

**ENGLISH STUDIES
JS III
FIRST TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Reading for critical evaluation	Students should be able to: 1. understand the meaning of critical reading. 2. read critically.	1. Meaning of critical reading 2. Reading critically	1. Explain what is required in critical reading. 2. Guides students to read materials.	1. Listen attentively to teacher's explanations and ask and answer questions. 2. Read materials presented in class	Selected passages on relevant issues, road safety, drug use, answer rights, etc.	Students to: satisfactorily answer questions that relate to critical thinking.
	WRITING Revisions: Various types of composition writing: narrative, descriptive, expository, argumentative	Students should be able to: 1. identify various types of composition writing: 2. list the elements of composition	1. Types of composition: - Narrative - Descriptive - Expository - Argumentative 2. Elements of composition - Introduction - Body - Conclusion	1. Lead students to identify different types of composition and discuss them. 2. Guide students to list the elements of composition	1. Identify types of composition and discuss 2. List the elements of composition	1. Selected topics 2. Stories 3. Passages	Students to: 1. identify two different types of composition 2. list three elements of composition.
	LISTENING AND SPEAKING Speeches (Phonemes)	Identify and produce different speeches with long and short vowel sounds	Long and short vowels e.g. /i:/ and /i/, bee /be/, head/hid; heat/hit; beat/bit	1. Identify/ produces materials for the current pronunciation of the target sounds in context 2. Emphasizes the correct articulatory movements in the pronunciation of the sounds	1. Listen to the teacher and imitate the production of sounds in context 2. Practice the articulation of sounds emphasized by the teacher in context	1. Recorded materials 2. Students text	Students to: identify correctly long and short vowels in given sentences and selection

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	GRAMMATICAL ACCURACY (Adverbs)	Students should be able to: 1. identify adverbs in a given passage 2. describe the features of adverbs	1. Examples of adverbs in a given passage e.g. - the ideal family size - Effects of adulterated drugs 2. Functions of adverbs	1. Guide students to read the passage 2. Leads students to identify the features of adverbs	1. Read the given passage as directed by the teacher 2. Identify the features of adverbs	1. Various passages 2. Sentence strips 3. Course books	Students to: 1. identify the adverbs 2. explain features of adverbs 3. make sentences using adverbs
	LITERATURE (Non-African Folktales)	Students should be able to identify features of Non-African folktales	Features of Non-African - Diaactic - Entertaining - Archaic	Narrates a non-African folktales to students	Listen to and retell non-African folktales	1. Story books 2. Supplementary readers	Students to: identify two features of non-African folktales
3 & 4	Reading for Critical Evaluation	Students should be able to identify facts and opinions	1. Aspects of critical reading. 2. Essence of critical reading	1. Guides students in their critical evaluation of materials 2. Demonstrate how to differentiate between facts and opinions	1. Practice critical evaluation of text through extensive discussion, either in groups or as a whole class. 2. Practice how to differentiate facts from opinions	1. Selections from other subject areas 2. Supplementary readers 3. Excerpts from selected passages	correctly distinguish between facts and opinions in a given selection
	WRITING	Students should be able to write a good	Arrangement ideas in logical sequence.	Leads students to re-arrange ideas generated in logical sequence	Arrange ideas generated in logical sequence	1. Textbooks 2. Passages	

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	LISTENING AND SPEAKING Speeches (consonants and consonant clusters)	Students should be able to: 1. identify and produce different speeches with consonants 2. identify consonant clusters occurring in the given materials in context	1. Consonants e.g. fall/vim, fish/van, four/love, mathematics and machine 2. Consonant clusters e.g respect, principle, tactile, struggle	1. Identifies/ produces materials for the correct pronunciation of target sounds in context. 2. Emphasizes the correct articulatory movements in the pronunciation of the sounds 3. Stresses the distinction exemplified in minimal pairs e.:g /t/ tins; /th/ things; /d/ den, /th/ then	1. Listen to the teacher and imitate the production of the sounds in context 2, Practice the differences in sounds exemplified in minimal pairs	1. Textbooks 2. Selected passages	1. identify correctly consonant sounds 2. identify consonant clusters occurring in the given materials in context
	GRAMMATICAL ACCURACY (Conjunction)	Students should be able to: 1. identify conjunction in a given passage 2. describe the	1. Examples of conjunctions in a given passage e.g. 2. Effects of adulterated drugs	1. Guides students to observe the kinds of sentences used in the passage. 2. Leads students identify the functions of conjunctions	Identify the features of conjunctions in the passage	1. Various passages 2. Course books	Students to: 1. identify conjunctions 2. explain conjunctions 3. make sentences using conjunction
	LITERATURE (Non-African Folktales)	Students should be able to: 1. retell and explain the themes of Non-African folktales 2. identify the moral lessons to be learnt from folktales	Themes of Non-African folktales	1. Leads students identify the themes of folktales 2. Guides students to identify the moral lesson in a non-African folktales	1. Identify theme of the folktales 2. Identify the moral lessons	1. Recorded Non-African folktales 2. Other resources	Students to: 1. identify the moral lesson learnt in a non-African folktale 2. narrate a folktale

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	Reading for critical evaluation	Students should be able to: 1. identify facts and opinions 2. make deductions from the passages read	Explanation on the meaning of dangers signs on our road, types of danger signs on the roads	1. Guide students to make deductions from information presented 2. Give additional practice exercises to students	1. Practice how to differentiate facts from opinions and make deductions. 2. Engage in extensive practice	1. Excerpts from selected passages 2. Posters/video clips on relevant issues, e.g. road safety, drug use, consumer right, etc.	Students to: 1. correctly distinguish between facts and opinion in a given selection 2. make deduction from information presented
	WRITING Narrative Composition	Students should be able to: 1. identify useful hints on how to write a good narrative composition 2. write good narrative composition	1. Use hints on how to write a good narrative composition 2. arrangement of ideas in logical sequence	Guides students to write a good composition on the care of a motor vehicle (internal)	Write a composition	1. Passages 2. Textbooks 3. Diagram of a motor vehicle showing regular activities	Write a composition on “care of a motor vehicle” (internal)
	LISTENING AND SPEAKING (Speeches Phonemes)	Students should be able to list and make sentences with diphthongs	Diphthongs .e.g /ei/, raid, sail, date, late /ɔ/ load, road, coat, boat. /i / theatre, hero, /ai/ chill, wild /au/stout	1. Identifies/ produces materials for the correct pronunciation of the target sounds in context. 2. Stresses the differences between the diphthongs and pure vowels and the articulation of the two	1. Listen to the teacher and imitate the production of the sounds in context 2. Practice the differences in the articulation of the sounds	1. Recorded materials 2. Textbooks 3. Selected passages or excerpts 4. Poems	Students to: identify correctly diphthongs in sentences and other selections

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	GRAMMATICAL ACCURACY (Preposition)	Students should be able to: 1. identify prepositions in a given passage 2. describe the features of prepositions 3. explain the functions of prepositions	1. Examples of prepositions in a given passage e.g. - The dangers of examination mal-practice - Effects of corruption in a society. 2. Functions of preposition	1. Guides students to observe the kinds of sentences used in the passage 2. Guides students to identify the functions of prepositions in the passage	1. Observe carefully the kinds of sentences used 2. Identify the features and functions of prepositions in the passage	1. Various passages 2. Course books	Students to: 1. identify the prepositions 2. explain the features of prepositions 3. state the functions of prepositions 4. make sentences of their own using prepositions
	LITERATURE Lessons from Myths/Legends	Students should be able to: 1. retell and explain the themes of myths/legends 2. identify the moral lessons to be learnt from myths/legends	1. African and non-African tales comprising of Myths and legends 2. Moral lessons from given myths and legends	1. Narrates a myth/legends to the students 2. Leads students to retell and explain the themes of the myths/legends 3. Guides students to identify the moral lessons in the given myth and legend	1. Listen to the myth/legend narrated by the teacher 2. Identify the moral lesson from the myth/legend	1. Story books on myths and legends 2. Recorded stories 3. Course books 4. Other sources	Students to: 1. retell and explain the theme of a myth/legend 2. identify the moral lesson learnt 3. narrate two each of myths/ legends

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7 & 8	READING FOR SPEED	Students should be able to read rapidly and making meaning from what is read	1. Reading for speed techniques 2. Surveying/ scanning for main points -skimming for specific information 3. Enables us to read a lot of materials empowers us to read non - text materials quickly - helps us to cultivate the skill of referencing	1. Explains different methods and conditions for fast reading 2. Guides students on techniques and selections for reading 3. Guides students to see the link between reading for speed and comprehension	1. Pay attention and seek clarifications, where necessary. 2. Practice different techniques of fast reading	1. Selected passage on relevant issues of interest 2. Course books 3. Supplementary readers	Students to: 1. correctly skim, scan, and survey while reading 2. read appropriately various reading materials 3. answer comprehension questions that demonstrate mastery of selected materials
	WRITING Revision Descriptive	Students should be able to identify useful hints on how to write good descriptive composition	1. Useful hints on how to write a good descriptive composition 2. Arrangement of ideas in logical sequence	1. Guides students to write a good descriptive composition 2. Leads students to re-arrange ideas generated in logical sequence	1. Re-arrange ideas generated in logical sequence 2. Write a composition	1. Selected topics 2. Textbooks 3. Passages	Students to: 1. identify the useful hints on how to write a good descriptive composition 2. write a composition

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	LISTENING AND SPEAKING Speeches intonation	Students should be able to: 1. identify the three intonation patterns for statements, questions and commands. 2. make statements ask questions, give commands using appropriate intonation patterns	Listening to speeches on the following: -human Rights -gender issues -value re-orientation (honesty, respects for elders, punctuality, etc)	1. Selects materials and make appropriate statements for students to listen attentively. 2. Provides sample sentences, paragraphs and passages	Identify accurately the intonation patterns form passages read by teacher 2. identify accurately the intonation pattern for questions, command and statements	1. Poems and passages 2. Sentence strip 3. Tape recorder 4. Plays 5. Supplementary readers 6. Other resources	Students to 1. identify correctly intonation patterns for statements, questions and commands. 2. make statements, ask questions, give commands using intonation patterns
	GRAMMATICAL ACCURACY Adverbials	Students should be able to: 1. read a given passage 2. identify adverbials in passages 3 use adverbials in sentences	Identification and use of Adverbials: - frequency e.g. often, always - causes or reason e.g. so that, in order, so as - purpose e.g. because, for - condition, e.g. unless, if, until, provided. -manner e.g. as if, as. - contrast e.g. yet, though	1. Guides students to read a given passage 2. Identifies adverbials in the passage. 3. Practice the use of adverbials.	1. Read the passage 2. Identify adverbials in the passage 3. Use the adverbials in sentences	1. Given passages 2. Texts 3. Sentence strip	Students to: 1. read a passage correctly 2. identify correctly adverbials 3. make correct sentences using adverbials

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	LITERATURE Prose (Revision)	Students should be able to: 1. read short stories 2. differentiate between the types of prose 3. write examples of different types of prose	Types of Prose: - Narrative - Descriptive	1. Leads students to identify different types of prose 2. Discuss the types of prose 3. Engages students in discussion of the story line in short stories.	1. Identify different types of prose. 2. Participate in the discussion of story lines	1. Story books 2. Supplementary readers 3. Any other relevant materials	Students to: 1. read short stories 2. differentiate accurately between the types of prose
9 & 10	READING FOR SPEED	Students should be able to read rapidly and make meaning from what is read	Importance of reading for speed	1. Guides students to see the link between reading for speed and comprehension. 2. Guides students to practice rapid reading.	Practice rapid reading and normal reading	1. Course books 2. Magazines and newspapers 3. Supplementary readers	Students to: 1. read appropriately various reading materials. 2. comprehension questions that demonstrate mastery of selected materials
	WRITING Expository Essay	Students should be able to: 1. identify the features of expository essay 2. hints on how to write a good expository essay 3. write a good expository essay	1. Expository essay- Introduction 2. Features of an expository essay 3. Hints on how to write a good expository essay	1. Leads students to identify the features of an expository essay. 2. Guides students through the useful hints on how to write a good expository essay.	1, Identify features of an expository essay. 2. List the useful hints on how to write a good expository essay	1. Selected topics 2. Stories 3. Passages 4. Textbooks	Students to: 1. identify features of an expository essay. 2. list useful hints on how to write a good expository essay

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	LISTENING AND SPEAKING Speeches Stress	Students should be able to: 1. identify the stress pattern in English 2. identify the difference between primary and secondary stress 3. listen to different utterances to identify the correct pauses	Listening to speeches on the following: - peace Education - conflict resolution -drug abuse -global warming -consumer right and responsibilities	1. Selects materials and makes appropriate statements for students to listen to. 2. Presents sample poems and plays for controlled and intensive practice. 3. Presents recorded materials for controlled practice	1, Practice with different passages to identify the correct point 2. Pauses and appropriate rhythm especially from poems	1. Poems and passages 2. Sentence strip 3. Tape recorded 4. Plays	Students to: identify correctly stress pattern in English
	GRAMMATICAL ACCURACY (Tenses)	Students should be able to: 1. identify tenses in passages 2. use tenses in sentences	Identification of tenses e.g. present, past and future	1. Guides students to read a given passage 2. Identify tenses in the passage	1. Read the passage 1. Identify tenses in the passage	1. Given passages 2. Texts 3. Sentence strips	Students to: 1. identify the correctly tenses 2. make correct sentences using tenses
	LITERATURE Prose Revision	Students should be able to: 1. identify the features of prose 2. give examples of each of these features of prose	Features of prose, e.g. plot, character, style, setting and theme	1. Leads students to identify features of prose 2. Engages them in discussion of the story line in a short story	1. Identify the features of prose 2. List the feature of prose 3. Participation in discussion of story line of some short stories	1. Supplementary readers 2. Any other relevant materials	Students to: 1. explain accurately these features 2. list these features
11.	REVISION						
12.	EXAMINATION						

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1 & 2	Reading for Summary	Students should be able to identify topic sentences from paragraph	Suitable passages/stories that illustrate topic sentences - using road Traffic Management	1. Present appropriate materials 2. Introduce resource persons and guides students to interact with them	1. Read materials 2. Identify topic sentences in the passage	1. Supplementary readers 2, Course books 3. other relevant materials	Students to identify accurately topic sentences from paragraph/ passages in given sentences
	WRITING Revision letter writing	Student should be able to: 1. identify the types of letter writing 2. identify the formats of letters	1. Types of letter writing 2. formats of these letters e.g. - address - opening - salutation - correct heading, - body of the letter, etc.	1. Guides students to identify the types of letters 2. Leads student to discuss the types and formats of letters	1. Identify types of letters 2. Write out ideas provided by the teacher 3. identify the formats	1. sample letters 2. Recommended texts	Students to: 1. identify types of letters 2. write out the formats of types of letters
	LISTENING AND SPEAKING Speeches Rhythm	Students should be able to listen to poems for appropriate rhythm	Listening to speeches on - inter-ethnic marriages highlighting correct rhythm	1. Selects materials 2. Provides sample poems and plays for controlled and intensive practice 3. Presents recorded materials for controlled practice	Practice with different passages to identify the correct rhythm especially from poems	1. Poems and passages 2. Tape recorder 3. Plays 4. Other resources	Students to: recite poem using appropriate rhythms

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	GRAMMATICAL ACCURACY Tenses	Students should be able to use tenses in sentences	Identification and use of tenses e.g present, past and future using such topic as: - importance of peace education	1. Guides students to read a given passage 2. Practice the use of tenses in a given passage	1. Identify tenses in passage 2. Use the tenses in sentences	1, Give passages 2. Texts 3. Sentence strips	Students to: 1. read a passage correctly 2. make correct sentences using tenses
	LITERATURE Prose	Students should be able to: 1. read some chapters of the recommended text 2. explain the themes and plot of the text	1. Reading of the prose text 2. Features of the text e.g. themes and plot	1. Leads students to comments on the moral message of the prose text	Identify the moral lesson of the text	Prose text	Students to: 1. read the text 2. explain to student accurate themes
3 & 4	Reading for summary	Students should be able to: 1. identify key ideas from different paragraphs 2. write down the key ideas as summarized by the teacher	Suitable passages/stories that illustrate key ideas on - reading food labels with understanding	1. Guides students to identify and list key ideas in different paragraphs/ passages 2. Guides students to use appropriate words and expressions to emphasize main points	1. Identify key ideas in the passage 2. Ask and answer questions 3. Write down the key points of the lesson as summarized by the teachers	1. Course books 2. Other relevant materials	Students to: 1. identify main ideas from different paragraphs. 2. write phrases and sentences that summarises the passage

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	WRITING Informal Letter	Students should be able to identify the formal features of an informal letter, the - address of the writer and date - salutation - body of the letter - closing	Informal letter - Formal features Letter - address of the writer and date - Salutation - body of the letter - closing	1. Leads students to discuss the formal features of an informal letter 2. Writes a model format	1. Identify the formal features of informal 2. Copy teacher's model	1. Sample letter (informal) 2. Recommended texts	Students to: identify the formal features
	GRAMMATICAL ACCURACY Active Verbs	Students should be able to: 1. read a given passage 2. identify active verbs 3, make sentences with active verbs	1. Identification of active verbs in given passages on - Dangers of premarital sex - Consequences of negative peer pressure. 2 Making sentences with active verbs	1. Leads students to read a given passage 2. Guides students to identify active verbs in the passage 3. Guides students to use active verbs in sentences	1. Read a given passage 2. Identify the active verbs in the passage 3. Make sentences with active verbs	1. Various passages 2. Substitution tables 3. Course book 4. Supplementary readers	Students to: 1. correctly read a given passage 2. identify correctly the active verbs in the passage 3. make correct sentence with active verbs
	LITERATURE Prose	Students should be able to: 1. read the prose text 2. explain the character, style and setting of the text	1. Reading of the prose text 2. Explanation of the features – character style and setting	Engages them in the discussion of the features – character, style and setting	Participation in discussion of the features	Students' text	Students to: explain accurately the features

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5 & 6	Reading for summary	Students should be able to identify words and expressions that redirect attention to the main points	Suitable passages/ stories that illustrate expressions that redirect attention to the main points on - safe storage of foods	Guides students to use appropriate words and expressions to emphasize main points	1. identify words and expressions that emphasize main points. 2. write down the key point of the lesson as summarized by the teacher	1. Course books 2. Other resources main ideas	Students to: identify ideas from different paragraphs
	WRITING Revision: Letter Writing (Formal)	Students should be able to: 1. identify the formal features of a formal letter 2. differentiate between informal and formal letters	Formal features of a formal letter - two addresses - salutation - correct heading - body of the letter - closing - Signature - Full name	1, Leads students to discuss the formal features of formal letter 2. Write model format	1. identify format features of a formal letter 2. Write out ideas provided by the teacher. 3. Copy teacher's model	1. Sample letters (formal) 2. Recommended text	Students to: 1. identify features of a formal letter 2. mention the difference between formal and informal letter
	LISTENING AND SPEAKING Speeches Consonant / /d/ /z/	Students should be able to: 1. identify the articulation of these sounds 2. words where these sounds occur	Consonants / /d/ /z/	1. Leads students to identify the articulation of these sounds 2. Identify words where these sounds occur	Practice saying these words in each of the sounds	Course text	Students to: give some of the words where these sound occur

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	GRAMMATICAL ACCURACY Pressure Verbs	Students should be able to: 1. read a given passage 2. identify passive verbs 3. make sentences with passive verbs	1. Identification of passive verbs in given passages on - The right to education -Consumer protection 2. Making sentences with passive verbs	1. Leads students to read a given passage 2. Guides students to identify passive verbs in the passage 3. Guides students to use passive verbs in sentences	1. Read a given passage 2. Identify the passive verbs in the passage 3. Make sentences with passive verbs	1, Various passages 2, Substitution tables 3. Course book 4. Supplementary readers	Students to: 1. correctly read a given passage 2. correctly identify passive verbs in the passage 3. make correct sentences using passive verbs
	LITERATURE Prose	Students should be able to: 1. read some chapters of the prose text 2. explain the story line 3. answer questions on the chapters read	Reading of the prose text continues	1. Guides students to read the prose text 2. Engages them in discussion of the story line in the prose text 3. Leads students to make comments on the message of the prose text	1. Read given chapters 2. Participate in discussion of the story line of the chapters 3. Identify the lessons of the story	Course text	Students to: 1. read some chapters 2. explain the story line
7 & 8	Reading for summary (Paragraphs structure)	Students should be able to 1. identify topic sentences from paragraphs 2. write phrases and sentences that summarize the passage	Suitable passages that illustrate topic sentences from paragraphs	1. Presents appropriate materials 2. Guide students to summarize the main ideas from the paragraph	1. Read materials 2. Identify topic sentences from the passage 3. Write down the key points of the lesson as summarized by the teacher	1. Course books 2. Other relevant materials	Students to: 1. identify main ideas from different paragraphs 2. write phrases and sentences that summarise the passage

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	WRITING Summary Writing	Students should be able to: 1. identify topic sentences from given paragraphs passages 2. identify key ideas from different paragraphs	Essentials in summary writing: - identification of topic sentences from given paragraphs/ Passages	1. Select appropriate materials 2. Leads students to identify topic sentences (if any) 3. Leads students to identify key ideas in different paragraphs	1. Read materials passages 2. Summarise given passages or paragraphs	1. Course books 2. Supplementary readers 3. Report	Students to: 1. identify accurately topic sentences from paragraphs in given selections 2. identify two main ideas from different paragraphs
	GRAMMATICAL ACCURACY Modal Forms	Students should be able to: 1. read a given passage 2. list the moral forms	Identification of modals from selected passages based on the following - patriotism - discipline	1. Leads students to read and discuss the passage 2. Guides students to list the modals	1. Read and explain the passage. 2. List the modal forms	1. Given passages 2. Recommended text 3. Substitution tables	Students to 1. correctly read a passage 2. identify correctly modals

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9 & 10	Reading for Speed II	Students should be able to read rapidly and make meaning from what is read	Importance of reading for speed	Guides students to see the link between reading for speed and comprehension	Writes notes on importance of fast reading	1. Course books 2. Supplementary readers	Students to: answer comprehension questions that demonstrate mastery of selected material
	WRITING Summary Writing	Students should be able to: 1. explain the meaning of monitoring devices. 2. mention the road monitoring devices 3. state the uses of monitoring devices	Identification of key ideas from different passages e.g. passages on road monitoring devices	1. Explain the meaning of road monitoring devices 2. Lists types of road monitoring devices 3. States the uses of road monitoring devices 4. Gives a model summary of a given passage	1. Read materials 2. Write down the meaning, names and uses of monitoring devices 3. Observe displayed samples, models, posters or video chips of road monitoring devices and ask questions	1. Newspaper 2. Course book 3. Supplementary readers 4. Other relevant materials 5. Road monitoring devices (real objects) posters models and video clips	Students to 1.list three types of monitoring devices 2. state their uses

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	LISTENING AND SPEAKING Stress II	Students should be able to: 1. identify the stress patterns on compound words. 2. listen to different utterances to identify correct stress patterns on compound words	Stress patterns on compound words	1. Explain the stress patterns on compound words 2. Lists how compound words can be formed	Identify accurately the stress pattern on compound words	Course book	Students to: make statements ask questions using appropriate stress pattern on compound words
	GRAMMATICAL ACCURACY Modal Forms II	1. give the direct forms of modals with our examples	1. Modals e.g. will, can, would - Direct form e.g. "I may see you tomorrow". "I can use your bicycle" - Indirect form e.g. He said he might see you the following day She said she could use your bicycle	1. Guides students to list the modals question tags; direct and indirect forms 2. Guides them to write their own examples	1. List the modal forms. Question tags, direct and indirect forms 2. Give own examples of modal forms	1. Recommended texts 2. Substitution tables	1. identify correctly modals questions tags, direct and indirect forms in the passages 2. make correct sentences using modals, questions in direct and indirect forms
	LITERATURE Short Fictions	Students should be able to: 1. read short fiction 2. explain the story line of the text	Reading of the short fiction continues	1. Guides students to read the short fiction 2. Identify the lesson of the story	1. Participate in the reading of short fiction 2. Identify the lesson of the story	Course text	Students to: 1. read the short fiction 2. answer some questions
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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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1	Efficient Reading	Students should be able to: 1. read efficiently 2. identify the efficient study method p3ru. 3. state why we should preview a text 4. identify the reason for note-making	1. Efficient reading P3RU 2. Note making	1. Explains what is required in efficient reading 2. Guides students to read efficiently 3. Guides students on how to make notes while reading	1. Read materials presented in class 2. Practice efficient reading through extensive discussion	1. Selections from other subject areas 2. Supplementary readers	Students to: answer questions that relate efficient reading
	WRITING Revision Letter Writing Informal	Students should be able to write a good informal letter for different situations using appropriate language	Informal letter – language	1. Explain the language of an informal letter for different categories 2. Guides students to write a letter using the correct language	Write out ideas provided by the teacher	Sample letter (Informal)	Students to: Use the appropriate language for different categories
	LISTENING AND SPEAKING Speeches Revision on consonants /t/, /d/ and /θ/	Students should be able to: 1. identify and produce different speeches with these sounds 2. identify and produce different speeches showing the contrast	Consonants contrast /t/, /d/, /θ/	1. Identifies/ produces and sounds for the correct pronunciation of the target sounds in context 2. Emphasizes the contrast between these sounds	Listen to the teacher and imitate the production of the sounds in context	1. Recorded materials 2. Supplementary readers 3. Selected passages or excerpts	Students to: 1. identify the production of these sounds 2. practice the contrast in the articulate of the sounds

**ENGLISH STUDIES
JS III
THIRD TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMATICAL ACCURACY Revision Tenses	Students should be able to use tenses in sentences	Identification and use of tenses e.g. present, past and future using such topic as - Indiscipline among youths, etc.	1. Guides students to read a given passage 2. Identify tenses in the passage 3. Practice the use of tenses	1. Read the passage 2. Identify tenses in sentences 3. Use the tenses in sentences	1. Given passages 2. Text 3. Sentence strips	Students to: 1. read a passage correctly 2. make correct sentences using tenses
	LITERATURE Revision Poetry	Students should be able to: 1. read selected poems 2. explain meanings of these selected poems	Poetry Types e.g. dirge, epic, lyric, ode, sonnet, etc	1. Read selected poems to students 2. Leads students to discuss and explain the content of the poems 3. Leads them to identify and list different types of poetry	1, Listen to teacher's oral presentation 2. Discuss and explain the content of the poem 3. Identify and list different types of poetry	1. Poetry books 2. Other anthologies	Students to 1. read poems correctly using appropriate rhythm 2. identify and explain meanings of poems read
2	Critical reading (Revision)	Students should be able to: 1. explain the meaning and steps of critical reading 2. read a passage identify facts and opinion	1. Meaning and steps of critical reading 2. Reading to identify facts and opinions using passage on: The Information Technology Revolution	1. Selects and present an appropriately passage 2. Explains what is meant by critical reading-reading to evaluate the information presented 3. Explain what facts and opinions are in a given passage 4. Give additional practice/exercises to students	1. Listen attentively to teachers explanation and questions where necessary 2. Read materials presented by the teacher	1. Selected passage 2. Selection from other subject areas	Student to: 1. read critically 2. answer questions to demonstrates understanding of the passage

**ENGLISH STUDIES
JS III
THIRD TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	WRITING Revision Descriptive	Students should be able to write a good descriptive composition	1. Types of corruption - descriptive composition on Motor vehicle regular care e.g. radiator, brake fluid, engine, etc. 2. Regular care of a motor vehicle	Guides students to write composition on the care of motor vehicle (internal)	Write a composition	1. Diagram of a motor vehicle showing regular activities 2. Regular care materials e.g. water, brake fluid, engine oil, etc.	Students to: write a composition on “care of a motor vehicle” (Internal)
	GRAMMATICAL ACCURACY (Modal Forms Revision)	1. read a given passage 2. list the modal forms 3. give the direct and indirect forms of modals with own examples	Modals e.g. will, would. -Direct form e.g. “I may see you the following day” I can use your bicycle -Indirect form e.g. He might see you the following day” “She said she could use your bicycle”	1. Guides students to read and discuss the passage 2. Guides students to list the modals direct and indirect forms 3. Guides them to write their own examples	1. Read and explain the passage. 2. List the modal forms, direct and indirect forms. 3. Give own examples of modal forms	1. Given passage 2. Recommended text 3. Supplementary readers	Students to: identify modals; direct and indirect forms in passage
	LITERATURE Revision Poetry Language	Students should be able to: 1. identify the language of poetry 2. write simple poems of their own	Poetry-language - Concise - Unique - High	1. Guides students to identify the language of poetry 2. Leads them to write a poem	1. Discuss and explain the content of the poem 2. Identify the language of poetry 3. Write simple poems of their own	1. Poetry bodies 2. Other anthologies	Students to: 1. identify two aspects of language of poetry 2. write two simple poems

**ENGLISH STUDIES
JS III
THIRD TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Critical reading summary (Revision)	Students should be able to 1. identify the tone of the passage 2. identify key ideas 3. identify words and expressions that redirect attention to the main point	Identification of the tone of the passage that reflect issue of national concern (e.g. Humanity at risk) - Malnutrition	1. Presents selected materials that contain topic sentences to students 2. Guides students to identify the tone of the passage	1. Read materials 2. Practice identifying key points in groups and make plenary presentation 3. Summarize the key points in the given passage	1. Course book 2. Supplementary readers 3. Other relevant materials	Students to: identify accurately topic sentences from paragraphs
	WRITING Composition Revision Elements of Composition	Students should be able to: 1. identify the elements of composition writing 2. write different types of composition with these elements	Elements of composition writing: - Content - Organization - Expression - Mechanical Accuracy	1. Leads students to identify the elements of composition writing 2. Explains the elements to the students accurately	1. Identify the elements of composition 2. Writes a composition	1. Selected topics 2. Passages	Students to: 1. identify elements of composition 2. list the elements of composition
	GRAMMATICAL ACCURACY Revision Active and Passive Verbs	Students should be able to: 1. identify active and passive verbs 2. make sentences with active and passive verbs	Identification of active and passive verbs in selected passages on:	1. Leads students to read given passages 2. Guides them to make sentences with active and passive verbs 3. Guides them to change active to passive verbs and vice versa	1. Make sentences with active and passive verbs. 2. change active to passive verbs and vice versa	1. Various passages 2. Course book 3. Supplementary readers	Students to: 1. make sentences using active and passive verbs 2. change active to passive verbs and vice versa

**ENGLISH STUDIES
JS III
THIRD TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LITERATURE Revision Drama	Students should be able to: 1. read and dramatize a given text 2. identify the themes and features of play	1. Drama: - Theme - Features - Audience - Performance	1. Guides students to read a selected play 2. Leads them to discuss the story	1. Read selected plays 2. Discuss the story line and major characters	Selected plays from recommended text	Students to: 1. correctly read a given text 2. write the themes and features of a text
4 & 5	Revision Reading to identify meanings of words in various context	Students should be able to: 1. explain, using clues provided by the surrounding words to arrive at the meaning of the target word 2. list other possible words that can fit into the context	1. Reading for meaning of words in various contexts through clues provided by surrounding words. 2. Alternative words that can fit into the context	1. Guides students to read selected passages and use the surrounding words or prior knowledge to explain the meanings or target words. 2. Guides students to think about the alternative words to replace the target words	1. Explain meaning of target words using clues from surrounding words or sentences 2. Give alternative words to target words	1. Various passages 2. Course book 3. Other relevant materials	Students to: 1. explain the meaning of some words 2. list other possible words that fit the context

**ENGLISH STUDIES
JS III
THIRD TERM**

THEME: READING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	WRITING Writing an Outline	Students should be able to: 1. read through a topic 2. jot down main and supporting ideas as they occur 3. arrange the ideas in a logical sequence 4. write appropriate introduction and effective conclusion	Passage on adverse effects of some chemicals used in cosmetics, highlighting main and supporting ideas, arrangement of ideas in logical sequence, introduction, conclusion	1. Presents passage to students 2. Exemplifies outlines using main and supporting ideas 3. Leads students to re-arrange all the ideas they had written in logical sequence 4. Identifies appropriate introduction and conclusion	1. Read the passage provided 2. Identify outline of story or passage. 3. Arrange ideas in logical sequence 4. Write appropriate introduction and conclusion on selected passages	1. Models 2. Stories 3. Passages	Students to: 1. read given materials 2. jot down main and supporting ideas 3. write correctly appropriate introduction and conclusion
	LISTENING AND SPEAKING Revision of sounds: Vowels and Consonants	Students should be able to: 1. identify all the vowels 2. identify	Vowels and consonants	1. Guides students to articulate the vowel sounds. 2. Guides students to produce vowels and consonants	1. Produce vowel sounds in context 2. Produce consonant sounds in isolation	1. Recorded materials 2. Flashcards 3. Sentence strips	Students to: 1. produce vowels 2. pronounce consonants accurately
	DRAMA Revision	Students should be able to: 1. read and dramatize a given text. 2. identify themes and features of play	Drama - setting - characterization - language	1. Guides students to read a selected play 2. Leads them to discuss the story	1. Read selected plays. 2. Discuss the story lone and major characters in the play	Selected plays from recommended texts	Students to: 1. correctly read a given text 2. identify the themes and features of text
6	REVISION						
7 & 8	EXAMINATION						

**MATHEMATICS
JS III
FIRST TERM**

THEME: NUMBERS AND NUMERATION

SUB-THEME: WHOLE NUMBERS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Whole Numbers I	Students should be able to: 1. explain the concept of binary number system. 2. convert numbers in base ten numerals to binary numbers and vice versa. 3. write and express other bases as the sum of multiples of their base. 4. convert from one base to another base. 5. solve problems on quantitative aptitude test as related to conversions.	1. The binary number system. 2. Conversion of decimal numbers to binary numbers. 3. Conversion of binary numbers to decimal numbers. 4. Writing numbers in other bases. 5. Converting numbers in other bases to base ten, base two and other bases. 6. Quantitative aptitude tests.	1. Guides student to explain the concept of binary number system. 2. Guides student to convert numbers in binary system to other bases and vice versa. 3. Guides student to solve quantitative aptitude involving binary number system.	1. Give the meaning of binary number system. 2. Convert numbers in binary system to other bases and vice versa. 3. Solve quantitative aptitude involving binary number system.	1. Flash cards 2. Computer system	Students to: 1. explain the meaning of binary number. 2. convert given numbers in binary number system to other bases and vice versa. 3. solve quantitative aptitude problems.

**MATHEMATICS
JS III
FIRST TERM**

THEME: NUMBERS AND NUMERATION

SUB-THEME: WHOLE NUMBERS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Basic operations with Binary Numbers	Students should be able to: 1. add two or 3-digit binary numbers. 2. subtract two or 3-digit binary numbers. 3. multiply two digit binary numbers. 4. divide 2 to 3-digit binary numbers.	1. Addition of two or three digit numbers in base two. 2. Subtraction of 2 or 3-digit binary numbers. 3. Multiplication of two digit binary numbers. 4. Division of two or 3-digit binary numbers.	1. Guide students to add two or 3-digit numbers in base 2. 2. Guides student to subtract two or 3-digit numbers in base 2 number system. 3. Guides students to multiply two digit numbers in base 2. 4. Guides students to divide two or 3-digit binary numbers.	1. Do addition of simple two to 3-digit binary numbers. 2. Carry out subtraction of two to 3-digit numbers in base 2. 3. Carry out multiplication of 2-digit numbers in base 2. 4. Carry out division of two or 3-digit binary numbers.	Counters, sum cards, charts showing the multiplication of 2-digit binary numbers, charts showing the division of 2 or 3-digit binary numbers.	Students to: 1. add two or 3-digit binary numbers. 2. Subtract two numbers involving 2-digit or 3-digit numbers. 3. multiply given 2-digit numbers. 4. divide given two or 3-digit binary numbers.
3	Whole Numbers 3	Students should be able to use computer to do simple mathematical calculations.	Using computer to do simple mathematical calculations.	Guides students to do some simple mathematical calculations on computer.	Do simple mathematical calculations on computer.	Computer system Flash cards	Students to: use computer to solve given mathematical problems.
4	Whole Numbers 4	Students should be able to translate word problems into numerical expressions.	Translate word problems into numerical expressions.	Guides students to interpret each word problem into numerical expression e.g. the difference between 7 and the sum of half of 8 and 3.	Interpret each word problem into numerical expression.	Flash cards Charts showing different word problems and their interpretations.	interpret and solve each given word problem into numerical expression.

