify and name parts of the machines 2. Carryout maintenance on machines | Maintenance materials oil grease gun etc. | Students to: 1. state two reasons for proper maintenance of wood working machines 2. demonstrates appropriate cleaning and lubrication of machine parts and accessories |

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| 5. | Wood machining | Students should be able to: use selected machines for various operations | Machine operations a. Cross cutting b. Ripping c. Grooving d. Surface planning e. Shooting | 1. Demonstrates machine operation 2. Supervises students activities | Observe teachers demonstration | 1. Machines 2. Timber 3. Safety devices | Students to: 1. cross cut a given timber to given lengths 2. plane one of the pieces to a given size 3. rip the planed timber into three |
| 6. | Uses of machining operations | Students should be able to: uses selected machines for various operations | Machine a. Shooting b. Chamfering c. Beveling and tapering d. Sanding e. Curve cutting f. Miter cutting g. Tanning | Supervises students activities on the various machine mentioned | To perform some of the operations | Machines timber safety devices | Students to: 1. chamfer the second piece 2. taper the third piece to a given angle |
| 7. | Wood work joints | Students should be able to: identify name, classify and describe wood work joints | Wood work joints: types classification and uses | Describes types, classification and practical uses of wood work joints | Describes classify and state practical applications of wood work joint | Wood hand tools and machines | Students to: sketch 3 wood work joints |
| 8. | Joints | Students should be able to: 1. state the use of each wood work joint 2. make sketches of various wood work joints | 1. Uses, sketching of wood work joints 2. Tools and machines | 1. Illustrates good sketching techniques of wood work joints 2. Demonstrates correct use of tools and machines for making wood work joints | Sketch and label wood work joints | Wood, hand tools and machines | Students to: classify wood work joints |
| 9 & 10 | Assembling of joints | Students should be able to: 1. make joints 2. assemble joints | 1. Construction of joints 2. Assembling for sugariness and proper fitting | Engagers students in making and assembling wood work joints | Make and assemble wood work joints | Wood, hand tools and machines | Students to: make and assemble 4 different wood work joints |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

CARPENTRY AND JOINERY
SS II
FIRST TERM

THEME: SAFETY RULES IN THE MACHINE SHOP

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| | | | | TEACHER | STUDENTS | | |
| 1 | Safety Rules in the machine shop | Students should be able to: list safety rules in machine shop. | Machine safety rules and regulations | Explains general safety rules in the machine shop | Observe machine safety rules demonstrated. | Machines | Students to: list at least 5 safety rules in the machine shop. |
| 2 | Safety devices in the machine shop. | Students should be able to, 1. identify safety devices in the machines shop. 2. observe safety rules in the machine shop. | Safety devices in machine shop. | Demonstrates the use of safety devices in the machine shop. | 1.Demonstrates safe use of machine 2. Demonstrates the use of safety devices in machine shop. | Safety devices | Students to: name at least 3 safety devices used in the machine shop. |
| 3. | Portable power tools and maintenance. | 1. list types of portable power tools. 2. explain the uses of portable power tools and their safety precautions | 1. portable power planer sander drills and jig saws 2. Maintenance and safety precautions. | 1. Displays and name portable power tools 2. Demonstrates the use of portable power tools. | 1. Operate portable power tools 2. Observe safety rules when using portable power tools. | Chart portable power tools | Students to: 1. list 4 types of portable power tools. 2. describe the uses and maintenance of at least 4 power tools. |
| THEME: MACHINE AND MAINTENANCE | | | | | | | |
| 4. | Portable power tools | Students should be able to: maintain portable power tools | Maintenance and safety precaution | Explains in process of maintenance and safety precaution | Keep portable power tools in good working condition | Chart Portable power tools. | Students to: explain at least 3 types of precautions to observed when using portable power tools |
| 5. | Machine and maintenance | Students should be able to: list types of machines. | Cross cut saw | Names and describe each of the machine | Observe safety rules when using a machine. | Charts | Students to: list at least 3 types of wood work machines |

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THEME: SAFETY RULES IN THE MACHINE SHOP

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| | | | | TEACHER | STUDENTS | | |
| 6 | Maintenance and operation of machine. | Students should be able to: 1. explain the maintenance and operation of machines. 2. explain safety precaution in the use of machines. | 1. circular saw 2. surface planer (Jointer) 3. Thicknesses | 1. Explains the maintenance operation of machines. 2. Demonstrates the safety use of machines. | 1. Carry out simple maintenance of machines 2. Demonstrate safe use of machine. | 1. Machine 2. Lubricants | Students to: 1. explain maintenance and operation of machines. 2. state the safety precautions to be observed on machines. |
| 7. | Adhesives | Students should be able to: 1. identify various types of adhesive 2. explain the uses and characteristics of each adhesive. | 1. Adhesives (Animal glue casein glue area e. t. c.) 2. Uses and characteristics of adhesives. 3. Demonstrate use of adhesives | 1. Discusses uses of various adhesives. 2. Explains characteristics of adhesives. | Use adhesives on a given project. | Project ready for gluing adhesives clamp | Students to: 1. list at least 4 types of adhesives. 2. explain at least 4 characteristics and uses of adhesives listed in 1. |
| 8. | Ironmongery | Students should be able to: 1. identify name and state the uses various types of ironmongery. 2. sketch and fix various ironmongery. | 1. Ironmongery; screws, nails, hinges, e. t. c. 2. Sketches of ironmongery. | 1. Displays various ironmongery and states the uses of each. 2. Sketches various ironmongery | 1. Fix hinges and locks to projects 2. Sketch various ironmongery. | Ironmongery | Students to 1. list 3 types of a. screws b. locks c. nails d. hinges. 2. sketch 3 types of screw and hinges listed in I. |
| 9 | Specifications for common ironmongery. | Student should be able to; make specifications for ordering common ironmongery | 1. Fixing of hinges, locks etc. 2. Specification for ordering ironmongery. | Demonstrates how to fix hinges and locks | 1. Fix hinges and locks to projects. 2. sketch various ironmongery. | Ironmongery | Students to; prepare specification for ordering a. screw b. hinges. |

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THEME: SAFETY RULES IN THE MACHINE SHOP

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| 10 | Doors and windows | Students should be able to: list types of doors and windows | Types of doors (flush, panel, batter, etc.) and windows (sash, happen, casement etc.) . | Displays doors and windows models. | Construct simple doors and window frames and sashes. | 1. Wood 2. sample of doors and windows 3. Charts and posters. | Students to; list 4 types of structure requiring formwork. |
| THEME: DOOR AND WINDOWS | | | | | | | |
| 11 | Doors and windows frames | Students should be able to; 1. sketch and make joints form doors and windows frames. 2. construct doors and windows. | 1. Sketches and construction of doors window frames. 2. door and window construction. | Demonstrates process of constructing doors and windows. | Construct simple doors and window frames and sashes. | 1. Sample of doors and windows. 2. chant and posters | Students to: state the types of joints used in construction of doors/windows frames and sashes. |
| 12 | REVISION AND EXAMINATION | | | | | | |

CARPENTRY AND JOINERY
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SECOND TERM

THEME: FORMWORK AND CENTERING

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| | | | | TEACHER | STUDENTS | | |
| 1 | Formwork and centering | Students should be able to; construct various types of formwork. | Types of doors, flush, panel, batten, etc. and windows (sash, happen, casement etc.) | Displays doors and windows models. | Construct simple doors and window frames and sashes. | 1. Wood 2. sample of doors and windows. 3. Charts and posters. | Students to list 3 types of doors and windows. |
| 2. | Doors and windows frames | Students should be able to: 1. sketch and make joints for doors and windows frames 2. construct doors and windows. | 1. Sketches and construction of doors window frames. 2. Door and window construction. | 1. Demonstrates process of constructing doors and windows. | Construct simple doors and window frames and sashes. | 1. Sample of doors and windows. 2. Charts and posters. | Students to: 1. list 3 types of doors and windows. 2. State the types of joints used construction of doors, windows, frames and sashes. |
| 3. | Formwork and contenting | Students should be able to: construct various types formwork. | Form work for lintels, columns, Beans e. t. c. | Displays samples of prepared would for formwork and centres. | Construct simple formwork. | 1. Templates | Students to: list 4 types of structure requiring formwork. |
| 4. | Construct centres for arches | Students should be able to: 1. design and construct centres for arches. 2. state purpose of timbering. | 1. Centres for various shape of arches. 2. Timbering to trenches. | 1. Demonstrates construction of formwork and cantering. 2. Explains purpose of timbering. | 1. Prepare templates for various shapes of arches. | 1. Timber materials 2. Tool | Students to: 1. list 4 types of structure requiring formwork 2. describe the purpose of timbering to trenches. |
| THEME: ESTIMATION AND COSTING | | | | | | | |
| 5. | Estimation and costing | Students should be able to: interpret drawing and sketches. | Working drawing and sketches. | Selects sample projects. | Cost a simple joinery item | Timber materials | Students to; select a simple furniture item sketch and dimension it. |

CARPENTRY AND JOINERY
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THEME: FORMWORK AND CENTERING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6. | Estimate cost of materials for construction. | Students should be able to: calculate and estimate cost of materials constructing a simple project. | 1. Interpretation of drawings. 2. Calculation and estimation of cost of materials. 3. Making cost estimation. | 1. Analyses the plans 2. Makes a cutting list 3. Makes the cost and estimate of the project | Estimate the quantity of materials and calculate the cost. | Finished project. | Students to: prepare a cutting list of the item. |
| THEME : ESTIMATION AND COSTING | | | | | | | |
| 7. | Finishes | Students should be able to: 1. identify and state the uses and characteristics of finishes 2. demonstrate the use of finishes. | 1. Types, uses and characteristics of finishes, e. g. varnishing lacquer, paint etc. 2. Using finishes. | 1. Lists various types of finishes. 2. Discusses the uses and characteristics of finishes. 3. Demonstrates the use of finishes. | Identify various types of finishes on wood project. | Finishes wood project. | Students to: 1. list three types of finishes. 2. state at least two characteristics of the finishes list in 1. 3. apply finishes on a wood project. |
| 8. | Wood finishes and finishing | Students should be able to: 1. identify and state the uses of different wood finishes. 2. name the tools, equipment and materials for applying finishes. 3. state properties of wood finishes. 4. proper surfaces for wood finishing. 5. Apply finishes to wood surfaces. | 1. Wood finishes types, uses and properties. 2. Tools equipment and materials for application of finishes. 3. Processes involved in preparing timber surfaces for application of wood finishes | 1. Describes types, classification, uses and characteristics of wood finishes. 2. Demonstrates the process involved in preparing timber surfaces for application of finishes. | 1. Describe, classify and state the uses and characteristics of wood finishes. 2. Prepare wood surface for application of finishes. 3. Apply finishes to wood surface. | 1. Various wood finishes. 2. Spray gun, hand brush, cotton, wool, glass paper, nose mask etc. | Student to: 1. name 5 wood finishes. 2. state 4 characteristics. Of the listed wood finishes. |

CARPENTRY AND JOINERY
SS II
SECOND TERM

THEME: FORMWORK AND CENTERING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------|---|--|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Wood Abrasives | Students should be able to 1. produce abrasives using local materials. 2. identify abrasive. Grades available in the market 3. correctly use abrasives. | 1. Production of abrasives from local materials 2. Abrasive grades available in the market. 3. correct use and selection of wood abrasives | 1. Identifies local materials for production of wood abrasives from local materials. 3. Demonstrates correct use of abrasives. 4. Emphasizes correct selection and use of abrasives grades | 1. Identify local materials for production of wood abrasives 2. Produce wood abrasives from local materials. 3. select and use abrasives correctly | 1. Local materials for producing wood abrasives 2. Planned timber. | Students to: 1. define abrasives. 2. state grades of abrasives 3. state 3 precautions to be taken when using wood abrasives. |
| 10 | Roofing and ceiling materials | Students should be able to: 1. name and identify types of common roofing and ceiling materials 2. state the advantages of common roofing and ceiling materials. | 1. Common roofing and ceiling materials 2. Advantages of common roofing and ceiling materials | 1. Displays samples of common roofing and ceiling materials. 2. lists common roofing and ceiling materials and state their advantages. | Observe samples of common roofing and ceiling materials displayed. | Sample of roofing and ceiling materials in common use. | Students to: 1. list at least 5 roofing materials and 5 ceiling materials in common use. 2. state 1 advantage of each materials listed in 1 above. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

CARPENTRY AND JOINERY
SS II
THIRD TERM

THEME: MASS PRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--------------------------------------|--------------------------------------|--|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Mass production | Students should be able to: describe the concept and principles of mass production and allied terms | Definition of concept and principles of mass production | Describe mass production, principles and allied terms. | Design produce and templates | Templates, jigs cardboards plywood, tools etc. | Students to differentiate between jigs and fixtures |
| 2. | Simple templates for mass production | Students should be able to: make and use simple templates for mass production. | 1. Definition of terms related to mass production e. g. templates fixtures, jigs division of labour production line, production team, supervisors, line mangers quality controller prototype, trials run etc. 2. Design and production of templates 3. Mass production line process. | 1. Designs, produces and uses templates 2. Develops production line. | Design produce and use templates | Templates jigs candy play wood, tools etc. | Students to: 1. design and make a template for mass producing circular stool tops 600mm diameter 2. define the following terms in relation to mass production prototype, trial run template, production line. |
| 3. | Quality control | Students should be able to, state the purpose and techniques of quality control. | Quality control: definition, purpose and methods, e. g. go-no-gouage, observation, etc | Discusses quality control in wood working entrepreneurship | Visit furniture industry and understudy quality control measures in practice | Inspection devices, e. g. go-no-gouage, posters and charts | Students to: 1. describe the observation method in quality control 2. state 3 purposes of quality control . |
| THEME: ESTIMATING AND COSTING | | | | | | | |
| 4. | Managing Woodwork production system | Students should be able to: demonstrate understanding of what it takes to effectively and efficiently manage personal and resources in woodwork production system. | Production planning, materials procurement, estimating and costing sourcing for fund managing finances, division of labour customer rations and salesmanship. | Explains. Production planning material procurement, estimating and costing, fund sourcing, managing human and financial recourses, division of labour, customer reaction and salesmanship | 1. Choose a furniture. Production out fit and understudy management of the enterprise 2. Subunit a report | 1.Organisational charts 2. Flow charts 3. Charts showing workshop and machine layout 4. Video clips on production systems. 5. Simulation materials | Students to: describe 3 activity areas in managing a woodwork production system. |

CARPENTRY AND JOINERY
SS II
THIRD TERM

THEME: MASS PRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------------------------------|---|--|---|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5. | Case Students in entrepreneurship woodworking | Students should be able to: 1. explore business opportunities in woodworking 2. develop interest in chosen woodworking business enterprise 3. develop business plans. | 1. Merchandising enterprise timber, logs, manufactured board, fittings, finishes, tools and machines etc. 2. Service enterprise interior finishing wall and floor paneling 3. Production enterprise | 1. Guides students into exploring and choosing business enterprises in woodworking. 2. Assigns students. To woodworking enterprises of their choice, preferably during vacation period | 1. Expiate and choose business enterprises in woodworking 2. Develop interest and business plans | Charts showing business enterprises in woodworking | Students to: submit business plans. |
| THEME: ROOFS AND CEILING | | | | | | | |
| 6. | Types of roofs and ceilings | Students should be able to: name and describe the common types of roofs and ceilings and their parts. | Common types of roofs and ceilings and their members | Lists and demonstrates common types of roofs and ceilings. | Visit site, observe and take part in roofing and ceiling work. | Roofing and ceiling materials. | Students to: name, describe and sketch at least 4 types of common roofs. |
| 7. | Roofs and ceilings | Students should be able to: frame roofs and ceiling and coven them | Roof framing ceiling and coverings | Names and describe common roofing and ceiling materials | Visit site, observe and take part in roofing and ceiling work. | 1. Modes of various roofing types. 2. Roofing and ceiling materials. | Students to: name describe. And sketch at least 4 types of common roofs |
| 8. | Furniture making | Students should be able to design furniture item to a given specification. | Design requirements of a good furniture item. | Explains basic design requirements and processes, costing, bill of materials, etc | Design furniture items. | Timber and other materials. | Students to: explain the design process. |
| THEME: FINISHING | | | | | | | |
| 9 | Cost of furniture items. | Students should be able to: cost furniture items | Design process | Assign projects | Prepare bill of materials and costing | Tools | Students to, state at least 5 design principles. |

CARPENTRY AND JOINERY
SS II
THIRD TERM

THEME: MASS PRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 10 | Finishing | Students should be able to: 1. prepare surface for application of finishes. 2. apply finishes by hand and spray gun. | 1. Finishing processes (scrapping, filling in staining, sanding e. t. c.) 2. Finishing materials 3. Hand application and spraying | 1. Explains the finishing process 2. Demonstrates application of finishes by hand and by spray gun. | Prepare surfaces ready for application of finishes to surfaces using hand and spray gun. | 1. Finishing materials 2. Furniture items 3. Spray gun | Students to: 1. describes a. scrapping b. filling c. sanding 2. list at least 3 finishing materials 3. describe how to apply finishes to by hand. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FURNITURE MAKING
SS II
FIRST TERM**

SUB THEME: SAFETY IN MACHINES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------------|---|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Machine tool safety | Students should be able to: state machine tools safety rules and regulations | General machine tools safety rules and regulations | To states and explains machine tool safety rules and regulations. | Observe posters displayed | 1. Posters 2. Chart 3. Board | Students to: state at least five machine tool safety rules and regulations |
| 2 | Specific machine tool safety | Students should be able to: 1. state specific machine tool safety rules and regulations 2. observe machine tool safety rules and regulations during use. | Machine and their specific safety rules and regulations | 1. State specific machine tool safety rules and regulations. 2. Demonstrates machine tools safety rules and regulations. 3. Display safety posters and charts | Participate in demonstrating machine tools safety rules and regulations practice | Software on safety machine tool safety rules and regulations | Students to: state at least three specific machine tool safety rules and regulations for each machine |
| 3. | Portable power tool safety | Students should be able to: state portable power tool safety rules and regulations | Portable power tool safety rules and regulations | State and explains port able power tools safety rules and regulations e.g. orbital sander power machine | Observe posters displayed | 1. Posters 2. Charts 3. Boards 4. Video clips | Students to: state at least three port able power tools safety rules and regulations |
| 4. | Specific port able power tool safety | Students should be able to: 1. state specific port able power tool safety rules and regulations 2. observe port able power tool safety rules and regulations during use | Specific port able power tool safety rules and regulations | 1. Specific port able power tool safety rules and regulation 2. Demonstrates port able power tools safety rules and regulations e.g. drilling machine | Participate in practicing portable power tool safety rules and regulations in class | Software on safety machine tool safety rules and regulations | Students to: 1. state at least two specific portable power tool safety rules and regulations 2. demonstrate at least two portable power tool safety rules and regulations. |

FURNITURE MAKING
SS II
FIRST TERM

SUB THEME: SAFETY IN MACHINES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 5. | Manufactured boards | Students should be able to: 1. define manufacture board. 2. state different types of manufactured boards and their uses | 1. Manufacture boards 2. Types of manufacture boards and their uses e.g. block board, lamina board etc | 1. Defines manufacture board 2. State and describes different types of manufacture board | observe the term definition of board | Samples of manufactured boards Charts | Students to: 1. define manufactured boards 2. state at least three different types of manufactured, board |
| 6 | Methods of producing board | Students should be able to: 1. observe two methods of manufacturing board 2. state different methods of producing manufactured boards | Types of manufactured boards and their uses | States and describes different methods of board production | Participate in describing various methods of board production | Samples of manufactures boards e.g. veneer 1. charts 2. Software on manufactured boards | Students to: sketch two methods of producing board |
| 7. | Advantages of plywood | Students should be able to: state advantages of plywood | Advantaged of manufactured boards | Explains the advantages and disadvantages of manufactured board | Take note of the explanation | 1. Video clips 2. Software on manufactured boards | Students to: list at least three advantages of manufactured boards. |
| 8. | Wood adhesives | Students should be able to: 1. define the term adhesive 2.state different types of adhesives and their characteristics | 1. Adhesives 2. Types and uses | 1. Guides students to define the term adhesive 2. State the types and their uses | 1. Pay attention to the definition 2. To observe their uses | 1. Samples of adhesives 2. Charts | Students to: 1. define adhesive 2. state different types of adhesives and their uses |

**FURNITURE MAKING
SS II
FIRST TERM**

SUB THEME: SAFETY IN MACHINES

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|--|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Types of Adhesives | Students should be able to: 1. to list two types of adhesives. 2. explain the use of each of the adhesives. 3. prepare glue for use | 1. Characteristics of adhesives. 2. Preparation on and application of each type of adhesive | 1. To states the characteristics of adhesives. 2. Demonstrates the application of different types of adhesives | 1. Characteristics of adhesive 2. Prepare and apply adhesives | 1. Samples of prepare adhesives. 2. Charts 3. Posters 4. Software | Students to: 1. list two types of adhesives 2. state the characteristics of adhesive 3. prepare and apply adhesives on a prepare joint |
| 10 | Nail and their uses | Students should be able to: define and list different types of nails | Nails and their uses | 1. Define the term Nail 2. List different types of nails | 1. Observe the definition 2. Take note of various types of Nails | 1. Different types of nails 2. Chart | Students to: 1. define nail 2. list at least three different types of nails |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FURNITURE MAKING
SS II
SECOND TERM

SUB THEME: FURNITURE FITTINGS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|---|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Types of Nails | Students should be able to: 1. sketch different types of nails and states their uses. 2. illustrate different methods of driving nails. | 1. Methods of driving nails. 2. Tools used in driving nails. | 1. Displays samples of nails. 2. States their uses 3. Demonstrate different methods of driving nails. 4. Guides students in sketching different types of nails. | 1. Note the uses of each nails. 2. Practice the different methods of driving nails. | 1. Different types of nails 2. Charts 3. Posters 4. Soft wares of nails. | Students to: 1. sketch different nails. 2. state their uses. 3. illustrate different. methods of driving nails. |
| 2 | Screws | Students should be able to: 1. define screw 2. list different types of screws | 1. Definition of screw 2. Screw and their uses | 1. Define the term screw 2. List different types of screws | 1. Observe the definition 2. List different types of screws | 1. Different types of screw 2. Charts 3. Posters | Students to: 1. define screw 2. list at least three types of screws |
| 3 | Types and uses of screws | Students should be able to: 1. sketch each types of screw and state its uses 2. describe the method of driving screw | 1. Types of screws 2. Methods of driving screws | 1. Displays samples of different screws 2. States their uses 3. Explains and demonstrates methods of driving screw | 1. Guide students to make sketches of different screws 2. Note the use of screws 3. Practice how to drive in screws | 1. Soft ware on screw 2. Screw drivers and drills | Students to: 1. sketch different screws. 2. state their uses 3. drive in screws using appropriate methods |
| 4 | Portable power tool safety | Students should be able to: state portable power tool safety rules and regulations | Portable power tool safety rules and regulations | States and explain portable power tool safety rules and regulations | Observe posters displayed | 1. Posters 2. Charts 3. Video clips | Students to: state at least three portable power tool safety rules and regulations. |
| 5 | Portable power tools | Students should be able to: 1. explain portable power tools 2. differentiate between portable power tool and machine tool | Portable power tools, types and their uses | Explains port able power tools | Observe the displayed port able power tools | Samples of port able power tools | Students to: explain portable power tools |

FURNITURE MAKING
SS II
SECOND TERM

SUB THEME: FURNITURE FITTINGS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Types and uses of portable power tools | Students should be able to: 1. state the types of portable power tools and their uses. 2. operated portable power tools | 1. Operations of portable power tool 2. Planning, drilling sawing, mitering, etc. using portable power tools | 1. Demonstrates the use of each portable power tool 2. Displays portable power tools | 1. Take part in operating portable power tool 2. Visit furniture industries to observe the use of power tools | 1. Software's on portable power tools 2. Video clips | Students to: 1. state the types of portable tools and their uses 2. operate portable power tools |
| 7 | Design principles | Students should be able to: 1. list elements of design 2. state and explain principles of design | Elements of design | 1. Explains elements and principles of design 2. Explains the difference between elements and principles of design | Note and appreciate the elements, and principles of design | 1. Board 2. Charts 3. Posters | Students to: 1. list at least three elements of design. 2. explain principles of design |
| 8 | Element of design and principles of design | Students should be able to: differentiate between element of design and principles of design | 1. Elements of design 2. Principles of design | 1. Explains the difference between elements and principles of design. 2. Demonstrates the application of elements and principles | Take part in class activity. | 1. Software's 2. Models of designed projects | Students to: 1. explain principles of design 2. design an item applying the elements and principles of design |
| 9 | Stages in furniture design | Students should be able to: 1. state the different stages in design 2. explain the different stages in design | Preliminary sketches | Discusses different stages in design | Observe the different stages | 1. Samples of different design 2. Charts | Students to: list three stages in design |
| 10 | Simple furniture item | Students should be able to: 1. design and produce simple furniture item 2. design items applying the elements and principles of design | 1. Preliminary full-size drawing 2. Final drawings | Design a simple furniture item, following, the stages of design | Observe and take part in the design of simple furniture items | 1. Posters 2. Software on design models | Students to: design simple furniture projects |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FURNITURE MAKING
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|--|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| SUB THEME: FURNITURE CONSTRUCTION | | | | | | | |
| 1 | Furniture construction | Students should be able to: 1. describe the different methods of furniture construction. 2. sketch different methods of furniture construction | Frame construction | Displays 5 different samples of furniture items | Note different methods of furniture construction | Samples of different designs of furniture items | Students to: describe the different types of furniture constructions |
| 2. | Different methods of furniture construction | Students should be able to: construct different types of furniture items | 1. Car case construction 2. Box construction | Sketches different types of furniture construction | Observe, and sketch simple furniture items | 1. Poster 2. Charts 3. Video clips | Students to: sketch different methods of furniture items |
| 3. | Upholstery | Students should be able to: define upholstery | Definition of upholstery | Define upholstery | Definition of upholstery | 1. Samples of upholstery item 2. Catalogue of upholstery | Students to: define upholstery |
| 4. | Form of upholstery | Students should be able to: explain the forms of upholstery | Forms of upholstery | Explain the forms of upholstery | Note the forms of upholstery | 1. Charts 2. Posters 3. Soft ware of upholstery items | Students to: list at least two forms of upholstery |
| 5. | Tools used in upholstery construction | Students should be able to: list, describe and sketch upholstery tools and state their uses | Upholstery tools and their uses | 1. Lists and describes upholstery tools with the students 2. States their uses | Note and sketch different types of upholstery tools and state their uses | 1. Samples of upholstery tools. 2. Charts 3. Poster 4. Soft ware's on upholstery tools | Students to: 1. list at least five upholstery tools and state their uses. 2. sketch at three upholstery tools |
| 6 | Machine tools used in upholstery of construction | Students should be able to: describe different types of upholstery machines | Types of upholstery machines and their uses | lists and describes the various types of upholstery machine | To observe the different types of upholstery machines | 1. Samples of upholstery tools. 2. Charts | Students to: describe different types of machines |

FURNITURE MAKING
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|--|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 7. | Types of upholstery machine | Students should be able to: identify various types of upholstery machines and state their uses | Types of various upholstery machines | States the uses of each machine and explain the operations of the machines | Note the uses of each machines and mention any one they have seen | 1. Sample of upholstery machines 2. posters 3. Soft ware's on upholstery machine | Students to: 1. identify at least three types of upholstery machines 2. state the uses of the machines |
| 8. | Traditional padding materials | Students should be able to: 1. define traditional padding materials 2. list traditional materials | Traditional padding material | Describes traditional padding materials | 1. Note the types of padding materials 2. Touch and feel the available materials | Samples of traditional, padding, material | Students to: list at least three traditional padding materials |
| 9 | Modern padding materials | Students should be able to: 1. list padding materials 2. state the characteristics of the materials | 1. Modern 2. Padding 3. Materials | 1. Describes modern materials 2. States the properties and characteristic of the material | 1. Note the types of modern materials 2. Touch and feel the available materials | 1. Samples of modern padding materials 2. Charts showing the class | Students to: 1. list at least three modern padding materials 2. state the characteristics of any two materials in each group. |
| 10 | Design and construction of upholstery frames | Students should be able to: 1. design a simple upholstery item 2. describe the methods of framing for upholstery work | 1. Design of a simple upholstery item 2. Construct a simple upholstery item | 1. Makes a simple design of upholstery item 2. Shows the process of making a simple upholstery item | 1. Observe the demonstration 2. Make simple upholstery item | 1. Sample of half padded upholstery item 2. Charts, Posters 4. Soft ware on upholstery | Students to: 1. design a simple upholstery items. 2. describe at least one method of framing for upholstery work |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**UPHOLSTERY
SS II
FIRST TERM**

THEME: SAFETY IN UPHOLSTERY WORK

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------------------------------------|--|--|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Safety in upholstery machine operations | Students should be able to: 1. explain safety working habits in upholstery machine shop 2. state safety precautions to be observed on each upholstery machine. | 1. Safety in the upholstery machine shop and environment 2. Specific machines safety precautions. 3. Appropriate use of safety devices. | 1. Explains the importance of safety and habits on machines. 2. Demonstrates safety operation of upholstery machines | 1. Listen 2. Take notes 3. Demonstrate safety habits in machine shop 4. Explain the safety precautions on individual machines. | 1. Safety charts. 2. Safety posters 3. Safety devices ICT software on upholstery machines manufacturers manual | Students to: 1. explain safety precautions on each machine 2. demonstrate safety work habits in the work shop |
| 2 | Safe storage of materials in upholstery workshop | Students should be able to: state methods of storing upholstery equipment tools and machines | Methods of storage of various materials, tools and equipment | Demonstrates appropriate storage habits and procedures | Demonstrate safe storage of tools materials and equipment | Storage facilities | Students to: 1. discuss appropriate storage methods 2. demonstrate proper of tools and materials. |
| | Meaning and importance of maintenance and repair of tools and machines | Students should be able to: explain the term: (a) maintenance (b) repair | Meaning of maintenance and repair | Explains the meaning of maintenance and repair. | Listen and take notes | Real objects Charts. | Students to: explain the meaning of maintenance and repairs |
| THEME: MAINTENANCE OF TOOLS | | | | | | | |
| 4. | Importance of maintenance | Students should be able to: state the importance of: (a) maintenance (b) repair | The general importance of maintenance and repair | Discuss the importance of maintenance and repair | Listen and take notes and ask questions | 1. Charts 2. Real objects 3. ICT software 4. Manufacturers manual | Students to: state the importance of maintenance and repair. |

**UPHOLSTERY
SS II
FIRST TERM**

THEME: SAFETY IN UPHOLSTERY WORK

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------------------------------------|--|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5. | Types of Maintenance | Students should be able to: 1. state types of maintenance. 2. state activities for each type 3. demonstrate types of maintenance.. | 1. Types of maintenance: (a) Routine (b) Preventive (c) Corrective (d) Diagnostic 2. Basic activities 3. Application | 1. Discusses the various types of maintenance 2. Demonstrates various maintenance activities. | 1. Take notes 2. Apply the activities in maintenance 3. Discuss types of maintenance | 1. Charts 2. Models 3. Drawings 4. ICT software on maintenance 5. Manufacturers manual | Students to: 1. state the types of maintenance 2. identify appropriate maintenance activities in a given situation. 3. carryout a given maintenance activity. |
| 6 | Maintenance of tools, machines, equipment and materials | Students should be able to: list maintenance: (a) tools (b) equipment (c) materials | Maintenance, tools, machines, equipment and materials | Discuss the various maintenance of tools, machines, equipment and materials | 1. Listen 2. Take notes 3. Discuss in small groups | 1. Charts 2. Machines 3. Tools 4. Equipment | Students to: list types of maintenance tools |
| THEME: UPHOLSTERY MATERIALS | | | | | | | |
| 7. | Uses of maintenance of tools, machines, equipment and materials. | Students should be able to: state the uses of a maintenance tools, equipment or materials | Application of maintenance: Tools, machines, equipment and materials | demonstrates the use of maintenance, tools, machines, equipment and materials | Carryout various activities in maintenance individually and in small groups | 1. Equipment 2. Various materials 3. ICT software on maintenance 4. Manufacturers manual | Students to: demonstrate the uses of maintenance tools, materials, equipment and materials.. |

**UPHOLSTERY
SS II
FIRST TERM**

THEME: SAFETY IN UPHOLSTERY WORK

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------------------------------------|-------------------------------|---|---|--|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 8. | Platform Materials | Students should be able to: 1. observe the safety rules guiding bat. every electrolyte mixing and battery charging. 2. mix acid with water in correct ratio 3. wash batteries scrupulously clean | Platform materials: Metal, Wood, Web Springs Hessian etc. | 1. List and discusses various types of platform materials 2. Demonstrates the application of the materials in upholstery. | 1. Listen 2. Take notes 3. Select appropriate materials for a given platform. | 1. Real objects 2. Charts 3. Pictures 4. Posters 5. Catalogues 6. ICT software | Students to: 1. list the materials for platform 2. select appropriate materials for a given platform. |
| 9 | Padding and cushion materials | Students should be able to: 1. state the difference between trickle and boost charge. 2. know when to use trickle or boost charge | Padding cushion materials: - Latex foam - Polyester foam - Calico - Coir fibre, grass - Sisal feather etc. | 1. List and discusses various types of padding and cushion materials 2. demonstrates the application of padding and cushion materials | 1. Listen 2. Take notes 3. Select appropriate materials for a given padding and cushion project. | 1. Real objects 2. Charts 3. Pictures 4. Posters 5. Catalogues 6. ICT software 7. Manufacturers manual | Students to: 1. list the covering materials 2. select covering materials |
| THEME: UPHOLSTERY MATERIALS | | | | | | | |
| 10 | Covering Materials | Students should be able to: 1. list covering materials 2. select appropriate covering materials for a given job. | Covering materials: 1. Fabric 2. Natural leather 3. Synthetic leather 4. plastic etc. | 1. List and discuss types of covering materials 2. Demonstrates the application of the covering materials. | 1. Listen 2. Taken notes Select appropriate covering materials for a given upholstery work | 1. Real objects 2. Charts 3. Pictures 4. Posters 5. Catalogues 6. ICT software. | Students to: 1. list the covering materials. 2. select covering materials |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**UPHOLSTERY
SS II
SECOND TERM**

THEME: UPHOLSTERY MATERIALS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Fasteners and Fittings | Students should be able to: 1. list types of fasteners and fittings. | Types of fasteners, e.g. hooks, metal plates, screw hooks etc. | List and sketch types of fasteners and fittings | 1. Listen 2. Take notes | Various fasteners and fittings | Students to: list fasteners and fittings |
| 2 | Uses of Fasteners and Fittings | Students should be able to: 1. state the uses of a given fastener 2. fix fasteners and fitting | Types of fittings, e.g. - Casters - Carpet - Guard, legs etc. | States the uses of : - fasteners and fittings - demonstrates fixing of fastener's and fittings | Observe the: - uses of fastener and fitting - take notes - fix a given fastener's to a model | Fasteners and fittings catalogues | Students to: 1. state the uses of a given fastener or fitting. 2. fix a given fastener or fitting correctly. |
| 3 | Application of Design principles in upholstery work | Students should be able to: 1. produce the preliminary sketches of a given upholstery, design 2. select the best sketch. 3. produce working drawing. | 1. Preliminary free hand sketches 2. Selection of the 'best' sketch. 3. Production of working drawings: - Orthographic, details and pictorial views. | 1. Guides students to generate useful alternative, sketches. 2. Guides students to select one sketch and gives reasons for the selection | 1. Make preliminary sketches of a given upholstery design problem 2. Listen and take notes, ask questions and select the 'best' alternative 3. Produce a complete set of working drawings. | Pictures and alternative sketches produced. ICT software. | Students to: 1. make free hand sketches of useful upholstery item. 2. give reasons for selection. 3. produce a complete set of working drawings |
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| 4 | Uses of design principles in upholstery work | students should be able to: 1. prepare the cutting list 2. cutting list. 3. prepare the route sheet 4. estimate the materials needed for the design. | 1. Preparation of cutting list 2. Preparation of route sheet. 3. Estimation of materials | 1. Explains the methods of preparing cutting list 2. Guides students to produce the route sheet 3. Discusses the guide lines for estimation and guides students. | 1. Prepare the cutting list for the design 2. Prepare the route sheet 3. Prepare the estimate cost of the project. | 1. Cutting list format 2. Samples of cutting list. 3. Estimation formats and samples of estimation. | Students to: 1. Prepare the cutting list 2. Prepare the route sheet for the design 3. Prepare the cost estimate.. |

