

BASIC SCIENCE

PRIMARY SIX

1<sup>ST</sup> TERM

Week	MODULE/TOPIC	PERFORMANC E OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNIN G RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2 – 3	The Solar System	Pupils should be able to: (1) State the meaning of Solar System (2) Identify and some planets in our solar system (3) Identify the components of the solar system, their location and importance	(1) Our Solar System (2) The Planet	(1) Use chart to guide pupils to: - Name natural bodies in our solar system such as stars, moon, sun and planets. - Describe the characteristic features of planets and also mention the new status of Pluto - State the relationships among stars, planets, sun, moon etc.	(1) Name natural bodies that can be found in our solar system (2) Model the solar system and name the planets	(1) Picture of people in space (2) Chart showing the solar system (3) Paper (4) Glue/gum (5) Scissors (6) Clay (7) Cardboard (8) Stone (9) Duster (10) Ruler (11) String (12) Ball of different sizes	Pupils to: (1) Identify natural bodies that can be found in our solar system, their location and importance (2) Name the planets
4	The Solar System	(4) State the relationships among the	(3) Gravity and Weightlessness in space.	(2) Use Pictures of people in	(3) Observe photographs of people	(1) Paper (2) Glue/gum (3) Scissors	(3) State some relationship among the

		<p>earth, sun, moon, other planets and the stars</p> <p>(5) Demonstrate that the earth exerts a pull on objects and bodies</p>		<p>space and on Earth and other simple activities to illustrate the existence and effect of gravity on objects</p> <p>(3) Use charts (or balls of various sizes placed on concentric circles) to show the location of planet, Earth and other planets within our solar system.</p>	<p>walking in space and on land, compare them</p> <p>(4) Throw stones duster etc. vertically and describe what happens</p>	<p>(4) Clay</p> <p>(5) Cardboard</p> <p>(6) Stone</p> <p>(7) Duster</p> <p>(8) Ruler</p> <p>(9) Strings</p> <p>(10) Ball of different sizes</p>	<p>earth, planets, stars sun and moon,</p> <p>(4) Demonstrate the earth's pull on objects</p>
5 – 6	The Earth and its movements	<p>Pupils should be able to:</p> <p>(1) Describe the two important movements of the earth (rotation and revolution).</p> <p>(2) Explain the causes of lunar and solar eclipse and</p>	<p>The Sun.</p> <p>Effects of the interaction between the sun and the Earth</p> <ul style="list-style-type: none"> <li>- rotation</li> <li>- revolution</li> <li>- eclipses (solar and Lunar)</li> </ul> <p>Sources of light for the earth</p>	<p>(1) Uses simple activities to illustrate:</p> <ul style="list-style-type: none"> <li>- The Earth's rotation on its Axis and its effects</li> <li>- The earth's revolution around the sun and its effects</li> </ul>	<p>(1) Demonstrate causes or day and night</p> <p>(2) Observe stars in the night, notice the constellation</p> <p>(3) Read about stars constellation</p>	<p>(1) Charts</p> <p>(2) Picture of moon phases</p> <p>(3) Light from a torch light</p> <p>(4) Model of the Earth, Moon and the sun.</p>	<p>Pupils to:</p> <p>(1) Explain rotation and revolution of the earth and describe their effects on; the length of day and night; seasons</p> <p>(2) Mention the causes of lunar and solar eclipse and their effects;</p> <p>(3) Mention two effects of earth movement on the environment</p>

		<p>their effects e.g. tide</p> <p>(3) Discuss some effects of the earth movement on the environment</p> <p>(4) Identify the major sources of light for the earth and other planets</p>	<p>- The Sun Moon and the stars.</p>	<p>- The Earth's Orbit</p> <p>- Lunar and Solar eclipses</p> <p>(2) Initiates and guide discussions about causes of some of the observable natural phenomena like tides seasons, moon phases etc. and their effects on the environment e.g. heavy rains and tide destroying the environment through erosion</p> <p>(3) Guide pupils to observe and record changes in the moon (moon phases)</p>	<p>and learn the names of some of the stars.</p> <p>(4) Keep record of moon phases.</p> <p>(5) Participation in class discussion</p>		<p>(4) Name the major source of light for the earth and other planets.</p>
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7	MID TERM TEST						
8	Changes in our climate	Pupils should be able to: (1) Identify and write simple weather symbols (2) Observe changes in our climate over a period of time.	(1) Weather Symbols - Sun - Rain - Cloud etc.	(1) Use charts to guide the pupils to identify and draw weather symbols.	(1) Identify and draw weather symbols	(1) Chart showing the weather symbols	Pupils to: (1) Identify and draw weather symbols (2) Observe changes in our climate over a period of time.
9	Changes in our Climate	(3) Use the weather symbols to keep records of weather and climatic changes.	(2) Weather record e.g. for - Temperature - Rainfall.	(2) Guides pupils to: - Make weather observation - Keep weather records	(2) Observe weather and keep record of their observation (3) Make a weather chart	(2) Cardboard papers (3) Colour pencils (4) Crayon	(3) Use the weather symbols to keep records of weather and climatic changes
10	Changes in or Climate	(4) Identify some effects of climate change on the Earth.	(3) Global Warming – some causes (e.g. pollution, release of harmful (gases) and effects (e.g. rising sea levels, flooding etc) of increasing world temperatures	(3) Show pictures of flooding landslides, hurricanes wildfire, tsunamis etc.	(4) Compile various images of events that show effects of changes in the climate	(5) Pictures/newspaper or magazine cuttings showing effects of climate change	(4) Identify at least three effects of climate change on the Earth.
11	REVISION						

12 – 13	EXAMINATION						
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THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	Revision of last term work / Welcome Test						
2	Force	Pupils should be able to: (1) State the meaning of force (2) Explain forces as a push or pull. (3) Give examples of forces – gravity, friction, magnetic etc.	(1) Meaning of force (2) Meaning of pull and push (3) Examples of force	(1) Guide the pupils to explain the meaning of force	(1) Play with springs, magnets, batteries, rubber bands etc. to demonstrate the existence of force	(1) Nails (2) Stones and pebbles (3) Rough Surfaces e.g. wood (4) Smooth surfaces e.g. glass.	Pupils to: (1) Define force; (2) Give three examples of force
3	Force	(4) Mention evidence of force (5) Demonstrate the effect of force on objects	(4) Evidence of force (5) Effects of force	(2) Guide pupils activity on force	(2) Describe the effects of force	(5) Magnet (6) Battery (7) Pieces of foam	(3) Describe the effect of force on materials
4 – 5	Force	(6) Explain frictional force as the	(6) Meaning of friction	(3) Guide pupils to demonstrate friction	(3) Push things in the class	(8) Springs (9) Rubber bands etc (10) Palms	(4) Define friction