**MATHEMATICS
JS III
FIRST TERM**

THEME: NUMBERS AND NUMERATION

SUB-THEME: WHOLE NUMBERS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Whole Numbers 5	Students should be able to simplify expressions involving brackets and fractions.	Expressions involving brackets and fractions.	Guides students to simplify expressions involving brackets and fractions.	Simplify expressions involving brackets and fractions.	Flash cards	Students to: simplify given expressions involving brackets and fractions.
6	Whole Numbers 6	Students should be able to: 1. solve problems involving direct and inverse proportions. 2. apply direct and inverse proportions to practical problems.	1. Direct and inverse proportion. 2. Application of direct and inverse proportion.	1. Leads students to solve problems on direct and inverse proportion. 2. Guides students to solve practical problems in direct and inverse proportions e.g. problems on speed, productivity, consumption and reciprocals.	1. Solve problems on direct and inverse proportion. 2. Solve practical problems on direct and inverse proportions.	Direct and inverse proportion charts, source for relevant information on inverse/direct proportions.	1. solve given problems on direct and inverse proportion. 2. solve given practical problems using direct and inverse proportion.
7	Whole Numbers 7	Students should be able to solve problems on compound interest.	Compound interest.	1. Guides students to revise simple interest. 2. Leads students to solve problems on compound interest.	1. Revise simple interest. 2. Solve problems on compound interest.	Source for information on compound interest e.g. fixed deposits.	Students to: 1. solve given problems on compound interest. 2. list four real life situations where compound interest is applied.

**MATHEMATICS
JS III
FIRST TERM**

THEME: NUMBERS AND NUMERATION

SUB-THEME: WHOLE NUMBERS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Rational and non-rational numbers 1	Students should be able to identify rational and non-rational numbers.	Rational and non-rational numbers.	1. Guides students to identify rational and non-rational numbers. 2. Guides students to determine practically the approximate value of number π ().	1. Identify rational and non-rational numbers. 2. Determine practically the approximate value of number π ().	Thread or string, table rule, cylindrical shape objects.	Students to: 1. identify rational and non-rational numbers. 2. determine practically the approximate value of number π ().
9	Rational and non-rational numbers 2	Students should be able to determine square roots of numbers and decimals using tables.	Square roots of numbers and decimals using tables.	Guides students to determine square roots of numbers and decimals using tables.	Solve problems on square roots of numbers and decimals using tables.	Square root tables.	Students to: determine the square roots of numbers and decimals using tables.
10	Approximations	Students should be able to: 1. approximate numbers to any degree of accuracy. 2. solve quantitative reasoning problems related to approximation of numbers.	1. Approximating numbers to significant places. 2. Approximating numbers to decimal places. 3. Approximating numbers to whole numbers.	1. Guides students to approximate numbers to any degree of accuracy. 2. Guides students solve quantitative reasoning problems related to approximation of numbers.	1. Approximate numbers to any degree of accuracy. 2. Solve quantitative reasoning problems related to approximation of numbers.	Charts showing different approximation problems.	Students to: 1. approximate numbers to any degree of accuracy. 2. solve quantitative reasoning problems related to approximation of numbers.
11 & 12	REVISION AND EXAMINATION						

**MATHEMATICS
JS III
SECOND TERM**

THEME: ALGEBRAIC PROCESSES

SUB-THEME: ALGEBRAIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Factorization 1	Students should be able to: 1. factorize simple algebraic expressions. 2. factorize quadratic algebraic expressions using quadratic equation box.	Factorization of expressions of the form: $ax + ay$ $3m + pq + 3p + mp$ $a^2 - b^2$ $a^2 - 2ab + b^2$	1. Guides students to factorize simple algebraic expressions. 2. Leads students to use the quadratic equation box to factorize quadratic algebraic expressions.	1. Factorize simple algebraic expressions. 2. Use the quadratic equation box to factorize quadratic algebraic expressions.	Quadratic equation box	Students to: 1. factorize given simple algebraic expressions. 2. factorize given quadratic expressions using the quadratic equation box.
2	Factorization 2	Students should be able to solve word problems involving factorization.	Word problems involving factorization.	1. Guides students to translate word problems into algebraic expressions. 2. Leads student to factorize resulting algebraic expressions.	1. Translate word problems into algebraic expression. 2. Factorize the resulting algebraic expressions.	Flash cards of word problems	Students to: translate given word problems into algebraic expressions and factorize.
3	Simple equations involving fractions 1	Students should be able to solve simple equations involving fractions.	Simple equations involving fractions.	Leads students to solve problems on simple equations involving fractions.	Solve given problems on simple equations involving fractions.	Flashcards of simple equations showing fractions.	Students to: solve given problems on simple equations involving fractions.

**MATHEMATICS
JS III
SECOND TERM**

THEME: ALGEBRAIC PROCESSES

SUB-THEME: ALGEBRAIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Simple equations involving fractions 2	Students should be able to solve simple problems on simple equations involving fractions.	Word problems leading to simple equations involving fractions.	1. Guides students to translate word problems leading to simple equations with fractions. 2. Leads students to solve the resulting algebraic equation.	1. Translate each word problem to algebraic equation. 2. Leads students to solve the resulting algebraic equation.	Flashcards of simple squares involving fractions.	Translate given word problem into algebraic equation and solve them.
5	Simultaneous Linear Equations 1	Students should be able to: 1. compile table of values for simultaneous linear functions. 2. solve problems involving simultaneous equations in two variables graphically	1. Compilations of tables of values 2. Graphical solution of simultaneous linear equations in two variables.	1. Guides students in calculating the values of a linear equation for different values of the variables and present their solutions in a table. 2. Guides students to plot the points for the two linear equations on the same axes. 3. Leads students to locate and read points of intersection of the two graphs as the solution of the equations.	1. Computer linear equations for different values for the variable. 2. Present calculated values in tabular form. 3. Plot the points for the two linear equations on the same axes. 4. Locate and read points of intersection of the two graphs as the solution of the equation.	Table of values, Ruler, Graph board, pencil.	Students to: 1. compute table of values for given linear functions. 2. solve a given simultaneous equation in two variables graphically.

**MATHEMATICS
JS III
SECOND TERM**

THEME: ALGEBRAIC PROCESSES

SUB-THEME: ALGEBRAIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Simultaneous Linear Equations 2	Students should be able to: 1. solve simultaneous linear equations in two variables using elimination method. 2. apply elimination method to solve problems involving real life activities. 3. solve simultaneous linear equations in two variables using substitution method. 4. apply substitution method to solve problems involving real life activities.	1. Solution of simultaneous linear equations using elimination method. 2. Solution of simultaneous linear equations using substitution method.	1. Leads students to solve simultaneous linear equations in two variables using elimination. 2. Guides students to apply elimination method to solve problems involving real life activities. 3. Leads students to solve simultaneous equations in two variables using substitution method. 4. Guides students to apply substitution method to solve problems involving real life activities.	1. Solve given simultaneous linear equations using elimination method. 2. Apply elimination method to solve problems involving real life activities. 3. Solve given simultaneous linear equations using substitution method. 4. Apply substitution method to solve problems involving real life activities.	Flashcards with simultaneous linear equations.	1. Solve given simultaneous linear equations using elimination. 2. Solve given simultaneous linear equations using substitution method.

**MATHEMATICS
JS III
SECOND TERM**

THEME: ALGEBRAIC PROCESSES

SUB-THEME: ALGEBRAIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Similar Shapes 1	Students should be able to: 1. identify similar figures: triangles, rectangles, squares, cubes and cuboids. 2. identify the presence of similar shapes in the environment. 3. enlarge figures using scale factors.	1. Similar shapes. 2. Enlargement and scale factor.	1. Guides students to identify similar shapes around them. 2. Introduces the meaning of enlargement and scale factor. 3. Guides students to enlarge shapes using scale factor.	1. Identify similar figures shapes around them. 2. Describe the meaning of enlargement and scale factor. 3. Enlarge shapes using scale factor.	Similar shapes of triangles, rectangles, squares, cubes and cuboids.	Students to: 1. identify given similar shapes. 2. determine the scale factor of any given figures. 3. enlarge figures using scale factor.
8	Similar shapes 2	Students should be able to: 1. calculate lengths, areas and volumes of similar figures. 2. solve problems on quantitative reasoning involving similar shapes.	Lengths, areas, and volumes of similar figures.	1. Leads students to identify that if the lengths of similar figures are in ratio 1:K then the areas and volumes are in ratios $1:K^2$ and $1:K^3$ respectively. 2. Leads students to solve quantitative aptitude problems involving similar shapes.	1. Identify that if the length of similar figures are in ratio 1:K then the areas and volumes are in ratios $1:K^2$ and $1:K^3$ respectively. 2. Solve quantitative aptitude problems involving similar shapes.	Similar shapes of triangles, rectangles, squares, cubes and cuboids	Students to: 1. find the lengths, areas and volume of given similar figures. 2. solve problems on quantitative aptitude involving similar shapes.

**MATHEMATICS
JS III
SECOND TERM**

THEME: ALGEBRAIC PROCESSES

SUB-THEME: ALGEBRAIC OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Trigonometry	Students should be able to: 1. identify Sine, Cosine and Tangent of an acute angle. 2. solve problems on application of trigonometry ratios to finding distances and lengths. 3. apply trigonometric ratios in solving word problems.	1. The Sine, Cosine and Tangent of an acute angle. 2. Application of trigonometric ratios.	1. Leads students to observe the Sine, Cosine and Tangent of an acute angle as ratios of sides of right angled triangle. 2. Leads students to use trigonometric ratios to solve practical problems involving right-angled triangle. 3. Leads students to apply trigonometric ratios in solving word problems.	1. Identify Sine, Cosine and Tangent of an acute angle as ratios of sides of right angled triangle. 2. Use trigonometric ratio to solve practical problems. 3. Apply trigonometric ratios to solve word problems.	Model of right angled triangle, flashcards with different problems.	Students to: 1. determine Sine, Cosine and Tangent of an acute angle from given triangles. 2. solve practical problems involving trigonometric.
10	Variation	Students should be able to: 1. identify and differentiate between the variation types: direct and inverse. 2. apply the different types of variation to practical problems.	1. Direct variation 2. Inverse variation 3. Application of different types of variation to practical problems	1. Leads students to identify and differentiate between the variation types: direct and inverse. 2. Guides students to apply the different types of variation to practical problems.	1. Identify and differentiate between the variation types: direct and inverse. 2. Apply the different types of variation to practical problems.	Flashcards with different problems.	Students to: 1. identify and differentiate between the variation types: direct and inverse. 2. solve practical problems involving variation.
11 & 12	REVISION AND EXAMINATION						

MATHEMATICS
JS III
THIRD TERM

THEME: MEASUREMENT AND GEOMETRY

SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Areas of plane figures 1	Students should be able to: 1. find areas of triangles. 2. find areas of parallelogram. 3. find areas of trapezium. 4. find areas of circles and sectors.	1. Area of triangles. 2. Area of parallelogram. 3. Area of trapezium. 4. Area of circles.	1. Leads students to derive formula for area of a triangle. 2. Guides students to use the obtained formula to find the area of triangles 3. Leads students to derive the formula for area of a parallelogram. 4. Guides students to use the derived formula to find the area of parallelogram. 5. Leads students to derive the formula for area of trapezium. 6. Guides students to solve problems on area of trapezium using the derived formula. 7. Leads students to derive the formula for area of circle and sectors.	1. Derive formula for area of triangle. 2. Use the formula to find the area of given triangles. 3. Derive the formula for area of a parallelogram. 4. Use the derived formula to find the area of parallelogram. 5. Derive the formula for area of trapezium. 6. Find the area of trapezium. 7. Derive the formula for area of circles and sectors. 8. Use the derived formula to find the area of circles.	Triangular shapes, models of trapezium, models of parallelogram, models of circles and sectors.	Students to: 1. find the area of given triangles. 2. find the area of given parallelogram. 3. find area of given trapezium. 4. find area of given circles and sectors.

**MATHEMATICS
JS III
THIRD TERM**

THEME: MEASUREMENT AND GEOMETRY

SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Areas of plane figures 2	Students should be able to: 1. solve word problems. 2. solve quantitative aptitude problems on areas.	Word problems involving area	1. Guides students to interpret and solve word problems involving areas. 2. Guides students to solve quantitative aptitude problems on area of figures.	1. Interpret and solve word problems involving areas. 2. Solve quantitative aptitude problems on area of figures.	Flashcards with word problems.	Students to: solve given word problems involving area.
3	Construction	Students should be able to: 1. construct angles 45° 2. construct angles 30° 3. use a pair of compass to copy a given angle. 4. construct simple shapes.	1. Construction of angle 45° 2. Construction of angle 30° 3. Copying given angles. 4. Construction of simple plane shapes.	1. Leads students to construct angles 45° 2. Leads students to construct angles 30° 3. Leads students to copy a given angle. 4. Guides students to construct simple plane shapes.	1. Construct angles 45° 2. Construct angles 30° 3. Copy a given angle. 4. Construct simple plane shapes.	Mathematical set	Students to: 1. construct angle 45° 2. construct angle 30° 3. copy a given angle. 4. construct simple plane shapes.

MATHEMATICS
JS III
THIRD TERM

THEME: MEASUREMENT AND GEOMETRY

SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Measure of central tendency 1	Students should be able to: 1. review their previous work on mean, mode and median. 2. calculate the median of a given data. 3. find the mode of a given data. 4. calculate the mean of any given data. 5. Find the range of any given data.	1. Revision of previous work on mean, mode and median. 2. Median 3. Mode 4. Mean 5. Range	1. Guides students to review their previous work on mean, median and mode of data. 2. Guides students to find the median of ungrouped data. 3. Guides students to find the mode of ungrouped data. 4. Leads students to calculate the means of a given data. 5. Leads students to find the range of any given data.	1. Review meaning of mean, median and mode of data. 2. Find the median of ungrouped data. 3. Find the mode of ungrouped data. 4. Calculate the mean of a given data. 5. Find the range of any given data.	Demographic data source from Federal/State/Local Government Agencies	Students to: 1. carry out review exercise on mean, mode and median. 2. find the median of a given set of data. 3. find the mode in any given data. 4. calculate the mean of any given data. 5. find the range of any given data.
4 Cond.	Measure of central tendency 2	Students should be able to apply measures of central tendency to analyze any given information.	Application of measures of central tendency to analyze any given information.	Leads students to analyze any given data using the measures of central tendency.	Analyze given data using the measures of central tendency.		Students to: use measures of central tendency to analyze any given data.
5	Data presentation	Students should be able to represent and interpret information on pie chart.	Pie Chart	Leads students to represent and interpret information in pie charts.	1. Represent and interpret data on pie charts. 2. Represent data on pie charts.	Pie charts, mathematical set, data chart on activities	Students to: represent data from his environment on pie charts.
6 & 7	REVISION AND EXAMINATION						

**BASIC SCIENCE
JS III
FIRST TERM**

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Family Traits I	Students should be able to: (1) mention some traits that runs in their family. (2) distinguish between dominant and recessive traits.	(1) Family traits (Skin, colour, height albinism etc. (2) Meaning of dominant and recessive traits. (3) Meaning of dominant traits.	(1) Brings pictures of family members that illustrate peculiar family traits. (2) Directs discussion.	Participate in discussion and identify these family traits among themselves.	(1) Pictures (2) Charts	Students to: (1) list 3 family traits. (2) differentiate between dominant and recessive traits and give one example of each.
2	Family Traits II	Students should be able to: (1) Identify recessive and dominant traits in their family. (2) State the importance of family traits. (3) Trace their family genealogy.	Importance of family traits: -intelligence -diseases -resemblance -family -genealogy	Explain the following: -dominant and recessive family traits. -importance of traits -importance of family traits.	Draw their family genealogies.	(1) Pictures (2) Charts	Students to: (1) identify recessive and dominant traits in their family. (2) state the importance of family traits. (3) draw their family genealogy.
3	Environmental hazards I	Students should be able to: (1) explain soil erosion (2) identify human activities that cause erosion. (3) describe practical methods of preventing erosion on a given farmland.	Soil erosion -Definition of soil erosion. -Causes of soil erosion -Control of soil erosion	(1) Leads discussion on erosion and its effects. (2) Leads a visit to a nearby erosion site and guide students to suggest measures of control.	Participate in class discussions.	(1) Pictures (2) Films (3) Charts	Students to: (1) define erosion. (2) explain two activities of man that promotes erosion. (3) describe two methods of controlling erosion. (4) describe practice methods of preventing erosion on a given farmland.

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SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Environmental hazards II	Students should be able to: (1) describe different types drainage patterns in their community (2) state the causes of flooding. (3) describe how flooding can be prevented. (4) discuss effects of flooding.	Flooding -Drainage -Pattern -Causes of flooding. -Prevention of flooding. -Effects of flooding on community and farmland.	(1) Leads students to observe the different drainage pattern around the community after it rained. (2) Leads discussion on causes, effects and prevention of flooding.	Visits erosion and drainage sites and write down their observations.	(1) Pictures (2) Films (3) Charts	Students to: (1) describe two types of drainage pattern in their community. (2) state two causes of flooding in their community. (3) describe two ways of preventing flooding on the environment.
5	Environmental hazards III	Students should be able to: (1) mention social economic and agricultural practice influencing bush burning. (2) discuss the effect of bush burning. (3) suggest regulation against bush burning.	Bush burning: -practice that influences bush burning. -effects of bush burning including economic consequences. -regulations against bush burning.	(1) Uses charts, pictures and films to lead discussion on bush burning and the effects. (2) Guide students to suggest regulation against bush burning.	(1) Watch films (2) Participate in discussion (3) Search for information on government regulation against bush burning.	(1) Films (2) Chats (3) Pictures	Students to: (1) state three human practices influencing bush burning. (2) discuss two effects of bush burning on the environment. (3) suggest additional measure that can be taken to minimize bush burning.

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SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Environmental hazards IV	Students should be able to: (1) list reasons for deforestation. (2) state different effects of deforestation on plants and animals population. (3) recapitulated government regulation against deforestation.	Deforestation: -reasons for deforestation e.g. -commercial and domestic fire wood. -effects on the environment. -regulation on deforestation.	(1) Shows films/pictures of natural vegetation and deforested areas. (2) Leads group discussion an effects of deforestation and government regulatory measures. (3) Organizes tree planting exercise in the school.		(1) Films/pictures. (2) Trees seedlings. (3) Garden implements.	Student to: (1) state two reasons for deforestation. (2) Discuss the effects of deforestation on plants and animals. (3) state two government regulations prohibiting deforestation.
7	Environmental hazards V	Students should be able to: (1) define desertification and its effects. (2) identify geographical zones prone to desertification. (3) describe different human practices that leads to: desertification. (4) identify various methods for the control of desertification.	Desertification: -definition -geographical area. -causes such as overgrazing, bush burning, cutting trees for fire wood etc. -control measures.	(1) Leads discussion and use maps of Nigeria to show areas that are prone to deforestation. (2) Encourages students to participate in community effort to curb desertification.	(1) Participate in discussion. (2) Participate in trees planting.	(1) Charts (2) Pictures (3) Tree seeding.	Student to: (1) define desertification. (2) describe effects of desertification. (3) discuss three human practices that promotes desertification (4) list four methods of control of desertification.

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SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Environmental hazards VI	Student should be able to: (1) identify where ozone layer is located in the atmosphere. (2) state the importance of ozone layer. (3) state the hazard of depletion of ozone layer to life on earth.	Depletion of ozone layer and its effects: -description of the ozone layer and its location in the atmosphere. -importance of the ozone layer. -effects of the depletion of the ozone layer e.g. global warming, green house effects melting and flooding.	Using the newspapers clipping, films and pictures, leads discussion on importance and consequences of ozone layer depletion.	Observing films and pictures.	(1) Films (2) Pictures.	Students to: (1) state the location of ozone in the atmosphere. (2) mention the importance of ozone layer. (3) mention three hazard of depletion of ozone layer to the environment.
9	Environmental hazards VII	Student should be able to: (1) state the hazards of depletion of ozone layer to life on earth. (2) mention control measures against depletion.	(1) Control measure: -regulation on use of chlorofluorocarbon (CFC). (2) Reduce bush burning and control burning in house hold activities.	Guide students to identify and list sources of CFCs.	Identify and list sources of CFCs.	(1) Films (2) pictures (3) Newspaper clipping.	Students to: state at least two control measures for reducing the rate of depletion of ozone layer.
10	(1) Drugs and substance abuse I	Student should be able to describe some effects of drug abuse.	Effects of drug abuse. -Stomach upset -Damage nostril and lungs. -Skin rashes -Injection. -abscesses.	Uses Charts pictures, films to guide discussion on social-economics effects of drug abuse.	Wash films pictures etc. and participate in discussion.	(1) Films. (2) Charts. (3) Pictures.	Students to: describe two adverse effects of drug abuse on youth and the family.

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SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
11	Drug and substance abuse II	Student should be able to state the strategies for healthy drug free lifestyle.	Prevention of drug abuse: -inoculating copying skills, -positive social interactions, -healthy life style.	Arrange for a visiting expert to discuss drug abuse its effects and prevention.	(1) Listen and ask questions to visiting experts. (2) Collate relevant newspaper clipping for class discussion.	(1) Poster, old newspapers. (2) Cardboard paper.	Students to: mention two ways in which a youth can maintain a drug free life.
12	Drug and substance abuse III	Student should be able to: (1) describe the role and activities (Including anti counterfeiting activities) of national drug agencies. (2) describe what constitutes misuse of herbal medicine.	(1) Activities of drug control agencies. -NAFDAC -NDLEA (2) Misuse of herbal medicine.	(1) Presents samples of NAFDAC listed and non listed herbal medicine. (2) Guide students to discuss possible misuses of herbal medicine.	(1) Observe and identity samples of NAFDAC listed and non listed herbal medicine as displayed. (2) Participate in class discussions.	Samples of: -listed herbal medicine. -non listed herbal medicines.	Students to: (1) state two national drug control agencies and describe their roles. (2) state 2 misuse of herbal medicines.
13	REVISION						
14	EXAMINATION						

**BASIC SCIENCE
JS III
SECOND TERM**

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Resources from living things I	Student should be able to: (1) identify the resources from living things. (2) name the sources of these resources.	Resources from living things: - Explain of plant sources e.g. cash and food crop, dyes, drugs.	(1) Prepares chart/posters (2) Guides students to identify resources and their source.	(1) Bring relevant materials to class. (2) Participate in class discussions.	(1) Soil samples. (2) Seeds. (3) Seedling.	Students to: list four resources obtained from living things and their sources.
2	Resources from living thing II	Student should be able to: (1) group the resources based on their sources. (2) explain the importance of these resources to self and society development.	(1) Example of animals source e.g. hides and skin, dairy product etc. (2) Economic importance of these resources to self and society.	(1) Explain the importance of these resources. (2) Group the resources as plant and animals based. (3) Invites guest speaker to-talk on resources. (4) Plans and execute field trip.	(1) Listen to guest talk. (2) Visit factories where plant and animal produce are processed for commercial purposes. (3) Excursion to a diary farm.	(1) Water. (2) Empty caw. (3) Hand spade. (4) Chart. (5) Posters. (6)Dye.	Students to: (1) classify resources as plant based and animal based. (2) state the importance of these resources.
3	Resources from non-living things III	Student should be able to mention solid minerals and where they are found in Nigeria.	Resources from non-living things. -Examples-solid minerals like limestone , coal, gold, tin etc.	(1) Bring sample of solid minerals to the class. (2) Guides students to name solid mineral and the state where they are found in Nigeria.	(1) Collect samples of solid minerals in their locality. (2) Participate in class discussion.	(1) Rock sample. (2) Chart /posters.	Students to: (1) name fine solid mineral found in Nigeria. (2) mention the states where they are found.

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SECOND TERM**

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Resources from non-living things IV	Student should be able to: (1) draw a map of Nigeria showing distribution of solid mineral deposits. (2) list the importance and uses of solid minerals.	(1) Location in Nigeria. (2) Economic importance.	(1) Guides class discussion. (2) Guides student to draw map of Nigeria showing location of mineral deposits.	(1) Draw a map of Nigeria showing distribution of solid minerals. (2) Copy the chalkboard summary.	Map of Nigeria showing distribution of solid minerals.	Students to: (1) state three uses of the solid minerals. (2) mention two uses of solids Minerals. (3) draw a map of Nigeria showing distribution of solid mineral deposits.
5	Sound Energy I	Student should be able to: (1) use object to produce sound by making them vibrate. (2) explain the product of sound from a vibrating medium.	(1) Production of sound. (2) Transmission sound.	(1) Provide or asks students to provide objects for production of sound e.g. tuning fork, can, empty bottle etc. (2) Guides student to use vibrating metric rule to show sound travels.	(1) Use objects provided to produce sound by making them vibrate. (2) In groups of four set meter rule vibrating and observe how sound travels.	(1) Empty bottles, cans, whistle, tuning fork, strong stick etc. (2) Meter rule.	Student to: use objects to produce of sound from a vibrating medium.
6	Sound Energy II	Student should be able to: (1) indicate how sound is reflected and identify objects that reflect sound. (2) explain how is heard by the ear.	(1) Reflection of sound. (2) Hearing.	(1) Guides the discussion to show that hard surface reflect sound (echo). (2) Provides chart or model of the ear and use it to lead students to identify parts of the ear and discussion how hearing occurs.	(1) Participate in the discussion and recall objects you know that reflect sound. (2) Identify parts of the ear and indicate how hearing occurs.	(1) Sketch of a dip or empty well reflecting sound (echo). (2) Chart or model of the ear.	Student to: (1) indicate how sound is reflected and identify objects that reflect sound. (2) explain how sound is heard is heard by the ear.

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SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Magnetism	Student should be able to: (1) describe loadstone as a naturally occurring magnet. (2) state laws of magnetism.	(1) Load stone. (2) Laws of magnetism.	(1) Tell a story about load stone as the earliest form of magnet. (2)Lead a discussion on “Like poles repel and unlike poles attract”.	(1) Describe the historical importance of load stone. (2) carry activity of verify the law of magnetism is group of four.	(1) Picture of load stone. (2) Bar magnet. (3) Cardboard sheets.	Students to: (1) define load stone. (2) state the laws of the magnetism.
8	Magnetism II	Student should be able to: (1) illustrate magnetic poles and field. (2) explain how to care for a magnet.	(1) Magnetic poles and magnetic field. (2) Care for magnets.	(1) Guides students to identify magnetic poles and fields by using iron filling and magnetic compass. (2) Leads a discussion on how to care for magnets and write down the methods on the chalk board.	(1) Identify magnetic poles and fields through activity. (2) Participate in the discussion and copy the method in their note books.	(1) Iron filling. (2) Compass needle. (3) Pencil. (4) Stored magnets in their casings.	Students to: (1) explain how to show the magnetic field around a magnet. (2) list two method of caring for a magnet.

**BASIC SCIENCE
JS III
SECOND TERM**

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Electrical energy	Student should be able to: (1) indicate the direction of electron flow in a circuit. (2) set up series and parallel circuits. (3) connect ammeter and voltmeter to a series or parallel circuit and read their values.	(1) Flow of electrons. (2) Circuit: series and parallel.	(1) Provides electron flow for discussion. (2) Guides students to set up series and parallel circuits. (3) Guides student to connect an ammeter and voltmeter to a series or parallel circuit and read the amount of current flow.	(1) Observe and indicate the direction of electron flow in a circuits (2) Set up a series and parallel circuits. (3) Connect ammeter and voltmeter in the circuit and read their values.	(1) Chart showing direction of electron flow. (2) Battery connecting wires, key, rheostat, torch bulb. (3) Ammeter and voltmeter.	Students to: (1) Show the direction of electron flow in a circuit. (2) Set up series and parallel circuits and distinguish between them.
10	Electrical energy II	Student should be able to: (1) state the functions of fuse and circuit breakers in a house circuit. (2) read electric meter for billing.	(1) Fuses and circuit. (2) Electric meter reading and billing.	(1) Explain why houses are wire in parallel and discuss the function of fuse and circuit breaker in house wiring. (2) Provides chart and guides students to practice reading the meter and calculate cost of electrical energy consumed.	(1) State the function of fuses and circuit breakers. (2) Explain over loading. (3) Practice reading of meter and calculation sots of energy consumed.	(1) Chart of house wiring. (2) Wired house. (3) Chart or model of electric meter.	Students to: (1) explain the function of ammeter and voltmeter in a circuit. (2) describe the functions of fuse circuit breakers. (3) take meter reading. (4) calculate energy consumed.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
JS III
THIRD TERM**

SUB-THEME: YOU AND ENERGY

THEME: SCIENCE AND DEVELOPMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Radio-activity I	Student should be able to: (1) explain the meaning of radio-activity (2) name some radio-active elements.	(1) Meaning of radio-activity (2) Radio-active elements.	(1) Leads discussion on meaning of radio-activity. (2) Initiates discussion using chart to name radio-activity elements.	(1) Participate in discussion and explain radio-activity (2) Recognize some radio-active elements.	(1) Resource person. (2) List showing radio-active elements.	Students to: (1) explain radio-activity. (2) name three radio-active elements.
2	Radio-activity II	Student should be able to: (1) list the three types of radiation and state their properties. (2) state the uses of radiation. (3) state the dangers in the use of radio-active rays.	(1) Types of radiation and properties. (2) Uses of radio-activity. (3) Dangers of radioactive rays.	(1) Uses charts to show types of radiation and discusses their properties with students. (2) Guides student to discussion on uses of alpha beta and gamma radiation using charts. (3) Discussion the dangers of radio-activity.	(1) Identify type of radiation and describe their properties. (2) Participate in discussion and state of α , β , and radiations. (3) Participate in the discussion of radiation.	(1) Chart showing types of radiation and their properties. (2) Chart of alpha, beta and gamma radiations and their properties. (4) Chart listing danger of radiation.	Students to: (1) list the three types of radiation and state properties of each. (2) state two uses of each of the radiations. (3) state three danger of the use of α , β , and radiation.
3	Skill Acquisition	Student should be able to: (1) explain the meaning of skill acquisition. (2) state reasons for acquiring skills.	(1) Meaning of skill acquisition. (2) Reasons for skill acquisition. -Taking risks. -Decision making. -Managing energy situation. -survival strategy. -Learning to live together.	Leads class discussions on meaning reasons for, skill acquisition.	(1) Participate in discussion (group). (2) Taking part in the visits.	Relevant charts, pictures, films and diagrams.	Students to: (1) explain skill and skill acquisition. (2) give two reasons why you need to acquire skills.

**BASIC SCIENCE
JS III
THIRD TERM**

SUB-THEME: YOU AND ENERGY

THEME: SCIENCE AND DEVELOPMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Skill Acquisition II	Student should be able to: (1) list type of skills. (2) state the importance of skill acquisition.	(1) Type of skills. -Farming. -Basic computer. (2) Literacy. (3) Photography etc.	(1) Leads class to discuss importance and type of skill acquisition. (2) Leads visit to different type of professional e.g. fine artists, mechanics, tailors, pottery makers. (3) Invites resource person.	Listen to resource person and ask questions.	Relevant chart, films and diagrams.	Students to: (1) list three type of skills. (2) state why it is importance to acquire skills.
5	Ethical issues in science and development	Student should be able to: (1) identify right and wrong applications of science. (2) discuss the implications of the application of science to the development of the society.	(1) Meaning of right and wrong application of science. (2) Implication of bad scientific practices destroy individuals life. (3) Adverse effects on a country.	(1) Guides class discussion on topical issues in the application of science to human development (2) Groups student guides them to choose topics on good and bad scientific practices.	(1) Participate in class discussions (group). (2) Carry out projects. (3) Write and report on projects.	(1) Reference books. (2) Pictures. (3) Newspapers. (4) Magazines clippings.	Students to: (1) list two examples each of good and wrong scientific practices. (2) give reasons for each of the above (3) undertake group project on impact of science on society.
6 & 7	REVISION						
8	EXAMINATION						

BASIC TECHNOLOGY
JS III
FIRST TERM

SUB-THEME: MATERIALS AND PROCESSING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Processing Materials Timber I	Students should be able to: (1) define key terms and concepts related to timber processing (2) describe the properties of good timber (3) identify common timber defects.	(1) Key concepts in timber processing (growth, felling and seasoning). (2) Properties of good timber. (3) Common timber defeats: twist bowing, cupping etc.	(1) Explains key terms and concepts. (2) Displays samples of seasoned and fresh (green) timber. (3) Displays specimen of timber with common defeats. (4) Guides class discussion on: (a) the Properties of good timber (b) common timber defeats. (c) importance of timber treatment.	(1) Explain samples of timber. (2) Participates in class discussion (3) Make sketches of defeats. (4) Watch films and slides on timber production/processing.	(1) Poster/Charts (2) Timber specimens (3) Chain saw.	Students to: (1) define key terms and concepts of timber processes. (2) explain terms and concepts related to wood processing. (3) state the properties of a good timber. (4) state at least three common defeats.
2	Processing Materials Timber II	Students should be able to: (1) explain treatments and preservation method for timber. (2) state the importance of treatments.	(1) Treatments and timber preservations method. (2) Importance of timber treatment.	(1) Demonstrates methods of timber treatment and preservation. (2) Plan and Organizes students excursions.	(1) Practice the different timber treatment and preservation methods. (2) Undergo excursion to saw mall, timber yard/market etc.	Timber preservation.	Students to: (1) describe treatments and preservation method for timber. (2) list three Benefits of timber treatment.

BASIC TECHNOLOGY
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SUB-THEME: MATERIALS AND PROCESSING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Metals I	Students should be able to: (1) define metal (2) describe different ways of processing. (3) explain the advantages and disadvantages of the different metal processing methods.	(1) Metal processing methods (smelting casting etc). (2) Advantages and disadvantages of the different processing methods.	(1) Displays samples of metals and alloys. (2) Guides students to discuss various metal processing methods. (a) Identify equipment use for processing metals. (b) Advantages and disadvantages of the different processing methods. (3) Arrange for students to visit metal processing workshop.	(1) Examine specimens of metals and their alloy. (2) Participates in class discussion.	Posters, charts on various methods of processing metals.	Students to: (1) define metal. (2) describe different ways of processing metals. (3) state at least two advantages and disadvantage of the different processing methods.
4	Metals II	Students should be able to: (1) identify metal alloys (2) explain the use of common metals alloys.	Metal alloys: Examples, properties and uses	(1) Guides students to identify metal alloys (2) Describe their properties (3) State the uses of the alloys	(1) Visit metal processing workshop (2) Participates in class discussions (3) Ask and answer questions.	Samples of metals and metal alloys.	Students to: (1) name at least three metal alloys (2) state three uses of common metal alloys.
5	Clay, ceramics and Glass I	Students should be able to: (1) explain the methods of processing clay, ceramics and glass. (2) state the advantages and disadvantages of each method.	(1) Methods of processing: -clay -ceramics and -glass materials (2) Advantages and disadvantages of the different processing methods.	(1) Displays products of clay, ceramics and glass. (2) Guides class discussion of the advantages and disadvantages of the different processing methods.	(1) Examine the products on display and describe their properties. (2) Visit clay, ceramics and glass industries/workshop. (3) Participates in class discussions.	(1) Clay, (2) Potter's wheel (3) Ceramic products (4) Kiln, glass work equipment	Students to: (1) describe the methods of processing clay, ceramics and glass (2) list at least three advantages and disadvantages of each method.