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| 5 | Upholstery Workshop Road | students should be able to: develop a work-shop road, and mark out from the rod | The workshop road | 1. Discusses the use of workshop rod: - demonstrates the development of workshop rod. 2. Guides students to use workshop rod. | 1. Listen 2. Take notes 3. Develop workshop rod | 1. Models 2. Templates 3. ICT software on rod | Students to: 1. State the uses of workshop rod 2. Develop a workshop rod. 3. Mark out form a given work-shop rod |
| THEME: PRODUCTION OF TEMPLATE UPHOLSTERY | | | | | | | |
| 6 | Production of Template | Students should be able to: 1. define the template. 2. state the uses of a template 3. set out, mark out and cut the template | Template materials: - Manufactured board plywood, cardboard metal etc. | 1. Discusses the importance of template 2. Demonstrates the production of the template. | 1. Listen 2. Take notes 3. Develop, produce and use a template. | 1. Templates 2. Models 3. ICT software 4. Materials | Students to: 1. explain template 2. develop a template 3. demonstrate the application of a template. |
| 7 | Design and construction of upholstery frames | Students should be able to: 1. design a simple upholstery item 2. describe the methods of framing for upholstery work | 1. Design of a simple upholstery item 2. Construct a simple upholstery item | 1. Makes a simple design of upholstery item 2. Demonstrates the process of making a simple upholstery item. | 1. Observe the demonstration 2. Make simple upholstery item | 1. Sample of half padded upholstery item. 2. Charts 3. Posters 4. Software on upholstery | Students to: 1. design a simple upholstery item 2. describe at least one method of framing for upholstery work 3. produce a simple upholstery item. |
| THEME: UPHOLSTERY CONSTRUCTION | | | | | | | |
| 8 | Frame Construction | Students should be able to: 1. prepare framing materials. 2. mark out and cut joints 3. assemble various parts 4. couple all the parts | 1. Preparation of materials: (wood, metal, etc). 2. Marking out 3. Joints construction 4. Sub-assembly (seatback and arm) 5. Final assembly | Demonstrates the operations and guides the students. | Observe the operations, and practice the operations. | 1. Working drawings. 2. Workshop rod. 3. Route sheet 4. ICT software 5. - Real objects | Students to: 1. discuss the sequence of operation 2. construct and upholstery frame |
| 9-12 | REVISION EXAMINATION | | | | | | |

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| 1 | Traditional and Modern Padding Materials | Students should be able to: list traditional padding materials and modern padding materials. | 1. Traditional padding materials 2. Modern padding materials | Describes traditional padding materials and modern padding materials | Note the types of padding materials | Samples of traditional and modern, padding materials | Students to” list at least two traditional padding materials and modern padding materials. |
| 2. | Characteristics of Traditional and Modern padding materials | Students should be able to: state the characteristics of the materials | Properties of the materials. | Explains the properties and characteristics of the materials | 1. Note the explanation and take notes. 2. Touch and feel the available materials. | Charts showing the two classes. | Students to: state the characteristics of any two materials in each group.. |
| 3. | Padding | Students should be able to: 1. prepare materials 2. fix the materials | 1. Preparation of materials; Web, Hessian, foam, stuffing etc. 2. Padding fixing | Demonstrates the operation of padding | 1. Listen 2. Practice operation | 1. Charts, 2. Drawing 3. ICT software 4. - Real objects | Students to: pad upholstery article. |
| 4 | Upholstery workshop Rod | Students should be able to: develop a workshop rod and mark out from the rod | The workshop rod | Discusses the use of workshop road. Guides students to workshop rod | 1. Listen 2. Take Notes 3. Develop workshop rod | 1. Models 2. Templates 3. ICT software on rod | Students to: state the uses of workshop rod |
| THEME: UPHOLSTERY MATERIALS | | | | | | | |
| 5. | Padding and Stuffing | Students should be able to: 1. describe padding and stuffing materials 2. list padding and stuffing materials 3. pad and stuff a simple upholstery item | 1. Padding and stuffing 2. Types of padding and stuffing materials | 1. Describes padding and stuffing. 2. Demonstrates padding and stuffing of materials | 1. Note the description of padding and stuffing. 2. Pad and stuff a simple upholstery item. | 1. Samples of padded and stuffed upholstery items 2. Samples of padding and stuffing materials. 3. Charts, posters, video clips software production of upholstery item | Students to: 1. describe padding and stuffing 2. list at least two padding materials and two stuffing materials. |

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| 6. | Production of Template | Students should be able to: 1. define the template 2. state the uses of template. 3. set-out mark out and cut the template | Template materials: - Manufacture board plywood cardboard. | 1. Discusses the importance of template 2. Demonstrates the production of the template | 1. Listen 2. Take notes 3. Develop, produce and use a template | 1. Templates 2. Models 3. ICT software | Students to: 1. explain template 2. develop a template. |
| 7 | Frame Construction | Students should be able to: 1. produce the prepare framing materials 2. mark out and cut joints 3. assemble various parts | 1. Preparation of materials (wood, metal etc) 2. Marking out 3. Joints construction. 4. Sub-assembly (seat back and arm) | The operations and guide the students | Listen and practice the operations | Working drawings workshop rod, Reuter sheet ICT software Real object | Students to: 1. make free discuss the sequence of operation. 2. construct an upholstery frame |
| THEME: UPHOLSTERY MATERIALS | | | | | | | |
| 8 | Covering | Students should be able to: 1. develop pattern for covering 2. measure and mark out covering materials. | 1. Development of patterns 2. Setting out and marking out cutting out | 1. Demonstrates each operation 2. guides the students in carrying out the operations | Carryout the operations in sequence | The prepared: (a) working drawing (b) workshop rod (c) templates | Students to: discuss the processes of covering upholstery article. |
| 9 | Covering Continue | Students should be able to: 1. cut out the covering materials. 2. sew the covering materials 3. fix the covering materials | Development of patterns: (a) Cutting out (b) Sewing: final covering materials Pipe, duffs, Trimming, etc. (c) Fixing: tacks, gimp, pins etc. | Guides students in carrying out the operations | Carry out the operations in sequence | Pictures ICT Software Catalogues Real object | Students to: cover the design upholstery article. |
| 10-11 | REVISION | | | | | | |
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| | | | | TEACHER | STUDENTS | | |
| THEME: KITCHEN EQUIPMENT AND THEIR USES | | | | | | | |
| 1 | Types of kitchen equipment and their uses I | Students should be able to: define kitchen and kitchen layout | 1. Define kitchen 2. Types of kitchen layout | 1. Explains kitchen 2. Explains the kitchen layout | Participate in the discussion. | 1. Pictures of various kitchen equipment 2. Kitchen equipment e.g. steamers, over, range, brain marine, knives, graters etc. | Students to: 1. state three major categories of kitchen equipment. 2. list five equipment from each categories 3. use one equipment from each category |
| 2 | Types of kitchen equipment and their uses II | Students should be able to: identify the three categories of kitchen equipment | Kitchen equipment | Explains the three basic categories of kitchen equipment | Participate in the discussion | | Students to: identify the three categories of kitchen equipment |
| 3. | Practical | Practical | Practical | Classifies the equipment into the three main categories | Participate in the discussion | | Practical |
| 4. | Uses of kitchen equipment | | Uses of kitchen equipment | Demonstrates the uses of different kitchen equipment | Participate in the discussion | | |
| 5. | Practical demonstration on how to use this equipment | Students should be able to: use the equipment in each category | Uses of kitchen equipment | | Participate in the discussion | 1. Kitchen equipment e.g. steamer iron pots, aluminum pots, microwave brain marine etc. 2. Cleaning materials e.g. vim, ash, detergent etc. 3. Cleaning equipment e.g. bucket, brush etc. | Students to: 1. describe the procedures for the cleaning and maintenance of the various kitchen equipment 2. clean and maintain kitchen equipment of different types. |

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| 6 | Care and maintenance of kitchen equipment I | Students should be able to: describe how to clean the various kitchen equipment | Care of various kitchen equipment | | Participate in the discussion | | Students to: describe how to clean the various kitchen equipment |
| 7. | Care and maintained of kitchen equipment I | Students should be able to: 1. clean the various equipment 2. store the various kitchen equipment appropriately | Maintenance of kitchen equipment | | Participate in the discussion | | Students to: 1. clean the various equipment 2. store the various kitchen equipment appropriately |
| 8. | Practical | Practical | Practical | | Participate in the discussion | | Practical |
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| THEME: FOOD COMMODITIES AND METHODS OF FOOD PREPARATION | | | | | | | |
| 1 | Principles of cooking methods I | Students should be able to: explain the skills required to carry out each method of cooking | 1. Principles of cooking methods 2. Methods of cooking: a. boiling e.g. stock, soups and sauces b. Roasting e.g. fish, beef, and poultry c. Grilling e.g. fish, meat etc. | 1. Explains the principles, of cooking methods. 2. Uses the food commodities to demonstrate: a. Boiling e.g. stock, soups and sauces. b. Baking e.g. pastry and confectionery c. Roasting e.g. fish, beef, poultry etc. | 1. Participate in the discussion 2. Practice boiling method e.g. sock, soups, and sauces. 3. Practice baking e.g. pastry and confectioneries 4. Practice the preparation of cake covering and cake decoration using different methods. 5. Practice roasting method of cooking e.g. poultry. | 1. Ingredients for stock, soups, and sauces. 2. Ingredients for pastry and yeast product. 3. Ingredients for fondant, butter and royal king etc. 4. Equipment and utensils for cake king and decoration | Students to: 1. prepare and cook stocks, soups and sauces 2. prepare two different pastry and confectionery products 3. bake and decorate celebration cake. |
| 2. | Principles of cooking methods I | 2. Prepare the various ingredients according to the methods of cooking | | | Participate in the discussion | | |
| 3. | Principles of cooking methods II | 3. use appropriate method of cooking as required by each recipe | | | Participate in the discussion | | |
| 4. | Practical | Students should be able to: Practice on the different methods of cooking | | | Participate in the discussion | | |

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| 5. | Practical demonstrations | Students should be able to: demonstrate safe and hygienic practices for each methods of cooking | Practical on the different cooking methods | Uses the food commodities to demonstrate the different cooking methods e.g. boiling, baking, roasting, stewing, steaming, frying etc. | Participate in the practical | 1. Ingredients for the cooking involving the different cooking methods. 2. Equipment and utensils reequipped for the cooking | Students to: 1. prepare and cook different dishes using the various cooking methods. 2. bake and decorate celebration cake. |
| 6. | Principles of menu planning | Students should be able to: define menu | Meaning and scope of menu | Explains the meaning and scope of menu | Participate in the class discussions | 1. Charts and pictures showing type of menu | Students to: 1. define menu 2. explain five factors affecting menu planning |
| 7. | Principles of menu planning II | Students should be able to: state the factors that affect menu planning | Factors that affects menu planning | Explains the factors affecting menu planning | Copy board summary | Catering textbook | Students to: explain five factors affecting menu planning |
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| 1 & 2 | Types of menu and demonstrations I | Students should be able to: 1. enumerate different types of menu 2. explain the different types of menu and their uses | 1. Types of menu e.g. table d' hote a La carte, special occasions 2. Other breakfast, tea, dinner, supper luncheon, carte the jour, plate du jour etc. | 1. Explains the different types of menu. 2. Demonstrates the preparation of dishes for the various types of menu. | 1. Participate in the discussions 2. Practice the cooking of dishes for the different types | 1. Charts showing different types of menu. 2. Equipment for preparing the dishes. 3. Ingredients for preparing the different dishes | Students to: 1. list and discuss five types of menu and their use. 2. show their skills in preparing three different menus |
| 3. | Types of menu and demonstrations II | Students should be able to: demonstrate the preparation of the dishes in a menu | | | | | Students to: demonstrate the preparation of the dishes in a menu |
| 4. | Types of food service | Students should be able to: mention types of food service | Different types of food service e.g. guerdon. Silver service, vending, buffet and banquet service | Demonstrates the various types of food service | Observe and practice alongside with the teacher. | Flatware's, glassware's etc. | Students to: serve two different types of menu. |
| 5. | Table laying | Students should be able to: 1. mention types of table laying 2. lay table for different types of cover | Types of table laying. | Lays different types of table with correct covers | Observe and practice along with the teacher indifferent table laying | Pictures of the various table laying and cover | Students to lay tables for different covers. |
| 6 - 12 | REVISION EXAMINATION | | | | | | |

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| | | | | TEACHER | STUDENTS | | |
| THEME: FIGURE TYPES AND GARMENT MAKING | | | | | | | |
| 1 | Figure types | Students should be able to: 1. state the three main figure types 2. identify the variation of the figure types | 1. The three main figure types 2. Variations of the main figure types | 1. Guides discussion on the different figure types and their variations 2. As some students to come out so that the class can analyze their figure characteristics and group them accordingly. | 1. Participate in the discussion 2. Critically analyze their figure to ascertain their figure group | 1. Charts showing various figure types 2. Full length mirror, measuring tapes etc. | Student to: 1. describe the three main figures types. 2. explain four variations of the figure types |
| 2 | Fabric selection for the various figure types | Students should be able to: 1. identify colours suitable for a tall-slim figure 2. identify colour suitable for a tall-plump figure 3. identify colours suitable for a short-plump figure 4. choose colour for a short-slim figure. | Colour suitable for the various figure types | 1. Leads discussion on colours suitable for the various figure types 2. Uses colour wheel to demonstrate colour characteristics | 1. Participate in the discussion 2. Evaluate themselves to determine the colours suitable for each person | Colour wheel | Student to: 1. identify colours suitable for a tall slim figure 2. identify colours suitable for tall-plump figure. 3. identify colours suitable for a short-plump figure. |
| 3 | Fabric selection for the various figure types | Students should be able to: 1. select fabric texture for a tall-slim figure. 2. identify the fabric texture appropriate for a tall-plump figure 3. identify fabric texture for a short-slim and short-plum figures | Textures appropriate for the various figure types | Leads discussion on textures suitable for the various figure types | 1. Participate in the discussion 2. Ask and answer question | Fabrics of various textures | Student to: 1. select fabric texture for tall-plump figure 2. identify the fabric texture appropriate for a tall-plump figure 3. identify fabric for a short-slim and short-plump figure |

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| 4. | Fabric selection for the various figure types | Students should be able to: 1. identify prints suitable for the various figure types 2. describe lines appropriate for the various figure types | Design/patterns suitable for the various figure types e.g. lines, prints etc. | Leads discussion on patterns design suitable for the various figure types | 1. Participate in the discussion 2. Ask and answer question | Fabrics of various design e.g. bold floral design, tiny floral design, strips tec. | Student to: 1. identify prints suitable for the various figure types. 2. describe lines appropriate for the various figure types |
| 5. | Choice of styles | 1. mention the styles suitable for a figure with large hips 2. identify the styles suitable for a figure with thin waist 3. identify the style suitable for a figure with big tummy | Styles suitable for various figure types e.g. 1. Figure with large hips 2. Figure with thin waist 3. Figure with large bust 4. Figure with large waist/big tummy etc. | Leads discussion on the choice of styles suitable for various figure types | 1. Participate in the discussion. 2. Modeling of styles to determine styles most appropriate for various figure types | 1. Dresses of various styles 2. Full length mirror 3. Measuring tapes, pencils for making sketches of styles etc. | Student to: 1. mention the styles suitable for a figure with large hips 2. identify the styles suitable for a figure with the waist 3. identify the styles suitable for a figure with big tummy. |
| 6 | Choice of styles | 1. enumerate various figure problems/faults 2. state how to solve these figure problems or faults | Solving figure problems using styles features | 1. Leads discussion on how to solve figure problems using styles features 2. Select students to model some style to determine their effect on the figure | . Participate in the discussion. 2. Modeling of styles to determine styles most appropriate for various figure types | 1. Dresses of various styles 2. Full length mirror | Student to: 1. enumerate various (four) figure faults or problems 2. state how to solve to solve four figure faults or problems |

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| 7. | Drafting of bodice block | 1. identify the body parts to be measured 2. draft the front bodice block | 1. Measurements for drafting bodice blocks 2. Drafting front bodice block | 1. Leads discussion on body parts necessary for drafting bodice block 2. Demonstrate the actual drafting of front bodice block | 1. Participate in the discussion 2. Draft their own bodice block | Brown paper, pencils, measurement tope, pins T-square, long rulers, arm hole guide, pairs of scissors etc. | Student to: 1. identify four body parts to be measured in drafting the front bodice block 2. draft the front bodice block |
| 8. | Drafting of bodice block | Students should be able to: 1. identify the body parts to be measured 2. draft the back bodice block | 1. Measurement for drafting bodice block 2. Drafting back bodice block | Demonstrate the actual drafting of back bodice block | Draft their own back bodice block | Brown paper, pencils, measurement tope, pins T-square, long rulers, arm hole guide, pairs of scissors etc. | Student to: 1. identify three body parts to be measured in drafting the back bodice block 2. draft the back bodice block. |
| 9 | Drafting of shirt block | Students should be able to: 1. enumerate the body parts to be measured for drafting of shirt blocks 2. draft front shirt block | 1. Measurement for drafting shirt blocks 2. Drafting front shirt block | 1. Leads discussion on body parts necessary for drafting shirt blocks 2. Demonstrate the drafting of front shirt block 3. Supervises students practice | 1. Participate in the discussion 2. Draft the front shirt block | Brown paper, pencils, measurement tope, pins T-square, long rulers, arm hole guide, pairs of scissors etc. | Student to: 1. enumerate the body parts to be measured in drafting shirt block 2. draft the front shirt block correctly |
| 10 | Drafting of shirt block | Students should be able to: 1. mention the body parts to be measured for drafting shirt block 2. draft back shirt block | 1. Measurement for drafting shirt block 2. Drafting ob back shirt block | 1. Demonstrate the drafting of black shirt block 2. Supervises students' practice | 1. Ask and answer questions 2. Draft their own back shirt block | Brown paper, pencils, measurement tope, pins T-square, long rulers, arm hole guide, pairs of scissors etc. | Student to: 1. Mention three body parts to be measured for drafting shirt block. 2. draft back shirt block correctly |
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| THEME: PATTERN DRAFTING | | | | | | | |
| 1 | Drafting of basic sleeve block | Students should be able to: 1. enumerate the body part to be measured in drafting the sleeve block 2. draft the sleeve block | 1. Measurement for drafting the sleeve block 2. Drafting of the sleeve block | 1. Guides discussion on body parts necessary for drafting the sleeve block 2. Demonstrates the drafting of the sleeve block | 1. Participate in the discussion 2. Draft the sleeve block | Brown papers, pencils, erasers, T-square, long rulers, arm holes curves, scissors, measurement tapes etc. | Students to: 1. list the body parts to be measured for drafting sleeve block. 2. draft the sleeve block correctly |
| 2. | Drafting of basic collars | Students should be able to: 1. enumerate the body parts to be measured for drafting peter-pan/flat collar 2. draft peter-pan/flat collar | 1. Measurement for drafting the basic collars 2. Drafting of peter-pan/flat collar. | 1. Guides discussion on body parts necessary for drafting peter-pan/flat collar. 2. Demonstrate the drafter of peter-pan/flat collar 3. Supervises students' practice | 1. Participate in the discussion 2. Draft peter-pan/flat collar | Brown papers, already drafted front and back bodice blocks, pencils, erasers, T-square cello tape long ruler, scissors etc. | Students to: list the body parts to be measured in drafting peter-pan/flat collar. |
| 3. | Drafting of basic collars | Students should be able to: 1. enumerate the body parts to be measured in drafting shirt collar and tie collar 2. draft shirt collar and tie collar | 1. Measurement for drafting i. Shirt collar ii. Tie collar 2. Drafting of i. Shirt collar ii. Tie collar | 1. Guides discussion on body parts necessary for drafting shirt collar and tie collar 2. DemonstrateS drafting of shirt collar and tie collar 3. Supervises students practice | 1. Participate in the discussion 2. Draft shirt collar and tie collar | Brown papers, pins pencils, erasers, scissors, already drafted front and back bodice block, T-square cello tape etc. | Students to: 1. list the body parts to be measured in drafting shirt collar and tie collar 2. draft shirt collar and tie collar correctly. |

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| 4. | Drafting of basic collars | Students should be able to: 1. enumerate the measured that should be taken for drafting shawl collar 2. draft shawl collar | 1. Measurement for drafting shawl collar 2. Drafting of shawl collar and other collars | 1. Guides discussion on body measurement necessary for drafting shawl collar. 2. Demonstrates drafting of shawl collar 3. Supervises students' practice | 1. Participate in the discussion 2. Draft shawl collar | Brown papers, pins pencils, erasers, scissors, already drafted front and back bodice block, T-square cello tape etc. | Students to: 1. list the measurement that should be taken for drafting shawl collar 2. draft shawl collar correctly |
| 5. | Adaptation of blouse pattern | Students should be able to: 1. explain the meaning of pattern adaptation 2. distinguish between techniques of pattern adaptation 3. adapt blouse styles from the bodice block using dart manipulation. | 1. Meaning of pattern adaptation 2. Techniques of pattern adaptation dart manipulation 3. Adaptation of pattern using the bodice block | 1. Leads discussion on: i. pattern adaptation ii. Techniques of pattern adaptation 2. Demonstrates adaptation of blouse styles through dart manipulation 3. Supervises students practice | 1. Participate in the discussions 2. Practice adaptation of blouse styles through dart manipulation | Front and back bodice blocks, brown papers pencils, pins eraser, paper scissors, long ruler, cello tape etc. | Students to: 1. explain the meaning of pattern adaptation 2. explain the techniques of pattern adaptation 3. adapt blouse styles using dart manipulation |
| 6. | Adaptation of blouse pattern | Students should be able to: 1. explain the term slashing and spreading 2. adapt blouse styles through slashing and spreading | 1. Techniques of pattern adaptation a. Slashing and spreading 2. Adaptation of blouse pattern by slashing and spreading | 1. Leads discussion on the techniques of slashing and spreading 2. Demonstrates adaptation of blouse styles by slashing and spreading 3. Supervises students practice | 1. Participate in the discussion 2. Practice adaptation of blouse styles by slashing and spreading | Already drafted bodice block brown paper, pins pencil, eraser, paper scissors, ruler, cello tape etc. | Students to: 1. explains the term slashing and spreading 2. adapt two blouse styles by slashing and spreading |

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| 7. | Adaptation of shirt pattern | Students should be able to: 1. explain the techniques of pattern adaptation 2. adapt shirt styles from the shirt blocks | 1. Techniques of pattern adaptation (continued) 2. Adaptation of shirt styles using the shirt blocks | 1. Guides discussion on techniques of pattern adaptation 2. Demonstrates the adaptation of shirt styles using shirt blocks 3. Supervises students' practice | 1. Participate in the discussion 2. Practice adaptation of shirt styles using shirt blocks | Front and back bodice blocks, brown papers, pins pencils, eraser, paper scissors, long ruler, arm hole curves, cello tapes etc. | Students to: 1. state the meaning of pattern adaptation 2. explain the techniques of pattern adaptation 3. adapt shirt styles correctly |
| 8. | Adaptation of shirt pattern | Students should be able to: 1. describe the slashing and spreading techniques of pattern adaptation 2. adapt sleeve styles from the basic sleeve block | 1. Techniques of pattern adaptation with emphases on slashing and spreading method 2. Adaptation of sleeve styles using the basic sleeve blocks | 1. Demonstrates the adaptation of sleeve styles e.g. puffed sleeve, flare/bell sleeve, Magyar raglan etc. 2. Supervises students' practice | Practice the adaptation of sleeve styles using the basic sleeve block | Basic sleeve block bodice block, brown paper, paper scissors, pencils, pins, eraser, cello tapes, long rulers, arm hole curves, etc. | Students to: 1. explain the slashing and spreading techniques of pattern adaptation 2. adapt sleeves styles correctly using the sleeve block |
| 9 | Practical construction of sleeves | Students should be able to: 1. construct puffed sleeve 2. construct flare sleeve | Practical construction of sleeve styles vis 1. Puffed sleeve 2. Flare sleeve | 1. Demonstrates the construction of i. Puffed sleeve ii. Flare sleeve 2. Supervises students' practice | Practice construction of puffed sleeve and flare sleeve | Already drafted bodice block brown paper, pins pencil, eraser, paper scissors, ruler, cello tape etc. | Students to: 1. construct 2 puffed sleeve correctly. 2. construct two flare sleeve correctly |
| 10 | Practical construction of sleeves | Students should be able to: construct Magyar raglan sleeve | Practical construction of Magyar raglan sleeve and others | Demonstrates the construction of Magyar raglan and any other sleeve | Practice construction of Magyar raglan | Already drafted bodice block brown paper, pins pencil, eraser, paper scissors, ruler, cello tape etc. | Students to: make Magyar raglan correctly |
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| THEME: ADAPTATION OF PATTERN | | | | | | | |
| 1 | Adaptation of collars | Students should be able to: adapt collar styles using peter pan/flat collar | Adaptation of collar styles using peter pan/flat collar | 1. Demonstrates the adaptation of collar styles using peter pan/flat collar 2. Supervise students' practices | Adapt collar styles using peter-pan/flat collar | Already drafter peter-pan collar, brown paper, pencils eraser, pins etc. | Students to: adapt three collar styles using peter-pan/flat collar |
| 2. | Adaptation of collars | Students should be able to: adapt collar styles using shirt collar | Adaptation of collar styles using shirt collar | 1. Demonstrates adaptation of collar styles using shirt collar 2. Supervises students practice | Adapt collar styles using peter-pan/flat collar | Already drafter shirt collar, brown papers, pencil, pins eraser scissors etc. | Students to: draft two collar styles using shirt collar |
| 3. | Adaptation of collars | Students should be able to: adapt collar styles using shirt collar | Adaptation of collar styles using shirt collar | 1. Demonstrates adaptation of collar styles using shirt collar 2. Supervises students practice | Adapt collar styles using peter-pan/flat collar | Already drafter shirt collar, brown papers, pencil, pins eraser scissors etc. | Students to: draft two collar styles using tie collar |
| 4. | Adaptation of collars | Students should be able to: adapt collar styles using shirt collar | Adaptation of collar styles using shawl collar | 1. Demonstrates adaptation of collar styles using shawl collar 2. Supervises students practice | Practice adaptation of collar styles using shawl collar | Already drafter shawl collar, brown papers, pencil, pins eraser scissors etc. | Students to: adapt two collar styles using shawl collar |
| 5. | Adaptation of collars | Students should be able to: adapt some collars from the necklines of blouses | Adaptation of some collars from necklines of blouses | 1. Demonstrates adaptation of the necklines of blouses 2. Supervises students practice | Practice the adaptation of collar styles using shawl collar | Drafted collars bodice blocks brown paper scissors, pencil, eraser ruler, cello tape, pins etc. | Students to: adapt three collars from necklines of blouses correctly |
| 6. | Adaptation of collars | Students should be able to: adapt some collars from the necklines of shirts | Adaptation of some collars from necklines of shirts | 1. Demonstrates adaptation of collars from the necklines of shirts 2. Supervises students practice | Practice the adaptation of collars from necklines of shirts | Drafted collars, bodice blocks brown papers, pencils, pins eraser, ruler, cello tape etc. | Students to: adapt three collars from neckline of shirts correctly |

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| 7. | Practical construction of blouses I | Students should be able to: 1. explain the unit method of sewing 2. outline the procedure for the unit method of making blouses | 1. The unit methods of sewing 2. Application of the unit method and basic sewing processes in making blouses | 1. Guides discussion on the unit method of sewing 2. Discusses how to apply the unit method in making blouses | 1. Participate in the discussion 2. Ask and answer questions | Adapted blouse patterns, sleeves, collars, facings interfacing fabric, sewing tools | Students to: 1. define the term unit method of sewing 2. describe the procedure for the unit method of sewing a blouse |
| 8. | Practical construction of blouses II | Students should be able to: make a blouse | Making of blouses | 1. Demonstrates making of a blouse 2. Supervises student practice | Practice making a blouse | Needles, pins, matching thread, tailors chalk etc. | Students to: make a blouse correctly |
| 9 | Practical construction of shirts I | Students should be able to: explain the procedure for the unit method of making shirts | The unit method of sewing shirts | Guides discussion on the method of making a shirt | Participate in the discussion | Sewing tools | Students to: explain the procedure for making shirts |
| 10 | Practical construction of shirts II | Students should be able to: make a shirt | Making of shirts | Demonstrates how to make a shirt | Practice making a shirt | Sewing tools | Students to: make a shirt correctly |
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| 1 | Patterns: Adaptation of patterns (Block patterns) I | Students should be able to: 1. state the meaning of adaptation of patterns. 2. draft their blocks pattern. 3. adapt drafted block pattern to different styles. | 1. Adaptation of patterns. -meaning -drafting block patterns -adapting block patterns to different styles. | 1. Describes the meaning of adaptation of patterns. 2. Demonstrates how patterns are drafted e.g. block pattern. 3. Demonstrates how bodices block is adapted to a given style e.g. mayor bodices. | 1. Participate in class discussion. 2. Draft their block pattern. | 1. Chart on pattern adaption. 2. Paper pattern 3. Block pattern 4. Brown paper 5. Ruler 6. Tape measures 7. Pencil | Students to: 1. list five block pattern pieces. 2. state the meaning of adaptation of pattern. |
| 2 | Patterns: Adaptation of patterns (Block patterns) II | Students should be able to: 1. explain the markings and notations on a paper pattern. 2. discuss the advantages and disadvantages of using pattern in the construction of garment. | 1. Construction of the adapted pattern style. 2. Advantages and disadvantages of using pattern in garment construction. | 1. Displays the paper pattern and explains the marking and notations on them. 2. Leads discussion on the advantages and disadvantages of using pattern in garment construction. | 1. Participate in class discussion. 2. Observe the markings and notations on the pattern on display. | 1. Paper pattern 2. Ruler 3. Tape measures 4. Pencil | Students to: 1. with the aid of a diagram show three types of pattern marking. 2. state two advantages and two disadvantages of using pattern in garment construction. |
| 3 | Patterns: Alteration for fit and style | Students should be able to: 1. adjust a pattern to a given measurement and style. 2. discuss figure faults and styles. 3. discuss how to disguise figure faults and enhance the figure. 4. enlarge or reduce pattern sizes proportionately. | 1. Alteration of pattern for fit and style. 2. Adjustment of patterns: -commercial patterns -block patterns. | 1. Demonstrates the adjustment of a pattern to a given measurement. 2. Leads discussion on figure faults and lays emphasis on styles which disguise faults and enhance figure. 3. Demonstrates how to reduce or enlarge pattern sizes. | 1. Adjust their own block pattern where necessary. 2. Identify different figure faults and how to disguise and enhance them. 3. Participate in enlarging and reducing pattern sizes. | 1. Chart on pattern adaption. 2. Paper pattern 3. Block pattern 4. Brown paper 5. Ruler 6. Tape measures 7. Pencil 8. Textbook 9. Chalkboard. | Students to: 1. use their own pattern to: -enlarge waist -reduce under arm width. 2. list two types of figure faults. 3. state how to disguise figure faults and enhance figure. |

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| 4 | Patterns: free-hand cutting I | Students should be able to: 1. list the body measurements required for making a garment. 2. cut a pattern freely without using a block or commercial pattern. | 1. Free-hand cutting. -Bodice: i. front ii. back -Skirt i. front ii. back -Sleeve | 1. Leads discussion on measurement required for a garment construction. 2. Demonstrates how to cut a garment freely without using a block or commercial pattern. | 1. List the body measurement required for garment construction. 2. Participate in class discussion. 3. Participate in the demonstration of free-hand cutting of garment. 4. Copy notes. | 1. Scissors 2. Pins 3. Material 4. Tape measure 5. Tailor's chalk 6. Chalkboard. | Students to: 1. list five body measurement required for garment construction. 2. discuss how under arm and waist darts are made on a bodice front. |
| 5 | Patterns: free-hand cutting II | Students should be able to: 1. make a baby dress using free-hand cutting method. 2. discuss the advantages and disadvantages of free-hand cutting. | 1. Making of a baby dress using free-hand cutting. 2. Advantages and disadvantages for free hand cutting. | 1. Demonstrate how to cut a baby dress using free-hand cutting method. 2. Leads discussion on the advantages and disadvantages of free-hand cutting. | 1. Participate in class discussion. 2. Demonstrate the cutting of baby dress using free-hand cutting and making of baby dress. | 1. Scissor 2. Tape measures 3. Pins 4. Tailor chalk 5. Needle 6. Thread 7. Sewing machine 8. Material 9. Sample of a finished garment. | Students to: 1. make a baby dress using free-hand cutting method. 2. state two advantages and disadvantage of free-hand cutting. |
| 6 | Garment features: arrangement of fullness I | Students should be able to: 1. list the basic rules that govern the arrangement of fullness. 2. use the different fullness features such as gather, darts, pleats etc. effectively and appropriately. | 1. Arrangement of fullness: -darts -gathering -pleats -tucks. | 1. Leads discussion on the basic rules that govern the arrangement of fullness. 2. Leads discussion on the use of different fullness features effectively and appropriately. | 1. Participate in class discussion. 2. Ask and answer questions copy notes. | 1. Garment with different styles and fullness features. 2. Tape measures 3. Ruler 4. Materials 5. Textbooks. | Students to: 1. state two rules that should be observed when arranging fullness. 2. list three factors to consider when arranging fullness. 3. state where darts could be arranged on a garment. |

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| 7 | Garment features: arrangement of fullness II | Students should be able to: 1. list the different types of arrangement of fullness. 2. list the factors that consider when arranging fullness. | 1. Arrangement of fullness: -smocking -shirring etc. 2. Factors to consider when arranging fullness. | 1. Leads the students to list the different types of fullness. 2. Discuss the factors to consider when arranging fullness. 3. Demonstrate how to make each of the fullness features on a garment. | 1. Participate in class discussion. 2. Participate in the demonstration of making the different arrangement of fullness. | 1. Material 2. Needle 3. Thread 4. Pins 5. Tape measures. 6. Catalogues showing different arrangement of fullness. 7. Magazines. | Students to: 1. list three ways of arranging fullness. 2. list three factors to consider when arranging fullness. |
| 8 | Garment features: style features I | Students should be able to: 1. draft pattern for the different types of these style features. 2. use the different style features to flatter the figure during garment construction. 3. discuss the functions of these style features. | 1. style features: -collars -sleeves. | 1. Demonstrates how to draft pattern for the style features. 2. Leads discussion on how these style features can be used to flatter the figure. 3. Guides students to list the functions of these style features. | 1. Observe the teacher demonstration. 2. Draft pattern for the different types of these style features. 3. Identify the figure faults that could be flattered by using these style features. | 1. Garments with different these style features. 2. Brown paper. 3. Pencil 4. Eraser 5. Tape measure 6. Chalkboard 7. Textbooks. | |