		<p>resistance between two surfaces in contact</p> <p>(7) Mention instances of the application of frictional force in daily activities</p>	<p>(7) Effects of friction</p>	<p>(4) shows the effects of friction for pupils to observe.</p>	<p>(4) Rub the following surfaces together and describe their experiences:</p> <ul style="list-style-type: none"> <li>- their palms</li> <li>- a rough surfaces against a smooth one,</li> <li>- two smooth surfaces</li> </ul> <p>(5) Describe what happened when:</p> <ul style="list-style-type: none"> <li>- they rub their palms together;</li> <li>- rub two stones together;</li> <li>- strike two stones together;</li> <li>- they strike a sharp edge of a machete against a stone</li> </ul>		<p>(5) State two instances of the application of friction in daily activities.</p>
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6	Force	(8) State the advantages and disadvantages of friction	(8) Advantages and disadvantages of friction	(5) Plans and takes the class on visit to place such as metal/fabrication workshop etc for pupils to observe friction	(5) Use different lubricants, ball bearing rollers to reduce friction (6) Identify and discuss the effects of friction on the machines and tools found in the work places visited	(11) Ball bearing (12) Machete (13) Knife (14) Water (15) Vaseline (16) Sand paper (17) Oil (18) Soapy water	(6) Mention two advantages and disadvantages each of friction
7	MID TERM TEST						
8	The Human Body system: Blood circulation	Pupils should be able to: (1) Name some parts of the human heart and major blood vessels.	(1) The human heart - structure - function	(1) Sources and brings the model of human heart and blood vessels to the class.	(1) Draw and label the human heart and the blood vessels	(1) Model of the human heart	Pupils to: (1) Identify the parts of the human heart and the blood vessels.
9	The Human Body System: Blood circulation	(2) Differentiate among arteries, veins and capillaries (3) State some basic functions of the human heart and blood vessels.	(2) Blood vessels - arteries - Veins - Capillaries	(2) Guides pupils to name parts of the heart and the blood vessels using diagrams in the textbook or charts	(2) State the basic functions of human heart and blood vessels	(2) Model of blood vessels	(2) State two distinguishing features of the arteries, veins and capillaries (3) State two functions each of the

							heart and the blood vessels
10	The Human Body system: Blood Circulation	(4) Describe in simple terms how food and materials are distributed to different parts of the body by the blood.	(3) Blood circulation	(3) Guides and moderates class discussion on blood circulation	(3) Trace the movement of food and other materials by the blood to all parts of the human body using a chart	(3) Diagram/chart showing blood circulation.	(4) Describe the blood circulation process
11	REVISION						
12 – 13	EXAMINATION						

THEME: LIVING AND NON-LIVING THINGS

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST TERM WORK / WELCOME TEST						
2	The Human Body System: Reproduction	Pupils should be able to: (1) Explain reproduction in human beings	(1) Reproductive System (2) Meaning of reproduction	(1) Explains the meaning of reproduction in human beings.	(1) Explain reproduction in human being	Charts or Models of male and female reproductive organs	Pupils to (1) Explain the meaning of reproduction in human beings
3	The Human Body System: Reproduction	(2) Identify the male and female reproductive organs	(3) Male reproductive organs (4) Female reproductive organs.	(2) Use Charts explain the male and female reproductive organs (3) Draw the male and female reproductive organs	(2) Differentiate between male and female reproductive organs (3) Draw and label the male and female reproductive organs.	Charts or models of male and female reproductive organs.	(2) Mention the various organs of male and female reproductive system
4	The Human Body system: Reproduction	(3) State the functions of male and female	(5) Functions of the reproductive organs.	(4) Guides pupils to state the functions of	(4) State the functions of male and female	Charts/models of male and female reproductive organs	(3) State the functions of the organs of male and

		reproductive organs		male and female reproductive organs	reproductive organs		female reproductive system.
5	Air	Pupils should be able to: (1) Demonstrate that air presses on every object (2) Explain why things move in air	(1) Air pressure (2) Things that fly in air	(1) Demonstrate the collapsible can experiment (2) Uses on inverted tumbler filled with water and sealed with nylon or leaf to illustrate and explain air pressure.	(1) Pump, a deflated football, deflate it and describe their experience. (2) Demonstrate air pressure using the inverted tumbler with water and explain what keeps the water from pouring	(1) Water tumbler (2) Cardboard (3) Cell phone (4) Balloons (5) Bicycle tyre (6) Pumps (7) Football (8) Paper (9) String	Pupils to (1) Use simple activities to demonstrate air pressure (2) Explain why things move in air (3) Make things fly in air
6	Air	(3) Explain why boats fixed with sails move faster on windy days. (4) State some of the applications of air pressure in - Navigation - Generation of electricity - Floatation - Suction	(3) Why things move in air (4) Applications - Navigation - Generating electricity - Floatation - Suction	(3) Guide and moderates class discussion on: - How air pressure enables things to move in air (air planes, air balloons, birds etc.)	(3) Make and operate - Air propelled balloon - Air propelled paper boat and discuss what makes them move. (4) Examine things that float in air and identify their special	(10) Kites (11) Water basin (12) Sticks (13) Gum (14) Picture or (15) Model of a wind mill	(4) Observe their kites, parachutes etc. (5) Mention two instances of the application of air pressure to do work e.g. lifting load, generating

