



EDUCATION RESOURCE CENTRE

FEDERAL CAPITAL TERRITORY, ABUJA

FCT JUNIOR SECONDARY SCHOOL **TEACHING SCHEMES**

J S S ONE (1)

2014 Edition

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Forward

It is my pleasure to introduce the 2014 edition of the FCT 9-Year Basic Education Teaching Scheme for the Junior Secondary School. The 9-year Basic Education Curriculum was developed by the Nigeria Educational Research and Development Council (NERDC) and approved by the National Council on Education (NCE).

This current edition is developed by the Curriculum Development Division of FCT Education Resource Centre (ERC) with active participation of subject teachers recruited from both the public and private Junior Secondary schools in the FCT.

It is my hope that this document will provide teaching guide for teachers and make monitoring of curriculum implementation more purposeful and result oriented for principals and Inspectors.

I wish to appreciate the effort of the FCT Education Resource Centre, especially the Curriculum Development Division (CDD) for the production of this very important teaching guide for effective implementation of the 9-year Basic Education Curriculum at the Junior Secondary (Upper Basic) School level.

Finally, I recommend the 2014 edition of the Junior Secondary (Upper Basic) School Teaching Scheme to all our Public and Private Junior Secondary (Upper Basic) Schools.

Kabir Usman

Secretary for Education

FCTA, Abuja

Acknowledgement

The introduction of the Universal Basic Education (UBE) and the New Basic Education Curriculum prompted the review of the 2004 edition of the Junior Secondary School Teaching Schemes.

This 2014 edition is brought in line with the 9-year Basic Education Curriculum developed by the Nigerian Educational Research and Development Council (NERDC). To produce a standard document, FCT Education Resource Centre (ERC) organized a one week workshop for subject Specialists from FCT Universal Basic Education Board, Public and Private Junior Secondary Schools and ERC staff to develop the Teaching Schemes.

In this regard, I wish to register my unreserved gratitude to the Chairman, FCT Universal Basic Education Board (UBEB) and Proprietors of Private Schools for facilitating the participation of teachers in the exercise. I also wish to acknowledge ERC staff especially of the Curriculum Development Division who participated in the exercise. They include Mrs. E.J. Akpabio, Head of Division, Mrs. S.A Mustapha, Mrs. F.R Omowale, Mrs. S.B Saleh, Mrs. Osuji R.A., Mrs. Sai Msurshima, Mrs. B.O Edegbe, Mrs. Maryam Yakubu, Mrs. Amaefule Genevieve, Mal. Harisu Aminu, Mr. Bere B. Friday, Mrs. Ajinomoh Maryam, Mr. Aribi Dan Asabe, Mrs. Kunle Kunbi T.T., Mrs. Anthonia Okoro-Opara, Mal. Samba Bashir M., Mrs. Adesina Victoria, Mrs. Gloria Opara C., Mrs. S.N. Enekebe, Mrs. Jongas Mercy, Mrs Felicia Okoh, Miss Egwu Patience M., Mrs. Roseline Katuka, Mr. Okoro Chinasa, Miss Batubo Kaine, Mr. Fakaa Timothy and Mr. Ibrahim Dalhatu.

I specially thank all the staff of ERC Mini Printing Press and others who contributed in various ways to the production of the teaching schemes.

We are grateful to the Hon. Minister of FCT, Senator Bala Mohammed and the Secretary for Education, Kabir Usman for their kind support.

Mrs. Ramatu A. Ibrahim
Director, ERC
2014

ENGLISH STUDIES**ENGLISH STUDIES****J S S 1 FIRST TERM**

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Resumption test	Revision test	Revision test.
2	READING	Reading from passages for maximum recall on: -diet and nutrition, including addition of nutrients, like vitamins A in sugar and iodine salt.	Teacher shows students how to apply some reading strategies adopted for use in schools.
	WRITING	Story or passage highlighting main and supporting ideas.	Teacher presents story or passage to students. • Exemplifies outlines using the story or passage.
	GRAMMATICAL ACCURACY	Nouns	Teacher guides students to identify nouns in given passages. Guide students to make sentences with nouns. Need materials on topics under content column. Lead discussion on selected topics under content. Present recorded materials for more discussion etc.
	LISTENING/SPEAKING	-vowel sounds -listening to speech based on the following; The family	1). Teacher reads materials on topics under content column. 2). Teacher leads discussion on selected

		The school Places of worship consumer, market etc.	topics under content. 3). Teacher presents recorded materials for more discussion etc.
	LITERATURE	literature pieces types of oral literature categories of written literature etc.	
3	READING	Reading from passages for maximum recall on: Safety of packaged water.	Teacher explains the need for and value of a flexible reading strategy which allows for previewing, intensive or connected reading, repeated reading and active recall self recitation or essential facts and information.
	WRITING	Story or passage highlighting supporting ideas. Arrangement of ideas in logical sequence with introduction, and conclusion.	Teacher explains the features of verbs and their functions. Teacher guides students to identify verbs in given passages.
	GRAMMATICAL ACCURACY		.
	LISTENING/SPEAKING	Consonant sounds. Listening to speeches based on the following: Transportation Health issues and epidemics HIV/AIDs, malaria, Polio, tetanus safety on the roads etc	Teacher leads discussion on selected topics under contents. Teacher develops and organizes students for play let on related topics. Teacher organizes debate.

	LITERATURE	African and non- African tales. Features and themes.	Teacher listens to and retells folktales. Explain folktales.
4	READING	Identify main and supporting ideas in a given passage relating to automobiles.	Teacher selects a passage relating to automobiles (road safety). Teacher guides pupils to read and re-read the passage.
	WRITING	The history of FRSC.	Teacher leads students to read the passage in the Federal Road Safety Commission. Teacher guides students to trace the history of FRSC.
	GRAMMATICAL ACCURACY		
	LISTENING/SPEAKING	Sentence paragraphs, passages plays and poem should form the content for highlighting the sounds involved. Long and short vowels e.g. sleep/slip, port/pot, leave/live, these/this, sport/spot, cord/cod, forks/fore.	Teacher identifies/produces material for the correct pronunciation of the sounds in context. Students practice the articulation of the sounds emphasized by the teacher in context.
	LITERATURE	Didactic lessons	Teacher leads them to identify the moral lessons in tales.
5	READING	Differentiating between main and supporting ideas in a given passage.	i). Work in pairs or group to identify main or supporting ideas in assigned paragraphs. ii). Explains the differences between main

			and supporting ideas.
	WRITING		
	GRAMMATICAL ACCURACY	Parts of speech Adjectives	Teacher guides students to identify adjectives in a given passages. Teacher guides students to make sentences with adjectives.
	LISTENING/SPEAKING	i). Sentences, paragraphs passages, plays, poems should form the content for highlighting the sound involved. ii). Consonants e.g. Black/Pack, Pull/Fool, Coat/Toad, road/Load, Things/Tins, Thought/Taught, Ten/Den, Fire/Bore, Voice/Boys, chaos as in /k/in chemist	i). practice the articulation of the sounds emphasized by the teacher in context. ii). Teacher identifies/produces materials for the correct pronunciation of the target sounds in context.
	LITERATURE	Folktales i). entertainment ii). Magical features	Dramatize the folktales.
6	READING	positioning main ideas in a given passage e.g. beginning, middle and end.	
	WRITING		
	GRAMMATICAL ACCURACY	Parts of speech Adverb	i). Teacher identifies adverbs ii). Teacher explains the features of adverbs and their functions

			iii). Teacher guides students to make sentences with adverbs.
	LISTENING/SPEAKING	Consonants clusters e.g. desk, asks, sickle, plants, planks, subjects, respect, sprinkle, attacked, string, throw, please, principle, trick, thrive, truth, amplify, apple, tactile, splash, spread, struggle, streams, strong, spread, struggle streams, scream, screen, shutter, scatter	i). Students practice the differences in sounds exemplified in minimal pairs. ii). Teacher initiates language games for practicing different sounds.
	LITERATURE	African and non African tales comprising myths and legends.	i). Teacher narrates myths/legends to students. Teacher guides students to explain the theme and legends.
7	READING	Reading and answering specific questions that addresses different kinds of questions on issues highlighting knowledge level.	Teacher selects suitable contemporary passages.
	WRITING		
	GRAMMATICAL ACCURACY	Adverbs	Teacher explains the features of adverbs and functions.
	LISTENING/SPEAKING	Listening speeches based on : the following - the school - places of worship.	Teacher reads materials on topics under content column
	LITERATURE	Features/themes of myths and legend	Teacher guides students to explain the themes and features of some myths

		- Magic	and legends.
8	READING	Reading and answering specific questions that addresses different kinds of questions on issues highlighting:- - translation level	Teacher selects suitable contemporary passages
	WRITING		
	GRAMMATICAL ACCURACY	Adverb	Teacher guides students to identify adverbs in a given sentences and passages.
	LISTENING/SPEAKING	Vowels sounds e.g. /n/ bus, /ɔ/ pot, holiday, boss, /a:/ father, cart, chart	Teacher emphasis the correct articulatory movements in the pronunciation of sounds.
	LITERATURE	Features/themes of myths and legends - supernatural - superstition	Teacher guides students to identify their moral lesson.
9	READING	Reading and answering specific questions that addresses different kinds of questions on issues highlighting:- - interpretation level - projection level	Teacher draws suitable comprehension questions on selected passages.
	WRITING	Composition writing. Aims of the FRSC i.e. evolving safer road culture in Nigeria	Teacher states the aims of FRSC
	GRAMMATICAL ACCURACY	Adverbs	Teacher guides students to make sentences with adverbs.

			- identify adverbs
	LISTENING/SPEAKING	Listening and speeches based on the following: - Safety on the roads - corruption	Teacher presents recorded material for more discussion.
	LITERATURE	Types of prose. - narrative	Identify different types of prose.
10	READING	- other types of questions e.g. - explanation questions - discussion questions	Teacher selects suitable contemporary passages.
	WRITING	Different topics on essays, stories and passages for the i). development of outlines ii). Rearrangement of the outline of the purpose of writing.	Teacher guides students to write outline for the purpose of writing.
	GRAMMATICAL ACCURACY		
	LISTENING/SPEAKING	Sentences, paragraphs, plays and poems to form content for highlighting the long and short vowel sound e.g. i). short/shot, port/pot, cod/cord, sport/spot, forks/fox ii). Long and short in e.g. hard/had, park/pack, bark/back, part/pat	

	LITERATURE	Types of prose - descriptive - features - plot	Teacher guides students to list the features engage them in discussion of the story line.
11	READING	Other types of questions e.g. questions that require them to make projections.	Group students for purpose of further practice.
	WRITING	Sequential arrangement of ideas/points from essay, stories and passages.	
	GRAMMATICAL ACCURACY	Parts of speech noun verbs and adjectives.	Teacher uses nouns verbs and adjectives for writing sentences, paragraphs and passages.
	LISTENING/SPEAKING		
	LITERATURE	Prose feature - characterization - style	Teacher guides students to list the features.
12	Revision	Revision	Revision
13	Examination	Examination	Examination

ENGLISH STUDIES

J S S 1 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Resumption test	Resumption test	Resumption test
2	READING	Other types of question e.g. questions that require conclusion to be	Teacher draws suitable comprehension. Question on selected

		drawn. Question that require them to make projections.	passages.
	WRITING	Letter writing: Types Formal Informal	Teacher guides students to identify types of letters.
	GRAMMATICAL ACCURACY	Conjunction	Teacher explains the features of conjunction and their functions. Teacher guides students to make sentences with conjunctions.
	LISTENING/SPEAKING	Consonant cluster e.g. Respect, sprinkle, attacked, string, throw, please, principle	Teacher initiates language games for practicing different sounds.
	LITERATURE	Features Style Setting Theme	Teacher guides them to write a song. Teacher leads students to make comments on the moral messages of a story.
3	READING	Passages on contemporary issues highlighting; Knowledge level. Interpretation level. Students answer question that will elicit their opinion.	
	WRITING	Elements of composition: Introduction body and conclusion.	