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| 9 | Garment features: style features II | Students should be able to: 1. draft patterns for these style features. 2. use these style features to flutter the figure during garment construction. 3. discuss the functions of these style features. | 1. Style features: -yoke -belt -frills | 1. Demonstrate how to draft pattern for these style features. 2. Leads discussion on how these style features can be used to flatter the figure. 3. Guides students to list the functions of these style features. | 1. Observe teacher demonstration. 2. Draft patterns for these style features. 3. Identify the figure fault that could be flattered by using these style features. | 1. Brown paper 2. Tape measure 3. Pencil 4. Eraser 5. Garment with these features 6. Chalkboard. | Students to: 1. list two functions each of the following style features. -Yoke -Frills. |
| 10 | Garment features: style features II | Students should be able to: 1. draft patterns for these style features. 2. use the different style features to flatter the figure during garment construction. 3. discuss the functions of these style features. | 1. Style features. -cuff -pockets. | 1. Demonstrate how to draft pattern for these style features. 2. Leads discussion on how these style features can be used to flatter the figure. 3. Guides students to list the functions of these style features. | 1. Observe teacher demonstration. 2. Draft patterns for these style features. 3. Make a garment using these style features. | 1. Garments with different style features. 2. Brown paper 3. Pencil 4. Eraser 5. Tape measure 6. Needle 7. Thread 8. Material 9. Chalkboard. | Students to: 1. list four style features. 2. list three functions of each style features. 3. demonstrate how to make any of the style features. |
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| 1 | Costume and fashion designing trends | <ol style="list-style-type: none"> 1. trace the fashion trend over the gears. 2. compare the fashion of over the years and that of today. 3. predict the fashion for the coming year. 4. distinguish between a fashion and a fad. | <ol style="list-style-type: none"> 1. Trends in fashion design. 2. Different between fad and fashion. | <ol style="list-style-type: none"> 1. Leads discussion on the fashion of yesterday and today. 2. Guides the students to sketch a design for the on-coming years. 3. Leads the discussion on comparing the fashion of today and that of yesterday. 4. Explain between fad and fashion. | <ol style="list-style-type: none"> 1. Participate in discussion by sharing their own view about the trend in fashion. 2. In two groups debate over the fashion of yesterday and today. 3. Participate in sketching a fashion for the coming years. 4. Copy notes. | <ol style="list-style-type: none"> 1. Display photographs -parents -grand parents. 2. Old magazines. 3. Catalogues 4. Newspapers cut-out 5. Family album. | <p>Students to:</p> <ol style="list-style-type: none"> 1. briefly explain what the fashion was like over the past years. 2. list two similarities and differences between the fashion of yesterday and that of today. 3. design an outfit that will project what the fashion of the coming years would look like. 4. Give two differences between fad and fashion. |
| 2 | Costume and fashion adaptation of basic blocks for costume designing I | <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. incorporate social values into costume design. 2. sketch a style for which pattern is to be made. 3. adapt block to make patterns for different styles. | <ol style="list-style-type: none"> 1. Adaptation of basic blocks for costume designing. <ul style="list-style-type: none"> -bodice block -skirt block -sleeve block -shirt block. | <ol style="list-style-type: none"> 1. Leads discussion on how our social values can be incorporated into our costume design. 2. Guides students in sketching appropriate pattern for costume designing. 3. Guides students to adapt the sketched style on their block patterns. | <ol style="list-style-type: none"> 1. Participate in the class discussion. 2. Draw the style of their interest for the costume designing. 3. Participate in adapting the style of their choice from their block. | <ol style="list-style-type: none"> 1. Catalogue 2. Magazine 3. Block pattern 4. Tape 5. Pencil 6. Scissors 7. Pin 8. Chalkboard. | <p>Students to:</p> <ol style="list-style-type: none"> 1. identify three social values that could incorporate in our costume design. 2. sketch three styles that could be used for costume design. |

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| 3 | Costume and fashion adaptation of basic blocks for costume designing II | Students should be able to: 1. make a self garment, draft pattern for different style features. 2. use the different style features to flatter the figure during garment construction. | 1. Cutting out adapted basic block patterns. 2. Making the garment. | 1. Guides students to cut out the patterns. 2. Demonstrate to students, how to make garment. | 1. Participate in the cutting out of the patterns. 2. Make their designed garment under teacher supervisions. | 1. Block patterns 2. Material 3. Scissors 4. Tape 5. Pin 6. Tailor's chalk 7. Needle 8. Sewing machine. | Students to: 1. make a garment using the block pattern. 2. make an album of different types of costume. |
| 4 | Decorative designs: embroidery work I | Students should be able to: 1. enumerate different decorative stitches used in embroidery. 2. state the points to consider when planning an embroidery work. 3. identify the types of designs used for embroidery. | 1. Decorative stitches e.g. satin stitch, stem stitch, chain stitch etc. 2. Points to consider when planning embroidery work. 3. Types of embroidery design e.g. -self-made -designs iron an transfers etc. | 1. Leads discussion on decorative stitches and guides the students in enumerating them. 2. Discusses points to consider when planning an embroidery work. 3. Guides students to identify different types of designs used for embroidery. | 1. Participate in class discussion. 2. Identify the different types of embroidery designs. | 1. Album showing decorative stitches. 2. Fabric 3. Pressing iron. | Students to: 1. list five decorative stitches 2. state two points to considers when planning an embroidery work. 3. state three types of design used for embroidery. |
| 5 | Decorative designs: embroidery work II | Students should be able to: 1. list different types of embroidery materials. 2. identify the different types of embroidery work. 3. transfer embroidery designs unto fabrics. | 1. Materials for embroidery -thread e.g. anchor, raffene lurex etc. -needle e.g. crewel needles, sharp needles beading needles etc. 2. Types of embroidery work. 3. Transferring designs unto fabric e.g. using tracing paper/carbon etc. | 1. Discusses extensively the materials used for embroidery. 2. Guides students to identify the different types of embroidery work. 3. Discusses and demonstrates the methods of transferring designs unto fabrics. | 1. Participate in class discussion. 2. Identify the different types of embroidery designs. 3. Carry out the transfer of designs to fabrics under the teacher supervision. | 1. Sample of different embroidery threads. 2. Samples of different embroidery needles. 3. Fabric 4. Pressing iron. 5. Embroidery machine. 6. Textbooks 7. Chalkboard. | Students to: 1. mention three embroidery threads and three embroidery needles. 2. list two types of embroidery work. 3. demonstrate mastery of embroidery work by transferring designs on a fabric. |

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| 6 | Decorative designs: traditional designs I | Students should be able to: 1. discuss the traditional background of beads and sequins embroidery. 2. list the different methods of designing beads and sequins. | 1. Traditional background of beads and sequins. 2. Method of designing beads and sequins e.g. -beads stitched down separately. -beads/sequins thread linked and sewn down. -beads/sequins thread linked and sewn down. -scale effect with sequins. | 1. Leads discussion on the using beads and sequins to form decorative design. 2. Demonstrates the method of designing beads and sequins. | 1. Participate in class discussions. 2. Participate as the teacher demonstrate the methods of designing beads and sequins. 3. Ask and answer questions. 4. Copy notes. | 1. Sample of beads. 2. Sequins 3. Textbooks 4. Chalkboard 5. Embroidery thread. 6. Embroidery needle. | Students to: 1. list three materials used for making traditional designs on fabrics. 2. list decorative stitches. 3. mention three methods of making designs using beads and sequins. 4. demonstrate the use of beads and sequins in making designs. |
| 7 | Decorative designs traditional designs II | Students should be able to: 1. list the different method of designing beads and sequins. 2. work with beads in designing personal cloths. | Method of designing beads and sequins. -beads and sequins made with back stitch. -beads and sequins with single back stitch. -sequins held in place with small beads. | 1. Leads discussion on the methods of using beads and sequins to form decorative designs. 2. Demonstrates the methods of designing beads and sequins. | 1. Participate in class discussion. 2. Participates as the teacher demonstrates the methods of designing beads and sequins. 3. Ask and answer questions. 4. Copy notes. | 1. Sample of beads. 2. Sequins 3. Textbooks 4. Chalkboard 5. Embroidery thread. 6. Embroidery needle. | Students to: 1. mention three methods of making designs using beads and sequins. 2. demonstrate the use of beads and sequins in making designs on a garment. |
| 8 | Decorative designs: needle craft I | Students should be able to: list different types of needle craft. | Types of needle craft -tating -crotchet -appliqué -patch work | Discusses the different types of needle craft. | Participate in the discussion on the different types of needle craft. | 1. Chart showing pictures of different needle craft. 2. Textbooks 3. Chalkboard. | Students to: list four types of needle craft. |

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| 9 | Decorative designs: needle craft II | Students should be able to: make decorative articles using different types of needle craft. | 1 Making decorative articles using different types of needle craft e.g. tatting, crochet, knitting. | Demonstrates the students how to make the different types of needle craft and then supervises the students as they carry them out. | Practice how to make different types of needle craft. | 1. Tatting tool. 2. Pair of scissor 3. Knitting needles pins 4. Tape measure 5. Hooks. 6. Chart showing pictures of different needle craft. 7. Textbooks. | Students to: demonstrate the skills in making the following needle craft. -tatting -crochet. |
| 10 | Decorative designs: needle craft III | Students should be able to: make more decorative articles using different types of needle craft. | 1. Making decorative articles using different types of needle craft e.g. appliqué, patch work and macramé. 2. Making of soft toys. | 1. Demonstrates to the students how to make the different types of needle craft and then supervises the students as they carry them out. 2. Guides the students in applying the knowledge obtained in the study of the different decorative designs in making soft toys. | 1. Practice how to make different types of needle craft. 2. Apply the knowledge obtained in the study of the different decorative designs in making soft toys. | 1. Pair of scissor 2. Materials 3. Needles/pins 4. Thread 5. Twine 6. Chart showing pictures of different needle craft. 7. Textbooks 8. Chalkboard. | Students to: 1. demonstrate the skill in making the following needle craft. -patch work -macramé 2. use an appliqué to finish a soft toy. |
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| 1 | Household laundry: dry-cleaning | Students should be able to: 1. list different dry cleaning agents used for cleaning clothes. 2. observe the general rules for removing stains during dry cleaning. 3. state advantages of dry cleaning clothes. 4. state the types of dry cleaning. 5. demonstrate the use of some dry cleaning agents to remove stains during laundry. | 1. Dry cleaning agents e.g. methylated spirit, kerosene, talcum powder, French chalk etc. 2. Advantages of dry cleaning 3. Types of dry cleaning. -home -commercial 4. General rules for removing stains during dry cleaning. | 1. Leads discussion on the different types of dry cleaning agents. 2. Discusses the general rules for removing stains during dry cleaning. 3. Leads discussion on the advantages of dry cleaning clothes. 4. Leads discussion on home dry cleaning and commercial dry cleaning. 5. Demonstrates use of dry cleaning agent in removing stains. | 1. Participates in class discussion. 2. Carry out a demonstration on the use of dry cleaning agents in removing stains. 3. Copy notes. | 1. Sample of different dry cleaning agents. 2. Sample of soiled George wrapper. 3. Textbooks. 4. Chalkboard. | Students to: 1. list five dry cleaning agents. 2. state two rules to be observed when removing, stains during dry cleaning. 3. mention three advantages of dry cleaning. 4. state two methods of home dry cleaning. 5. demonstrate their skill in the use of some dry cleaning agents in removing stains from personal garments. |
| 2 | Care of clothes: clothing repair I | Students should be able to: 1. explain the meaning of repairs in clothing and textiles. 2. list the types of repairs given to clothes. 3. carry out different repairs on personal clothes. | 1. Meaning of repairs 2. Types of repair e.g. -patching -darning etc. | 1. Leads discussion on the meaning of repairs in clothing and textiles. 2. Guides students in listings the different types of repair in clothing and textile. 3. Demonstrates how to make some kinds of patches and drains on clothes. | 1. Participates in class discussion. 2. Observe teacher demonstration and effect repairs on clothes. | 1. Sample of torn garment. 2. Pieces of plain fabric. 3. Needle 4. Thread. 5. Sewing machine 6. Textbooks 7. Chalkboard. | Students to: 1. explain the meaning of repair in clothing and textile. 2. list two types of repairs given to clothes. 3. repair a torn garment. |

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| 3 | Care of clothes: clothing repair II | Students should be able to: 1. effect other repairs on clothes. 2. determine the types of repair to effect on clothes. | Other simple repairs e.g. -loose button -broken zippers -slack elastics etc. | 1. Leads discussion on other simple repairs in clothing and textiles. 2. Demonstrates how to effect different types of these simple repairs on clothes. | 1. Participate in class discussion. 2. Observe teacher demonstration and effect repairs on clothes. | 1. Sample of garment with loose button, broken zipper, slack elastics. 2. Garment 3. New button, zip and elastic. 4. Needle 5. Thread. 6. Sewing machine 7. Textbook 8. Chalkboard. | Students to: 1. list four other simple repairs in clothing and textile. 2. repair broken zipper, loose button and slack elastics. |
| 4 | Care of clothes: renovation processes I | Students should be able to: 1. explain the meaning of reconstructions / remodeling and renovation. 2. discuss the techniques of renovation. 3. renovate some household articles and old garment. | 1. Renovation processes a meaning of -renovation -reconstruction / remodeling 2. Techniques of renovation. | 1. Explain the meaning of reconstruction / remodeling, renovation and differentiates them. 2. Leads discussion on renovation techniques. | 1. Participates in class discussion. 2. Renovate any household articles. | 1. Sample of torn household articles. 2. Scissors 3. Needle and thread. 4. Textbooks. 5. Chalkboard. | Students to: 1. explain the meaning of remodeling / reconstruction. 2. list three techniques of renovation. 3. reconstruct a specific household article. |
| 5 | Care of clothes: renovation processes II | Students should be able to: 1. define dye 2. list different types of dye and methods of dyeing clothes. 3. renovate and old garment by dyeing. | Dyeing -definition of dye -types of dye e.g. acid dyes, basic dyes etc. -method of dyeing e.g. tie and dye, batiks etc. | 1. Defines dye and leads discussion on the different types of dye-stuff available. 2. Leads discussion on the different methods of dyeing. 3. Supervises students as they renovate old garment by dyeing. | 1. Participate in class discussion. 2. Renovate old garments by dyeing. | 1. Sample of different dyes 2. Faded garment. 3. Plastic basin 4. Hand gloves 5. Wooden stick 6. Water 7. Textbooks 8. Chalkboard. | Students to: 1. list three types of dyes. 2. list two methods of dyeing. 3. dye a personal faded garment. |

CLOTHING AND TEXTILE
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| | | | | TEACHER | STUDENTS | | |
| 6 | Dress sense: good grooming I | Students should be able to: 1. discuss the general principles of good grooming. 2. distinguish between proper and improper dressing. | Principles of good grooming: -balanced diet -personal hygiene -good posture -exercise -relaxation -sleep. | 1. Explains the general principles of good grooming. 2. Distinguish between proper and improper dressing. | 1. Participates in class discussion. 2. Ask and answer questions. 3. Copy notes. | 1. Magazines showing 2. Pictures of a well groomed individuals. 3. Charts 4. Textbooks 5. Chalkboard etc. | Students to: 1. state three principles of good grooming. 2. state two differences between a properly and improperly dressed individual. |
| 7 | Dress sense: good grooming II | Students should be able to: combine colours effectively using colour, wheel, colour group and colour tpes. | Harmonization of colours: -colour wheel -colour groups e.g. warm colours. -colour combination e.g. contrast colours, monochromic colour. | Leads discussion on colour combination as a guide for an individual to understand the art of assembling colour and style. | 1. Participate in class discussion. 2. Ask and answer questions. 3. Copy notes. | 1. Chart showing colour wheel. 2. Textbooks. 3. Chalkboard. | Students to: 1. draw a colour wheel. 2. state two types of colour combination. |
| 8 | Dress sense: wardrobe planning I | Students should be able to: 1. explain what is meant by the term wardrobe. 2. discuss points to consider when planning a wardrobe. | 1. Meaning of wardrobe. 2. Principles of wardrobe planning: -basic rules for wardrobe planning. -clothes for different occasions. | 1. Explains the meaning of wardrobe. 2. Leads discussion on the points to consider when planning the wardrobe. | 1. Participate in class discussion. 2. Ask and answer questions. 3. Copy note. | 1. Sample of different dresses. 2. Wardrobe /cupboard. 3. Hanger 4. Textbooks 5. Chalkboard. | Students to: 1. define a wardrobe. 2. list any four points to consider when planning a wardrobe. 3. list five materials that constitute a wardrobe. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Dress sense: wardrobe planning II | Students should be able to: 1. discuss the factors that influence decisions to buy or make a clothes. 2. select and purchase good ready-made clothes. | 1. Factors influencing decision to buy or make cloth. 2. Selecting and purchasing ready-made clothes. | 1. Leads discussion on the factors that influence decisions to buy or make clothes. 2. Guides students on ways of selecting and purchasing good ready-made clothes. | 1. Participates in class discussion. 2. Ask and answer questions. 3. Copy notes. | 1. Samples of different dresses. 2. Textbooks. 3. Chalkboard. | Students to: 1. mention two factors that can influence the decision to buy or make clothes. 2. mention three points to look out for when selective and purchasing ready-made clothes. |
| 10 | Dress sense: dress accessories | Students should be able to: 1. define dress accessories. 2. identify the types of accessories to be worn with different clothes and at different times. 3. mention the factors to be considered when choosing accessories. 4. make simple accessories. | 1. Definition of dress accessories. 2. Types of accessories. 3. Factors to be considered when choosing accessories. 4. Making simple accessories e.g. hat, necklace etc. | 1. Guides students to list the different types of accessories. 2. Explains how to select matching considered when accessories for: -different clothes -different occasions. 3. Lists the factors to be considered when choosing accessories. 4. Demonstrates how to make simple accessories. | 1. Participate in class discussion. 2. Make simple accessories using beads. | 1. Chart showing different accessories. 2. Sample of beads, necklace, earrings etc. 3. Textbooks 4. Chalkboard. | Students to: 1. list four types of accessories to be worn with different clothes. 2. list four factors to be considered when choosing accessories. 3. make simple beaded hand bag. |
| 11 - 12 | REVISION AND EXAMINATION | | | | | | |

DYING AND BLEACHING
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FIRST TERM

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|-------|---|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 - 3 | Tie/dyeing (by pleating or folding with coloured fabric in two colours) | Students should be able to: enumerate materials and tools for pleating and folding. | Materials tools and equipment for pleating and folding. - 100% pure cotton coloured etc. | 1. Discusses materials and tools for pleating and folding. 2. Displays materials for pleating and folding. | 1. Participate in the discussion. 2. Observe displayed materials. 3. Observe teachers demonstration. | 1. 100% pure cotton. 2. Assorted dye stuff. 3. Assorted coloured fabric (not white). 4. Nylon twine or raffia rope. 5. Bowl 6. Iron etc. | Students to: explain the meaning of tie and dye by pleating and folding. |
| 4 -5 | | Students should be able to: describe the procedures in pleating and folding of colour material. | 1. Procedures involve in pleating and folding colour fabric. 2. Use of water proof thread or nylon twine. | Explains the procedures in pleating and folding. | | | |
| 6 - 7 | | Students should be able to: produce a two yard each of coloured material by pleating and folding method. | | Demonstrates folding and pleating materials. | Practice pleating and folding of materials. | | |
| 8. | | | 1. Preparation of dye bath. 2. Deep fabric in dye bath. | | | | Student to: produce two yards each of coloured materials by pleating and folding method. |
| 9. | | | Allow oxidation to take places. | | | | Student to: displayed finished product. |
| 10 - | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

DYING AND BLEACHING
SS II
SECOND TERM

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| | | | | TEACHER | STUDENTS | | |
| 1 – 3 | Tie and dye by twisting in two colours | Students should be able to: 1. explain twisting in tie and dye. 2. list the type of twisting method in tie and dye designs. | 1. Tie and dye by twisting. 2. Types of twisting method e.g. - Knotting. - Twisting - Coiling twisting. | 1. Explains twisting in tie and dye 2. Display fabric with different types of twisting. | | 1. Pure (100%) cotton fabric. 2. Assorted by stuff. 3. Chemicals e.g. Caustic soda and hydrosulphite. 4. Nylon twine 5. Spoon. 6. Water, stove/boiling ring. 7. Iron/mallet. | Students to: 1. explain the meaning of twisting method in tie and dye. 2. enumerate types of twisting method. 3. lists materials and tools for twisting. |
| 4 – 5 | | Students should be able to: mention the materials and tools used for twisting. | Materials and tools for twisting. - Fabric medium - Dye stuff. - Chemical twine etc. | Guides students in enumerating materials and tools for twisting. | | | Students to: mention the materials and tools used for twisting. |
| 6 – 7 | | Students should be able to: explains the working principles of the materials and tools. | Preparation of the dye bath in two different colours. | Demonstrate the dyeing procedures of using two colours. | Display finished work. | | Students to: twist and dye materials in two colours. |
| 8 - 9 | | Students should be able to: twist and dye fabric in two colours. | Dyeing and finished process. | 1. Displayed finished fabric work. 2. Dispose production waste. | | | Students to: displayed finished products. |
| 10- | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

DYING AND BLEACHING
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| | | | | TEACHER | STUDENTS | | |
| 1-2 | Tie and dye by bolting or crisscrossing with iron or flat wood in two colours. | Students should be able to: 1. explain the meaning of tie and dye using bolt or cross iron. 2. lists the types of tools and materials used in bolting techniques. | 1. Meaning of bolting and crisscrossing of iron and wood in tie and dye 2. Materials and tools for bolting in dyeing e.g. - Fabric. - Dye stuff. - Chemical - Rubber hand gloves - Twine - Iron rod/flat wood. 3. Design formation. 4. Dyeing and finishing process. | 1. Guides discussion in bolting and crisscrossing in tie and dye. 2. Displayed materials for bolting and crisscrossing. 3. Demonstrate tie and dye materials on wooden bolt or crossed iron. 4. Displayed finished work or articles. | 1. Participates in discussion. - Observe and touch materials for tie and dye. 2. Practices tie and dye materials on wooden bolt or crossed iron. 3. Displayed work. | 1. Raffia ropes. 2. Nylon twine. 3. Flat iron rod. 4. Assorted dye stuff. 5. Chemicals e.g. Caustic soda and hydrosulphit 6. Water 7. 100% cotton fabric. 8. Rubber hand gloves. | Students to: 1. explains the meaning of tie and dye using wooden bolt or crossed iron. 2. mentions materials for bolting and crisscrossing in tie and dye. 3. tie and dye materials on wooden bolt and crossed iron. 4. displayed finished work. |
| 3-4 | | Students should be able to: 1. explains the uses of the materials and tools for bolting and crisscrossing. 2. tie and dye materials or fabric on wooden bolt or crossed iron. | | | | | |
| 5-6 | Fabric design by bleaching. | Students should be able to: 1. state the meaning of bleaching. 2. state different type of bleaching. 3. list materials for bleaching. | 1. Meaning of bleaching. 2. Types of bleaching. 3. Materials and tools for bleaching. | 1. Explains the meaning of bleaching. 2. Explains different types of bleaching. 3. Displayed materials and tools for bleaching. | 1. Listen and participates. 2. Observe and touch materials for bleaching. 3. Create design to be transferred on fabric. | 1. Coloured shed or brocade (100% pure cotton). 2. Jik/ Parazone 3. Caustic soda mixed with hydrosulphite 4. Carbon paper. 5. Atomizer. 6. foam etc. | Students to: 1. explains the meaning of bleaching 2. name two bleaching materials. 3. describe the process of making design with bleaching. |

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| | | | | TEACHER | STUDENTS | | |
| 7-8 | | Students should be able to: make the basic design on paper. | 1. Drawing of design on paper. 2. Transfer of design and fabric (colour). | Draws design on fabric. | Transfer design on fabric by tracing or direct from cut out stencil. | | Students to: create design, transfer design on fabric and apply bleaching solution. |
| 9. | | Students should be able to: transfer design on coloured materials or fabric | Application of jik or parazone on design. | Apply jik and fabric via design areas on coloured fabric. | Apply jik or parazone on design areas. | | Students to: displayed finished work. |
| 10. | | Students should be able to: apply bleaching solution on area of design | | Finished and displayed work or articles. | Finished bleaching process on fabric. 2. Iron fabric and display | | Students to: displayed finished work. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**PRINTING CRAFT
SS II
FIST TERM**

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| | | | | TEACHER | STUDENTS | | |
| 1 | Mechanical composition I | Students should be able to: (1) state the safety rules in a mechanical composition room. (2) describe mechanical composition in letter assembly. | (1) Safety rules in mechanical composition room. (2) Mechanical composition as old method of generating image. | (1) Highlights the safety rules in a mechanical composition room. (2) Compares the layout of the two systems | (1) Learn the safety rules in a mechanical composing room. (2) Compare the layout of the systems. | (1) Text books (2) Pictures of mechanical composing room (3) Keyboard (4) Caster | Students to: (1) mention the rules of mechanical composing room. (2) describe the mechanical composition of assembly. |
| 2 | Mechanical composition II | Students should be able to: (1) list 3 accessories each of mono type and linotype machines, mentioning their roles. (2) discuss the difference between a monotype and linotype machine. | Types and components of mechanical composition machine monotype linotype materials accessories and their uses. | (1) Explains the composing method with reference to keyboard and casters. (2) Discusses the principles and types of mechanical composition describing the components of each type. | (1) Discuss the principles of linotype circulatory matrices (2) Identify | (1) Die case (2) Paper ribbon (3) Molten cooling system (4) Pipes | Students to: (1) enumerate accessories and their functions for monotype machines (2) differentiate between a monotype and linotype machine. |
| 3 | Strike on composition | Students should be able to: (1) identify the typewriting as method in letter assembly (2) type to produce a justified script. | (1) Impart generating source for reproduction (2) Image generating source for reproduction. | (1) Refers to image character system of image generating system. (2) Explains the use of the typewriter and its accessories (3) Guides students in justification method. | (1) Learn to use the typewriters (2) Justified script. | (1) Pictures of typewriters (2) Correcting fluid (3) Paper. | Students to: (1) identify a typewriter (2) set the machine and type a justified script. |
| 4 | Photo composition | Students should be able to: (1) state the meaning of photo composition (2) principles of photo composition | (1) Meaning of photo composition (2) Principles of photo composition. | (1) Explains photocomposition. (2) Enumerates the safety rules photo composing and highlights the hazards. | Learn and observe safety rules in photo composing industry. | (1) Text books (2) Paper/Bromide | Students to: (1) define photo composition (2) make an outline of the principles of photo composition. |

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| 5 | Photo composition 2 | Students should be able to: (1) identify safety rules in photo composition (2) state components of photo composing machine. | (1) Safety rules in photo composition. (2) Components of photo composing machine. | Displays the components of the photo composing machine and guide students to identify them. | Study the components of photo composing machine and their accessories. | (1) Picture of photo composing machine (2) Real machine (where available) | Students to: (1) state the safety rules in photo composition. (2) list the components of photo composing machine. |
| 6 | Layout planning 1 | Students should be able to: (1) define lithography layout planning (2) explain the processes of layout planning for film making. | (1) Layout planning for film assembly. (2) The negative positive film. | (1) Explains the processes of layout planning for film making. (2) Familiarizes students with tools, materials and equipments for layout planning for film assembly. | (1) Make measurement of sheet. (2) Mark and rule the sheet. (3) Identify gripper's margin. | (1) Text books (2) Negatives (3) Masking Brown paper. (4) White tape (5) Pencil (6) Biro (7) Red tape (8) Brushes. | Students to: (1) define lithography layout planning. (2) describe the process of layout planning for film making. |
| 7 | Layout planning | Students should be able to: list some materials tools and equipments for layout planning in a chronological order. | (1) The Negative positive Film. (2) Discusses the procedures in chronological order for layout planning for film assembles. (3) Shows students how to: (a) Examine the negative for pinholes (b) Determine emulsion and non emulsion side of the negative. | (1) Locates the margin and position of the film negative on the sheet. (2) Following the teacher's instruction, carry out the activities (a-f) in No 4 of teacher activities. (c) Slides the negative onto masking sheet (e) Tapes the negative on to the planning sheet. (f) Opaque the negative ready for exposure of plate making. | (1) Locate the margin and position of the negative on the sheet. (2) Following teacher instruction carryout the activities (a-f) in No 4 of teacher activities. | Tools and equipments - Light table - Glass top table - Stripping knife. | Students to: carryout procedure for layout planning in a chronological order. |

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| 8 | Film making process camera 1 | Students should be able to: (1) define the darkroom. (2) enumerate the safety rules in the darkroom. | (1) Darkroom - Definition - Qualities - Functions | (1) Explains the operational safety environment in the darkroom. (2) Displays the safety rules in the darkroom. (3) Shows students the equipments and materials for film making. | (1) List and observe t5he safety rules in darkroom. (2) Discuss and list the materials for film making stating equal use. | Pictures. Text books, films chemicals. Original at work, Beakers, Funnels, Darkroom timer and safety light. | Students to: (1) define the darkroom (2) enumerate 5 safety rules in the darkroom. |
| 9 | Film making process camera 2 | Students should be able to: (1) describe a process camera. (2) state the qualities of a good art work for reproduction. | (1) Safety rules in the darkroom (2) Equipment and materials for film making. (3) Original art work. | (1) Explains the functions of important parts of a process camera. (2) Explains different types of original art works. | Discuss different types of original art work and equipment pail contact screen. | Thermometers process camera contact printing frame, fiberglass. Developing sink, stainless steel sink, Mixing tools. | Students to: (1) describe a process camera. (2) state the qualities of a good art work for reproduction |
| 10 | Offset lithographic machine printing I | Students should be able to: (1) state the safety precautions in an offset workshop (2) enumerate the maintenance procedures for an offset machine. | (1) Safety offset workshop (2) Maintenance of offset machine. | (1) Revises safety rules in a lithographic workshop. (2) Displays the maintenance chart for oiling and lubrication of lithographic machine. | (1) Study the displayed safety rules (2) Lubricate the bearing and recommended oil level in the blower pump jars weekly. | Safety and maintenance posters. | Students to: (1) state the safety precautions in an offset workshop outline. (2) describe offset lithographic machine printing. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| 1 | Offset lithographic machine printing II | Students should be able to: (1) define lithographic printing (2) describe the major systems of the lithographic machine. | Lithographic printing: - definition - brief history | (1) Discusses lithographic printing tracing the history from Lois senefelder through invention in 1798 to discovery offset chemical printing by Ira Rubel in 1905 (2) Explains the configuration of lithographic machine. | (1) Check the rollers for proper setting. (2) Define lithographic printing. (3) Study the characteristic of the images source. | (1) Textbooks (2) Offset machines paper. (3) Ink. | Students to: (1) outline maintenance procedures in an offset machine (2) define lithographic printing. |
| 2 | Offset lithographic machine printing III | Students should be able to: (1) explain techniques of offset printing (2) work with offset machine | Major systems offset printing techniques. | (1) Teaches students the process of plate mounting (2) Demonstrates different methods of machine adjustments. (3) Teaches students operation explaining and demonstrate each process. (4) Describe the paper feeling system and it's components (5) Demonstrates the paper feeding process. | (1) Practice plate mounting. (2) Learn all methods of machine adjustments in correcting image position on the sheet during the printing process. (3) Run the press and explain the functions and important parts of the press. | (1) Gasoline (2) Oil (3) Grease (4) Hand gloves. | Students to: describe five major units of a lithographic machine. |
| 3 | Relief printing I | Students should be able to: (1) describe letter press. (2) identify equipments, tools and machines in the letter press. | (1) The letter press equipments and tools. (2) Safety precautions in relief printing. | Highlights the dangerous parts of a relief printing machine and explain necessary safety precautions. | (1) Observe safety rules in the press. (2) Learn how to oil, grease and wash up rollers. | (1) Relief machine (2) Types (3) Spacing materials. | Students to: (1) describe letter press (2) mention ten tools and equipments uses in letter press. |

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| 4 | Relief printing II | Students should be able to: (1) define relief printing and explain the principles of relief printing. (2) list three types of letter press machine. | (1) Maintenance of relief printing machine (2) Relief printing - Definition. | (1) Demonstrates maintenance procedures for a relief machine (2) Discusses the origin from Chinese wood block printing by Johannes Gutenberg (1436-1500) | (1) Narrate the invention of relief printing. (2) List the importance parts of the relief printing machines | (1) Chase (2) Quoin (3) Solvents (4) Oils | Students to: (1) list three machines (2) carryout imposition of 8 pages. |
| 5 | Relief printing III | Students should be able to: 1. undertake the processes in relief printing. (2) Carryout imposition of 4 pages, 6 pages, 8 pages and 16 pages. | (1) Relief printing - Principles - History - Types of relief machines. - Job imposition. | (1) Explains the process of relief printing with three types of letter press machines. (2) Discusses each method of imposition, demonstrates type of paper folding. | Describe the three types of image carriers. | (1) Posters of letter press machines. (2) Pictures of printing press. | Students to: (1) define relief printing (2) explain the process with letter press machines. |
| 6 | Gravure printing (Intaglio) | Students should be able to: (1) explain the concept of gravure printing. (2) describe three types of gravure image carriers. | (1) Origin and concept of Gravure printing. (2) Image carriers for Gravure printing and types. | (1) Explains the origin of gravure printing among Italians. (2) Discusses the method of printing (from a surface etc had below the image carriers) | Mention three types of image carriers | (1) Samples of gravure image carriers. (2) Products from gravure printing. | Students to: (1) explain the concept of gravure printing. (2) name three types of gravure image carriers. |
| 7 | Gravure printing (Intaglio) | Students should be able to: (1) mention three advantages of gravure printing (2) list five products from gravure printing. | (1) Advantages and disadvantages of gravure printing products from gravure printing. (2) Products from printing. | (1) Describes the advantages of gravure printing. (2) Enumerates the products of gravure printing. | Discuss the various method of gravure printing. | (1) Colour adverts (2) Magazines (3) Packaging (4) Brochures (5) Labels (6) Hand bags (7) Upholstery | Students to: (1) mention three advantages and two disadvantages of gravure printing. (2) list three products from gravure printing. |

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| 8 | Flexographic printing I | Students should be able to: (1) define flexographic printing. (2) distinguish flexographic printing from other machine printing. | (1) Concept of flexography (2) Flexographic image carriers | (1) Explains flexography (2) Shows pictures of flexography if images carrier is unavailable. | (1) Define flexography (2) Explain flexography. | (1) Text books (2) Pictures of flexographic machines. | Students to: (1) define flexography (2) name five products of flexography printing. |
| 9 | Flexographic printing II | Students should be able to: name three products of flexographic printing. | Products of flexographic printing. | Discusses products of flexographic printing e.g. cellophane bags - Pharmaceutical packages - Fold packaging products. | Discuss the importance of flexographic printing to packaging industry. | (1) Poster of flexographic image carriers (2) Samples of products with flexographic printing. | Students to: distinguish between flexographic and other printing machines |
| 10 | PRINTING PRACTICAL | | | | | | |
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| 1 | Photographic screen making I | Students to be able to: (1) prepare a screen using silk or organdie. (2) expose the screen with gelatin solution in sunlight. | (1) Making a screen photographically and making design on the screen. Blocking of design. (2) Coating of screen with gelatin and sensitizer solution. | (1) Uses silk to make a photographic screen. (2) Leads students make designs on the tracing paper and print design with black poster. | (1) Watches and imitates (2) Make designs on screen | (1) Silk or (organdie screen) gelatin (2) Potassium dichromate plate. (3) Glass (4) Board. | Students to: (1) prepare a screen with organdie or silk material (2) make ready for printing photographic screen. |
| 2 | Photographic screen making II | Students should be able to: (1) make a complete photographic stencil. (2) explain the process of photographic screen making | (1) Method of stocking design to plate glass. (2) Exposing the pile (screen, design and plate glass in strong sunlight) (3) Washing away the gelatin with warm water. | (1) Leads students stuck design to screen with glass plate and board. (2) Leads students expose the pile of stuck design to sunlight. | (1) Watch teacher (2) Wash and demonstrate. | (1) Sunlight squeegee (2) Tracing paper (3) Block paint (opaque) (4) Darkroom. | Students to: expose the screen with gelatin solution in strong sunlight. |
| 3 | Image reproduction I | Students should be able to: (1) moose the squeeze once on the light amount of dye/ink. (2) list the materials of image reproduction. | Making points with the screen. | Leads students to move squeegee once on the street using the right quantity of dye/ink. | Hold screen on paper and move the squeegee with the teacher. | (1) Silk or (organ diet screen) plate, (2) Glass (3) Board (4) Sunlight squeegee. | Students to: move the squeegee with the light amount of dye/ink. |
| 4 | Image reproduction II | Students should be able to: make reproduction of design using the screen. | Reproduction of design. | Leads students to make reproduction of the design using the screen. | Demonstrate making reproduction or prints. | (1) Tracing paper (2) Black paint (opaque) (3) Poster. | Students to: make reproduction of the design with the screen. |