				<ul style="list-style-type: none"> <li>- Effects of air pressure on boats sailing on the sea.</li> <li>- Special features of things that move in air (shape, light, weight, possession of wings hollow bones etc).</li> <li>- The applications of air pressure in: <ul style="list-style-type: none"> <li>- Generating electricity, (wind mill)</li> <li>- Navigation and suction</li> </ul> </li> </ul>	<p>characteristic (lightness shape)</p> <p>(5) Use inflated balloons to lift objects</p> <p>(6) Look at a picture or model of wind mill</p>		electricity etc.
7	MID – TERM TEST						
8	Mineral Resources	Pupils should be able to: (1) Name some of the mineral resources found in Nigeria and their sources	(1) Types of mineral resources in Nigeria	(1) Collects sample of minerals e.g. tin ore, coal, iron-ore, crude oil etc for class activities (can use pictures where samples are	(1) Observe the minerals provided and describe their characteristics (Colour, shine, smell, hardness etc) (2) Examine crude petroleum and	(1) Samples of minerals / ores (or pictures) e.g. tin-ore, crude oil, alum, marble	Pupils to: (1) Give three examples of mineral resources in Nigeria and their sources.

				not available). (2) Leads pupils to identify minerals.	compare it with products such as kerosene, engine oil, Vaseline, grease, wax, polythene bags, clothing materials etc		
9	Mineral resources	(2) Identify the mineral resources based on observable characteristics	(2) Physical characteristic of some major mineral resources	(3) Use charts and relevant pictures to explain the sources of the minerals	(3) Group the minerals into solid and liquid minerals	(2) Kerosene (3) Grease (4) Engine oil (5) Polythene bags	(2) Group mineral into solid and liquid.
10	Mineral resources	(3) State the importance of mineral resources to Nigeria	(3) Importance of minerals resources in: - Industries - Transport/communication - The Economy etc.	(3) Use charts and relevant pictures to explain the sources of the minerals. (4) Guide class discussion on the uses and importance of mineral (5) Arranges for a guest talk on the exploitation, development and use of	(4) State some importance of mineral resources to Nigeria	(6) Clothing materials (7) Vaseline etc	(3) State three importance of mineral resources to Nigeria.

				mineral resources.			
11	REVISION						
12 – 13	EXAMINATION						

**BASIC TECHNOLOGY**

**PRIMARY SIX**

**1<sup>ST</sup> TERM**

**THEME: UNDERSTANDING BASIC TECHNOLOGY**

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2	Primary and Secondary Colours	Pupils should be able to: (1) Separate white light into the component colours (2) Identify and name the colours of light (rainbow) (3) Name objects that have characteristics of natural colours	(1) The components of light i.e. (ROYGBIV)	(1) Guides the pupils to separate white light into its components using glass prism. (2) Provides pupils with coloured plates or dices and guide them to use it to blend the colours	(1) Separate white light and identify the colours of light, using glass prism (2) Use memory and (ROYGBIV) to list the colours of light (Red, Orange, yellow, Green, Blue, Indigo, Violet)	(1) Glass prism, (2) White screen or wall (3) A colour chart (4) Coloured plates (5) Flowers (6) Leaves	Pupils to: (1) Separate white light into the component colours (2) Identify and name the colours of light (rainbow) (3) Name at least two objects that have characteristics

							of natural colours.
3 – 4	Primary and Secondary Colours	(4) Collect and list materials that produce colours (5) Sort primary and secondary colours from a collection of coloured plates	(2) Primary colours (Red, Blue, Green)	(3) Use the colour chart to help pupils identify various colours e.g. primary and secondary	(3) Sort coloured plates into primary and secondary colours	(7) Clay soil (8) Water (9) Mortar and pestle	(4) Sort primary and secondary colours from a collection of coloured plates
5 – 6	Primary and Secondary Colours	(6) Identify secondary colours (7) Mix Primary and secondary colours and identify the shades of colours produced	(3) Secondary colours e.g. purple, Magenta	(4) Guides pupils to identify secondary colours (5) Takes pupils on a nature walk to collect materials that produce colours (6) Provides pupils with colour filters, coloured discs or plates.	(4) Collect materials that produce colours e.g. Kolanuts, acalypha leaves, bitter leaf, clay soil etc.	(10) Cardboard paper (11) Crayons (12) Water Colour (13) Colour filter	(5) Identify characteristic of colour shades (6) Name and identify secondary colours.
7	MID – TERM TEST						
8	Primary and Secondary Colours	(8) Identify characteristics of colour shades	(4) Producing known colours from primary colours	(6) Guides pupils to produce new colours by mixing two or more colours.	(5) Make and spin their coloured wheels to obtain different shades of colours (6) Mix different dyes to obtain	(14) Various coloured objects (15) Colour poster (16) Colour dyes	(7) Collect and list at least three materials that produce colours (8) Mix Colours and identify the shades of colours produced.

					various colour shades		
9 – 10	Use of Drawing Instruments (Board practice)	Pupils should be able to: (1) Use drawing instruments (2) Draw circles using compasses (3) Draw horizontal lines using T-Square (4) Draw vertical lines.	Use of drawing instruments - dividers - compasses - rules - T-square - Set square - Drawing board etc.	(1) Demonstrates the use of each instrument (2) Demonstrates how to place drawing sheet on the drawing board.	Watch and practice the use of the various instruments	Drawing Instruments - T-Square - Set Square - Drawing board - Compasses - Dividers - Masking Tape - Ruler - Protractor etc.	Pupils to: (1) Draw a circle (2) Draw horizontal lines (3) Draw vertical lines.
11	REVISION						
12 – 13	EXAMINATION						

THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST TERM WORK / WELCOME TEST						
2	Introduction to woodwork Hand Tools	Pupils should be able to: (1) Explain what hand tools are	(1) Hand Tools	(1) Define hand tools	(1) handle the tools correctly (2) Identify hand tools	(1) T-Square (2) Tape rule (3) Scriber	Pupils to: (1) Explain what hand tools are
3	Introduction to Wood work Hand Tools	(2) Identify measuring tools	(2) Measuring tools - Tape rule - Metal rule	(2) Identify measuring tools (3) State the uses of measuring tools (4) Display the wood work tools	(3) Identify measuring tools	(4) Metre rule (5) Metal rule (6) Divider	(2) Identify at least three measuring tools
4 – 5	Introduction to Wood Work Hand Tools	(3) List three marking tools in wood work (4) List three cutting tools in wood work	(3) Marking tools - Scriber - divider - centre punch (4) Cutting tools - Saw - Planes	(5) Name and explain the uses of marking tools (6) List and explain the uses of cutting tools (7) Show how to handle the tools correctly	(4) Identify marking tools (5) Identify the cutting tools	(7) Centre punch (8) Planes (9) Saws	(3) List at least two marking tools in wood work (4) List at least two cutting tools in wood work.
6	Maintenance and Safety on Our Roads.	Pupils should be able to: (1) Explain the meaning of maintenance	(1) Meaning of maintenance (2) Types of maintenance - corrective - Preventive	(1) Explain the meaning of maintenance (2) Explain the types of maintenance	(1) Identify materials use for maintenance - grease, oil etc.	(1) Lubricant i.e. oil, grease etc.	Pupils to (1) Explain the meaning of maintenance