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SUB-THEME: MATERIALS AND PROCESSING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Clay, Ceramics and Glass II	(1) describe the uses of clay -Ceramics -Glass (2) produce simple clay, ceramics and glass household wares.	Production and uses of clay, ceramics and glass.	(1) Take students on excursion to clay, ceramic and glass production workshops. (2) Assist students in the design and production of household wares.	(1) Visit clay, ceramics and glass industries/workshop. (2) Participates in class discussions. (3) Produce simple household products from clay, ceramics and glass.	(1) Clay (2) Potter's wheel, ceramics products, kiln, glass work equipment.	Students to: (1) state at least three uses of clay, ceramics and glass. (2) make a simple household wares with clay, ceramics and glass using the different processes.
7	Plastic and Rubber I	Students should be able to: (1) differentiate between rubber and plastic. (2) explain the methods of processing plastic and rubber.	(1) Examples of plastic and rubber products. (2) Methods of processing plastics and rubber.	Display products of plastic and rubber.	(1) Examine the products on display and describe their properties. (2) Visit plastic and rubber industries.	(1) Plastic and rubber materials (2) Injection moulding machine, extruder blowing machine chemicals etc.	Students to: (1) state at least three differences between plastic and rubber. (2) describe the methods of processing plastic and rubber.
8	Plastic and Rubber II	(1) state the advantages and disadvantages of each method. (2) describe the uses of plastics and rubber.	(1) Advantages and disadvantages of the different processing methods. (2) Uses of plastics and rubber.	(1) Guides class discussion on the advantages and disadvantages of the different processing method. (2) Take students on excursion to rubber and plastic industries.	(1) Visit plastic and rubber industries/workshop (2) Participates in class discussions.	(1) Plastics and rubber materials. (2) Chemicals etc.	Students to: (1) list at least three advantages and disadvantages of each method. (2) state at least three uses of plastic and rubber.

BASIC TECHNOLOGY
JS III
FIRST TERM

SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Isometric Drawing	Students should be able to: (1) identify Isometric drawings. (2) use drawing instruments to draw simple isometric objects.	Example of Isometric drawing of simple shaped blocks without curves.	(1) Displays models of isometric objects. (2) Guides students to describe their properties. (3) Demonstrates isometric drawing of a block.	(1) Examine and describe the properties of isometric objects. (2) Practice isometric drawing of simple shaped blocks with curved profile.	(1) Drawing instruments and materials. (2) Models of shaped blocks.	Students to: (1) name at least three examples of isometric objects. (2) make isometric drawings of simple shaped blocks.
10	Oblique Drawing	(1) describe oblique drawings. (2) draw simple oblique objects.	(1) Examples of oblique drawing. (2) Simple oblique drawing.	(1) Display simple oblique drawings. (2) Guide students to describe properties of oblique drawing. (3) Supervise students as they make simple oblique drawings.	(1) Listen attentively to teacher explanations. (2) Practice simple oblique drawings.	(1) Charts and pictures of oblique objects. (2) Sample of oblique drawings. (3) Drawing instruments. (4) Drawing paper.	Students to: (1) give at least three examples of oblique drawings. (2) draw oblique objects.
11	REVISION						
12	EXAMINATION						

BASIC TECHNOLOGY
JS III
SECOND TERM

SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Orthographic Projection I	Students should be able to: (1) explain the meaning of orthographic projection. (2) identify components of orthographic projection.	(1) Meaning (2) Components -Principal plane -Angles of projection. -Principal view.	(1) Explains the term orthographic projection. (2) Names and illustrates the principal views and planes of projection.	(1) Examine orthographic drawings and projections. (2) Discusses the components of the projection.	(1) Drawing sheets (2) Drawing instrument e.g. T-square, drawing board etc.	Students to: (1) explain what is meant by orthographic projections. (2) list at least three components of orthographic projections.
2	Orthographic Projection II	Students should be able to: (1) describe the principal views in quadrants. (2) draw the orthographic views of simple objects.	(1) Placing principal views in the quadrants. (2) Dimensioning techniques.	(1) Draws orthographic views of simple objects in the first and third projections. (2) Demonstrates various dimensioning techniques.	Draws orthographic views of simple objects in the first and third angles, layout properly and dimension correctly.	(1) Drawing sheets (2) Drawing instruments e.g. T-square drawing board etc.	Students to: (1) draw the orthographic views of simple projections/objects (2) prepare a properly laid out and dimensioned working drawings.
3 & 4	One- Point Perspective Drawing	Students should be able to: (1) explain one-point perspective drawing with examples. (2) state the principles one-point perspective drawing. (3) make one-point perspective drawing of simple shaped blocks.	(1) One-point perspective drawings: -meaning -examples (2) One-point perspective drawings practice.	(1) Explains one-point perspective drawings and its principles. (2) Demonstrates one-point perspective drawing of a model. (3) Guides and supervise students as they make one-point perspective drawings of shapes and blocks.	(1) Listens to teacher explanation. (2) Watch teacher's demonstration. (3) Practice one-point perspective drawing of simple shapes and blocks.	(1) Drawing sheets. (2) Drawing instrument.	Students to: (1) identify one-point perspective drawings. (2) mention at least three principles of one-point perspective drawings. (3) make one-point perspective drawings of simple shaped blocks.

**BASIC TECHNOLOGY
JS III
SECOND TERM**

SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Scales and Scales Drawing I	Students should be able to: (1) use the metric rule to measure lengths and compare sizes. (2) explain scale drawings.	(1) Meaning and comparing given sizes. (2) Scale drawing: -Full-size 1:1 -Scale reduction e.g. 1:5, 1:10, 1:20, 1:100 etc. -Scale enlargement e.g. 2:1, 3:1, 5:1 etc.	(1) Guides students to examine and identify scaled drawings. (2) Demonstrates techniques for scale drawing.	(1) Examine scale drawings. (2) Watch teacher's demonstration.	(1) Metric rule (2) Drawing instruments e.g. pencil, drawing paper, eraser, drawing board, t-square etc.	Students to: (1) measure length and compare sizes. (2) identify scale drawings.
6	Scales and Scale Drawing II	(1) identify scales used in drawing. (2) draws objects to given scales.	Scale drawing: -Full-size 1:1 -Scale reduction e.g. 1:5, 1:10, 1:20 1:100 etc. -Scale enlargement e.g. 2:1, 3:1, 5:1 etc.	(1) Demonstrate techniques for scale drawing. (2) Supervise students as they draw objects to given scales.	(1) Watch teacher's demonstration. (2) Draw objects to scale.	(1) Metric rule (2) Drawing instrument e.g. pencil, drawing paper, eraser, drawing board, T-square etc. (3) Samples of scaled drawings.	(1) describe scales used in drawings. (2) draw objects to given scales.

**BASIC TECHNOLOGY
JS III
SECOND TERM**

SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Drawings of Plans and Blue-Print	Students should be able to: (1) interpret symbols can plans and blue-prints. (2) identify the components of a building plane.	(1) Common symbols used in plans and blue-prints and their interpretations. (2) Identification of building components (fittings; sanitary wares e.g. sink, bath showers, soak-away skeptic tank, sockets windows, doors etc.) on building plan.	(1) Displays building plans. (2) Leads students to identify and interpret common symbol used in plans and blue-prints. (3) Moderates class discussion of components of building plans.	(1) Examine simple plan/blue-prints and indentify the various components of the plan. (2) Participates in discussions and blue print reading.	(1) Building Plans (2) Charts showing various architectural symbols, scale, rule, etc.	Students to: (1) explain the meaning of symbols on plans and blue-prints. (2) list at least five components of a building plan.
8	Drawings of Plans and blue-print	Students should be able to draw and interpret the plan of their classroom.	Blue-print drawing techniques.	Demonstrates correct techniques for plans/blue print drawings.	Practice drawings of plans and blue print.	(1) Building plans. (2) Charts showing various architectural symbols, scales rule, etc. (3) Drawing instruments and materials.	Students to: draw and interpret the plan of their classroom.

**BASIC TECHNOLOGY
JS III
SECOND TERM**

SUB-THEME: TOOLS MACHINES AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Wood work Project	Students should be able to: (1) select and use appropriate tools, machines and materials for wood work. (2) construct simple household furniture.	Production of various objects using simple wood work machines and tools e.g. wooden tables, stools, boxes, photo frame, T-square, pot stand, book rack, book stand, shelf, etc.	(1) Display the wood materials and explain their uses. (2) Designs relevant project that involves: measuring marking out, cutting joining and polishing of wood. (3) Demonstrates the steps involved. marking out, cutting common joints. (4) Guides, supervise and assess students projects.	(1) Participates in class and workshop activities. (2) Choose project, make sketches, select materials and produce objects. (3) Observe safe use of hand tools and other workshop safety rules (4) Exhibit their projects.	(1) Timber (2) Wood work machines and tools (3) Safety posters. (4) First aid materials (5) Non-wood materials e.g. adhesive, nails screws, hinges, wood polish etc. (6) wood work workshop.	Students to: (1) produce, sketch and state the uses of 3 common joints. (2) select and use appropriate tools for wood work. (3) produce simple household furniture from wood.
10	Metal Projects	Students should be able to produce various objects using the machines.	(1) Production of bottle openers. (2) Production of trash bin/cans, coal pots, etc. (3) Production of metal stools, chairs and benches.	(1) Designs relevant project that involves measuring, cutting marking, filling and finishing. (2) Guides students to carry out the projects. (3) Supervises and assess students projects.	(1) Select appropriate tools for the project (cutting, filling, drilling, bending and folding tools. (2) Prepare and discuss project template/blue print with their peer. (3) Follow blue-print to fabricate metal work. (4) Exhibits their projects.	(1) Iron sheets (2) Iron rods (3) Hand tools (4) Metal work tools used for measuring cutting, filling and finishing.	Students to: produce openers, trash bins/cans, stools, chairs, benches from metal sheets and rods.
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
JS III
THIRD TERM**

SUB-THEME: TOOLS MACHINES AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Soldering and Brazing I	Students should be able to: (1) define soldering and brazing. (2) explain the meaning of soldering and brazing. (3) describe the operations involved in soldering and brazing.	(1) Definition and meaning of soldering and brazing. (2) Soldering and brazing tools and materials. (3) Operations, types and uses.	(1) Displays tools and materials. (2) Explain reasons for choice of methods for joining methods. (3) Demonstrates the procedure in soldering and brazing.	(1) Examine the tools and materials. (2) Participates in class discussions.	(1) Soldering and brazing tools, equipment and materials. (2) Metal workshop (3) Metal sheets and rods. (4) Workshop overall.	Students to: (1) define soldering and brazing. (2) explain the meaning of soldering and brazing. (3) identify the operations involved in soldering and brazing.
2	Soldering and Brazing II	Students should be able to join metals by soldering and brazing.	Operations, Types and uses.	(1) Demonstrates the procedure in soldering and brazing. (2) Supervises students as they work.	Practice soldering and brazing using appropriate tools and materials.	(1) soldering and brazing tools, equipment and materials. (2) Metal workshop. (3) Metal sheets and rods. (4) Workshops overall.	Students to: join metal by soldering and brazing.

BASIC TECHNOLOGY
JS III
THIRD TERM

SUB-THEME: TOOLS MACHINES AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Machine Motions	Students should be able to: (1) define motion (2) explain the use of -levers -slides -slots to produce linear motion in a mechanical system.	(1) Definition of motion. (2) Linear motion. (3) Lever arrangement. to produce linear motion. (4) Uses of slides and slots in mechanical system.	(1) Defines motion (2) Explains with illustrations the use of levers, linkages, slides and slot to produce linear motions (3) Give various practical examples	(1) Observe lever arrangements for opening high windows (2) Identify other examples of the use of lever, linkages slides and slots	Scrap engines or mechanical components that contains levers, linkages, slides and slots; charts films etc.	Students to: (1) define motion (2) explain the use of levers, linkages etc to produce linear motion.
4	Rotary Motion	Students should be able to: (1) Define rotary motion. (2) Explain the types and application of rotary motion.	(1) Rotary motion -One-way e.g. shaft of running car, -Reversible rotary motion e.g. load drum of cranes, brakes, clutches and ratchets. (2) Principles of application.	(1) Describes and demonstrates uses of rotary motion. (2) Explain the working of vehicle brakes and clutches.	(1) Observe actual example. (2) Visit a motor mechanic workshop and observe some practical examples.	(1) Old shafts of cars (2) Brakes, clutches, charts film etc. (3) Pictures of crank shaft, connecting rod and piston, cans and eccentrics.	Students to: (1) Define rotary motion. (2) Give one example, each of one-way and reversible rotary motions.
5	Rotary Motion	Students should be able to explain the need to convert rotary motion to linear motion.	Conversion of rotary motion linear motion. -rack and pinion screws, crank and slider. -connecting rod and piston.	(1) Emphasizes why these types of motion are necessary in practice (2) Describes and demonstrates only simple examples.	(1) Design and produce a simple mechanical motion system. (2) Observe the crank-shaft, piston and connecting rod systems in an engine.	(1) Old shaft of cars (2) Brakes, clutches charts, film etc. (3) Pictures of crank- shaft, connecting rod and piston, cans and eccentrics.	Students to: (1) presents project work. (2) convert rotary motion to linear motion.
6	REVISION AND EXAMINATIONS						

**SOCIAL STUDIES
JS III
FIRST TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Promoting peaceful living in our society. I	Students should be able to: (1) explain the meaning of peace. (2) Explain the types of peace	(1) Meaning of peace, cordial and friendly living among different groups of people. (2) Types: – Positive peace – Negative/uneasy peace.	(1) Uses guided question to lead students to find out meaning of peace. (2) Uses guided questions to find out types of peace.	(1) Participate in the guided class discussions. (2) Active Involvement in the debates.	(1) Picture and charts of people living together peacefully. (2) Resource person.	Students to: (1) define peace. (2) differentiate between types of peace.
2	Promoting peaceful living in our society. II	Students should be able to explain the importance of living in peace with one another.	Importance of peace: – Lack of violent conflict. – Progress and development. – Happiness and less stress etc.	(1) Organizes debate with students on the importance of living in peace with one another. (2) Guide students to role play the importance of peaceful living.	(1) Active involvement in debate. (2) Role playing. (3) Listen to, take notes and ask questions on the talk.	(1) Drama and songs. (2) Resource person. (3) Picture and charts of people living together peacefully.	Students to: state the importance of peace.
3	Promoting peaceful living in our society. III	Students should be able to describe ways of promoting peace in our society.	Ways of promoting peace. – Tolerance – Social justice – Human rights – Respect for our another etc.	Invite a senior police officer to come and give talk on the various ways of promoting peace in our society.	Listen to talk, take notes and ask question.	(1) T.V/Radio (2) Resource person (3) Drama and songs.	Students to: describe with examples those ways that can promote peace.
4	Social conflicts. I	Students should be able to: (1) explain the meaning of conflict. (2) outline the various types of conflict.	(1) Meaning of Conflict as inter personal misunderstanding. (2) Types of conflict: – Non violent. – Violent.	Explains the meaning of conflict to the students after dramatic presentation of rowdy scene.	Dramatize a rowdy scene to illustrate the meaning of conflict and types of conflict.	(1) Chart and picture of stressful environment. (2) Simulation.	Students to: (1) define conflict (2) types of conflicts

**SOCIAL STUDIES
JS III
FIRST TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Social conflict II	Students should be able to discuss causes of conflict.	Cause of conflict – Inter-ethnic conflict e.g. Urhobo/Itsekiri, Katat/Hausa, Yoruba/Hausa conflicts etc. – Communal/intra ethnic	Lead students to recognize general consequence of violent conflict.	Participate in discussion and simulation on issues.	(1) Simulation (2) Pictures showing destruction from conflicts	Students to: explain the causes of conflict
6	Social conflict III	Students should be able to explain the consequences of conflict.	e.g. Ife/Modakeke, Aguleri/Umuleri. Consequences and causes of conflicts	Lead students to explaining effects of conflicts.	Participate in the discussion of conflict	(1) Video (2) drama/songs	Students to: explain the effects of conflicts.
7	Managing and resolving conflict I	Students should be able to suggest non-violent methods of resolving conflicts	Conflict management and resolution e.g. dialogue, compromise, arbitration, court rulings, mediation	(1) Guides students to explain conflict resolution, (2) Demonstrates non-violent means of conflict.	Ask relevant question during lesson.	(1) Radio and TV documentaries of conflict situations. (2) Drama/songs.	Students to: describe non-violent methods of resolving conflicts.
8	Managing and resolving conflict II	Students should be able to explain that resolution of conflicts enhances national peaceful coexistence.	Attributes required for conflict resolution: - mutual understanding. - respect for rule of law. - tolerance in the face of provocation. – self control. – respect for opposing views.	(1) Organize visits to courts, Alternative Disputes Resolution Centres (ADR) (2) Organizes quest lectures on conflict resolution.	Observe courts and alternative dispute resolution (ARD) in session.	(1) Radio and TV documentaries of conflict situations (2) Drama/songs	Students to: explain how conflict resolution enhances national peaceful co-existence.

**SOCIAL STUDIES
JS III
FIRST TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Cultism I	Students should to be able: (1) define cultism. (2) identity causes of cultism	(1) Meaning of cultism. (2) Causes of cultism -Home background - Peer group influence. - Exposure to foreign values. - Proliferation of arms. - Drug/substance abuse. - Poor leadership, and - Injustice / marginalization	(1) Guides students to explain the meaning of cultism and discuss its causes. (2) Organize a brain storming session on the causes of cultism.	Participate in the guided class discussion on the meaning and causes of cultism.	Pictures of cult material e.g. axe, vest, dress code and symbols.	Student to: (1) explain the meaning of cultism. (2) list the causes of cultism.
10	Cultism II	Students should be able to describe the effects or consequences of cultism.	Consequences of effects of cultism: – Examination malpractice. – Violence – Breakdown of social values. – Criminal tendencies – Murder – The use of arms – Violation of school environments etc.	(1) Invites a guest speaker to discuss the consequences of cultism. (2) Direct students' play let on causes, consequences of cultism. (3) Encourages and guides students to listen to Radio and TV programmes that discuss cultism and its effects on individuals and society.	(1) Participate in the guided discussion from the guest speaker. (2) Discusses the effects of cultism groups.	(1) Scripts on play lets on cultism. (2) Radio and TV documentaries. (3) Pictures of victims of cultism.	Students to: discuss the consequences of cultism on the individual and the society as a whole.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
JS III
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cultism III	Students should be able to list and explain the possible ways to the solution of cultism	Solution to cultism: - Establish strong and effect outfit to identify members - School, police and security agents to counter cult activities. - Inter –university co-operative efforts. - Parents to sign undertakings on behalf of their wards. - Regular public lectures - Retreats by religious bodies etc	(1) Directs students play let on ways of preventing cultism in our society. (2) Encourages student to listen to Radio and TV programmes that discuss cultism and proffer solutions.	Listen to guest speaker on the discussions of cultism and possible solutions.	(1) Radio and T.V documentaries. (2) Scripts of play lets on cultism	Students to: suggest possible ways to the solution of cultism.
2	History of Nigerian social studies education.	Students should be able to explain the development of social studies education in Nigeria.	History of Nigeria social studies education: - First conceived in the United State and later spread to Europe. - Conferences were held to spread it in Africa. etc.	Lead students to discuss the history of Nigerian social studies education.	Participate in discussion of history of Nigerian social studies education	(1) Students textbooks. (2) Social studies materials. (3) Resource person. (4) Video clips etc.	Students to: explain history of Nigerian Social Studies education.

**SOCIAL STUDIES
JS III
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Family as a primary social group.	Students should be able to: (1) give a simple meaning of primary social. (2) explain what makes the family a social group. (3) identify the roles and responsibilities of a primary social group in the community.	(1) Meaning of primary social; It is a group whose members share close, personal, and long lasting relationships. Members show concern for one another, and share activities and culture. (2) What makes the family a primary social group. - It is the main unit of socialization. - Everybody belongs to one family or another. - Every society grows from the social unit called etc. (3) The roles and responsibilities of members of a family as a primary social group. - Get members to work for the growth of the community. - Work as adult members to contribute to the community.	(1) Guides discussion on the meaning of primary social group. (2) Conducts a brainstorming session on what makes the family a primary social group. (3) Invites some parents to give talks on the role and responsibilities of family members as a primary social group.	(1) Participate in the guided discussion on the meaning of primary social group. (2) Provide a variety of responses during the brainstorming session. (3) Take notes and ask questions.	(1) Relevant pictures and charts. (2) Charts for compiling responses during brainstorming session. (3) Take notes and ask questions.	(1) state the meaning of primary social group. (2) list three things that make the family a primary social group. (3) list any three roles of members of the family as a primary group.

**SOCIAL STUDIES
JS III
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	The consequences of large/small family size I	Students be able to describe the characteristics of large family size and those of small family size.	1a) Characteristics of large family size – father, mother and many children. 1b) Characteristics of small family size – father, mother and very few children.	Illustrates the characteristics of large and small family sizes.	React to posters, picture and charts on the characteristics of large and small family sizes.	(1) Relevant posters, pictures and charts. (2) Relevant cases. (3) Documentaries on family life.	Students to: (1) differentiate between a large family size and a small one. (2) list the consequences.
5	The consequences of large/small family size. II	Students be able to: explain the consequences of family size on individuals live and the nation's economy.	Explanatory of the consequences of family size on individuals live and the nation at large.	Explain the consequences of family size.	React to posters pictures and charts on the effects of large/small family	(1) Relevant cases, (2) Documentaries on family life.	explain the effects of large/small family size.
6	Meaning and characteristics of culture.	Students should be able to: (1) define culture. (2) List the components of culture. (3) group the components of culture as material and non-material. (4) state the characteristics of culture.	(1) Meaning of culture e.g. a total way of life of the people. (2) Components of culture: material and non material culture. (3) Features of culture: - Language - Food and dressing - Religion - Technology/craft (4) Characteristics of culture. - We learn culture. - It tells us how different activities can be carried out. - It allows a range of permissible behaviours etc. (5) Cultural differences in Nigeria.	(1) Explains culture with concrete examples. (2) Take students to museum and places of cultural interest to observe the display of Nigerian culture. (3) Guides students to discuss and identify components of culture.	(1) Ask and answer questions on culture. (2) Observe and report Nigeria's cultural heritage. (3) Participate in class discussions.	(1) Motion pictures of culture. (2) Pictures of cultural display. (3) Visits to museum. (4) Regalia.	Students to: (1) give a simple meaning of culture. (2) List components of Nigerian culture. (3) State some examples of material and non-material aspects of culture. (4) List the characteristics of culture.

**SOCIAL STUDIES
JS III
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Similarities and differences among cultures in Nigeria.	Students should be able to: (1) identify the cultural similarities among Nigerians. (2) identify cultural differences among Nigerians. (3) mention some shared norms and values of Nigerian communities.	(1) Cultural similarities in Nigeria. (2) Cultural differences in Nigeria. (3) Shared norms and values of Nigerian communities.	(1) Guides students to identify variety of cultural traits among the different Nigerian cultures in order to identify their similarities. (2) Leads students to identify cultural differences among Nigerians.	(1) Participate in the identification of the variety of cultures to get the similarities. (2) Identify differences in the culture of Nigerians.	(1) Motion pictures of culture. (2) Pictures of cultural display. (3) Regalia.	Students to: (1) identify the similarities among the cultural groups around your locality. (2) identify the difference among the cultural ethnic groups around your locality. (3) mention some shared norms and values of Nigerian communities.
8	Agents and processes of socialization.	Students should be able to: (1) define socialization. (2) enumerate the agents of socialization. (3) mention the importance of socialization.	(1) Meaning of socialization life long process of inheriting and passing on the norms, customs and ideologies of a social group. It may provide the individual with skills and habits necessary for participating within their own society. (2) Agents of socialization e.g. family, school, religious organizations, press, age grade, peer group, clubs and societies.	Leads a discussion on: (1). meaning of socialization. (2) Guides and directs students to role-play socialization models.	(1) Participate in class discussion. (2) Role-play agents of socialization in class.	(1) Charts on socialization models. (2) Role cards. (3) Product of futures wheel exercise.	Students to: (1) share the meaning of socialization. (2) list some of the agents of socialization.

**SOCIAL STUDIES
JS III
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Agents and processes of socialization.	Students should be able to mention the importance of socialization.	Importance of socialization is the means of by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most important learning process one can experience.	Uses futures wheel exercise to discuss the importance of socialization in our community.	Provide responses to complete the future wheel on the importance of socialization in our community.	(1) Charts on socialization models (2) Role cards (3) Products of futures wheel exercise.	Students to: mention the importance of socialization.
10	Road safety club as an agent of socialization.	Students should be able to: (1) describe the structure and process of forming road safety club. (2) state the role of Road safety club in the socialization of youth.	(1) Structure and process of forming Road safety club in schools. (2) The roles of Road Safety club in the socialization of youth.	(1) Present charts on the process of forming of Road Safety club for class discussion. (2) Invites road safety corp officer to give talks on the roles of FRSC in the socialization of youth.	(1) Draw the organogram process of forming road safety club for class discussion. (2) Write down the key points of the talk on the roles of Road Safety in the socialization of the youths.	(1) A copy of Road Safety club guidelines. (2) A picture of Road Safety club member (s)	Students to: (1) describe the structure and process of formation of road safety club in schools from an organogram. (2) state the roles of road safety club in the socialization of youths.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
JS III
THIRD TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Positive group behaviour I	Students should be able to: (1) identify types of group behaviour. (2) distinguish between the different types of group behaviour.	Types of group behaviours. – Mass action – Communal labour – Joining a protest or march etc.	Guides students to prepare and use simulation games to learn about collective behaviour and communal labour.	Prepare and use simulation games.	Picture or photographs of people taking collective actions.	Students to: describe types of collective behaviour.
2	Positive group behaviour. II	Students should be able to distinguish between the different types of group behaviour.	Characteristics of the different types of group behaviour (destructive-negative and constructive-positive).	Guides students to prepare and use simulation games to learn about collective behaviour and communal labour.	Listen to guest speaker, ask and answer questions.	Picture or photographs of people taking collective actions.	Students to: state the distinguishing characteristics of group behaviour.
3	Group behaviour III	Students should be able to mention the benefits of positive group behaviour.	Benefits of positive group behaviour. – Companionship – Survival and security – Affiliation and status – Power and control – Achievement.	Invites a guest speaker to talk to the students about group behaviour.	Listen to guest speaker, ask and answer questions.	Picture or photographs of people taking collective actions.	Students to: list the benefits of group behaviour.
4	Purposes of marriage	Students should be able to: (1) state the meaning of marriage. (2) explain the purpose of marriage.	(1) Meaning of marriage – Is a binding contract between two parties. (2) Purposes of marriage. – Procreation – Sexual satisfaction – Satisfying economic and social needs, etc.	Uses guided discussion to state the meaning of marriage and explain the purposes.	(1) Participate in discussion and simulations. (2) Ask and answer question.	Motion pictures/charts showing the concept of marriage.	Students to: (1) give simple meaning of marriage. (2) state three purposes of marriage.
REVISION							
EXAMINATION							

**CIVIC EDUCATION
JS III
FIRST TERM**

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The constitution I	Students should be able to: (1) define constitution. (2) identify the various colonial Nigerian constitution.	(1) Meaning of constitution. (2) Identification of the various colonial Nigerian constitutions.	(1) Explain the concept of constitution -Meaning (2) Guides students to identify constitution promulgated under British colonial rule.	(1) Read about constitutional development. (2) Carryout group exercises on differences in the various colonial constitutions in Nigeria.	(1) Textbooks (2) Relevant publication of federal, republic of Nigerian colonial constitution.	Students to: (1) explain the concept of constitution. (2) identify colonial Nigerian constitution.
2	The constitution II	Students should be able to: (1) explain in details the various colonial Nigeria constitution. (2) state the role of citizens in constitutional development.	(1) Colonial Nigerian constitution -Clifford constitution 1922. -Richard constitutions 1946. -Macpherson constitution 1951. -Lyttleton constitution 1954 – 1960 independence. constitution (2) The role of citizen in constitutional development.	(1) Explain in detail the colonial Nigerian constitution. (2) Guide students on discussion of the role of citizen in constitutional development.	(1) Listen and ask questions, take note. (2) Read about constitutional development.	(1) textbooks (2) Relevant publication of federal republic of Nigeria.	Students to: (1) explain the various colonial Nigeria constitution. (2) state the role of citizen in constitutional development.
3	The constitution III	Students should be able to: (1) identify features of the colonial constitution. (2) discuss feature of the colonial constitutions.	Features of colonial constitution.	(1) Guides students to explain feature of colonial constitutions. (2) Give students reading assignment.	(1) Participate in class discussion. (2) Read about constitutional development (3) Do assignment given.	(1) Textbooks (2) Relevant publication of federal republic of Nigeria.	Students to: (1) identify features of colonial Nigeria constitutions. (2) explain feature of two colonial constitutions.

**CIVIC EDUCATION
JS III
FIRST TERM**

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	The constitution IV	Students should be able to: (1) identify constitutions promulgated after Nigeria become independent. (2) discuss elements of two of the identified independent Nigerian constitution.	(1) Post-1960 constitution (a) 1963 constitution. (Republican constitution). (b) 1979 presidential constitution. (c) 1989 Presidential constitution. (d) 1999 presidential constitution. (2) Features of post 1960 constitution.	(1) Explains constitution promulgated after Nigerian became independent. (2) Give students reading assignment.	(1) Participate in class discussion. (2) Read about constitutional development.	(1) Textbooks. (2) Relevant publication of federal republic of Nigeria.	Students to: (1) identify constitutions promulgated after Nigeria became independent. (2) explain two of the identified independent Nigerian constitution.
5	Supremacy of the constitution	Students should be able to: (1) explain the meaning of supremacy of the constitution. (2) explain why the constitution is supreme.	Supremacy of the constitution. -Only one constitution for the country. -The provisions apply to all states and individuals uniformly.	Guides students to use the constitution and to locate relevant chapters and schedules in the constitution that speak on the supremacy of constitution.	(1) Participate in class discussion. (2) Ask questions and take note.	(1) Textbooks. (2) Constitution.	Students to: (1) explain supremacy of the constitution. (2) state two reasons why the constitution is supreme.

**CIVIC EDUCATION
JS III
FIRST TERM**

SUB-THEME: OUR VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Right attitude to work I	Students should be able to: (1) explain “Right attitude to work”. (2) state the attributes of right attitude to work.	(1) Meaning of right attitude to work. (2) Attributes honesty, discipline, integrity, commitment punctuality, regularity consistency, diligence transparency etc.	(1) Leads discussion on meaning of “Right attitude to work”. (2) State the attributes of right attitude to work. (3) Ask students to debate on right attitude to work.	(1) Participate in discussion and debate. (2) Recount personal experiences with having the right attitude to work.	(1) Biographic essay (2) Radio/TV programmes. (3) Guest talks. (4) Newspaper reports. (5) Honours and award roll textbooks.	Students to: (1) describe right attitude to work. (2) state two attributes of right attitude to work.
7	Right attitude to work II	Students should be able to: (1) identify rewards or importance for right attitude to work. (2) explain the need for right attitude is work.	Importance of right attitude to work.	(1) Asks students to debate the importance of “Right attitude to work”. (2) Give reading assignment.	(1) Participate in discussion and debate. (2) Collate folklores wise saying on right attitude to work.	(1) Textbooks (2) Wise saying and proverbs. (3) Newspapers reports.	Students to: (1) enumerate three rewards of right attitude to work. (2) explain the rewards of right attitude to work.
8	Right attitude to work III	Students should be able to: (1) state the consequences of not having the right attitude to work. (2) discuss in details the consequences of not having the rights attitude to work.	Consequences of not having the right attitude to work. -Declining productivity. -Lack of motivation. -Indiscipline. -National disaster etc.	(1) Leads discuss on the consequences of not having the right attitude to work. (2) Ask students to recount their experiences of not having right attitude to work.	(1) Listen and asks questions. (2) Recount personal experience of not having the right attitude to work.	(1) Radio/TV programmes. (2) Textbooks. (3) Biographic easy etc.	Students to: (1) state the consequences of not having the right attitude to work. (2) discuss two consequences.

**CIVIC EDUCATION
JS III
FIRST TERM**

SUB-THEME: OUR VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Right attitude to work IV	Students should be able to: (1) identify the government agencies/programmes aimed at promoting right and positive attitudinal changes. (2) explain one of the programmes.	(1) Government agencies/programmes aimed at promoting right and positive attitudinal changes. (2) Due process.	(1) Guides students on discussion of government agencies/programmes aimed at promoting right attitudes to work. (2) Explain due process, aims and objectives.	(1) Listen and ask questions. (2) Write essay on some of the agencies.	(1) Textbooks (2) NAFAAC, NDLEA publications and programmes. (3) TV and Radio programmes. (4) Documentaries.	Students to: (1) identify the government agencies/programme aim at promoting right attitude to work. (2) state two objectives of due process.
10	Concept of Servicom	Students should be able to: (1) explain the meaning of servicom as one of the programmes aimed at promoting right attitude to work. (2) state the aims of servicom. (3) mention the importance of servicom.	(1) Meaning of servicom. (2) Aims of servicom. (3) Importance of servicom.	(1) Guides discussion on the meaning of servicom and when it was launched in Nigeria. (2) Leads students to state the aims and importance of servicom to the citizens of Nigeria. (3) Give students assignment on the various activities of servicom.	(1) Participate in class discussion. (2) Ask question and take note. (3) Carryout group exercise on the activities of servicom in federal and state ministries.	(1) Textbooks (2) Newspapers and magazine. (3) Servicom publication. (4) TV and radio programmes. (5) Flash card.	Students to: (1) explain the meaning of servicom. (2) state three aims of servicom. (3) mention two importance of servicom.
11 & 12	REVISION AND EXAMINATIONS						

**CIVIC EDUCATION
JS III
SECOND TERM**

SUB-THEME: OUR VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Negative Behaviour I	Students should be able to: (1) explain negative behaviour. (2) state the types of negative behaviour. (3) explain the types of negative behaviour.	(1) Meaning of negative behaviour. (2) Types of negative behaviour. -Dishonesty -Excessive love of money -Ostentations living -Disregard for time (African time) -Drug trafficking -Examination malpractice -Cultism -Religions crisis etc.	(1) guides students to explain the meaning of negative behaviour. (2) guides students to identify examples of negative behaviour. (3) directs play let and leads debates on negatives behaviour.	(1) Participate in class discussion. (2) Participate in drama. (3) Ask questions and take notes.	(1) ICPC publication (2) EFCC publication. (3) TV and radio programmes (4) NAFEAC, NDLEA publication and programmes. (5) Documentaries.	Students to: (1) explain the meaning of negative behaviour. (2) identify two negative behaviour in their immediate environment or the society.
3	Negative Behaviour II	Students should be able to: (1) state the effect or consequences of negative behaviour on the society. (2) discuss the effect of negative behaviour on the society.	Effect of negative behaviour on the society. -Value disorientation -Inefficiency -High crime rate -Low investment etc.	(1) Guides students to identify consequences of negative behaviour. (2) Leads students on the discussion of the effect of negative behaviour on the society.	(1) Participate in class discussion through question and answer. (2) carry out group assignment and write report.	(1) Textbooks (2) TV and radio programmes. (3) Newspaper and magazines reports. (4) Documentaries.	Students to: (1) enumerate two effects of negative behaviour. (2) explains three effects of negative behaviour.