**PRINTING CRAFT
SS II
THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENTS | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5 | Types of binding I | Students should be able to: state the binding of book binding | Book binding - Meaning - Purpose - importance (2) Types of binding (a) Pamphlet binding (b) Perfect binding (c) Padding. | (1) Discusses the meaning, purpose of book binding (2) Describes the 5 types of binding briefly viz: a-e of contents 2. | Ask questions on book binding and print finishing. | Text books | Students to: (1) state the importance of book binding (2) state 5 types of book binding. |
| 6 | Types of binding II | Students should be able to: (1) mention types of book binding (2) explain print finishing. | (1) Types of edition case binding (2) Loose sheet binding. (3) Print finishing: - measuring - importance | (1) Explains print finishing and it's importance (2) Demonstrates print finishing. | Discuss and compare the different types of book binding | Samples of different types of book binding. | Students to: (1) mention 5 types of book binding. identify the differences in the wood block printing and relief printing (2) explain print finishing. |
| 7 | Perfect building I | Students should be able to: (1) recognize perfect building. (2) differentiate between perfect building and other types of building. | (1) Concept of perfect building. (2) Importance of perfect building. | (1) Displays books with different kinds of binding and describe the distinguishing features of perfect building (2) Shows students materials, tools and equipments for perfect building. | (1) Read about perfect building (2) List the importance of perfect building. | (1) Paper (2) Building tools and equipments. | Students to: (1) define perfect building. (2) differentiate perfect building and other types of building. |

**PRINTING CRAFT
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THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENTS | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 | Perfect binding II | Students should be able to: (1) enumerate the advantages of perfect binding. (2) illustrate perfect binding. | Process of perfect binding. Define perfect binding. | (1) Demonstrates the procedures of perfect binding (2) Guides students to carryout perfect binding. | Following the teacher's instruction carryout perfect building. | Perfect binding machine. | Students to: (1) mention 3 advantages and 2 disadvantages of perfect binding. (2) carryout perfect binding. |
| 9 | Pamphlet binding I | Students should be able to: (1) explain pamphlet binding (2) describe the stages/processes of pamphlet binding. | (1) Pamphlet binding. (2) Process of pamphlet binding. | (1) Explains /describes pamphlet binding. (2) Demonstrates pamphlet binding. | (1) Discuss the process of pamphlet binding (2) Carryout the following: - cutting and folding of papers. - collating - stitching. | (1) Paper (2) Scissors | Students to: (1) explain pamphlet binding. (2) describe the processes of pamphlet binding. |
| 10 | Pamphlet binding II | Students should be able to: carryout pamphlet binding procedures. | Importance of pamphlet binding. | Assesses and score students pamphlet on display. | Display your finished pamphlet. | (1) Stitching machine (2) Guillotine | Students to: carryout pamphlet binding procedure. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

COSMETOLOGY
SS II
FIRST TERM

SUB-THEME: FACE AND BODY CARE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------|---|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Feet and hands | Students should be able to: 1. explain and show them the feet and hands 2. state ways of caring for the feet 3. mention ways of taking care of the hands | 1. Feet and toes 2. Hands and fingers 3. Mention ways taking care of the feet and hands | 1. Guides students in the discussions 2. Copies chalk board summary on the board for students to copy down | 1. Participate actively in class discussion 2. Copy down chalk board summary | Real objects (feet and hands) | Students to: 1. mention how many toes and fingers we have 2. how many finger and toe nails. 3. explain two ways of taking care of the feet and hands |
| 2 | Feet and hands (massaging) | Students should be able to: 1. state the reason for massaging of feet. 2. state reasons for wearing good shoes | 1. Massaging of feet 2. Reasons for wearing good shoes | 1. Explains massaging of feet 2. Reasons for massaging of feet. 3. Copies chalk board summary on the board | 1. Participate in class discussion 2. Ask and answer question 3. Copy down chalk board summary | 1. Pumice sterner massaging creams. 2. Pictures of various types and styles of shoes, poster in good shoes | Students to: 1. list two disorders of toes, feet and hand 2. explain how to massage the feet |
| 3. | Feet and hands (care) | Students should be able to: 1. practice the complete massaging of feet and toes. 2. care of the hand (massaging) | 1. Complete massaging of: - feet - hand - application of oil and use of hand lotions 2. List common toes feet and hand disorders | 1. Guides students in the discussions 2. Writes the chalk board summary on the board | 1. Take part in class discussions 2. Copy down notes | Pictures and charts | Students to: 1. carry out techniques for caring of feed and hands on a volunteer 2. mention two materials for the care of feet and hands |

COSMETOLOGY
SS II
FIRST TERM

SUB-THEME: FACE AND BODY CARE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4. | Feet and hands (diseases and nail disorders) | Students should be able to: 1. explain manicure and pedicure 2. mention tools for both manicure and pedicure 3. list all diseases and nail disorders | 1. Meaning of manicure and pedicure 2. Tools for manicuring and pedicure - nail buffer - clippers - scissors - file or emery board - nail polishes | 1. Mentions the names and uses of the tools 2. Explains how work manicure and pedicure effectively | 1. Participate attentively 2. Ask and answer questions | Real objects and pictures | Students to: 1. mention four tools used for manicure and pedicure 2. state their uses. |
| 5. | Feet and hands (guidelines for choosing foot wears) | Students should be able to: 1. list diseases and nail disorders 2. mention common problems of the feet 3. state guide lines for choosing foot wear | 1. Mention diseases and nail disorder - athlete's foot - calluses - corns etc. 2. Guidelines for choosing feet wear | 1. Lists the various foot problems 2. Guides students on the discussion | 1. Listen attentively to the teacher 2. Ask and answer question | Picture charts and video clips | Students to: 1. mention two common feet problems 2. state three guidelines for choosing foot wear |
| 6 | Feet and hands (importance of keeping them clean) | Students should be able to: 1. state the advantages for regular washing of hands 2. importance of clean hands and feet. | 1. State the advantages of clean hands and feet 2. Mention the importance of clean hands and feet | 1. Guides students to discuss actively in class 2. Writes chalk board summary on the body 3. Invites a resource person | 1. Participate actively in class 2. Copy down chalk board summary | Picture charts | Students to: 1. mention two advantages of regular washing of hands and feet. 2. state three importance of clean feet. |

COSMETOLOGY
SS II
FIRST TERM

SUB-THEME: FACE AND BODY CARE

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7. | Skin (structure) | Students should be able to: 1. define/explain the meaning of skin 2. draw and label the structure of the skin. | 1. Explain the meaning of skin 2. Draw the structure of the skin 3. Label the parts of the skin | 1. Defines skin 2. Draws and labels parts of the skin | 1. Define skin 2. Draw and label skin 3. Listen to the teacher attentively 4. Ask and answer questions | Charts, pictures | Students to: 1. define skin 2. names three parts of the skin 3. draw the structure of the skin. |
| 8. | Skin (types and functions) | Students should be able to: 1. list the types of skin 2. mention the functions of the skin | 1. Mention the types of skin 2. Mention the functions of the skin | 1. Lists the various types of skin 2. Guides students in the discussion 3. Write the chalk board summary on the board | 1. List the various types of skin 2. Take active part in the class discussion 3. Write down notes into their books | Charts, pictures and video clip | Students to: 1. list three types of skin 2. mention four functions of skin |
| 9 | Skin (care) | Students should be able to: 1. state ways of caring for the skin 2. list some skin care products and steps in application | 1. Ways of caring for the skin 2. Mention products for taking care of the skin | 1. Demonstrates ways of taking care of the skin 2. Mentions skin care products | 1. Listen attentively to the teacher 2. Take part in the discussion 3. Copy down chalkboard summary | Charts and pictures | Students to: 1. explains three ways of taking care of the skin 2. list three skin products |
| 10 | Skin (common problem) | Students should be able to: 1. explain skin defects 2. mention common skin problems 3. treatments for skin problems | 1. Skin care 2. Skin care products 3. Common skin problems and treatments | 1. Lists some skin care products 2. Lists common skin problems 3. Mentions corresponding treatment | 1. Listen attentively 2. Copy notes 3. Identify common skin problems 4. Carry out simple treatment | Charts pictures and real objects | Students to: 1. carry out sink treatment on a volunteer 2. mention two skin defects 3. explain how to carry out treatment. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

COSMETOLOGY
SS II
SECOND TERM

SUB-THEME: GENERAL SAFETY PRECAUTIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Colour wheel/CH ART | Students should be able to: 1. classify colours 2. name the primary colours 3. name the secondary colours 4. mention the neutral colours 5. draw a colour wheel/chart. | 1. Classification of colour - primary colour - secondary colour - neutral colours - tertiary colour - intermediate colour - complementary 2. Colour wheel/chart | 1. Draws and explains a colour wheel/chart 2. Demonstrates the combination of create new ones. | 1. Participate in class discussion 2. Draw a colour wheel/chart 3. Practice combination of colour on drawing books using poster colours | Poster colours, charts brutes, pencils, cardboard sheets etc. | Students to: 1. make a colour wheel poster. 2. practice combination of colour |
| 2. | Colour wheel/CH ART | Students should be able to: 1. state characteristic of colour 2. demonstrate colour combination. | 1. Draw colour wheel charts 2. Differentiate between primary and secondary colours | 1. Explains the classes of colour 2. Mentions the characteristics of colours 3. Guides students discussion. | 1. Listen to teachers explanation 2. Ask and answer questions | Charts, pictures | Students to: 1. make a colour wheel 2. differentiate between secondary, primary, neutral and tertiary colours. |
| 3. | Rules of personal hygiene | Students should be able to: 1. explain what personal hygiene is 2. explain what good grooming is | 1. Personal hygiene (definition and meaning) 2. Good grooming 3. Good grooming materials. | 1. Explains good grooming 2. Identifies good grooming materials | 1. listen attentively 2. identify good grooming materials | Charts posters showing well groomed cosmetology | Students to: 1. explain personal hygiene 2. list three good gloominess materials. |

COSMETOLOGY
SS II
SECOND TERM

SUB-THEME: GENERAL SAFETY PRECAUTIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4. | Rules of personal hygiene | Students should be able to: 1. list and identify grooming materials 2. describe the appearance of a well groomed cosmetologist | 1. Enumerate the appearance of a well groomed cosmetologist 2. Characteristics of grooming (daily bath, daily teeth care etc) | 1. Displays pictures of well groomed cosmetologist 2. Guides students discussion 3. Lists grooming materials | 1. Practice good grooming 2. Copy down notes | Posters showing well groomed cosmetology | Students to: 1. make an album of well groomed cosmetologist. 2. demonstrate the use of grooming materials |
| 5. | Sterilization (types and functions) | Students should be able to: 1. define sterilization 2. list the various types of sterilization 3. mention the functions of sterilization | 1. Meaning of sterilization 2. Types 3. Functions of sterilization | 1. Defines sterilization 2. Guides students in the discussion 3. Copies down the chalk board summary | 1. Define sterilization 2. Observe video film 3. Copy down notes 4. Ask questions and answer | Sterilizes video clips etc. | Students to: 1. define sterilization 2. list types of sterilization 3. mention four functions of sterilization |
| 6. | Sterilization (methods) | Students should be able to: 1. list methods of sterilization 2. mention the differences in the various methods | 1. Methods of sterilization. 2. Materials for sterilization 3. Differences in each of the methods | 1. Guides students discussion 2. Writes down chalk board summary 3. States methods of sterilization | 1. Observe video film and sterilization practice 2. Ask and answer question | Sterilizes washing pan buckets etc. | Students to: 1. list three methods of sterilization 2. differentiate between each of the methods. |
| 7 | Sterilization (materials) | Students should be able to: 1. list materials for sterilization 2. carry out sterilization of items | 1. For sterilization 2. Processes of sterilization | 1. Visits shops, markets and departmental stores 2. Compiles a list of chemicals for sterilization 3. Carries out sterilization according to the manufactures instructions 4. Invites resource person | 1. Listen attentively to the resources person 2. Ask and answer question 3. Copy down chalk board summary | Needles combs brushes ultraviolet rays etc. | Students to: 1. list five materials for sterilization 2. sterilize at least five items |

**COSMETOLOGY
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SUB-THEME: GENERAL SAFETY PRECAUTIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | First Aid (definition & content) | Students should be able to: 1. define first Aid 2. state the importance of first Aid 3. list the content of a first aid box | 1. First Aid (define) 2. Importance of first Aid box 3. Content in a first aid box e.g. - bandage, plaster iodine, spirit etc. | 1. Displays a first Aid box 2. Demonstrates how to use each content. 3. Administers first aid on a volunteer | 1. Identify first Aid materials 2. Practice administering first Aid 3. Copy down chalk board summary | First Aid box, charts showing first aid procedure | Students to: 1. define first aid 2. list four content of a first aid box 3. mention three importance of a first aid box |
| 9 | First Aid (uses) | Students should be able to: 1. explain the uses of first aid materials 2. use first aid materials | 1. First aid treatments for cuts 2. First aid treatment for burns | 1. Explains the use of each of the first aid materials 2. Arranges a video film on first aid content and uses. 3. Invites a resource person | 1. Watch video clips and note the content aid processes of first aid treatment. 2. Listen attentively to the teacher | Some first Aid materials Dummy video clips | Students to: 1. explain the uses of four first aid materials 2. show how first aid is administered to someone with burns |
| 10 | Treatments of hair loss | Students should be able to: 1. explain the term "hair loss" List types of hair chemicals 3. state preventive measures | 1. Hair los 2. Reasons for hair loss (old age poor scalp, conditions etc) | 1. Explains briefly the meaning of hair loss 2. States the reasons for hair loss | 1. Define hair loss 2. Give more reasons for hair loss 3. Identify treatment for hair loss | Display simple materials for hair loss | Students to: define hair loss name two types of hair loss |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

COSMETOLOGY
SS II
THIRD TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|---|--|----------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Treatments of hair loss (types and causes) | Students should be able to: 1. identify types of hair loss 2. mention reason for hair loss 3. enumerate tips of the prevention of hair loss | 1. Prevention of hair loss 2. Treatment of hair loss | 1. States some preventive measures of hair loss. 2. Displays charts showing different types of hair loss | 1. Carry out treatment on a volunteer 2. Draw different types of hair loss in the note | Charts, film showing hair loss | Students to: 1. state preventive measures. 2. demonstrate treatment of hair loss |
| 2. | Tinting and colouring of hair | Students should be able to: 1. classify hair colours 2. list and identify the instruments or materials used for colouring | 1. Define hair colouring 2. Types of hair colouring 3. Tools and instatements used for hair colouring | 1. Explains the term colouring 2. Displays the different colours used for hair colouring | 1. Define colouring tinting 2. visit beauty saloon to identify some colouring products | Hair colours bowls | Students to: 1. distinguish between types of hair colouring 2. colour the hair of a volunteer |
| 3. | Tinting and colouring of hair | Students should be able to: 1. identify materials used for hair colouring 2. select the correct shade or colour to suit a client 3. apply hair colouring and tinting on a patron client | 1. Selection of the correct colour or shade for the hair 2. Practical hair colouring | 1. Explains the difference between temporary, semi-pavement and permanent colouring 2. Demonstrates hair colouring tinting on a volunteer. | 1. Select the correct colour or shade to suit a client 2. practice the right procedure of applying hair colouring on a volunteer. | Towels Apron protective gloves | Students to: 1. identify and lest five colouring products. 2. carry out colouring of hair on a volunteer. |
| 4. | Chemical hair relaxers | Students should be able to: 1.explain the term “chemical relaxer 2. list types of chemical relaxer 3. identify chemical relaxer | 1. Chemical hair relaxer. 2. Types of hair relaxer (cold wave, text risers etc. | 1. Explains chemical hair relaxers 2. Names types of relaxer | 1. List attentively 2. Explain chemical hair relaxers 3. Copy down notes | Shampoo comb/brushes hand grouse | Students to: 1. explain the term chemical relaxers 2. list two types of hair relaxers. |
| 5. | Chemical hair relaxer | Students should be able to: 1. state tips for purchasing hair relaxers 2. state procedures in applying chemical hair relaxers. | 1. Purchasing tips on relaxers. (NAFADC NO Expiration Date). 2. Produce for chemical hair relaxing. | 1. Lists purchasing tips. 2. States chemical hair relaxing procedures. | 1. Copy out purchasing tips. 2. Take part actively in the discussion. 3. Copy down notes from the board. | Meck Strip Hand gloves etc. | Students to: 1. make a chart showing the stages of chemical hair relaxing. 2. mention two tips for the purpose of chemical hair relaxing. |

COSMETOLOGY
SS II
THIRD TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6. | Chemical hair relaxers. | Students should be able to: 1. list tools and materials for chemical hair relaxers. 2. list useful hints in chemical hair relaxing. 3. carryout hair retouching on a dummy. | 1. Chemical hair relaxers materials. - comb - Shampoo - Petroleum base. - Hair conditional - Protective gloves 2. Guidelines for relaxing hair. | 1. Carryout practical demonstration on a dummy. 2. Practical's demonstration on a volunteer. 3. Writes chalkboard summary on the board. | 1. Practice how to apply chemical hair relaxer in groups on a dummy. 2. Take part in the practical work. 3. Write down notes. | Petroleum Base Washing basin and water. | Students to: 1. list three tools and materials for relaxing. 2. carryout strand testing of hair. 3. carryout hair retouching on a dummy. |
| THEME: FACE AND BODY CARE | | | | | | | |
| 7. | Facial defects and treatments | Students should be able to: 1. explains the meaning of facial defects 2. explains the differences between wrinkles, acne and pimples. 3. name materials/tools used for facial defects. | 1. Facial defects - Wrinkles - Acne - Pimples. 2. Differentiate between wrinkles, acne and pimples. 3. List material/tools for facial defects. | 1. Explains the term. 2. Differentiates between the terms 3. Outlines different facial defects. 4. Writes down chalkboard summary. | 1. Explains and differentiate between the three terms. 2. Participates actively in the discussion. 3. Copy down notes. | Facial treatment Charts Pictures. | Students to: differentiate between the following Acne, Wrinkles and pimples. |
| 8. | Facial defects and treatment | Students should be able to: 1. name facial defect treatment. 2. recommend treatment for enhancing facial looks. | 1. Treatment for facial defects 2. Recommendations for facials treatments (avoid too much intake of oily foods etc. | 1. Lists treatment materials. 2. Applies facial treatments on a dummy/volunteers. | 1. Apply and practice facial treatment on a volunteer. 2. Practice facial aerobics 3. Copy chalkboard summary into their notes. | Pictures on facial aerobic and facial defects. | Students to: 1. state two methods of treating facial problems. 2. carryout two facial aerobics. 3. list three facial treatment materials. |

COSMETOLOGY
SS II
THIRD TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9 | Application of facial make up. | Students should be able to: 1. explains what make up is. 2. give reason for facial make ups 3. name types of facial make ups. | 1. Meaning of facial make-up. 2. Reasons for facial make up 3. Facial make-up - Base foundation - Loose powder - Lip sticks. - Eye pencils. 3. Application of facial make-up. - Cleansing - Moisturizing - Foundation - Concealer - Eye shadows etc | 1. Mentions types of facial make up. 2. Displays make up materials. 3. Demonstrates steps of makeup application on dummy or volunteers. 4. Lists the make - up tools. | 1. Identify makeup materials. 2. Practices the use and stages of the different make-up materials. 3. Practices the maintenance of make -up tools. | Cleaner Foundation powder Brush | Students to: 1. mention three types of facial make-up. 2. state two reason for facial make-up. 3. explains at least four procedures of make-up application. |
| 10 | Application of facial make-up | Students should be able to: 1. enumerate the stages of facial make-up application. 2. identify make-up items/implements. 3. treat and maintain tools for make-up. | 1. Make-up materials. - Brush, facial mask, foam, face towel etc. 2. Reason for facial make-up (beautification, concealing, facial defects etc. 3. Maintenance of implements (proper storage, sterilization etc. | 1. Explains the treatments/maintenance of make-up tools. 2. Outline the methods of sterilization. 3. Write down chalkboard summary. | 1. List cosmetic stores to make - List of facial make-ups 2. Make albums of models wearing good facial make-ups. | Make-up kit Toner exfoliate | Students to: 1. Identify make-up items. 2. Practice the stages of make-up on a dummy or volunteers. 3. Practice proper storage of make-up tools and materials. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

PHOTOGRAPHY
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCE | EVALUATION GUIDE |
|-------------|-------------------------------------|--|---|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Portraiture | Students should be able to shoot portraits. | Portraits of: - a child - an adult - group | Guides students on shooting portraits. | Shoots portraits of different subjects. | Camera film. | Students to: Explain their experiences in shooting portraits. |
| 2 | Frame making | Students should be able to produce picture frames. | Photographs frames of all sizes. | Directs students on the production of frames. | Watch and listen to teacher: - organize group | 1. Wood 2. Chisel 3. Saw/Nails 4. Hammer 5. Wood Polish | Students to explain the process of making wooden frames. |
| 3 - 4 | Mounting and framing of photographs | Students should be able to mount and frame photographs. | i. mounting ii. framing iii. lamination | 1. Explains the processes of: - mounting - framing - lamination 2. Demonstrates mounting, framing and lamination of photographs. | Experiment: - mounting using cardboard - framing using frame, glass and board. | Photographs frame Frame glass board | Students to explain two methods of preserving photographs. |
| 5 | Composition | Students should be able to explain the elements of composition. | Element of composition - line - shape - tone - colour | Discusses the elements of composition. | Identify elements of composition from different photographs. | Photographs | Students to: list and explain four elements of composition. |
| 6 - 7 | Nature study | Students should be able to shoot photography from nature. | i. plants ii. Animals iii. landscape | Guides students on shooting photographs from nature. | Shoot different subjects from nature. | 1. Camera 2. Film 3. Tripod | Students to explain their outdoor experiences. |
| 8 - 9 | Still life | Students should be able to: Shoot photographs from still life subjects. | i. arranged house hold utensils. ii. arranged fruits. | Guides students on shooting photographs from still life. | Shoot different still life subjects. | 1. Camera 2. Film | Students to explain their experiences in shooting still life subjects |
| 10 | Excursion to a photography studio | Students should be able to: narrate field trip experiences acquired from a photographic. | Excursion to a photographic studio. | Leads students to an established photography studio. | Ask relevant questions on the practice of photography. | 1. Camera 2. Notebooks 3. Photographs. | Students to write a report on the excursion. |
| 11 -12 | REVISION AND EXAMINATION | | | | | | |

**MINING
SS II
FIRST TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Importance of mineral to man | Students should be able to: explain the importance of minerals to man, industries as store of wealth etc. | Importance of minerals to: a. man b. industries c. as store of wealth etc. | Explains the importance of minerals to man, industries etc. | 1. Participate in class discussions. 2. Ask questions. | Mineral samples products derived from minerals. | Students to: enumerate the various importance of minerals to man, industries etc. |
| 2 | Importance of minerals to national economy | Students should be able to: state importance of minerals in; a. revenue generation b. employment c. political influence etc. | 1. Importance of minerals to national economy 2. Revenue generation, employment. 3. Political influence 4. Foreign exchange etc. | Explains the importance of minerals to the development of a country. (Emphasis on Nigeria). | Participate in class discussions. | Charts showing mineral exports or imports. | Students to: mention the importance of minerals to the development of Nigeria. |
| 3 | Mining activities in Nigeria | Students should be able to: 1. enumerate major mining activities in Nigeria. 2. describe artesian and small-scale mining. | 1. Major mining; a. tin mining (e.g. in Jos) b. coal mining (e.g. Enugu), c. iron ore mining (e.g. Itakpe). d. zinc/lead/copper mining. e. gold mining e.g. (Ilesha) 2. Quarrying etc. 3. Artesian and small scale mining. | 1. Explains mining activities in various parts of Nigeria. 2. Discusses artesian and small-scale mining. | 1. Participate in class discussions. 2. Listens to teacher's explanations. 3. Ask questions | 1. Pictures of mining activities in Nigeria 2. Map of Nigeria showing areas of mining activities. | Students to: 1. identify the where mining activities are done in Nigeria. 2. mention the major minerals mined in Nigeria. |
| 4 | Structure of the earth | Students should be able to: 1. explain the structure of the earth. 2. draw and label the various sub-divisions of the earth; 3. describe the physical and chemical characteristics of the earth. | 1. Structure of the earth 2. Sub-divisions of the earth. 3. Physical and chemical properties of the earth | Explains the structure of the earth using physical and chemical properties. | Participate in class discussions. | 1. Diagrams 2. Models | Students to: 1. describe the structure of the earth. 2. list the physical and chemical properties of the earth's sub-divisions. |

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| | | | | TEACHER | STUDENTS | | |
| 5 | Relative abundance of elements in the earth's crust | Students should be able to: 1. recognize elements in the periodic table; 2. identify the major elements that make up sub-division of the earth; 3. list the natural elemental composition of each sub-division. | 1. The periodic table. 2. Natural elements in the earth's crust. 3. Chemical composition of the earth's crust. | 1. Uses the periodic table to explain the elements in the earth's crust, significance of the periodic table. 2. Explains the distribution of chemical elements in the earth. | 1. Listen to explanations 2. Ask questions. | 1. Diagrams 2. Periodic table. | Students to: 1. explain the significance of the periodic table. 2. differentiate the various layers of the earth's crust based on element composition. |
| 6 | Simplified geology of Nigeria. | Students should be able to: 1. outline broadly the geology of Nigeria; 2. describe the major rock units in Nigeria. | 1. Geology of Nigeria. 2. Major rock units in Nigeria. | Guides class discussions on the general geology of Nigeria, list major rock units. | 1. Listen to explanations 2. Ask questions. | Geological map of Nigeria | Students to: 1. describe the geology of Nigeria in a simplified way. 2. mention the major rock units. |
| 7 | Economic minerals potential of Nigeria | Students should be able to: 1. list the 34 economic minerals potential of Nigeria; 2. locate the different minerals mentioned on a mineral map of Nigeria. | 1. The economic minerals potential. 2. Location of minerals on mineral map of Nigeria. | 1. Guides class discussion on: The 34 economic minerals potential in Nigeria. 2. Guides students to locate than on the map. | 1. Participate in class discussions. 2. Locate the 34 minerals on a mineral map of Nigeria. | Mineral map of Nigeria | Students to: 1. mention the major economic minerals in Nigeria. 2. locate the economic minerals on a mineral map of Nigeria. |
| 8 | Collection and collation of geological data | Students should be able to: 1. explain how geological data are collected and processed or collated. 2. identify geological data. | 1. Geological data. 2. Collection and collation | Explains meaning of geological data, guide discussion on how they are collected and collated through field work. | 1. Participate in class discussions. 2. Go on field work to collect and collate data. | 1. Field note book 2. Field visit 3. Materials for collecting data. | Students to: 1. explain the meaning of geological data. 2. describe how data can be collected and collated in the field. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Mine and mill development stage. | Students should be able to: 1. define mine development. 2. explain metallurgical testing; 3. describe mineral processing design. 4. explain mill design. | 1. Definition of development and mine development. 2. Mineral processing design 3. Mill design. | Explains meaning of development and mine development mineral processing design and mill design. | 1. Listen to explanation. 2. Ask questions. | Models of open pit mining access road etc. | Students to: 1. distinguish between development and mine development. 2. explain metallurgical testing. 3. describe a mill design. |
| 10 | Mine development stage. | Students should be able to: 1. define mining as actual exploitation; 2. list unit operations of mining. | 1. Definition of mining as an actual exploitation. 2. Unit operations of mining: a. drilling b. blasting etc. | 1. Explains mining as actual extraction or exploitation 2. Guides discussion on unit operations of mining: drilling blasting etc. | 1. Listen attentively to explanation. 2. Ask questions. | Model of blast design. | Students to: 1. explain the meaning of mining as actual exploitation. 2. list unit operations of mining. |
| 11 | REVISION | | | | | | |
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Mineral processing and mill design stage | Students should be able to: 1. explain the need for mineral processing. 2. list economic benefits of mineral processing. 3. explain the stage of mill design. | 1. Mineral processing 2. Economic benefits of mineral processing 3. Mill design stage. | 1. Explains the concept of mineral processing in mining. 2. Guides class discussions on economic importance of mineral processing, mill design stage. | Participate in class discussions. | 1. Mineral samples. 2. Concentrates and tailings. | Students to: 1. define mineral processing in mining 2. explain three importance of mineral processing. |
| 2 & 3 | Metal extraction from ore stage | Students should be able to: 1. explain how metals can be extracted from their ores. 2. list and describe processes of metal extraction from ores. | 1. Meaning of metal extraction 2. Processes of metal extraction (smelting, pyrometallurgy, hydrometallurgy, electrometallurgy) | 1. Explains how metals can be extracted from their ores. 2. Describes processes of metal extraction. | 1. Listen to teacher's explanation. 2. Participate in class discussions. | 1. Metal ores 2. Metals. | Students to: 1. describe how metals can be extracted from their ores. 2. explain the processes of metal extraction. |
| 4 | Classification of mining methods | Students should be able to: 1. classify the different mining methods. 2. list examples of each type of mining methods. | 1. Classification of mining method 2. Examples of mining methods. | 1. Guides class discussions on various mining methods. 2. Gives examples of mining methods. | 1. Participate in class discussion. 2. Visit mining sites in their locality (if possible). | 1. Diagrams 2. Sketches. | Students to: 1. mention the classes of mining methods. 2. give examples of each type. |
| 5 | Surface mining methods | Students should be able to: 1. explain the meaning of surface mining. 2. describe the features of surface mining. 3. list the different types of surface mining methods. 4. explain the factors that govern selection of surface mining method. 5. define terms used in surface mining. 6. identify equipments used in surface mining. | 1. Meaning of surface mining. 2. Types of surface mining. 3. Factors that govern the selection of surface mining method. 4. Terms used in surface mining. 5. Equipments used in surface mining. | 1. Explains features of rudimentary practices to modern techniques, surface mining methods. 2. Terms and equipments used in surface mining. 3. Takes students to visit mining sites. | 1. Listen to teachers explanation 2. Participate in class discussions. 3. Visit mining sites and write a report mining activities. 4. Draw sketches of surface mining method. | 1. Diagrams 2. Pictures of surface mining methods. 3. Sketches. | Students to: 1. identify types of surface mining. 2. explain the factors used for selection of surface mining methods. 3. mention equipments used in surface mining. 4. mention three disadvantages of surface mining. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Underground mining methods | Students should be able to: 1. explain the meaning of underground mining. 2. describe the features of underground mining. 3. list types of underground mining method. 4. explain factors that guide selection of method. 5. define terms used in underground mining; 6. identify equipments used. 7. state the disadvantages of underground mining. | 1. Meaning of underground mining. 2. Types of underground mining methods. 3. Factors that guide underground mining method. 4. Features of underground mining. 5. Terms used in underground mining. 6. Equipment used. 7. Disadvantages of underground mining. | 1. Explains modern techniques used in underground mining, factors guiding underground mining, the features, terms and equipments used. 2. Guides students to visit underground mining site. | 1. Listen attentively to explanation and ask questions. 2. Participate in class discussions. 3. Visit an underground mining site 4. Observe and write a report 5. Draw sketches of underground mining method. | 1. Diagrams 2. Sketches. 3. Pictures. | Students to: 1. mention types of underground mining. 2. list factors used for selection of underground mining method. 3. explain three disadvantages of underground mining. |
| 7 | Sea-floor mining | Students should be able to: 1. explain the meaning of sea-floor mining. 2. identify the various components of sea-floor mining. 3. describe method used in sea-floor mining. 4. identify mineral resource associated with sea-floor mining; 5. explain the significance of sea-floor mining. 6. state the disadvantages of sea-floor mining. | 1. Meaning of sea-floor mining. 2. Components of sea-floor mining. 3. Method used for sea-floor mining. 4. Resources of the sea. 5. Significance of sea-floor mining. 6. Disadvantages of sea-floor mining. | 1. Describes sea-floor mining and method used. 2. Guides students to identify resources of the sea, importance of sea-floor mining and its disadvantages. | 1. Listen to explanations and ask questions. 2. Participate in class discussion. 3. Draw sketches of the sea-floor. | 1. Diagrams 2. Sketches. 3. Charts. | Students to: 1. explain the term sea-floor mining. 2. mention the component of sea-floor mining. 3. identify the resources of the sea-floor. 4. state the disadvantages of sea-floor mining. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 | Moon Mining | Students should be able to: 1. define the term moon mining. 2. explain method used in moon mining; 3. identify the resource of the moon. 3. state the disadvantages of moon mining. 4. state the significance of moon mining. | 1. Meaning of moon mining 2. Method used in moon mining. 3. Resources of the moon. 4. Disadvantages of moon mining. 5. Equipments used in moon mining. | 1. Explains how mining is done in the moon. 2. Guides class discussions on resources of the moon, equipment used and disadvantages. Play video on mission to the moon. 3. Explains significance of moon mining. | 1. Listen to explanations and ask questions. 2. Watch video on mission to the moon. | 1. Films 2. Video 3. Pictures. | Students to: 1. explain the meaning of moon mining. 2. describe how moon mining is carried out. 3. mention the significance of moon mining. 4. mention of resources of the moon. 5. state the advantages of moon mining. |
| 9 | Mining and its consequences | Students should be able to: 1. list the advantages and disadvantages of mining. 2. suggest possible solutions to problems. | 1. Consequences of mining (advantages and disadvantages). 2. Solutions to problems of mining. | 1. Explains the advantages and disadvantages of mining. Mentions visible examples. 2. Guides students to suggest possible solutions. | 1. Participate in class discussions 2. Visit areas devastated by mining activities. | 1. Pictures 2. Videos etc. | Students to: 1. mention five disadvantages of mining. 2. mention five advantages of mining. 3. suggest solutions to problems of mining. |
| 10 | Major economic mineral | Students should be able to: 1. identify major economic minerals, or ores available in Nigeria. 2. state the uses of these economic minerals. 3. locate where they are found on. | 1. Major economic minerals or ores. 2. Uses of economic minerals in Nigeria. 3. Mineral map of Nigeria. | 1. Guides class discussion on; the major economic mineral or ores in Nigeria and their areas of use. 2. Guides students to locate economic minerals | 1. Listen to explanation 2. Participate in class discussions. 3. Locate economic mineral on mineral map of Nigeria. | 1. Samples of minerals or ores 2. Mineral map of Nigeria | Students to: 1. identify and locate major minerals on map of Nigeria. 2. state the uses of economic minerals in Nigeria. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**MINING
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Properties of minerals employed in mineral processing | Students should be able to: 1. identify properties of minerals employed in mineral processing; 2. explain how these properties are used to process minerals. | 1. Properties of mineral or ores employed in mineral processing. 2. How to use mineral properties to process minerals. | 1. Explains by mentioning the properties of minerals. 2. Guides class discussions on how these properties are used to process minerals. | 1. Listen to explanations. 2. Participate in class discussions | Samples of mineral or ores. | Students to: 1. identify the properties of minerals used in processing minerals. 2. explain how these properties are used to effect separation of minerals. |
| 2 | Main operations in mineral processing | Students should be able to: 1. explain the two main operations in mineral processing. 2. explain the significance of the two main operations in mineral processing. | 1. Main operations in mineral processing (communitation and concentration). 2. The significance or importance of operations in mineral processing. | 1. Guides class discussion on main operations in mineral processing. 2. Explains the significance of -communitation -concentration | 1. Listen attentively to explanations. 2. Ask questions and participate in class discussion. | 1. Samples of minerals 2. Ores and their concentrate | Students to: 1. mention the two main operations in mineral processing. 2. explain the two main operations. 3. explain the significance of communitation and concentration. |
| 3 | Products of mineral processing | Students should be able to: 1. identify the products of mineral processing. 2. define the term middling's. | Products of mineral processing: a. concentrate b. tailing definition of the term middling's | 1. Guides class discussions on products of mineral processing how concentrate and tailing are obtained 2. Defines the term middling's which as an intermediate product. | Participate in class discussions and ask questions. | Concentrate and the associated tailings. | Students to: 1. mention the products of mineral processing. 2. explain how they are obtained. 3. define the term middling's. |
| 4 | Dewatering and tailings disposal | Students should be able to: 1. define dewatering. 2. define tailings disposal. | 1. Dewatering in mining, processing. 2. Tailings disposal. | 1. Explains the meaning of dewatering and how it is used in mineral processing. 2. Guides discussions on tailings disposal. | 1. Listen to explanation and ask questions. 2. Participate in class discussions. | Pulp or ore | Students to: 1. explain the meaning of dewatering and tailings disposal. 2. explain how dewatering is used in mineral processing. |