		(2) List types of maintenance (3) State the importance of maintenance					(2) List two types of maintenance (3) State the importance of maintenance
7	MID – TERM TEST						
8 – 9	Maintenance and safety on our Roads.	(4) Define safety (5) List some safety precautions (6) List some safety devices	(3) Meaning of safety (4) Safety precaution (5) Safety devices	(3) Define safety (4) Explains safety precautions in the workshop (5) display safety devices and demonstrates the uses - Fire extinguishers - Apron - Boot - Hand gloves - Eye shield - Caution signs - Seat belt - Road signs - Zebra crossing	(2) Participate in class discussions on safety and safety precautions (3) Watch teacher’s demonstration on safety devices	(2) Safety devices (3) Apron (4) Boots (5) Eye shield (6) Gloves (7) Helmet (8) Fire extinguisher	(4) Define safety (5) List at least three safety precautions (6) List at least four safety devices
10	Maintenance and Safety on our Roads	(7) State two causes of accident in the workshop and on the road.	(6) Methods of preventing accidents in the workshop and on the road	(6) Explain some safety precaution to be taken in workshop and on our roads	(4) Mention some dangers in the workshop and on the road.	(9) Reflective caution triangle (10) Road safety manual	(7) State two causes of accident in the workshop and on the road
11	REVISION						

12 – 13	EXAMINATION						
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**BASIC TECHNOLOGY**

**PRIMARY SIX**

**3<sup>RD</sup> TERM**

**THEME: YOU AND ENERGY**

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST TERM WORK / WELCOME TEST						
2 – 3	Simple Machine (1) Levers	Pupils should be able to: (1) Collect and identify simple machine (2) Give examples of levers.	(1) Meaning of - Machine - Lever (2) Examples of levers	(1) Collects examples of levers for pupils to identify, name and group	(1) Collect and identify some simple machines (2) Take turns to play with lever e.g. the see-saw and explain how it works	(1) Bottle opener (2) Can opener (3) Scissors (4) Pliers	Pupils to: (1) Name five common levers and machines in their homes (2) Locate the Pivot, Load and Effort arms in common lever machines
4	Simple machine (i) Levers	(3) Identify the parts of the lever (4) List common uses of levers	(3) Parts of a lever (4) Uses of levers	(2) Guides pupils to identify parts of lever (3) Mention uses of levers	(3) Make and use simple lever (4) Draw the different types of lever and identify the parts (5) List common uses of levers.	(5) Chart/diagram of some common levers (6) Nutcracker (7) Sugar tong (8) Wheel barrow	(3) State five common uses of levers

5 – 6	(ii) Pulleys	Pupils should be able to: (1) State the meaning of pulley machine (2) Recognize and identify simple pulley machines (3) Distinguish between fixed and movable pulleys (4) Give examples of pulley machine	(1) Meaning of Pulley (2) Types of pulleys - Fixed - Movable (3) Example of pulley machines	(1) Guides and helps in the collection of simple pulley machines	(1) Collect simple pulley machines (2) Examine and observe pulleys at work	(1) Strings (2) Metal/wooden plastic rollers (3) Nails (4) Wood	Pupils to: (1) Give three examples of simple pulleys (2) Differentiate between fixed and movable pulleys.
7	MID – TERM TEST						
8	(ii) Pulleys	(5) Make and use pulley machine to do work (6) Mention at least three applications of pulleys	(4) Common applications of pulleys	(2) Guides pupils to identify the application of pulleys (3) Guides pupils to construct and use pulleys (4) Takes the class on visit to places where they can observe the application of pulleys	(3) Identify the application of pulleys (4) Construct simple pulleys (5) Use pulleys to lift loads	(5) Charts showing uses of simple pulleys (6) Simple pulleys	(3) Construct and use pulleys (4) State two applications of pulley machines
9 – 10	Inclined plane	Pupils should be able to: (1) State the meaning of inclined plane	(1) Meaning of inclined plane (2) Examples of inclined plane	(1) Guide pupils to give examples of inclined plane (2) Arrange for pupils to visit construction sites to observe	(1) List examples of inclined planes. (2) Use planks to make inclined plane.	(1) Wooden plank (2) Charts showing inclined plane and stair cases (3) Cement blocks (4) Drums (5) Nails	Pupils to: (1) Mention three examples of inclined plane (2) Construct and use inclined

		(2) Mention examples of inclined plane (3) Construct and use inclined plane to lift loads (4) State the advantages of inclined plane	(3) Advantages of inclined plane	the use of inclined plane (3) Lead class discussion on the advantages of inclined plane	(3) Observe the use of inclined plane at construction sites. (4) Participate in the discussion of the advantages of inclined plane.	(6) Saw (7) Hammer	plane to move objects (3) State two advantages of inclined plane
11	REVISION						
12 – 13	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION**

**PRIMARY SIX**

**1<sup>ST</sup> TERM**

**SUB THEME: BASIC MOVEMENT**

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2	Physical Fitness and Body Conditioning	Pupils should be able to: (1) Mention some physical fitness and body conditioning e.g. agility, power, flexibility and balance	(1) Components of physical fitness and body conditioning	(1) mention some components of physical fitness and body conditioning e.g. agility, power, flexibility and balance	(1) Mention some component of physical fitness and body condition e.g. agility, power, flexibility and balance	(1) Charts (2) Video clips (3) Balance beam (4) Wall	Pupils to (1) Mention any three physical fitness exercises and body conditioning
3		(2) Demonstrate the execution of agility, power, flexibility and balance (3) Identify activities for measuring agility, power, flexibility and balance	(2) Measurement of - Agility (10 metres shuttle run) - Power: Sergeant jump, standing broad jump.	(2) Demonstrates the activities for measuring - agility - power - flexibility - balance (3) Demonstrates the	(2) measure their agility power, flexibility and balance (3) State the benefits of agility, power, flexibility and balance	(5) Chalk (6) Measuring/tape ruler (7) Stop watch (8) Field etc.	(2) Demonstrate the physical fitness exercises used to measure agility, power etc. e.g. 10 metres shuttle jump, sergeant jump, standing broad jump etc.