		Stages of writing and editing.	
	GRAMMATICAL ACCURACY	Selected passages for highlighting prepositions.	
	LISTENING/SPEAKING	Consonant cluster s e.g. Splash, spread, struggle, streams, strong, scream, screen, shutter, scatter.	Teacher dictates short sentences containing the sounds.
	LITERATURE	Differences between the two types-prose and poetry.	
4	READING	Selected passages for developing retention of what the passages are taking about or the salient points.	Teacher asks questions on the ideas contained in the passage
	WRITING	Importance of writing composition, communicate, inform, record keeping, entertaining.	
	GRAMMATICAL ACCURACY	Selected passages for highlighting adverbs, conjunctions and preposition discussion.	Teacher leads discussion on positions and functions of adverbs, conjunctions and preposition in sentences.
	LISTENING/SPEAKING	Diphthongs /ei/ as in Mary (meiri) gate (geit), day (dei) grey, they, pain, rain	Stresses the distinction exemplified in minimal pairs.
	LITERATURE	Types of poetry - epic - lyric - dramatics	Teacher leads students to identify and list different types of poetry.
5	READING	Reading to understand the author's mood. E.g.	Teacher identifies authors mood through words and expression encountered in

		anger, happiness, doubt.	the passage. Teacher selects materials and presents them for student to read. Teacher guides students to read between the lines with a view to detecting hidden attitudes.
	WRITING	Arrangement of ideas in logical sequence.	Teacher guides students to arrange ideas logically.
	GRAMMATICAL ACCURACY	Selects passage for highlighting preposition, a verb and a conjunction.	Teacher guides students to identify them in sentences.
	LISTENING/SPEAKING	Diphthongs e.g. /ou/ as in so, go, no, old, gold, told, sold.	Teacher initiates language games for practicing different sounds. Teacher writes sentences containing the sounds.
	LITERATURE	Features and language Concise Unique High	Teacher leads them to identify features and the language of poverty.
6	READING	Reading to understand the author's mood e.g. doubts disappointment.	Teacher reads materials presented by the teacher. Teacher identifies author's mood through words and expression encountered from the passage.
	WRITING	Writing in full the points in sequential order and editing done to ensure all features of writing compositing including punctuations	

	GRAMMATICAL ACCURACY	Adjectives.	Teacher leads students to identify adjectives in a given passage and state their functions.
	LISTENING/SPEAKING	Diphthongs e.g. /di/ as in oil, boil, foil, /ua/ tour, sure	Teacher diverts students to tell stories paying attention to specified pairs. Teacher writes sentence containing the sounds.
	LITERATURE	Write a short poem.	Teacher leads them to write a short poem
7	READING	Reading to understand the authors mood e.g. suspicions, excitements etc.	Teacher guides the students to identify the overall impression created by the author's style of presentation
	WRITING		
	GRAMMATICAL ACCURACY	Identify features of adverbials from passage in: peace and dialogue.	Teacher guides the students to read the given passage. Teacher guides them to identify the adverbials.
	LISTENING/SPEAKING	Weak forms e.g. after, often, listen, sister, above, away, later, alone, abound, about.	Teacher dictates short sentence containing the sounds.
	LITERATURE	Reading poems.	Students listen to teacher orals presentation. Reads poem effectively.
8	READING	Reading strategies preview question and review for retaining and recalling what has been read.	Teacher guides students on the reading strategies to be adopted.

	WRITING	Formats for writing informal letters.	Teacher guides students to write the format for writing informal letters.
	GRAMMATICAL ACCURACY	Identify features of adverbials from a passage on human rights	Teacher guides students to read the given passage. Teacher guides students to make sentence with adverbials.
	LISTENING/SPEAKING	Listening for main ideas from a selected passage on :- the family	Teacher selects appropriate materials for passages. Teacher explains the meaning of main ideas. Teacher illustrates with specific examples.
	LITERATURE	Styles and author's mood.	
9	READING	Identify vocabularies from a passage on market.	Teacher guides students to read the given passages Students identify related vocabularies.
	WRITING		
	GRAMMATICAL ACCURACY	Identify features of adverbials from a passage on: Value orientation.	Teacher identifies adverbials. Read the given passage.
	LISTENING/SPEAKING	Listening for main ideas from a selected passages on drug abuse	Teacher asks students to read selected passages and materials in class.
	LITERATURE	Introduction to drama (origin and development)	Teacher guides students to trace the origin of drama.

10	READING	Reading between lines to highlight hidden attribution	Teacher guides students to read between the lines with a view to detecting hidden attitudes.
	WRITING		
	GRAMMATICAL ACCURACY	Identify features of tenses from passage on: peace and dialogue.	Teacher guides students to read the given passage. Teacher guides them to identify tense from the passage.
	LISTENING/SPEAKING	Listening for main ideas from selected passage on: child labour and trafficking.	Teacher selects appropriate passage and materials. Students pay attention and practice with example given.
	LITERATURE	Theme and plot of plays (selected text).	
11	READING	Reading and answering specific question that require conclusion to be drawn.	Group students for the purpose of further practice. Note: the practice question the teacher draw should cover all level of comprehension e.g Where, when, how, why, what.
	WRITING	Transport and travelling (road transport).	
	GRAMMATICAL ACCURACY	Tenses (present).	Teacher guides students to identify present tenses in a given passage.
	LISTENING/SPEAKING	Listening for main ideas from selected passages on: global warning.	

		Misuse of pesticides.	
	LITERATURE Prose	Features of drama.	Teacher leads students to identify the features of drama.
12	Revision	Revision	Revision
13	Examination	Examination	Examination

ENGLISH STUDIES

J S S 1 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Resumption test	Resumption test	Teacher gives Commands and demand appropriate response
2	READING	Reading to interpret diagrams accurately.	Teacher presents suitable materials in form of passages and maps for student's analysis and description as well as extensive practices.
	WRITING	Story or passage highlighting main and supporting ideas	Teacher presents story or passage to students
	GRAMMATICAL ACCURACY	Tenses (future)	Teacher guides students to identify the tense (future) in the given passage and makes sentences with them.
	LISTENING/SPEAKING	Word boundaries e.g. linking sounds:- Go-away, order of merit, butter and bread	Teacher engages students in pair activities with reference to word boundaries.

	LITERATURE	Types of drama - comedy - tragedy	Teacher leads them to discuss the story.
3	READING	Reading to interpret maps and sentences accurately.	Teacher guides them to act a play. Guides students to associate sentences with written text. Practice associating sketches with written text.
	WRITING	Write appropriate introduction and effective conclusion	Teacher leads the students to identify appropriate introduction and conclusion for selected topics.
	GRAMMATICAL ACCURACY	Identify features of adverbial from passages on peace and dialogue.	Teacher guides students to identify adverbial in a given passage.
	LISTENING/SPEAKING	Compound words e.g. shade board, ice-cream, swimming pool, lifelong, age old, teapot, classroom, night point, return ticket.	Teacher organizes class discussion/play/lets. Teacher provides clues.
	LITERATURE	Features - Theme - Stage - Costume	Teacher leads them to identify props/costumes.
4	READING	Making meaning from spatial description/presentation e.g. interpret accurately maps, diagrammatical sketches.	Teacher presents suitable materials in form of passages, selections, maps, sketches for students analysis and description.
	WRITING	Writing formal letters on different topics e.g. letters to Press, the Principal.	

	GRAMMATICAL ACCURACY	Adverbs e.g. frequency: always often, everyday.	Teacher guides students to identify adverbials in a given passage.
	LISTENING/SPEAKING	Phrases e.g. accompany of friends, a man of the people, a crop of ideas, a queue of traffic, a team of players etc.	i) Teacher organizes class discussion ii) Teacher provides clues iii) Teacher initiates activities.
	LITERATURE	Features - Play director - Audience - Performance	Teacher guides students to identify language features. Teacher guides students to write a play.
5	READING	Identifying how a given diagram or map clarifies or complements written materials.	Teacher guides students to associate sketches with written texts 2) Teacher practices associating sketches with written texts.
	WRITING	Informal letter - one address - opening salutation - body of the letter and - closing	Teacher guides students to write a formal letter.
	GRAMMATICAL ACCURACY	Identification of active and passive verbs from a passage on preventing HIV/AIDS	i) Teacher leads students to read the given passage. ii) Teacher guides them to identify the active and passive forms of verbs in the passage
	LISTENING/SPEAKING	Questions and their tags e.g. Okoro Teachers are always punctual, aren't they? Ibrahim: Yes they	Teacher engages students in pair activities with reference to questions and their tags.

		are. Teacher: Okocha is the best footballer in Africa, isn't he? Student's yes he is.	
	LITERATURE	Drama text on safety of foods and contamination.	Teacher guides students to act a play.
6	READING	Reading to follow direction in written communication. The practioners	Teacher selects and presents appropriate materials. Teacher guides students to identify health practitioners from a given passage.
	WRITING		
	GRAMMATICAL ACCURACY	Identification of active and passive verbs from a passage on:- war against cultism.	Teacher leads students to list the active and passive forms to verbs.
	LISTENING/SPEAKING	Listening for main ideas from a selected passage on:- - cleanliness	i). Teacher illustrates with specific examples. ii). Teacher asks students to read selected passage. iii). Students practices and ask questions.
	LITERATURE	Definition of figures of speech.	Teacher encourages pupils to begin to identify there similes and metaphors in their extensive reading.
7	READING	Identifying key words in the passage that signal direction.	Teacher guides students to identify key words that signal direction. 2) Students practices identification of direction in response to teachers

			prompting.
	GRAMMATICAL ACCURACY	Making sentences using active and passive verbs.	Teacher guides students to make sentences with active and passive verbs.
	LISTENING/SPEAKING	Making conversational sentences with questions tags and responses to the questions. Different fields of medical practice.	Teacher guides students to identify different fields of medical practice.
	LITERATURE	Use comparisons: similes and metaphors are best taught together, one helps to make meaning of the other clear. E.g. She is as red as rose. - She is a rose.	Teacher guides students to identify similes and metaphor in speech.
8	READING	Blending material with related sketch	Teacher presents maps and lead students to arrive at particular destinations. 2. Teacher prepares and gives directions for students to practice.
	GRAMMATICAL ACCURACY	Identification of active and passive verbs from a passage on: - Dangers of examination malpractice.	Teacher leads students to read the selected passage. 2) Students identifies active and passive verbs. Teacher guides students to appropriate a selected poem.
	LISTENING/SPEAKING	Listening for main ideas from a selected passage on:- Malaria, Polio, Tetanus, cleanliness, meningitis etc. Places associated with medical	Teacher explains the relative positions of main ideas of sentences in different passages.

		practice.	
	LITERATURE	Appreciate the selected poem.	Teacher guides students to appropriate a selected poem.
9	READING	Selected passages for answering questions intelligently as written in the passage.	
	GRAMMATICAL ACCURACY	Identification of active and passive verbs from passage on: Drug abuse.	i) Teacher identifies active and passive verbs ii) Teacher guides them to make sentences with active and passive verbs.
	LISTENING/SPEAKING	Positioning of main ideas in given passage: beginning, middle or end.	Teacher explains the relative positions of main ideas of sentences in the different passages.
	LITERATURE	Poetry (appropriate selected poetry)	
10	READING	Reading to follow directions with the help of key words related to direction.	Teacher practices identification of key words related to directions e.g. "moving from left to right", east to west, "worth wards", "south wards" "upwards", "towards" etc.
	WRITING	Discussion on choice of words and punctuations of writing perfect letters.	
	GRAMMATICAL ACCURACY	More practice and identification and conjunction from a given passage.	Teacher guides students to identify these parts of speech in given sentence.
	LISTENING/SPEAKING		
	LITERATURE	Emphasis on using elevated language for	

		writing poems to differentiate it from prose literature.	
12	Revision	Revision	Revision
13	Examination	Examination	Examination