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| | | | | TEACHER | STUDENTS | | |
| 5 | Auxiliary operations | Students should be able to: 1. explain the term auxiliary operations. 2. identify the stages in auxiliary operations. | Auxiliary operations stages are: screening, bagging and transportation. | 1. Explains how auxiliary operations are carried out. 2. Guides class discussions on screening, bagging and transportation. | 1. Participate in class discussions. 2. Ask questions. | Recommended texts. | Students to: 1. explain the meaning of auxiliary operations in mineral processing. 2. mention the stages in auxiliary operations. |
| 6 | Types of gemstones | Students should be able to: 1. define the term gemstones. 2. identify the different types of gemstones. | 1. Meaning of gemstones. 2. Types of gemstones-classified based on shapes, colour, size, refractive index etc. | 1. Guides class discussions on; the different types of gemstones, how they are differentiated based on colour, shape, size etc. 2. Guides students to observe types of gemstones. | 1. Participate in class discussions. 2. Observes and identify distinguishing features of the different gemstone. | Crystal samples of gemstones. | Students to: 1. define the term gemstones. 2. identify and distinguish different types of gemstones. |
| 7 | Identification of gemstones | Students should be able to: 1. mention the effective methods of identifying gemstones. 2. identify common varieties of gemstones in hand specimen and in the laboratory. | 1. Methods used in identification of gemstones: a. Hand specimen b. Microscope -Characteristics of gemstones. | 1. Guides class discussions on; methods of identifying gemstones. 2. Carries out practical demonstration using microscope and hand specimen. 3. Explains their characteristics. | 1. Observe and identify distinguishing features in gemstones. 2. Ask questions. | 1. Crystal samples of gemstones. 2. Microscope 3. Spectroscope | Students to: 1. identify and distinguish common varieties of gemstones in hand specimen and under microscope. 2. mention three characteristics of gemstones. |
| 8 | Grading of gemstones | Students should be able to: 1. categories gemstones depending on a grading system; 2. describe the unit of measurement of gemstones; 3. list the purchasing cost of the different grades. | 1. Grading of gemstones (according to their quality). 2. Unit of measurements of gemstone. 3. Purchasing cost. | Discusses the grading system used for gemstones, the purchasing cost and unit of measurement. | 1. Participate in class discussions. 2. Ask questions. | Gemstone crystals. | Students to: 1. identify the different grades of gemstones. 2. describe their unit of measurement. 3. mention the purchasing cost of the different grades. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Common diseases associated with mining operations | Students should be able to: 1. list the diseases associated with mining operations. 2. explain their effects on human health. | Diseases associated with mining operations a. Silicosis b. Bronchitis etc. | Explains the causal effects of diseases relate to mining. | Participate in class discussions and ask questions. | 1. Charts 2. Pictures of patients suffering from such diseases. | Students to: Mention three diseases associated with mining. Explain their causes and effects on human health. |
| 10 | Problems of the disposal of tailings | Students should be able to: 1. enumerate problems related to the indiscriminate disposal of tailings 2. identify ways of proper disposal of tailings. 3. explain how indiscriminate disposal can affect human health. | 1. Disposal of tailing: a. Proper ways of disposal of tailings. b. Indiscriminate disposal of tailings (pollution of river channels, surface water, aquifers etc. | 1. Describes the different types of tailings and composition. 2. Guides class discussions on proper ways of disposal of tailings. | 1. Participate in class discussions. 2. Visit dump sites to appreciate the volume of materials dumped. | 1. Diagrams 2. Pictures 3. Dump sites. | Students to: 1. enumerate proper ways of disposing tailings. 2. state problems caused by indiscriminate disposal of tailings. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**TOURISM
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FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

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| | | | | TEACHER | STUDENTS | | |
| 1 | Festival and heritages in Nigeria IV | Students should be able to: (1) define -museums -monuments -art galleries (2) identify -museums -monuments -art galleries in Delta state and Nigeria? | -Museums -Monuments -Art gallery | (1) Defines museums, monuments and art gallery. (2) Guides students to list and locate the different museum, monument, art galleries in Delta State and Nigeria. | (1) Write down the meaning of museums, monument and art galleries. (2) List and locate the different museum, monument, art galleries in Delta State and Nigeria. | Visit to museum, monuments, and art galleries. | Students to: (1) define -museums -monuments -art galleries (2) identify 3 museums in Delta State and Nigeria. |
| 2 | Festival and heritages in Nigeria V | Students should be able to: (1) write down the functions of museums monument, Art galleries. (2) differentiate between -museums -monuments -art galleries | Museums Monuments & Art Galleries - Functions - Differences | (1) Explains the functions of monuments and art galleries. (2) Discusses the differences between museums, monument and art galleries. | (1) Take down notes -Functions of museums, monument and art galleries (2) Write down the difference between museums, monument and art galleries. | Visit to museum, monuments, and art galleries. | Students to: (1) define -museums -monuments -art galleries (2) identify 2 museums in Delta state and Nigeria. |
| THEME: TRAVEL | | | | | | | |
| 3 | Travel agency Business III | Students should be able to: (1) identify the qualities of a business agent . (2) explain each quality and how it helps to enhance service delivery. | Travel Agent Qualities: -marketing skills -honesty/integrity -good communication skill -timeliness. | (1) Leads students to Identify qualities of a travel agent. (2) Discusses the different qualities and how it enhances the services delivery of a travel agent. | (1) Notes the qualities of a travel agent. (2) Participates in the class discussion of how each quality enhances services delivery of a travel agent. | Visit to a travel agency. | Students to: (1) list the qualities of a travel agent. (2) explain how three qualities help to enhance service delivery of a travel agent. |

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SUB-THEME: TOURISM AND TRAVEL BUSINESS

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| | | | | TEACHER | STUDENTS | | |
| 4 | Tour Operating Business I | Students should be able to: (1) define a tour operator. (2) identify the roles of a tour operator. | Tour operation: -definition -roles of a tour operator. | (1) Guides students to define a tour operation. (2) Leads students to identify the roles -Packaging -Marketing -Executing of tours | (1) Write down the definition of a tour operator. (2) Identify the roles of a tour operator. | (1) Brochures (2) Magazines/Journal. (3) Tour guide (4) Sample (5) Visit | Students to: (1) define a tour operator. (2) identify the roles of a tour operator. (3) roles of a tour operator. |
| 5 | Tour Operating Business II | Students should be able to: (1) explain what packaging of four is. (2) identify the different processes involved in tour packaging. | Packaging of tours: -meaning -processes involved | (1) Explains what packaging of tour is. (2) Guides students to identify the various processes involved in tour packaging. | (1) Listen and takedown notes. (2) Ask questions to get a better understand of the processes involved in tour packaging. | Sample of a packaged tour guide visit to a tour operating agency. | Students to: (1) explain what packaging of tour is. (2) identify the different processes of tour packaging. |
| 6 | Tour operating business III | Students should be able to: (1) explain what marketing tours are. (2) identify the guidelines in tour marketing. | Marketing of tours | (1) Explain what tour marketing is. (2) Leads the students to identify the guidelines of tour marketing. | (1) Listen and take down notes (2) Ask questions to get a better understanding of the guidelines of tour marketing. | Sample of a packaged tour guide visit to a tour operating agency. | Students to: (1) what is tour marketing (2) identify the guidelines in tour marketing. |
| 7 | Tour operating business IV | Students should be able to: (1) explain executing tours. (2) identify guidelines to follow when executing tours. | Executing tours | (1) Discusses tour execution extensively. (2) Leads students to identify guidelines to follow when executing tours. | (1) Listen and take down notes. (2) Ask questions to get a better understanding of the guidelines to follow when executing tours. | Sample of a packaged tour guide visit to a tour operating agency. | Students to: (1) explain executing tours. (2) identify the guidelines to follow when executing tours. |

**TOURISM
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SUB-THEME: TOURISM AND TRAVEL BUSINESS

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| | | | | TEACHER | STUDENTS | | |
| 8 | Why people travel I | Students should be able to: (1) give reasons why people travel. (2) identify factors that affect reasons for traveling. | Why people travel -Physiological factors. -Visit to friends and family -Holidays. -Fashion | Guides students to discuss reasons why people travel and factors that influence those reasons. | Note and write down reasons why people travel and factors that influence such reasons. | (1) Charts of places of interest. (2) Brochures (3) Magazines (4) Journals. | Students to: (1) identify one factor that influence why people travel. |
| 9 | Why people travel II | Students should be able to: identify economic factors that influence reasons for travel. | Economic factors -Business -Conferences -Meetings | Guides students to discuss and identify reasons why people travel and factors that influence these reasons. | Discuss, Note and write down ask questions. | (1) Charts of places of interest. (2) Brochures (3) Magazines (4) Journals. | Students to: (1) identify one factor that influence why people travel. (2) give reasons why people travel. |
| 10 | Why people travel III | Students should be able to: (1) identify social factors that influence reasons for travel. (2) list reasons influenced by social factors. | Social factors -Religion -Sports -Experience nature and beautiful sceneries. | Guides students to discuss and identify seasons why people travel and factors that influence these reasons. | Discuss, note and write down ask questions | (1) Charts of places of interest. (2) Brochures (3) Magazines (4) Journals. | Students to: (1) identify one factor that influence why people travel. (2) give reasons why people travel. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Support Services I | Students should be able to: (1) define support services. (2) explain what support services are. (3) mention support groups in tourism. | Support services: -meaning -functions -groups | (1) Guides students to define support service and explains what functions they carry out. (2) Leads students to identify support service groups in tourism industry. | Note and write down the meaning functions of support services and the groups of support services. | (1) Charts of places of interest. (2) Brochures (3) Magazines (4) Journals. | Students to: (1) define support service. (2) list 3 functions of support service groups. (3) identify 3 support service groups. |
| 2 | Support Services II | Students should be able to: (1) identify the different agents of financial support groups. (2) explain the functions of each agent. | Financial support group: -Agents -banks -insurance -bureau | (1) Discusses extensively on how the agents in the financial support group provide services to tour and travel. (2) Guide students to identify the functions of each agent. | (1) Note and write down the different agent of the financial support group. (2) Note the functions of each agent. | (1) Charts of places of interest. (2) Brochures (3) Magazines (4) Journals. | Students to: (1) list the agent of financial support group. (2) explain the functions of each agent. |
| 3 | Support Services III | Students should be able to: (1) identify the agents of car-hire service group. (2) identify their functions (3) enumerate the functions of souvenir shops. | (1) Car-hire services -Agents -Functions (2) Souvenir shops -Functions | (1) Discuss extensively on the car-hire support group the agents and their functions. (2) Guides students to enumerate the functions of the souvenir support group. | (1) Note and write down the agents of the car-hire support group, their agents and functions. (2) Note the functions of souvenir shops. | (1) Chart of car-hire services. (2) Brochures (3) Magazines | Students to: (1) identify the agents of car-hire services. (2) identify the functions of car-hire service agents. (3) mention three functions of souvenir shops. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Support Services IV | Students should be able to: (1) identify accommodation and catering support group agents. (2) lists the functions of these agents. | Accommodation and catering services: -agents -functions | (1) Guides students to identify the agents of accommodation and catering services. (2) Discusses extensively the functions of these agents. | (1) Note and write down the agents of the accommodation and catering services. (2) Note the function of these agents. | (1) Charts on hotels, restaurants, bars, catteries, magazines and journals. | Students to: (1) identify the agents of accommodation and catering services. (2) enumerate the function of accommodation and catering service agents. |
| 5 | Support Services V | Students should be able to: (1) identify agents to medical services. (2) enumerate the functions of each agent. | Medical service: -agents -functions | (1) Guides students to identify the medical support group agents. (2) Extensive discussion on the functions of these support groups. | Note and write down the agents and functions. | Charts on clinics, hospital first and dispenser magazines and journals. | Students to: (1) identify agents of medical services (2) enumerate their functions. |
| 6 | Support Services VI | Students should be able to: (1) list the agents of security services. (2) enumerate their functions. | Security services | Guides students to identify the agents of security and extensively explain the functions of each agent. | Note and write down the agents and functions. | Chart Immigration Police NDLEA | Students to: (1) identify the agents of security. (2) enumerate their functions. |
| THEME: TOURISM AGENCIES | | | | | | | |
| 7 | Public Agencies in Tourism I | Students should be able to: (1) define public services agencies. (2) identify public services agencies. | Public services agencies: -definition -agencies of tourism in Delta State and Nigeria. | (1) Defines public services agencies. (2) Gives students a general overview of its duties in tourism. (3) Leads students to identify public agencies in tourism in Nigeria. | Note and write down the meaning, duties and names of agencies in Nigeria. | Nigerian tourism Policy | Students to: (1) identify three public agencies in Nigeria (2) defines public service agencies. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 | Public Agencies in Tourism II | Students should be able to: (1) explain what F.M.C.T./No. stand for (2) Identify the role of the F.M.C.T./No (3) mention way the ministry discharge its duties. | Federal ministry of tourism, culture and national orientation -Role -Mode of discharge of functions. | Explains what F.M.C.T./No stands for explains her role and mode of discharge of duties and functions | Note and write down the meaning, roles and mode of discharge of duties and functions | Nigeria tourism Policy/master plan | Students to: (1) identify the role of F.M.E. (2) mention one mode of discharge of duties by the F.M.C.T./No. |
| 9 | Public Agencies in Tourism III | Students should be able to: (1) explain the functions of state tourism board. (2) enumerate the duties of the local tourism committee. | (1) State tourism board. (2) Local tourism committee. | (1) Explain the functions and duties of the state tourism. (2) Board and the local tourism committee. | Note and write down the functions and duties of the state tourism board and the local tourism committee. | Nigeria tourism Policy/master plan | Students to: (1) identify the functions of the state tourism board. (2) identify the duties of the local tourism committee. |
| 10 | Public Agencies in Tourism IV | Students should be able to: (1) identify the parastatals in charge of Nigerian tourism. (2) enumerate the functions of these parastatals | Parastatals (1) Nigerian Tourism Development Corporation (NTDC). (2) National institute of hospitality and tourism studies (NIHOURTOURS). | Guides students to identify the parastatal and their functions and duties and well as the composition of the bodies. | (1) Note and write down. (2) Participate by asking and answering question. | Nigeria tourism Policy/master plan | Students to: (1) identify two parastatals in tourism. (2) list their functions. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

**TOURISM
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THIRD TERM**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Public Agencies in Tourism | Students should be able to: (1) identify the functions of national commission for museum and monuments (NCMM). (2) locate the offices museums, monuments in parts of Delta and Nigeria. | National commission for museums and monuments (NCMM) -functions -location of museums and monuments in Delta state and Nigeria. | (1) Guides students to identify the functions of NCMM. (2) Leads students to locate the various museums and monument in Delta State and Nigeria. | (1) Participate in the class discussion. (2) Take note on the functions and locations. | Nigeria tourism Policy/master plan | Students to: (1) identify the functions of (NCMM). (2) locate the offices of (NCMM) in Delta State and Nigeria (4 State). |
| 2 | Private Agencies in Tourism I | Students should be able to: (1) define private agencies in tourism (2) identify private agencies in tourism. | Private agencies in tourism: -definition -agencies in Delta State and Nigeria | (1) Defines private agencies in tourism. (2) Gives a general overview of it duties in tourism. (3) Leads students to identify private agencies in Nigeria. | (1) Participate in the class discussion. (2) Take notes on the meaning of private agencies and list the private agencies in Nigeria. | Nigeria tourism Policy/master plan Brochures | Students to: (1) identify at least three private tourism agencies. (2) define private agencies in tourism. |
| 3 | Private Agencies in Tourism II | Students should be able to: (1) explain what federation of tourism association of Nigeria promotes. (FTAN) (2) identify the roles of F.T.A.N. (3) mention the ways the body discharges its functions. | Federation of Tourism Association of Nigeria: -role -functions -mode of discharge of functions. | Explain the roles function and mode of discharge of functions of Federation of Tourism Association of Nigeria. | Participate in the class discussion take notes on the role, function and mode of discharge of functions | Nigeria tourism Policy/master plan Brochures | Students to: (1) identify the role of F.T.A.N. (2) mention the ways the body discharges its functions. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Private Agencies in Tourism III | Students should be able to: (1) state the role and functions of (NANTA). (2) mention how NANTA carryout out its duties. | National Association of Nigeria Travel Agencies (NANTA) -role -functions -ways it carries out function. | Explains the role, functions and mode of discharge of duties and functions of NANTA. | (1) Participate in class discussion. (2) Take notes on the role functions and mode of discharge of duties. | Nigerian tourism policy Nigerian tourism master man. | Students to: (1) state the role and functions of NANTA. (2) mention how NANTA discharges its duties. |
| 5 | Private Agencies in Tourism IV | Students should be able to: (1) state the role and functions of (ANJWT). (2) mention ways it contributes to tourism. | Association of Nigerian Journalists and Writers on Tourism (ANJWT) -role -contribution | Explains the role, functions and contribution to tourism of ANJWT. | (1) Participate in class discussion. (2) Take notes on the role, function and contribution of ANJWT. | Nigerian tourism policy Nigerian tourism master plan. | Students to: (1) state the role of ANJWT. (2) state the functions of ANJWT. (3) mention ways ANJWT contribute to tourism. |
| 6 | Private Agencies in Tourism V | Students should be able to: (1) state the role and functions of NATOP. (2) mention ways it contributes to tourism. | National Association of Tour Operators (NATOP) -role -function -contribution | Explains the role, functions and contribution to tourism of NATOP. | (1) Participate in class discussion (2) Take notes on the role, function and contribution of NATOP. | Nigerian tourism policy/master plan | Students to: (1) state the role of NATOP. (2) state the functions of NATOP. (3) mention some contribution of tourism. |
| 7 | Private Agencies in Tourism VI | Students should be able to: (1) state the role and functions of Nigeria Hotels Association (NHA). (2) mention the contributions of (NHA) to tourism. | Nigeria Hotels Association (NHA) -role -function -contribution | Discusses the role, functions, and contribution of NHA to tourism. | (1) Participate in class discussion (2) Take notes on the role, function and contribution of NHA. | Nigerian tourism policy/master plan | Students to: (1) state the role of NHA. (2) state the functions of NHA. (3) mention some contribution of NHA to tourism. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| THEME: BENEFITS OF TOURISM TO A NATION | | | | | | | |
| 8 | Development Benefits I | Students should be able to: (1) explain what developmental benefits are. (2) identify these developmental benefits. | Developmental benefits -Meaning -Identification of benefits | Explains what developmental benefits are and also guides students to identify these benefits. | Note and write down what developmental benefits are and lists these benefits. | (1) Charts (2) Brochures | Students to: (1) state what developmental benefits are. (2) identify these benefits. |
| 9 | Development Benefits II | Students should be able to: (1) describe the benefits of tourism. (2) identify infrastructural benefits. | Infrastructures -Roads -Light -Water - Communication | Explains the infrastructural benefits of tourism. Guides the students to identify these benefits. | Note and write down what infrastructural benefits. | (1) Charts (2) Brochures | Students to: describe 3 the infrastructural benefits of tourism. |
| 10 | Development Benefits III | Students should be able to: (1) identify urban and rural developmental benefits. (2) describe these benefits. | (1) Super structures -Building -Sites (2) Rural development -Preserve of nature -Uses of land | Guides students to identify urban and rural benefits. -Explain these benefits in details. | (1) Note and write down what urban and rural developmental benefit are. (2) List and describe these benefits. | (1) Pictures of super-structures (2) Pictures of wild animal and natural habitat. | Students to: (1) identify urban and rural developmental benefits. (2) describe and explain these benefits. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|----------------------------------|--|---|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1. | Material testing | Students should be able to: 1. list the equipment and chemical used in testing main materials used for leather good manufacture 2. state methods of testing materials 3. carryout physical and chemical testing of main materials used in leather good manufacture | 1. Equipment and chemicals used in testing main materials for leather good manufacture 2. Methods of testing materials 3. Carrying out chemical and physical testing of main materials use in leather good manufacture | 1. Explains equipment on chemicals used in testing materials 2. Explains methods by materials 3. Guides students to carryout physical and chemical materials | 1. Listen attentively 2. Carryout physical and chemical testing of materials for leather good manufacture | 1. Tension metre 2. Puncher 3. Adhesives | Students to: 1 list the equipment and chemicals used for testing materials 2. carryout physical and chemical testing of materials |
| 2-3. | Clicking skiving and folding | Students should be able to: 1. explain clicking skiving folding 2. identify the different methods of cutting 3. differentiate between cutting and skiving 4. state five types of skiving 5. cut and skive materials 6. name different methods of clicking and skiving 7. draw and show different types of skiving | 1. Meaning of clicking 2. Meaning of skiving 3. Methods of cutting - Hand cutting - Present cutting 4. Types of skiving -Raw edge - Lapped skive - Folded skive - Lasting skive 5. Purpose of skiving 6. Knowledge of materials in cutting and skiving | 1. Leads in discussion of meaning of clicking, skiving, and folding 2. Demonstrates clicking, skiving, and folding 3. Displays the materials for clicking, skiving and folding 4. Supervises students as they practice clicking skiving and folding. | 1. Participate in discussion 2. Practice clicking, skiving and folding as demonstrated by the teacher 3. Copy chalkboard summary 4. Draw diagram showing different methods of clicking, skiving and folding | 1. Knife 2. Leather 3. Scissors 4. Fabrics 5. Chats 6. Adhesives | Students to: 1. state the meaning of clicking, skiving and folding 2. define clicking, skiving and folding 3. state five types of skiving 4. cut and skive materials |
| 3. | Clicking and skiving and folding | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4-5 | Clicking, skiving and folding equipment | Students should be able to: 1. list the equipment for clicking, skiving and folding 2. identify; equipment for clicking, skiving and folding 3. state the functions of each of the equipment for clicking, skiving and folding 4. operate the equipment. | 1. Cutting equipment - Hydraulic - Twin beam press machine - Daco automatic press etc. 2. Skiving equipment - B.U. marvel machine etc. - Standard and fortunes step. | 1. Leads students in listing the equipment for clicking, skiving and folding 2. Leads discussion on functions of the equipment 3. Demonstrates the operating of the equipment 4. Directs students on discussion on safety precaution in using the equipment | 1. Participate in listing the equipment 2. Participate in discussing the functions of the equipment 3. Observe teachers demonstration | 1. Clicking, skiving and folding equipment 2. Chats/diagrams of clicking, skiving and folding equipment | Students to: 1. list three equipment each for clicking, skiving and folding 2. differentiate between equipment for cutting and skiving 3. state three functions of each of thee equipment mentioned |
| 6-7 | Safety precaution in clicking skiving and folding | Students should be able to: state thee safety precautions in clicking, skiving, and folding | Safety precautions in clicking, skiving and folding | Supervises the students as they operate the equipment | Students party operate in the exercise | | Students to: 1. state the safety precaution in clicking, skiving and folding 2. state safety precaution in using the equipment 3. operate clicking, skiving, and folding equipment e.g. use the hydraulic twin beam press to cut out sections and skiving machine to skive the section |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8-9 | Identification of sewing machines | Students should be able to: 1. List types of sewing machine 2. State the functions of sewing machines 3. State the stages involved in preparation of operation of sewing machines 4. Identify various stitch formation 5. State two guides in stitch formation 6. Stitch a piece of leather | 1. Types of sewing machines: - Flat bed - Post bed - Zig zag - Cylinder arm etc 2. Functions of sewing machines 3. Preparation of operations of sewing machines 4. Attachment guides 5. Stitch formation - Chain stitches - Lock stitches | 1. Guides students in listing types of sewing machines and their functions 2. Demonstrate the stages in operation of sewing machines 3. Uses the machines to form stitches 4. Explain the guides in stitch formation 5. Give assignment on stitch formation 6. Supervises students as they form stitches on the sewing machines | 1. Participate in listing types of sewing machine and their functions . Observe as the teacher demonstrates. 3. Form different stitches using the machines | 1. Sewing machines 2. Leather 3. Thread 4. Needles 5. Lubricating oil | Students to: 1. List type of sewing machine 2. State the functions and operation of the sewing machines 3. State two guides in stitch formation 4. Differentiate between the various stitches 5. Stitch a piece of leather using chain and lock stitch |
| 10. | PRACTICAL WORK | | | | | | |
| 11. | REVISION | | | | | | |
| 12. | EXAMINATION | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|--|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1-3 | Working principles of machine for upper preparation | Students should be able to: 1. name the parts of machines for upper preparation 2. state the principles involved in using machine for upper preparations 3. state the stages in machine maintenance 4. identify three types of needles and three types of threads | 1. Parts of machines for upper preparations 2. Principles of machines for upper preparations 3. Machine maintenance - Clean machine - Lubricate - Change needles Types of needles a. Standard b. Extra buff c. Nickel d. Chromium - Change threads - Types of threads a. Natural fibers b. Synthetic fibers c. Blended fibers | 1. Explains the various parts of machine for upper preparation 2. Explains the working principles of machines for upper performance 3. Discusses the states in machine maintenance 4. Guides and supervises students in naming the parts of machines | 1. Listen attentively to explanations 2. Name the parts of a machine 3. Draw and label the parts of machine for upper preparations | 1. Machines 2. Needles 3. threads 4. Lubricating oil 5. cleaning brush | Students to: 1. name the parts of a machine 2. state the working principles of machines for upper preparations 3. state four stages in machines maintenances 4. draw and label parts of a machine |
| 4-5 | Methods of sewing | Students should be able to: identify different types of seam | 1. Different methods of sewing 2. Zigzag or butted seam 3. Close seam, lap seam | 1. Explains different methods of sewing 2. Displays upper components with various stitches and seams | 1. Listen attentively to explanations 2. Observe the displayed upper components | 1. Thread 2. Machines 3. Needles 4. Piece of leather materials 5. Lubricating oil | Students to: 1. explain the different methods for sewing 2. form different stitches |
| 6-7 | Practical work | Students should be able to: assemble upper components | Assemble upper components using different methods of stitching and different types of sewing machines | Guides students to make stitches and seam on a piece of leather materials | 1. Make different stitches and seams 2. Assemble the stitches and seam together. | 1. Thread 2. Machines 3. Needles 4. Piece of leather materials 5. Lubricating oil | Students to: 1. Assemble upper components together using different stitches |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8 & 9 | Decorate shoe upper by means of stitches | Students should be able to: 1. state the different stitches in shoe upper 2. list the stages in shoe upper operations 3. decorate the shoe uppers using the different kinds of stitches | 1. Different kinds of stitches for decorating shoe uppers: - fancy - cable stitching - clove stitching - double stitching - top stitching 2. Shoe upper operations: - edge trimming - edge pounding - edge staining - eye letting etc. | 1. Explains the different stitches for shoe uppers 2. Leads discussions on shoe upper operation 3. Demonstrates edge, trimming, eye letting etc. 4. Gives practical work on shoe upper decorations. | 1. Listen attentively to explanations 2. Participate in discussion 3. Observe teachers demonstration 4. Decorate shoe upper analyzing various stitches and operations | 1. Eye let pin/revert 2. Needle 3 Thread 4. Machine | 2. differentiate between the stages in shoe upper operation 3. decorate shoe upper using the different kinds of stitches |
| 10. | PRACTICAL WORK | | | | | | |
| 11. | REVISION | | | | | | |
| 12. | EXAMINATION | | | | | | |

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| | | | | TEACHER | STUDENTS | | |
| 1 & 2 | Sequence in shoe uppers preparation | Students should be able to: 1. identify the correct sequence in preparing shoe uppers 2. prepare shoe upper following correct sequence | Correct sequence in preparing shoe upper: - upper splitting - skiving - folding by hand or machine - perforation - attaching reinforcement - application of different adhesive etc | 1. Discusses shoe uppers preparation in their correct sequence 2. Demonstrates shoe uppers preparation following the stated sequences 3. Gives students practical work and supervise them | 1. Participate in the discussion 2. Observe teachers demonstration 3. Prepare shoe uppers | 1. machines 2. Knives 3. Punching pliers 4. Adhesive | Students to: 1. list the sequence in preparation of shoe uppers in he correct order 2. prepare a complete shoe upper following the correct shoe sequence |
| 3 & 4 | Equipments and hand tools for shoe bottoming | Students should be able to: 1. identify the equipments, and hand tools for shoe buttoning 2. state the functions and working principles of the tools and equipments 3. maintain the equipment and hand tools for shoe buttoning 4. apply safety precautions in using the equipment and hand tools | 1. Cutting press: - cutting knives - cutting boards - sole roughing machines - splitting machines 2. Functions and principles of machines 3. Maintenance of equipment and tools i. Storage ii. Care iii. Adjustment 4. Safety precautions in cutting for shoe buttoning, machine controls e.g. Using two hands before starting on | 1. Lists and explain the functions of equipment, machines and hand tools for buttoning 2. Guides students on how to maintain equipments, machines and hand tools 3. Guides students on how to apply safety when using the equipment, machines and tools for buttoning | 1. Participate in discussion on equipment machines and hand tools for buttoning 3. Demonstrate equipment and hand tools maintenance | 1. Shoe buttoning machines 2. Shoe soles 3. Lubricating oil 4. Knives | Students to: 1. identify equipment, machines and hand tools for shoe buttoning 2. cut shoe soles apply safety precautions 3. care for the equipment and hand tools |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Materials for shoe buttoning | Students should be able to: 1. identify materials for buttoning 2. identify shoe buttoning components 3. mention the characteristics of the materials for shoe buttoning | 1. Types of materials for shoe buttoning e..g - Leather - Rubber - Plastic etc. 2. Types of shoe buttoning components - Sole - Insole - Stiffeners - Toe puffs - Heels - Shanks 3. Characteristics of materials for shoe buttoning - Durability - Water proof - Slip resistance - Flexibility | 1. Displays the various materials for shoe buttoning 2. discuss the types of shoe buttoning components 3. Leads discussion of characteristics of shoe buttoning materials | 1. Observe the materials displayed 2. Participate in discussion | 1. Leather sole 2. rubber sole 3. Micro-cellular sole 4. Shank 5. Insole etc. | Students to: 1. list materials for shoe buttoning 2. state the components of shoe buttoning 3. shape soles and insoles for shoe buttoning |
| 6. | Cutting materials for buttoning | Students should be able to: 1. explain the techniques of cutting 2. differentiate between cutting for economic quality and cutting for good quality. | 1. Techniques of cutting - Cutting for maximum economy 2. Cutting for good quality 3. Cutting by hand and by machine | 1. Explains the techniques of cutting 2. Demonstrates cutting by hand and by machine | 1. Listen to explanations 2. Perform cutting by hand and by machine | 1. Machine 2. Knife 3. Scissors 4. Soles | Students to: 1. explain the techniques of cutting 2. perform cutting by hand and by machine |

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| | | | | TEACHER | STUDENTS | | |
| 7. | Preparation of buttoning parts Practical work | Students should be able to: 1. select methods and tools for roughing operations 2. carryout the following operations - reducing insole castor - sole edge roughed - insole covering - slotting/beveling | 1. Materials and tools for roughing operations e.g. - Brush (wire) - Abrasive paper etc. 2. Carrying out operations - Reducing insole - Sole edge - Insole covering - Slotting/beveling 3. Insole molding - Uses - Methods | 1. Guides students to select appropriate methods and tools for roughing 2. Directs students to carry out operations on reducing insole, sole, edge, etc. | 1. Select appropriate tools for roughing 2. Carryout operations on re reducing insole , sole, edge etc. | 1. wire brush 2. Brush 3. Abrasive 4. Sole 5. Roughing machines | Students to: 1. select tools for roughing 2. carryout operations on reducing insole, sole edge, insole covering, insole slotting/beveling. |
| 8. | Machines for leather goods making | Students should be able to: 1. list machines and equipment for mechanical handling, processing and controls. 2. identify the machine and equipment for flow line of batch production 3. state the basic principles of servo machines 4. state the importance of heat in leather industry . | 1. Types of machines equipment and tools used for leather goods manufacture 2. Types of machines and equipments required for flow line or batch production 3. Basic principles of servo machines 4. Importance of heat in leather industry | 1. Guides students to list machines for mechanical handling, processing and controls 2. Guides students to identify machines for flow line. 3. Leads discussion on the basic principles of servo machines 4. Discusses the importance of heat in leather industry | 1. List machines and equipment 2. Draw and label machines for flow line 3. Participate in discussion | 1. Leather 2. Synthetic materials 3. Servo machines 4. Knives 5. Skiving 6. folding machines | Students to: 1. list machines for mechanical handling, processing and controls 2. identify machines for flow line 3. state the basic principles of servo machines 4. state the importance of heat, leather industry. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 9. | Viscosity | Students should be able to: 1. explain viscosity 2. apply the knowledge of viscosity in choosing lubricants for machines 3. distinguish between hydraulic and pneumatic pressure 4. plan for facilities in a workshop | 1. Meaning of viscosity 2. Choosing lubricants for machines 3. Difference between hydraulic and pneumatic pressure 4. Importance of adequate lighting, ventilation, air conditioning and dust extraction in a factory | 1. Explains viscosity 2. Leads discussion on how to choose lubricants for machines 3. Guides students to differentiate between hydraulic and pneumatic pressure 4. Directs students on how to plan for workshop facilities | 1. Listen attentively 2. Participate 3. Plan for workshop facilities | | Students to: 1. explain viscosity 2. apply the knowledge of viscosity in choosing lubricants 3. state three differences between hydraulic and pneumatic pressure 4. plan for facilities in a workshop |
| 10. | Fire outbreak | Students should be able to: 1. list the common causes of fire outbreak 2. state ways of preventing fire outbreak in leather industry 3. list the principles of fire extinction 4. enumerate factory act concerning safety and working conditions in leather industry | 1. Causes of fire outbreak 2. Precautions against fire outbreak 3. Factory act concerning the safety and working conditions in leather goods industry | 1. Explains the common causes of fire outbreak 2. discusses safety precaution against fire outbreak 3. Explains principles of fire extinction 4. Explain factory act concerning working conditions in leather goods industry 5. Demonstrates the extinctions to the class | 1. Listen attentively 2. Participate in discussion 3. Watch teachers demonstration 4. Practice teachers demonstration | 1. Fire extinguishers 2. Exit and entry labels 3. Alarm bells | Students to: 1. outline the common causes of fire outbreak in a leather industry 2. state three ways of preventing fire outbreak 3. demonstrates fire extinctions |
| 11. | REVISION | | | | | | |
| 12. | EXAMINATION | | | | | | |

**DATA PROCESSING
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SUB-THEME: DATA MANAGEMENT

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| | | | | TEACHER | STUDENTS | | |
| 1 | Types of data models | Students should be able to: (1) explain the term data model. (2) state the types of data models. | (1) Definition of data models. (2) Types of data models. | (1) Discusses the concept data modeling (2) Gives examples of types of data model | (1) Participate in the discussion (2) Copy the chalkboard summary. | (1) Charts (2) Software package | Students to: (1) define date model. (2) state types of data models. |
| 2 | Data Modeling I | Students should be able to: create simple data model. | Creating (1) Tables (2) Forms (3) Queries (4) Reports | Demonstrates how to create tables, forms, queries, reports. | Watch teacher's demonstration. | (1) Computer set. (2) Software. | Students to: create (1) tables (2) forms (3) queries (4) reports |
| 3 | Data Modeling II | Students should be able to: (1) explain the significance of data modeling. (2) give examples of standard data model. | (1) Significance of data model. (2) Examples of standard data models. | (1) Explains the significance of data model. (2) Discusses the components of a standard data model. | Participate in the classroom activities. | (1) Computer set. (2) Software. | Students to: (1) explain the significance of data model. (2) state the components of a standard data model. |
| 4 | Normal Forms | Students should be able to: (1) explain the term normal form. (2) state examples of tables in first, second and third normal forms. | (1) Definition of normal form. (2) Examples of tables in first normal form. (3) Tables in second and third normal form. | Demonstrates how to create tables in normal forms. | (1) Watch the teacher's demonstrations. (2) Participate in creating tables in normal form. | (1) Computer set. (2) Tutorial packages. | Students to: (1) explain the term normal form. (2) give examples of tables in normal form. |