**CIVIC EDUCATION
JS III
SECOND TERM**

SUB-THEME: OUR VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Negative Behaviour III	Students should be able to list the strategies for promoting acceptable behaviour in people.	(1) Meaning of positive behaviour changes. (2) Promoting positive behavioural changes. -Provision of enabling environment. -Sound education for all -Massive enlightenment campaign. -Leadership by example -Positive behavioural change through reawakening of good moral value in our society.	(1) Guides students to explain the meaning of positive behaviour changes and ways of promoting behavioural changes. (2) Give students reading assignment.	(1) Participate actively in class discussion. (2) Contribute to the explanation of promoting positive behavioural changes.	(1) Textbooks. (2) Workbooks. (3) Newspapers. (4) TV and radio programmes.	Students to: (1) explain the meaning of positive behavioural changes. (2) state three ways of promoting behavioural changes.
5	Negative Behaviour IV	Students should be able to: (1) identify sanctions for negative behaviour. (2) explain the sanctions for promoting negative behaviour.	Sanctions for promoting negative behaviour in the -School -Community -Society.	(1) Guides students to identify the sanctions for promoting negative behaviour. (2) Explain in details the various sanction of a negative behaviour in the school, community and society at large. (3) Guides students to write reports on the topic.	(1) Contribute in class discussion on the sanction of negative behaviour. (2) Ask and answer questions. (3) Take note. (4) Write essays .	(1) Textbooks. (2) School rules and regulations. (3) Relevant publications. (4) Newspaper and magazines. (5) It devices.	Students to: (1) List the sanctions of negative behaviour. (2) Explain two sanctions of negative behaviour. (3) Write essay on the topic.

**CIVIC EDUCATION
JS III
SECOND TERM**

SUB-THEME: DEMOCRACY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Elections and electoral bodies in Nigeria I	Students should be able to: (1) define election. (2) state the importance of election. (3) explain the importance of election.	(1) Meaning of election. (2) Importance of election to a nation.	(1) Leads discussion on the meaning and importance of election. (2) Give students reading assignment.	(1) Contribute to the identification of the needs for voting. (2) Do the assignment.	(1) Textbooks. (2) Workbooks. (3) Pictures. (4) Electoral law document. (5) TV and radio programmes.	Students to: (1) Explain the meaning of election. (2) Discuss two importance of election.
7	Election and electoral bodies in Nigeria II	(1) Students should be able to: (1) explain the meaning of electoral bodies. (2) identify the electoral bodies in Nigeria. (3) explain the electoral bodies in Nigeria.	(1) Meaning of electoral bodies. (2) Identification and explanation of electoral bodies in Nigeria. (3) Functions of electoral bodies.	(1) Leads discussion on the meaning of electoral bodies. (2) Guides the students to identify various electoral bodies in Nigeria. (3) Explain the functions of electoral bodies.	(1) Participate in class discussion. (2) Carry out exercise on various electoral bodies in Nigeria.	(1) Electoral law documents. (2) Workbooks. (3) TV and radio programmes.	Students to: (1) define electoral bodies. (2) list three electoral bodies in Nigeria.
8	Election and electoral bodies in Nigeria III	Students should be able to: (1) identify state electoral bodies in Nigeria. (2) list and explain functions of state independent electoral commission.	(1) Identification of state electoral bodies in Nigeria. (2) Functions of State Independent Electoral Commission (SIEC).	(1) Guides students to identify various state electoral bodies. (2) Leads students to list and explain their functions.	(1) Contribute to discussion, ask questions and take notes. (2) Find out the independent body in their locality.	(1) Textbooks (2) INEC publication. (3) Electoral law document. (4) TV and radio programmes.	Students to: (1) mention any state electoral bodies. (2) state three functions of state electoral bodies.

**CIVIC EDUCATION
JS III
SECOND TERM**

SUB-THEME: DEMOCRACY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Election and electoral bodies in Nigeria IV	Students should be able to: (1) state the need for free and fair elections in Nigeria. (2) Explain the needs for free and fair election.	Need for free and fair election in Nigeria.	(1) Leads students to state the need for free and fair election in Nigeria. (2) Explain the needs to the students.	(1) Participate in class discussion. (2) Ask questions.	(1) Textbooks. (2) Pictures. (3) Electoral law document. (4) Workbook.	Students to: (1) list three needs for free and fair election in Nigeria. (2) explain two needs for free and fair elections.
10	Election and electoral bodies in Nigeria V	Students should be able to: (1) explain the meaning of electoral malpractices. (2) discuss ways to prevent electoral malpractices.	(1) Meaning of electoral malpractices. (2) How to prevent electoral malpractice in Nigeria.	(1) Guide discussion on the meaning of electoral malpractices. (2) Leads students to mention possible ways electoral malpractice can be prevented.	(1) Listen and ask questions. (2) Contribute in mentioning possible ways of preventing electoral malpractice.	(1) Textbooks. (2) Pictures. (3) Electoral law document. (4) Workbook.	Students to: (1) define electoral malpractices. (2) discuss two ways to prevent electoral malpractices.
11 & 12	REVISION AND EXAMINATIONS						

**CIVIC EDUCATION
JS III
THIRD TERM**

SUB-THEME: DEMOCRACY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Democratic Process I	Students should be able to: (1) explain the meaning of voting. (2) list the types of voting. (3) explain the types of voting.	(1) Meaning of voting. (2) Types of voting.	(1) Leads discussion on the meaning of voting. (2) Guides students to list and explain the types of voting.	(1) Participate actively in class. (2) contribute to the explanation of types of voting.	(1) Textbooks. (2) Pictures. (3) Electoral law document. (4) Workbook.	Students to: (1) Explain meaning of voting. (2) List the types of voting.
2	Democratic Process II	Students should be able to: (1) explain voters registration. (2) state the lapses in voters registration.	(1) Voters registration. (2) Lapses in voters registration.	(1) Guides the students on the meaning of voters registration. (2) Leads students to identify the lapses in voters registration.	(1) Participate in class discussion. (2) Discuss possible lapses in voters registration. (3) Ask questions and take notes.	(1) Textbooks. (2) Pictures. (3) Electoral law document.	Students to: (1) explain voters registration. (2) state the lapses in voter registration.
3	Democratic Process III	Students should be able to: (1) list the importance of voting. (2) Explain the importance of voting.	Importance of voting.	(1) Leads the students to list the importance of voting. (2) Explain the importance of voting. (3) Give students assignment.	(1) Participate in class discussion. (2) Ask questions and take notes. (3) Do assignment given.	(1) Textbooks. (2) INEC publications. (3) Picture. (4) Workbooks.	Students to: (1) list the importance of voting. (2) explain the importance of voting.
4	Democratic Process IV	Students should be able to: (1) explain the process of voting. (2) explain the types of electoral system.	Explain the process of voting.	(1) The process of voting. (2) Types of electoral system.	(1) Participate actively in class. (2) Do the assignment given.	(1) Textbooks. (2) Pictures. (3) Electoral law document.	Students to: (1) explain the electoral process. (2) explain the types of electoral system.
5	REVISION AND EXAMINATIONS						

CHRISTIAN RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: THE PROMISE OF THE HOLY SPIRIT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The promise of the holy spirit I	Student should be able to: 1. discuss the importance of Jesus promise of the Holy Spirit to the disciple. 2. draw the map of Palestine in the time of Christ	The promise of the Holy Spirit. Jn 14:16,5-16 Acts 1:3-8	Guides the students to read the bible passages	1. Read the bible passages copy down notes. 2. Copy the chalk board summary	The holy bible charts	Students to: 1. explain why Jesus promised the Holy Spirit to the disciples. 2. draw the map of Palestine in the time of Christ what is the name for the Holy Spirit
2.	The promise of the holy spirit II	Student should be able to narrate the story of the fulfillment of the promise	1. The coming of the Holy Spirit: Act 2:1-13 2. The significance of the coming of the Holy Spirit	Guide student to read the coming of the holy spirit in the bible passages	1. Read the bible passages copy summary into notes. 2. Copy the chalkboard summary	Participate in class discussion	Students to: mention the visible and audible signs of the coming of the Holy Spirit
3	The promise of the holy spirit III	Student should be able to give account of peter's speech on the Pentecost day and its effect.	Peter's first speech and its effect Acts 2:14:41	Leads in the discussion and summarizes peter's speech	1. Read bible passages 2. Participate in class discussion 3. Copy the chalkboard summary	The holy bible Charts Pictures	Students to: 1. state the reaction of the on lookers 2. mention how many persons were converted as a result of peter speech on the Pentecost day.

CHRISTIAN RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: FELLOWSHIP IN THE CHURCH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Fellowship in the Early Church I	Student should be able to: 1. explain the meaning of togetherness 2. describe the social and religious life of the early church 3. discuss how the church dealt with cases of friend in the church today	1. Togetherness in the early church Acts 2:41-47 2. Fraud in the church Acts 5:1-11	1. Guides students to read the bible passages 2. Leads discussion on the social and religious life of the early church	Listen and participate in reading the bible	The holy bible	Students to: 1. state three activities which the early church did together. 2. state meaning of the fraud.
5	Fellowship the early church II	Student should be able to: 1. discuss how the church dealt with cases of lying and murmuring 2. mention the desired qualities of a deacon 3. describe how Christians dealt with cases of lying and murmuring today	1. Murmuring in the early church Act 6:1-2 2. Selection of deacons Acts 6:1-7 (equitable distribution)	Guides students in identifying name and qualities of the deacons	1. Write names of the deacons in their notes 2. Copy chalkboard summary on the qualities of the deacons 3. Role play	The Holy Bible Word cards containing the names of the deacons	Students to: 1. state two reasons why the widows of Hellenist murmured. 2. name the seven (7) deacons. 3. list three qualities of a deacon.
6	Fellowship the early church	Student should be able to: 1. explain the meaning of the term "Opposition" 2. state the hour of the day the lame man was healed 3. state the types of business the healed man at gate of the temple was doing. 4. describe the reaction of peter when he was asked by the leaders of the Jews in whose name and power they performed the miracle.	1. The meaning of the term opposition 2. The healing of the lame man at the beautiful gate and the arrest of peter and John. Acts 3:1-24, Acts 4:1-4	1. Guide students to read the Bible passages. 2. Leads discussion on the social and religious life of the early church	1. Listen and participate in reading Bible 2. Copy down the chalkboard summary	The Holy Bible word cards contain some slogans ding	Students to: 1. explain the meaning of Opposition 2. at what hour of the day was the same man healed? 3. to what extent did the warning of the Jewish leaders to peter and John stop further spread of the gospel

CHRISTIAN RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: FELLOWSHIP IN THE CHURCH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Persecution of the early believers I	Student should be able to: give reasons for the arrest of the apostles	Arrest of peter and John Acts 4:1-31	1. Guides students to read the passages 2. Guides students in identifying reasons for the arrest of Stephen, Peter and John	1. Listen and participate in class discussion 2. Read the Bible passage 3. Role play	Pictures Almanac Showing were apostles are arrest bible	Students to: give three reasons for the arrest of peter and john
8	Persecution of the early believers II	Student should be able to: 1. explain what is Martyrdom 2. summarize Stephen's defense	Arrest and Martyrdom of Stephen Acts 6:8-7; 1-60	1. Guides students in identifying reasons for the arrest of Stephen, peter, and John. 2. Write out key issues in Stephen's defense	Read the Bible passages Role play	Students as learning resources	Students to: mention what Stephen said in his defense about the following: - The temple - The law
9	Persecution of the early believers III	Student should be able to: 1. give examples of persecution of Christians in their church and communities 2. sing songs on peter's miraculous release from prison	Persecution of the church by Saul Acts 8:1-3	1. Asks students to sing songs as victory Draws a map on his way from Jerusalem to Damascus	Sing songs of victory	Student as learning resources	Students to: Give two (2) examples of acts of persecution in their different churches and communities
10	Persecution of the early believers IV	Student should be able to: give examples of persecution of Christians in the state and Nations explain what is Mary	Martyrdom of James: Acts 12:1-3	Guide the students to in identifying reasons for the martyrdom of James	Read the Bible passages Role play	Student as learning resources	Students to: mention some peaces Martyrdom of christians have taken places
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: MINISTRY OF PETER

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The Ministry of Peter I	Student should be able to relate the story of peter's encounter with Simon the magician.	Peter and Simon the magician Acts 8:14-25	Vividly describes peter's encounter with Simon the magician	Listen carefully and participate in class discussion on: role play read the bible passage copy the chalkboard summary	1. Students as learning resources 2. Holy Bible	Students to: narrate the story of peter's encounter with Simon the magician
2.	The Ministry of Peter II	Student should be able to repeat the Story of the raising of Dorces (Tabithe)	1. Healing miracles of Peter 2. Rising of Dorces from the dead. Acts 9:36-42	Guides students to role play the raising of Dorcas	Role play read the bible passages copy note from the chalkboard	1. The Holy Bible 2. Student as Learning resources	Students to: Tell the story of the raising of Dorcas (Tabithe)
3	The Ministry of Peter III	Student should be able to state the significance of the conversion of Cornelius	Peter converts Cornelius Act 10:1-48, 12:1-24	Guide students to role play the conversion of Cornelius	Role play read the Bible passages copy note from chalkboard	Costume The Holy Bible	Students to: state two significance of the conversion
4	The Ministry of Peter IV	Student should be able to give an account of the release of Peter from prison	Peter's divine release and death of Herod Acts 12:1-24	Narrate the story of the divine release of peter from prison	1. Read the Bible and 2. Copy the chalkboard summary.	1. The Holy Bible 2. Students as learning resources	Students to: 1. briefly describe peter's miraculous release from prison. 2. why did Lord strike Herod to death?

CHRISTIAN RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: MINISTRY OF APOSTLE PAUL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	The Ministry of Apostle Paul I	Student should be able to: 1. state the former name, nationality and religion of Paul 2. draw the map of tarsus in Cilicia	Paul's Nativity and Education Act 22:1-5, 26-30	1. Leads class discussion on Paul's Early life and conversion 2. Direct them in the Map where Paul was born etc.	Read relevant Bible passages Participate in class discussion Draw the Map of tarsus in Cilicia	1. The Holy Bible 2. Charts 3. Posters 4. Map	Students to: 1. state Paul's former name, nationality and religion. 2. draw the Map of tarsus in Cilicia
6	The Ministry of Apostle Paul II	Student should be able to state the role played by Paul in the early Christians	Paul persecution of the Early church Act 7:57-58, 8:1-3; 9:1-3	Direct students dramatization of Paul's encounter with Jesus on the way to Damascus	1. Participate in class discussion 2. Bring costumes from home and participate in the drama 3. Ask and answer teachers questions	1. The Holy Bible 2. Drama costumes 3. Bible pictures films	Students to: 1. state Paul's role in the persecution. 2. state Paul's role in the death of Stephen
7	The Ministry of Apostle Paul III	Student should be able to describe what happened to Paul on the way to Damascus	1. Paul's conversion Act 9:1-19 2. attitude of Christians towards their persecutors - pray matt 5:43-48 - endure John 15:18-25 - relocate matt 10:16-26	1. Directs student's dramatization of Paul's encounter with Jesus on the way to Damascus. 2. Guide students to take down relevant chalkboard summary into their note books	1. Ask and answer teacher's question 2. Copy the chalkboard summary into note book	1. The Holy Bible 2. Bible pictures 3. Films 4. Posters 5. Charts	Students to: 1. state Jesus Statement of Paul at the point of conversion 2. state the effect of Paul encounter with Jesus on the way to Damascus 3. narrate the part played by Animas in the conversion of Paul at Damascus 4. mention two thing a Christian can do when persecuted

CHRISTIAN RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: MINISTRY OF APOSTLE PAUL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Paul's Missionary journey I	Student should be able to describe the beginning of the church in Antioch and the sending out of Paul and Barnabas for their missionary work.	The beginning of the church in Antioch of Syria Acts 11:19-30	Leads class discussion on the first missionary journeys.	1. Read relevant bible passages 2. Draw a map showing Paul's first missionary journey	1. The Holy Bible 2. Bible pictures 3. Films 4. Bible Antioch	Students to: list four town visited by Paul and Barnabas in the first missionary journey
9	Paul's Missionary journey II	Student should be able to identify the towns visited by Paul during the first second missionary Journey	Sending forth of Barnabas and Paul as missionaries Acts 13:1-3 Town visited - Salamis - Paphos - Perga	Leads class discussion on the first missionary Journey's	1. Read relevant bible passages 2. Draw a map showing Paul's second missionary Journey	1. The Holy Bible 2. Bible pictures 3. Bible Atlas 4. Posters charts 5. Paper, pencil Ruler	Students to: 1. write what happened at paphos 2. state the major decision of the Jerusalem council 3. state two (2) behaviours which the genius were advised to guide again.
10	Paul's Missionary journey III	Student should be able to continuation of the towns visited by Paul during the third Missionary Journey	Sending forth of Barnabas and Paul as Missionaries Act 13:1-3 - Town visited - Antioch in Pisidis - Iconuim - hysteria and Derbes	Leads class discussion on the first second and third missionary journey	1. Read relevant bible passages 2. Draw a map showing Paul first, second and third missionary journey	1. The Holy bible 2. Bible pictures 3. Bible atlas 4. Chart, paper, 5. Pencils, ruler	Students to: 1. write what happened at lystra and berbes. 2. say where they called Paul and Barnabas another name 3. say the first place the call of Jesus Christ follower was at.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
JS III
THIRD TERM

SUB-THEME: PAUL FIRST MISSIONARY JOURNEY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Paul First Missionary Journey I	Students should be able to describe the process by which the Jerusalem council was convened and its decision	The church council at Jerusalem Acts 15:1-35	Discusses the process of conveying the Jerusalem council of the find discussion	Bible reading visit to arbitration of panel or court	The Holy Bible Bible pictures Bibles Atlas	Students to: 1. state the composition of the Jerusalem council. 2. state the major decision of the Jerusalem council
2.	Paul First Missionary Journey II	Student should be able to identify dialogue as the best option for conflict resolution	Wrong ways of resolving - Conflicts - fighting - killing - vengeance - right ways of resolving conflicts dialogue - peace keeping activities - boundary adjustments	Discusses about local arbitration panel can count on how disputes and conflicts are settled	1. Visit to arbitration of panel or court 2. Copy the chalkboard summary into their notes	Film Pictures	Students to: state three (3) reason why dialogue is the better option in resolving any conflict
3	Unity Among Christians	Student should be able to: 1. list various Christian organization in Nigeria 2. discuss inter-denominational activities in our church today	1. Christian Organization - world council of church (WCC) - Christian Association of Nigeria (CAN). - Nigeria Association of Biblical studies (NABS)	Guide class to read relevant passages	Read relevant passages	1. Pictures of Christians holding meeting 2. Films of joint programmes	Students to: list two Christian organization in Nigeria.

CHRISTIAN RELIGIOUS STUDIES
JS III
THIRD TERM

SUB-THEME: PAUL FIRST MISSIONARY JOURNEY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Unity Among Christians	Student should be able to identify Biblical teachings that foster unity among Christians	Teachings that will foster unity: - faith and works James 1:22-27 - humility Phil 2:3-11 - impartially James 2:1-13 - forgiveness Gal 6:1-2 giving Philippians 4:14-19	1. Leads class to demonstrate how to love one another. 2. Ask and answers questions on Christians giving	Read relevant passages Give gifts to their friends	1. Pictures of people working and worshipping together 2. Films of joint programs	Students to: 1. state three attitudes among Christians that will foster unity. 2. state why a Christian should render assistances to another Christian in need
SUB THEME: CHRISTIAN LIVING AMONG NON CHRISTIAN							
5	Christian Living among non-Christian	Student should be able to: 1. explain the expected attitudes of Christians to non-Christians in society 2. describe Christian attitudes to persecution	1. Christian living in the community Mtt 5:13-16 1 st Pet 2:9:18 2. Christian attitude to persecution Mtt 5:11-12, 1 Pet 3:13-17	1. Guides students to read the passage 2. Directs a play on Christian living among non-Christians 3. Guides students to read the passages 4. Ask question on persecution of Christian	1. Read Bible passage 2. Dramatize a play on Christians living among non-Christians 3. Read bible passages 4. Assets the negative effect of persecution. 5. Write a letter to a Christian friend in place in Nigeria where Christians are constantly persecuted	1. Picture of churches burnt or vandalized 2. Christian magazines showing the persecution of Christians in some parts of the world 3. Drama materials	Students to: 1. explain how to encourage Christians to remain faithful in times of persecution 2. list two (2) ways Christian are persecution in your area. 3. List two (2) ways Christians are persecution in our area 4. Mention five points of advice from the passages on how Christian should have among non Christians
7	REVISION						
8	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Suratul mulk I verses 1-15	Students should be able to memorize Arabic text V 1-15	Suratul mulk V:1-15	(1) Reads the text to student's hearing, plays the recorded text. (2) Guides students to pronounce the verses correctly. (3) Guides them to read one after the other.	(1) Listen to the teacher and tape recording attentively. (2) Say the verses one after the other.	(1) A copy of Quran. (2) Information technology device.	Students to: (1) listen to the recitation . (2) read one after the other.
2	Suratul mulk 16-30	Students should be able to memorize Arabic text V16-30	Suratul mulk v:16-30	(1) Reads the text to student's hearing, plays the recorded text. (2) Guides students to pronounce the verses correctly. (3) Guides them to read one after the other.	(1) Listen to the teacher and tape recording attentively. (2) Say the verses one after the other.	(1) A copy of Quran. (2) Information technology device.	Students to: (1) listen to the recitation . (2) read one after the other.
3	Belief in the day of judgment	Students should be able to (1) define the day of judgment. (2) say the importance of the day of judgment. (3) other names of the day of judgment.	(1) Definition Importance. (2) Other names of the day of judgment.	(1) Gives the definition of the day of judgment and says the importance of the day of judgment. (2) Discusses other names of the day of judgment.	Listens to the teacher explanation and they ask questions.	A textbook	Students to: (1) define day of judgment. (2) say its importance. (3) say other names of day of judgment.

ISLAMIC RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Hajj Pilgrimage to Makkah	Students should be able to: (1) say the importance. (2) say its purpose. (3) mention the Hajj rite. (4) say the difference between Hajj and Umrah.	Definition, importance and purpose of Haji pilgrimage to mekkah.	(1) Defines Hajj and explains the importance/purpose of Hajj. (2) Explains the essential rites of Hajj. (3) Differentiate between Hajj and Umrah.	Listen to the teacher explanation and they ask questions.	A textbook chart on Hajj rites	Students to: (1) define Hajj. (2) say the importance/purpose of Hajj. (3) say the Hajj rites. (4) differentiate between Hajj and Umrah.
5	Hadith No. 11 of An-nawawi collection	Students should be able to: (1) recall the text of the Hadith (2) say the meaning of the Hadith (3) mention moral lessons from the Hadith	Hadith 10 of An-nawawi collection.	(1) Writes the text and meaning on the chalkboard. (2) Reads the text to students' hearing. (3) Guides students to say the text correctly. (4) Guides them to deduce moral lessons from the Hadith.	(1) Listens attentively to the teacher. (2) Read the text (3) Discuss the meaning. (4) Say moral lessons from the Hadith.	A textbook on An-nawawi collections.	Students to: (1) say the text of Hadith. (2) say the meaning. (3) list moral lessons from the Hadith.
6	Hadith No 12	Students should be able to: (1) recall the text of the Hadith. (2) say the meaning of the Hadith. (3) mention moral lessons from the Hadith.	Hadith 10 of An-nawawi collection.	(1) Writes the text and meaning on the chalkboard. (2) Reads the text to students' hearing. (3) Guides students to say the text correctly. (4) Guides them to deduce moral lessons from the Hadith.	(1) Listens attentively to the teacher. (2) Read the text (3) Discuss the meaning. (4) Say moral lessons from the Hadith.	A textbook on An-nawawi collections.	Students to: (1) say the text of Hadith. (2) say the meaning. (3) list moral lessons from the Hadith.

ISLAMIC RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Hadith No 13	Students should be able to: (1) recall the text of the Hadith. (2) say the meaning of the Hadith. (3) mention moral lessons from the Hadith.	Hadith 10 of An-nawawi collection.	(1) Writes the text and meaning on the chalkboard. (2) Reads the text to students' hearing. (3) Guides students to say the text correctly. (4) Guides them to deduce moral lessons from the Hadith.	(1) Listens attentively to the teacher. (2) Read the text (3) Discuss the meaning. (4) Say moral lessons from the Hadith.	A textbook on An-nawawi collections.	Students to: (1) say the text of Hadith. (2) say the meaning. (3) list moral lessons from the Hadith.
8	Battle of Badr	Students should be able to: (1) discuss circumstances that led to the battle of Badr. (2) say the year it was fought. (3) what are the moral lessons from the battle of Badr. (4) narrate the event of the battle.	(1) Circumstances that led to the battle of Badr. (2) When and where it was fought. (3) Moral lessons from the battle (4) Narrate the event of the battle.	Narrates the events and enumerate lessons from the battle.	(1) Students Listens attentively. (2) Ask questions. (3) Discuss moral lesson from it.	A text on battle of Badr.	Students to: (1) narrate the event. (2) say the moral lessons from the battle.

ISLAMIC RELIGIOUS STUDIES
JS III
FIRST TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Battle of Uhud	Students should be able to: (1) discuss circumstances that led to the battle of Badr. (2) say the year it was fought. (3) what are the moral lessons from the battle of Badr. (4) narrate the event of the battle.	(1) Circumstances that led to the battle of Badr. (2) When and where it was fought. (3) Moral lessons from the battle (4) Narrate the event of the battle.	Narrates the events and enumerate lessons from the battle.	(1) Students Listens attentively. (2) Ask questions. (3) Discuss moral lesson from it.	A text on battle of Badr.	Students to: (1) narrate the event. (2) say the moral lessons from the battle.
10	Battle of Trench	Students should be able to: (1) discuss circumstances that led to the battle of Badr. (2) say the year it was fought. (3) what are the moral lessons from the battle of Badr. (4) narrate the event of the battle.	(1) Circumstances that led to the battle of Badr. (2) When and where it was fought. (3) Moral lessons from the battle (4) Narrate the event of the battle.	Narrates the events and enumerate lessons from the battle.	(1) Students Listens attentively. (2) Ask questions. (3) Discuss moral lesson from it.	A text on battle of Badr.	Students to: (1) narrate the event. (2) say the moral lessons from the battle.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Suratul Mulk (memorisation)	Students should be able to recall the verses of Suratul mulk 1-15.	Suratul mulk verses 1-15.	(1) Guides the students to recite severally. (2) Corrects their recitation. (3) Guides them to memorize the verses.	(1) Listens to the teacher recitation. (2) Learn the verse. (3) Recall the verses.	A copy of the Holy Quran.	Students to: recite the verses
2	Suratul Mulk Memorisation	Students should be able to recall the verses of Suratul mulk 1-15.	Suratul mulk verses 16-30	(1) Guides the students to recite severally. (2) Corrects their recitation. (3) Guides them to memorize the verses.	(1) Listens to the teacher recitation. (2) Learn the verse. (3) Recall the verses.	A copy of the Holy Quran.	Students to: recite the verses
3	Khalif abubakar as sadiq	Students should be able to: (1) narrate his life history. (2) contribution to Islam.	(1) His full name. (2) Conversion to Islam. (3) Marriage (4) His elevation to Khalif. (5) His contribution to Islam.	(1) The teacher narrates the life history of Khalif Abubakr. (2) Discusses his contribution to Islam. (3) Guides students to enumerate moral lessons from his life history.	(1) Listens attentively to the story. (2) Discuss moral lessons from his life history.	A text on Khalif Abubakr as Sadiq	Students to: (1) relate his life history. (2) say the moral lessons from the history.

ISLAMIC RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Khalif Umar bn Khatlab	Students should be able to: (1) narrate his life history. (2) contribution to Islam.	(1) His full name. (2) Conversion to Islam. (3) Marriage (4) His elevation to Khalif. (5) His contribution to Islam.	(1) The teacher narrates the life history of Khalif Abubakr. (2) Discusses his contribution to Islam. (3) Guides students to enumerate moral lessons from his life history.	(1) Listens attentively to the story. (2) Discuss moral lessons from his life history.	A text on Khalif Abubakr as Sadiq	Students to: (1) relate his life history. (2) say the moral lessons from the history.
5	Khalif Uthman bn Affan	Students should be able to: (1) narrate his life history. (2) contribution to Islam.	(1) His full name. (2) Conversion to Islam. (3) Marriage (4) His elevation to Khalif. (5) His contribution to Islam.	(1) The teacher narrates the life history of Khalif Abubakr. (2) Discusses his contribution to Islam. (3) Guides students to enumerate moral lessons from his life history.	(1) Listens attentively to the story. (2) Discuss moral lessons from his life history.	A text on Khalif Abubakr as Sadiq	Students to: (1) relate his life history. (2) say the moral lessons from the history.
6	Khalif Alli bn Abi Tahb	Students should be able to: (1) narrate his life history. (2) contribution to Islam.	(1) His full name. (2) Conversion to Islam. (3) Marriage (4) His elevation to Khalif. (5) His contribution to Islam.	(1) The teacher narrates the life history of Khalif Abubakr. (2) Discusses his contribution to Islam. (3) Guides students to enumerate moral lessons from his life history.	(1) Listens attentively to the story. (2) Discuss moral lessons from his life history.	A text on Khalif Abubakr as Sadiq	Students to: (1) relate his life history. (2) say the moral lessons from the history.

ISLAMIC RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Hadith No. 14 of An-nawawi collection	Students should be able to: (1) recall the text of the Hadith. (2) say the meaning of the Hadith. (3) mention the moral lessons from the Hadith.	Hadith No. 14 of An-nawawi collection.	(1) Writes the text and translation on the chalkboard. (2) Reads to the students hearing. (3) Guides the students to say the Hadith correctly. (4) Guides them to say the meaning (5) Say the moral lesson.	(1) Listens to the teacher. (2) Read the text. (3) Discuss the meaning. (4) Say the moral lessons.	A text on An-nawawi collection.	Students to: (1) Say the text. (2) Say the meaning. (3) Enumerate moral lessons from it.
8	Hadith No. 15 of An-nawawi	Students should be able to: (1) recall the text of the Hadith. (2) say the meaning of the Hadith. (3) mention the moral lessons from the Hadith.	Hadith No. 14 of An-nawawi collection.	(1) Writes the text and translation on the chalkboard. (2) Reads to the students hearing. (3) Guides the students to say the Hadith correctly. (4) Guides them to say the meaning (5) Say the moral lesson.	(1) Listens to the teacher. (2) Read the text. (3) Discuss the meaning. (4) Say the moral lessons.	A text on An-nawawi collection.	Students to: (1) Say the text. (2) Say the meaning. (3) Enumerate moral lessons from it.

ISLAMIC RELIGIOUS STUDIES
JS III
SECOND TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Hadith No. 16 of An-nawawi	Students should be able to: (1) recall the text of the Hadith. (2) say the meaning of the Hadith. (3) mention the moral lessons from the Hadith.	Hadith No. 14 of An-nawawi collection	(1) Writes the text and translation on the chalkboard. (2) Reads to the students hearing. (3) Guides the students to say the Hadith correctly. (4) Guides them to say the meaning (5) Say the moral lesson.	(1) Listens to the teacher (2) Read the text (3) Discuss the meaning (4) Say the moral lessons	A text on An-nawawi collection	Students to: (1) Say the text. (2) Say the meaning. (3) Enumerate moral lessons from it.
10	Belief in Qadar/Taqdir	Students should be able to: (1) define Qadar. (2) define Taqdir. (3) say the relationship between the two. (4) importance of belief in destiny in a Muslim life.	Meaning of (1) Qadar and Taqdir. (2) Relationship between Qadar and Taqdir. (3) Importance of belief in Qadar.	The teacher explains the definition and relationship between Qadar and Taqdir.	Listens attentively, ask questions and discuss its importance in a Muslims life.	A textbook	students to: (1) define Qadar and Taqdir. (2) say the relationship between the two. (3) say importance of the belief in Qadar in a Muslims life.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
JS III
THIRD TERM

SUB-THEME: QURAN/TAWHID/HADITH/SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Suratul Mulk (Translation)	Students should be able to say the meaning of the verses 1-15.	Translation of verses 1-30.	(1) Writes the translation on the chalkboard. (2) Leads students to read one after the other. (3) Explains the translation to the students.	(1) Students listen attentively to the teacher. (2) Ask questions.	Translated copy of Quran.	Students to: read the translated verses.
2	Suratul Mulk Moral lessons	Students should be able to say moral lessons from the Surah.	Moral lessons from the Surah.	Guides students to identify moral lessons from the Surah.	Discusses the meaning and identify moral lessons from it.	Translated copy of Quran.	Students to: read the translated verses.
3	Uthman Dan Fodio	Students should be able to narrate his history and contribution to Islam in Nigeria.	Life history establishment of Sokoto Khalifate among others.	Narrates the life history of Uthman Dan Fodio.	Listen attentively and ask questions.	A textbook	Students to: narrate the history of Uthman Dan Fodio.
4	Shaykh Adam al Ilorin	Students should be able to narrate his history and contribution to Islam in Nigeria.	Life history establishment of Sokoto Khalifate among others.	Narrates the life history of Uthman Dan Fodio.	Listen attentively and ask questions.	A textbook	Students to: narrate the history of Uthman Dan Fodio.
5	Shitta Bay of Lagos	Students should be able to narrate his history and contribution to Islam in Nigeria.	Life history establishment of Sokoto Khalifate among others.	Narrates the life history of Uthman Dan Fodio.	Listen attentively and ask questions.	A textbook	Students to: narrate the history of Uthman Dan Fodio.
6	REVISION AND EXAMINATION						

**SECURITY EDUCATION
JS III
FIRST TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Common crimes and associated punishment	Students should be able to: 1. explain the meaning of crime. 2. identify common crimes.	1. Meaning of crimes 2. Identification of crime.	1. Guide class discussion on: meaning of crime 2. Identify common crimes.	1. Students participate in class s discussion 2. Contribute to discussion and debates.	textbook hand bills newspapers	Students to: 1. explain the meaning of crime. 2. identify common goals in the society.
2	Common crimes and associated punishment theft	Students should be able to: 1. state the meaning of theft 2. mention the Punishment for theft.	1. Meaning of theft. 2. Punishment for theft.	1. Leads students on discussion of the meaning of theft. 2 Guides students to explain ways to avoid criminal behaviours.	1. Contributes to class discussion. 2. Ask and answer questions.	1. Students textbook 2 posters etc	Students to: 1. state the meaning of theft. 2. mention some ways to punish offender.
3	Common crimes [Rape]	Students should be able to: 1. state the meaning of rape 2. mention the punishment for rape.	1 Meaning of rape 2 punishment for rape	1 Leads student to explain the meaning of rape 2 Guides students to identify punishment for rape.	1 Students participate in class discussion on rape 2. State ways of punishment for rape.	1Students textbook 2 Stickers.	Students to: 1. explains meaning of rape. 2. state ways to avoid criminal behaviours.
4	Common crimes drug [trafficking].	Students should be able to 1. explain the meaning of drug trafficking 2. identify the punishment meant for drug trafficking	1. Meaning of drug trafficking. 2. Punishment for drug trafficking.	1. Guides students to discuss the meaning of drug trafficking 2. Leads students to explain ways use to punish drug traffickers.	1Students Contributes in class discuss. 2. State ways to punish offenders,	1. Textbooks, hand bills 2. Newspapers	Students to: 1. explain the meaning of drug trafficking 2. mention ways to punish drug pushers.