MATHEMATICS
FIRST TERM JSS ONE

WEEK	TOPIC / CONTENT	ACTIVITIES
1	WHOLE NUMBER i. Count and write in million, billions and trillions ii. Apply the counting, writing and reading of large numbers in everyday life. iii. Roman system of counting.	Students: i. Students count, write and read from 99,990 to 1,000,000 in tens and units. ii. Uses counting charts to count in trillions. iii. Count, write and read in large quantities. Instructional Resources: i. Charts of numbers in millions and billions, flash cards etc. ii. Charts of numbers in millions and billions iii. Flash cards etc.
2	EXERCISE IN FOUR BASIC OPERATIONS i. Addition ii. Subtraction iii. Multiplication iv. Division with the use of place value.	Students: i. Add and subtract any two numbers up to 4-digits and state the place value of the result. Instructional Resources: Charts/flash cards, number line charts.
3	FRACTIONS i. Meaning and identification of fractions ii. Reduction of fractions to lowest term. iii. Equivalent fractions, meaning and production iv. Arrange given fraction either	Students: i. Recognize that $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{4}{8}$ are equivalent fractions ii. apply equivalent fractions in sharing commodities e.g. food, money etc. iii. Solve problems on quantitative aptitude in equivalent fractions. Instructional Resources:

	in ascending or descending order.	Charts of equivalent fractions, charts of fractions, flash cards, conversion charts of percentages and fractions.
4	FRACTIONS CONTINUES i. Convert fractions to decimal, decimals to fractions ii. Convert fractions to percentages, percentages to fractions.	Students: i. convert fractions to decimals ii. decimals to fractions iii. Convert fractions to percentages and percentages to fractions. Instructional Resources: Conversion charts of percentages and fractions.
5	DECIMAL FRACTIONS i. Meaning of decimal fractions ii. Relationship between fractions and decimals.	Students: State and write the relationship between fractions and decimals. Instructional Resources: Charts on decimals and fractions.
6	FACTORS AND MULTIPLES i. Prime numbers and prime factors ii. Index forms and common factors iii. HCF iv. LCM	Students: i. Identify common multiples of two or more whole numbers. ii. solve problems involving LCM by (a) factor method (b) multiple method (c) index method. Instructional Resources: Number charts.
7	ESTIMATION i. Estimate the dimensions and distance within the school. ii. Estimate the objects iii. Statistics of people e.g. height iv. Solve problems on quantitative reasoning in estimation.	Students: i. Identify objects in the classroom and school environment and the dimension that can be estimated. ii. Estimate the capacity of some containers e.g. milk tins. iii. solve problem on quantitative reasoning in estimation.
8	RANGE OF COST OF VARIOUS ARTICLES i. Estimation of prices of every day articles ii. Relationship of estimated prices to real prices of the articles.	Students: i. Estimate the mass of given objects. ii. Estimate the value of things in day to day activities. Instructional Resources: Containers, milk tins, solid objects etc.
9	NUMBER BASE 2	Students:

	i. Counting in base 2 ii. Addition and subtraction of numbers I base 2 numbers. iii. Subtraction of numbers in base 2 numbers.	i. Count with the aid of the prepared bundles ii. Use bundle in twos and units to repeat teacher's demonstration for number 1 – 10. Instructional Resources: Charts, counters such as match sticks, broom sticks, bottle tops etc.
10	NUMBER BASE CONTINUES i. Multiplication of numbers in base 2 numerals ii. Quantitative reasoning involving problems related to conversion and applications of numbers in base 2 numbers. iii. Convert base 10 numerals to binary numbers.	Students: Use bundle in twos and units to repeat teacher's demonstration for number 1 – 10. Instructional Resources/; Charts, counters such as match sticks, broom sticks, bottle tops etc.
11	PERCENTAGES i. Changing percentages to decimals ii. Relationship of estimated prices to real prices of the articles.	Students: i. change percentages to decimals ii. Explain relationship of estimated prices to real prices. Instructional Resources: Some articles or items sold in the market.
12	PERCENTAGE CONTINUES i. Changing percentages to decimals ii. Changing decimals to percentages.	Students: i. Changing percentages to decimals. ii. Changing decimals to percentages.
13	Revision	
14	Examinations	

MATHEMATICS
SECOND TERM JSS ONE

WEEK	TOPIC / CONTENT	ACTIVITIES
1	APPROXIMATION i. Obtaining approximate values for calculation involving four basic arithmetic processes (operations) ii. Rounding off of numbers to the nearest 10, 100, 1000. iii. Quantitative reasoning	Students Carry out approximation of answers to given number of decimal places and significant figures. Instructional Resources; Additional and subtraction approximations charts, multiplication and division approximation charts.

	involving approximation.	
2	OPEN SENTENCES i. Use of letters to represent numbers ii. Distinguishing between open and closed sentences iii. Supplying the missing numbers in open sentences from a set of given permissible substitutes.	Students: Solve open sentences problems with two arithmetic operations ii. Solve problems on charts. Instructional Resources: Flash cards and open sentences charts ii. flash cards and charts showing word problems.
3	SIMPLIFYING ALGEBRAIC EXPRESSION i. Identifying the coefficient of symbols or letters ii. Distinguishing algebraic expression from non-algebraic expression.	Students: i. Identifying coefficient of positive and negative terms in algebraic expressions. ii. Distinguishing between algebraic from non-algebraic expression. Instructional Resources: Charts showing terms and their coefficients.
4	SIMPLIFYING ALGEBRAIC EXPRESSION CONTINUES i. Basic operation of addition, subtraction, multiplication and division of algebraic symbols and terms ii. Collection of like terms.	Students: Solve given algebraic expression in addition, subtraction, division of algebraic symbols. Instructional Resources: charts on worked examples on simplification of algebraic expression.
5	WORD PROBLEMS i. Formation of word problems (simple cases) ii. word problems involving use of symbols iii. Quantitative reasoning involving algebraic expressions.	Students: i. Solve word problems involving use of symbols ii. Solve simple algebraic expression in quantitative reasoning. Instructional Resources: Charts on word problems involving use of symbols.
6	SIMPLE EQUATION IN ONE VARIABLE i. Identifying simple equation in one variable ii. Examples of three types of equality i.e. Absolute, Referential and Conditional equality.	Students: i. Identify simple equation in one variable ii. Give example of types of equalities. Instructional Resources: Charts on solved problems on simple equation in one variables.

7	DIRECTED NUMBERS i. Addition and subtraction of numbers using number line ii. Use of number line.	Students: i. Draw the number line correctly. ii. Add and subtract integers using the number line. Instructional Resources: Charts/flash cards. Number line charts.
8	BASIC PROPERTIES OF SOME COMMON THREE DIMENSIONAL FIGURES Basic properties of cubes, cuboids, pyramids, cylinders, e.g. faces, vertices and edges.	Students: Identify the basic properties of pyramid cylinder and sphere. Instructional Resources: Cylinder and sphere standard or improvised cubes, cuboids.
9	BASIC PROPERTIES OF SOME THREE DIMENSIONAL CONTINUES i. Sphere ii. Cone iii. Triangular prism e.g. faces, vertices and edges.	Students: Identify the number of faces, edges and vertices of cubes and cubes. Instructional Resources: Cubes, cuboids, ruler, tapes, empty carton bricks etc.
10	PROPERTIES OF FIGURES i. Rectangles ii. Square iii. Isosceles triangles iv. Equilateral triangles v. Circles	Students: Identify the properties of rectangles, triangles, equilateral triangles, circles. Instructional Resources: Sphere, wooden triangle etc.
11	Revision	Revision
12	Examinations	Examinations

MATHEMATICS
THIRD TERM JSS ONE

WEEK	TOPIC / CONTENT	ACTIVITIES
1	PERIMETER OF IRREGULAR AND REGULAR SHAPES i. Definition of perimeter ii. How to determine the perimeter of a given plane figures	Students: Determine the perimeter of shapes by practical method – by formula. Instructional Resources: Shapes of regular and irregular polygons.

	by measuring or calculating.	
2	AREA OF IRREGULAR AND REGULAR SHAPES i. How to determine the area of a given plane shape ii. Derive the formula of	Students: Find the area of the regular and irregular shapes using graph. Instructional Resources: Shapes of regular polygons, graph papers.
3	VOLUMES i. Volumes of cubes ii. Cuboids iii. Triangular prism	Students: Derive the formula for finding the volume of a cube and cuboids. - Construct parallel and perpendicular lines. Instructional Resources: Cubes, cuboids, empty cartons, cones.
4	CONSTRUCTION Constructing parallel and perpendicular line.	Students: Construct parallel and perpendicular lines. Instructional Resources: Plane sheets of paper and mathematical set.
5	ANGLES i. Meaning and measurement ii. Definition and identification of adjacent, alternate, corresponding and vertically opposite angles.	Students: Measures some angles Instructional Resources: Cut out shapes of triangles, quadrilateral and other polygon types. Rulers, tapes, protractor.
6	PROPERTIES OF ANGLES i. Angles on a straight line ii. Angle at a point iii. Properties of alternate and corresponding angles with respect to parallel lines.	Students: Identify and state the properties of the angles from the appropriate diagrams. Instructional Resources: Protractor, plane sheets, cardboard containing angles, pencil.
7	SUM OF ANGLES IN A TRIANGLE i. Identification of types of triangles ii. Finding the sum of angles in a triangle.	Students: Identify types of triangles Instructional Resources: meter, rule, angles, charts of angles.
8	STATISTICS i. Purpose of statistics ii. Need for collecting data for	Students: i. Discuss the purpose of statistics ii. Discuss the use of statistics for planning

	planning purposes.	purposes.
9	DATA COLLECTION Pictorial representation of data, bar chart, line graph	Students: Define and solve pictorial representation of data bar chart, line graph. Instructional Resources Chart on bar chart.
10	DATA PRESENTATION Frequency table (median)	Students: i. Define media ii. Find the median of a given set of data. Instructional Resources: Median chart
11	STATISTICAL AVERAGES i. Identification of mode, median in asset of data ii. calculation of mean using the data.	Students: Calculate mean, mode and median. Instructional Resources: Mean and median chart.
12	Revision	Revision
13	Examinations	Examinaton

NIGERIAN LANGUAGES (NL)

HAUSA LANGUAGE L1 JSS 1 FIRST TERM ZANGO NA DAYA AJI DAYA

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'anar jimla da bayanin sassauƙar jimla.	
2	ADABI: Ma'anar rubutacciyar waƙa da misalanta	
3	ADABI: Karatun gajerun rubutantun waƙoƙi. Misali: fito da zubi da tsarin wakoki	

4	AL'ADA: Ma'anar Bukukuwan gargajiya da ire-irensa	
5	AL'ADA: Bayanin bukukuwan gargajiya. Misali aire, suna, sallah d.s	
6	HARSHE: Karanta labari a bayyane da bayanin muhiman kalmomi	
7	AL'ADU: Ire-iren sana'o'in gargajiya da muhimancin su	
8	HARSHE: Sassan jimla misali- suna, aikatau, bayanau ds.	
9	HARSHE: Karanta labari da amsa tambayoyin labarin	
10	AL'ADA: Rukon iyali da muhimancinsa	
11	AL'ADA: Kiyaye hakikin makwabtaka	
12	AL'ADA: Tsimi da tanaji don gobe. Misali- tattling kudi, kaucewa al mubazzaranci, yin assu ds.	
13	Bitar aikin baya/maimaitawa	
14	Jarabawa	

**HAUSA LANGUAGE L1 SECOND TERM
ZANGO NA BIU AJI DAYA**

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE:	

	Ma'anar insha'i da ire-irensa. Misali – wasiKa, labari, muhawara ds.	
2	ADABI: Ma'ana da misalin tsattsaurar jimla	
3	ADABI: Ma'ana da misalan Karin Magana	
4	AL'ADA: Bayani akan miyagun kwayoyi da ire-irensu	
5	AL'ADA: Takaitaccen bayani akan al'ada da ire-irenta	
6	HARSHE: Nau'o'in inshai misali- na siffantawa, na labari, na bayyannawa da na wasika.	
7	HARSHE: Takaitaccen bayani akan ire-iren tsattasaurar jimla. Misali - jimlar umarni, da kuma ta tambaya	
8	ADABI: Misalan labarai masu tushen Karin Magana da kuma tsattsefesu. Misalai – da muguwar rawa gara kin tashi, mai arziki ko a kwara ya saida ruwa.	
9	AL'ADA: Illar shan Kwayoyi ba bias Ka'ida ba tare da kawo misalan miyagun Kwayoyi. Misali – wiwi, sholisho, baliyon, hadar ibilis ds.	
10	AL'ADA: Tasirin al'adun zamani akan na gargajiya. Misali - fannin iilml, kasuwanci, sana'o'l, tufafi, abinci, ds.	
11	Bitar aikin baya/maimaitawa	

12	Jarabawa	
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**HAUSA LANGUAGE L1 THIRD TERM
ZANGO NA UKU AJI DAYA**

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'anar furuci da ire-irensa	
2	HARSHE: Jaddada muhimman gabobin furuchi. Misali – labba, haKora, harshe, hauKa, ganda, handa, ds.	
3	ADABI: Rubutu wasiKa da ire-irensa. Misali ta neman aiki, ta 'yan' uwa da abokan arziki.	
4	ADABI: Takaitaccen bayani akan wasan Kwaikwayo da ire-irensa. Misali – na dandali, rubutacce ds.	
5	ADABI: Aiwatar da wasan Kwaikwayo tare da KoKarin fito da darussan da ke ciki. Misali – akan muhimmancin zaman lafiya	
6	ADABI: Ci gaba da wasan KwaiKwayo. Misali – muhimmancin neman ilimi	
7	AL'ADA: Zane a al'adun hausa da ire-irenta. Misali- na Kwarya, tukunya, na gida ds.	
8	AL'ADA: Kwalliyar tufafi. Misali – kwado da linzami, sirfani, kufu, alkyabba da abaya.	