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SUB-THEME: DATA MANAGEMENT

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| | | | | TEACHER | STUDENTS | | |
| 5 | Normal forms II | Students should be able to: (1) states problems in first normal form. (2) mention the determinants of a normal form. (3) explain foreign keys. (4) state the concept of foreign keys. | (1) Problems of tables in first normal form. (2) Determinant of normal forms (3) Foreign keys. | (1) States problems in first normal form. (2) Discusses the concept of foreign keys. | (1) Participates in the discussions. (2) Copy chalkboard summary into their notebooks. | (1) Computer set. (2) Tutorial packages. | Students to: (1) state problems in first normal form. (2) mention two determinants of a normal form. (3) state three concepts of foreign keys. |
| 6 | Practical I | Students should be able to: (1) construct graphs. (2) colour graphs area. | Create the following using spreadsheet package -Charts -Graphs | Demonstrates to the students how to construct and colour graphs. | Participate in constructions. | Computer set. | Students to: (1) construct graphs. (2) colour graph areas. |
| SUB-THEME: DATA MANAGEMENT | | | | | | | |
| 7 | Entity relationship model I | Students should be able to: (1) define entities, attributes and relationship. (2) identify objects around an entity sets and the relationship that exists between them. | (1) meaning of entities. (2) Attributes (3) Relationship (4) Objects around an entity sets and the relationship that exist between them. | (1) Defines the terms entities, attributes and relationship. (2) Gives examples of objects around us and the relationship that exist between them. | Listen and participate in class discussion. | (1) Charts (2) Computer set. | Students to: (1) define the terms entities, attributes and relationship. (2) identify objects around is ad entity sets, and explain the relationship that exist between them. |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Entity relationship model II | Students should be able to: state additional features of an entity set. | Additional features of entity model. | Gives and states features of additional entity model. | Listen and participate in class discussion. | Charts | Students to: State additional features of an entity. |
| 9 & 10 | Practical | Students should be able to: create -tables -forms -queries -reposts using data modeling system | Create -Tables -Forms -Queries -Reposts | Leads students to practicalised the creating of -Tables -Forms -Queries -Reposts | Participate in creating the following -Tables -Forms -Queries -Reposts | Computer set | Students to: practice creating -tables -forms -queries -reposts |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SUB-THEME: DATA MANAGEMENT

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| | | | | TEACHER | STUDENTS | | |
| 1 | Relational Model I | Students should be able to: (1) define relational model. (2) explain how data is represented. (3) how data can be created and modified. | (1) Define relation model. (2) Creating and modifying relations using SQL. (3) Integrity constraints over relations. | Explains and demonstrates how to create and modify relation using SQL. | Listen and participate in discussion. | (1) Computer set (2) SQL software | Students to: (1) define relational model. (2) states how data can be created and modified. |
| 2 | Relational Model II | Students should be able to: (1) states how to enforce integrity constraints. (2) identify how to query relational data. (3) how to obtain a data base design in relational model. | (1) Enforcing integrity constraints. (2) Querying relational data. (3) Obtain a database design in relational model. | (1) Explains enforcing integrity constraints. (2) Shows how to query relational data. | Listen and copy chalkboard summary. | Computer set. | Students to: (1) explains enforcing integrity constraints. (2) identify how to query relational data (3) how to obtain database design in relational model. |
| 3 | File organization I | Students should to able to: (1) define file organization explain: (2) the various types of file organization (3) the efficiency of file organization (4) how significant is the choosing of an appropriate file organization for your data. | (1) Definition (2) Types of file organization -Serial -Sequential -Indexed etc. (3) Comparison of the three organization | (1) Defines file organization (2) Mentions the three types of file organization | Listen and participate in activity | (1) Computer set (2) Charts | Students to: (1) define file organization explains: (2) types of files organization (3) the significance of choosing the appropriate file organization for data. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | File organization I | Students should be able to: (1) state and explain methods of accessing file. (2) identify the classification of files. | (1) Methods of accessing files. (2) File classification -Master file. -Transaction file. -Reference file. | (1) States methods of accessing file. (2) Tries to identify the classification of files. | (1) Participates in class discussion. (2) Copy chalk board summary. | (1) Computer set (2) Charts. | Students to: (1) state and explain two methods of accessing file. (2) identify three classifications of files. |
| SUB-THEME: INFORMATION TRANSMISSION | | | | | | | |
| 5 | Internet I | Students should be able to: (1) define the term internet. (2) identify internet browser. (3) mention the benefits of internet. | (1) Definition of internet. (2) Internet browser: explorer, opera, microsoft, netscape, mozilla firefox etc. (3) Benefits of internet. | (1) Leads students to define internet. (2) Guides them on internet browser. (3) Demonstrates the various benefits of internet. | (1) Participate in class discussion. (2) Watch the teacher's demonstrations. (3) Copy chalkboard summary. | Computer with internet facility. | Students to: (1) Define the term internet. (2) List two internet browsers. (3) State two benefits of internet. |
| 6 | Internet II | Students should be able to: (1) define some terms in internet. (2) explain internet security. (3) mention the abuses of internet. | (1) Definition of term-e-mail, home page, service. provider, protocol, website, webpage etc. (2) Internet security. (3) Abuses of internet. | (1) Leads students to defines some terms in internet. (2) Explain internet security. (3) Mention the abuses of internet. | (1) Browse open a web page on the net. (2) Copy chalk summary. | (1) Computer set. (2) Samples of web pages. | Students to: (1) define terms. (2) explain internet security. (3) state three abuses of internet. |
| 7 | Practical | Students should be able to: browse open a web page. | Operate a web page. | Leads students to open a web page. | Participates in opening a web page. | Computer with internet facility. | Students to: open a web page. |

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| | | | | TEACHER | STUDENTS | | |
| 8 | Presentation package I | Students should be able to: (1) explain the meaning of presentation package. (2) state examples (3) state features of presentation package. | (1) Meaning of presentation package (2) Example of presentation package (3) Features of a presentation package -Creation of slides -Insertion of pictures -Animation etc. | (1) Explains the meaning of presentation package to the students. (2) States examples. | (1) Participates in classroom discussion. (2) Copy chalkboard summary. | (1) Computer laboratory. (2) Appropriate software. | Students to: (1) explain the meaning of power point. (2) state one examples of presentation. (3) state three features of presentation. |
| 9 & 10 | Practical | Students should be able to: (1) open an e-mail address. (2) open a face book account. (3) chat with others in the chat room. (4) down load items from the web into personal phones. | Internet browser (1) Open e-mail address. (2) Open face book account. (3) Chatting (4) Down loading of files. | Leads students to operate the internet. | Participates in laboratory activities. | Computer with internet facility. | Students to: (1) open e-mail address. (2) open face book account. (3) chat in the chat room. (4) download items, into personal phones. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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SUB-THEME: TOOLS FOR PROCESSING INFORMATION

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| | | | | TEACHER | STUDENTS | | |
| 1 | Presentation package II | Students should be able to: (1) explain how to use presentation package. (2) state uses of presentation package. | Uses of presentation package. (1) Open the application. (2) Create a new presentation (3) Lubert slide content. (4) Text (5) Graphics. (6) Pictures. | Explains the uses of presentation. | (1) Participates in classroom discussion. (2) Copy chalkboard summary. | Charts | Students to: (1) explain how to use presentation package. (2) state two uses of presentation package. |
| 2 | Web design package I | Students should be able to: (1) define the term web design package. (2) mention the uses of web design packages. | (1) Meaning of web design packages. (2) Uses of web design packages. | (1) Leads students to computer laboratory. (2) Explains the meaning of web design packages. | (1) Takes note on teaches explanation. (2) Participates in classroom discussion. | (1) Computer laboratory. (2) Pictures | Students to: (1) explain the meaning of web design packages. (2) state two uses of web design packages. |
| 3 | Web design package II | Students should be able to: (1) state the components of web design packages. (2) mention examples of web design packages. | (1) Components of web design packages. (2) Examples of web design packages. | (1) Outlines the components of a web design package. (2) States examples of web design packages. | (1) Participates in class discussion. (2) Copy examples given by the teacher. | Charts | Students to: (1) state three components of web design packages. (2) mention two examples of web design packages. |

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SUB-THEME: TOOLS FOR PROCESSING INFORMATION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|---|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Graphic Packages I | Students should be able to: (1) define graphic software package. (2) mention uses of graphic software package. | (1) Meaning of graphic software package (2) Uses of graphic software package -Complimentary card design -School log -Nigerian flag etc. | (1) Leads students to computer laboratory (2) Explains the meaning of graphic package (3) Outlines uses of graphic package | (1) Take note on the teachers explanation (2) Participate in classroom discussion | (1) Computer laboratory (2) Pictures | Students to: (1) explain the meaning of graphic package. (2) state two uses of graphic. |
| 5 | Graphic Packages II | Students should be able to: (1) explain components of CorelDraw. (2) state two features of graphic packages (3) give two examples of graphic packages. | (1) Components of CorelDraw (2) Examples of graphic packages -Paints -Harvard -CorelDraw -Photoshop etc. (3) Features of graphic packages | (1) Explains components of CorelDraw. (2) States features of graphic packages | Copy chalkboard summary | (1) Pictures (2) Charts | Students To: (1) explain components of CorelDraw. (2) state two features of graphic packages (3) give two examples of graphic packages. |
| 6 | Practical | Students should be able to: (1) open presentation package. (2) create a new presentation adding animation. | (1) Open presentation package. (2) Create new presentation with animation. | Leads students to perform the activities. | Participates in the activities. | Computer set. | Students to: (1) open presentation package. (2) create new presentation adding animation.. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| SUB-THEME: COMPUTER MAINTENANCE, ETHICS AND HUMAN ISSUES | | | | | | | |
| 7 & 8 | Maintenance of computer I | Students should be able to: explain and carryout basic computer maintenance procedures. | (1) General clearing. (2) Battery charging and replacement. (3) DVD drives lens clearing. | (1) Explains and demonstrates. (2) How to make computer dust free. (3) How to charge and replace batteries (3) How to clean the lens of DVD drive. | (1) Take notes on the basic maintenance procedures. (2) Participate in carrying out basic maintenance. | (1) Computer set (2) Broken down computer set (scraps). | Students to: carryout basic computer maintenance. |
| 9 & 10 | Practical | Students should be able to: use a CorelDraw package to: -design a flag. -prepare an invitation card. | (1) Create or design a flag (National flag) (2) Prepare an invitation card s | Leads students to design a flag and prepare an invitation card | Participates in designing and preparing a flag and invitation cards | (1) Computer set (2) CorelDraw software package | Students to: (1) design national flag. (2) prepare an invitation card. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**STORE KEEPING
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Career opportunities. | Student should be able to: 1define career. | Definition of career. | Explains career with illustration. | Copy notes. | Textbooks. | Students to: explains career. |
| 2 | List job opportunities. | Students should be able to: lists Job opportunities. | Guides students in defining and listing job opportunities. | Explains job opportunities. | Copy notes. | 1. Textbooks. 2. Chalkboard. | Student to: explains job opportunities. |
| 3. | Store keeping. | Students should be able to: definition. | Define i. Store keeping. | Discuss store keeping with the students. | Copy notes. | Textbooks. | Students to: what is store-keeping. |
| 4. | Skills required for performing job opportunities. | Students should be able to: skills required for job in store keeping. | Skills in jobs in store keeping. | Take part in discussion with the students. | Take part in the discussion with the students. | 1. Textbooks 2. Chalkboard | Students to: mention skills in store keeping. |
| 5. | computer skill. | Students should be able to: 1. definition. 2. uses. | 1. Computer skills definition. 2. Uses. 3. Recording. 4. Figures. | Discusses skills required for computer usage in recording ability to work with figure. | Copy notes. | 1. Textbooks 2. Chalkboards. | Student to: explains computer skills |
| 6 | Equipment. | Students should be able to: identify the equipments use in store keeping. | equipment use in store keeping. | Discusses the uses of store keeping. | Take part in the discussion. | 1. Textbooks. 2. Chalkboard. | Students to: mention four (4) equipment use in store keeping. |
| 7. | Facilities used in store keeping. | Students should be able to: 1. facilities used in store keeping. | 1. Facilities in store keeping. | Involve the students in explanation. | Copy notes. | Chalkboard. | Students to: lists three (3) facility of store keeping. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------|--|--------------------------------------|--|-------------|---------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 8. | Uses of various equipment. | Students should be able to: 1.uses of the equipment. | Uses. | Explains the uses. | Copy notes. | Chalkboard. | Students to: describes three (3) uses of equipment. |
| 9. | Safety standard. | Students should be able to: appreciate the Health and safety of work act. | 1. Health. 2. Safety at work act. | Discuss the health and safety at work. | Copy. | 1. Textbooks. 2. Chalkboard. | Students to: briefly state the health. |
| 10 | Safety at work ii act 1974. | Students should be able to: appreciate the safety at work. | Safety at work 1974. | Discuss safety at work Act 1974. | Copy notes. | Textbooks. | Students to: explains safety Act. 1974. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|---|--|---------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Method of providing safety at work place. | Students should be able to: mentions method. - first aid-box. - fire extinguisher. | Method meaning of first aid box and things found in the box | Discussion with the students on safety at work. | Take part in the discussion. | 1. Chalkboard. 2. Textbooks. | Students to: briefly state the health at work. |
| 2. | Identify safety wears. | Students should be able to: safety wares. - Meaning. | 1. Safety wears. - Definition. - Types. | Takes part in discussion. | Copy note and take part in the discussion. | 1. Chalkboard. 2. Textbooks. | Students to: states of wears. |
| 3. | Uses of safety wear. | Students should be able to: mention safety wears. | Safety wears e.g. gloves. | Discussion with the students. | Copy notes. | 1. Chalkboard. 2. Textbooks. | Students to: lists three (3) uses of safety wear. |
| 4. | Environment issues. | Students should be able to: 1. define. 2. explains. | 1. Store cleanliness. 2. Personal cleanliness. | Discussion with the students. | Copy notes. | 1. Textbooks. 2. Chalkboard. | Students to: list 3 environmental issues. |
| 5. | Importance of health environment. | Students should be able to: identify the importance. | Issue in Health environment. | Involves the students in explanation | Listens to the teacher. 2. Copy notes. | 1. Textbooks. 2. Chalkboard. | |
| 6. | Issues in health and environment. | Student should be able to know issue in health and environment. | Issues in health and environment e.g. cleanliness. - Adequate - Space - Temperature. | Listens to the teacher. | Take part in the discussion. | 1. Textbooks. 2. Chalkboard. | Students to: lists 3 environment issues. |

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| WEEK | TOPIC | PERFORMANC E OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 7. | Importance of health environment. - Store-keeping. - Personal cleanliness. - The environment. | Students should be able to: 1. importance of health environment. 2. how to live in good environment. | 1. Store-keeping. 2. Personal cleanliness. b. The environment. | Listens to the teacher. | Take active part in the discussion. | 1. Textbooks. 2. Chalkboard. | Students to: briefly explains how you can keep your environment clean. |
| 8. | Documents uses in store-keeping. | Students should be able to: 1. identify the documents use in store-keeping. 2. explains the document. | Document use in store-keeping. a. Invoice. b. Purchase order. c. Cash register. d. Receipt e. Credit note. f. Debit note. | Mentions the document use in store-keeping. | Listens and take part in the discussion. | 1. Textbooks. 2. Chalkboards. | Students to: list 5 document use in store-keeping. |
| 9 | Cash and credit transaction. | Students should be able to: 1. definition. 2. meaning of journal. 3. advantages and disadvantages. | 1. Cash and credit transaction. 1. Definition. 2. Meaning of journal. 3. Advantages and disadvantages. | Listen to the teacher. | Take part in the discussion. | 1. Textbooks 2. Chalkboard. | Students to: list 4 advantages and disadvantages of journals. |
| 10 | Preparation of general journal in store-keeping. | Students should be able to: solve question involving journal in store-keeping. | 1. Prepare the different types of journal use in store-keeping. - Special journals. (day books). - Purchase journal. - Sales journal | Prepares the different books use in store-keeping. | Take part in the discussion. | 1. Textbooks 2. Chalkboard. | Students to: prepare the sales day books. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**STORE KEEPING
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|---|---|----------------------------------|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Attitude to work in store keeping. | Students should be able to: 1. define work. 2. meaning of attitude to work. 3. attributes of people with right attitude to work. | 1. Definition of work. 2. Meaning of right attitudes to work in store keeping. 3. Attributes of people with right attitude to work in store keeping. | Explains right attitude to work in store keeping. | Listen and take part in the discussion. | 1. Textbooks. 2. Chalkboards. | Students to: list 5 attributes of people to work. |
| 2. | Rewards of a positive work attitude in store-keeping. | Students should be able to: reward for a positive work attitude in store keeping. | Rewards of a positive attitude to work in store keeping. 1. Can d 2. Never say die. 3. Punctuality. 4. Honesty. 5. Consistency. 6. Interest in your work. | Involving the students in the discussion.. | Take active part in the discussion. | 1. Textbook. 2. Chalkboard. | Students to: list 4 positive reward to work in store keeping. |
| 3. | Devotion to duty in store keeping. | Students should be able to: 1. meaning of devotion. 2. effects of devotion to work in store keeping. | 1. Devotion to work in store keeping. 2. Effects of devotion to work in store keeping. | Explains to the students in the class. | Listens to the teacher. | 1. Textbooks. 2. Chalkboards. | Students to: briefly explains devotion to work in store keeping. |
| 4. | Correspondence records in store-keeping. | Students should be able to: identify the books use in recording in store keeping. | - Correspondence record- store-keeping. 1. Mail inward book. 2. Mail outward book. 3. Postage book. 4. Despatch book. | Involve the students in the discussions. | Take part in the discussion. | Textbooks. | Student to: list 3 types of correspondence in store keeping. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Procedure for handling correspondence in store keeping. | Students should be able to: 1. procedure for handling correspondence in store keeping. | 1. Receiving mail. 2. Opening mail 3. Sorting mail. 4. Enclosures. 5. Removing the contents. | Explains to the students. | Listens to the teacher. | Textbooks. | Students to: list 4 procedure in handling correspondence. |
| 6. | Insurance in store keeping. | Students should be able to: 1. meaning of insurance. 2. services of the insurances companies. | 1. Definition. 2. Service of the insurance companies. | Explains the services. | Listen to the teacher. | Textbooks. | Students to: define insurance. |
| 7. | Types of insurance. | Students should be able to: 1. identify the types of insurance. 2. explains the types of insurance. | Types of insurance 1. Vehicle insurance 2. Fire. 3. Burglary. 4. Life assurance. 5. Marine. | Discusses with the students. | Take part in the discussion. | 1. Textbooks. 2. Chalkboard. | Students to: list 4 types of insurance you know. |
| | Warehousing. | Students should be able to: 1. definition of warehousing. 2. types of warehousing. | Warehousing. - Definition. - Types of warehousing. | Discusses with the students. | Listen to the teacher. | 1. Textbooks. 2. Chalkboard. | list 3 types of warehousing. |
| 8. | Buying and selling by cash I | Students should be able to: 1. definition of buying and selling. 2. buying by sample. | Buying and selling by cash. - Types of buying and selling. | Discusses with the students. | Listen to the teacher. | 1. Textbook. 2. Chalkboard. | Student to: list the types of buying and selling. |

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| | | | | TEACHER | STUDENTS | | |
| 9 | Procedures for buying in store keeping. | Students should be able to: 1. definition of buying procedures e.g. i. Enquiry. ii. Quotation. iii. The order. iv. Invoice. | Definition of buying procedures e.g. - Quotation. - Enquiry. - The order. - The invoice. | Discusses with the students. | Listen to the teacher. | 1. Textbook. 2. Chalkboard. | Students to: list and explains the types of buying procedures. |
| 10 | Distribution in store keeping. | Students should be able to: meaning of distribution. - Channel of distributions in store keeping. | Channel of distribution in store keeping e.g. - Producer- Agent-Wholesaler- Retailers- Consumer. - Producer- Wholesaler-Retailer- Consumer. | Discusses with the students. | Listen to the teacher. | 1. Textbooks 2. Chalkboards. | Students to: list the channel of distribution in store keeping. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**BOOK KEEPING
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THEMES 4: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-----------------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Trading Account I | Students should be able to: 1. explain the meaning of trading account. 2. state the purpose of trading account. 3. identify trading account items. 4. outline the rules for constructing trading account. | 1. Trading account 2. Rules for constructing a simple trading account. | 1. Defines trading account. 2. Guides the learners on the rules for constructing a trading account. | 1. Take notes on trading account. 2. Understand the rules for constructing trading account. | 1. Specimen ledger. 2. Charts 3. Pictorial materials 4. Videos | Students to: 1. explain the purpose of trading account. 2. explain the meaning of trading account. |
| 2 | Trading Account II | Students should be able to: 1. describe cost of goods sold. 2. determine the gross profit. 3. describe sales. | 1. Trading account terminologies: -opening stock -closing stock -purchases -cost of goods sold -return inwards and outwards -carriage inward -cost of goods available -gross profit/loss. | Explains the item in the trading account. | 1. Take notes on trading account. 2. Guide the students on the terminologies. | 1. Specimen ledger. 2. Charts 3. Pictorial materials 4. Videos | Students to: explain each of the terminologies. |
| 3 | Trading Account Preparation | Students should be able to: 1. prepare the trading account 2. determine the gross profit/loss | 1. Trading account preparation. 2. Determination of gross profit or loss. | 1. Supervises students to prepare trading account. 2. Prepares trading account. | 1. Take notes on trading account 2. Know how to prepare trading account. 3. Practice exercises calculating cost of goods sold. 4. Practices more exercises. | 1. Specimen ledger 2. Chart 3. Ruler 4. Calculator 5. Relevant textbooks | Students to: 1. list five (5) trading account items. 2. prepare trading account. |

**BOOK KEEPING
SS II
FIRST TERM**

THEME 4: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-----------------------------|---|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 4 | Profit And Loss Account | Students should be able to: 1. explain the profit and loss account. 2. state the purpose of profit and loss account. 3. identify the format of a profit and loss account. | 1. Profit and loss account. 2. Identification of profit and loss account items. | 1. Defines profit and loss account. 2. Guides students on how to identify the profit and loss account items. | Take notes on profit and loss account | 1. Chart 2. Diagrams 3. Videos 4. Rule 5. Relevant textbooks | Students to: list five (5) purpose of profit and loss account. |
| 5 | Profit And Loss Preparation | Students should be able to: 1. prepare the profit and loss account. 2. determine net profit or loss 3. determine net sales. | 1. Preparation of profit and loss account. 2. Determination of net profit or loss. | 1. Guides students to prepare profit and loss account. 2. Guides students to determine net profit or loss. | 1. Prepare profit and loss. 2. Determine net profit or loss. | 1. Diagrams 2. Ruler 3. Chalkboard 4. Calculator 5. Relevant textbooks. | Students to: 1. prepare profit and loss account. 2. determine net profit or loss. |
| 6 | Balance Sheet I | Students should be able to: 1. explain balance sheet. 2. state the content of a balance sheet. | 1. Balance sheet 2. Content of balance sheet. | 1. Explains balance sheet. 2. States the contents of a balance sheet. | 1. Take notes on balance sheet. 2. Understand the contents of a balance sheet. | 1. Chart 2. Diagrams 3. Videos 4. Relevant textbooks | Students to: 1. explain balance sheet. 2. list 5 contents of a balance sheet. |
| 7 | Balance Sheet II | Students should be able to: 1. identify the different between assets and liabilities. 2. classify assets and liabilities. 3. identify the different types of assets and liabilities. | 1. Assets and liabilities. -Distinction -Identification of types -Classification. | 1. Guides students to distinguish between assets and liabilities. 2. Discusses the different types of assets and liabilities. | 1. Take notes on types of assets and liabilities. 2. Note the differences between assets and liabilities. | 1. Chalkboard 2. Charts 3. Textbook | Students to: 1. list two differences between assets and liabilities. 2. list the differences between fixed assets and current assets. |

**BOOK KEEPING
SS II
FIRST TERM**

THEME 4: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMAN CE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Balance Sheet Preparation | Students should be able to: 1. state the users of balance sheet. 2. prepare a simple balance sheet. | 1. Users of balance sheet. 2. The balance sheet: -Layout -Preparation | 1. Leads students to identify users of balance sheet. 2. Prepares a simple balance sheet. | 1. Identity the users of balance sheet. 2. Practice a simple balance sheet. | 1. Chart 2. Diagrams 3. Videos 4. Rule 5. Relevant textbooks | Students to: 1. list 5 users of a balance sheet. 2. preparation of a simple balance sheet. |
| 9 | Bookkeeping and Accounting Concepts and Conventions | Students should be able to: 1. explain the accounting concepts. 2. identify the accounting concepts. 3. list accounting concepts. | 1. Bookkeeping accounting concepts 2. Lists of accounting concepts 3. Explanation of accounting concepts. | 1. Definitions of accounting concept 2. Leads students to identify accounting concepts 3. Lists accounting concepts | 1. Make notes on accounting concepts. 2. Identify accounting concepts. 3. Ask questions on accounting concepts. 4. Know accounting concepts. | 1. Chart 2. Diagrams 3. Videos 4. Relevant textbooks | Students to: 1. identify 4 accounting concepts. 2. list 3 accounting concept. 3. explain 3 accounting concepts. |
| 10 | Bookkeeping Accounting Conventions | Students should be able to: 1. identify accounting conventions. 2. list accounting conventions. 3. explain the accounting conventions. | 1. Bookkeeping and accounting conventions. 2. List of accounting conventions. 3. Explanation of accounting convention. | 1. Guides students to explain the term accounting convention. 2. Leads students to identify accounting conventions 3. Lists accounting conventions. | 1. Write notes on the accounting conventions 2. Ask questions on accounting convention. | 1. Textbooks 2. Chalkboard | Students to: 1. list five (5) accounting conventions. 2. explain four (4) accounting conventions. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**BOOK KEEPING
SS II
SECOND TERM**

THEME 1: INTRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-------------------------|---|--|---|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Depreciation | Students should be able to: 1. define depreciation. 2. state the reasons for charging depreciation. | 1. Meaning of depreciation 2. Reason for charging depreciation | 1. Defines depreciation. 2. Leads students to know the reasons for charging depreciation. | 1. Makes note on deprecation 2. Ask questions on reasons for charging depreciation | 1. Chart 2. Diagrams 3. Videos 4. Relevant textbooks | Students to: 1. define depreciation. 2. state 2 reasons for charging depreciation. |
| 2 | Depreciation (contd.) | Students should be able to: 1. identify the causes of depreciation. 2. list element of depreciation. | 1. Causes of depreciations. 2. Elements of depreciation. | 1. Leads students to know the causes of depreciation. 2. Guides students to identify the element of depreciation. | 1. Make notes on causes of deprecation. 2. Identify the element of depreciation. | 1. Chart 2. Diagrams 3. Videos 4. Relevant textbooks | Students to: 1. list is causes of depreciation. 2. identify 2 element of depreciation. |
| 3 | Methods of Depreciation | Students should be able to: 1. identify depreciation methods: -fixed installment method . -diminishing balance method. -revaluation method 2. compute simple depreciation. | 1. Depreciation methods. 2. Computation of simple depreciation. | 1. Guides students to identify depreciation methods. 2. Demonstrates how to compute simple depreciation. | 1. Identify different depreciation methods. 2. Practice various deprecation methods | 1. Chart 2. Diagrams 3. Videos 4. Relevant textbooks 5. Calculator. | Students to: 1. list 3 depreciation methods. 2. compute a simple depreciation. |
| 4 | End of Year Adjustment | Students should be able to: 1. explain adjustments. 2. identify types of adjustments. 3. make adjustments in the appropriate books. | 1. Adjustments 2. Types of adjustments 3. Adjustment in the appropriate books. | 1. Explains adjustments 2. Leads students to identify the types of adjustments. 3. Demonstrates adjustments in the appropriate books. | 1. Write notes on adjustment. 2. Identify the types of adjustments. 3. Understand and practice adjustment in the appropriate books. | 1. Calculator 2. Relevant textbooks | Students to: 1. explain adjustments. 2. identify 2 types of adjustments. 3. demonstrate adjustment in the appropriate books. |

**BOOK KEEPING
SS II
SECOND TERM**

THEME 1: INTRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|-------------------------------------|---|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Bad and Doubtful Debt | Students should be able to: 1. define bad debt. 2. define doubtful debt. 3. differentiate between bad and doubtful debt. | 1. Bad debts 2. Define doubtful debt. 3. Differences between bad and doubtful debt. | 1. Defines bad debt. 2. Defines doubtful debt. 3. Explains the difference between bad and doubtful debt. | 1. Take notes on bad debt. 2. Take notes on doubtful debt. 3. Understand the difference between bad and doubtful debt. | 1. Calculator 2. Relevant textbooks | Students to: 1. define bad debt 2. define doubtful debt. 3. explain the difference between bad and doubtful debt. |
| 6 | Provision For Bad and Doubtful Debt | Students should be able to: 1. make provision for bad and doubtful debt. 2. post bad and doubtful debt provision to the appropriate books. | 1. Provision for bad and doubtful debt. 2. Posting of bad and doubtful debt to the appropriate books. | 1. Guides students to make provision for bad and doubtful debt. 2. Leads students to post bad and doubtful debts into the appropriate books. | Practice and post bad and doubtful debt provision into the appropriate books. | 1. Calculator 2. Relevant textbooks | Students to: post and doubtful debt provision to the appropriate books. |
| 7 | Reserves and Provision | Students should be able to: 1. explain the meaning of reserves. 2. define provision. 3. identify the difference between reserve and provision. | 1. Meaning of reserve. 2. Meaning of provision. 3. Differences between reserve and provision. | 1. Explains the meaning of reserve. 2. Leads students to know provision. 3. Identifies the difference between reserves and provision. | 1. Take notes on reserve and provision. 2. Understand the difference between reserve and provision. | 1. Chalkboard 2. Relevant textbooks | Students to: 1. define reserve. 2. define provision. 3. explain the difference between reserves and provision. |
| 8 | Accruals And Prepayment | Students should be able to: 1. define accruals 2. define prepayments 3. distinguish between accruals (payment in arrears) and prepayment (payment in advance). | 1. Define accruals and prepayment. 2. Distinction between accruals and prepayment. | 1. Guides students to know accruals and prepayments. 2. Guides students to solve problems involving accruals and prepayment. | 1. Take part in the discussion and activities in the classroom. 2. Solve problems involving accruals and prepayments. | 1. Chalkboard 2. Relevant textbooks 3. Charts | Students to: 1. explain accruals. 2. explain prepayments. 3. state the difference between accruals and prepayments. |

**BOOK KEEPING
SS II
SECOND TERM**

THEME 1: INTRODUCTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|--|---|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Adjustment-Provision For Discounts Allowed And Received | Students should be able to: 1. Identify provisions for discount allowable. 2. Make entries into the ledger and final accounts of provisions for discount allowable. | Identification of provision for discount allowable | 1. Discusses provision for discount. 2. Demonstrates entries into the ledger account. | Take notes on discount allowable | 1. Textbooks 2. Chalkboard 3. Ruler 4. Calculator | Students to: 1. Explain discount allowable 2. Post entries into the ledger account. |
| 10 | Adjustment In Profit And Loss Account | Students should be able to: 1. make entries of payment (payment in advance) and accounts (payment in arrears to final account. 2. make entries of bad debts and provisions into the final account. 3. make entries into final accounts of provision for depreciation. | Posting entries into final account: -accruals and prepayment. -bad and doubtful debt -depreciation and provision for depreciation. -provision for discount allowable. | 1. Demonstrates the posting of accruals and prepayments into final account. 2. Demonstrates the posting of bad and doubtful debt into final account. 3. Demonstrates the entries of depreciation and provision into final account. | 1. Take notes 2. Copies the posting of prepayment and accruals to the final account. | 1. Relevant textbook 2. Calculator 3. Board 4. Ruler. | Students to: 1. post bad and doubtful debts to the final account. 2. post entries of accrual and prepayments to final account. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**BOOK KEEPING
SS II
THIRD TERM**

THEMES: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|---|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Trading, profit, and loss accounts | Students should be able to: prepare trading profit and loss account with adjustments. | 1. Trading, profit and loss accounts 2. Adjustments: -prepayments. -accruals -provisions -depreciations -bad debts -doubtful debts. | 1. Defines and explains trading, profit and loss accounts. 2. Guides students to make adjustments 3. Prepares trading, profit and loss account. | 1. Make notes on trading, profit and loss accounts. 2. Know how to prepare trading and profit and loss account with adjustments. 3. Practice more exercises. | 1. Ruler 2. Calculator 3. Relevant textbooks 4. Board 5. Annual reports of business organizations. | Students to: prepare trading, profit and loss account with adjustment. |
| 2 | Accounts of non-profit making organization | Students should be able to: 1. explain the meaning of non-profit making organization. 2. mention the sources of fund of non-profit making organization. | 1. Account of non-profit making organization. 2. Sources of fund of non-profit making organization | 1. Defines the non-profit making organization 2. Guides students to identify the sources of fund of the non-profit making organization. | 1. Take notes on non-profit making organization. 2. List the source of fund of non-profit making organization. | 1. Chalkboard 2. Textbook 3. Charts. | Students to: 1. explain the non-trading organization 2. list 4 sources of fund of the non-profit making organization. |
| 3 | Receipts and payments | Students should be able to: 1. explain the meaning of receipts and payment accounts 2. state the purpose of receipts and payments 3. identify the users of receipt and payments account. | 1. Meaning of receipts and payments. 2. Purpose of receipt and payments account. 3. Users of receipts and payments. | 1. Defines receipts and payment. 2. Leads students to know the purpose of receipts and payments account. 3. Lists users of receipts and payments account. | 1. Talk notes 2. Know the users of receipts and payments account 3. Ask questions on purpose of receipt and payment account 4. Excursion to non-profit making organization. | 1. Chalkboard 2. Textbook 3. Charts. | Students to: 1. explain the receipts and payment account 2. identify the purpose of receipts and payments account. 3. list 3 users of receipts and payments account. |

**BOOK KEEPING
SS II
THIRD TERM**

THEME: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|---|---|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 4 | Receipts and payments (contd.) | Students should be able to: 1. identify the content of receipts and payments 2. prepare a simple receipt and payment account. | 1. Contents of receipts and payments account. 2. Simple receipts and payments account. | 1. Guides students to identify the contents of receipts and payment account. 2. Prepares a simple receipts and payments account. | 1. Take notes 2. Know the contents of receipts and payment account. 3. Be able to prepare a simple receipts and payment account. | 1. Ruler 2. Board 3. Charts | Students to: 1. identify 5 contents of receipts and payments account. 2. preparation of a simple receipts and payment account. |
| 5 | Income and expenditure account | Students should be able to: 1. explain the meaning of income and expenditure account. 2. state the purpose of income and expenditure account. 3. identify the users of income and expenditure account. | 1. Meaning of income and expenditure account. 2. Purpose of income and expenditure. 3. Users of income and expenditure account. | 1. Understands the purpose of income and expenditure account. 2. Knows the users of income and expenditure. 3. Explains income and expenditure. | 1. Take notes 2. Understand the purpose of income and expenditure. 3. Know the users of income and expenditure account. | 1. Ruler 2. Chalkboard 3. Textbook. | Students to: 1. explain the income and expenditure account. 2. identify the purpose of income and expenditure account. 3. list 3 users of income and expenditure account. |
| 6 | Income and expenditure account (contd.) | Students should be able to: 1. identify the contents of income and expenditure account. 2. prepare a simple income and expenditure account. | 1. Contents of income and expenditure account 2. Simple income and expenditure account. | 1. Guides students to identify the contents of income and expenditure account 2. Prepares a simple and expenditure account. | 1. Prepare and practice a simple income and expenditure account 2. Excursion to non-profit making organizations. | 1. Ruler 2. Calculator. 3. Chalkboard. | Students to: 1. identify 5 contents of income and expenditure account. 2. preparation of a simple income and expenditure account. |