		(4) Measure their agility, power, flexibility and balance levels (5) Mention the benefits of these fitness components	- Flexibility: straight knee, toe touch - Balance: Beam walk (3) Benefit of agility, power flexibility and balance	measurement of the above physical fitness components (4) States the benefits of agility, power, flexibility and balance (5) Supervises pupils' activities			(3) Measure their agility, power, flexibility and balance levels (4) State the benefits of agility, power flexibility and balance.
4 – 5	Athletics I	Pupils should be able to: (1) List the skills involved in Track Event such as relay races, hurdles	(1) Types of relay races: - 4 x 100metres - 4 x 400metres - Medley relay (2) Relay skills: - baton grip - take off - non visual take over exchange.	(1) Explain the skills involved in: (a) relay races (b) hurdles	(i) Listen to the teacher (2) Watch teacher's demonstration	(1) Video clips (2) Posters (3) Whistle/starting gun (4) Flying board (5) Athletics track (6) Stop watches	Pupils to: (1) Mention the skills in track events e.g. relay races, hurdles (2) Perform baton change
6	Athletics 1	(2) Perform the skills involved in Track Events such as relay races, Hurdles.	(3) Basic skills in hurdles: - Starting position - approach to the 1 <sup>st</sup> hurdle - Clearing the hurdle - Landing	(2) Demonstrate the skills involved in (a) relay races (b) hurdles (3) Supervise the pupils practice and make corrections.	(3) Practice the skills as demonstrated by the teacher in: (a) relay races (b) hurdles (4) pair up to practice baton exchange	(7) Bell (8) Charts (9) Track shoes (10) Baton (11) Hurdle sticks	(3) Mention any four skills in hurdles; (4) Perform hurdle skills.

			- Strides between hurdles				
7	MID – TERM TEST						
8 – 9	Athletics II	Pupils should be able to: (1) Explain the meaning of high jump and long jump (2) Demonstrate the styles and stages in high jump (3) Mention rules in high jump	(1) Meaning of high jump and long jump (2) Basic styles in high jump - The flop - Straddle - Western roll - Eastern roll - Scissors (3) Rules in high jump.	(1) Explains the meaning of - High jump - Long jump (2) Demonstrate the basic skills in high jump (3) Supervises pupils’ practices (4) Explain the rules in high jump	(1) Listen to the teacher’s explanations (2) Practice styles on high jump (3) draw and label the high jump poles	(1) Poles (2) Cross bar (3) Chalkboard (4) Textbooks (5) Whistle (6) Measuring tape	Pupils to: (1) Explain high jump (2) List 3 styles in high jump (3) Mention 4 rules of high jump. (4) draw and label high jump poles
10	Athletics II	(4) Demonstrate the styles and stages in long jump (5) Mention the rules in long jump (6) Draw and label the long jump poles	(4) Basic styles in long jump: - The sail - The hang - hitch kick - landing - recovery (5) Stages in long jump - run-up - take off - flight - landing (6) Rules and regulations in long jump.	(5) Demonstrates the basic skills and styles in long jump (6) Explains the rules in long jump (7) Explains the dimensions in long jump	(4) Practice styles on long jump (5) Draw and label the long jump pitch	(7) The pitch (8) Take off board (9) Flags (10) Pictures (11) Video clips	(5) Explain the long jump (6) List 3 styles in long jump (7) Mention 2 rules in long jump (8) draw and label long jump pitch.
11	REVISION						
12 – 13	EXAMINATION						



PHYSICAL AND HEALTH EDUCATION

PRIMARY SIX

2<sup>ND</sup> TERM

SUB THEME: GAMES AND SPORTS

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2 – 3	Ball Games	Pupils should be able to: (1) List the rules and regulations (including safety rules) of - football - table tennis - volley ball - basket ball - hockey - hand ball	(1) The rules and regulations of (a) Football (b) Table tennis (c) Volley ball (d) Basket ball (e) Hockey (f) Hand ball	(1) Explain the rules and regulations of: - football Table tennis - volley ball - basket ball - hockey - hand ball	(1) Listen to the teacher (2) Play the game of: - football - table tennis - volleyball - basketball - hockey - handball by apply the rules (3) Write notes	(1) Football (2) Whistle (3) Textbook (4) video clips (5) stop watch (6) table tennis board (7) table tennis ball (8) Nets (9) Bats (10) Volley balls (11) Volley ball court	Pupils to: (1) State and apply the rules and regulations of: - football - table tennis - volleyball - basketball - hockey - handball
4	Ball Games	(2) Mention the key officials of these games - football - table tennis - volleyball - basket ball - hockey - handball	(2) The key officials of: - football - table tennis - basketball - hockey - handball	(2) Describe the key officials of these games (3) Demonstrates the skills of each game	(1) Listen to the teacher. (2) Play the game of: - Football - Table Tennis - Volley Ball	(12) Basket balls (13) Basketball court (14) Hockey sticks (15) Hockey balls (16) Hockey pitch (17) Handball balls	(2) List the officials in: - football - table tennis - volley ball - basket ball Hockey - handball
5 – 6	Ball Games	(3) Play the following games Observing the rules:	(3) Playing the games of: - football	(4) Draw the pitch and position of players in	- Basket Ball - Hand Ball by apply the rules (3) Write notes	(18) Handball court (19) Score board	(3) Draw the pitch and position of players in