9	HARSHE: Gabobin furuci- masu motsi da marasa motsi. Misali – harshe, leɓɓa, dasashi ds.	
10	ADABI: Cikakken bayani akan wasiKar neman aiki. Misali – sassanta da Ka'idojinta	
11	ADABI: Aiwatar da wasan KwaiKwayo akan illar shan miyagun Kwayoyi.	
12	Bitar aikin baya/maimaitawa	
13	Jarabawa	

HAUSA LANGUAGE L2 FIRST TERM
ZANGO NA DAYA AJI DAYA

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Babbakun Hausa da ire-iresu	
2	HARSHE: Wasulan Hausa	
3	ADABI: Gaisuwa: Ma'anar gaisuwa da misalanta	
4	ADABI: Misalan gaisuwa: Ina kwana, Ina wuni, barka da asuba, mukwana lafiya, sauka lafiya, adawo lafiya ds.	
5	HARSHE: Kidayar Hausa (yara su iya kidaya 1-50)	
6	AL'ADA: Kayayyakun amfani a gida (na ɗaki da na tsakar gida da na girki)	

7	ADABI: Ma'anar sadarwa da hanyoyin sadarwa. Misali – radiyo. Talabijin, wayar tangaraho, jirida, mujalla, Kasida, allon sadarwa, hotuna.	
8	ADABI: Amfanin hanyar sadarwa	
9	AL'ADA: Tantance sunayan abubuwan da ke makaranta.	
10	ADABI: Sunan sassan jikin mutum (Tare da zana surau dan adam)	
11	ADABI: Koyar da sunayen dabbobin gida da na daji	
12	ADABI: Koyar da sunayen tsuntsayen gida da na daji	
13	Bitar ayyukan baya/maimaitawa	
14	Jarabawa	

**HAUSA LANGUAGE L2 SECOND TERM
ZANGO NA BIU AJI DAYA**

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Koyar da haɗa Kanannan kalmomi. Misali – ci, sha, tafi, rai, ds.	
2	ADABI: Koyar da sunayen asalin garuruwan Hausawa. Misali Kano, Katsina, Gusau, Sokkwato, Zaria ds.	

3	ADABI: Koyar da sunayen launika da Hausa. Kore, shudi, ja, fari, ds.	
4	ADABI: Koyar da sunayen ranakun mako. Misali – Litinin, Lahadi, Shekaran jiya, yau, gobe, jibi, gata ds	
5	ADABI: Koyar da lokaci (Agogo). Misali – daKiKa, minti, kwata, rabi, sa’a ds.	
6	ADABI: Koyar da sunayen watanni da Hausa. Misali- Janairu, Afrili, Satumba ds.	
7	ADABI: Koyar da kayan aikin gona. Misali - laujr, fatanya, garma, Kwando ds.	
8	ADABI: Sunayen abincin Hausawa da ‘ya’yan itatuwa (tuwo, fura, danwake, dambu, lemo, abarba, kaanya, tsada, adawa, magarya)	
9	ADABI: Dabi’un cin abincin Hausawa. (Cid a dama, lanKwasa kafa, wanke, hannu ds.)	
10	ADABI: Kidayar Hausa (Daga 51-100)	
11	Bitar akin baya/maimaitawa	
12	Jarabawa	

**HAUSA LANGUAGE L2 THIRD TERM
ZANGO NA UKU AJI DAYA**

MAKO	BATU/KUMSHIYA	AYYUKA
1	ADABI: Koyar da kyawawan ɗabi'un Hausawa. Misali – kunya, Kyauta, girmama baKo da maKwabci ds.	
2	ADABI: Koyar da tatsuniya mai dauke da KyaKKyawar ɗabi'u.	
3	AL'ADA: Tufafin Hausawa (na maza da na mata)	
4	HARSHE: Koyar da suna (Noun) da ire-iren sa. Misali – Shehu, Kano, Kura, Kujera, Yashi, Garke d.s	
5	HARSHE: Koyar sa wakilin suna (Pronoun). Misali – ni, mu, kai, ku, shi, ita, su, ds.	
6	HARSHE: Koyar da Kalmonin aikatau (Verb) sauKaKa. Misali- ci, sha, zo, tafi, dauka, wasa, ds.	
7	HARSHE: Sunayen alamomin rubutu misali – aya, waKafi, alamar tambaya, ds.	
8	HARSHE: Ci gaba da koyar da alamomin rubutu. Misali – alamar motsin rai, ruwa-biyu, al-hamza ds.	
9	HARSHE: Hada manyan Kalmonin Hausa ta amfani da baKi da wasali. Misali – makarauta, tsintsiya, manjagara ds.	
10	ADABI:	

	Gina labari daga hotuna. Misali – a. Mama tana girki b. Baba yana noma ds.	
11	HARSHE: Tambaya da amsa cikin gajerun jimloli. Misali – Ina zaka? Me kake so? Yaya sunanka? Yaya sunanki?	
12	Bitar aikin baya/maimaita aikin baya	
13	Jarabawa	

ASỤSỤ IGBO (L1)

JSS 1 TAM NKE MBỤ

IZUỤKA	ISIOKWU/NDỊNISIOKWU	IHE OMUME Na NGWA NKỤZỊ
1.	1) ASỤSỤ i) Nkọwa asụsụ na uru asụsụ bara ii) Njirimara asụsụ 2) AGỤMAGỤ NA NKENỤDỊ YA i) Nkọwa agụmagụ ii) Nkenụdị agụmagụ iii) Njirimara agụmagụ ọdinala iv) Njirimara agụmagụ ugbo a	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ịsụ asụsụ, ịkọwa uru asụsụ bara 2. ịkọwapụta ụzọ ndị ọzọ e si ezisa ozi n'abughị asụsụ mmadụ dika ekwe, opi, egbe, dgz. 3. Ịkọwa agụmagụ na nkenụdị ya 4. Ikwu njirimara agụmagụ nke ọ bụla NGWA NKỤZỊ Akwụkwọ ọgụgụ, ụgbo ojii, kaadi mgbubam (flash card), ọja, ekwe, chaatị, ogene, igba.
2.	NDỊ IGBO i) Asụsụ ha ii) Ebe ha bi iii) Ejiji ha iv) Ndị agbataobi ha	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ige ntị 2. Ịkọwapụta ndị bụ ndị Igbo 3. Ịrụgosi ndị Igbo site n'ejiji 4. Igosiputa mmasị na obiuto ha nwere site n'ịsụ asụsụ Igbo 5. Ịrụgosi Steeti ndị Igbo na ndị agbataobi ha site na maapụ NGWA NKỤZỊ Eserese, Maapụ, Tepurekọda, Tiivii,

3.	OMENALA NDỊ IGBO a) Nkọwa ụfọdụ omenala na ọmụmaatụ ha dk. iri ji, ile ọmọgwu, igba mgba, iwa ọji, ilu nwaanyi, dgz. b) Ekele ndi Igbo n'oge di iche iche	Ngwa ejiji IHE ҮMҮAKWҮKWỌ GA-EME 1. Ikwaputa omenala ndi Igbo ha maara 2. Ikele ekele ndi Igbo di iche iche 3. Ikelerita onwe ha 4. iza ajuru NGWA NKҮZI: Akwukwo ogugu, eserese, ngwa ejiji, tepurekoda, televishonu, Maapu
4.	AGҮMAGҮ: IDUUAZI 1. Igu akwukwo iduuzi a hoputara 2. Ntule aha ode, isiokwu ya na ihe akuko na-ako 3. Nkwa okwu oheru ndi putara n'akuko iduuzi	IHE ҮMҮAKWҮKWỌ GA-EME: 1. Igu akwukwo iduuzi 2. Ikwu aha ode, isiokwu na ndinisiokwu akwukwo ya 3. Ikwu njirimara agumagu odinala 4. Nkwa okwu oheru na iji ha mebe ahirjokwu NGWA NKҮZI Akwukwo iduuzi, ugbu oji, kaadi mgbubam, dgz.
5.	ҮDAASҮSҮ /NSOROEDIDE a) Odide na ogugu mkpuru-edemedede/abidi b) Nkwa ya: i) Udaume ii) Mgbochiome iii) Ndiiche di n'etiti ha abuo	IHE ҮMҮAKWҮKWỌ GA-EME 1. Igu na ide mkpuruabidi 2. Ikpaputa ha 3. Ikwu udaume, mgbochiome na ndiiche di n'etiti ha NGWA NKҮZI Akwukwo ogugu, kaadi mgbubam, ugbu oji, dgz.
6.	NSOROEDIDE a) Mgbochiome nge b) Mgbochiome mkpi c) Myiriudaume d) Iji ha mebe mkpuruokwu e) Nkwaputa ndiiche di na mgbochiome nmyiri-udaume	IHE ҮMҮAKWҮKWỌ GA-EME 1. Ikpaputa mgbochiome nge/mkpuruokwu 2. Iruosi ha na ahirjokwu 3. Ikwu myiriudaume na ọmụmaatụ ha 4. Iji ha mebe mkpuruokwu
7.	ҮDAASҮSҮ	IHE ҮMҮAKWҮKWỌ GA-EME

	1) Nkewa ụdaume 2) Ụdaarọ/òtù E 3) Ụdamfe/òtù A 4) Ndiiche dị n'etiti ha abụọ 4) Iji ha mebe mkpụrụokwu	1. Ikpọputa na ikewa ụdaume 2. Iruḡosi ụdaume aro na nke mfe 3. Ikwu ndiiche di n'etiti ha abuo 4. Iji ụdaume na ụdaaro meputa mkpụrụokwu 5. Iruḡosi ụdaume na mkpụrụokwu n'ime ahiriokwu NGWA NKỤZI Akwukwo ogugu, chaati, tepurekoda, kaadi mgbubam, ugbo ojii, dgz.
8.	ỌNỤỌGUGU 1) Nkwa onugugu 2) Onugugu (1-100) ohuru 3) Igu onugugu (101-500)	IHE ỤMỤAKWUKWỌ GA-EME 1. Igu onugugu ohuru 2. Idepata onugugu 3. Iruḡosi nke bu nke n'ugbo ojii 4. Ichikota ihe ha guru onu NGWA NKỤZI Akwukwo ogugu, kaadi mgbubam, okwute, mkpuru okwe, dgz.
9.	AGUMAGU: IDUUAZI 1. Ogugu akwukwo iduuazi 2. Nkwa usorookwu, okwu ohuru batara n'ihe a guru 3. Nchikota ihe a guru onu	IHE ỤMỤAKWUKWỌ GA-EME 1. Igu akwukwo iduuazi 2. Ichoputa na ikwa okwu ohuru batara n'ihe ha guru 3. Ichoputa ozi ode na-ezi n'akwukwo ya NGWA NKỤZI Akwukwo iduuazi a hoputara
10.	AKARAEDEMEDE 1. Nkwa ha na ideputa udi ya gasi dika: Rikom, kpom, kpom rikom, akara ngwu, njajaju, akara mkpu. 2. Ntinye ha n'ahiriokwu	IHE ỤMỤAKWUKWỌ GA-EME: 1. Ikpopusita akara edemede ndi ha ma 2. Iruḡosiputa ha n'ahiriokwu 3. Idebanye ha n'ime akwukwo ha NGWA NKỤZI: Akwukwo ogugu, kaadi mgbubam, ugbo ojii, dgz.
11.	AGUMAGU: IDUUAZI 1. Ogugu akwukwo iduuazi 2. Nkwa usorookwu na mkpụrụokwu batara n'ihe a guru 3. Ntule agwa ndi batara	IHE ỤMỤAKWUKWỌ GA-EME 1. Igu iduuazi 2. Iguputa mkpuruokwu/okwu ohuru 3. Idepata mkpuruokwu na usorookwu 4. Inye nkwa ha na iji ha mebe ahiriokwu

	n'Iduuazi 4. Nchikọta akukọ a korọ na ihe mmụta dị n'akukọ	NGWA NKŪZI Akwukwọ Iduuazi a họtara
12.	MMUGHARỊ IHE A KŪZIRI	
13.	ULE	
14.	MMECHI	

ASỤSỤ IGBO (L1)