**BOOK KEEPING
SS II
THIRD TERM**

THEMES: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|--|--|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Receipts and payments accounts terminologies | Students should be able to: 1. explain the following terminologies: -surplus -deficit -subscription -accumulated funds -receipts -payments -subscriptions -subscription in arrears -subscriptions in advance | Explain the terminologies to the receipts, payment, income, and expenditure account. | 1. Takes notes 2. Guides students to know the terminologies. 3. Explains the relevant terminologies to the receipt and payment account. | 1. Pay attention 2. Participate in the preparation of the accounts. | 1. Textbook 2. Chalkboard 3. Charts. | list four (4) items of receipt and payment income and expenditure accounts. |
| 8 | Trading activities | Students should be able to: 1. define trading activities. 2. prepare a trading account. | 1. Explain a trading activity. 2. Preparation of a trading account of a non-trading organization. | 1. Explains the meaning of trading activities. 2. Guides students to prepare a simple trading account. | 1. Take notes on the meaning of a trading activates. 2. Prepare and practice a simple trading account. 3. Excursion to non-profit making organizations. | 1. Chalkboard 2. Ruler 3. Calculator 4. Relevant textbooks. | Students to: 1. explain the trading activity. 2. prepare a simple trading account. |

**BOOK KEEPING
SS II
THIRD TERM**

THEMES: FINANCIAL STATEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--|--|--|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 9 | Receipts and payments accounts, income and expenditure | Students should be able to: 1. differentiate between receipts and payments. 2. differentiate between income and expenditure account. 3. prepares the income, expenditure account, receipts and payment account. | 1. Distinction between receipts and payments. 2. Differences between income and expenditure. | 1. Guides students to distinguish between receipts, payment, income and expenditure. 2. Guides students to solve problem involving receipts, payments, income and expenditure account. | 1. Take notes 2. Note the differences between receipts, payments, income and expenditure account. | 1. Textbook 2. Chalkboard 3. Charts. | Students to: 1. differentiate between receipts and payments. 2. differentiate between income and expenditure account. |
| 10 | Balance sheet | Students should be able to: 1. explain the meaning of balance sheet. 2. identify the contents of balance sheet. 3. prepare a simple balance sheet. | 1. Explanation of balance sheet. 2. Contents of balance sheet 3. Simple balance sheet: -Layout -Preparation. | 1. Explains the balance sheet 3. Guides students to identify the contents of balance sheet. 3. Prepares a simple balance sheet of a non-profit making organization. | 1. Take notes 2. Know the contents of balance sheet 3. Prepare a simple balance sheet. | 1. Textbook 2. Chalkboard 3. Charts. | Students to: 1. identify the balance sheet. 2. prepare the balance sheet. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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

THEME: GSM PHONES COMPONENTS INTERFACE, ACCESSORIES AND THEIR FUNCTIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | General revision of SS I question paper | Students should be able to: answer questions on last term work. | Questions on SS I question paper | Asks questions base on SS I past question paper | Listen and responds to questions on questions paper | Past terms question paper. | Students to: study questions papers. |
| 2 | General revision of SS I work | Students should be able to: 1. define terms 2. list examples. | Definition examples. | Guides students to defines terms in SS I and give examples. | Listen and participate in class. | | Students to: 1. define 2. give examples |
| 3 | User interface design of GSM Phone | Students should be able to: 1. define user interface 2. list types of user interface design. -MUID -GUID -TSUID | 1. Definition of user interface 2. Types of user interface designs | 1. Guides students to define users interface 2. Guides students to list user interface designs. | 1. Define user interface 2. List different types of user interface design. | 1. GSM phones with different interface design 2. GSM phones catalogue 3. Internet | Students to: 1. define users interface. 2. list five types of users interface design. |
| 4 | User interface design of GSM phone | Students should be able to: 1. compare various user interface design. 2. state the importance of user interface design. | 1. Comparison of various user interface design 2. The importance of user interface design | 1. Compares various user interface designs 2. States the importance of user interface design. | Identify different types of user interface design. | 1. GSM phones with different interface design 2. GSM phones catalogue 3. Internet | Students to: 1. compare various user interface design. 2. state three (3) importance of user interface design. |
| 5 | GSM phone accessories and their function. | Students should be able to: 1. define GSM phone accessories. 2. Identify various accessories of GSM phones, | 1. Definition of GSM phone accessories 2. Identification of accessories of GSM. | 1. Guides students to define GSM phone accessories 2. Asks students to identify accessories displayed | 1. Define GSM phone accessories 2. Identify accessories of GSM phones. | 1. GSM phone accessories 2. GSM phone catalogues | Students to: 1. define GSM accessories. 2. identify three accessories of GSM phone. |
| 6 | GSM phone accessories and their functions | Students should be able to: state the functions of GSM phone accessories. | Functions of GSM phone accessories | States the functions of GSM phone accessories. | State the functions of GSM phone accessories. | As in week 5 above. | Students to: state/list 5 functions of GSM phone accessories. |

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

THEME: GSM PHONES COMPONENTS INTERFACE, ACCESSORIES AND THEIR FUNCTIONS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|---|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Common menu/submenu and their functions | Students should be able to: explain the main menu and submenu of different GSM phones. | Explanation of the main menu and submenu of different GSM phones e.g. phone book, message, call register etc. | Demonstrates with different handsets to compare their menus practically | Operate different handset to compare their menus. | Different GSM phones. | Students to: operate properly different handset to compare their menus. |
| 8 | Common menu/submenu and their functions | Students should be able to: 1. list types of menus and sub-menus. 2. state the functions of menus and submenus. | Functions of different GSM phone menus and sub-menus e.g. phone book messages, call registers etc. | States the functions of different GSM phone menus and submenus e.g. phone book, messages, call register etc. | Mention the functions of different GSM phone menus and submenus e.g. phone book, messages, call register etc. | Different GSM phones and manuals. | Students to: explain correctly the functions of different GSM phone menus and submenus. |
| 9 | Hardware components | Students should be able to: 1. define hardware devices. 2. identify hardware component of GSM phones (CPU, SIM Socket, earpieces, keypad etc). | 1. Definition of hardware devices. 2. The essential hardware components (CPU, SIM Socket, earpieces, keypad etc). | 1. Guides students to define hardware devices. 2. Lists and displays the essential hardware components (CPU, SIM Socket, earpieces, keypad etc). | 1. Define hardware devices 2. List and identify the essential hardware components (CPU, SIM Socket, earpieces, keypad etc). | 1. Scrap GSM phones 2. Diagrams of hardware components | Students to: 1. define hardware. 2. Identify hardware components. |
| 10 | Practical (hardware components) | Students should be able to: 1. open a faulty GSM phone and repair it. 2. couple/put up a new GSM phone together. | Repair of faulty GSM phone set up a new GSM phone | 1. Opens a faulty GSM phone and shows all the hardware component and do repair 2. Couple a new GSM phone | Listen and observe the teacher repair and couple GSM phone together. | Hardware components faulty GSM phone. | Students to: 1. repair GSM phone. 2. couple new GSM phone. |
| 11 | EXAMINATION | | | | | | |
| 12 | REVISION | | | | | | |

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

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------|--|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Revision of first term work | Students should be able to: answer all the question on the question paper of first term. | Questions of question paper | Guides students to answer questions on the question paper of first term. | Listen to teacher answer difficult question on the question paper | Question paper. | Students to: study first term question paper. |
| 2 | | Students should be able to: have a general review of the first term work. | 1. Definition 2. Examples | 2. Defines terms 3. List function of terms in first terms. | Participate in interactive discussion on first term work | Chart | Students to: 1. define 2. give examples of first term terminologies. |
| 3 | Software components I | 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 -Application software | Guides students to: 1. describes computer software 2. Identifies different types of computer software write notes on the board. | 1. Boot the computer and identify types of software in the system. 2. Copy notes on the board. | 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 and system software. |
| 4 | Software components II | Students should be able to: identify software components of GSM phone. | Software components of GSM phones | Lists the software component of GSM phones | Identify the software components of GSM phones | 1. GSM phones 2. Internet 3. Technical manuals 4. Videos | Students to: identify software components of GSM phone. |
| 5 | Functions of GSM hardware | Students should be able to: explain the functions of the various hardware components of GSM phones. | The function of hardware components (CPU, SIM Socket Earpiece, keypad). | Identifies and displays common tools and equipment for hardware repairs. | List the functions of the hardware components of GSM phone. | | Students to: state the functions of hardware components of GSM phones. |
| 6 | Functions of GSM software | Students should be able to: explain the functions of the various software components of GSM phones. | The function of software components of GSM phone | Identifies and displays common software tool for repairs. | List the functions of the software components of GSM phone | | Students to: state the functions of software components of GSM phone. |

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

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------------|--|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 7 | GSM repair tools and equipment I | Students should be able to: 1. identify common tools and equipments for hardware repairs. 2. state the uses of the tools. | 1. Common tools and equipment for hardware repairs such as: -star Allen key/star precision set. -normal precision set. -multi-meter (analogue and/or digital). -computer set 2. The uses of the tools. | States the uses of the tool identified. | 1. Identify common tools and equipment for hardware repairs 2. Demonstrate the uses of common tool and equipment for hardware repairs. | 1. Hardware tools 2. Demo CDs 3. Faulty phones 4. Computer sets. 5. Cables. | Students to: 1. use the tools and equipment to couple a GSM phone. 2. identify 5 common tools and equipment for hardware repairs. |
| 8 | GSM repair tools and equipment II | Students should be able to: 1. identify common software tools for repairs 2. state the uses of the tool. | 1. Common software tools for repairs such as: -unlocking and repair software -flashing software. 2. The use of the tools. | States the use of the tools identified. | Identify common tools and equipment for software repairs. | GSM phone tools and equipment. | Students to: identify 3 common software tools for repairs. |
| 9 | Care of tools and equipment I | Students should be able to: state the basic care and maintenance tips for the tools and equipment in a GSM phone repairs workshop. | Care and maintenance of tools and equipment in the GSM phone repairs workshop. | Guides students to identify the basic care and maintenance procedures for the tools and equipment in a GSM phone repairs workshop. | Identify the basic care and maintenance tips for the tools and equipment in a GSM phone repairs workshop. | GSM phone tools and equipment. | Students to: identify the basic care and maintenance tips for the tools and equipment in a GSM phone repairs workshop. |
| 10 | Care of tools and equipment II | Students should be able to: observe the basic care and maintenance procedures for tools and equipment in a GSM phone repair workshop. | Care and maintenance of tools and equipment in the GSM phone repairs workshop. | Guides students to observe tools and equipment in workshop. | 1. Observe 2. Listen 3. Ask questions | GSM phone tools and equipment. | Students to: care out the basic care and maintenance for the tools and equipment in a GSM phone repairs workshop. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

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

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|--|--|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Total revision of 2 nd term question paper | Students should be able to: answer all the question on the question paper of second term. | Answer to questions on questions paper. | 1. Guides students to answer questions on the question paper of second term. | Listen to teacher answer difficult question of the question paper. | Questions paper. | Students to: study question paper of 2 nd term. |
| 2 | Total revision of 2 nd term work | Students should be able to: 1. define terms in second term. 2. examples of terms | General review of second term work. | 2. Define terms 3. List examples of such terms | Participate in interactive discussion on 2 nd term work. | Chart | Students to: 1. define terms 2. example of terms. |
| 3 | GSM safety practices | Students should be able to: identify and observe GSM phone care and maintenance procedures. | GSM phone care and maintenance procedures. | Identifies and emphasizes GSM phone care and maintenance procedures. | Identifies and emphasizes GSM phone care and maintenance procedures. | 1. Cleaning solvents 2. Charts 3. GSM phone operation manuals 4. Video clips 5. Internet. | Students to: identify and observe GSM phone care and maintenance procedures. |
| 4 | GSM safety practices | Students should be able to: 1. open a GSM phone and services it. 2. couple it back and it is working better than before. | Maintenance procedures | Guides students to open up a GSM phone clean up and couple it back. | Listen and observe teacher do maintenance on phone | 1. Tools 2. GSM phone. | Students to: 1. open a GSM phone and services it. 2. couple it back and it is working better than before. |
| 5 | Troubleshooting and Repairs I | Students should be able to: 1. troubleshoot faults of GSM phones 2. identify hardware faults of GSM phones. | Troubleshooting hardware faults of GSM phones -Antenna -Service port -LCD -Power pack -Keypad switch -Charging system -Mouth piece (microphone) -Ear piece (speaker) -Ringer -Sun terminals. | Guides students to: 1. troubleshoot hardware faults of GSM phones 2. identify faulty GSM phones. | 1. Troubleshoot hardware faults of GSM phones. 2. Identify faulty hardware components. | 1. Faulty GSM phone 2. GSM phone repair handbook 3. Video clips. | Students to: 1. troubleshoot faults of GSM phones 2. identify hardware faults of GSM phones. |

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

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Troubleshooting and Repairs II | Students should be able to: carry out repair on faulty hardware component practically. | Repair faulty hardware component | Guides students to carry out repairs of faulty phones | Carry out repairs of faulty phones | GSM phone repair handbook, GSM phone repair tools. | Students to: repair faulty hardware component. |
| 7 | Troubleshooting and Repairs III | Students should be able to: troubleshoot faults of GSM phone practically. | Troubleshooting. -Contact service provider. -Phone lock code -Invalid SIM -SIM card rejected -Virus attack etc. | Guides students to: troubleshoots software faults of GSM phone. | Observe and ask questions. | 1. Faulty GSM phones 2. GSM phones repair handbook 3. GSM phone repair tools | Students to: troubleshoot faults of GSM phone. |
| 8 | Troubleshooting and Repairs IV | Students should be able to: 1. identify software faults to GSM phone 2. Fix and repair software fault | Fix and repair software fault. | Guides students to rectify software faults. | Participate in the troubleshooting process. | 1. Faulty GSM phones. 2. GSM phone repair handbook. 3. GSM phone repair tools. | Students to: 1. identify software faults of GSM phone 2. fix and repair software fault. |
| 9 | Practical | Students should be able to: 1. identify faults to GSM phone 2. repair the GSM phone. | Fix and repair faulty GSM phone. | Guides students to repair faulty phone. | Handle tools and fix faulty GSM phone in order. | 1. Faulty GSM phones. 2. GSM phone repair handbook. 3. GSM phone repair tools. | Students to: fix a faulty GSM phone. |
| 10 | Practical (Troubleshooting and Repairs) | Students should be able to: 1. use GSM phone to troubleshoot fault 2. Repair the GSM phone | Troubleshooting and Repaired GSM phone | Guides students Troubleshooting and Repaired GSM phone | Participate in troubleshooting. | 1. Faulty GSM phone 2. Tools. | Students to: 1. use GSM phone to troubleshoot fault. 2. repair the GSM phone. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ANIMAL HUSBANDRY
SS II
FIRST TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|--|---|--|---|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Processing and marketing of animal products I | Students should be able to: process animal products into various farms. | Processing of the following animal products into Egg, Milk, Meat. | Demonstrates processing of animal products | Observe and practice demonstration of processing. | Samples of animal products Egg, Milk, Meat etc. | Students to: process animal products into Egg, Milk and Meat. |
| 2 | Processing and marketing of animal products II | Students should be able to: process animal products into hide, skin, wool etc. | Processing animal products into hide, skin and wool. | Demonstrates processing of animal products into hide, skin and wool. | Observe and practice demonstration of processing. | Samples of animal products (hides, skin and wool) . | Students to: process animal products into hide, skin and wool. |
| 3. | Marketing of animal products | Students should be able to: 1. identify various marketing channels/outlets. 2. enumerate the advantages and disadvantages of each channel. | 1. Marketing channels. 2. Advantages and disadvantages of each marketing channel. | Exposes students to the various marketing channels. | Draws diagram of marketing channels. | Chart showing marketing channels. | Students to: list and explains marketing channels. |
| 4. | Meaning and causes of animal feeds I | Students should be able to: 1. define animal nutrition. 2. outline the importance of feeds in farm animals production. | 1. Meaning of nutrition. 2. Importance of feeds. | Uses charts to demonstrate the importance of feeds in farm animals production. | Participate in the demonstration. | Chart showing well nourished animal and malnourished livestock. | Students to: 1. define animal nutrition. 2. state four importance of nutrition in animal production. |
| 5. | Meaning and classes of animal feeds II | Students should be able to 1. list the various classes of animals feeds. 2. use of nutrient in animal production. | Classification of feeds i. Concentrates ii. Basal or energy feeds iii. Forages and roughages iv. Additives etc. | Exposes students to the various classes of animal feeds. | Identify feed stuff with various nutrient components. | Samples of the classes of animal feeds. | Students to: 1. enumerate the various classes of animal feeds. 2. state two importance of each nutrient in animal production. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 6 | Classes of animal feeds III | Students should be able to: 1. list the various classes of nutrients in animal feeds. 2. outline the sources, and functions of their nutrients in animal feeds. | Components of feed - Protein - Carbohydrates - Fats and oil - Vitamins - Minerals etc. | Exposes the students to various sources of these nutrient in livestock feeds. | Identify feed stuffs with these nutrient components e.g. blood meal, GNC cotton seed, cake maize bone meal etc. | Examples of the sources such as blood meal groundnut cakes, maize grains, cassava rubbers etc. | Students to: 1. enumerate the feed stuffs which supplies protein, fats and oil, carbohydrates etc. 2. state two functions of each of nutrients enumerated above. |
| 7. | Classes of animal feeds IV | Students should be able to: i. list the classes of animal feeds (mineral and water) . ii. outline the function of these nutrients in animal feeds. | Classification of farm animal feeds continued with - Mineral - Water | Exposes students to the various classes of animal feed that constitutes mineral and water. | Identify feed stuff with minerals and water. | Samples of the various s classes of animal feeds. | Students to: 1. list the classes of feed stuff that suppliers minerals and water. 2. outline the function of mineral and water in animal feed . |
| 8. | Sources of animal feed I | Students should be able to: 1. identify the source of animals feed stuff. 2. state nutritional value of each feedstuff. | Course of feedstuff a. Carbohydrates e.g. cereals - Tubers - Roughages - Domestic waste b. Protein - Animal sources - Plant sources 2. Values and function of carbohydrates and protein. | 1. Provides samples of the various sources of feed stuff. 2. Guides students in building of feedstuff album. | Build feed stuff album as reference booklet. | 1. Samples of feed stuff I the school 2. Agric laboratory or workshop. | Students to: 1. identify and list the sources of animal feed stuff. 2. enumerate nutritional value or function of carbohydrates and protein. |

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| | | | | TEACHER | STUDENTS | | |
| 9. | Sources of animal feed stuff II | Students should be able to: 1. identify sources of: a. fats and oil - plant sources - animal sources b. vitamins - plants sources - animal sources 2. state nutritional value/function of each feed stuff. | Sources of a. Fats and oil - Plants and animal sources. b. Vitamin - Plants and animal sources. 2. Values and function of these feedstuff. | 1. Provides samples of the various sources of feed stuff. 2. Guides students in building of field stuff album. | Build feedstuff album as reference booklet. | 1. Sample of feed stuff in the school. 2. Agric laboratory or workshop. | Students to: 1. identify and list the sources of fats and oil vitamins. 2. enumerate nutrition value or function of each feed stuff. |
| 10 | Sources of animal feed III | Students should be able to: 1. identify source of a. water i. feeding sources ii. drinking sources iii. metabolic sources etc. | 1. Sources of these feed stuff water such as feeding drinking metabolic sources. 2. Functions of water in the feed of animal. | Provides sample of this sources of feedstuff. | Observe the feedstuff. | Water that is for drinking. | Students to: i. identify and list the various sources in livestock field. ii. enumerate the functions of water. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ANIMAL HUSBANDRY
SS II
SECOND TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Livestock rations I | Students should be able to: 1. explain the meaning of ration. 2. list types of ration. | i. Meaning of ration ii. Types of ration a. Balanced ration b. Maintenance ration c. Production ration. | Lists out nutrients that constitute the various types of ration. | Provides ingredients for preparing ration. | Provision of ingredient for ration formulation. Blood meal - Fish meal - Cotton seed - Home meal - Oyster shell | Students to: 1. explain the meaning of ration. 2. list various types of ration. |
| 2. | Livestock rations II | Students should be able to: explain production ration under the following: a. flashing ration b. steaming up ration c. weaning ration d. groners e. starter ration f. finisher ration. | i. Flushing ii. steaming up ii. Weaners ration iv. Growers v. Starter vi. Finisher vii. Pullets ration viii. Layer etc. | Guides and discusses the makeup of the ration. | Participate in the discussion processed. | Provision of these rations and the livestock they and fed. | Students to: explain the following types of production rations: i. flushing ii. steaming up iii. weaners iv. growers v. starter vi. finisher and the group of livestock they are fed. |
| 3. | Livestock rations III | Students should be able to: i. distinguish between production and maintenance rations. ii. list the factors responsible for feeding of maintenance ration. | 1. Maintenance ration. 2. Production ration 3. Reasons for feeding maintenance ration. | 1. Explains the differences between maintenance rations and provision ration. 2. Guides discussion on the reason for feeding maintenance ration. | Participate in the discussion and the reasons for maintenance ration. | Livestock that are being fed Maintenance ration charts on the group of livestock. | Students to: i. differentiate between maintenance and production rations. ii. State the reason for feeding maintenance ration. |
| 4. | Livestock rations IV | Students should be able to: 1. list causes and malnutrition. 2. mention of the malnutritional disease. | Malnutrition - Causes - Symptoms - Malnutritional diseases rickets - Kitisos etc. | Guides students on the causes and symptom of malnutrition. | Observe the effects of malnutrition on livestock production. | Malnourished livestock e.g poultry. | Students to: 1. explain causes of malnutrition. 2. symptom and some of malnutritional diseases in livestock. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 5. | Livestock rations V | Students should be able to: enumerate practical measures to check malnutrition in farm animals. | Symptoms of malnutrition Deficient nutrient and the right proportion in the ration of the term animal. | Lists out the nutrients that constitute the various rations. | Provide ingredients for balance ration so as to correct the imbalance in the ration. | Provision of ingredient for ration formulation e.g blood meal - Fish meal - Cotton seed cake - Some meal etc. | Students to mention five measures of checking malnutrition in farm animals. |
| 6. | Livestock rations VI | Students should be able to: enumerate practical measures to prepare some of the feed ingredients such as: - blood meal - fish meal groundnut cake - palm kernel cake etc. | Methods of preparing the following feed ingredients - Blood meal - fish meal - Groundnut cake - Cotton seed cake - Palm kernel cake etc. | Guides students on how to prepare the feed ingredients. | Prepare some of the feed ingredients. | Ingredient for feed compounding - Fish meal - Maize grain - Box meal - Blood meal - Brewers dry grain - Wheat effals etc. | Students to: state the step involve in preparing the following feed ingredient - blood meal - fish meal - groundnut cake - palm kernel meal etc. |
| 7. | Livestock ration VII | Students should be able to: explain the factors to be considered before formulating ration for farm animals. | Factors to be considered in livestock ration formulation - Age of the animal - Sex - Purpose -Health status - Climatic condition - Cost of ingredients etc. | Discusses the factors and how these factors influences the type of rations to be formulated. | Participate in the discussion. | Charts showing different ages, sex and groups of livestock. | Students to: explain the influence of the following factors on the type of ration to be formulated for farm animals. |

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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Livestock rations VIII | Students should be able to: formulate livestock rations. | Formulation of livestock rations. | Exposes students to various methods of ration formulation. | Practice formulation of livestock rations. | Provision of ingredients for ration formulation e.g - Maize grain - Blood meal - Bone meal - Groundnut cake - Fish meal etc. | Students to: formulate ration for broiler birds of four weeks old. |
| 9 | Pasture management practices I | Students should be able to: 1. explain the meaning of pasture and forage crops. 2. state importance of pasture in livestock production. | 1. Meaning of pastures and forage crops. 2. Importance of pasture and forage crops. | Explains the meaning of pasture and forage crops and the importance in livestock production. | Pay attention and participate in discussion. | Pasture and forage crops. | Students to: 1. explain the meaning of pastures and forage crops. 2. state the importance of pasture in live stock management. |
| 10 | Pasture management practices II | Students should be able to: 1. distinguish between pasture and forage crops. 2 identify various types of pasture. | 1. Pasture and forage crops. 2. Types of pasture - Natural pasture - Artificial pasture. | 1. Provides different pasture and forage crops. 2. Conducts excursion to range lands. | Build album of pasture and forage crops. | Maps showing pasture and range lands. | Students to: 1. distinguish between pasture and forage crops. 2. mention types of pasture. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

ANIMAL HUSBANDRY
SS II
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|----------------------------------|--|---|--|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Pasture management practices III | Students should be able to: 1. identify common grasses of livestock. 2. describe the morphology of common grasses, weeds, and legume species (characteristics) . | 1. Common grasses and legumes of pasture. 2. Characteristics (features) of the legumes and grasses. | Guides students in identifying the grasses and legumes of the pasture. | Prepare album of pasture and forage crops. | Pasture and forage crops within the locality. | Students to: 1. identify 5 common grasses and five legumes of the pasture. 2. describe these five grasses and legumes based on their characteristics. |
| 2. | Pasture management practices IV | Students should be able to: 1. enumerate the factors affecting distribution, establishment and productivity of pasture. 2. explain these factors enumerated above. | Factors affecting distribution, establishment and productivity of pasture - Climate - Soil - Biotic - Stocking rate - management procedures etc. | Explains how these factors affect the distribution and productivity of pasture. | Participates in the discussion. | 1. Maps showing pasture and range land. 2. Films shown pasture and range lands. | Students to: mention and explain five factors affecting the distribution, establishment and productivity of pasture. |
| 3. | Pasture management practices V | Student should be able to: i. establish a pasture. ii. list the problems associated with pasture seed production. | 1. Steps in establishment of pasture - Clearing of site - Cut back the site - Cultivate - Plant - weed etc 2. Problem associated with pasture used production - Prolong seed emergence - Prolong flowering etc. | 1. Guides students in pasture establishment. 2. Enumerates the problems of pasture used production. | 1. Maintains the pasture within the school ranch. 2. Practice pasture establishment at home. | School ranch , range land within the locality. | Students to: 1. enumerate five steps involve in establishment of pasture. 2. list four problems associated with pasture seed production. |

ANIMAL HUSBANDRY
SS II
THIRD TERM

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 4 | Pasture management practices VI | Students should be able to: 1. describe the management practical in pasture. 2. enumerate the qualities of good pasture crops. | Management practices a. Stocking rate b. Burning c. Fencing d. Use of fertilizers e. use of suitable forage species f. Weed control g. Pest and disease control etc. | 1. Establishments and maintenance of pasture within the school. 2. Explains the management practices. | Carryout these management practices for optimal pasture production. | School pasture and the ranch or range land within locality. | Students to 1. describe the following management practice in pasture a. stocking rate b. burning c. fencing d. use of fertilizer 2. list five qualities of good pasture crops. |
| 5 | Pasture management practices VII | Students should be able to 1. mention the method of preserving pasture crops. 2. state the steps involve in the preparation of silage | 1. Method of preserving pasture crop i. Hay ii. Silage 2. Steps in silage preparation. | Guides students in silage preparation. | 1. Prepare silage and hay as home projects. 2. Participate in the preparation at schools livestock farm. | Silage and hay samples. | Students to: 1. mention two ways of preserving pasture crops. 2. list five steps in preparing silage for livestock production. |
| 6 | Characteristics methods and importance of range land I | Students should be able to: 1 state the meaning of range land 2. enumerate the importance of range land in livestock production | 1. meaning of rangeland 2. Importance of rangelands in livestock production - Provision of vegetable and grasses for animal - Reduce cost of feeding animal etc. | Discusses the meaning of range land and the importance in livestock production | Participate in the discussion | 1. Samples of range and crops 2. charts showing farm animals on range lands | Students to 1. define range land 2. list five importance of rangeland. |
| 7 | Characteristics methods and importance of rangeland II | Students should be able to outline the basic characteristics of rangeland. | Characteristics of range land: - high quality grasses and legumes. - contain plant shade and dew needs. - can withstand trampling by farm animals. - has higher regeneration ability. - burning stimulates growth etc. | 1. Displays charts showing characteristics of rangeland. 2. Conducts examination to range land. 3. Displays pictures of rangelands. | 1. Go on excursion to range land. 2. Observe charts showing range land. 3. Observe major features of the pasture areas of school land. | 1. Pictures of rangeland. 2. charts showing characteristics of rangeland. 3. Samples of rangeland crops. | Students to: state he characteristics of rangeland. |

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SS II
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| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 8. | Characteristics method and importance of range land III | Students should be able to: 1. state the methods used in rangeland improvement. 2. explain the various methods listed above. | Methods of rangeland improvement - Reseeding - Padlocking - controlled stocking - Avoidance of overgrazing - Fertilizer application - Rest control - Controlled burning. | 1. Guides students to the pasture area of school land. 2. Conducts excursion to range. 3. Shows films of range lands. | 1. Observe major features of the pasture area of school land. 2. Go on excursion to range land. | 1. Films showing pasture land. 2. films showing rangeland. 3. Samples of rangeland crops. | Students to: 1. enumerate five methods used to improve range land. 2. explain any three of the methods mentioned above. |
| 9 | Characteristics methods and importance of range land IV. | Students should be able to: state factors affecting the level of production of herbal | Factors affecting the level of production of herbage . | 1. Displays of charts and pictures of range land. 2. Guides discussion of the factors affecting the production of herbage. | Interact with picture and charts, participate in the discussion. | Charts and pictures on range land. | Students to: mention and discuss five factors affecting the production of herbage in a rangeland. |
| 10 | Characteristics, methods and importance of rangeland V | Students should be able to: 1. mention some common grasses and legumes in rangeland. 2. methods of preparing hay and silage. | 1. Common grasses and legumes of livestock in range land. 2. Methods of preparing hay and silage. | 1. Guides students during visit to rangeland or ranch. 2. Demonstrates on how to prepare hay and silage. | 1. Participate in the demonstration and thee excursion. 2. Prepare hay or silage for feeding livestock at home. | Visit to any ranch within the locality hay and silage, common grasses and legumes within the school used for grazing animals etc. | Students to: 1. mention five grasses and legumes found in rangeland within the locality. 2. state the steps involve in preparing silage. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FISHERY
SS II
FIRST TERM**

THEME 1: TYPES OF FISH CULTURING FACILITES AND CULTURE SYSTEMS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
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| | | | | TEACHER | STUDENTS | | |
| 1 | Types of fish pond | Students should be able to: describe the earthen pond. | Describe the earthen pond. | Guides students in making sketches of earthen pond. | Participate in the sketching and construction of earthen pond. | 1. Charts 2. Pictures etc. | Students to: describe an earthen pond. |
| 2 | Types of fish pond | Students should be able to: describe the concrete pond. | Describe of concrete pond. | Guides students in making sketches of concrete pond. | Participate in the sketching and construction of concrete pond | 1. Charts 2. Pictures etc. | Students to: describe the concrete pond. |
| 3 | Types of fish pond | Students should be able to: describe the culturing facilities tanks, pens, cages, happa, race ways. | Description of other culturing facilities tanks, pens, cages, happa, race ways | Guides students in identifying other culturing facilities. | Participating in identifying other culturing facilitates. | 1. Charts 2. Pictures etc. | Students to: describe three culturing facilities. |
| 4 | Types of fish pond | Students should be able to: list the components of ponds. | Components of ponds inlets, outlets, dykes, spill way etc. | Guides students to identifying pond components visit to a pond. | Participating in identifying pond components. | 1. Charts 2. Pictures etc. | Students to: describe dykes, spill ways, inlets. Outlets. |
| 5 | Culture system | Students should be able to: explain the culture system. | Culture system 1. Mono-culture. 2. Poly-culture. | Explains the culture systems and give examples. | Ask question listen to the explanation. | Picture Charts etc. | Students to: explain 1. mono-culture. 2. poly-culture. |
| 6 | Culture system | Students should be able to: explain the culture system. | Culture system 1. integrated fish Farming. 2. Intensive. 3. Extensive. | Explains the culture systems and give examples. | 1. Listen to explanation. 2. Ask question. | Picture and charts of various culture system etc. | Students to: explain integrated fish farming, intensive and extensive. |

**FISHERY
SS II
FIRST TERM**

THEME 1: TYPES OF FISH CULTURING FACILITES AND CULTURE SYSTEMS

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------------|---|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7 | Monitoring water quality | Students should be able to: define a water quality. | Meaning of water quality: conditions of water that promotes good health of fish survive. | Defines water quality. | 1. Listen to explanation. 2. Ask question | Picture Chart etc. | Students to: define water quality. |
| 8 | Monitoring water quality | Students should be able to: state water quality parameters. | Water quality parameters dissolved, oxygen (DO), ph 1. Temperature 2. Turbidity 3. Conductivity | Explains water quality parameters. | Listen to explanations. | 1. Polluted water 2. Good water etc. | Students to: state four water quality parameters. |
| 9 | Monitoring water quality | Students should be able to: mention different methods of monitoring water quality parameters. | Methods of monitoring water quality: uses of DO meters. -Winkers methods -Use of ph meter. -Litmus test. | Carries and experiments in the laboratory on water quality | 1. Participating in carrying out the experiment. 2. Write report. | Laboratory equipment DO meter, beaker burette, ph meter, litmus paper pipette, colour charts etc. | Students to: mention four method of monitoring water quality parameters. |
| 10 | Monitoring water quality | Students should be able to: list the optimum water parameters. | Optimum water parameter -DO (5.0-8.0 MGL) -PH (6.5-8.0) 3. Turbidity less than 30cm. | Lists and explains the optimum water parameters. | Listen and ask questions. | 1.Charts 2. Picture etc. | Students to: list the optimum water parameters. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

FISHERY
SS II
SECOND TERM

THEME 2: FISH FEEDS AND FEEDING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------------|---|---|---|----------------------------|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Fish feed and material | Students should be able to: identify and name natural fish pond. | Natural fish pond: 1. Phytoplankton and zooplankton e.g. algae rotifers amoeba 2. Earthworm 3. Insects and leaves 4. Maggot 5. Pawpaw leaves. | Discusses natural fish pond and their disadvantages. | Participate in discussion. | Earth worm insects, larvae, paw- paw leave etc. | Students to: name six natural fish food. |
| 2 | Fish feed and material | Students should be able to: identify artificial feed materials. | Artificial feeds 1. artificially formulated feed e.g. polluted feed and unpolluted feed 2. Rice bran 3. Soya beans cake 4. Groundnut cake 5. Fish meal 6. Bone or blood meal. | Discusses artificial fish feed and their advantages. | Participate in discussion. | Formulated feed (polluted and unpolluted) rice bran, fish meal etc. | Students to: name five artificial fish seed. |
| 3 | Fish feed and material | Students should be able to: identify artificial feed materials. | Artificial feeds: 1. wheat bran 2. cotton seed cake 3. red oil 4. garri/corn flower 5. vitamin premises. | Discusses artificial fish foods and their advantages. | Participate in discussion. | Wheat bran, cotton seed, red oil, garri, corn flower, vitamin premix etc. | Students to: name four artificial fish seed. |
| 4 | Fish feed and material | Students should be able to: state the nutritive values of: rice, soya beans, groundnut, fish meal, bone and blood meal, formulated feeds. | Nutritive values of: rice, beans, soya beans cake, groundnut cake, fish meal, bone/blood meal formulated feeds. | Discusses the nutritive values of the feed items. | Participate in discussion. | Feed item formulated feed, rice bran, soya beans cake, fish meal etc. | Students to: name three feeds, items, that provides protein and carbohydrates. |
| 5 | Fish feed and material | Students should be able to: state the nutritive values of wheat bran, cotton seed cake, red oil, garri, vitamin regime. | Nutritive values of: wheat bran, cotton seed cake, red oil, garri, vitamin premises. | Discusses the nutritive values of feed items. | Participate in discussion. | Feed items: wheat bran, cotton seed cakes, red oil, garri, vitamin premise etc. | Students to: state the nutritive values for wheat bran cotton seed cake, red oil, garri, vitamin premise. |