**SECURITY EDUCATION
JS III
FIRST TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Common crimes human trafficking.	Students should be able to: 1. explain the meaning of human trafficking 2. identify ways for offenders.	1. Meaning of human trafficking. 2. Punishment meant for human trafficking.	1. Guides class discussion on meaning of human trafficking 2. Leads students to discuss ways of punishing human traffickers.	1. Students Contributes in class discussion and debates 2. Participate in class discussion on ways to punish human trafficker.	1. Students textbooks 2. Video clips 3. Posters	Students to: 1. explain the meaning of human trafficking 2. state ways to avoid criminal behaviours.
6	Common crimes murder [death] etc.	Students should be able to: 1. state the meaning of murder. 2. mention ways offenders can be punished.	1. Meaning of murder [death] 2. Ways to punish offenders	1. leads students to discuss on: the meaning of murder 2. Guides students to explain ways offenders can be punished.	1. Participate in class discuss. 2. Ask and answer questions	1. Textbooks 2. Stickers 3. Posters	Students to: 1. explain the meaning of murder 2 mention ways offenders can be punished.
7	Common crimes food contamination.	Students should be able to: 1. explain the meaning of food contamination 2. identify drug adulterations.	1. Meaning of food contamination 2. How drugs can be adulterated	1. Leads students to discuss on meaning of food contamination 2. Guides students to identify how drug can be adulterated	1. Participate in class discussion. 2. State ways drug adulteration can be avoided.	1. Students Textbooks 2 stickers 3 posters	Students to: 1. explain the meaning of drug adulteration 2. mention ways to avoid drug adulteration.

**SECURITY EDUCATION
JS III
FIRST TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Common crimes armed robbery.	Students should be able to: 1. explain the meaning of armed robbery 2. state the punishment for robbery	1. Meaning of armed robbery.. 2. Punishment meant for armed robbery	1. Leads students to discuss on meaning of armed robbery 2. Guides students to avoid armed robbery.	1. Contributes to class discussion. 2. Explain ways to avoid being an armed robber.	1. Textbooks 2. Posters 3. Video clips	Students to: 1. explain the meaning of armed robbery. 2. state ways or measures to punish armed robbers.
9	Common crimes impersonation.	Students should be able to 1. state the meaning of impersonation. 2. explain ways to punish offenders.	1. Meaning of impersonation. 2. Ways to Punish offender.	1. Guides students to discuss on: meaning of impersonation 2. Leads students to explain ways to punish offenders.	1. Participate in class discussion. 2. Contribute to class discussion on how crime can be avoided.	1.Students textbooks, 2. Posters 3.Stickers	Students to: 1. explain the meaning of impersonation 2. mention ways offenders can be punished.
10	Common crimes forgery.	Students should be able to: 1. explain the meaning of forgery 2. mention ways offenders can be punished.	1. Meaning of forgery. 2. Ways to Punish offenders.	1. Leads students to discuss on: meaning of forgery 2. Guides students to explain ways offenders can be punished.	1. Students participate in class discussion. 2. State ways offenders can be punished.	1. Textbooks, 2. Newspaper 3. Video clips.	Students to: 1. explain the meaning of forgery 2. identify common crimes and associated punishment.
11	REVISION						
12	EXAMINATION						

SECURITY EDUCATION
JS III
SECOND TERM

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of national security and crime	Students should be able to: 1. define the meaning of national security. 2. state crimes that affect national security.	1. Meaning of national security. 2. Crime that affect national security.	Guides students on discuss on: 1. Meaning of national security. 2. Leads students to identify effect of national security.	1. Participate in class discussion. 2. Contribute to class discussion how to identify effects on national security.	1. Students textbook 2 posters 3 video clips.	Students to: 1. explains the meaning of national security. 2. describe ways crimes affects national security.
2	Security agencies Police.	Students should be able to: 1. state the duties of police force.. 2. state their functions.	1. Duties of police force. 2. Functions of police.	Guides students on discuss on: 1. Duties of police 2. Leads students to state their functions	1. Contributes to class discussion on duties of police. 2. Participate and ask questions.	1. Students textbook 2. Posters	Students to: 1. describe the duties of police. 2. list and explain three functions of police.
3	Security agencies Army	Students should be able to: 1. state the duties of Army. 2. explain the functions.	1. Duties of the Army. 2. Functions of the Army.	Guides students to discuss on: 1. The Duties of Army 2. Leads students to state the functions	1. Contributes to class discussion. 2. Ask and answer questions.	1. Textbook 2. Posters	Students to: 1. explain the duties of the Army. 2. state the functions of the Army.
4	Security agencies Navy	Students should be able to: 1. state the duties of navy 2. mention the functions. of navy	1. Duties of Navy 2. Functions of Navy agencies	Guides the students on : 1. Duties of Navy 2. Leads students to identify the functions of Navy	1. Participate in class discussion. 2. Contributes to class discussion on function Navy.	1. Student textbook 2. Posters 3. Video clips	Students to: 1. explain the duties of Navy 2. mention the functions of Navy.

**SECURITY EDUCATION
JS III
SECOND TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Security agencies Air Force	Students should be able to: 1. state the duties of Air force 2. mention the functions of air force.	1. Duties of the Air force 2. Functions of Air force	1. Leads students to discuss on: 2. The Duties of Air force 3. Guides students to explain the functions	1. Contributes to class discussion. 2. Participate to state the function of Air force	1. Students textbook 2. Posters	Students to: 1. explain the duties of the Air force 2. mention the functions of Air force.
6	Security agencies State Security Service (SSS)	Students should be able to: 1. state the meaning of state security (SSS) 2. mention the functions of state security	1. Meaning of state security 2. Functions of state security	Leads students to discuss on: 1. The Meaning of state security. 2. Guides students to state the functions of state security	1. Participate in class discussion 2. Listen ask and answer question	1. Test books 2. Poster	Students to: 1. explain the meaning of state security 2. mention some functions of state security
7	Security agencies Nigeria Immigration Service (NIS)	Students should be able to: 1. explain the meaning of Nigeria Immigration service 2. state their functions.	1. Meaning of Nigeria Immigration service 2. Functions of Nigeria Immigration service	Leads students to discuss on: 1. The meaning of Nigeria Immigration service 2. Guides students to mention the functions of Nigeria immigration service	1. Contribute in class discussion. 2. Listen Ask and answer questions.	1. Students textbook 2. Posters 3. Stickers	Students to: 1. explain the meaning of Nigeria Immigration service 2. mention the functions of Nigeria Immigration service.

**SECURITY EDUCATION
JS III
SECOND TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Security agencies Customs	Students should be able to: 1. Explain the meaning of customs 2. State the functions of customs	1. Meaning of customs 2. Functions of customs	Leads students to discuss on: 1. The meaning of customs 2. Guides students to state the functions of customs	1. Participate in class discussion and debate 2. State the function of customs	1 Textbook 2. Handbills 3. Video clips	Students to: 1. Explain the meaning of customs 2. Mention the functions of customs
9	Security agencies National Security Civil Defence	Students should be able to: 1. explain the meaning of civil defence 2. state the functions of national security civil defence.	1. Meaning of civil defence 2. Functions of national security civil defence	Leads students to discuss on: 1. The meaning of civil defence 2. Guides students to state the functions of civil defence.	1. Participate in class discussion. 2. State the function of civil defence.	1. Students textbook 2. Posters 3. Stickers	Students to: 1. explain the meaning of national security and civil defence 2. mention the functions of civil defence.
10	Security agencies national security	Students should be able to state the importance of national security.	The importance of national security.	Guides students to discuss on the importance of national security.	Contribute in class discussion on the importance of national security	1. Textbook 2. Posters 3. Stickers	Students to: state the importance of national security.
11	REVISION						
12	EXAMINATION						

**SECURITY EDUCATION
JS III
THIRD TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT II

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Crimes that affects national security	Students should be able to state the meaning of pipeline vandalisation.	Meaning of pipeline vandalisation.	Guides students on discussion on: the meaning of pipeline.	Contribute to class discussion	Students textbook	Students to: explain the meaning of pipeline vandalisation.
2	Drug trafficking	Students should be able to explain the meaning of drug trafficking	Meaning of drug trafficking	Leads students to state the meaning of drug trafficking.	Participate in class discussion.	1. Textbook 2. Posters	Students to: state the meaning of drug trafficking.
3	Illegal bunkering	Students should be able to: 1. explain the meaning of illegal bunkering 2. state the effect on the individual and the country.	1. Meaning of illegal bunkering 2. The effect on the individual and country	Guides student to discuss on: 1. meaning of illegal bunkering 2. lead students to state the effects on individual and country.	Contribute to class discussion ask and answer questions.	1. Textbook 2. Posters.	Students to: 1. explain meaning of illegal bunkering. 2. mention the effect on individual and country.
4	Crimes that affects national security.	Students should be able to: 1. state the meaning of terrorism. 2. mention the effects of Arson.	1. Meaning of terrorism. 2. The effects of Arson in our country.	Leads students to discuss on: 1. meaning of terrorism. 2. guides students to discuss the effects of Arson on our country.	1. Contributes to class discussion. 2. Listen asks and answers questions.	1. Student textbook. 2 Posters.	Students to: 1. explain the meaning of terrorism. 2. mention the effect of Arson.
5	Importation of expired foods and drugs etc.	Students should be able to state the effects of expired foods and drugs.	Effects of expired food and drugs.	Guides the students to discuss on: Effects of expired foods and drugs	Participate in class discussion state ways expired foods and drugs affects individual	1. Textbooks 2. Handbills 3. Newspapers	Students to: identify the effects of expired food and drugs.
REVISION							
EXAMINATION							

CULTURAL AND CREATIVE ARTS
JS III
FIRST TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Types and features of Nigerian traditional art I	Students should be able to: (1) list types of Nigerian Traditional Art. (2) identify places of origin of each Art (3) state functions of Nigerian Traditional Art Work	(1) Types of Traditional Art: Nok, Igbo-Ukwu, Ife, Benin, Esie (2) Places of origin of Nigerian Art Work: nok-Plateau state, Igbo-ukwu-Anambra Ife-osun Benin-Edo Esie-Kwara (3) Functions of Nigerian Traditional Art	(1) Explain the types of traditional art, stating their place of Origin (2) Explains the functions of traditional Nigerian Art work	(1) Participate in class discussion of various types of Nigerian traditional art and places of origin (2) Discuss the function of each	Photographic studios, video clips, slides, posters, books, old calendars, charts etc.	Students to: (1) mention Traditional Nigerian Art and Places of origin (2) identify two traditional arts in their community. (3) state functions of Nigerian Art works.
2	Nigerian traditional art II	Students should be able to: (1) mention names of Nigerian Traditional Art Culture like: (i) nok (ii) ife (iii) benin (2) state the characteristics of each art (3) identify the materials used in executing each work	(1) Popular Nigerian Art cultures: nok, ife, benin (2) Characteristics of the work of art of each culture (3) Difference similarity and style (4) Materials used in executing the art works	(1) Explain how the Art cultures came into existence (2) Explains the characteristics of each Art culture (3) Guide students to appreciate the similarities/differences (4) Mention Art materials	(1) Students participate in discussion on popular Art cultures in Nigeria (2) Discuss characteristics, similarities and differences (3) mention materials used to produce the works	Pictures, slides, charts, photographs, books, old calendars etc.	Students to: (1) mention popular Nigerian Art culture (2) identify materials used introducing each art. (3) list two Characteristics of each Art culture's work

CULTURAL AND CREATIVE ARTS
JS III
FIRST TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Nigerian traditional art. III	Students should be able to: (1) Discuss about Igbo-Ukwu Art; Esie Art, Tsoede Mbari House Art, Twin Figure. (2) State their characteristics (3) Identify and describe materials used in the Art works	(1) Nigerian Art Culture: Igbo-Ukwu Art Esie Swapstone Art Tsoede Bronze Art Mbari House Art Twin Figure. (2) Characteristics of the works of Art. (3) Materials used in executing the Art works	(1) Explains how the art culture could be (2) Explains the characteristics of each Art culture (3) Guide the students to mention the materials used in producing the Art works	(1) Students participate in discussing popular Art cultures in Nigeria (2) Discuss their characteristics (3) State the materials involved in executing the Art works	Pictures, slides, charts, photographs, books, old calendars etc.	Students to: (1) mention some of the popular art cultures in Nigeria (2) identify Materials used in these art cultures like Esie (3) list two characteristics of Esie figures.
4	Contemporary Nigerian art and artist I	Students should be able to: (1) define contemporary Nigerian Art (2) mention some names of contemporary Nigerian Artists. (3) discuss their contributions of Nigerian Art development (4) identify some prominent works (5) discuss how income can be generated through contemporary art	(1) Nigerian Contemporary arts. (2) Mention names of pioneering Nigerian Artists: (i) Aina Onabolu (ii) Akinolal Lasikan, Ben Eruwonwu, Mrs. Etsu Ngbodaga (3) The efforts they put into developing the contemporary Nigerian Art culture. (4) Prominent Arts and their locations. Sango (Ben Enwonwu) NEPA Office, Lagos.	(1) Explains the meaning of contemporary Art. (2) Explains the contributions of the pioneering Nigeria Artists (3) Guide students to identify names of contemporary Nigerian Artists.	(1) Participate in discussion on contemporary Nigerian Art and Artists based on contributions to Nigerian Arts development (2) State the names of the pioneering Artists.	Pictures, slides, video clips, calendars, photographs, books, journals, brochures, Magazines, Art works.	Students to: (1) mention what contemporary Art means (2) mention two names of contemporary artists. (3) mention effort of the pioneering artists

CULTURAL AND CREATIVE ARTS
JS III
FIRST TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5 & 6	Contemporary Nigerian art and artists. II&III	Students should be able to: (1) define contemporary Nigerian Art (2) mention names of contemporary Nigerian Artists (3) discuss their contributions to Nigerian Art development (4) identify some prominent works by these Artists (5) discuss how income can be generated through contemporary art	(1) Nigerian Contemporary Arts (2) Mention names of pioneering Nigerian Artists: 1. Solomon Wangboje 2. Ladi Kwali 3. Bruce Onobrakpeyan 4. Lamidi Fakeye 5. Yusuf Grillo 6. Demas Nwoko 7. Uche Okeke 8. Jimoh Buraimoh 9. Erhabor Emokpae 10. Twin Seven seven (3) Prominent Arts/Locations: (i) Pottery centre (Ladi Kwali) Abuja (ii) Olokun (Erhabor Emokpae) UBA, Lagos (iii) Festac'77 (Erhabor) (iv) Illustrations, (Things fall Apart) Uche Okeke (v) Sculptural Decorations (Demas Nwoko) Lagos (vi) Etching (Bruce Onobrakpeyan) Abarhaofor, Delta State.	(1) Explains the meaning of contemporary art (2) Explains the contributions of these pioneers to Nigerian society. (3) Guide students to identify names of these artists. (4) Preservation of our cultural heritage (5) Means of livelihood (6) Name works of some Artists and their locations	(1) Participate, in discussion on Art and contemporary Artists based on their contributions to National Development (2) Discuss source prominent Nigerian Art works and their locations	Pictures, slides, video clips, calendars, photographs, books, journals, brochures, magazines, art works.	Students to: (1) mention four contemporary Artists (2) explain two ways in which Art can be preserved in our culture (3) explain two ways Art can generate fund (4) state some prominent art locations.

CULTURAL AND CREATIVE ARTS
JS III
FIRST TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Meaning and use of motifs I	Students should be able to: (1) explain motifs (2) identify motifs (3) create and use motifs	(1) Meaning of motif (2) Types of motifs: (i) Plant motif (ii) floral motif (iii) Animal Motif (3) Design your own motif to make pattern	(1) Explains Motif (2) Illustrates types of motif (3) Demonstrate how to use motifs to make patterns	(1) Explain motif (2) Observe teacher's illustration of types of motif (3) Use motifs to design patterns	Drawing books, rulers, pencils, colours, boards	Students to: (1) explain motif (2) mention 2 motifs (3) use a motif to design 2 patterns
8	Meaning and use of motifs II	Students should be able to: (1) explain motifs (2) identify motifs (3) create and use motifs	(1) Types of motif: (i) Geometric motifs (ii) Abstract motifs (iii) Traditional motifs (2) Uses of motifs (i) Decorate borders (ii) Make greeting cards (iii) design pattern	(1) Explains the different types of motif (2) Directs the students to create patterns from motifs (3) Demonstrate how to use motifs to make pattern	(1) Explain motif (2) Observe the teacher as he illustrates the types and use of motifs to create patterns	Drawing books, rulers, pencils, colours, drawing board	Students to: (1) use knowledge gained to explain types of motif. (2) mention four types of motifs (3) use any of the motifs to design patterns
9	Exhibition and display techniques I	Students should be able to: (1) explain the various methods of preparing Art works for display (2) describe display techniques that attract attention	(1) Preparation of Art work for display using: (i) labeling (ii) framing (iii) fixing (2) Display techniques (i) categorizing (ii) designing of space (iii) mounting Boards	(1) Guides students on how to: (i) acquire space (ii) source funds (iii) exhibit art work (2) Demonstrates and explain the mounting and placement strategies	(1) Listen and ask questions on how to: (i) acquire space (ii) source funds (iii) exhibit works (2) Make their own frames/stands (3) Mount and exhibit works	Publications, catalogues, magazines, exhibition boards etc.	Students to: (1) explain two methods of preparing Art works for displaying (2) mention two strategies of placement of Art work during exhibition

CULTURAL AND CREATIVE ARTS
JS III
FIRST TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Exhibition and display techniques II	Students should be able to identify major objectives found in each of the museums	Location and major objects found in the museums: (i) Lagos – Objects collected from all parts of the country (ii) Jos – Nok terra cotta (iii) Benin – Bronze, Ivory, and wood work (iv) Kaduna – Leather work, Basketry/Nok terra cotta (v) Oron-Carved wood, Moulitti, cement sculptive (vi) Kano-Leather work, calabash décor, woven/Dyed textiles (vii) Esie (Kwara) Soap stone sculpture (viii) Ife-Terra-Cotta/Naturalistic Bronze (ix) Umuahia-Civil war tools, Equipments, machines, guns, explosives etc.	(1) Teacher guides the students to identify major objects found in each of the Museums and their locations (2) Visit to the locations to appreciate the certificates in the Museum	(1) Listens to teacher explain one location and objects found in their Museums (2) Identifies objects and sites (3) Describe objects found	(1) Visit to Museums and locations. (2) Pictures, magazines catalogues, slides, video clips.	Student to: (1) identify object and Museums where found (2) visit to Museums (3) list Museum and objects found in them.
11	REVISION						
12	EXAMINATION						

CULTURAL AND CREATIVE ARTS
JS III
SECOND TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Lettering I	Students should be able to: (1) explain lettering (2) mention types of letterings (3) identify types of letters	(1) Lettering definition (2) Types of lettering - Calligraphy - Block lettering (i) Roman (ii) Gothic (iii) Italics (iv) Texts (3) Types of letters (i) Upper case (ii) Lower case	(1) Explains lettering (2) Mentions types of lettering (3) Identification guide to student to enable them differentiate upper from lower case letters (4) Guide students on construction of letters	(1) Listens to teacher explain lettering. (2) Demonstrate lettering. (3) Construct of letters. (4) Produce lower and upper case letters.	Cardboard paper, pencils, rulers, pens, erasers, textile inks, stencils, razor, knife, brushes etc.	Students to: (1) explain lettering (2) mention types of lettering (3) identify step in alphabet A-Z construction. (4) print a slogan in upper and lower case
2	Lettering II	Students should be able to (1) mention uses of lettering (2) construct letter A-Z in upper/lower cases	(1) Uses of lettering e.g communication, information, education etc (2) Construction of letter A-Z in upper/lower case	(1) Teacher explain uses of lettering (2) Demonstrate how to construct letter A-Z in lower/Upper case (3) Guide students to construct slogans "Health is wealth"	(1) Listen to teachers explain the uses of lettering (2) Observe as teacher construct letters A-Z (3) Identify types of lettering (4) Produce letters in upper and lower case	Cardboard paper, pencils, rulers, pens, erasers, textile inks, stencils, razor, knife, brushes etc.	Students to: (1) explain uses of lettering (2) construct letter A-Z lower/Upper case (3) construct and print slogans (4) identify type faces.

CULTURAL AND CREATIVE ARTS
JS III
SECOND TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Lettering III	Students should be able to: (1) state the qualities of good lettering (2) apply the skill gained in calligraphy and printing of slogans (3) construct slogans and letters	(1) Qualities of good lettering: (i) Simplicity (ii) Legibility (iii) Good spacing (iv) Beautiful (v) Eye catchy (2) Pen writing of a passage (3) Construction of slogans and letters	(1) Explains to the students on good lettering (2) Explains and demonstrate how to print slogans (3) Demonstrate pen lettering (4) guide students to construct letters	(1) Mention qualities of good letter (2) Identifies good lettering (3) Construct slogans and letters (4) print work	Ink, pen, pencil, cardboard papers, knife, razor, brushes, drawing boards, paper tapes	Students to: (1) list qualities of good lettering (2) students start pen lettering (3) make stencils and print slogans (4) construct and print letters
4	Construction and design I	Student should be able to: (1) explain the meaning of package design (2) mention the methods of designing packages	(1) Meaning of a package and package design (2) Constructing and designing of packaging	(1) Explains the meaning of package and package design (2) Explains methods of constructing and designing of packaging	(1) Listen and discuss the package design construction (2) Practice how to construct and design package	Cardboard sheets, posters, colour, scissors, razor, knife, masking tape, drawing set etc.	Students to: (1) explain the meaning of package and package design (2) state method of constructing and designing packages
5	Construction and design II	Student should be able to: (1) identify functions of designing on packaging (2) write captions on packages for advert	(1) Functions of package designs (2) Captions for packages	(1) Explains the functions of design packages (2) Identifies functions of design (3) Guide students to design packages	(1) Listen and discuss functions of designed packages (2) Practice construction and designing of packages	Cardboard papers, colour, scissors, knives, gum, masking tapes	Students to: (1) list functions (2) identify functions (3) product a named package

CULTURAL AND CREATIVE ARTS
JS III
SECOND TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Marketing of art work	Students should be able to: (1) state marketing outlets of products (2) identify sources of funding for artworks (3) explain ways to market products	(1) Outlets for marketing artwork. E.g shops, hotels, markets, festivals, fairs, galleries. (2) Sources of funding e.g relatives, individuals, corporate and government organizations (3) Ways of marketing art products	Leads students to discuss necessary steps in (i) Source for funds (ii) market Art works	(1) Take part in class discussion (2) Listen and ask questions on; (i) How to source for funds (ii) market art works	Art works, invitation cards, media houses, magazines, resource persons	Students to: (1) mention different outlets for marketing art (2) identify several ways to market artworks effectively.
7	Introduction to embroidery I AND II	Students should be able to: (1) define embroidery (2) name different embroidery tools and materials (3) list sources of embroidery design (4) transfer designs to fabrics (5) use embroidery stitches	(1) Definition of embroidery (2) Embroidery tools/materials (3) Sources of embroidery: nature, flowers, magazines, environ, gift wrappers. Etc (4) Method of transfer of embroidery design carbon paper, pricking, tailor tack, direct drawing (5) Embroidery stitches. Herringbone, stem, loop, feather etc.	(1) Mentions embroidery tools and their uses (2) Explain source of embroidery design (3) Demonstrate how to transfer designs (4) Guide students on how to make designs using the stitches	(1) Listen as teacher suggests tools used in embroidery (2) Mention some source of design (3) Observe as teacher transfers designs into fabrics using carbon paper or any other device (4) practice embroidery	Embroidery hoops, different colours of embroidery threads, fabrics, needles, tracing wheel etc.	Students to: (1) name four embroidery tools and their uses (2) list 2 sources of embroidery designs (3) transfer designs to fabrics (4) design and produce embroidery using any fabric.

CULTURAL AND CREATIVE ARTS
JS III
SECOND TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Opportunities for career dramatists	State ways dramatists affect the society	How they affect society: Each of them makes significant contribution to society	(1) Leads the class in a discussion on how their creative works impact society (2) Give names of notable Nigerians in each category	(1) Participate in the discussion of how dramatists impact the society. (2) Participate in class discussion of some dramatists they may know		(1) state two ways dramatists have impacted society. (2) give names of five popular actors/actresses in Nigeria.
9	Process of choreography	Students should be able to: (1) state the process a choreographer need employ to create a dance (2) creating dance pattern	Process of choreography: (1) Conception of the dance idea (2) Putting and arranging the movements by teaching the dancers	(1) Mentions and explains the process of choreography (2) Guides students to choreograph a 10 minute dance piece (3) Explains use of space and gestures	(1) Listen to the teacher and copy notes (2) Participate in the class exercise	Chalkboard/magic boards, text books note books, musical instrument or CDs players, dance outfits	Students to: (1) mention the process of choreography (2) create ten minute dance piece for presentation during a school programmes.
10	Prospects of studying dance in Nigeria	Student should be able to: (1) state the prospects of dance (2) discuss the prospects of dance	(1)Dance can be a good income earner for the government and the performer (2) It can also bring in foreign exchange when used in the tourism industry like carnivals	(1) States and explains to students the lucrative nature of dance (2) Leads the class in a discussion of the prospects of dance	(1) Listen to teacher's explanation and write notes (2) Participate in the class discussion on the prospects of dance	Text books, note books, chalk/magic boards	Students to: (1) list four prospects of dance (2) write a two pages essay on why they will either be dancers or choreographers.
11	REVISION						
12	EXAMINATION						

CULTURAL AND CREATIVE ARTS
JS III
THIRD TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Exhibition and display techniques II	Students should be able to: (1) define Museum and Gallery (2) mention types of Museum (3) explain the similarity and difference between Museum and Gallery (4) state the functions of a museum and gallery (5) state locations of museums in Nigeria (6) identify major objects found in the museums	(1) Define Museum and Gallery (2) Mention types of Museum: - Art Museum - History Museum - Natural History Museum - Applied Science Museum - Children Museum - Site Museum - War Museum (3) Similarities and differences between museum of gallery (4) Functions of museum and gallery (5) Locations of Museum in Nigeria - National Museum – Lagos - Jos Museum - Esie Museum - Ife, - Oru - Benin - Kano - Kaduna - Umuahia	(1) Guide students on the explanation of the meaning of Museum and Gallery (2) Illustrate the types of Museums through discussion with students (3) Leads students to visit galleries and museums (4) Explain the similarity and difference (5) Mention the functions of Museum/Gallery (6) Identifies the location of Museums in Nigeria to students (7) Explain major objects found in each museum to the students	(1) Listens to the explanation museum and Gallery (2) List types of Museums (3) Participate in Excursion of Galleries and Museums (4) Identify the difference and similarity of museum and gallery. (5) Listens to teacher explain the functions (6) Identifies locations of museums (7) Mention major objects found in each museum	Cardboard paper, pencils, rulers, pens, erasers, textile inks, stencils, razor, knife, brushes etc. Visit to galleries and museums, magazines, catalogues	Students to: (1) explain the meaning of Museum and Gallery (2) state 3 types of Museum (3) narrate the experiences of an excursion of a Museum and a gallery (4) mention the difference/similarity of Gallery and Museum (5) explain the foundations of museum (6) list three museum you know (7) mention three objects found in any three museum.

CULTURAL AND CREATIVE ARTS
JS III
THIRD TERM

SUB-THEME: CRAFT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Knitting and Crotcheting	Students should be able to: (1) explain the meaning of knitting (2) identify tools and materials used in knitting (3) make basic knitting stitches (4) explain the meaning of crocheting (5) list materials/tools used in crocheting (6) make basic crotcheting stitches	(1) Meaning of knitting (2) Materials and tools used in knitting (3) Basic knitting stitches e.g (i) pull (ii) knit (4) Meaning of crotcheting (5) Materials and tools used in crotcheting (6) Making of crotcheting stitches	(1) Explains the meaning of knitting (2) Display tools used in knitting (3) Guides students in basic knitting stitches (4) Explains the meaning of crotcheting (5) Displays materials/tools used in crotcheting (6) Demonstrates how to make basic crotcheting stitches	(1) Listen and ask questions. (2) Observe the tools used in knitting (3) Practice knitting (4) Listen to the teacher (5) Observe teacher do demonstration with tools/materials used in crotcheting (6) Practice making crotcheting stitches	Knitting pins, wool, knitting machine, thread, knitted garments like cardigan, socks etc. Crotcheting pins, wools, cotton thread, specimen of finished work	Students to: (1) mention four knitting tools (2) produce knitting stitches (3) display a finished knitting material (4) explain crotecheting (5) list five tools/materials used in crotcheting (6) practice crotcheting stitches (7) display finished work.
3	Batik work	Students should be able to: (1) state meaning of Batik (2) list materials/tools for batik (3) make batik work	(1) Meaning of Batik (2) Materials/tools for Batik work (3) Batik project (i) Technique (ii) Processes	(1) Explains how to do Batik work (2) Displays tools/materials for Batik work (3) Prepares fabric for Batik (4) Demonstrates how to make Batik work	(1) Observe and touch materials/tools for Batik work (2) Prepare Fabric with wax or candle (3) Dye fabric offer waxing and apply	Fabrics, wax, old newspapers, dye, stuff candle/wax, stove, water, pot, brush	Students to: (1) state the meaning of Batic (2) name five tools/materials for Batik (3) make batik project (4) display finished work.

CULTURAL AND CREATIVE ARTS
JS III
THIRD TERM

SUB-THEME: UNITY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Unity	Students should be able to: (1) explain the meaning of unity (2) the importance of unity (3) meaning of disunity (4) cause of disunity at home (5) advantages and disadvantages of disunity (6) describe how to maintain unity at home and society (7) show acts that encourage unity	(1) Meaning of unity (2) Importance of Unity (3) Meaning of disunity (4) Causes of disunity (5) Advantages and Disadvantages (6) How to maintain unity: - Be tolerant - Be fair to all - Be sincere - Be cautious - Be accommodating - Be honest (7) Demonstration of acts of unity	(1) Explains the meaning of Unity (2) Explains the importance of Unity (3) Explains meaning of disunity (4) Causes of disunity (5) Advantages and disadvantages of disunity (6) Guides students to suggest and discuss how to maintain unity at home, school and society. (7) Group students to write a play on how to maintain unity at home and society, emphasizing religious and cultural tolerance	(1) Discuss meaning of unity. (2) Discuss importance of unity (3) Practice knitting (4) Discuss meaning of disunity (5) Causes of disunity (6) advantages and disadvantages of disunity. (7) Write a play on how to maintain unity at home and society	The Nigerian flag, school flag, pictures of people United at a foot ball pitch, charts showing the president or governors speaking to the nation or state, charts, pictures showing united people	Students to: (1) explain meaning of unity (2) importance of unity (3) explain the meaning of disunity (4) mention four causes of disunity among people (5) mention four advantages and disadvantages of disunity (6) act a play that emphasize religious and cultural tolerance.