		<ul style="list-style-type: none"> <li>- football</li> <li>- table tennis</li> <li>- Volley ball</li> <li>- Basket ball</li> <li>- Hockey</li> <li>- Hand ball</li> </ul> <p>(4) Draw the pitch and position of players in:</p> <ul style="list-style-type: none"> <li>- Football</li> <li>- Basket ball</li> <li>- Hockey</li> </ul>	<ul style="list-style-type: none"> <li>- table tennis</li> <li>- volley ball</li> <li>- basket ball</li> <li>- Hockey</li> <li>- Hand ball</li> </ul> <p>(4) Positioning players in:</p> <ul style="list-style-type: none"> <li>- Football</li> <li>- Basket ball</li> <li>- Hockey</li> </ul>	<p>football, basketball and hockey</p> <p>(5) Supervises pupils as they play the games</p>			<ul style="list-style-type: none"> <li>- football</li> <li>- basketball</li> <li>- hockey</li> </ul>
7	MID – TERM TEST						
8	Indigenous Games	<p>Pupils should be able to:</p> <p>(1) List indigenous games</p> <p>(2) Perform indigenous games</p>	<p>(1) Indigenous games</p> <ul style="list-style-type: none"> <li>- Dambe</li> <li>- Kokowa</li> <li>- Mgba</li> <li>- Ayo</li> <li>- Langa</li> </ul>	<p>(1) Explains the indigenous games to the pupils</p> <p>(2) Demonstrate the various indigenous games</p>	<p>(1) Observe the teacher’s demonstration</p> <p>(2) Play the indigenous game</p>	<p>(1) Playground</p> <p>(2) Balls</p> <p>(3) Costumes</p> <p>(4) Seeds</p> <p>(5) Boards</p> <p>(6) Rackets</p>	<p>Pupils to:</p> <p>(1) Mention indigenous games</p> <p>(2) List some materials needed to play each of the listed indigenous games.</p>
9 – 10	Indigenous games	<p>(3) Demonstrate the skills of some indigenous games</p> <p>(4) Perform basic skills in indigenous games</p> <p>(5) List safety rules in</p>	<p>(2) Skills of indigenous games</p> <p>(3) Safety rules in indigenous games</p>	<p>(3) Explains the skills in indigenous games</p> <p>(4) List safety rules</p>	<p>(3) Practice the skills of the indigenous games</p> <p>(4) Mention safety rules</p>	<p>(1) Playing ground</p> <p>(2) Balls</p> <p>(3) Costumes</p> <p>(4) Seeds</p> <p>(5) Boards</p> <p>(6) Rackets</p>	<p>(3) List the skills involved in indigenous games</p> <p>(4) List some safety rules in each indigenous games.</p>

		indigenous games					
11	REVISION						
12 – 13	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION**

**PRIMARY SIX**

**THIRD TERM**

**SUB THEME: HEALTH EDUCATION**

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2	Personal and Environmental Health	Pupils should be able to: (1) Explain the meaning and importance of personal health; (2) Explain the meaning and importance of environmental health	(1) Meaning and importance of personal health (2) Meaning and importance of environmental health.	(1) Explain the meaning and importance of personal and environmental health.	(1) Participate in the various discussions	(1) Flip chart	Pupils to: (1) Explain the meaning of personal and environmental health (2) State three importance each of personal and environmental health.
3	Personal and Environmental Health	(3) State the importance of vision (4) Draw and label structure of the tooth.	(3) Importance of vision (4) Structure of the tooth	(2) Leads discussion on importance of vision (3) Guide the pupils through drawing and labelling the tooth.	(2) Draw and label the tooth.	(2) Chart/picture of structure of the tooth (3) Posters	(3) State two importance of vision (4) Draw and label the tooth

4	Personal and Environmental Health	(5) List 2 dental problems and their prevention (6) Mention some methods and importance of waste disposal	(5) Dental problems and prevention (6) Methods and importance of waste disposal	(4) Guide pupils to list 2 dental problems and their prevention (5) Guide the pupils to recall discussion on methods and importance of waste disposal	(3) Listen attentively to teacher's explanation (4) Ask questions	(4) IEC materials (5) Text books	(5) List any two dental problems and their prevention. (6) Describe two different methods of waste disposal
5	Personal and Environmental Health	(7) Write on the effects of noise pollution on human beings	(7) Noise pollution	(6) Leads discussion on the effects of noise pollution on human being	(5) Write notes (6) Participate in class discussion	(7) Cartoon (8) Pictures	(7) Write on one effects of noise pollution on human beings
6	Use of Medicine	Pupils should be able to: (1) Mention the features for identifying fake medicines.	(1) Features for identifying fake medicines.	(1) Guides pupils to identify fake medicines using the features	(1) Identify fake medicines using the features	(1) Samples of empty packets of fake and genuine common medicines e.g. paracetamol, antimalarial etc. (2) Living organisms e.g. earthworms (3) Salt	Pupils to: (1) Mention three features for identification of fake medicines
7	MID – TERM TEST						
8	Use of Medicine	(2) List some normal use of common drugs. (3) Describe the effects of normal use of medicines (4) discuss the effects of	(2) Normal use of medicines (3) Excessive use of medicines	(2) Guide class discussions on the normal and excessive use of medicines (3) Guides class discussions on effects of normal	(2) Talk about the effects of normal and excessive use of medicines and give examples	(4) Water (5) Container (6) Glass/Plastic cup (7) Poster illustrating effects Use of medicines	(2) Identify the normal dosage of common medicines like paracetamol etc. (3) Describe the effects of normal use of medicine

		excessive use of medicines		and excessive use of drugs (4) Plans simple demonstration to show the effects of excessive use of drugs			(4) State three effects of excessive use of medicines
9	Effects of Drug Abuse	Pupils should be able to: (1) State the meaning of drugs (2) Define drug abuse (3) List names of some common hard drugs.	(1) Drugs: - Heroin - Cocaine - Valium - Madrax - Indian hemp (2) Drug abuse	(1) produces drama sketches on drug (2) Guide the pupils on the meaning of drugs and drug abuse (3) Tell children stories about people who abuse drugs.	(1) Identify some common hard drugs (2) Tell some stories about victims of drug abuse (3) make poster for campaigning against drug abuse	(1) Cardboard papers (2) Scissors (3) Gum (4) Crayon	Pupils to: (1) Mention the names of some hard drugs (2) Display posters and use them to educate against drug abuse.
10	Effects of Drug Abuse	(4) Identify the health effects of drugs abuse (5) Discuss the socio-economic effects of drug/substance abuse (6) Educate others on drug abuse	(3) Effects of drug abuse on health e.g.: - respiratory tract infection - blood pressure - stroke - weight loss - death (4) Socio-economic effects of drug abuse:	(4) Guides class discussions on the healthy and socio-economic effects of drugs/substance abuse (5) Arrange for a guest talk on drug/substance abuse.	(4) Dramatize the effects of drug abuse (5) Educate others against drug abuse (6) Listen and learn from the stories and guest talk.	(5) Pictures/drawing of mad people (6) Poster on identification of drug abuse	(3) Enumerate three health problems associated with drug abuse (4) Explain the social and economic effects of drug/substance abuse