JSS 1 TAM NKE ABỤỌ

IZUŪKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKŪZI
1.	EKWUMEKWU a) Ihe ụmụaka na-eme n'ubochi nkịtị (Monde ruo Fraidee) b) Ihe ụmụaka na-eme n'ubochi Satodee	IHE ҮMҮAKWҮKWỌ GA-EME: 1. Ige ntị 2. Ikwuputa ihe ha na-eme 3. Iguputa ihe 4. Ideputa ihe ụfọdụ ha na-emegasi n'ubochi ndi a NGWA NKŪZI Akwukwọ ogugu, ụgbọ ojii, tepurekoda, ụmụaka n'onwe ha.
2.	EZINŪLỌ a) Nkọwa ihe bụ ezinulo b) Ndi a na-ahụ n'ezinulo c) Nkọwaputa ụdi ezinulo di iche iche dika ezinulo mkpuke, mbisa na ubara d) Ory nne na nna n'ezinulo	IHE ҮMҮAKWҮKWỌ GA-EME: 1. Ige ntị 2. Ikwaputa ndi mebere ezinulo 3. Ikọwa ụdi ezinulo di iche iche 4. Ikwu ory atọ nne na nna na-arụ n'ezinulo NGWA NKŪZI Akwukwọ ogugu, eserese/foto, tepurekoda, tiivii
3.	AGŪMAGŪ: Ejije ederede 1. Ntule odee ejije, isiokwu na ihe odee na-akọwa n'ejije ya 2. Ogugu akwukwọ ejije 3. Nkọwa usorokwu na okwu ohuru.	IHE ҮMҮAKWҮKWỌ GA-EME 1. Igụ akwukwọ ejije a họtara 2. Ikwu isiokwu na ndinisiokwu 3. Ideputa okwu ohuru ma were ha Mebe ahirikwu NGWA NKŪZI: Akwukwọ ejije a họtara
4.	EZINŪLỌ Ai) Ory ụmụaka n'ezinulo	IHE ҮMҮAKWҮKWỌ GA-EME 1. Ikwu ory ụmụaka n'ezinulo

	ii) Uru ezinụlọ bara B) AGUMAGU: i) Ogugụ akwụkwọ ejije a họtara ii) Nkọwa usuoro okwu na okwu ọhụrụ ndị batara n'ihe a gụrụ	2. Ikwu uru ezinụlọ bara 3. Igụ akwụkwọ ejije a họtara NGWA NKỤZỊ: Akwụkwọ ejije a họtara
5.	AHỤIKE a) Nkọwa ihe bụ ahụike b) Ihe dị iche iche na-ebute ahụike c) Ụdị ọjịa dị iche iche d) Ụzọ e si egbochi ọjịa	IHE ỤMỤAKWỤKWỌ GA-EME 1) Ikwu ahụike 2) Ikwu ihe ndị na-eme ka ha nwee ahụike 3) Ikwesịta ụdị ọjịa dị iche iche 4) Ikwu ụzọ mgbochi ọjịa ndị a NGWA NKỤZỊ: Akwụkwọ ogugụ, tepụ rekoda, kaadị mgbubam, eserese, dgz.
6.	AGUMAGU: Ejije ederede i) Ogugụ akwụkwọ ejije a họtara ii) Nkọwa usoro okwu na okwu ọhụrụ ndị batara n'ihe a gụrụ	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Igụ akwụkwọ ejije a họtara 2. Inye nkọwa okwu ọhụrụ 3. Ijụ na ịza ajụjụ NGWA NKỤZỊ: Akwụkwọ iduuzi a họtara
7.	ỌNỤOGUGU Iguputa ọnụogugụ site na narị ise na otu ruo otu puku (501-1000)	IHE ỤMỤAKWỤKWỌ GA-EME 1) Igụ ọnụogugụ 2) Irugosi ọnụogugụ 3) Ideputa ha NGWA NKỤZỊ Akwụkwọ ogugụ, okwuchi karama, mkpụrụ okwute, kaadị mgbubam, dgz.
8.	ỌNỤOGUGU Iguputa ọnụogugụ site n'otu puku na otu ruo puku ise (1001-5000)	IHE ỤMỤAKWỤKWỌ GA-EME 1. Iguputa ọnụogugụ 2. Irugosi ọnụogugụ 3. Ideputa ha n'usoro NGWA NKỤZỊ Akwụkwọ ogugụ, kaadị mgbubam, mkpụrụokwe, dgz.
9.	ORỤ DỊ ICHE ICHE	IHE ỤMỤAKWỤKWỌ GA-EME

	Ai) Ụdị Ọrụ dī iche iche ụmụ nwoke na ụmụ nwaanyị na-arụ ii) Onyenkuzi ikwu ụdị ọrụ dīgasi iche iche dika: ọrụ ugbo, ọrụ nkuzi, dgz. B) AGUMAGU: Ejije ederede i) Ọgụgụ ejije ii) Ntule agwa ndi batara n'ejije ii) Nchikota ejije	1. Ikwuputa ọrụ ụmụnwoke na nwaanyị na-arụ 2. Ikwuputa ụdị ọrụ ha ga-achọ iru n'odinihu 3. Igụ ejije 4. Itule agwa ndi batara n'ejije, ikwu ndi masiri ha na ndi amasighi ha na ihe kpatara ya. 5. Ichoputa ozi ode n'akuko ya NGWA NKUZI Akwukwo ọgụgụ, tepu rekoda, redio, tiivi, dgz.
10.	AHIRIOKWU a). Nkwa ahiriokwu na ụdị ya gasi b) Ikwuputa ụdị ahiriokwu dī iche iche c) Imeputa ụdị ahiriokwu dī iche iche	IHE ỤMỤAKWUKWỌ GA-EME 1. Ikwa ihe bu ahiriokwu 2. Ikposita ụdị ahiriokwu ndi e nwegasiri 3. Imebe ụdị ahiriokwu dī iche iche NGWA NKUZI Akwukwo ọgụgụ, kaadi mgbubam, ugbo ojii, dgz.
11.	MMUGHARI IHE A KUZIRI NA TAM	
12.	ULE NA MMECHI	

ASUSU IGBO (L1)

JSS 1 TAM NKE ATỌ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	AGUMAGU ODINALA a) Nkwa ihe bu agumagu odinala na nkeudi ya dk: i) Akuko ifo (ii) Abụ odinala iii) Ejije odinala b) Omumaatu ha gasi c) Ide njirimara agumagu odinala	IHE ỤMỤAKWUKWỌ GA-EME: 1. Ikwa ihe bu agumagu odinala 2. Ime nkenudi agumagu odinala 3. Ide ihe odide NGWA NKUZI Akwukwo ọgụgụ, ugbo ojii, tepurekoda, umaka n'onwe ha.

2.	ỌNỤỌGỤGỤ (5000-1,000,000) Igụputa ọnụọgụgụ site na puku ise ruo otu nde	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Igụ ọnụọgụgụ 2. Irugosi ọnụọgụgụ 3. Idetu ọnụọgụgụ NGWA NKỤZI Ugbọ okwe, mkpụrụokwe, kaadi mgbubam, mkpụrụ osisi, ugbọ ojii.
3.	ỌRỤ NDỊ IGBO A i) Ọrụ ndị Igbo tupu ọbịbịa ndị ọcha na n'oge ugbu a. ii) Obodo e ji ọrụ ndị a mara dika ikpụ ụzụ (Ọka) ikwe akwa (Akwaete) B) AGỤMAGỤ: Abụ ederede i. Ọgụgụ abụ abụọ a họtara ii. Ngụputa abụ iii. Ntụle isiokwu na ihe abụ na-akọ maka ya iv. Nkọwa usorookwu na okwu ọhụrụ batara n'abụ a gụrụ	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ikọwaputa ụdị ọrụ ndị Igbo na-arụbu tupu ndị ọcha abịa 2. Ikwu obodo ụfọdụ na ọrụ e ji mara ha 3. Igụ abụ na ikọwa ihe abụ na-ekwu maka ya 4. Inye nkọwa okwu ọhụrụ NGWA NKỤZI: Eserese/foto na-egosiputa ọrụaka dị iche iche, tepụrekọda, akwụkwọ abụ a họtara.
4.	NRỤKỌRỊTA ỌRỤ NA URU YA a) Nkọwa nrụkọrịta ọrụ b) Usoro nrụkọrịta ọrụ c) Uru na ọghom ya	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige ntị 2. Ikọwa ihe bụ nrụkọrịta ọrụ 3. Ikwu uru na ọghom ndị na-adị n'irụkọrịta ọrụ 4. Ideputa usoro ndị a na-agbaso eme nrụkọrịta ọrụ NGWA NKỤZI: Tepụrekọda, akwụkwọ ọgụgụ, mgbubam, dgz.
5.	NZISA OZI a) Nkọwa nzisa ozi b) Ụzọ nzisa ozi dị iche iche c) Uru nzisa ozi bara d) Ọghom dị n'izisa ozi	IHE ỤMỤAKWỤKWỌ GA-EME 1) Ikwu ihe nzisa ozi putara 2) Ikwu ụzọ dị iche iche e si ezisa ozi 3) Ideputa uru na ọghom nzisa ozi NGWA NKỤZI Ekwentị, ekwe, ogene, tepụrekọda, chaatị, kọmputa, akwukwọ ọgụgụ, redio. Tiivi, nuuzupepa na ụmụaka

6.	AGUMAGU: Abu ederede 1. Ogugu abu abuo a hoputara 2. Nkwa usorookwu na okwu oheru.	n'onwe ha. IHE UMUAKWUKWO GA-EME 1. Igu abu abuo ndi a hoputara 2. Ikwa usoro okwu na okwu oheru NGWA NKUZI Akwukwo abu a hoputara
7.	EZINULO a) Mue ole i ga-azutali b) Uru di n'amughi otutu umu c) Oghom di n'imu otutu umu d) Mparitauka: Uru di n'amughi otutu imu	IHE UMUAKWUKWO GA-EME 1. Ikwa mue ole i ga-azu 2. Ikwu mkpa o di mmadu imu ole o ga-azutali 3. Ikwu uru ise di n'amughi otutu umu 3. Ikwu oghom di n'imu otutu umu 4. Iguputa na ideputa ihe NGWA NKUZI Akwukwo ogugu, Eserese/foto, dgz.
8.	NCHEKWA GBURUGBURU Mparitauka gbasara ya a) Nlekota na nchekwa gburugburu anyi b) Ihe ndi na-emebi gburugburu anyi dika: Ide mmiri, mbuze, dgz. c) Ihe na-ebute ya d) Uzọ mgbochi ha	IHE UMUAKWUKWO GA-EME 1. Ikwu ihe echekwaghi gburugburu na-ebute 2. uzọ e si elekota/echekwa gburugburu 3. Ikwaputa ihe ndi na-emebi gburugburu 4. Ikparitauka gbasara ihe ha ga-eme iji na-echekwa gburugburu ha NGWA NKUZI Akwukwo ogugu, Eserese/foto ebe a na-ekpofu ahija na ebe a wara mmiri ide uzọ, ngwa ufodu e ji eme nlekota/echekwa gburugburu ebe obibi , dgz
9.	ONUOGUGU Mmughari onuogugu (1-1000,000)	IHE UMUAKWUKWO GA-EME: 1. Igu onuogugu 2. Iugosi onuogugu 3. Ngunwo 4. Ide ihe odide metutara onuogugu NGWA NKUZI Chaati, akwukwo ogugu, ugbo ojii, kaadi mgubam, dgz.

10.	AGUMAGU: Abụ ederede 1. Ogugu abụ abụọ a họtara 2. Nkwa usorookwu na okwu oheru. 3. Nchikota abụ na ihe mmata di n'abụ	IHE UMUAKWUKWO GA-EME: 1. Igụ abụ abụọ ndị a họtara 2. Ikwa usoro okwu na okwu oheru NGWA NKUZI Akwukwo abụ a họtara
11.	MMUGHARI IHE A KUZIRI NA TAM	
12.	ULE	
13.	MMECHI	

ASUSU IGBO (L2)

JSS 1 TAM NKE MBU

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	EKELE Ai) Nkwa na uru ekele bara. ii) Ikele ekele n'oge di iche iche Bi) Ikele ekele n'ezinulo (nne, nna, umunne, ikwu na ibe, dgz). ii) Ekele n'onodu di iche iche: onye na'aru oru, azu ahia, onye oria, onye njem, onye obia, onye mere mmadu ihe oma.	IHE UMUAKWUKWO GA-EME: 1. Nkwuputa ekele di iche iche 2. Nlere eserese ndi na-ekele ekele n'oge di iche iche 3. Ikelerita onwe ha ekele NGWA NKUZI Akwukwo ogugu, foto/eserese ndi na-ekele ekele, teperekoda, radio.
2.	A) MKPURUEDEMEDE IGBO (abidi) i. Mkpuputa na odide nnukwu na obere abidi ii) Imako abidi ndi nnukwu na ndi obere iii) Iji mkpuruabidi meputa mkpurukwu	IHE UMUAKWUKWO GA-EME 1. Ikpuputa abidi 2. Irugosi ha 3. Ideputa ha 4. Imako abidi ndi nnukwu na obere 5. Iji abidi meputa mkpurukwu