FISHERY
SS II
SECOND TERM

THEME 2: FISH FEEDS AND FEEDING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------|---|---|---|--|--|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Fish feeding | Students should be able to: explain feeding regime. | Feeding regime e.g. 4%.5% body weight for fingerlings, juveniles and sub adults, 2.5-3.5% body weight for adults. | Discusses the feeding regime. | 1. Participate in discussion. 2. Ask questions. | 1.Samples of feeds 2. Fish of different ages and sizes etc. | Students to: name the feed regime for -juvenile -fingerlings -adult fish. |
| 7 | Fish feeding | Students should be able to: state the periods of feeding fish. | Perfects of feeding: -three times dialing for fingerlings. -two times daily for adults. | Discusses feeding period. | Participate in discussion. | 1. Picture 2. Chart etc. | Students to: state how times an adult fish and fingerlings should be feed in a day. |
| 8 | Fish feeding | Students should be able to: demonstrate how to feed fish by broadcasting. | Feeding method: broadcasting. | Discusses and demonstrate broadcasting method. | Participate in discussion. | Pictures, visit to a standard pond etc. | Students to: demonstrate fish feeding by broadcasting. |
| 9 | Fish feeding | Students should be able to: demonstrate fish feeding by spot method. | Method of feeding fish: spot method. | Discusses and demonstrate spot methods of feeding fish. | Participate in discussion and demonstration. | Pictures, visit to a standard pond etc. | Students to: demonstrate spot feeding. |
| 10 | Fish feeding | Students should be able to: explain fish feeding using machine. | Method of feeding fish automatic feeding (using machine). | Demonstrates the methods. | Participate in demonstration. | Visit to a pond with automatic feeding machine where possible charts, picture etc. | Students to: explain automatic feeding method. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**FISHERY
SS II
THIRD TERM**

THEME 3: FISH POND PREPARATION AND MANAGEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|------------------|--|---|--------------------------------------|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Pond preparation | Students should be able to: describe the process involved in pond preparation. | Preparation of new pond: Flush in water and drain after 21 days. | Guides discussion and demonstration. | Participate in the discussion and demonstration. | Visit to a new pond charts and pictures. | Students to: describe the processes involved in new pond production. |
| 2 | Pond preparation | Students should be able to: describe checking leakages in ponds. | Pond preparation: checking leakages. | Leads discussion and observations. | Participate actively. | New pond Water etc. | Students to: describe the processes in identifying leakages. |
| 3 | Pond preparation | Students should be able to: describe how to: 1. flush in water 2. fertilizer 3. stock fingerlings in new ponds. | Pond preparation: 1. flush in water. 2. fertilizer. 3. stock fingerlings in new ponds. | Leads discussion and demonstration. | Participate actively. | 1.Pond 2. Fertilizers 3. Fingerlings etc. | Students to: describe the processes individual flushing fertilizing and stocking pond. |
| 4 | Pond preparation | Students should be able to: the preparation of old pond 1. drawn and dry ponds. 2. checking for cracks. 3. removal of silt and debris. | Pond preparation (old pond) . 1. Drawn and dry ponds. 2. Checking for cracks. 3. Removal of silt and debris. | Leads discussion. | Participate in discussion and ask question. | 1.Old pond 2. Pictures etc. | Students to: describe how to 1. drain and dry 2. check for cracks. 3. remove sills and debris in ponds. |
| 5 | Pond preparation | Students should be able to: 1. Lime 2. flush in water 3. fertilize 4. stock old pond. | Pond preparation (old pond) 1. lime 2.f Lush in water 3. Fertilize 4. Stock old pond. | Leads discussion | Participate in discussion. | 1. Old pond 2. Pictures etc. | Students to: describe how to 1. lime 2.f lush in water 3. fertilize 4. stocks pond. |

**FISHERY
SS II
THIRD TERM**

THEME 3: FISH POND PREPARATION AND MANAGEMENT

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING MATERIALS | EVALUATION GUIDE |
|------|--------------------|---|---|-------------------------------------|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 6 | Pond management | Students should be able to: describe pond management. | Pond management are all practice carried out to ensure optimum fish production. | Leads discussion. | Participate in discussion. | Pond Picture etc. | Students to: describe pond management practices. |
| 7 | Pond management | Students should be able to: describe how to monitor water quality. | 1. Monitoring water quality. 2. Daily checks of leakages and seepage. | Leads discussion. | Participate in discussion. | 1. Picture 2. Chart 3. Pond etc. | Students to: describe how to monitor water quality and leakages ponds. |
| 8 | Pond management | Students should be able to: describe how to stock fish pond. | Lead discussion and demonstrate. | Leads discussion. | Participate in discussion. | Pictures Charts etc. | Students to: describe 1. stocking rate 2. method of stocking. |
| 9 | Pond management | Students should be able to: 1. describe period of stocking. 2. transportation of fingerlings. | Period stocking: 1. Early in the morning or late in the evening 2. Transportation of fingerlings with oxygenated bags or big containers | Leads discussion and demonstration. | Participate in discussion and demonstration. | Pond, fingerlings, and containers etc. | Students to: describe the processes involved in stocking and transportation of fingerlings. |
| 10 | Pond management | Students should be able to: describe how to feed fish daily and sort fish. | Feeding fish: daily Sorting (monthly) . | Leads discussion and demonstration. | Participate in demonstration. | 1. Feed 2. Fish 3. Pond etc. | Students to: describe how to feed fish and sort fish. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**MARKETING
SS II
FIRST TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|--|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Types and functions of Distribution I | Students should be able to: (1) state the meaning of distribution. (2) list the types of distribution. | (1) Distribution (2) Types of distribution. | Guides students to discuss the distribution and the types of distribution. | (1) Listen attentively to explanations. (2) Participate in discussion. (3) Ask questions. (4) Respond to teacher's questions. | (1) Textbooks (2) Diagram (3) Magazines (4) Pictures. | Students to: (1) define distribution. (2) list four types of distribution. |
| 2 | Types and functions of Distribution II | Students should be able to: (1) identify the channel of distribution (2) state the functions of each channel of distribution. | (1) Channel of distribution -wholesaler. (2) Functions of wholesaler. | (1) Guides students to discuss the channel of distribution. (2) Demonstrates the functions of the wholesaler. | (1) Listen attentively to explanations. (2) Participate in discussion. (3) Ask questions. (4) Respond to teacher's questions. (5) Observe teacher's demonstration. | (1) Textbooks (2) Diagram (3) Magazines (4) Pictures. (5) Chart. | Students to: (1) identify the channel of distribution. (2) explain two function of the wholesaler. |
| 3 | Types and functions of Distribution III | Students should be able to: (1) identify the channel of distribution. (2) state the functions of retailer as a channel of distribution. | (1) Channel of distribution. -retailer (2) Functions of a retailer. | (1) Guides students to discuss the channel of distribution -retailer (2) Demonstrates the functions of the retailer. | (1) Listen attentively to explanations (2) Participate in discussion. (3) Ask questions (4) Respond to teacher's questions. (5) Observe teacher's demonstration. | (1) Textbooks (2) Diagram (3) Magazines (4) Pictures. (5) Chart. | Students to: (1) identify the channel of distribution. (2) explain functions of retailer. |
| 4 | Types and functions of Distribution IV | Students should be able to: (1) explain the term consumer in channel of distribution. (2) state the functions of a consumer. | (1) Consumer (2) Functions of consumer. | (1) Explains the meaning of consumer. (2) Guides students to discuss the functions of a consumer. | (1) Listen attentively to explanations. (2) Participate in discussion. (3) Ask questions. (4) Respond to teacher's questions. (5) Observe teacher's demonstration. | (1) Textbooks (2) Diagram (3) Magazines (4) Pictures. (5) Chart. | Students to: (1) explain the meaning of consumer. (2) state the functions of a consumer. |

**MARKETING
SS II
FIRST TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------------------------|--|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 5 | Types and functions of Distribution V | Students should be able to: explain the factors that influence the choice of distribution channel. | Choice of distribution channels. | (1) Leads discussion on the choice of distribution channels. (2) Responds to students questions. | (1) Listen attentively to explanations (2) Participate in discussion. (3) Ask questions (4) Respond to teacher's questions. (5) Observe teacher's demonstration. | (1) Magazines (2) Pictures (3) Textbooks | Students to: (1) list two factors that influence choice of distribution channel. |
| 6 | Transportation I | Students should be able to: (1) explain the meaning of transportation in marketing. (2) list the importance of transportation in marketing. | (1) Meaning of transportation. (2) Importance of transportation in marketing. | (1) Explains the meaning of transportation in marketing. (2) Guides discussion on importance of transportation. | (1) Listen attentively to explanations (2) Participate in discussion. | (1) Pictures (2) Diagrams (3) Newspaper cuttings | Students to: (1) explain the meaning of transportation. (2) state four importance of transportation. |
| 7 | Transportation II | Students should be able to: (1) state the major modes of transportation (2) state the forms of land transport. (3) identify the advantages and disadvantages of each form of land transportation. | (1) Modes of transportation -Land (2) Form of land transport -Road -Rail. (3) Advantages and disadvantages of each form of land transport. | (1) Major modes of transportation. (2) Guides discussion forms of land transport. (3) Explains their advantages and disadvantages of each form of land transport. | (1) Listen attentively to explanations (2) Participate in discussion. | (1) Pictures (2) Diagrams (3) Newspaper cuttings (4) Slides | Students to: (1) list the major modes of transportations. (2) list two (2) forms of land transport. |

**MARKETING
SS II
FIRST TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---------------------|---|--|---|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Transportation III | Students should be able to: (1) explain transportation by air. (2) state the advantages and disadvantages of air transport. | (1) Air transport (2) Advantages and disadvantages of air transport. | (1) Explains air transport. (2) Illustrates the advantages and disadvantages of air transport. | (1) Listen attentively (2) Watch teacher's illustration. | (1) Pictures (2) Diagrams (3) Newspaper cuttings (4) Slides | Students to: (1) explain air transport. (2) list three advantages and three disadvantages of air transport. |
| 9 | Transportation IV | Students should be able to: (1) explain the meaning of water transport. (2) state the advantages and disadvantages of water transport. | (1) Water transport. (2) Advantages and disadvantages of water transport. | (1) Explains water transport. (2) Guides students to state the advantages and disadvantages of water transport. | (1) Listen attentively (2) Ask and answer the teacher's questions. | (1) Pictures (2) Diagrams (3) Newspaper cuttings | Students to: (1) explain the meaning of water transport. (2) list five advantage and three disadvantages of water transport. |
| 10 | Transportation V | Students should be able to: (1) identify documents used in transportation in marketing. (2) state the factors that influence the choice and documents used in transportation. | (1) Choice of transportation (2) Documents used in transportation in marketing. | (1) Displays documents used in transportation in marketing. (2) Explains the factor that affects choice of transport and documents used in transportation. | (1) Listen attentively (2) Ask and answer the teacher's questions (2) Observe displayed documents | (1) Newspaper cuttings (2) Pictures (3) Diagrams (4) Samples of documents (5) Maps of Nigeria showing the transportation routes, roads, railways, pipelines, airports and water ways. | Students to: (1) list four major routes of transportation. (2) state four factors that affect the choices of transportation routes. (3) list three documents involved in transportation in marketing. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

**MARKETING
SS II
SECOND TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------|---|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Warehousing I | Students should be able to: (1) define warehousing. (2) list the types of warehousing. | (1) Warehousing (2) Functions of warehousing. | (1) Explains the meaning of warehousing. (2) Functions of warehousing. | (1) Listen attentively. (2) Ask questions (3) Respond to teacher's questions. | (1) Picture of warehouse. (2) Magazines (3) Photographs (4) Textbooks | Students to: (1) explain warehousing. (2) list four functions of warehousing. |
| 2 | Warehousing II | Students should be able to: (1) list the types a warehousing. (2) give the importance of each type. | (1) Types of warehousing. (2) Importance of each type. | (1) Explains the types of warehousing. (2) Discusses the importance of each type of warehouse. | (1) Listen attentively. (2) Ask questions (3) Respond to teacher's questions. | (1) Product from warehousing. (2) Textbooks (3) Photographs (4) Magazines | Students to: list three types of warehousing. |
| 3 | Warehousing III | Students should be able to: enumerate the activities of warehouses. | Activities of warehouses. | Explains the activities of warehouses. | Listen attentively | (1) Textbook (2) Magazines. | Students to: explain the activities of warehouses. |
| 4 | Warehousing IV | Students should be able to: list the functions of each type of warehouse. | Functions of types of warehouse: -wholesaler -retailer warehouse -bonded warehouse. | Takes students on a visit to warehouse. | Visit to a warehouse. | Product from warehouse. | Students to: narrate the experience of their visit to a warehouse. |

**MARKETING
SS II
SECOND TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|---|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| THEME 2: MARKETING OF PRIMARY AND SECONDARY PRODUCTS IN NIGERIA | | | | | | | |
| 5 | Structures and market union for the sale of goods I | Students should be able to: (1) explain primary products. (2) give examples of primary products. | (1) Primary products (2) Examples of primary product: -yam tubers -cotton -corn -fresh tomatoes etc. | (1) Explains primary products. (2) Leads discussion of the example of primary products. | (1) Listen attentively. (2) Participate in discussion. | Primary products e.g. cotton, yam tubers corn etc. | Students to: (1) explain primary products. (2) give four examples of primary products. |
| 6 | Structures and market union for the sale of goods II | Students should be able to: identify the structure for the sale of primary goods. | | (1) Leads discussion on the structure for the sale of primary goods. (2) Presents a chart showing the structures (Channels) for sale of primary goods. | (1) Participate in discussion. (2) Observe the chart. | (1) Chart (2) Textbooks (3) Pictures | Students to: draw a chart showing the structures for sale of primary goods. |
| 7 | Structures and market union for the sale of goods III | Students should be able to: (1) explain secondary products. (2) enumerate some example of secondary products. | (1) Secondary products. (2) Examples of secondary products: -textiles -shoes -sugar -bread etc. | (1) Explains secondary products (2) Leads discussion on the examples of secondary products. | (1) Listen attentively. (2) Participate in discussion. | Secondary products e.g. textile, shoes etc. | Students to: (1) explain secondary product. (2) give three examples of secondary products. |

**MARKETING
SS II
SECOND TERM**

SUB-THEME 1: DISTRIBUTION MARKETING

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--|---|---|---|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 8 | Structures and market union for the sale of goods IV | Students should be able to: identify the structure for marketing secondary products. | Structure (Channels) for marketing secondary products. | (1) Leads discussion on structure for marketing secondary products. (2) Displays a chart showing the structure for marketing secondary products. | (1) Participate in discussion. (2) Observe the chart. | (1) Chart (2) Textbooks (3) Pictures | Students to: draw a chart showing the structure for marketing secondary products. |
| 9 | Structures and market union for the sale of goods V | Students should be able to: (1) state the union involvement in local market. (2) importance of union involvement. | (1) Market union involvement in the local market. (2) Importance of union involvement in local markets. | (1) Invites a market union leader/member to discuss their role in marketing process. (2) Explains the importance of union involvement in local market. | (1) Listen attentively. (2) List the importance of union involvement in local market. | (1) Resource person. (2) Textbook | Students to: state the role of market union in marketing primary and secondary product. |
| 10 | Structures and market union for the sale of goods VI | Students should be able to: (1) state the union involvement in the local market. (2) state the advantage of union involvement in local markets. | (1) Market visit. (2) Advantages of union involvement in local market. (3) Problems of union involvement in local market. | Takes students to visit a nearby market. | Visit to a nearby market. | Resource person. | Students to: (1) narrate their experience on a visit to a nearby market. (2) list two problems of union involvement in local market. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

**MARKETING
SS II
THIRD TERM**

SUB-THEME 2: MARKETING OF PRIMARY AND SECONDARY PRODUCTS IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------|---|--|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Role of Facilitators I | Students should be able to: (1) explain the meaning of facilitators. (2) describe the roles of facilitators in marketing agricultural products. | (1) Facilitators (2) Role of facilitators in food processing industries. | (1) Explains the meaning of facilitators. (2) Directs discussion on role of facilitators in food processing industries. | (1) Listen to explanation. (2) Participate in discussion. | Diagrams and charts of food processing industries. | Students to: (1) explain facilitators. (2) describe the role of facilitators in food processing industries. |
| 2 | Role of facilitators II | Students should be able to: (1) define bank. (2) describe the role of facilitators in banks. | (1) Bank (2) Role of facilitators in banks. | (1) Defines bank (2) Directs discussion on role of facilitators in banks. | (1) Listen attentively. (2) Participate in discussion. | Diagrams and charts on banks. | Students to: (1) define bank. (2) describe the role of facilitators in bank. |
| 3 | Role of facilitators III | Student should be able to: (1) explain the meaning of co-operative societies. (2) explain the role of facilitators in co-operative societies. | (1) Co-operative societies. (2) Role of facilitators in co-operative societies. | (1) Explains the meaning of co-operative societies. (2) Explains the role of facilitators in co-operative societies. | (1) Listen attentively. (2) Participate in discussion. | (1) Diagrams and charts of co-operative societies. (2) Newspaper cutting. | Students to: (1) explain the meaning of co-operative societies. (2) explain the role of facilitator in co-operative societies. |
| 4 | Role of Facilitators IV | Students should be able to: (1) explain basins. (2) give the roles of facilitators in basins. | (1) Basins (2) Role of facilitators in basins. | (1) Explain basins. (2) Explain the roles of facilitator in basins. | Listen attentively. | Diagram and charts of basin. | Students to: (1) explain basins. (2) give the four roles of facilitators in basins. |

**MARKETING
SS II
THIRD TERM**

SUB-THEME 2: MARKETING OF PRIMARY AND SECONDARY PRODUCTS IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|--|---|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Role of Facilitators V | Students should be able to: (1) give the meanings of boards. (2) state the role of facilitators in boards. | (1) Board (2) Roles of facilitators in boards. | (1) Explains the meaning of boards. (2) Explains the roles of facilitator in boards. | Listen to the teacher attentively. | Diagram and charts of boards. | Students to: (1) explain the meaning of board. (2) state the roles of facilitators in board. |
| 6 | Role of Facilitators VI | Students should be able to: (1) state the meaning of microfinance. (2) explain the role of facilitators in microfinance. | (1) Microfinance (2) Role of facilitators in microfinance. | (1) Explains the meaning of microfinance. (2) Directs discussion on role of facilitator in microfinance. | (1) Listen attentively. (2) Participate in discussion. | Diagram and charts of microfinance. | Students to: (1) state the meaning of microfinance. (2) explain the roles of facilitator in microfinance. |
| 7 | Role of Facilitators VII | Students should be able to: (1) define companies. (2) describe the role of facilitators in companies and marketing of agricultural products. | (1) Companies (2) Directs discussion on the roles of facilitators in companies and marketing of agricultural products. | (1) Explains the meaning of companies. (2) Directs discussion on roles of facilitators in companies and marketing of agricultural product. | (1) Listen to explanation (2) Participate in discussion. | (1) Textbook (2) Diagram on companies. | Students to: (1) define companies. (2) describe two roles of facilitators in companies. (3) give two roles of facilitators in marketing agricultural products. |
| 8 | Marketing of mineral product I | Students should be able to: (1) explain mineral products. (2) explain oil products. | (1) Mineral products. (2) Oil products. | (1) Explains mineral products. (2) Explains oil products. | (1) Listen attentively. (2) Ask and answer questions. | (1) Map of Nigeria showing location of mineral products (2) Picture of mineral product e.g. crude oil and coal. | Students to: (1) explain mineral products. (2) list two oil products. |

**MARKETING
SS II
THIRD TERM**

SUB-THEME 2: MARKETING OF PRIMARY AND SECONDARY PRODUCTS IN NIGERIA

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------------|---|---|--|--|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Marketing of mineral products II | Students should be able to: (1) explain non-oil products. (2) distinguish between oil and non-oil products. | (1) Non-oil products. (2) Difference between oil and non-oil products. | (1) Explains non-oil products (2) Discusses the differences between oil and non-oil products. | (1) Listen attentively. (2) Participate in discussion. (3) Ask and answer questions. (4) Copy chalkboard summary. | (1) Map of Nigeria showing location of mineral products (2) Picture of non-oil product. | Students to: (1) explain non-oil products. (2) give four differences between oil and non oil products. |
| 10 | Marketing of mineral products III | Students should be able to: outline the methods in marketing mineral products. | Methods of marketing mineral products. | Leads discussion on methods of marketing mineral products. | (1) Listen attentively. (2) Participate in discussion. (3) Ask and answer questions. (4) Copy chalkboard summary. | (1) Text books (2) Magazines | Students to: State the (Channels) method of marketing mineral products. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATIONS | | | | | | |

**SALESMANSHIP
SS II
FIRST TERM**

SUB THEME: PRICE AND DEMAND

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------|---|--|--|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 1 | Pricing I | Students should be able to: 1. explain the meaning of pricing. 2. develop pricing strategies. | 1. Pricing 2. Pricing strategies | 1. Explains the meaning of pricing. 2. Lists the various strategies used in price determination. | 1. Define pricing. 2. Mention various strategies used in price. | 1. Books 2. Journals 3. Magazines. | Students to: 1. state the definition of pricing. 2. list the strategies used in price. |
| 2 | Pricing II | Students should be able: 1. identify problems of pricing. 2. mention the factors affecting product pricing. | 1. Problems of pricing. 2. Factors affecting product pricing. | 1. Explains the problems of pricing. 2. Discusses the factors that could affect product pricing. | 1. Identify the problems of pricing. 2. List the factors that could affect product pricing. | 1. Books 2. Journals 3. Magazines. | Students to: 1. list four problems of pricing. 2. give three factors affecting product pricing. |
| 3. | Pricing III | Students should be able: identify price changes and customer attitudes. | 1. Price changes. 2. Customer attitudes. | 1. Narrates the effect of price changes. 2. Discusses customer attitudes. | 1. Participate in class discussion. 2. Listen attentively. | 1. Books 2. Journals 3. Magazines. | Students to: 1. list three effects of a change in price. 2. explain customers attitudes. |
| 4. | Pricing IV | Students should be able: 1. define price fixing. 2. state the importance of price fixing | 1. Price fixing 2. Importance of price fixing | 1. Explains the meaning of price fixing. 2. Explains the importance of price fixing. | 1. Listen attentively. 2. Explain the importance of price fixing. | 1. Books 2. Journals 3. Magazines. | Students to: 1. define price fixing 2. state four advantages of price fixing. |
| 5. | Demand I | Students should be able: 1. explain the meaning of demand and types of demand. 2. identify the relationship between demand and pricing. | 1. Demand 2. Demand and pricing. | 1. Explains the meaning of demand. 2. Explains the types of demand. 3. Explains the relationship between demand and pricing. | 1. Participate in class on the definition of demand. 2. Explain types of demand. | 1. Books 2. Journals 3. Newspapers 4. Articles | Students to: 1. define demand. 2. identify four types of demand. 3. state the relationship between demand and pricing. |

**SALESMANSHIP
SS II
FIRST TERM**

SUB THEME: PRICE AND DEMAND

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|---|---|---|--|---|---|
| | | | | TEACHER | STUDENTS | | |
| 6 | Demand II | Students should be able: 1. state the effects of increase or decrease in demand. 2. list market forces. 3. state the laws of demand. | 1. Market forces. 2. Laws of demand. | 1. Explains market force. 2. States and explain factors that affects demand. 3. Discusses the laws of demand. | 1. Explain market force. 2. Explain factors affecting demand. 3. State laws of demand. | 1. Books 2. Journals 3. Newspapers 4. Articles | Students to: 1. list five factors affecting demand. 2. state two laws of demand. 3. list the market force. |
| 7. | Cost Base I | Students should be able: 1. explain the meaning of cost. 2. state the types of cost. | 1. Cost 2. Types of cost. | 1. Explains the meaning of cost. 2. Identifies and examines the types of cost. | 1. Participate in class on the definition of cost. 2. Differentiates between the types of cost. 3. List and explain types of cost. | 1. Books 2. Graphs. 3. Statistics | Students to: 1. define cost 2. identify four types of cost. |
| 8. | Cost Base II | Students should be able: 1. identify ways of cost. 2. analyze cost and profit. | 1. Ways of cost 2. Analyses and theory of cost. | 1. Explains ways of cost. 2. Leads discussion on the analyses and theory of cost. | 1. Listen attentively. 2. Participate in discussion. | 1. Books 2. Graphs. 3. Statistics | Students to: 1. list the ways of cost. 2. discuss the analyses and theory of cost. |
| 9 | Discount I | Students should be able: 1. explain the term “discount” . 2. types of discount. | 1. Discount. 2. Types of discount. | 1. Explains the meaning of discount. 2. Lists the types of discount and explain each. | 1. Participate in class discussion on the subject matter “Discount”. 2. Enumerate and explain the types of discount. | Books | Students to: 1. define discount. 2. state the three different types of discount. |
| 10 | Discount II | Students should be able: 1. state the importance of discount to the customer. 2. explain reasons for discount. | 1. Importance of discount to customers. 2. Reasons for discount. | 1. States and explain the importance of discount to the customer. 2. Explains the reasons for discount. | 1. Enumerate and explain the importance of discount. 2. Explain the reasons for discount. | Book s | Students to: identify four benefits of discount. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**SALESMANSHIP
SS II
SECOND TERM**

SUB THEME: CONSUMER BEHAVIOUR

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------|--|---|---|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Consumer I | Students should be able to: 1. define consumer market. 2. define consumer market. 3. name four factors that influence consumer buying behaviour. | 1. Consumer market. 2. Consumer buying behaviour. | 1. Defines consumer market. 2. Explains what consumer markets 3. Defines consumerism. 4. Explains the factors influencing consumer buying behaviour. | 1. Participate in class discussion on the meaning of: i. Consumer market. ii. Consumerism 3. Discuss what buying behaviour is all about. | 1. Books 2. Journals 3. Newspapers 4. Articles 5. Charts | students to: 1. define consumer market. 2. list five factors affecting consumer buying behaviour. |
| 2. | Consumer II | Students should be able to: 1. explain consumer buying decisions. 2. list and define major types of buying decision. 3. identify consumer buying habit. | 1. Consumer decision. 2. Types of consumer buying decisions. | 1. Explains the meaning of buying decision. 2. Explains the types of consumer buying decision. 3. Explains what buying habit is all about. | 1. What buying decision is all about. 2. Explain the types of consumer buying decision. | 1. Books 2. Journals 3. Newspapers 4. Articles 5. Charts | Students to: 1. define buying decision. 2. lists two types of buying decision. 3. identify consumer buying habit. |
| 3. | Decision process I | Students should be able to: 1. explain decision process. 2. reasons for consumer decision. 3. describe how consumer decision affects sales. | 1. Decision process. 2. Relationship between decision process and sales. | 1. Defines decision process. 2. Explains the reasons for consumer decision. 3. Explains how consumer decision affects sales. | 1. Define decision process. 2. State the reasons for consumer decision | 1. Textbooks 2. Journals. | Students to: 1. define decision process. 2. state five reasons for consumer decision. 3. how consumer decision affects sales. |

**SALESMANSHIP
SS II
SECOND TERM**

SUB THEME: CONSUMER BEHAVIOUR

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|---|---|---|--|--|---|--|
| | | | | TEACHER | STUDENTS | | |
| 4. | Decision process II | Students should be able to: 1. discuss the difficulties of consumer decision process. 2. hierarchy of needs. i. psychological ii. sociological needs. | 1. Difficulties in consumer decision process. 2. Hierarchy of needs. i. Psychological needs ii. Sociological needs. | 1. Explains the difficulties in consumer decision process. 2. Explains the hierarchy of needs - Psychological & Sociological needs. | 1. List and explain the problems of decision process and hierarchy of need. | 1. Textbooks 2. Journals. | Students to: identify three difficulties encountered in consumer decision process. |
| 5. | Environmental factors affecting consumer behaviour I | Students should be able to: list the sociological factors affecting consumer behaviours. | 1. Sociological factors. i. Family income level. ii. Urban and rural communities. iii. Occupation iv. Education v. Age vi. Sex vii. Race or nationality viii. Religion etc. | Explains sociological factors affecting consumer behaviour sighting examples for more clarity. | 1. Recall how the following affects consumer behaviour. i. Family income level. ii. Occupation. iii. Education iv. Age v. Sex vi. Race or nationality. | 1. Textbooks 2. Write ups 3. Magazines etc. | Students to: list three sociological factors affecting consumer behaviour. |
| 6. | Environmental factors affecting consumer behaviour II | Students should be able to: 1. explain the danger of conventional market profits. 2. explain customer attitude and behaviour. | 1. Conventional market. 2. Customer attitudes and behaviours. | 1. Explains what conventional market meant. 2. Explains the different attitudes of people in relation to consumer behaviour | Identify the characteristics of a conventional market. | 1. Textbooks 2. Write ups 3. Magazines etc. | Students to: list three characteristics of a conventional market. |

**SALESMANSHIP
SS II
SECOND TERM**

SUB THEME: CONSUMER BEHAVIOUR

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-------------------------------|---|--|--|---|---|--|
| | | | | TEACHER | STUDENTS | | |
| 7. | Cooperate buying behaviour I | Students should be able to: 1. explain corporate buying behaviour. 2. state corporate buying complex. | 1. Corporate buying behaviour. 2. Corporate buying complex. | 1. Explains the meaning of corporate buying behaviour. 2. Explains what complex buying is about. | 1. Define buying behaviour. 2. Explains who a corporate buyer is. | 1. Book 2. Journals 3. News paper articles. | Students to: 1. explain the meaning of corporate buying. 2. identify four (4) factors that influence corporate buying behaviour. |
| 8. | Cooperate buying behaviour II | Students should be able to: list emerging pressure in corporate purchases. | Emerging issues in corporate purchases: - quality - quantity - sources - pricing - delivery time. | Explains emerging issues in corporate purchases: - quality - quantity - sources - pricing - delivery time. | Identify emerging issues in corporate purchasing | 1. Book 2. Journals 3. News paper articles. | Students to: list four emerging issues corporate purchasing. |
| 9. | Major sales influences I | Students should be able to: 1. identify factors that stimulate sales. 2. explain how each factor can help to increase sales. | 1. Product quality. 2. Price relation to quality. | 1. Explains how sales can be influenced positively. 2. Relates product quality to sales influencing factor. 3. Examines how price is used to increase sales. | 1. Participate in class discussion. 2. Recall the ways of increasing sales. | 1. Book 2. Journals 3. News paper articles. | Students to: define the meaning of price and product. |
| 10 | Major sales influences II | Students should be able to: 1. identify factors that stimulates sales. 2. explain how each factor can help to increase sales. | 1. Promotion 2. Corporate image | 1. Explains what promotion is all about. 2. Leads discussion on corporate image. 3. Differentiates between the term i.e. price product and promotion. | 1. Participate in class discussion. 2. Differentiate the terms product, price and promotion. | 1. Book 2. Journals 3. Magazines | Students to: identify the three factors that influence sales. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |

**SALESMANSHIP
SS II
THIRD TERM**

SUB THEME: DISTRIBUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------|--|---|---|--|---------------------------------|--|
| | | | | TEACHER | STUDENTS | | |
| 1 | Channels of distribution I | Students should be able to: 1. define distribution. 2. explain what distribution is. 3. identify various channels of distribution. | 1. Distribution. 2. Problems encountered in distribution. | 1. Defines distribution. 2. Explains how product can be moved using each channel. | 1. Define channel of distribution. 2. Explain how products can be moved using each channel. | 1. Books 2. Journals | Students to: 1. define distribution. 2. explain two channels of distribution. |
| 2 | Channels of distribution II | Students should be able to: 1. explain the advantages of each channel. 2. identify the problems of distribution channel. 3. outline reasons for channels of distribution. | 1. Advantages of channel of production. 2. Problems encountered in distribution. | 1. Explains the advantages of each distribution channel. 2. Discusses the problem. Encountered in distribution. 3. Outlines reasons for channels of distribution. | 1. List the advantages of each distribution channel. 2. Identify problems of distribution channels. | 1. Books 2. Journals | Students to: 1. write two advantages of each channel of distribution. 2. mention two problems encountered in using each channel of distribution. |
| 3 | Retailer | Students should be able to: 1. define retailer. 2. explain functions of a retailer. | 1. Retail trade. 2. Functions of a retailer. | 1. Examines the meaning of a retailer. 2. Lists and explains the functions of a retailer. | 1. Define a retailer. 2. Explain the function of a retailer. | Book | Students to: 1. define a retailer. 2. state five functions of a retailer. |
| 4 | Retailer II | Students should be able to: 1. examine the advantage of retail ship 2. explain the duties of a retailer to the producer. 3. explain the duties of a retailer to the consumer. | 1. Producers 2. Customers | 1. States the advantages of retailer to the producer. 2. Discusses the benefit of a retailer to the consumer. 3. Discusses the obligation of a retailer. | 1. Identify the duties of a retailer: - The producer - The consumer 2. List the functions of a producer | Books | Students to: state the benefit of a retailer to: a. the producer b. the consumer. |

**SALESMANSHIP
SS II
THIRD TERM**

SUB THEME: DISTRIBUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|--------------------------------|---|--|---|---|--|---|
| | | | | TEACHER | STUDENTS | | |
| 5 | Wholesaler and warehousing I | Students should be able to: 1. define wholesaler. 2. explain the role of wholesaler in the distribution channels. | 1. Wholesaler. 2. Roles of a wholesaler to the - Produce - Consumer - Retailer | 1. Explain the meaning of wholesaler 2. Explain the roles of a wholesaler to - Producers - Consumers - Retailer | 1. Define wholesaler 2. Explain the role of a wholesaler to the - Producer - Consumer - Retailer | Books | Students to: 1. define wholesale. 2. explain the role of a wholesaler in channel of distribution. |
| 6 | Wholesaler and warehousing II | Students should be able to: 1. describe the major types of wholesalers. 2. list the functions of a wholesaler. | 1. Types of wholesaler. 2. Function of wholesaler. | 1. Explains the types of wholesaler. 2. Discusses how the wholesaler has contributed to the channel of distribution. | 1. Explain the types of wholesaler. 2. Explain how the wholesale has contributed to the channel of distribution. | Books | Students to: 1. describe the major types of wholesaler. 2. state five (5) functions of a wholesaler. |
| 7 | Wholesaler and warehousing III | Students should be able to: 1. explain what is warehouse. 2. state the major types of warehouse. | 1. Warehousing. 2. Types of warehousing. | 1. Defines warehouse 2. Explains warehousing. 3. Explains the major types of warehouse. | 1. Define warehouse. 2. Explain the major types of warehouse. | 1. Books 2. Pictures of warehouses. | Students to: 1. define a warehouse. 2. list and explain the various types of warehouses in your locality. |
| 8 | Wholesaler and warehousing IV | Students should be able to: 1. list and explain the advantages and disadvantages of warehousing. 2. identify the importance of using warehouse. | 1. Advantages and disadvantages of warehousing. 2. Importance of warehouse. | 1. Explains the advantages and disadvantages of warehouse. 2. Explains the importance of warehouse. 3. Lists the problems of warehousing. | 1. List advantages and disadvantages of warehousing. 2. List the importance of warehouse. | 1. Books 2. Pictures of warehouses. | Students to: 1. list three problem of warehousing to the producer. 2. list two advantages of warehousing. |

**SALESMANSHIP
SS II
THIRD TERM**

SUB THEME: DISTRIBUTION

| WEEK | TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------|-----------------------------------|--|--|--|---|--|--|
| | | | | TEACHER | STUDENTS | | |
| 9 | Consumer cooperative societies | Students should be able to: 1. narrate the history of consumer cooperative. 2. state the functions of a cooperative society. | 1. Consumer cooperative societies. 2. Benefits of cooperative societies to the economy. | 1. Defines cooperative society. 2. Writes out a brief history of cooperative society. 3. States and explain the importance of cooperative societies. | 1. Participate in class activities. 2. Write out brief history of cooperative society. 3. Discuss the importance of cooperative society to their members. | Book on bye-laws for cooperatives societies. | Students to: 1. narrate the history of cooperative society. 2. list four functions of cooperative society. |
| 10 | Consumer cooperative societies II | Students should be able to: 1. define the term cooperative society. 2. state the types of cooperative society. | 1. Cooperative society. 2. Types of cooperative society. | 1. Explains the meaning of cooperative society. 2. Lists and explains types of cooperative society. | 1. Participate in class activities. 2. Discuss the types of cooperative society | Book on bye-laws for cooperatives societies. | Students to: 1. define cooperative society. 2. list four types of cooperative societies. |
| 11 | REVISION | | | | | | |
| 12 | EXAMINATION | | | | | | |