CULTURAL AND CREATIVE ARTS
JS III
THIRD TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Drama and development of rural community	Students should be able to: (1) state how drama and theater can be used to develop rural communities (2) setting a story line into drama (3) state how theatre can be used to develop rural communities (4) set a story line into drama (5) mention the career prospects for dramatists (6) state opportunities for career dramatists	(1) Definition of drama (2) Types of drama: (i) Comedy (ii) Tragedy (3) Advantages of drama (3) Definition of theatre (4) Uses of a theatre (5) Locations of theatre (6) Career prospects for dramatists: - Play rights - directors	Explains: (1) what drama for development stands for (2) what theatre for development stands for (3) to the students how to act (4) the prospects in building a career in drama	(1) Listen to the teacher and copy notes (2) Participate in class discussion (3) State how drama can help to solve some community problems (4) Listen to teacher's explanation and copy notes	Chalk board/magic boards, text books, note books	Students to: (1) state five uses of music (2) state four ways theatre can impact society (3) list two career prospects of any actor and a director
6	REVISION						
7 & 8	EXAMINATION						

PHYSICAL AND HEALTH EDUCATION
JS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Ball games I	Students should be able to: (1) explain hockey as striking game (2) demonstrate the basic skills and techniques involved in playing hockey	(1) Hockey game (2) Basic skills and techniques e.g. hit, stops, drive	(1) Explains the game hockey (2) Teacher demonstrates the basic skills and techniques of the games	(1) listen to teachers explanation about hockey games (2) Observe teacher's demonstration of the various skills	Hockey pitch Hockey stick Hockey ball Textbooks Film shows Charts, whistle IEC materials	Students to: (1) list and explain the various skills in hockey games. (2) list three values of the games
2.	Ball games II	Students should be able to: apply the rules and safety regulations governing the games	Rules and safety regulations	Explains the various safety rules and regulations of the game	Practice the various skills	Hockey pitch Hockey stick Hockey ball Textbooks Film shows Charts, whistle IEC materials	Students to: (1) mention three safety rules in hockey (2) list the essential official of the game and their duties
3	Ball games III	Students should be able to: (1) list the officials and their duties (2) draw and label the hockey pitch	(1) Felicities and equipment (2) Values of the game (3) Draw and label the Hockey stick, Hockey pitch	(1) Draws and label the hockey stick and hockey pitch (2) Mentions the officials and their functions	(1) Apply the various skill and techniques to games situation (class inter group competitions) (2) Identify the hockey ball, hockey stick and the pitch (3) State safety rules and regulation	Hockey pitch Hockey stick Hockey ball Textbooks Film shows Charts, whistle IEC materials	Students to draw and label the hockey stick and pitch

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Non-contact games I	Students should be able to: (1) recall the basic swimming strokes. (2) demonstrate the strokes. (3) mention the equipment in swimming (4) list various events for competition	(1) Swimming - Basic swimming styles (rowel, back stroke, butterfly etc.) (2) Swimming skills, swimming equipment (3) Gymnastics	(1) Explains and demonstrates basic skills in swimming styles (2) Explains the different competitions in swimming	(1) Listen to the teacher's explanation (2) Watch the demonstration	Swimming pool Play ground Whistle Swimming strokes Floating tubes Pictures Textbooks Charts Pictures Gymnastics mat	Students to: (1) list and demonstrate the various strokes in swimming (2) mention two equipment used in swimming (3) list various swimming competition and events
5	Non-contact games II	Students should be able to: (1) gymnastics (perform activities on the floor/mat) (2) classify gymnastics activities	Gymnastics e.g. stunts and tumbling e.g. forward roll, head stand and crab	List and discuss the duties of swimming and gymnastics	Ask and answer question	Swimming pool Play ground Whistle Swimming strokes Floating tubes Pictures Textbooks Charts Pictures Gymnastics mat	Students to list and perform five floor activities

PHYSICAL AND HEALTH EDUCATION
JS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Non-contact games III	Students should be able to: (1) explain the sequence of each of gymnastics skills (2) explain the value of gymnastic	(1) Walks, cat, wheel limp frog. (2) Floor activities: - classification of floor activities - values of floor activities	(1) Demonstrates strokes and tumbling e.g. forward roll, head stand and crab walks, cat, wheel limp, frog (2) Guides students to identify and classify floor activities	(1) Practice various swimming styles. (2) Practice the various floor activities	Swimming pool Play ground Whistle Swimming strokes Floating tubes Pictures Textbooks Charts Pictures Gymnastics mat	Students to explain four values of floor activities
7	Non-contact games IV	Students should be able to (1) list the officials in swimming and describe their duties (2) mention and observe safety rules in non-contact games	(1) Officials and their duties (2) Safety rules for non-contact games	Explain the values of floor activities	(1) Write the group of floor activities (2) Copy the chalk board summary	Swimming pool Play ground Whistle Swimming strunks Floating tubes Pictures Textbooks Charts Pictures Gymnastics mat	Students to: list 3 officials and their duties in swimming and gymnastics
8	Pathogens diseases and their prevention I	Students should be able to: (1) explain the nature of communicable diseases and their preventions. (2) explain the mode of transmission of communicable diseases	(1) Nature of communicable diseases - measles - mumps - malarial - Pneumonia etc. (2) Mode of transmission of the diseases	(1) Discusses the nature of communicable diseases (2) Discusses mode of transmission of communicable disease	(1) Narrate their experiences when they suffered from some of the communicable diseases (2) List some of the communicable diseases	Pictures Textbooks Flip chart Video clips	Student to: (1) explain nature of five communicable diseases (2) discusses the mode of transmission of two communicable diseases

PHYSICAL AND HEALTH EDUCATION
JS III
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Pathogens diseases and their prevention II	Students should be able to: (1) list the disease factors and causative agents (2) explain the various preventive and management measures	(1) Factor and causative agents (2) Prevention and manage non-communicable diseases - sickle cell - obesity - kwashiorkor etc.	(1) Explains factors and causative agents (2) Discusses preventive measures	(1) Identify factors and causative agents (2) Write the measures for preventive communicable diseases	Pictures Textbooks Flip chart Video clips	Student to: (1) state three ways of preventing communicable diseases (2) list two types of not communicable diseases
10	Pathogens diseases and their prevention III	Students should be able to: (1) explain the nature of non-communicable diseases. (2) state how to prevent non-communicable diseases	Nature of non-communicable diseases	(1) Describes the nature of non-communicable disease (2) Explain ways non-communicable diseases can be prevented	(1) Identify factors and causative agents (2) Recall teacher's explanation of the nature of non-communicable diseases. (3) List the ways non-communicable diseases can be prevented	Pictures Textbooks Flip chart Video clips	Student to: (1) describe the nature of non-communicable diseases. (2) list three non-communicable diseases. (3) list four ways non-communicable diseases can be prevented
11	REVISION						
12	EXAMINATION						

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Group/combined events I	Students should be able to: (1) mention and explain the two group of combined events (2) list the various events under each groups	(1) Classification as: a. pentathlon b. decathlon - Officiating NB. Exposure to practice of various events should be emphasized (2) List of various events under a. Decathlon b. Pentathlon	(1) Defines a. pentathlon b. decathlon (2) Demonstrates the various events under each	(1) Define pentathlon and decathlon (2) Practice the events	Charts, pictures, crossbar, the uprights, landing foam, the pole, video clips, video pole, measuring tapes, flags, pegs, javelin, the track, the jumping pits, the throwing pits, stop watches, measuring tapes.	Student to: (1) define pentathlon and decathlon (2) list two events under each. (3) state the differences between the two pentathlon and decathlon.
2.	Group/combined events II	Students should be able to: (1) state how combined events are competed for (2) mention safety rules	(1) The duration of the competition of decathlon and pentathlon a. Scoring the event (2) Facilities and equipment a. rules and regulations (3) safety rules	(1) Explains how the events are competed for and the duration for the competition. (2) Explains scoring in combined events. (3) Explains safety rules	(1) Listen to teacher's explanation and teaching (2) List safety rules	Charts, pictures, crossbar, the uprights, landing foam, the pole, video clips, video pole, measuring tapes, flags, pegs, javelin, the track, the jumping pits, the throwing pits, stop watches, measuring tapes.	Student to: (1) state how combined event are competed for (2) career guidance in physical education (3) mention two safety rules in: a. pentathlon b. decathlon

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Personal, school and community health I	Students should be able to: (1) list and explain the three determinants of health (2) list four characteristics of a healthy person	(1) Determinants of health (hereditary environment, life style) (2) Characteristics of a healthy person	(1) Explain how hereditary, environment and life styles affect health (2) present pictures of healthy and unhealthy life styles (3) Guide students to identify characteristics of a healthy person	(1) Describe hereditary traits and examples of unhealthy persons (2) Write down the characteristics of a healthy and unhealthy	Photographs Posters/chart Communication materials Textbooks Waste paper Baskets/refuse Bins, broom and rakes	Students to: (1) list and explain three determinants of health. (2) list four characteristics of a healthy person
4	Personal, school and community health II	Students should be able to: (1) explain the meaning of sewage and refuse (2) list five methods of sewage disposal	(1) meaning of sewage and refuse (2) Method of sewage disposal	(1) explain the meaning of sewage and refuse (2) Guide students to discuss methods of sewage and refuse disposal	(1) Explain ways of disposing sewage and refuse in their homes (2) Give examples of healthy and unhealthy environment (3) Excursion to dump sites and recycle centers	Photographs Posters/chart Communication materials Textbooks Waste paper Baskets/refuse Bins, broom and rakes	Student to: list any five methods of refuse disposal

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Personal, school and community health III	Students should be able to: (1) list three methods of refuse disposal (2) list sources of water supply	(1) Methods of refuse disposal (2) Source of water supply	(1) State the qualities of safe water (2) Illustrates with posters and explain different sources of water supply (3) Explains and demonstrates the qualities of safe water	Listen attentively to teachers explanations	Photographs Posters/chart Communication materials Textbooks Waste paper Baskets/refuse Bins, broom and rakes	Student to: (1) list any five methods of refuse disposal (2) list five some of water supply (3) list three qualities of safe water.
6	Personal, school and community health IV	Career guidance: name agencies promoting sports in Nigeria explain career opportunities in physical education	(1) Career guidance (2) Sport promotion agencies and bodies in Nigeria: a. Sport Associations b. NAPER.SD c. Nigeria institute of sport	(1) Guides students to list career guidance (2) Previews activities of sports and health promotion agencies	(1) List career opportunities (2) Listen to teacher and take notes (3) Copy chalkboard summary	Pictures Fillip charts Text books Posters Newspaper Magazine Video show Role play IEC material Specimen	Student to: list four consequences of teenage pregnancy
7	Family Health I	Students should be able to: (1) identify types of diseases and modes of transfer (2) identify disease vectors such as mosquitoes and houseflies	(1) Types of diseases and modes of transfer (2) Disease vectors a. Types of disease vectors	(1) Brings posters/pictures of diseased persons to the class (2) Discusses Vectors	Participate in class discussion and listen to guests lectures	Posters Pictures Films strips, video Clips, and charts Insecticides Oil/kerosene Samples of treated and untreated water	Students to: (1) list five types of disease (2) identify 3 disease vectors

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Family Health II	Students should be able to: define HIV/AIDS and STIs	STIs, HIV/AIDS	Guides the class discussion on: HIV/AIDS and STIs	Listen to teacher explanations	Posters Pictures Films strips, video Clips, and charts Insecticides Oil/kerosene Samples of treated and untreated water	Define STI HIV/AIDS
9	Family Health III	Students should be able to: (1) list examples of STIs (2) explain the consequences of contacting infections and diseases	(1) List examples of STIs, (2) Consequences of contacting diseases on individual, family society	(1) Guides class discussion (2) Mode of contacting infection	Ask and answer question	Posters Pictures Films strips, video Clips, and charts Insecticides Oil/kerosene Samples of treated and untreated water	Explain the consequences of contacting disease infections
10	Family Health IV	Students should be able to: (1) list ways of preventing infections and diseases (2) draw the life cycle of mosquito and other vectors. (3) state control measures	(1) Disease prevention sanitation - education-immunization-choice of life partner (2) Life cycle of the mosquito and other vectors (3) Control measures water drainage, insecticides, oil spreading/spraying	(1) Discuss the prevention method (2) Invites guest speakers to talk to learners about control measures	Copy the chalkboard summary	Posters Pictures Films strips, video Clips, and charts Insecticides Oil/kerosene Samples of treated and untreated water	(1) Mention 3 ways of preventing diseases (2) Draw the life cycle of mosquito and other vectors (3) State any three measures of controlling disease vectors
11	REVISION						
12	EXAMINATION						

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Contract Games I	Students should be able to: (1) explain taekwondo and basic techniques. (2) state importance of taekwondo. (3) state rules and regulations. (4) list officials in taekwondo.	(1) Taekwondo and basic techniques (2) Importance of taekwondo (3) Safety rules and regulations of officiating in taekwondo	(1) Explains taekwondo and basic techniques (2) Explains the importance of taekwondo (3) Explains safety rules and regulation in taekwondo	(1) Listen to teacher's explanation (2) State Importance of taekwondo (3) Mention the rules and regulation in taekwondo	Playing round Video lips Protective devices and gears Stop watches Charts Gong Textbooks Arts Pictures Posters	Students to: (1) explain the game of taekwondo (2) state the importance of taekwondo (3) state 5 rules and regulations of each in taekwondo (4) list officials and their duties
2.	Contract Games II	Students should be able to: (1) practice taekwondo skills (2) explain boxing and its basic techniques (3) list safety rules, regulations and officials of boxing and their duties (4) practice boxing skills	(1) Skills in taekwondo (2) Boxing and basic techniques (3) Safety rules regulations and officiating in boxing	(1) Demonstrate the skills in taekwondo (2) Demonstrates the basic skill in boxing (3) Explains safety rules and regulation in taekwondo (4) Supervises the student's activities	(1) Practice the skills in taekwondo (2) List safety rules in boxing (3) List safety rules and regulation in boxing (4) Practice the skills	Playing round Video lips Protective devices and gears Stop watches Charts Gong Textbooks Arts Pictures Posters	(1) Perform the skills in taekwondo correctly. (2) State three safety rules in boxing (3) List any two skills and techniques in boxing (4) State three safety rules and regulations in boxing (5) Perform the skills in boxing correcting

PHYSICAL AND HEALTH EDUCATION
JS III
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Personal, school and community health I	Students should be able to: (1) differentiate between drug use, misuse and abuse (2) list reasons for drug use, misuse and abuse (3) state health consequences of drug use, misuse and abuse (4) name ways drug abuse can be prevented among young people	(1) Meaning of drug use, misuse and abuse (2) Categories of drugs - prescription of drugs/medicines - non-prescription of drug/medicine - Gate way drug - Health consequences of drug misuse abuse - ways of preventing drug misuse and abuse among young people (3) Agencies/ organizations, promotion, health education in Nigeria e.g. NGOS, ministry of Health,	(1) Explains the difference between drug use, misuse and abuse - categories of drugs (2) Explains why drugs are misused and abused	Give reasons for drug misuse and abuse	Playing round Video lips Protective devices and gears Stop watches Charts Gong Textbooks Arts Pictures Posters	Students to: (1) list two reasons for drug misuse and abuse a. List three categories of drugs (2) distinguish between drug use, misuse and abuse (3) state four health consequences of drug abuse (4) state three ways drug abuse can be prevented
4	Personal, school and community health II	Students should be able to: (1) explain ageing (2) list life enhancing measures for and against ageing (3) explain death (4) state steps to support a dying person	(1) Personal Health description of ageing death (2) Life enhancing measure against ageing e.g. exercise, nutrition, rest and sleep (3) The cessation of life and all associated processed the end of an existence (4) Supporting dying grieving and ageing persons	(1) Discusses how to age gracefully (2) Explain the meaning of death (3) Discusses how to age gracefully	(1) Narrate/state experience with behavior of aged parents and relatives (2) participates in role playing	Pictures Flip charts Textbooks Posters Newspaper Magazine Video show Role play IEC MATERIALS Specimen	Students to: (1) state the meaning of ageing and death (2) state the meaning ageing and death (3) state the meaning of ageing and death (4) demonstrate how to cope with grief person
5	REVISION						
6	EXAMINATION						

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1.	Révision générale de travaux de JS2	1. L'apprenant serait capable de se rappeler de tout ce qu'il avait appris l'année passée 2. Il devrait mettre les actes de parole en communication quotidienne	Les travaux/sujets de JS 2	1. L'enseignant fait rappeler l'apprenant les sujets clés de JS 2 2. Il pose des questions pertinentes aux apprenants. L'enseignant avec l'apprenant corrigent les questions de l'examen passé	L'apprenant écoute et participe en répondant aux questions de l'enseignant	Les cahiers des apprenants Les cahiers d'exercices	1. Répondre aux questions de l'enseignant 2. Se corriger
2.	Décrire plus précisément - La physique - La personnalité - La position Sociale d'une personne	L'apprenant serait capable de décrire plus précisément : 1. La physique 2. La personnalité 3. La position Sociale d'une personne	Expressions utiles comme : Il/Elle a des yeux noirs, etc. Il/Elle a le nez long, etc. Il/elle est gentil(le)/désagréable méchant, etc. Il/elle est directeur (trice) de... Il/elle est gouverneur, etc. C'est le fils de.... C'est la sœur de.... Champs lexicaux : Les parties du visage, du corps Les traits de la personnalité Les liens familiaux Structures grammaticales : L'accord des adjectifs	A l'aide de photos (personnages, personnalités diverses), l'enseignant écrit les traits physiques d'une personne dans le détail Il écrit au tableau le vocabulaire correspondant. Ensuite, il demande à différents aux élèves de décrire ses collègues en classe en utilisant ce vocabulaire	L'apprenant écoute et suit l'enseignant. Il essaie de décrire son père ou sa mère ou n'importe membre de sa famille	Des photos Des images Des documents Des dessins Voir On y va 2 page 13	L'apprenant de décrire plus précisément : 1. Un/une membre de sa famille 2. Son/sa meilleur/ e ami(e) ou un professeur de son école en précisant le physique ; la personnalité et la position sociale

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3.	Parler des gens que l'on admire beaucoup Décrire les qualités admirables chez leurs camarades et leurs parents	L'apprenant serait capable de décrire 1. des gens que l'on admire beaucoup 2. Les qualités admirables	Vocabulaires et expressions liés aux qualités que l'on admire : bon, gentil(le), honnête, prudent, intelligent... Les verbes : aimer, admirer, adorer Des autres caractéristiques admirables charmant, chaleureux (se), sympathique, formidable, mignon(ne), fantastique adorable, magnifique	L'enseignant demande aux élèves de décrire leurs camarades et de dire ce qu'ils admirent chez eux : les questions doivent permettre la participation active des apprenants Il présente des photos des personnalités célèbres et attire l'attention sur leurs qualités admirables	L'apprenant doit parler des qualités admirables de leurs camarades et de leurs parents	Jeux de rôle, mimes Vidéos, Images, Les photos, personnes célèbres dans la société	De faire 1. des exercices des descriptions simples 2. Rappeler les adjectifs qui marquent les qualités admirables
4.	Expliquer ce que l'on fait habituellement	L'apprenant serait capable d'expliquer ce-que l'on fait habituellement	Que est-ce que vous faites tous les jours/d'habitude/habituellement/en général/généralement Chaque jour, je.... Qu'est-ce que vous avez fait hier ? Hier j'ai/je suis/je me suis.... Qu'est-ce que vous faites chaque semaine ? chaque semaine, je... Et la semaine dernière, qu'avez-vous fait ? La semaine dernière, j'ai... Chaque année, je... Dimanche dernière, j'ai.../je me suis.../je suis... Structures grammaticales Le passe compose ; L'opposition ente passe compose et présent.	1. L'enseignant explique ce qu'ila l'habitude de faire tous les jours et ce qu'il fait quelque fois 2. Il copie au tableau le texte d'une carte postale racontant une randonnée/un voyage. Le texte utilise des verbes au passé compose	L'apprenant écoute l'enseignant et participe activement en faisant les activités avec l'enseignant	Voir On y va 2, page 21	L'apprenant de 1. expliquer ce que l'on fait habituellement 2. Expliquer ce que l'on a fait la veille et le weekend précédent

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5.	Décrire un objet - Préciser ses composants - Expliquer son fonctionnement - Donner son mode d'emploi	L'apprenant serait capable de : 1. Décrire un objet en précisant ses composants 2. Expliquer son fonctionnement 3. Donner son mode d'emploi	Vocabulaire expressions utiles Il est comment ?... dimension, couleur, poids, aspect Il a plusieurs parties (un objet) Il est en quoi ? Il est en.... Il bois/fer/plastique/verre/ aluminium/ acier/bronze/or/argent il/Elle sert a' quoi ? A quoi ça sert ? ça sert a' + (infinitif) + comment ça marche/fonctionne ? Il fait d'abord + (infinitif) puis Il fait + (infinitif), Ensuite, il fait + (infinitif), etc. Champs lexicaux : L'utilisation, L'aspect, Les matériaux La mode de fonctionnement Allumer/éteindre. Mettre en route/en marche	A l'aide de photos ou de dessins, l'enseignant explique ce qu'il possède ou aimerait posséder. Il explique, pour chaque objet, son utilité, son utilisation, décrit son aspect, sa composition. Il demande ensuite aux apprenants ce qu'ils possèdent, et de décrire leurs objets	L'apprenant participe activement en décrivant quelques objets Jeu de rôles : une cliente demande à un commerçant comment fonctionnent les appareils qu'il vend	Des photos Des dessins Des images	De décrire certains objets comme : 1. une pompe à essence, un radio cassette, un ordinateur 2. D'expliquer leurs utilisation 3. De donner leurs modes d'emploi

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
6.	Comparer : Les tailles Les quantités Les qualités Les actions		Il/Elle est plus/moins/aussi + (adjectif) que... Il/Elle a plus/moins/autant de + (nom) que de ...il ? Elle + (verbe) plus/moins/autant/mieux/moins bien que Il/Elle + (verbe) aussi bien que... Il/Elle + (verbe) pas aussi bien que... C'est le/la plus + (adjectif) C'est le/la moins + (adjectif) C'est le/la meilleur(e) Champs lexicaux : La différence : de taille, de quantité, de qualité La comparaison	L'enseignant compare plusieurs élèves (le poids). Puis il désigne "le plus grand/lourd" ou le moins... Il compare ensuite plusieurs objets de la classe et désigne le plus/le moins neuf/usé/cher/bon marché/solide/fragile etc. Il pose des questions sur la caractère des élèves ou de personnes connues A partir d'une liste des verbes d'action (chanter, courir, lire, sauter travailler, manger, dormir, etc.) L'enseignant dit à la classe de faire des comparaisons du type : Il/Elle court plus vite que...	L'apprenant participe et suit l'enseignant en faisant toutes les activités	Les individus dans la classe Des photos Des dessins Voir On y va 2, page 23	L'apprenant de comparer 1. Les tailles des individus dans la classe et chez eux 2. Les quantités 3. et les qualités des choses

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7.	Employer les expressions de s'exprimer les sentiments	L'apprenant serait capable de s'exprimer en utilisant : 1. J'ai honte de... 2. J'ai peur de... 3. J'ai horreur de – etc.	Avoir + peur de... Avoir + honte de... Avoir + horreur de... Voilà quelques phrases possible : ma mère a peur que je me sente seul, J'ai horreur de prendre des médicaments ; J'ai peur qu'il soi malade ; Je crains que ce soit grave, C'est (il est important de...etc.). J'ai honte de vous voir ici J'ai peur de l'accident/de bandits/de serpents J'ai horreur de la solitude	L'enseignant aide les apprenants à découvrir ces expressions et à les utiliser correctement dans les situations de communication authentique	Les apprenants appliquent ces expressions dans leurs expérience de la réelle	Jeu de rôle dialogue	Exercices de manipulation et de production orale et écrite
8.	Identifier les étrangers	L'apprenant serait capable de : 1. Connaître les personnes familières 2. d'identifier les étrangers 3. de discuter des vices sociaux	Vocabulaire et expressions utiles : Personnes familières, étrangers, un ami, un homme honnête, un terroriste, un voleur à main armée, un kidnappeur, un trafiquant	L'enseignant décrit les personnes familières réelles ; il donne des conseils aux apprenants comme celui d'éviter la fréquentation de personnes nuisibles	L'apprenant écoute, écrit et parle des expériences quotidiennes dans communauté, des rencontres avec les personnes qui peuvent nuire à leur bien-être.	Images Photos Vidéos Document authentiques (journaux, etc.)	1. L'apprenant doit faire des exercices qui comprennent l'identification des étrangers 2. Jeux de rôles

**FRENCH
JS III
PREMIERE TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9.	Identifier les choses nouvelles dans la communauté	L'apprenant serait capable de parler des choses nouvelles dans la communauté	Vocabulaires et expressions utiles : le pont, les routes, l'électricité, le commerce, les usines, la banque, la sante La communication (radio, téléphone, télévision, technologie) L'éducation	L'enseignant présente les évidences du développement ; il explique les mots à partir des images, photos, etc.	L'apprenant écoute, répète et écrit	Images, photos, vidéos, autres documents	Associer les mots aux aspects du développement Des exercices de vrai/faux
10.	Décrire les grandes fêtes de la communauté et du pays	L'apprenant serait capable de parler des fêtes principales dans : 1. Sa communauté 2. Son pays	Vocabulaire/Expressions tel que : Chez moi/nous, une grande animation, les encêtres, les superstitions, les spectacles, beaucoup à manger et à boire, s'amuser au passe, depuis longtemps, le roi du village, le chef le palais etc. Communauté	L'enseignant guide l'apprenant de parler des fêtes locales et nationales en présentant des énonces modèles, comme jour del' independance	L'apprenant suit attentivement les exemples de l'enseignant qui se sert des mots et des expressions signalés. Il reproduit et adapte	Jeux rôles, mime, dialogue	Exercices de réadaptation, de production orale et écrite

**FRENCH
JS III
DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1.	Dater et Mesurer le temps	1. L'apprenant serait capable de : - Dater un événement en précisant - la date - le mois - l'année 2. Situer un événement par rapport au présent	Vocabulaire et expression Le repérage dans le temps Expressions comme : Aujourd'hui c'est lundi, demain, c'est... Après midi c'est... Dans trois jours c'est Hier/avant-hier c'était... Qu'est-ce que vous avez fait ? Il ya combien de temps ? Vous êtes nez quand ?	L'enseignant montre la date et demande aux apprenants dans premier temps ce qu'ils ont fait il y a deux jours à l'aide d'un calendrier Il fait dater des événements passés	Les apprenants écoutent le professeur et puis racontent ce qu'ils ont fait la semaine précédente	On y a va 2 unité 2, page 4,5, et 6	Ecrivez ce que vous avez fait pendant les vacances
2.	Raconter sa journée	L'apprenant serait capable de dire à ses amis ce que il a fait dans la journée Les activités de la journée	Vocabulaires et expressions verbe d'action - Noms de lieux vocabulaire lie aux choix des activités dans la journée Expression comme : - Chaque semaine - Aujourd'hui, J'ai bien travaillé Je suis allé au cinéma - J'ai regardé un film drôle	L'enseignant raconte aux apprenants ses activités de la journée hier	Les apprenants écoutent le professeur	On y va 2 ; page 35	Rédigez un petit texte par raconter ce que vous avez fait pendant la journée

**FRENCH
JS III
DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3.	Rapport un fait récent - ce qu'on a fait le weekend précédent	L'apprenant serait capable de : - Expliquer ce qu'on a fait la veille le week-end précédent	Vocabulaires expressions Les incidents Ce qui s'est passé récemment - Qu'est-ce qui c'est passé ? Je viens de... - il y a long temps ? - Non je viens de... - à vient de ce passe	Le professeur mime un incident et demande aux apprenants d'expliquer ce qui vient de passer	La classe, divisée en groupe, imagine des accidents, l'enseignant joue le rôle d'un journaliste. Il enquête au près des apprenants pour savoir ce qui s'est passé.	On y va 2 page 18 - Le dialogue on y a page 2 et 6	Racontez-moi ce qui s'est passé pendant la nuit
4.	Comprendre un récit, écrire son journal	L'apprenant serait capable de : - comprendre un récit ou un fait divers - Ecrire son journal	Vocabulaires et expressions - les faits divers - Qu'est-ce s'est passé Qui ? Quoi ? Quand ? Combien Comment ? Pourquoi	L'enseignant choisit des faits divers dans des journaux Francophone. Chaque groupe d'élèves lit et commente un fait divers puis le présente à la classe.	Les apprenants écrivent sur leurs cahiers et corrige la langue	On y va 2 pages 28 et 38	Lisez les deux passages "Le francophone " et "Les bleus" et répondez des questions suivantes
5 et 6	Faire des projets - Futur proche	L'apprenant serait capable de : - dire ce que l'on fera plus tard	Vocabulaires et expressions Les noms de métiers - Qu'est-ce que tu feras ? - plus tard.... - Dans six ans... - la semaine prochaine.... - Quand je ferai.... - Quand j'aurai 30ans... - Je serai médecin - Je serai avocat - Je voyagerai a' Londre	Le professeur dit aux apprenants ce qu'il fera puis tard. Il explique les éléments de futur proche Quand + futur	Les apprenants écoutent le professeur, plus dialogue du type - moi plus tard - je serai professeur et toi ? - moi je serai docteur - moi je serai...	On y va 2 page 40, 41, 42	Ecrivez ce que vous voulez devenir

**FRENCH
JS III
DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7.	Raconter ce qui s'est passé	L'apprenant serait capable de rédiger un rapport ou un compte rendu de ce qui s'est passé	Vocabulaires et expressions Le passe compose des verbes aller, regarder, manager, mettre, ajouter, etc. emploi des expressions qui aident à situer les événements d'abord, au début, puis, et puis, ensuite, à la fin, enfin, etc.	Le professeur propose un événement au passe (ex : Hier au marche) et se sert des verbes/expressions appropriées pour en parler.	L'apprenant écoute et répète selon les consignes du professeur pour lui permettre de raconter sa propre expérience	- On y va page 79 - photos, images - vidéos - actualités télévisions - On y va 3 page 41	Exercices qui consistent à rédiger de petits rapports d'une visite, d'un rêve etc.
8.	Écrire une lettre d'amitié (informelle)	L'apprenant devrait être capable de rédiger une simple lettre à un(e) ami(e) à un membre de la famille	Vocabulaires et expressions utiles : Une introduction : Cher/chère, salut John, cava ? Tu va bien ? Et ton travail ? Le corps du message parler de ses ami(e), se loisirs, inviter quelqu'un pour le week-end, une fête anniversaire, etc. La conclusion : Bien à toi, Je t'embrasse, Bien des choses, À bien tôt, J'attends ta réponse, etc.	Le professeur emploie les éléments indiqués dans le contenu pour rédiger une lettre. Il attire l'attention sur la date et la position la droite, une limitée au lieu d'adaptation de celui/celle qui écrire	L'apprenant suit le modèle du professeur pour rédiger une lettre sur un sujet simple	Manuel de classe, une lettre authentique On y va 2 page 75, page 6	L'apprenant copie une lettre modèle et puis l'adopte à ses besoins

**FRENCH
JS III
DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9.	Employer les expressions J'ai honte de, j'ai peur (de), J'ai horreur (de), etc.	L'apprenant devrait être capable d'employer les expressions telles que : J'ai peur de, J'ai honte de, etc.	Ma mère a peur que je me sente seul, J'ai horreur de prendre des médicaments, j'ai peur qu'il soit malade, J'crains que ce soit grave, c'est (il est) important de... etc. J'ai honte de toi J'ai peur de la mort J'ai peur de lion	Le professeur aide les élèves de découvrir ces expressions et les utiliser correctement dans les situations de communication authentique	Les élèves appliquent ces expressions dans leurs expériences dans la vie réelle	Jeu de rôle, dialogue on y va 3 page 69	Exercices de manipulation et de production orale et écrite
10.	Parler des gens que l'on admire beaucoup	L'apprenant serait capable de décrire les gens qu'il admire beaucoup	Vocabulaires et expressions liés aux qualités que l'on admire bon, gentil(le) honnête, prudent, intelligent, travailleur (se), souriant(e) Les verbes aimer, admirer, adorer	L'enseignant présente les photos des personnalités célèbres et attire l'attention sur leurs qualités qu'ils admirent	Par groupe, les apprenants font une rédaction de quelque mot sur les personnalités qu'ils admirent	Les photos de personnes célèbres dans la société	- Décrire personnes célèbres dans la société - Rappeler les adjectifs qui marquent les qualités admirables

**FRENCH
JS III
TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1.	- Nommer les maladies - Les parties du corps	L'apprenant serait capable de - identifier les parties du corps	Les maladies courantes Le paludisme, la fièvre, la jaune, la dysenterie, la cholera, la grippe, la rougeole, les diarrhées, le SIDA, etc. Les parties de corps : La tête, les cheveux, le nez, l'œil, (les yeux) la bouche, l'oreille (les oreilles) le cou, les épaules, etc.	L'enseignant fait la démonstration des douleurs associées à certaines maladies. Il nomme les maladies et les parties du corps	Cheque apprenant observe et fait des démonstrations pareilles. Ils nomment les maladies ensuite.	Un dessin qui montre les parties du corps, des photos pertinentes - On y va 2, page 68, 69 et 70	Exercices d'application où on dit la où on a malade
2.	Discuter les causes des maladies - Quelques conseils pour les combattre	L'apprenant serait capable de : dire les causes de certaines maladies ou douleurs habituelles - Savoir quelques conseils pour les combattre	Les causes : Les moustiques (paludisme) L'eau sale (cholera) Nourriture gâtée (diarrhée) froid (grippe) trop de travail (fatigue) - Le conseil= Le paludisme Il faut d'abord se protéger contre les moustiques, et prendre des médicaments - la rougeole : Il faut vacciner tous les petits enfants etc.	L'enseignant explique aux apprenants les causes des maladies diverses, il demande leurs idées sur le sujet discuté Qu'est-ce qu'il faut faire pour éviter une maladie donnée ?	Les apprenants donnent leurs idées par rapport à leurs expériences dans la vie	On y va 2 pages 70, et 74 Photos des situations de maladies variées, expérience personnelles des apprenants	Exercices d'application où on dit la cause de certaines maladies ou douleurs

**FRENCH
JS III
TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3.	Dire l'importance de l'hygiène	L'apprenant serait capable de mentionner l'importance de l'hygiène	Mots et expressions utiles éviter les maladies, balayer, sale, pollution bonne sante, longue vie, faire des économies, développement rapide, protéger la famille, laver les aliments, faire cuire la nourriture	L'enseignant présente les avantages de l'hygiène et dit comment assurer l'hygiène dans la maison	Les apprenants disent ce qu'il faut faire pour assurer l'hygiène de l'école, de la nourriture, des dents, des mains, des vêtements et de l'ensemble du corps	Documents authentiques, des photos illustratives On y va page 74	Exercices de récapitulation de faux/vrai d'association projets de débats
4.	Parler des professionnels de la sante - Parler de professionnel d'autre profession	L'apprenant serait capable de parler des Professional de la santé - parler de Professional d'autres professions	Quand on mal aux yeux, on voit l'ophtalmologiste Et le dentiste, quand on mal aux dents. Le médian généraliste le chirurgien, le spécialiste, le psychiatre, l'infirmier (ère) et - l'architecte = dessins des plans - le juge : Elle travaille au palais de justice etc.	Chaque maladie a des spécialistes qui s'en occupent Quand on est malade, il faut se rendre chez ces spécialistes même avec des autres professions.	Les apprenants par groupes font les mimiques des maladies et se rendent Chez les professionnels dans une situation de jeu de rôle	Le poster des professionnel liés à la sante et ce qu'ils font comme métier Les posters d'autres professionnels et ce qu'ils font On y va 2, page 41	Exercices de manipulation et de production écrite sur des situations liées aux professionnels de la santé et d'autres professionnels.

**FRENCH
JS III
TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5.	- Nommer les sports principaux - Expliquer l'importance du sport	L'apprenant serait capable de nommer le sport - dire pourquoi on fait du sport	Les vocabulaire/expressions utile : la boxe, le pingpong, le football, le tennis, le judo, le karaté, la natation, la lutte, l'athlétisme, etc. Les avantages de sport : sante ; amitié, discipline, honnêteté, concurrence ; voyages, etc. Les expressions utiles : grâce au sport... le sport favorise/encourage/aide, donne...	Le professeur conduit l'apprenant à savoir nommer, identifier les sports principaux pratiqués au Nigéria, Il présente aussi en français simple les avantages de faire du sports.	Les apprenants explique son expérience relativement aux activités sportives qu'il pratique. Les apprenants propose les type de sports qu'il aime et présente les avantages de chaque type.	Divers équipements du sport : Tennis, ballon, bottes, gants, etc	Exercices de énumération de production orale/écrite.

COMPUTER STUDIES
JS III
FIRST TERM

SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Computer career opportunities I	Students should be able to draw a list of career opportunities associated with computer usage	Computer professionals: - computer manager - system Analyst - programmers - computer educator - computer engineers and technicians - operators	Displays the pictures of different computer professionals	Examine the pictures of charts, and identify the computer professionals	Picture/charts showing different computer professional at work	Students to: list four computer professions
2	Computer career opportunities II	Students should be able to: 1. state the functions of each of those professionals 2. list the qualities of good computer professionals	1. Functions of each of those professionals 2. Qualities of good computer professionals	1. Leads the students to identify each of their functions 2. Leads students to identify the qualities of good computer professionals	1. Observe each of their specific responsibilities 2. State the qualities of good computer professionals	Picture showing the function of professionals	Students to: 1. state three functions of each of those professionals 2. list four qualities of a good computer professional
3	Computer career opportunities III	Student should be able to list the qualities of good computer professionals bodies	Computer professional bodies: - nigeria computer Society (NCS) - institute Management (IMS) - computer Professional Registration Council of Nigeria (PRN) - information Technology Association of Nigeria (ITAN) - Nigeria Internet Group (NIG)	Leads students to identify the professional bodies to which a computer professional can join	Listen to the teacher's description of professional bodies	Picture/charts showing different computer professionals at work	Students to: list four computer professional bodies

COMPUTER STUDIES
JS III
FIRST TERM

SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Computer career opportunities IV	Students should be able to state the function of each of the computer professional bodies and association	Functions of each of the computer professional bodies and association	Lead students to describe the functions of computer professional bodies	Listen to teachers description on functions of computer professional	Picture/charts showing different computer professionals at work	Students to: state four functions of each of the computer professional bodies and association
5	Computer viruses I	Students should be able to: 1. state the meaning of a computer virus 2. state types of computer viruses 3. list examples of computer virus	1. Meaning of computer virus. 2. Types of computer virus: - boot sector - executable file virus attack on document Examples of viruses: Trojan horse, logic Alabama virus, Christmas virus	1. Guide the students to define a computer virus. 2. Leads the students to identify types of computer viruses and how they are contracted 3. Guides the students to identify anti-virus software	1. Participate in the class discussion 2. Note the sources through which a computer can be infected with a virus 3. Note how computer viruses can be detected	1. Pictures of anti-virus packages 2. Computer system with anti-virus software installed	Students to: 1. define the term computer virus 2. list two types of computer virus 3. list four examples of computer virus
6	Computer viruses II	Students should be able to state sources through which a computer can be infected	Source of viruses: - infected diskettes - Infected CD-ROMS; -e-mail - internet downloads - illegal duplication of software	Guides the students to identify sources through which a computer can be infected with a virus	Load and run anti viruses on a computer system	1. Pictures 2. Video showing how to load and run anti virus on a computer system	Students to: give three sources through which a computer can be infected with a virus

COMPUTER STUDIES
JS III
FIRST TERM

SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Computer viruses III	Students should be able to state warning signs of a virus	Virus warning signs: - slowing down of response time - presence of tiny dots - wandering across the screen - incomplete saving of file - corruption of the system set-up instructions. - appearance of strange characters	Leads the discussion on warning signs of a virus	Identify virus warning signs	1. Pictures 2. Video showing how to load and run antivirus on a computer system	Students to: state three warning signs of a computer virus
8	Computer viruses IV	Students should be able to list anti-virus software available for use with a virus	Virus detection (Antivirus) - Norton Anti-virus - MCAFEE Virus scan - Dr. Solomon's Took kit, etc.	Guides the students to demonstrate how computer viruses can be detected	Listen and describe how computer viruses can be detected	1. Pictures 2. Video showing how to load and run antivirus on a computer system	Students to: describe how computer viruses can be detected.