3	B) NRUGOSI Mkpọpụta na ndepụta ihe ha na-ahụ na gburugburu ha: - N'ụloakwụkwọ - N'ụlọ obibi - Iji ihe ndị a mepụta nkenke ahirimfe	IHE ỤMỤAKWỤKWỌ GA-EME - Nlere anya ihe ndị nọ na gburugburu ụloakwụkwọ - Nlere anya n'esere ndị dị n'akwụkwọ ogụgụ ha - Ikposita ihe ndị ha na-ahugasị n'ụlọ ebe obibi ha - Iji ha mebe ahirimfe. NGWA NKỤZI Ngwa ndị a na-ahụ ma n'ụloakwụkwọ ma n'ebe obibi ụmụaka, kaadi mgbubam, ụgbọ ojii, akwụkwọ ogụgụ, dgz.
4.	NKỤZI AKỤKỤ AHỤ MMADỤ - Osise mmadụ na ndepụta akụkụ ahụ mmadụ dị iche iche - Nkọwa akụkụ ahụ mmadụ na ọrụ ha dika: E ji ntị anụ ihe, E ji ọnụ ekwu okwu, dgz. - Iji aha akụkụ ahụ ndị a mebe ahirimfe dika: E ji isi ebu ihe, Enwere m ntị abụọ, dgz.	IHE ỤMỤAKWỤKWỌ GA-EME - Ikpositasị aha akụkụ ahụ mmadụ ndị ha maara - Ikwu ọrụ ha na-arugasị - Iji aha akụkụ ahụ ndị a mebe ahirimfe - Iseputa akụkụ ahụ mmadụ na idebanye aha hagasị NGWA NKỤZI: Akwụkwọ ogụgụ, mmadụ e sere ese, tepụ rekoda, kaadi mgbubam, dgz.
	AKỤKỌ NKENKE - Igụ akụkọ abụọ sitere n'akwụkwọ akụkọ a họtara - Itule isiokwu, aha ode na ihe mmụta dị n'akụkọ a gụrụ - Itule agwa ndị batara n'akụkọ a gụputara	IHE ỤMỤAKWỤKWỌ GA-EME - Ige ntị - Igụ akụkọ nkenke - Ikwu isiokwu, aha ode na ihe mmụta sitere n'akụkọ ha gụrụ - Ikwu agwa ndị masiri/amasighi ha NGWA NKỤZI: Akwụkwọ ogụgụ a họtara
	NKỌWA ANỤ DỊ ICHE ICHE - Anụ na-ebi n'ụlọ na anụ na-ebi n'ọnụ - Anụ na-ebi n'ohia, mmiri na ndị na-eke efe	IHE ỤMỤAKWỤKWỌ GA-EME - Ikpọpụta aha anụ ụlọ na anụ mmiri ndị ha maara - Iji ha mebe ahirimfe - Igụ egwu e ji akuzi aha anugasị

5.	c) Iji aha anụ ndị a emebe ahirīmfe dika: Okukụ bụ anụ ụlọ, Agụ bụ anụ ọhịa, dgz. d) Igụ egwu e ji akụzi aha anụmanụ. Imaatụ: Olee anụ bụ anụ ụlọ, bụ anụ ụlọ. Okukọ bụ anụ ụlọ, bụ anụ. Olee anụ na-ebi na mmiri, na-ebi na mmiri. Enyi mmiri na-ebi na mmiri, na-ebi na mmiri...	NGWA NKỤZI: Akwụkwọ ọgụgụ, eserese/foto ụmụanụ mmiri na anụ ọhịa dị iche iche, tepụ rekọda, kaadi mgbubam, dgz.
6.	A. NKỌWA KA AHỤ NA OBI DỊ MMADỤ a) Nkọwa isiokwu a b) Ndepụta ahirīokwu na-akọwa ka ahụ na obi dị mmadụ dk. Obi dị m uto, lwe na-ewe ya, dgz. B. MKPA NA-AKPA MMADỤ a) Nkọwapụta ihe bụ mkpa na ọchịchọ mmadụ b) Idepụta ihe ndị nwere ike ibụ mkpa mmadụ c) Iji ahirīmfe gosipụta ihe na-akpa ha na ihe ha chorọ ime.	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ikọwa ka ahụ na obi dị ha 2. Ikọwapụta ihe ndị na-akpa ha 3. Iji ahirīmfe depụta ka ahụ na obi dị ha 4. Ikwu ihe ha chorọ ime 5. Imakọ eserese na ihe na-akpa mmadụ NGWA NKỤZI Akwụkwọ ọgụgụ, ụgbọ ojii, tepu rekọda, kaadi mgbubam, foto/eserese gasị na-egosi onye iwe na-ewe, onye obi dị mma, dgz.
7.	IBI N'UDO NA URU YA Ai) Nkọwa ihe bụ ibi n'udo ii) Uru ibi n'udo na-eweta iii) Ọghom ebeghi n'udo Bi) Ọgụgụ akụkọ nkenke gbasara Ibi/ebighi n'udo na uru ya ii) Nkọwa mkpụrụokwu ọhụrụ batara n'ihe a gụrụ na iza ajujụ so ya.	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ikọwa ihe ibi n'udo pụtara 2. Ikwupụta uru na ọghom ibi/ebighi n'udo 3. Igụ akụkọ nkenke gbasara ibi/ebighi n'udo 4. Iza ajujụ NGWA NKỤZI Ụmụaka n'onwe ha, akwụkwọ ọgụgụ ha, nuzupepa, kaadi mgbubam, eserese, tepụ rekọda, dgz.
8.	ỌNỤỌGỤGỤ: a) Ikọwa Ọnụọgụgụ na Igụ ọnụ b) Ndepụta ọnụọgụgụ (0-20) ỌNỤỌGỤGỤ na अगरि a) Ndepụta ọnụọgụgụ (21- 40) b) Ọnụọgụgụ	IHE ỤMỤAKWỤKWỌ GA-EME 1. Igụ ọnụ ọgụgụ 2. Irugosi ọnụọgụgụ 3. Idepụta ọnụ ọgụgụ NGWA NKỤZI Akwụkwọ ọgụgụ, ụgbọ ojii, okwuchi

9.	OGUGU AKUKO NKENKE ABUO na-akuzi idjike oru na uru ya i) Iguputa akuko nkenke ii) Nkwa Isiokwu, odee na ihe mmuta sitere n'akuko a guru iii) Itule agwa ndi putagasiri n'akuko a guru. iv) Itule uru na oghom idjike oru	karama, mkpisi osisi, dgz IHE UMUAKWUKWO GA-EME 1. Iguputa akuko nkenke 2. Ikwu uru na oghom na-adi n'irisi oru 3. Itule agwa ndi bara n'akuko NGWA NKUZI Akwukwo ogugu a hoputara, eserese onye ngana na onye no n'oru
10.	Ai) OMUME/AGWA OJOO UMUAKA UGBU A NA-AKPA dika: izu ohi, itu asi, ilu ugu, abjaghi akwukwo n'oge, iyi uwe na-egosi ahụ ha, erubeghi isi, iba n'otu nzuzo, ime mpụ ule, dgz. ii) Uru/oghom /Ntaramahuhu na-eso omume nke o bula Bi) nguputa akuko Nkenke gbasara nwata kpara agwa oma/agwa ojo, uru na oghom ya ii) Nkwa mkpurukwu na ihe mmuta di n'akuko.	IHE UMUAKWUKWO GA-EME 1. Ikposita ajo omume ufodu ha ma umuaka na-akpa 2. Ikwusita uru/oghom ndi na-esote ha 3. Ikwu ihe ha mutara n'akuko ha guru NGWA NKUZI Akwukwo ogugu, tepurekoda, foto, eserese nwata a na-apia utali maka ime isiike, foto onye yi uwe na-egosi ahụ ya, tepu rekodu, dgz.
11.	AKUKO NKENKE OGUGU AKUKO NKENKE ABUO GBASARA AGWA OJOO: Akpiri ogologo na nnupuisi, uru na oghom ha. i) Iguputa akuko nkenke ii) Nkwa Isiokwu, odee na ihe mmuta sitere n'akuko a guru iii) Itule agwa ndi putagasiri n'akuko a guru.	IHE UMUAKWUKWO GA-EME: 1. Igu akuko nkenke a horo 2. Ikwuputa ihe akuko na-ako maka ya 3. Ikwu ihe ha mutara site n'akuko ha guru 4. Inye obere nkwa gbasara agwa ndi e nwere n'akuko ha guru. 5. Ikwu agwa ndi masiri ha na ndi amasighi ha. NGWA NKUZI Akwukwo ogugu a hoputara , eserese nwata/onye akpiri ogologo gburu
12.	ULE	

13.	MMECHI NA MMECHI	
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ASỤSỤ IGBO (L2)

JSS 1 TAM NKE ABỤỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZỊ
1.	A. ỤLỌỌGWỤ a) Ikwuputa ihe ndi na-eme n'uloogwu b) Ideputa ahirimfe di iche iche banyere ihe ndi na-eme n'uloogwu c) Okwu ndi metutara uloogwu B. EZINULỌ: a) Iji ahirimfe kwuputa ihe ndi a na-eme n'ezinulo dk. iga ozi, isi nri, isa efere, ihicha ulo, isu akwa, dgz. b) Ideputa ahirimfe di iche iche banyere ihe ndi na-eme n'ezinulo dika: i) Anyi na-asa efere ii) Ana m ehicha ulo, dgz. c) Udi ezinulo di iche iche dk: mkpuke, mbisa dgz.	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ikwu ihe a na-eme n'uloogwu 2. Ikposita ihe ndi a na-ahụ n'uloogwu 3. Ikwu okwu metutara uloogwu NGWA NKỤZỊ Akwukwo ogugu, foto/eserese ngwa oru ndi uloogwu. IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ige nti 2. Ileta eserese na-egosi udi ezinulogasi 3. Iji ahirimfe kwaputa ihe ndi na-eme n'ezinulo ha 4. Ikwuputa udi ezinulo e nwegasiri. NGWA NKỤZỊ 1. Akwukwo ogugu, foto/ eserese udi ezinulo gasi, ihe na-eme n'ezinulo dk: isi nri, isa efere, isa akwa, IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ige nti 2. Imebe ahirimfe 3. Ijuriita onwe ha ihe 4. Igwarita onwe ha ihe NGWA NKỤZỊ Eserese umuaka na-ajurita onwe ha ajuru, akwukwo ogugu, dgz.
2.	IJỤ NA IGWA MMADỤ IHE Aa) Mkpurwokwu ndi e ji ajuta ihe dk: i) Gini? ii) Ebee? iii) Olee? iv) Kedụ? b) Iji ha mebe ahirimfe 2. Mkpurwokwu ndi e ji agwa mmadu ihe dk: iv) O bu ----- v) Ha bu ----- vi) Abu m ----- vii) Onye a bu ----- B) NRI a) Mkpuputa /Ndeputa nri ndi e ji mara	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige nti

	ndi Igbo dk. ji, ede, akidi, akpu, ukwa, okpa, dgz. b) Ikpoputasi mkpuru osisi dika: oroma, unere, ehuru, mkpuru anara, dgz. c) Etu e si eri nri ndi dika otita, olulo, onunu, nracha, dgz. d) Iji ha mebe ahirimfe	2. Ikposita nri ndi Igbo ndi ha ma 3. Ikwu ka e si eri ha 4. Imebe ahiri mfe NGWA NKUZI: Foto/esere na-egosi nri ndi Igbo di iche iche. Nri ndi ahugasị.
3.	AGUMAGU: EJIJE EDEREDE 1. Ogugu akwukwo ejije a hoputara 2. Ntule ode ejije na ihe ejije na-aka maka ya c) Ogugu akwukwo ejije d) Nkwa okwu ohuru batara n'ejije	IHE UMUKWUKWO GA-EME 1. Igu akwukwo ejije a hoputara 2. Ikwa ode ejije, na ihe ejije ya na-aka maka ya 3. Ikparitaka gbasara ihe ha guru 4. Ikwa okwu ohuru batara n'ihe ha guru NGWA NKUZI Akwukwo ejije a horo
4.	IGU ONUOGUGU (40-70) i. Ndeputa onuogugu ii. Igu onuogugu (40-70) iv. Igu onuogugu (71-100)	IHE UMUKWUKWO GA-EME: 1. Igu onu ogugu 2. Irugosi onuogugu 3. Ideputa onu ogugu NGWA NKUZI Kaadi mgbubam, osisi, okwuchi karama, akwukwo ogugu, ugbo ojii, dgz.
5.	AGUMAGU: EJIJE EDEREDE 1. Ogugu akwukwo ejije a hoputara 2. Ntule ode ejije na ihe ejije na-aka maka ya c) Ogugu akwukwo ejije d) Nkwa okwu ohuru batara n'ejije	IHE UMUKWUKWO GA-EME 1. Igu akwukwo ejije a hoputara 2. Ikwa ode ejije, na ihe ejije ya na-aka maka ya 3. Ikparitaka gbasara ihe ha guru 4. Ikwa okwu ohuru batara n'ihe ha guru NGWA NKUZI Akwukwo ejije a horo
6.	AHIRI NTIMIWI NA IRI IHE Ai) Ntimiwi Mfe dika: i) Bia ebe a. ii) Nodu ala iii) Rie ngwa iii) Iji ntimiwi mfe meputa ahirimfe dika:	IHE UMUKWUKWO GA-EME 1. Ige nti na mkpoputa 2. Ideputa ahiriokwu e ji eti iwu na nke e ji ari ihe