			<ul style="list-style-type: none"> <li>- Poor performance in school</li> <li>- Truancy</li> <li>- Prostitution</li> <li>- Financial problems</li> <li>HIV infection etc.</li> </ul>				
11	REVISION						
12 – 13	EXAMINATION						

SUB THEME: BASIC COMPUTER OPERATION

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2 – 3	Learning Word Processing with the Computer	Pupils should be able to: (1) Identify word processing software	(1) Word processing software - Microsoft office word.	(1) Explain what Word Processing software is.	(1) Listen and learn what Word Processing Software is	A functional computer system	Pupils to: (1) Identify Word Processing Software
4	Learning Word Processing with the computer	(2) Mention some of the uses of Word Processing	(2) Uses of the Word Processing Software	(2) Mentions some uses of the Word Processing Software	(2) Listen and learn what Word Processing software is used for	A functional Computer System	(2) Mention at least three uses of Word Processing Software
5	Learning Word Processing with the computer	(3) Identify and use the Title Bar, Menu Bar and Tool Bars.	(3) Word Processing Environment: - Title Bar, Tool Bars and their uses. - Menu Bar and its uses.	(3) Minimizes and restores document to demonstrate Title and menu Bar.	(3) Observe the teacher and learn to use the Title and Menu Bars.	A functional computer system	(3) Identify and use the Title Bar, Menu Bar and Tool Bars
6	Learning Word Processing with the computer	(4) Create and edit documents	(4) Word Processing skills e.g.:	(4) Guides class by typing and moving within the documents	(4) Type and move within the document to demonstrate	A functional Computer System.	(4) Create and edit documents

		(5) Save and retrieve documents	<ul style="list-style-type: none"> <li>- Opening the Microsoft office, quitting the, software,</li> <li>- Creating documents,</li> <li>- editing documents</li> <li>- Saving documents</li> <li>- Retrieving documents</li> </ul>	to demonstrate creating and editing of documents (5) Types and moves within the document to demonstrates	creating and editing of documents (5) Type and move within the document to: - Save documents - retrieve documents		(5) Save and retrieve documents
7	MID – TERM TEST						
8	Drawing with the Computer	Pupils should be able to: (1) Identify computer drawing packages (2) Use the alphabet tool to label drawings	(1) Drawing Packages (Corel Draw, Paint, Artist etc.)	(1) Guides class to identify drawing packages in the system.	Working in small groups: (1) Identify the drawing packages in the system (2) Open the drawing packages in the system	(1) Common objects or pictures/drawing of common objects like boxes, fish, tins, cow, fan, cars, etc.	Pupils to: (1) Mention one computer drawing package
9 – 10	Drawing with the computer	(3) Draw geometrical figures (lines, ellipses and rectangles) (4) Do free hand drawing of objects and figures (5) use the fill tool to colour	(2) Drawing with paint Artist - Geometrical drawing - Free hand drawing - Painting objects (using the fill tool)	(2) Guides pupils to: - explore the paint environment and identify its components - draw objects and figures using paint Artist - Use the fill tool and alphabet	(3) Draw lines, ellipses and rectangles (4) Draw objects like boxes, fish, tins, cow, fan, cars, etc using free hand (5) use the fill tool to colour their object	(2) A functional computer system with Paint Artist Software (or Corel Draw) installed (3) Papers (4) Printer	(2) Draw geometrical figures (lines, ellipses and rectangles); (3) Do freehand drawing of objects and figures; (4) Use the 'fill' tool to

		objects and figures (6) Print a drawing		tool to colour and label their drawing - Print their drawings (3) Write down the procedure of drawing with paint Artist on the Chalkboard	(6) Label their drawings using the alphabet tool (7) Print their drawings		colour objects and figures (5) Use the alphabet tool to label drawings (6) Print a drawing
11	REVISION						
12 – 13	EXAMINATION						

SUB THEME: BASIC COMPUTER OPERATION

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2 – 3	Precautions in the use of computers	Pupils should be able to: (1) identify some precautions that should be taken in the use of the computer	(1) Precautions in the use of computer hardware e.g. use of Uninterruptible Power Supply (UPS), stabilizers and surge protectors; not overloading the sockets	(1) Demonstrates correct arrangement of hardware e.g. monitor, UPS, Socket and Stabilizers	(1) Participate in class discussion (2) Observe the demonstrations and ask questions as well as answer (3) Practice correct arrangement of hardware e.g. monitor, UPS, Sockets and stabilizers	(1) Chairs (2) Tables (3) UPS (4) Extension socket	Pupils to: (1) Identify at least three precaution that should be taken in the use of the computer
4 – 5	Precautions in the use of computer	(2) State reasons why we should take care of human ware (users of the computer) (3) Enumerate some precautions	(2) Care for the Human ware: - Sitting Posture - Use of anti-glare - Positioning of the hands - Positioning of the monitor	(2) Guides class discussion on: - precautions in the use of the computer hardware - care for the Human ware (3) Demonstrates correct postures and sitting arrangement that are safe and that	(4) Practice correct postures and sitting arrangements that are safe and that promote comfort and efficiency	(5) A functional computer system (6) Surge protector (7) Printer (8) Stabilizer	(2) State at least three reasons why we should take care of human ware (users of the computer) (3) Enumerate at least four precaution that should be taken be computer users.