COMPUTER STUDIES
JS III
FIRST TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Internet I	Students should be able to Identify internet search engines	Examples of search engines: -google.com - Mama.com - ask.com - Yahoo.com	Takes students to computer laboratory, cyber café or download websites into flash disk	1. Visit computer laboratory or cyber café 2. Watch teacher's demonstrations search for information using different search engines	1. Computer laboratory 2. Cyber café	Students to: name three internet search engines
10	Internet II	Students should be able to: 1. state specific uses of the search engines 2. use the search engines to obtain information and download materials on the internet	Uses of search engines	1. Guides the students to: - identify internet search engines and their specific uses -use the search engines to obtain information - download information from the internet into diskettes or flash disk 2. gives students project on HIV/AIDS and Voter Education Handbook (VEH), etc.	Execute the projects e.g students to go to cyber café and download information on -HIV/AIDS prevention/ prevalence and cure; - Voter Education Handbook (VEH)	1. Off line downloaded web sites 2. Website address of NACA and other organization and NGO working on HIV/AIDS	Students to: 1. state specific uses of the search engines. 2. use search engines to obtain information 3. download information from internet into diskettes and flash disks
11	REVISION						
12	EXAMINATION						

COMPUTER STUDIES
JS III
SECOND TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Digital Divide I	Students should be able to: 1. explain the meaning of digital divide 2. differentiate between old and new economy	1. Concept of digital divide 2. Features of old new economy: - Time consuming - Labour based - Mechanical - Constrained by space, time & distance, etc.	1. Explains the concept of digital divide and its benefit 2. Guides class discussion on the features of old and new economy	1. Listen to teacher's explanations 2. Ask and answer questions	Relevant text books	Students to: 1. define digital divide 2. state three distinguishing feature between old and new economy
2	Digital Divide II	Students should be able to state features of new economy	Feature of new economy: - Digital - Time, space & distance is irrelevant - Technology driven - knowledge based, etc.	1. Give students assignments to visit the following website: www.eprimers.org www.nitda.org www.apdip.net 2. Download information or digital divide from the website	Participate in class discussion	Website addresses	Students to: state three features of new economy
3	Digital Divide III	Students should be able to: 1. explain the limitation of the old economy 2. state the benefits of new economy	1. Limitations of the old economy 2. Benefits of new economy: - low capital to start business - create new jobs, etc.	1. Guides class discussion on the limitation of the old economy. 2. Guide class discussion on the benefits of the new economy	1. Visit the given website addresses and downloads relevant information. 2. Identify the benefits of new economy	Computer system connected to the internet	Students to: 1. state three limitation of the old economy 2. list four benefits of the new economy
4	Database I	Students should be able to Explain the following database terminologies (fields, record, file, and key)	Database Terminologies: - fields - records - file - database - key, etc.	Explains the meaning of fields, records, file, database and keys	Listen to teacher's explanation	Record books, result sheets, pack of library cards, etc.	Students to: explain basic in database terms

COMPUTER STUDIES
JS III
SECOND TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Database II	Students should be able to: 1. identify various forms of database. 2. start and open an existing database. 3. input, store and retrieve information from a database application	Forms of Database: - Flat file - Hierarchical - Relational, etc.	1. Explain the forms of database. 2. Displays a chart to show forms of database 3. Writes notes on a chalkboard for the students to copy	Copy chalkboard summary into their notebooks	Charts showing found of database	Students to: 1. mention three forms of database 2. explain how to start and open an existing database 3. input, store and retrieve information from database application package
6	Spreadsheet packages I	Students should be able to name some spreadsheet application package	Examples of spreadsheet package (Excel, LOTUS 123, STATVIEW, etc)	1. Leads students to the computer lab. 2. Guides students to name various spreadsheet packages	Watch teacher's demonstrations	Computer system	Students to: 1. name three spreadsheet packages
7	Spreadsheet packages II	Students should be able to state the uses of the spreadsheet packages	Uses of spreadsheet packages: - preparation of daily sales; - budget - examination results	Guides students through an examination/test result sheet	Participate in class discussion	Spreadsheets packages	Students to: state two uses of the spreadsheet packages
8	Spreadsheet packages III	Students should be able to describe the general features of spreadsheets packages	Spreadsheet features and terminologies: - Row - Column - Cell - Worksheets - Chart - Data range, etc.	Guides students to describe the general features of the packages	Practice loading exiting from a spreadsheets packages	System unit	Students to: mention five features of spreadsheet packages

**COMPUTER STUDIES
JS III
SECOND TERM**

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Spreadsheet packages IV	Students should be able to load and exit spreadsheet packages	Loading and exiting spreadsheet packages	Guides students to load and exist spreadsheet packages	Practice loading exiting from a spreadsheet package	Spreadsheets packages	Students to: load and exit spreadsheet packages
10	Practical	Students should be able to load and exit spreadsheet packages	Practical work: use spreadsheet packages to load and exit	Leads students to use the spreadsheet packages to load and exit	Practice how to use spreadsheet package to load and exit	Spreadsheet packages	Students to: load and exit spreadsheet packages
11	REVISION						
12	EXAMINATION						

COMPUTER STUDIES
JS III
THIRD TERM

SUB-THEME: COMPUTER APPLICATION PACKAGE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Worksheets I	Students should be able to: 1. open, enter, edit and save data in a worksheet 2. format text cells and columns in a worksheet	Worksheets - starting worksheet - data entry - editing - saving - retrieving worksheets - formatting worksheets (text, cell and columns, naming etc)	1. Demonstrates: - opening a worksheet - entering data into a worksheet - editing - deleting, and - saving data on a worksheet 2. Guide students to format text, cells, rows and columns in a worksheet	1. Watch teacher's demonstrations. 2. Practice data entry, editing, deleting and saving data n a worksheet. 3 Practice formatting text, cells and columns in a worksheet	Computer system with spreadsheet package installed.	Students to: 1. open a worksheet 2. enter data into a worksheet 3. format text, cell, rows and columns in a worksheet
2	Worksheets II	Students should be able to perform simple calculations	Calculations - addition - average - counting - multiplication - division, etc.	1. Guides students to practice simple calculations with spreadsheet. 2. Gives students practice exercises and correct their work	1. Practice simple calculations with spreadsheet 2. Practice given exercises	Relevant textbooks	Students to: solve simple mathematical problems using spreadsheet packages
3	Worksheets III	Students should be able to print data from worksheets	Printing of worksheets	Guides students print data from worksheets	Practice printing data from worksheets	1. Printer 2. Papers	Students to: print data from a given worksheets

COMPUTER STUDIES
JS III
THIRD TERM

SUB-THEME: COMPUTER APPLICATION PACKAGE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Graphs I	Students should be able to construct standard graphs and charts from given records in a worksheet	Creating graphs: - Line graphs - Histograms - Pie-charts - Legends, etc.	1. Guides students to identify and select data range and areas for graph construction 2. Demonstrates the stages of graph construction from records in a given worksheet	1. Watch teacher's demonstrations ask and answer questions 2. Practice graph construction using data in a given worksheet	Computer system With spreadsheet packages installed	Students to: 1. state the range and axis of data in a given worksheet; 2. create standard graphs and charts from the data.
5	Graphs II	Students should be able to: 1. edit and format the graphs and charts; 2. identify and select data range and area for graph constructing	1. Editing graphs 2. Formatting graphs: - Line graphs - Histograms - Pie-charts - Legends, etc.	1. Gives students Practice exercises. 2. Moves around to assess students and give necessary assistance, Note: use available data on HIV/AIDS prevalence and consequences for the practice exercises	Do the given exercises, print and discuss their results	1. Printers 2. Papers	Students to: edit and format their graphs and charts.
6	REVISION						
7	EXAMINATION						

AGRICULTURAL SCIENCE
JS III
FIRST TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of packaging and packaging criteria I	Students should be able to: (1) state the meaning of packaging. (2) mention packaging criteria.	(1) State the meaning of packaging (2) Packaging criteria: -nature of produce (Liquid, powder or solid and shape).	Guides students to state the meaning of packaging.	Participate in class discussion.	Samples of locally available packaging items.	Students to: state the meaning of packaging.
2	Packaging criteria II	Students should be able to: (1) state packaging criteria. (2) explain packaging criteria.	Packaging criteria contd. -Live or frozen or dry stock -Distance to market	Guides class discussion on choice of packaging materials.	Partake in providing information on packaging items they have seen before	Samples of locally available packaging items e.g. egg trays perforated boxes, palm fronds cages, and baskets, wooden boxes etc.	Students to: (1) give reasons for packaging. (2) state the criteria for packaging.
3	Characteristics of agricultural produce	Students should be able to: (1) mention the characteristics of agricultural produce. (2) explain the nature of agricultural produce.	Characteristics of agricultural produce: (1) bulkiness (2) seasonal (3) highly perishable (4) most are not consumable in their raw form etc.	Display some agricultural produce to show their true nature.	Observe and describe what they observe.	(1) Yam tuber (2) Tomato (3) Onion (4) Milk (5) Potatoes (6) Piece of meat	Students to: (1) state four characteristics of agricultural produce. (2) list four crops that is bulky in nature.
4	Reason for packaging	Students should be able to: (1) state the reasons for packaging. (2) explain why different produce require different choice of packaging.	Reasons for packaging: (1) for convenience (2) Give nutritional information. (3) maintain food safety. (4) minimize environmental impact (5) protection/preservation (6) extend shelf-life etc.	Provides different packaging materials and give reasons for their use.	(1) Participate in class discussion. (2) Mention some of the reasons for packaging.	A poster showing how different agricultural produce are packaged.	Students to: give four reasons for packaging.

AGRICULTURAL SCIENCE
JS III
FIRST TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Factors that influence the choice of materials for packaging I	Students should be able to: (1) identify what influences the choice of materials to use in packaging farm produce for sale. (2) give examples of some types of packaging materials in agriculture.	Factors that influences choice of materials for packaging: -bulkiness. -live or frozen or dry stock. -distance to market.	Guide class discussion on what influences choice of material for packaging farm produce.	Partake in providing information on packaging items.	Displays of locally available packaging items	Students to: state four factors that influence the choice of materials for packaging.
6	Factors that influence the choice of materials for packaging II	Students should be able to give examples of some types of packaging materials in agriculture.	Examples of packaging items: -boxes -drums/barrels -cages -polythene -trays	(1) Explain the nature of agricultural produce. (2) Display some packaging items. (3) Give detail board summary.	Partake in packaging of some agricultural produce	Display items like, boxes, drums, cage, polythene bags.	Students to: list four examples of local packaging items.
7	Definition of pricing factors that determines price of agricultural produce I	Students should be able to: (1) define pricing. (2) mention factors which determine the price of agricultural produce.	(1) Definition of pricing. (2) Price determinants: -cost of production -quality of produce -quality of produce	Facilitate class discussion on composition of produce prices.	Describe what price of agricultural produce is composed of.	Charts of sellers and buyers in market place.	Students to: (1) explain what pricing is all about. (2) why pricing is important.

AGRICULTURAL SCIENCE
JS III
FIRST TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Factors that determines price of agricultural produce II	Students should be able to mention factors which determine the price of agricultural produce.	Price determinants: -forces of demand and supply -seasonal produce	Discussion on composition of produce prices.	Explain the components of price of agricultural produce.	Charts of sellers and buyers in market place.	Students to: list five factors which influence price of form produce.
9	Factors that determine price of agricultural produce III	Students should be able to: (1) explain how demand and supply affect price. (2) identify why there is sudden rise or drop in price.	(1) Factor that determine price of agricultural produce. (2) Force of demand and supply. (3) Market price.	Guides classroom discussion on how price changes as a result of demand and supply.	Participate in class discussion on demand and supply.	Posters and charts on market situation	Students to: (1) explain how demand affect price (2) explain how supply affect price
10	Factors that determine price of agricultural produce IV	Students should be able to: (1) how market price affect agricultural produce supply to the market. (2) the ways seasons affect price of agricultural produce.	Factors that determine price of agricultural produce: -market produce -seasonality of produce.	Facilitates class discussion on producer prices.	Copy board summary.	Charts of sellers and buyers in market	Students to: state how seasons affect agricultural produce.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
JS III
SECOND TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of farm records and uses of farm records	Students should be able to: (1) explain the meaning of farm records in agriculture. (2) state the importance of farm records in agriculture.	(1) Definition of farm records. (2) Uses of farm records: -to monitor the progress of the business.	(1) Display different types of farm records. (2) Explain uses of farm records.	Partake in class discussion of uses of farm records.	Specimens of farm records.	Students to: define farm records.
2	Types and uses of different farm record I	Students should be able to: (1) list the different types of farm records. (2) explain the types of farm records.	Types and uses of the different farm records: -farm diary -farm inventory -input records -production records	Invites a farm manager to explain more on the uses of farm records.	Discuss on why a farm should keep records and the benefits.	Pictures of different records.	Students to: (1) state reasons for keeping farm records. (2) explain five uses of record.
3	Types and uses farm records II	Students should be able to: (1) describe content of some farm records. (2) sketch sales record and profit and loss account.	Types and uses of farm records: -consumption records -sales records -profit and loss account.	(1) Sketch different farm records. (2) Discuss the uses of farm records.	Participate in discussion on uses of farm records and their importance.	(1) Display farm record. (2) Pictures of farm records.	Students to: (1) state two importance of sales record. (2) identify different records.
4	Computer aided farm records and its benefits	Students should be able to describe the computer aided farm records and its benefits.	Computer aided farm records and its benefit.	Presents computer/laptop display of farm record.	Observe and operate a computer.	(1) Computer/laptop. (2) Diagram of a computer.	Students to: state three benefit of computer aided records.

AGRICULTURAL SCIENCE
JS III
SECOND TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Definition of book keeping and examples of book kept for accounts	Students should be able to: (1) state the meaning of book keeping. (2) give examples of books of account.	Definition of book keeping. -Keeping account of financial activity of an enterprise.	Discussion on different books kept in the farm	Copy board summary	Display books of account	Students to: define book keeping.
6	Source documents for journals	Students should be able to: (1) list source documents. (2) state importance of source documents.	Source documents: -sales invoice -purchase invoice, -returns inwards -returns outwards	(1) Display some source documents. (2) Present journals.	Study charts and journals.	Journals	Students to: state three source documents.
7	Journal preparation	Students should be able to: (1) identify source documents. (2) prepare journal from source documents.	Journal preparation: -sales journal, -purchase journal -specialized journals - returns inwards journals. -returns outwards journals etc.	Discuss source documents and journals.	Participate in discussion on source documents and journal preparation.	Sales invoice, -Purchase invoice -Returns inwards -Returns outwards	Students to: prepare a journal using sales and purchase invoice documents.
8	Meaning of stock and people involved in stock exchange	Students should be able to: (1) explain the meaning of stock exchanges. (2) list those involved in stock exchange.	(1) meaning of stock: buying and selling of goods and services now and in the future (2) people involved in stock exchange: -buyers -sellers -buyer and sellers -farmers agents	Guides classroom discussion in stock exchange in agriculture.	(1) Guided discussion on agriculture in stock exchange. (2) Copy board summary.	Posters and charts agricultural stock exchange offers.	Students to: explain stock exchange practice in agriculture.

AGRICULTURAL SCIENCE
JS III
SECOND TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Primary roles of those involved in stock exchanges	Students should be able to: (1) list those involved in stock exchange. (2) state the primary roles of those involved in stock exchange.	Roles of people involved in stock exchange (Primary roles).	Guides discussion on stock exchange in agriculture.	Copy board summary.	Charts of people in stock exchange house.	Students to: (1) list those involved in stock exchange. (2) role of buyers and sellers in stock exchange.
10	Importance of stock exchange in agriculture	Students should be able to: (1) state the importance of stock exchange to agriculture. (2) explain how stock exchange relates to agriculture.	Importance of stock exchange in agriculture: -encourages investment in agriculture. -encourages contract farming. -attracts foreign investors etc.	Guides classroom discussion on importance of stock exchange in agriculture.	(1) Engaged in discussion on stock exchange. (2) Copy board summary.	Pictures on stock exchange offers.	Students to: mention three benefits of stock exchange in agriculture.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
JS III
THIRD TERM

SUB-THEME: PRODUCE PACKAGING AND MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Export promotion in agric. – meaning of export promotion	Students should be able to: (1) explain the meaning of export promotion. (2) identify Nigerian export produce.	(1) Meaning of export promotion: -encouraging sale of Nigerian produce in other countries. (2) Examples of Nigerian export produce: Cocoa, palm produce, hides and skins, cassava etc.	Guides classroom discussion on export promotion in agriculture.	Participate in class discussion on export produce.	Posters and charts on export promotion	Students to: explain the meaning of export promotion.
2	Benefits of export promotion to the farmers	Students should be able to: (1) explain the benefits of exporting agriculture produce. (2) list some export crops.	Export crops: -cocoa -cassava -kola nut -pepper etc.	Shows samples of export produce.	Copy board summary.	Pictures of export crops at the wharf.	Students to: (1) list five export produce. (2) mention two benefits of export promotion in agriculture.
3	Benefits of export promotion to the Nation (Nigeria)	Students should be able to state the benefits of exporting agriculture produce.	Benefits of export promotion. -Attracts foreign money (exchange) -Serves as additional market outlet to farmers to earn income etc.	Guides classroom discussion on export promotion.	Discuss and describe what Nigeria export in agriculture.	Pictures and posters of exportation process.	Students to: state five benefits of exporting crops.
4	REVISION						
5	EXAMINATION						

HOME ECONOMICS
JS III
FIRST TERM

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Consumer's challenges and rights I	Students should be able to: (1) define consumer (2) state the rights of consumers	(1) Definition of consumer (2) Rights of the consumer	(1) Defines a consumer (2) Explains consumer rights (3) Gives a board summary	(1) Participate in the discussion. (2) Role play the rights of consumers.	(1) Charts (2) Pictures (3) Video clips	Students to: (1) define consumer's right. (2) list six universal consumer's right.
2.	Consumer's challenges and rights II	Students should be able to: (1) discuss the challenges of consumers. (2) state the different types of redress for the consumer	(1) Challenges of the consumer. (2) Redress options for consumer.	(1) Guides discussion on the challenges and redress options for the consumer. (2) Gives a board summary.	(1) Participate in class discussion. (2) Ask and answer questions. (3) Copy the chalk board summary.	(1) flash care (2) posters showing market scenes and products	Students to: (1) state five challenges faced by consumers. (2) state five ways of overcoming the challenges faces by consumer's.
3	Consumer's challenges and rights III	Students should be able to discuss procedures for seeking redress.	Procedures for seeking redress	(1) Guides discussion on redress options and procedure for consumers. (2) Gives board summary.	Go on field trips to the market to practice the identified options.	Relevant reading material	Students to: state three types of redress options available to consumers.
4	Textile: types and properties I	Students should be able to: (1) define textiles with examples. (2) explain basic textile terms	(1) definition of textile with examples (2) Basic textile terms e.g. fibre, yam, warp, weft	(1) Explain the term textiles and the meaning of textiles (2) Gives a board summary	(1) Participate in the discussion (2) Copy the chalk board summary	Cotton wool, sewing yarn, piece of fabric, card board sheets, pencil etc.	Students to: (1) explain the meaning of textile (2) explain four textile terms
5	Textile: types and properties II	Students should be able to: (1) state reason for studying textile (2) discuss uses or importance of textile to man	(1) Reason for studying textile. (2) Importance of textile	(1) Discusses the studying of textiles (2) Discusses importance of textile to man (3) Gives a board summary	(1) Participate in class discussion (2) Ask and answer question (3) Copy the chalk board summary	Cotton wool, sewing yarn, piece of fabric, card board paper, pencil etc.	Students to: (1) give four reasons for studying textile (2) list four importance of textiles

**HOME ECONOMICS
JS III
FIRST TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Textile: types and properties III	Students should be able to: (1) list the different classes of textile (2) differentiate between natural and synthetic fibre	(1) Differences between natural and synthetic fibers (2) Classes of textile	(1) Discusses the classes of textiles. (2) Differentiate between natural and synthetic fibre	(1) Listen attentively (2) Ask and answer question.	Charts on natural and synthetic fibre	Students to: (1) explain the classes of fibre (2) differentiate between natural and synthetic fibres.
7	Textile: types and properties IV	Students should be able to state the properties of each type of textile	Properties of textile fibre	(1) Guides discussion on properties of each class of fibre (2) Gives a board summary	(1) Participate in class discussion (2) Copy the board summary	Cotton wool, piece of fabric.	Students to: state three properties of each fiber e.g. natural and synthetic.
8	Textile production uses and care I	Students should be able to explain the different care greing to the natural and synthetic textiles	Care of different textiles e.g. natural and synthetic textiles	(1) Discusses the different ways of caring for natural and synthetic textiles (2) Gives a board summary	(1) Participate in class discussion (2) Ask and answer question (3) Copy the chalk board summary	Pieces of fabric e.g. natural and synthetic textiles	Students to: identify three ways of taking care of different textiles
9	Textile production uses and care II	Students should be able to launder fabric from the different classes of textiles e.g. natural and synthetic textiles	Laundering of fabric e.g. natural and synthetic textiles	Demonstrate Launder work	Practice Launder work	Real object for Launder e.g. detergent bar soap, piece of textiles material etc	Students to: Demonstrate how to Launder textiles from natural and synthetic origin
10	Textile production and care III	Students should be able to produce a woven table mat	Production of textile e.g. woven table mat	Demonstrate production of woven table mat	Practice weaving skill using strip of paper to produce woven table mat	Card board sheet pencil, scissors etc.	Students to produce a woven table mat
11	REVISION						
12	EXAMINATION						

**HOME ECONOMICS
JS III
SECOND TERM**

SUB-THEME: FAMILY LIVING/RESOURCE MANAGEMEN/FOOD AND NUTRITION/CLOTHING & TEXTILE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Child development and care I	Students should be able to: (1) describe the meaning and different stages in child development (2) list factors that influence child development	(1) Meaning of child development and stages of development of a child (2) Factors that influence child development	(1) Guides discussion on (2) stages of child development (3) factors necessary for child development (4) Gives a board summary	(1) Participate in class discussion (2) Copy the chalk board summary.	Charts showing different stages of child development	Students to: (1) describe three stages of child development (2) enumerate five factors that influence child development.
2.	Child development and care II	Students should be able to: (1) describe condition necessary for child development (2) describe different types of care required by a child	(1) Conditions necessary for child development (2) Care of the child	Guides discussion on: i. conditions necessary for child development ii. guides discussion on child care iii. gives a board summary	(1) Participate in class discussion (2) Ask and answer questions. (3) Copy the chalk board summary.	(1) Charts on stages of child development (2) Charts, toys and play materials for children films, video clips	Students to: (1) explain four condition that are necessary for child development (2) explain three care required by a child.
3	Child development and care III	Students should be able to: (1) describe common childhood ailment (2) enumerate the different types of immunization required by a child	(1) Common childhood ailments (2) Immunization for children	(1) Guides discussion on: common ailment in children. (2) Immunization for children. (3) gives a board summary	(1) Participate in class discussion (2) Ask and answer question. (3) Copy the chalk board summary.	(1) charts showing children with different childhood ailments. (2) charts showing immunization according to age	Students to: (1) enumerate three common ailment in children (2) describe three types of immunization against child ailment.

HOME ECONOMICS
JS III
SECOND TERM

SUB-THEME: FAMILY LIVING/RESOURCE MANAGEMEN/FOOD AND NUTRITION/CLOTHING & TEXTILE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Sewing machine I	Students should be able to: (1) identify different types of sewing machines. (2) identify parts and functions of the sewing machine.	(1) Types and parts of the sewing machine (2) Functions of parts of the sewing machines	(1) Teacher discusses types, parts and functions of each part of the sewing machines (2) Gives the board summary	(1) Take part in the discussion (2) Explain the parts of the sewing machine (3) Copy the board summary	Charts showing the diagram of the sewing machine	Students to: (1) list three types of sewing machine (2) explain five parts of the sewing machine and state their functions
5	Sewing machine II	Students should be able to: (1) explain guidelines for choosing sewing machine (2) explain the process of taking care of the sewing machine	(1) Factors that influence choice of a sewing machine (2) Care of sewing machine	(1) Discusses the factors to consider when choosing sewing machine (2) Describe the care of sewing machine (3) Give a board summary	(1) Take part in the discussion (2) Ask and answer questions (3) Copy the chalk board summary	Real object e.g. sewing machine	Student to: (1) explain two factors to consider when choosing a sewing machine (2) explain four ways of taking care of a sewing machine
6	Garment construction processes I	Students should be able to: (1) explain the meaning of some terms used in garment construction (2) state their importance to the construction of garment	(1) Terms peculiar to garment construction e.g. i. facing ii. hems iii. openings iv. fastening (2) Make specimen	(1) Guides students in discussing the meaning of and making of darts, tucks, opening, facings, fastenings, hems etc. (2) Gives a board summary	(1) Take part in the discussion (2) Make specimen of: i. facing ii. hems iii. openings iv. fastenings	Sewing tools, equipment and materials	Students to: (1) explain the meaning and importance of hems, opening fastening and facing (2) make specimen

**HOME ECONOMICS
JS III
SECOND TERM**

SUB-THEME: FAMILY LIVING/RESOURCE MANAGEMEN/FOOD AND NUTRITION/CLOTHING & TEXTILE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Garment construction processes II	Students should be able to: (1) operate the sewing machine (2) use the machine to produce a baby dress	Making of a simple baby dress using the sewing machine	Demonstrate the making of a simple baby dress using the sewing machine	(1) Operate the sewing machine (2) Make a simple baby's dress	(1) Sewing machine (2) Sewing tools, equipment and material	Students to: make a baby dress using the sewing machine.
8	Food Hygiene and safety I	Students should be able to: (1) define food Hygiene and safety (2) explain the reasons for healthy food hygiene and safety	(1) Meaning of food hygiene (2) Reasons for healthy food handling	(1) Discusses the meaning of food hygiene (2) Reasons for healthy food handling (3) Gives a board summary	(1) Participate in the discussion (2) Ask and answer questions (3) Copy the chalk board summary	(1) Raw foods on display (2) Charts showing stored foods	Students to: (1) give meaning of food hygiene (2) state two reasons for covering food
9	Food Hygiene and safety II	Students should be able to: (1) state hygienic ways to handle food for safety. (2) explain the meaning and causes of food poisoning (3) discuss consequences of consuming contaminated foods	(1) Ways of handling foods for safety. (2) Sources of food contamination and poisoning. (3) Meaning of food poisoning.	(1) Discusses the method of handling leftover foods (2) Discusses food poisoning (3) Gives a board summary	(1) Practice how to cover their lunch pack properly (2) Mention ways of handling foods in their homes (3) Copy the chalk board summary	Food warmers (picnic boxes), plastic packs, cellophane or polythene bags, utensil and plates	Students to: (1) state two effect of consuming contaminated foods. (2) explain the meaning of food poisoning.
10	Food Hygiene and safety III	Students should be able to discuss the sensory signs of food spoilage and causative micro-organism	Sensory signs of food spoilage and causative micro-organism	(1) Discusses sensory signs of food spoilage and causative micro-organism (2) Gives a board summary	(1) Listen attentively (2) Ask and answer questions (3) Copy the chalk board summary	Charts showing contaminated foods	Students to: (1) describe three sensory signs of food spoilage. (2) list two causative Micro-Organism
11	REVISION						
12	EXAMINATION						

HOME ECONOMICS
JS III
THIRD TERM

SUB-THEME: FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Preparation, packaging and marketing of food items I	Students should be able to: (1) the meaning of snacks and main meals (2) enumerate the difference between snacks and main meals (3) list drinks available in the society	(1) Meaning of snacks, and main meals (2) Difference between snacks and main meals (3) Drinks available in the society	(1) Discusses the common snacks in the society (2) Discusses drinks available in the society (3) Explain the differences between snacks and main meal (4) Gives a board summary	(1) Participate in the discussion (2) Copy the chalk board summary	Posters and charts showing common snacks and drinks	Students to: (1) list three common drinks in the society (2) difference between snacks and main meal.
2.	Preparation, packaging and marketing of food items II	Students should be able to: (1) mention snacks and drinks that could be packaged and marketed easily (2) prepare and serve simple snacks, drinks and meals.	(1) Preparation of snacks, drinks and meals. (2) Preparation of food for packaging. (3) Marketing principles.	(1) Demonstrate the preparation of snacks drinks and meals (2) Demonstrates packaging of food items produced (3) Discuss marketing principles	(1) Prepare snacks and drinks as teacher supervises (2) Display food items produced and packaged	(1) Samples of snacks, meat pie, zobo drink etc (2) Food ingredients for simple snacks and drinks	Students to: (1) mention three snacks and drinks common in the society. (2) prepare and serve a simple snack and drinks. (3) give three marketing principles
3	Preparation, packaging and marketing of food items III	Students should be able to list the duties of food providers for public consumption	Duties of food sellers/provider for the publics	(1) Discusses the duties of food sellers in the society (2) Gives a board summary	(1) Participate in the discussion (2) Copy the chalk board summary	Posters charts showing market scenes	Students to: list four duties of food sellers in the society

**HOME ECONOMICS
JS III
THIRD TERM**

SUB-THEME: FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Responsible food management I	Students should be able to: (1) explain the meaning of responsible food management (2) state the responsibilities of food safety managers to the consumer	(1) Meaning of responsible food management (2) Responsibilities of food safety managers to the consumers	Guides students discussion on: (1) meaning of responsible food management (2) the responsibilities of food managers (3) gives board summary	(1) Participate in class discussion (2) Copy the chalk board summary	Charts on safety regulations	Students to: (1) explain the meaning of responsible food management (2) enumerate the responsibility of food managers to consumers
5	Responsible food management II	Students should be able to: (1) state hygiene food management strategies (2) explain the differences between hygienic and unhygienic food handling methods	(1) Hygienic food management strategies (2) Effect of hygienic and unhygienic food handling to the consumers	Guides students discussion on: (1) The effect of unhygienic food handling to the consumers (2) discusses food management strategies (3) Gives board summary	(1) Participate in class discussion (2) Ask and answer questions (3) Copy the chalk board summary	Charts on sample of food items Charts of food safety regulations	Students to: (1) state three consequences of unhygienic food handling. (2) make an album of food packages with NAFDAC Approved products and label
6	REVISION AND EXAMINATION						

BUSINESS STUDIES
JS III
FIRST TERM

SUB-THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of JS I work						
2	Revision of JS II work						
3	Office procedure I	Students should be able to: (1) explains the meaning of office procedure (2) list the importance of office procedure (3) explain the procedure for making payments.	(1) Office procedure: - meaning - importance (2) Procedure for preparing bills, invoice and receipts (3) Procedure for making payments by: - cash - bank transfer - cheque - bank draft	(1) Leads class discussion on: - Meaning and importance of office procedure (2) Guides learner to complete specimen of bills invoices, receipts, cheques, bank drafts.	(1) Give examples of office procedure. (2) Complete specimen of documents. (3) Practice preparation of vouchers, payroll and pay slip/advice.	Specimen bills e.g BEDC bills, invoices, receipts, cheques, bank drafts, and pay slip.	Students to: (1) define office procedure. (2) list the importance of office procedure. (3) list ways for preparing bills, invoices and receipts. (4) mention the procedures for making payments.
4	Office procedure II	Students should be able to keep records of stocks and stationery	(1) Store records - meaning of store records (2) Meaning of store records - procedure for store procurement (use of store requisition) - importance of stock taking (3) Delivery note, gate pass	(1) Explains the meaning of store and store records - various types of store records - procedure for store procurement - importance of stock taking (2) Demonstrates on chalkboard, the preparation of store records, delivery notes and store requisition	(1) Identify each type of store records. (2) State the procedure for store procurement. (3) Practice the preparation of store records and requisition.	Specimen of requisition form, delivery note	Students to: (1) explain the difference between stock record card and requisition form. (2) prepare delivery note and gate pass.

BUSINESS STUDIES
JS III
FIRST TERM

SUB-THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Office equipment	Student should be able to: (1) explain the meaning of office equipment (2) identify office equipment (3) mention the importance of office equipment (4) explain use(s) of the different office equipment (5) explain care of office equipment	(1) Office equipment - meaning - identification - importance - uses (2) Care of office equipment	(1) Explains the meaning of office equipment. (2) Guides students to identify various types of office equipment. (3) Leads discussion on the importance of office equipment. (4) Demonstrates the uses of some office equipment. (5) Guides students in the care of office equipment.	(1) Identify the various types of office equipment. (2) State the importance of office equipment. (2) State the importance of office equipment. (3) Practice the use of some office equipment e.g stapler, filing cabinet.	(1) Computer (2) Office pins, clips, etc (3) filing cabinet (4) stapler (5) pictures (6) perforator (7) printers etc.	Students to: (1) identify office equipment in the school. (2) enumerate the importance of office equipment. (3) list the uses of the office equipment. (4) mention ways of caring for office equipment.
THEME: COMMERCE – THE HEART OF BUSINESS							
6	Advertising	Students should be able to: (1) state the meaning of advertising. (2) mention the types of advertising. (3) list the functions of advertising. (4) list various forms of advertising media. (5) develop an advertising jingle.	(1) Advertising - meaning - types - functions (2) advertising media - radio - television - newspaper - handbills - magazines - bill boards etc.	(1) Leads discussion on: - Meaning of advertising - Types of advertising - Functions of advertising (2) Outline the various advertising media	(1) Participate in class discussion (2) State the meaning of advertising (3) Mention the types of advertising (4) Explain the functions of advertising (5) Give an example of common advertising media	(1) Newspaper (2) Radio (3) Television (4) Magazines (5) Pictures (6) Handbills etc.	Students to: (1) define advertising (2) list the types of advertising (3) list the functions of advertising (4) mention forms of advertising media.

BUSINESS STUDIES
JS III
FIRST TERM

SUB-THEME: THE HEART OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Transportation I	Students should be able to: (1) explain the meaning of transportation (2) enumerate the importance of effective transport system in business (3) mention the types of transportation	(1) Meaning of transport (2) Importance of transportation in commerce (3) Types of transportation - Road - Air - Rail - water - pipeline	(1) Leads discussion on the meaning of transportation (2) Leads discussion on the types of transportation (3) Explain the importance of transportation	(1) State the meaning of transportation (2) State the different types of transportation (3) Make sketches and cuttings of different types of transportation	Photographs of Nigeria showing the transportation routes, railways, waterways and pipelines	Students to: (1) explain the meaning of transportation (2) enumerate the importance of transportation in business (3) list the types of transportation.
8	Transportation II	Students should be able to state the advantages and disadvantages of each type of transportation	Advantages and disadvantages of each type of transportation	(1) Shows latest printed maps of Nigeria showing the transport routes (2) Organizes students in groups to visit motor parks, railway stations etc	Visit motor parks, railway stations, airports and seaports to see canoes, boats, ships etc	Maps showing the transport routes – roads, railways, water ways etc.	Students to: state the advantages and disadvantages of each type of transportation.