	i) Nye m ego ahụ ugbo a ii) Nodụ ala. iv) Mechie ọnụ gi v) Iriọ Aririọ Mfe na iji ha meputa ahiriimfe dk: Biko, nye m ego, Biko, bja.	NGWA NKỤZI: Eserese ụmụaka abụọ na – aririọta onwe ha ihe, akwụkwọ ọgụgụ, dgz.
7.	B) UWE NA IYI UWE ai) Nkọwa ihe bụ uwe ii) Ikọwa ụdị uwe dị uwe dị iche iche dk: uwe ụmụnwokena na ụmụ nwaanyị iii) Uwe ndị Igbo chiri echichi (rụtụ aka na uwe ndị nne/nna agburu ndị ọzọ dika: Yoruba, Awusa) b. Ngwa ndị e ji achọ ahụ mma dk: iyeri ntị na nke olu, uri, mgbaka- isiutọ, pawuda, ude, jigida, nzu, dgz.	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige ntị 2. Ikpoputa uwe dị iche iche 3. Iseputa uwe ụfọdụ 4. Idepata ụdị uwe ndị eze, ọzọ na lolo na-eyi 5. Ikposita ngwa ndị e ji achọ ahụ mma NGWA NKỤZI Akwụkwọ ọgụgụ, eserese/foto nne na nna jiri ejije ndị Igbo na foto uwe dị iche iche, dgz.
8.	AGUMAGỤ: EJIJE EDEREDE i) Ọgụgụ akwụkwọ ejije a hoputara ii) Nkọwa usoro okwu na okwu ohuru ndị batara n'ihe a guru	IHE ỤMỤAKWỤKWỌ GA-EME 1. Igụ akwụkwọ ejije a hoputara 2. Ikọwa okwu ohuru ndị ha gutara 3. Iju na iza ajuju NGWA NKỤZI Akwụkwọ ejije a hoputara
9.	AGUMAGỤ: EJIJE EDEREDE 1. Ọgụgụ ejije a hoputara 2. Nchikota akwụkwọ ejije a guru 3. Ntule agwa ndị gbara elun'ejije 4. Nchikota akwụkwọ ejije na ihe mmuta sitere n'ejije	IHE ỤMỤAKWỤKWỌ GA-EME 1. Igụ akwụkwọ ejije a hoputara 2. Ikọwa okwu ohuru ndị ha gutara 3. Iju na iza ajuju NGWA NKỤZI Akwụkwọ ejije a hoputara
10.	AGUMAGỤ: EJIJE EDEREDE 1. Ọgụgụ ejije a hoputara 2. Nchikota akwụkwọ ejije a guru	IHE ỤMỤAKWỤKWỌ GA-EME 1. Igụ ejije a hoputara 2. Ikọwa okwu ohuru

11.	3. Ntụle agwa ndị gbara elun'ejije 4. Nchịkọta akwụkwọ ejije na ihe mmụta sitere n'ejije	3. Ikwa ihe ha ma gbasara agwa ndị batara n'ejije ha gburu. 1. Idepụta omenala ndị gbara elu n'ejije
12.	MMUGHARỊ IHE A KUZIRI	NGWA NKUZỊ Akwụkwọ ejije a họtara
13.	ULE	
	MMECHI	

ASỤSỤ IGBO (L2)

JSS 1 TAM NKE ATỌ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZỊ
1.	A) NKỌWA NHAOLE i) Imata ole ihe dị na gburugburu anyị ii) Iji nkọwa aha kuzie nhaole dika: ojii, warawara, ọcha, obosara, ntakiri dgz. B) NHA OLE na-agariri: a) Iji mkpuruokwu ndị a: ọtutu, ufodu, ha niile, dgz, kowaa nhaole.	IHE UMUKWUKWO GA-EME: 1. Ige ntị 2. Ikwa ka ihe ndị nọ na gburugburu ha hagasị 3. Ide ihe odide NGWA NKUZỊ Akwụkwọ ogugu, ngwa mmetụaka nwere agwa/kolo di iche iche, foto/eserese, dgz.
2.	A) URI NA EGWUREGWU a) Iguputa uri dika egwu agha, uri abụ nwa, dgz. b) Egwuregwu dika: i) Kuoronu nwa ngwere aka ii) Akpankolo iii) Onye elela anya n'azu B) IJEPUTA URI NA EGWUREGWU NDỊ A N'EJJE. Dika: kuoronu nwa ngwere aka, akpankolo, na onye elela anya n'azu.	IHE UMUKWUKWO GA-EME: 1. Iji mkpuruokwu ufodu kwaputa ka ihe ha 2. Iza ajuju 3. Ide ihe odide NGWA NKUZỊ Foto/ eserese, ngwa mmetụaka gasi, akwụkwọ ogugu, ugbo ojii, dgz. IHE UMUKWUKWO GA-EME 1. Igu uri di iche iche 2. Igwu egwuregwu di iche iche 3. Ime ejije

3.	AGUMAGU: ABU EDEREDE i. Ogugu abu abuo a hoputara ii. Nguputa abu iii. Ntule odee abu, isiokwu na ihe abu ya na-akọ maka ya iv. Nkọwa usorookwu na okwu ohuru batara n'abu a guru	NGWA NKUZI Umaka n'onwe ha, tepu rekoda, akwukwo ogugu, foto na umaka ndi na-egwuri egwu, dgz. IHE UMUKWUKWO GA-EME 1. Igu abu abuo a hoputara 2. Ikwu onye deere abu, isiokwu na ihe mmuta di n'abu ya NGWA NKUZI Akwukwo abu a horo
4.	A) NKUZI OGE, OGE AFỌ Na IHU IGWE i) Okwu ndi metutara oge di iche iche dk: ututu, ehihie, anyasi, abali, mgbede, ndeeri. ii) Nkọwa izu Igbo: Igu ubochi n'ime izu dk: Eke, Ori, Afọ na Nkwọ B) OGE AFỌ i) Nkuzi izuuka dika Sode ruo Satode ii) Nkuzi onwa di n'afọ na ndeputa ha iii) Iji oge afọ meputa ahiri mfe	IHE UMUKWUKWO GA-EME 1. Ige nti 2. Iju na iza ajuru NGWA NKUZI Eserese na-egosi, mmiri ozuzo, oge okochi, onwa na anyanwu n'oge di iche iche, akwukwo ogugu, Kalenda Igbo, dgz. IHE UMUKWUKWO GA-EME 1. Ige nti 2. Irugosi izuuka n'ime akwukwo kalenda 3. Ikposita onwa ndi di n'afọ 4. Ideputa ha NGWA NKUZI: Kalenda bekee/Igbo, akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.
5.	AGUMAGU: ABU EDEREDE a. Ogugu abu abuo a hoputara b. Ntule abu, isiokwu abu na ihe abu na-akọ maka ya c. Nkọwa ihe mmuta di n'abu d. Nkọwa okwu ohuru batara na ha	IHE UMUKWUKWO GA-EME 1. Iguputa abu abuo a hoputara 2. Ikwu isiokwu abu 3. Ide na nkenke ihe abu na-akọ maka ya 4. Ideputa ihe mmuta abuo di n'abu ndi ha guru. NGWA NKUZI: Akwukwo abu a hoputara
6.	IHU IGWE a) Nkuzi onodu ihu eluigwe	IHE UMUKWUKWO GA-EME 1. Ige nti

	dk. Ihu eluigwe bụ ihe anyi ji amata mgbe chi jiri na mgbe chi boro. b) Oge onodu ihu elu igwe putara ihe n'Igbo (dk. Okochi, Udummiri, Uguru, ide, okpofu, uzuzu/etum,oyi) c) Okwu ndi na-akowaputa oge n'uzo dabara adaba dk: AM = Ka e ji amata oge ututu PM = Ka e ji amata oge ehihie/ mgbede/anyasi 24HOURS = bu otu ubochi; 2 minutes = Nkeji abuo 60 minutes= bu otu awa dgz. d) Iji okwu ndi a meputa nkenke ahiriokwu dika "Otu nkeji ka o jiri gafee elekere ise". "O jirila okara gafee elekere ise nke mgbede".dgz.	2. Ikwa onodu ihu eluigwe 3. Ikwu oge onodu ihu eluigwe 4. Ikwu oge ha no site n'iji okwu ndi dabara adaba 5. Ikwuputa ahụ elekere di iche iche NGWA NKUZI: Foto/eserese na-egosi oge di iche iche, elekere, akwukwo ogugu, ugbo ojii, kaadi mgubam, dgz.
7.	IKPOCHAPU MPU NA AGWA OJOO N'ALA ANYI: Ikpa AKu Na Uba N'uzo Ezighi Ezi 1. Nkwa akunuba 2. Uzo di iche iche mmadu nwere ike isi kpaa akunuba ya n'uzo n'ezighi ezi 3. Oghom ikpa akunuba n'uzo ezighi ezi ii) Ikwa mkpurukwu ndi metutara isiokwu dk: akunuba, agwa ojoo, uzo ezighi ezi, dgz,	IHE UMUKWUKWO GA-EME 1. Ige nti 2. Ikwa akunuba 3. Ikposita uzo ezighi ezi e si akpa aku 4. Ikwu oghom di n'ime nke a NGWA NKUZI Akwukwo ogugu, tepu rekoda, dgz.
8.	A. MKPARITAUKA: UZO DI ICHE ICHE E SI AKPATA AKUNUBA N'UZO E ZIGHI EZI dika: itu mgbere ahia mmadu, mmadu iji ibe ya gworo ogwu ego, ibu na ire ogwu, anwuruike, ime mpụ ule, igba akwuna, dgz. B. IGU AGHOTAAZAA METUTARA ISIOKWU A	IHE UMUKWUKWO GA-EME 1. Ikparitauka gbasara uzo n'ezighi ezi nke ndi mmadu si akpata akunuba ha 2. Igu aghotaazaa na iza ajuju ndi so 3. Iju na iza ajuju 4. Ide ihe odide NGWA NKUZI Akwuko ogugu, tepu rekoda, radio, dgz.

9.	A) NKỌWA GBASARA ỤCHA/KỌLỌ (Colour identification) i) Ikwaputa ụdị ụcha dị iche iche ndị e nwegasiri dk: ọcha, edo, ọbara, ụpa, ntụ, dgz. ii) Irugosi kọlọ ndị a dị iii) Iji ha meputa ahiriokwu mfe. B) AGUMAGỤ: Abụ Ederede Ngughari akwukwo abụ ndị a hoputara na nchikota ha.	IHE ỤMỤAKWUKWỌ GA-EME: 1. Ikwuputa ụdị kọlọ ndị ha maara 2. Irugosi kọlọ e weputaara ha 3. Iji kọlọ ndị ahụ meputa ahiriokwu NGWA NKỤZI Eserese na-egosiputa udiri kọlọ dị iche iche, ụgbọ ojii, akwukwo ogugu, kaadi mgbubam,dgz.
10.	ỌNỤOGUGỤ (70-100) 1. Ideputa onụ ogugu 2. Igu onụ ogugu	IHE ỤMỤAKWUKWỌ GA-EME 1. Iguputa abụ a hoputara 2. Ikwu uche ha banyere abụ ndị ha gụrụ 4. Ikwu ihe mmụta na okwu ọhụrụ ndị putara n'abụ
11.	MMUGHARỊ IHE A KUZIRI	NGWA NKỤZI Akwukwo abụ a hoputara.
12.	ULE	
13.	MMECHI	IHE ỤMỤAKWUKWỌ GA-EME 1. Igu onụogugu 2. Irugosi onụogugu 3. Ideputa onụogugu

YORUBÁ JSS 1 TÁÀMÙ KÌN-ÍN-NÍ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÈ ÍSÈ
1.	i. Itàn isédálê àti itànkálê òmò Yorùbá ii. Àwôn ôba ilé Yorùbá àti orúkô oyè wôn. Bí àpççrç (Aláàfin ti ilú Òyô, Òõni ti Ilé-Ifè abbl	OLÙKÒ 1. Sé àlàyé àwôn agbègbè tí èyà Yorùbá tàn dé ní àgbáyé 2. Fi itàn àti àwòrán máàpù sé àlàyé bí Yorùbá sé sê àti bí wôn sé dé ibi tí wôn wà

	<u>ÀKÓÓNÚ ISĚ</u> a. Ìsédálê Yorùbá láti òdò Odùduwà b. Ìtánkálê Yorùbá lèyìn ikú Odùduwà: Owu, Sabçç, Kétu, Pópó, Òyö Ìjêṣà, Ìjêbú, Êgbá abbl d. Lákòókò òwò çrú: Sàró, Amèríkà, Brazil, Trinidad àti Tobago. Àwôn Erékùsù Karebia. • Àwôn ilú àti orúkô ôba pèlú oyè wôn.	báyíí. 3. Dárúkô àwôn ôba ilé Yorùbá àti orúkô oyè wôn AKÈKŌÖ 1. Dárúkô díê lára àwôn agbègbè tí êyà Yorùbá tàn dé. 2. Tún ìtàn bí Yorùbá ṣe ṣe, àti bí wôn ṣe tán ka sô, kí ó sì kô ò sílê 3. Dárúkô àwôn ôba díê ní ilê Yorùbá àti orúkô oyè wôn. OHUN-ÈLÒ ÌKŌNI 1. Máàpù Áfíríkà àti ilê Lárúbáwá 2. Máàpù Nàìjíríà àti agbègbè tí ó sàfihàn ìtánkálê Yorùbá 3. Àwôn ôba aládé dier ní ilê Yorùbá
2.	ÌRÓ ÈDÈ: Alífábèèti àti kònsónáyti èdè Yorùbá <u>ÀKÓÓNÚ ISĚ</u> • Kònsónáyti: b, d, f, g, gb, h, j, k, l, m, n, p, r, s, ṣ, t, w, y. • Fáwèlì àìránmúpè: a, e, ç, i, o, ô, u • Fáwèlì àránmúpè: an, in, ôn, un, çn	OLÙKŌ 1. Kô alífábèèti Yorùbá lápapō sára pátákó fún akèkōö. 2. Kô àwôn lètà tí ó dúró fún ìrò kònsónáyti, fáwèlì àìránmúpè àti àránmúpè lötōötō fún akèkōö. 3. Pe wôn lőkōōkan fún akèkōö.