		that should be taken by computer users.	<ul style="list-style-type: none"> <li>- Keeping dust and moisture away</li> <li>(3) why we should care for the users: <ul style="list-style-type: none"> <li>- to reduce fatigue</li> <li>- to avoid minor and serious injuries</li> <li>- to improve efficiency</li> <li>- to protect sensitive organs like the eye</li> </ul> </li> </ul>	promote comfort and efficiency			
6	Classification and uses of common IT Gadget	Pupils should be able to: (1) Classify common IT Gadgets;	(1) classification of common IT gadgets; <ul style="list-style-type: none"> <li>- Computers: laptops, handheld computers, palmtop, iPad, iTab.</li> <li>- Audio/video gadgets: iPod, Home theatre, MP3, Mp4, digital cameras, handy</li> </ul>	(1) Present some common IT gadgets or a chart showing the pictures of the gadgets (2) Guide pupils to use some common IT gadgets e.g. copying/transfer of documents/music files etc.; with flash drives/Bluetooth/memory cards etc.	(1) Observe the pictures and realia of some common IT gadget (2) Use some common IT gadgets e.g. copying/transfer documents/music files etc. with flash drives/Bluetooth/memory cards etc.	(1) Pictures/drawing of common IT gadgets like: <ul style="list-style-type: none"> <li>- Laptops</li> <li>- Handheld computers</li> <li>- Palmtop</li> <li>- iPad</li> <li>- ITab</li> </ul> (2) Flash drive (3) Memory cards	Pupils to: <ul style="list-style-type: none"> <li>(1) State the different classes of IT gadget</li> <li>(2) Operate at least two common IT gadget e.g. copying/transfer of documents/music files etc. with flash drives/Bluetooth/memory cards etc.</li> </ul>

			<p>cams/camcorders</p> <ul style="list-style-type: none"> <li>- Storage devices: Flash drives, memory cards, external hard drives/disc.</li> <li>- smart phones: Black berry, android phones, iPad.</li> </ul>				
7	MID – TERM TEST						
8 – 9	Classification and uses of common IT Gadgets	(2) State the uses of some common IT gadgets	<p>(2) Uses of some IT gadgets:</p> <ul style="list-style-type: none"> <li>- Word Processing</li> <li>- Telephone conversation</li> <li>- Multimedia (MMS) e.g. SMS, Pictures, voice/video messages, photographs</li> <li>- Video capture</li> <li>- Music Downloading various applications</li> </ul>	(3) State the uses of some common IT gadgets	(3) Mention the uses of some common IT gadgets	(4) Memory cards	(3) Name four uses of some common IT gadgets

			e.g. Bible, Quran, Dictionary, GPRS, games etc. Internet and social networks e.g. Facebook, Twitter, Skype etc				
10	Classification and uses of common IT gadgets	(3) Operate at least two common IT gadgets	(3) Operating Common IT gadget	(4) Guides the pupils on how to operate common IT gadgets	Pupils use some common 17 gadgets as directed by the teacher.	(5) Smart Phones	(4) Operate at least two common IT gadget e.g. copying/transfer of document music files etc.
11	REVISION						
12 – 13	EXAMINATION						

SUB THEME: BASIC CONCEPTS OF INFORMATION TECHNOLOGY

WEEK	MODULE/TOPIC	PERFORMANCE OBJECTIVES	Contents	ACTIVITIES		TEACHING/LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER'S ACTIVITIES	PUPILS ACTIVITIES		
1	REVISION OF LAST SESSION WORK/WELCOME TEST						
2	Internet II	Pupils should be able to: (1) Explain the meaning of: - Search Engines - Social Networks	(1) Search Engines: - google, yahoo etc.	(1) Explains the meaning of search engines and social networks	(1) Listen as the teacher explains the meaning of search engines and social networks	(1) A functional computer system with internet access (2) Printer (3) Papers	Pupils to: (1) Explain the meaning of - Search engines - Social networks
3 – 4	Internet II	(2) use the internet for various functions such as online registration, checking of result and use of social networks	(2) Online Activities online registration checking of results	(2) Guides pupils to use the internet for various functions in the internet such as online registration checking of results etc.	(2) use the internet for various functions in the internet such as online registration checking of results and use of social networks	(1) A functional computer - System with internet access software (2) Printer (3) Papers.	(2) use the internet to perform various functions such as online registration, checking of results and use of social networks
5 – 6	Internet II	(3) Explain social networking tools (4) Mention the importance of using these	(3) Social Networking Tools: - Facebook - Twitter	(3) State the importance of using these functions of the internet	(3) Listens and ask questions as the teacher states the importance of	(1) A functional computer system with internet access software (2) Printer	(3) Mention the importance of using these functions in the internet

		functions of the internet	(4) Importance of Internet Tools		using these functions of the internet	(3) Paper	
7	MID – TERM TEST						
8	Internet II	(4) Mention some forms of abuse of the internet	(5) Abuse of the internet - Prostitution - Terrorism - Misinformation	(4) Mentions some forms of abuse of the internet	(4) Listens and ask questions as the teacher mentions some forms of abuse of the internet	(1) A functional computer system with internet access (2) Paper (3) Printers	(4) Mention some forms of abuse of the internet
9	IT and the Society	Pupils should be able to: (1) Mention some various aspects of the human society influenced by the computer	(1) Various aspects of the human society influenced by the computer - Communication - Security - Banking - Military - Education - Hospitality - Exploration and exploitation of natural resources e.g. oil and gas, minerals, space - Agriculture - Medicine	(1) Explains some various aspects of the human society that is influenced by the computer	Working in small groups (1) Mention the various aspects of the human society that is influenced by the computer	(1) Pictures/drawings or charts of common aspects of the human society influenced by the computer	Pupils to: (1) Mention at least five aspects of the human society influenced by the computer
10	IT and the Society	(2) Mention some wrong notion about IT (3) Mention some career opportunities in IT.	(2) Wrong notions about IT - Too costly - Encourages job loss - Negative religious beliefs	(2) Explains some wrong notions about IT (3) Mention some career	(2) Explain some wrong notions about IT. (3) List some career	(2) An IT Resource Person	(2) Mention at least, three wrong notions about IT. (3) Mention at least four career

			<ul style="list-style-type: none"> <li>- Career Opportunities in IT.</li> <li>- Programmes</li> <li>- Graphic designer</li> <li>- Data base manager/analyst</li> <li>- Website design and hosting etc.</li> </ul>	<p>opportunities in IT (4) Bring in a resource person to enlighten the pupils on some careers in IT</p>	<p>opportunities in IT (4) Listens to the Resource person and ask relevant questions</p>		<p>opportunities in IT</p>
11	REVISION						
12 – 13	EXAMINATION						