BUSINESS STUDIES
JS III
FIRST TERM

SUB-THEME: THE HEART OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Communication I	Students should be able to: (1) state the meaning of communication (2) mention means of communication (3) explains each means of communication	(1) Meaning of communication (2) Various means of communication - post - telephone - world wide web - courier services	Leads discussion on (1) Meaning of communication (2) Means of communication	(1) State the meaning of communication (2) Explain each means of communication (3) Give examples of common means of communication	(1) Forms and other documents used in the post office (2) Telephone sets (3) computer	Students to: (1) define communication (2) list the means of communication
10	Communication II	Students should be able to: (1) state the importance of communication (2) identify services provided by communication agencies	(1) Importance of communication in business (2) Services provided by communication agencies - postal and telegraphic services - internet - courier services	Outline the services provided by communication agencies.	(1) Practice making and receiving calls (2) Practice how to fill post office forms e.g. money order and postal order.	(1) Forms and other documents used in the post office (2) Telephone sets	Students to: (1) list the importance of communication (2) enumerate the kinds of services provided by communication agencies.
11	REVISION						
12	EXAMINATION						

**BUSINESS STUDIES
JS III
SECOND TERM**

SUB-THEME: CONSUMER AND THE SOCIETY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of last term's examination						
2	Consumer protection agency	Students should be able to: (1) state the meaning of consumer protection agency (2) need for consumer protection agencies (3) mention consumer protection agencies (4) state the roles and responsibilities of the consumer protection agencies	(1) Consumer protection agencies: - meaning - need - regulators (i) Consumer Protection Council (CPC) (2) National Communication Commission (NCC) (3) Standard organization of Nigeria (SON) (4) National Electricity Regulatory Commission (NERC) (5) National Agency for Food and Drug Administration and Control (NAFDAC) (6) Roles and responsibilities of consumer protection agencies	(1) Explains the meaning and needs of consumer protection agency (2) Discusses the regulatory agencies in Nigeria (3) Leads discussion on the roles and responsibilities of each consumer protection agencies (4) Write short note on the chalk board	Participate in discussions on the meaning of needs for consumer protection agencies	(1) Consumer protection education leaflets and brochures (2) Posters (3) Relevant reading materials.	Students to: (1) define consumer protection agencies (2) mention two reasons for consumer protection agencies (3) mention two consumer protection agencies (4) state roles and responsibilities of each of the consumer protection agencies.

BUSINESS STUDIES
JS III
SECOND TERM

SUB-THEME: CONSUMER AND THE SOCIETY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	How to seek redress	Students should be able to: (1) define consumer rights (2) define consumer redress (3) list ways of seeking redress (4) list the benefits of providing redress	(1) Meaning of consumer rights and redress (2) Ways of seeking redress (3) Benefits of providing redress	(1) Explains the meaning of redress (2) Guides students to state benefits of seeking redress (3) Leads discussion on ways of providing redress to consumers	(1) Listen and participate on class discussion (2) Share experiences on the provision of redress	(1) Relevant reading materials (2) Samples of laws e.g NERC, NAFDAC, NCC laws	Students to: (1) explain obligation of goods and service providers for redress (2) list two reasons for provisions of redress to consumers (3) state three ways of providing redress
4	How to make complaints	Students should be able to: (1) explain what a complaint is (2) distinguish between a justified and unjustified complaint (3) state the steps in lodging complaint (4) write a letter of complaint.	Meaning of (1) Complaint (2) Justified complaint (3) Unjustified complaint (4) steps in lodging a Complaint (5) Writing a complaint letter	(1) Explains the meaning of compliant (2) Discussion on difference between justified and unjustified consumer complaint (3) Discuss steps in lodging consumer complaint (4) Directs students to write a consumer complaint letter	(1) Participate in defining a compliant (2) Distinguish between justified and unjustified consumer complaint through roleplaying (3) Participate in discussion steps in lodging consumer complaint (4) Write a complaint letter	(1) Flop charts (2) Cardboard sheet (3) Marker (4) Pictures (5) Sample of a complaint letter for seeking redress.	Students to: (1) explain meaning of complaints (2) state two attributes of justified and unjustified consumer complaint (3) state four steps involved in lodging a consumer complaint (4) write a consumer complaint

BUSINESS STUDIES
JS III
SECOND TERM

SUB-THEME: BOOK-KEEPING AS AN EFFECTIVE TOOL IN BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Personal finance	Students should be able to: (1) explain the meaning of personal finance (2) state the uses of personal budget (3) manage personal funds and keep records of expenditure	(1) Meaning of personal finance (2) Sources of finance for individuals. (3) Consumption and choice (4) Scale of preference (5) Preparation of individual budget	(1) Defines personal finance (2) Identifies good consumption habits (3) Shows how to record personal expenses (4) Illustrates how to keep expenditure within means (5) Prepares a simple sample budget	(1) Define personal finance (2) List sources of fund (3) Identify areas of expenditure (4) List needs and priorities (5) Practice budgeting for individuals (6) Prepare simple personal budget	(1) List of commodities (2) Chalkboard (3) Charts (4) posters (5) cartoons	Students to: (1) define personal finance (2) mention two uses of personal budget (3) list five items of personal budget (4) list two sources of fund (5) prepare personal budget
THEME: BOOK-KEEPING AND BUSINESS SUCCESS							
6	Forms of trial balance	Students should be able to: (1) identify the forms of trial balance (2) draw the forms of trial balance	Forms of trial balance - Trading - Profit and loss account - Balance sheet	(1) Demonstrates the forms of trial balance (2) Supervises student to practice the forms of trial balance	Practice drawing the forms of trial balance	(1) Ledger (2) Paper (3) Ruler (4) Chalk (5) Chalkboard (6) sample of trial balance	Students to: produce forms of trial balance.

BUSINESS STUDIES
JS III
SECOND TERM

SUB-THEME: BOOK-KEEPING APPLICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Trial balance	Students should be able to: (1) explain the meaning of a trial balance (2) state the functions of trial balance (3) extract balances from ledgers to form trial balance	(1) Trial balance - Meaning - Uses (2) Balances that form the trial balance (3) Formation of trial balance from ledger (4) Identification of balance sheet items on the trial balance	(1) Demonstrates balancing of ledger and forming trial balance (2) Guides students to prepare the trial balance (3) Supervises the students to practice trial balance (4) Distinguishes between the profit and loss items in the trial balance (5) Guides students to identify balance sheet items on the trial balance	(1) Practice balancing of accounts (2) Prepare a trial balance (3) List the functions of trial balance (4) Identify items of balance sheet on the trial balance	(1) Ledgers (2) Chalkboard (3) Chalk (4) Rulers (5) Exercise for practice	Students to: (1) list functions of a trial balance (2) prepare trial balance (3) identify profit and items in trial balance (4) identify balance sheet items in a trial balance.
8	Trading, profit and loss account	Students should be able to: (1) state the purpose of trading, profit and loss accounts (2) calculate the cost of goods sold (3) determine net sales (4) determine net profit or loss and gross profit (5) outline the rules for the construction of a simple profit and loss account	(1) Purpose of trading, profit and loss accounts (2) Trading accounts (3) Profit and loss account (4) Rules for constructing simple profit and loss account	(1) Guides students in determining cost of goods sold, net sales and gross profit or loss (2) Prepares trading accounts (3) Prepares profit and loss account (4) Explains the rules for constructing profit and loss account	(1) Identify items on trading and profit and loss accounts (2) Practice exercises in calculating cost of goods sold, net sales and gross profit (3) Practice exercises in the preparation of trading, profit and loss accounts	(1) Ledgers, trading profit and loss accounts (2) Rulers (3) Chalkboard (4) Samples of practiced problems and exercises (5) Relevant textbooks/work books	Students to: (1) explain the purpose of trading, profit and loss account. (2) determine the cost of goods sold (3) define net sales where there are returns. (4) calculate gross profit (5) prepare trading, profit and loss accounts.

BUSINESS STUDIES
JS III
SECOND TERM

SUB-THEME: BOOK-KEEPING APPLICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Balance sheet	Students should be able to: (1) explain the meaning of balance sheet (2) state the items in a balance sheet (3) State the uses of balance sheet (4) classify assets into fixed and current (5) distinguish capital from liabilities	(1) Balance sheet - Meaning - Content - Uses (2) Classification of items: - Assets - Capital - Liabilities (3) Preparation of simple balance sheet	(1) Explains the meaning of a balance sheet (2) Explains the uses of balance sheet (3) Identifies the items and balance sheet (4) Prepares a balance sheet from trial balance	(1) Define a balance sheet (2) List contents of balance sheet (3) Define assets, liabilities and capital (4) Prepare balance sheet	(1) Trial balance (2) Ruler (3) Chalk (4) chalkboard (5) exercises	Students to: (1) define balance sheet (2) enumerate four items in a balance sheet (3) classify assets (4) define capital and liabilities (5) state the uses of balance sheet
10	Business letters	Students should be able to keyboard business letters	Parts of a business letter - Heading - Opening - Body - Closing - layout	(1) Explains what business letters are (2) Discuss business letter layout and styles (3) Pastes different business letters on the chalk board	Practice writing business letter in different layout and styles	(1) Charts on different layouts (2) chalk (3) chalkboard	Students to (1) mention two business letter layout and styles (2) produce a business letter in - Block style - Indented style
11	REVISION						
12	EXAMINATION						

BUSINESS STUDIES
JS III
THIRD TERM

SUB-THEME: KEYBOARDING AS A COMMUNICATION TOOL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of second term's work						
2	Printer's correction signs manuscripts and abbreviations	Students should be able to recognize manuscript abbreviations	Manuscript: - Longhand - abbreviations - standard - printer's correction signs	Discuss the use of correction signs Manuscript stress the need to read through manuscripts before writing to acquaint oneself with style of writing, special instruction and contents	Practice the use of correction signs in manuscripts	Copies of manuscripts	Students to: (1) write and correct manuscripts (2) write out abbreviations in full
3	Memorandum	Students should be able to: (1) state what a memorandum is (2) list the features of memorandum (3) produce a memorandum	Memorandum: - Meaning - Features - Format	(1) Explains the meaning of a memorandum (2) Guides discussion on features and formats of memorandum	Participate in class discussion on features and formats of memorandum	Specimen of a memorandum	Students to: (1) define a memorandum (2) list the features of a memorandum (3) produce a memorandum

**BUSINESS STUDIES
JS III
THIRD TERM**

SUB-THEME: BASIC SHORTHAND SKILL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Shorthand principles	Students should be able to: (1) identify six compound consonants with their shorthand outlines (2) write out shorthand outline by using 'tick' and 'dot' to represent 'H'	(1) Compound consonants (i) Meaning (ii) classification (2) Omission consonant (i) Ticks () (ii) dots (.) H	(1) Draws each vertical and horizontal on the chalkboard (2) Writes out the six compound consonants and pronounces them to the students, Kw, Gw, Mp, Lr, Br, and Wh. (3) Writes out words drills on omission of consonants 'tick' and 'dot' H. (4) Gives short words dictations for drilling	(1) Copy out word drills on compound consonants (2) Transcribe word drills on omission of consonants (3) Read out word passages from recommended textbook	Chart to distractively show compound and short forms.	Students to: (1) take word dictation on the six compound consonants (2) transcribe into English short word sentences from new Era Pitman shorthand to reflect the compound consonants with the use of 'tick' Ticks (), dots (.) H

BUSINESS STUDIES
JS III
THIRD TERM

SUB-THEME: BOOK KEEPING AND BUSINESS SUCCESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Book-keeping ethics	Students should be able to: (1) explain transparency and probity (2) state the need for transparency, accountability and probity (TAP) in public domain (3) list attributes of transparency, accountability and probity (4) explains due process and its operation	(1) Transparency, accountability and probity: (i) Meaning (ii) Need for TAP (iii) attributes of ATP (2) Due process: (i) Meaning (ii) Operation (iii) Truthfulness (iv) Openness (v) Fairness (vi) impartiality (vii) due process (viii) respect for the rule of law (ix) Problems created by lack of TAP and their solutions	(1) Explains and give examples of the meaning of transparency, accountability and the probity (TAP) (2) Guides the students to determine the need for TAP (3) Explains the attributes of TAP and give examples (4) Explains due process mechanism	(1) Participate in the discussion on the meaning of TAP (2) Explain TAP. (3) Participate in debate on TAP (4) Identify the need for due process (5) copy notes on TAP and due process	(1) News paper, cuttings on write up on TAP and Due process (2) Textbooks (3) chart (4) Chalk (5) Chalkboard	Students to: (1) explain transparency, accountability and probity TAP. (2) mention THREE Needs for TAP (3) describe three challenges associated with lack of TAP
6	REVISION						
7	EXAMINATION						

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NGALABA M M : OMENALA

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
1.	Orubere na r m aka	m akw kw ga- enwe ike: 1. Ikowa ihe bu orubere ha. 2. k wa ihe bu okenaoru ha 3. Ikwu uru a bara inye umuaka orubere ha 4. Ikwu uru o bara umuaka ima oke na oru ha.	1. Orubere umuaka 2. Uru inye umuaka orubere ha	1. k wa ihe bu orubere ha 2. Ikowa ihe bu uru na inye umuaka orubere ha 3. Ijeputa ejije 4. ise eserese	1. Nk wa 2. Om maat 3. Ntulekota uche 4. Aj j na aziza 5. Ogugu 6. Odide 7. Ejije	1. Eserese 2. Chaat 3. Akwukwo ogugu 4. Foto	m akw kw : 1. k wa ihe b orubere ha 2. Ikowa o bara inye umuaka oruber ha
2.	Orubere na r m aka		3. Oke na r m aka. 4. Uru m aka ima oke na oru ha	1. Ikowa ihe b okenauru ha. 2. Ikwu uru bara m aka ima okenar ha 3. Ijep ta ejije 4. Ise eserese			
3.	Akw kw ag mag ah p tara (EJIJE)	m akw kw ga- enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe akw kw na-ekwu maka ya 3. k wa okwu f d di n'akwukwo a g r 4. Ikwu uche ha banyere isi ihe a g r na agwa f d	1. g g akw kw ah p tara 2. Nk wa ihe akw kw na-ekwu maka ya 3. Nk wa okwu f d d n'akw kw 4. Agwa f d di n'akw kw a guru 5. Uche m aka banyere na agwa f d	1. Igu akw kw ah p tara 2. k wa isiokwu akw kw 3. k wa okwu f d di n'akw kw 4. Ikwu maka agwa di iche iche 5. Ikwu uche ha banyere isiokwu di n'akwukwo na agwa f d 6. Iwep ta omenala ndi p tara ihe 7. Ije ejije	1. g g 2. Nk wa 3. Aj j na az za 4. Ikwu maka agwa di iche iche 5. Ikwu uche ha banyere isiokwu di n'akw kwo na agwa f d 6. Iwep ta omenala ndi p tara ihe 7. Ije ejije	1. Akw kw g g a hpoputara 2. Eserese 3. Foto 4. Akp r akp ma o bu at r at 5. Tepurek da 6. Redio 7. Tiivii	m akw kw : 1. zatal aj j 2. Ikwatali okwu an di n'ihe ha guru 3. Ikwu agwa masiri ha n'ihe ha g r 4. Ikwu ihe at kpatara agwa ah ji mas ha.
4.	Akw kw ag mag ah p tara						

**IGBO
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TAAM NKE MB**

NGALABA M M : OMENALA

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
5.	g g na aghotaazaa banyere iji mmad atu mgbere	m akw kw ga-enwe ike: 1. Ig tali Igbo were werena ososo 2. k wa isi ihe a g r gbasara iji mmawdu atu mgbere 3. k wa okwu ndi siri ike n' ihe a guru 4. Ikwu uche ha banyere ihe ha guru	1. g g 2. Nk wa ihe bu iji mmadu atu mgbere 3. Uche umuakwukwo banyere ihe ha guru	Igu ihe g g 2. Iju na iza Aj j 3. Ikowa mkpuruokwu ndi siri ike 4. ikwu uche ha banyere iji mmadu atu mgbere 5. mkpar ta ka banyere iji mmadu atu mgbere 6. Ije ejije 7. ikiri onyonyo na video	1. g g 2. Nk wa 3. Aj j 4. om maat 5. mkpar ta ka 6. Ejije 7. Nkiri onyonyo na Tiivii	1. Akwukwo g g 2. Eserese 3. Tiivii 4. Redio	m akw kw : 1. Iko ihe at ha nurula gbasara iji mmade atu mgbere 2. Ije ejije gbasara iji mmadu atu mgbere
NGALABA M M : EDEMEDE							
6.	Ide Leta (Nkeonye)	m akw kw ga-enwe ike: 1. Ikwu udi let di iche iche 2. Ikwu etu e si ahazi leta 3. Ide udi leta do iche iche 4. Ikwu uzo e si eziputa leta	1. Udi leta di iche iche 2. Ikwu mpaghara di iche iche e nwere na leta 3. Ikwu etu e si ahazi leta 4. Ide udi di iche iche	1. Ikparita uka maka leta 2. Iko usi leta di iche iche 3. Ikwu ka e si ahazi leta 4. Ide udi leta di iche iche 5. Ngughari na idezighari ihe ha dere 6. Iziputa leta ha dere	1. Nk wa 2. Nduzi 3. Aj j na az za 4. Mkp ar ta ka 5 Odide	1. Leta 2. om maat 3. Chaat 4. Stamp 5. b leta (mvelopu)	m akw kw : 1. Izatali Aj j 2. Ikwutali mpaghara ab d na leta 3. Ikwu uzo at e si ezisa ozi
7.	Ide Leta (A amacho-ihe)						
NGALABA M M : AG MAG							
8.	Ag mag d naala (Ak k Ifo)	m akw kw ga-enwe ike: 1. Iko ak k ifo 2. Iko ak k ifo 3. Iwep ta akparamagwa n' ak k ifo 4. Ikwu ihe mm ta si n' ak k ifo	1. Ak k ifo di iche iche d ka: nke okike, nke na-akuzi ezi omume 2. Ihe mm ta	1. Ige ak k ifo 2. Iko ak k ifo 3. Ig ak k ifo 4. Iju na iza aj j 5. Ije ejije	1. k k 2. g g 3. Nzip ta 4. Om maat 5. Aj j na aziza	1. Eserese 2. Akp r akp 3. Chaat 4. Akukwo g g	m akw kw : 1. Ije ejije 2. Iko ak k ifo 3. Ikwu ihe mm ta si n' ak k ifo

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NGALABA M M : AG MAG

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
9.	Ejije na Abu Odinala	m akw kw ga-enwe ike: 1. Ikwu udi ejije na ab d naala ndi e nwere n'ala Igbo 2. Izip ta njirimara ja 3. k wa etu e si eme f d ejije ma o bu bua abu f d 4. Ikwu uru ejije na ab d naala bara 5. Ije ejije ma buokwa abu d naala ufodu	1. Ejije odinaala na abu di iche iche e nmwere n'ala igbo 2. Uru di n'ime ejije na abu ndi a 3. Nk wa etu e si eme ha 4. Ime ejije f d 5. Ikowa uru ejije na ab d naala bara	1. Ikwuputa udi ejije na ab d naala Igbo di iche iche 2. Ikowa etu e si eme f d ejije ndi a 3. Ibu f d ab odinaala 4. k wa uru ejije na ab d naala bara	1. Nk wa 2. Ak k 3. Aj j na az za 4. Ntulek ta uche 5. Ejije na ab	1. Eserese 2. Tepurekoda 3. Ngwa egwu 4. Unuakwukwo n'onwe ha	m akw kw : 1. kp p ta ejije d naala ise, na ab at 2. k wa uru di n'ejije na n'ab ndi a
10.	g g na aghotaazaa	m akw kw ga-enwe ike: 1. g tali Igbo werewere na osoosa 2. k wa isi ihe bu mpu n'ule 3. k wa okwu ndi siri ike na iza aj j n'ihe ha g r 4. Ikwu gh m di na mp n'ule	1. g g gbasara mp n'ule 2. Nk wa ihe bu mpu n'ule 3. Nk wa okwu ndi siri ike n'ihe a guru 4. Aj j gbasara ihe a g r 5. gh m mp n.ule 6. Ikwu uche ha banyere ihe a g r .	1. g ihe g g 2. Iju na iza aj j 3. Nk wa mkp r okwu ndi siri ike 4. Ikwu uche ha banyere mp n'ule 5. kparita ka banyere mp n'ule 6. Ije ejije.	1. g g 2. Nk wa 3. Aj j na az za 4. om maat 5. mkpar ta ka 6. Ejije.	1. Akw kw g g 2. Eserese 3. Tepurekoda 4. Redio 5. Tiivii	m akw kw : 1. Igu ihe e wep tara banyere mp n'ule 2. Iza Aj j banyere ihe ha g r 3. Ikwu gh m mpu n'ule 4. Ikwu uche ha banyere mp n'ule
11.	MM NWE						
12.	ULE						

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NGALABA M M : AG MAG

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
1.	Akw kw ag mag a h p tara (Ab)	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe akw kw na-ekwu maka ya 3. k wa okwu f d di n'akw kw a guru 4. Ikwu uche ha banyere isi ihe a guru na-agwa f d	1. g g akw kw a h p tara 2. Nk wa isi ihe akw kw na-ekwu maka ya 3. Nk wa okwu f d di n'akw kw 4. Agwa f d di n'akw kw a guru 5. Uche m aka banyere isi ihe a guru na agwa f d	1. g akw kw a h p tara 2. k wa isiokwu akw kw 3. k wa okwu f d di n'akw kw 4. Ikwu maka agwa di n'akw kw 5. Ikwu uche ha banyere isiokwu na agwa f d 6. Iweputa omenaala ndi putara ihe 7. Ije ejije	1. g g 2. Nk wa 3. Aj j na aziza 4. Ntulokota 5. Odide 6. Ejije 7. Njem nchoputa	1. Akw kw g g a h p tara 2. Eserese 3. Foto 4. Akpuruakpu ma o bu aturuatu 5. Tepurekoda 6 Redio 7. Tiivii	m akw kw : 1. Izatali Aj j 2. ikowatali okwu an di n'ihe ha guru 3. kwu agwa masiri ha n'ihe ha guru 4. Ikwu ihe at kpatara agwa ah ji mas ha
2.	Akw kw agumagu a h p tara (Abu)						
NGALABA M M : OMENALA							
3.	Mgbanwe na-abata n'omenala	m akw kw ga-enwe ike: 1. k wa ihe bu omenala 2. k wa p ta ihe mgbanwe f d na-abata n'omenala obodo d ka : nri, ejije, uri/egwu, dgz 3. Izip ta mmasi n'ikwalite omenala f d ndi di mma na-adaghachi azu d ka : mgba, egwu nwa, itu okwe dgz 4. Ikwu uru ikwalite omenala Igbo bara	1. Nk wa ihe b omenala 2. Mgbanwe f d na-abata n'omenala Igbo 3. Nkwuputa omenala f d na-ala azu 4. Uru ikwalite omenala Igbo bara	1. k wa ihe b omenala 2. Ikwu mgbanwe f d na-abata n'omenala obodo 3. Ikwu uru ikwalite omenala Igbo bara 4. Ijuputa nne na nna ha omenala f d nke obodo ha	1. Nk wa 2. Aj j na az za 3. Ejije Igbo f d 4. Ngosip ta 5. Om maat	1. Eserese 2. Ngwa mmet aka 3. Akwukwo g g na ihe g g ndi ozo	m akw kw : 1. Iju na iza Aj j 2. Ikwu omenala ndi batara h r 3. Ikwu omenala ndi dechap r adachap 4. Idep ta aha omenala ise

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TAAM NKE AB**

NGALABA M M -AS S

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU- KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
4.	Ekwumekwu banyere iz na in gw agharaaghara	m akw kw ga-enwe ike: 1. Ikwu ihe b z na in gw 2. Ikwu mgbe e ji anu gwu na onye kwesiri ide gw 3. Ikwu nsogbu di n'iz na in anw r ike 4. Ikwu ebe e kwesiri iz ta ogw na nsogbu di n'iz na inu gw agharaaghara	1. Nk wa ihe b gw 2. Mgbe eji an ogw 3. Onye kwesiri ide ogwu 4. Ebe e kwesiri izuta ogwu 5. Nsogbu di n'izu na n'in anw r ike	1. Ikwu ihe b gw 2. Ikwu mgbe e ji anu gw 3. Iku onye kwesiri ide ogwu 4. Ikwu ebe e kwesiri iz ta ogw 5. Ikwu nsogbu di n'izu na inu anwuru ike 6. Ikwu nsogbu di n'izu na n'inu ogwu agharaaghara 7. Ije ejije	1. Nk wa 2. Om maat 3. Aj j na az za 4. Mpoputa 5. mkpar ta ka 6. Ngosip ta 7. Ejije 8. Eserese	1. gw 2. ngwa ogw 3. eserese 4. Charrti 5. Foto 6. Onyeobia puru iche 7. Akwukwo g g	m akw kw : 1. Iza Aj j 2. Ikwu ebe kwesiri izuta gwu. 3. Ikwu mgbe e ji anu ogwu 4. Ikwu ihe bu inu gwu agharaaghara 5. Ije ejije 6. Isi ihe 7. Ikwu nsogbu at di n' n gw agharaaghara
5.	Nkebiah r	m akw kw ga-enwe ike: 1. Ik wa ihe b nkebiah r 2. Ikwu udi nkebiah r di iche iche ma nye om maat ha 3. Irugosi nkebiah r di iche iche n'ah r okwu.	1. Ihe bu nkebiah r 2. Nkebiah r di iche iche 3. Nr gosi nkebiah r n'ah r okwu	1. Ikwu ihe bu nkebiah r 2. Irugosi nkebiah r n'ah r okwu 3. ideputa nkebiah r di n'ah r okwu	1. Nk wa 2. g g 3. Akuakuzinwo 4. Aj j 5. Odide 6. Omimaatu 7. Nr gosi 8. Asommpi	1. Eserese 2. Mgbubam 3. Akwukwo g g 4. Flanel graf 5. Chaat	m akw kw : 1. Ikwu ihe b nkebiah r 2. Inye om maat nkebiah r at 3. Irugosi nkebiah r n'ah r okwu

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NGALABA M M : AG MAG

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
6.	Akw kwo ag mag a h p tara: (d n gha)	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. Ik wa isi ihe akwukwo na-ekwu maka ya 3. Ik wa okwu f d di n'akw kw a g r . 4. Ikuru uche ha banyere isi ihe a guru na agwa f d	1. g g akw kwo a h p tara 2. Nk wa isi ihe akwukwo na-ekwu maka ya 3. Nk wa okwu f d di n'akwukwo 4. Agwa f d di n'akw kw a g r 5. Uche umuaka banyere isi ihe a g r na agwa f d	1. g akw kwo a h p tara 2. Ikowa isi ihe akwukwo na-ekwu maka ya 3. Nk wa ikowu f d di n'akwukwo 4. Agwa f d di n'akw kw a g r 5. Uche umuaka banyere isi ihe a g r na agwa f d	1. g g 2. Nk wa 3. Aj j na az za 4. Ntulokota 5. Odide 6. Ejije 7. Njem nch p ta	1. Akw kwo g g a h p tara 2. Eserese 3. Akouruakpu ma o bu aturuattu 4. Foto 5. Tepurekoda 6. Redio 7. Tiivii	m akw kw : 1. Izatali Aj j 2. Ikwatali okwu an di n'ihe ha g r 3. Ikwu agwa masiri ha n'ihe ha g r 4. Ikwu ihe at kpatara agwa ahu ji mas ha
7.	Akw kw ag mag a h p tara: (Iduuaz)						
8.	n g g (1 – 1000)	m akw kw ga-enwe ike: 1. g tali n g g site n'otu ruo puku 2. Iji n g g ndi a s as s 3. Idetali n g g ndi a	1. n g g site n'otu ruo n'otu puku (1 – 1000) 2. Odide n g g 3. As s nabatara n g g	1. Igup ta n g g 2. Idep ta n g g suo asusu 3. mak ta noma na n g g	1. g g 2. Ngosip ta 3. m maat 4. Nk wa 5. Odide 6. Mmakota	1. Ngwa e ji n g g d ka : ukwu osisi ekere eke na nari na nari 2. Chaat 3. Kaadi n g g	m akw kw : 1. j na iza Aj j 2. g ihe 3. Iji n g g s as s 4. makota nombana n g g

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NGALABA M M :AG MAG

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
9.	Akpaala-okwu	m akw kw ga-enwe ike: 1. Inye om maat d ka : (a) ime aka ab (b) af ita mmiri (c) igbu oge 2. k wa ihe akpaalaokwu p tara 3. zip ta akpaalaokwu n'ah r okwu 4. kwu uru akpaalaokwu bara asusu	1. Akpaalaokwu di iche iche 2. Nk wa ha 3. Nziputa ha n'ah r okwu 4. Uru ha bara	1. Ige nti 2. Inye om maat 3. Ikowa akpaalaokwu 4. j na iza Aj j 5. Ide ihe 6. g ihe 7. kowap ta uru akpaalaokwu bara	1. g g 2. m maat 3. Nzip ta 4. Aj j na aziza 5. g g 6. Odide	1. Chaat 2. Eserese 3. Kaadi 4. Akwukwo g g	m akw kw : 1. j na iza az za 2. Ig ihe 3. Ide ah r okwu ab nwere akpaalaokwu 4. zip ta akpaalaokwu n'ah r okwu
10.	Okwunt h na ilu	m akw kw ga-enwe ike: 1. Ikwuputa ma kowaputa okwunt h nkwa oma 2. Ichotali okwu ndi ha na ibe ha yiri n'uda 3. Igosip ta mmasi na obi uto di n'ikwu okwunt h 4. Itu ilu di iche iche	1. Okwunt h di iche iche 2. Itu ilu di iche iche	1. Ige nti 2. Ikwu okwunt h 3. Iju Aj j 3. Iza Aj j 4. Igu okwunt h 5. Ide okwunt h 6. Itu ilu, ide, na iguputa ha	1. Nk wa 2. Om maat 3. Ngosip ta 4. Aj j	1. Eserese 2. Chaat 3. Kaadi	m akw kw : 1. Iju Aj j 2. Ikwu okwunt h 3. Igu okwunt h 4. Ide okwunt h ise 5. Ide ilu an
11.	MM NWE						
12.	ULE						

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NGALABA M M : OMENALA

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
1.	Oruuru onye na-azu ahi	m akw kw ga-enwe ike: 1. Ikwu maka azum ah a 2. kwue nsogbu onye gara izu ihe n'ah a nwere ike inwe 3. Kwue uzo e si ar gbu onye gara izu ah a 4. Ikwu oruuru onye gara izu ah a	1. Izu na ire ah a 2. Nsogbu ndi a nwnwe ma a gaa izu ah a 3. Uzo e si ar gbu onye gara izu ah a 4. Or r onye gara izu ah a	1. Ikwu maka izu na ire ah a 2. Ikwu umu nsogbu onye gara izu ihe n'ah a nwere ike inwe 3. Ikwu or r onye gara izu ah a 4. Ije nkem nch p ta	1. Nk wa 2. Om maat 3. Ejije 4. Mkpar ta ka 5. Njem nch p ta	1. Eserese 2. Ngwa ah a 3. Chaat	m akw kw : 1. Izatali Aj j gbasara izu na ire ah a 2. Ikwu z an e si ar gbu onye gara izu ah a 3. Ikwu oruuru onye gara izu ah a
NGALABA M M -AS S							
2.	Oru "na? n'ah r okwu	m akw kw ga-enwe ike: 1. Ikowaputa oru di iche iche « na » na-aruru 2. Ika ihe n'okpuru 'na' n'ebe o ruru oru di iche iche 3. Imeputa ah r okwu iji gosip ta ebe "na" na-aruru n'ah r okwu d ka mbu zo, nkiko, nnyemakangwaa	1. r di iche iche "na" na-aruru n'ah r okwu 2. Ebe 'na' na-aruru di iche iche 3. Ah r okwu di iche iche na-egosip ta oru 'na' d ka mbu zo, njiko, nnyemakangwaa	1. Ikowaputa oru "na" na-aruru n'ah r okwu 2. Igosip ta ebe 'na' na-aruru oru di iche iche 3. Imebe ah r okwu iji gosip ta oru 'na' d ka mbu zo, njiko, nnyemakangwaa	1. Nk wa 2. Aj j 3. Om maat 4. g g 5. Odide	1. Chaat 2. Kaadi mgbubam	m akw kw : 1. Ik oru an 'na' na-aruru n'ah r okwu 2. Ik ihe n'okpuru ebe 'na' na-aruru oru di iche iche 3. Idep ta ah r okwu an iji gosip ta uzo r an 'na' na-aruru
3.	Edemede Nduzi	m akw kw ga-enwe ike: 1. Ide edemede di mfe gara nusoro banyere "nrulorita oru" 2. Iziputa nhazi edemede	1. Nk wa edemede 2. Nkebi edemede 3. kp r kp okwu 4. Nhazi edemede	1. Ikwu maka nr k r ta oru d ka : (a) usoro nr k r ta oru (b) uru di na nr k r ta oru (ch) Om maat nr k r ta oru 2. Ihoputa kp r kp okwu di n'edemede 3. Ihazi edemede 4. Ide edemede	1. Nk wa 2. Ndizi 3. Mkpar ta ka. 4. Aj j 5. Odide	1. Foto 2. Eserese 3. Chaat	m akw kw : 1. Ise eserese 2. Iko ak k maka nr k r ta oru 3. Ide ah r okwu maka nr k r ta oru

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IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
4.	Usoro nzikorita ozi odinala na nke ugbu a	m akw kw ga-enwe ike: 1. Ikwu zo di iche e si eziza ozi n' zo odinala na n'oge ugbu a 2. Izi ozi f d 3. Ikwu uru iziza ozi bara	1. zo nziza ozi : - Keodinala d ka : okwuonu, ekwe, egbe dg - Keugbua d ka : ekwent , redio, tiivii, nuzpepa, komputa dg 2. Uru iziza ozi bara	1. Ige nti 2. Ikwu uzo nzizaozi 3. Izi ozi 4. Ikwu uru iziza ozi bara 5. Ise ihe 6. Ikpu ihe 7. Igu ihe	1. Nk wa 2. Ngosi 3. Nduzi 4. Nz r ta ozi 5. Aj j	1. Ngwa nzizaozi 2. Eserese 3. Chaat	m akw kw : 1. Ikwu zo ab eji eziza ozi keodinala 2. Ikwu uzo ab eji eziza ozi keugbua 3. Ide uru at di na nziza ozi
5.	Omenala ndi ozo di iche iche	m akw kw ga-enwe ike: 1. k wa ihe b omenala 2. kpop ta omenala di iche iche d ka ichi echichi, oji, ilu nwanyi, iwa ji, mmannwu, igba ndu, ns ala, ihi anu, lo uwa dg 3. Ikwu uru omenala bara 4. Iziputa mmas ha banyere omenala	1. Nk wa ihe bu omenala 2. Ikwuputa omenala f d 3. Uru omenala bara	1. k wa ihe bu omenala 2. Ikwuputa omenala f d 3. Ikwu uru omenala bara 4. Ijuputa nne na nna ha omenala f d ndi obodo ha na-eme 5. Ik p ta iha ha juputara 6. Ij na iza Aj j	1. Nk wa 2. Aj j na az za 3. Iwa oji 4. Ichi echichi 5. Ejije 6. Ngosip ta 7. m maat	1. Eserese 2. Ejije 3. Mmadu 4. Ngwa mmetu aka 5. Foto	m akw kw : 1. Iju na iza aj j 2. Ikwu omenala di iche iche 3. g sita uru omenala bara 4. Idep ta omenala ise
6.	MM NWE						
7.	ULE						