		AKÈKÖÖ 1. Fétí sí bí olùkò sé pe àwôn ìró kòńsónáyìti àti fàwèlì nàà. 2. Pe àwôn ìró kòńsónáyìti àti fàwèlì nàà bí olùkò ti pè wôn. 3. Sé àdàkò àwôn lètà ìró kòńsónáyìti àti fàwèlì nàà OHUN-ÈLÒ ÌKÖNI 1. Kádíböödù ñlá tí a kò alífábèèti Yorùbá si 2. Kádíböödù ñlá tí ó ñ sé àfihàn àwôn kòńsónáyìti àti fàwèlì lötöötö. 3. Kààdì pélébé pélébé tí a kò àwôn lètà nàà sí.
3.	ÀWÔN ÊYÀ YORÙBÁ ÀTI ÊKA ÈDÈ WÔN <u>ÀKÓÓNÚ ISÈ</u> Díê nínú àwôn êyà tó wà b.a Êgbá, Ìbölö, Yewa, Òydó, Ìjèsà, Ifê, Òyókò, Òyö, Èkiti, Ìbàràpá, Ègùn, Ìgbómìnà, Ìkálê, Àkókó, Àwóri, Òwō abbl	OLÙKÖ 1. Jè kí akèkōö dárúkò àwôn êyà Yorùbá tí ó mǒ kí ó sì tǒka sí ẹkùn tí a ti lè rí êyà kǒǒkan nínú máàpù 2. Kò àwôn kókó inú êkò yíí sí ojú pátákó kí àwôn akèkōö le kò ò sínú ìwé wôn. AKÈKÖÖ 1. Dárúkò àdúgbò tí o ti wá àti àwôn mìíràn tí

		o mǒ ní ilê Yorùbá àti ohun tí o mǒ nípa èyà kǒǒkan. 2. Da àwôn kókó tí olùkò kò sí ojú pátákó kò sínú ìwé. OHUN-ÈLÒ ÌKǾNI • Máàpù ilê Yorùbá. • Kádiböödù pélébé pélébé tí a kò orúkò èyà kǒǒkan sí.
4.	ÒÝKÀ – Ohun tí ó sé okùnfà òýkà. Àlàyé lórí ètò pàsípàrǒ àti owó ɔyô. <u>ÀKÓÓNÚ ÍSĚ</u> Àlàyé lórí bí òýkà sé bêrê àti bí ètò pàsípàrǒ àti owó ɔyô sé bêrê ní ìbêrê pêpê.	OLÙKǾ 1. Tò akèkǒǒ sǒnà láti ka àwôn nýkan díê ní àyíkà wôn. 2. Sô ìtàn bí òýkà kíkà sé bêrê. AKÈKǾǾ 1. Kò ohun tí olùkò kò sílê. 2. Tètí sí ìtàn tí olùkò sô nípa òýkà àti owó ɔyô. OHUN-ÈLÒ ÌKǾNI • Kádiböödù tí a kò òýkà díê kan sí.
5.	ÌRÓ ÈDÈ: Àlàyé lórí fáwèlì èdè Yorùbá – fáwèlì àránmúpè àti àìránmúpè <u>ÀKÓÓNÚ ÍSĚ</u>	OLÙKǾ Kò àwôn lètà tí ó dúró fún ìró fáwèlì àránmúpè àti àìránmúpè. AKÈKǾǾ

	Fáwèlì àránmúpè – an, ɕn, in, un,ôn Fáwèlì àìránmúpè – a, e, ɕ, i, o, ô, u.	Pe àwôn ìró fáwèlì náà bí olùkò ti pè wôn. Śe àdàkò àwôn lètà ìró fáwèlì náà OHUN-ÈLÒ ÌKÒNÌ Kààdì pélébé pélébé tí a kò àwôn lètà náà sí
6.	ÌKÍNÌ: Ìkíni ní onírúurú ìgbà àti àkókò <u>ÀKÓÓNÚ ISĚ</u> 1. Ìkíni ní onírúurú ìgbà àti àkókò. Ìkíni ní ìgbà òjò, ìgbà êrùn tàbí ògbɕlê, ìkíni ní ìgbà ôyè abbl. 2. Ìkíni àti ìdáhùn láàrin ôjò: àárò, òsán àti alè: ɕ káàárò, ɕ káàsán, ɕ káalè.	OLÙKÒ 1. Darí akèkōò láti fi bí a śe n kí ni śeré 2. Fi àwòrán àwôn tó n kí ara wôn han akèkōò AKÈKÒÒ 1. Sô ohun tí wôn mō nípa àsà ìkíni sáájú ìdánìlèkōò. 2. Śe àpɕɕɕ àwôn orísi ìkíni tí wôn ti gbò rí. OHUN-ÈLÒ ÌKÒNÌ • Àwòrán àwôn tó n kí ara wôn.
7.	ÀKÀYÉ <u>ÀKÓÓNÚ ISĚ</u> 1. Àyôkà tí imō rê kò ju ti ôjò orí akèkōò. 2. Ìbéèrè lóri àyôkà nípa òye òrò àti ilò èdè rê	OLÙKÒ 1. Pèsè àyôkà tí ó jɕmō òrò tó n lô lówùjò (b.a. Ewu lílo oògùn olóró, ìjà ɕlèyàmêyà/ ɕlèsìn mèsìn, ààbò lójú pópó, Êtò obìnrin, ômôdé àti ômônìyàn abbl. AKÈKÒÒ 1. Ka àyôkà tí olùkò pèsè sile 2. Dáhùn ìbéèrè lóri àyôkà náà

		3. Tètí sí àlàyé olùkò lórí àwôn àkànlò èdè àti òrò tí ó ta kókó OHUN-ÈLÒ ÌKÒNÌ Àwòrán tí ó jẹmò òrò inú àyòkà
8.	ÌKÍNÌ <u>ÀKÓÓNÚ ISÈ</u> - Ìkíni fún onírúurú ayççç àti bí a sé ñ kí àwôn ôba àti ijòyè. - Ìkíni àti idáhùn fún onírúurú isè	OLÙKÒ 1. Darí akèkòò láti fi bí a sé ñ kí ni ní onírúurú ayççç séré. AKÈKÒÒ 1. Sé àpçççç àwôn orísi ìkíni tí wòn ti gbò rí níbi ayççç, ijòyè àti isè OHUN-ÈLÒ ÌKÒNÌ Àwòrán tí ó jẹmò irú ìkíni tí idánìlèkòò dá lé lórí
9.	ÀRÒKÒ KÍKÒ <u>ÀKÓÓNÚ ISÈ</u> - Àlàyé lórí orísirísi àròkò - Ìgbésè tí à ñ tèle láti kò àròkò	OLÙKÒ 1. Kò kí ó sì sàlàyé ní sókísókí lórí orísirísi àròkò 2. Tò akèkòò sònà láti kò àwôn ìgbésè tí à ñ tèle láti kò àròkò AKÈKÒÒ 1. Tètí sí àlàyé olùkò. 2. kópa nínú kíkò àwôn ìgbésè tí à ñ tèle láti kò àròkò

		OHUN-ÈLÒ ÌKÖNI Kádiböödù tí ó n sàfihàn orísirísi àròkò àti àwôn ìgbésê tí à n tîlê.
10.	ÀSÀ: ìgbáyàwó <u>ÀKÓÓNÚ ISÈ</u> - Ìlànà àsà ìgbáyàwó ìbílê: ifojúsóde, alárinà, ijöhçn/ isíhùn, itôrô, idána, ìgbáyàwó - Ìgbáyàwó lóde òní: Kóòtù, Söösi, Mösálási - Àfiwé tìbílê àti ti òde òní - Àyfaàní ìkóra-çni-ní-ijánu sáájú ìgbáyàwó - Ewu àìlekóra-çni-ní-ijánu sáájú ìgbáyàwó – oyún òjijì, bíba ilé-ômô jê, àrùn ajçmô-ibálòpô, àtòsí, jeèríjeèrí, èèdì (AIDS) - ìgbáyàwó àìròtêlê/ àpàpàndodo.	OLÜKÖ - Se àlàyé lóri ètò ìgbáyàwó ìbílê Yorùbá - Darí àwôn akèköö láti sére ìgbáyàwó - Fún akèköö láàyè láti kôrin ìgbáyàwó/ sun çkún iyàwó - Tô akèköö láti jíròrò nípa ìgbáyàwó òde òní - mú kí akèköö jíròrò lóri àyfaàní inú ìkóra-çni-ní-ijánu àti ewu àìlekóra-çni-ní-ijánu sáájú ìgbáyàwó. AKÈKÖÖ - Tètí sí àlàyé olükö. - Se eré ìgbáyàwó - Jíròrò lóri ìgbáyàwó òde òní - Jíròrò lóri àyfaàní inú ìkóra-çni-ní-ijánu àti ewu àìlekóra-çni-ní-ijánu sáájú ìgbáyàwó. OHUN-ÈLÒ ÌKÖNI - Àwòrán ohun tí ó wà nínú çrù ìgbáyàwó àti ohun idána

		2. Àwòrán lórí àṣà ìgbéyàwó 3. Ìwé lórí àṣà ìgbéyàwó 4. Àwòrán aláìsàn èèdì.
11.	LÈTÀ KÍKÒ <u>ÀKÓÓNÚ ISÈ</u> 1. Lètà gbêfê àti Aláìgbêfê 2. Ìyàtò ààrin wôn 3. Ìlapa kíkò lètà gbêfê • Àdířèsì • Déètì • Kíkò òrò inú lètà, kí a sì pín in sí ègé afò bí ó ti yç. • Àsòkágba/ àgbálôgbábô/ ìgúnlê 4. Ìlapa kíkò lètà àìgbagbêfê • Àdířèsì méjì • Déètì • Àkòlé • Òrò inú lètà tí a pín in sí ègé afò bí ó ti yç.	OLÙKÒ 1. Sô oríṣi lètà méjì tí ó wà fún akèkòò. 2. Še àlàyé ìyàtò láàrin méjèèjì 3. Lo ìlapa kíkò lètà gbêfê àti àìgbagbêfê láti tòka sí ìyàtò wôn bí i àdířèsì, ìkíni, àkòlé àti àsòkágba abbl 4. Tò akèkòò sònà láti kò oríṣi lètà méjèèjì AKÈKÒÒ 1. Tètí sí àlàyé olùkò 2. Kò ìlapa kíkò oríṣi lètà gbêfê àti àìgbagbêfê bí olùkò še sàlàyé rê/ kò sára pátákó. 3. Têlé itösònà olùkò láti kò lètà méjèèjì OHUN-ÈLÒ ÌKÒNI • Pátákó çlçmôô àti kádiböödù tí a kò ìlànà méjèèjì sí.
12.	ÀKÒTÒ <u>ÀKÓÓNÚ ISÈ</u>	OLÙKÒ 1. Še àlàyé ohun tí àkòtò je 2. Sô ìtàn ní sókí nípa bí èdè Yorùbá še di

	1. Àlàyé ohun tí àkôtö jë 2. Bí èdè Yorùbá sé di kíkô sílê 3. Àfiwé àkôtö àtijö àti ti òde òní: i. fáwëli aiye – ayé, yio – yo/ yóò, enia – èniyàn abbl ii. kòńsónáyiti: Oshogbo – Òsogbo, Iffô – Ifô iii. Àmì ohùn: ògun – oogun, Alănu – Aláàánú iv. Yíyán òrô nídlí: ẹ - ẹ, ẹ - ẹ, v. Pínpin òrô: wipe – wí pé, nigbati – nígbà tí	kíkô sílê 3. Kô àkôtö àtijö àti ti òde òní sí ara pátákó 4. Sé àlàyé kíkún lórí iyatö méjèèjì láti fi ìdí tí ti òde òní fi péye hàn AKÈKÖÖ 1. Tëti sí àlàyé olükö nípa ohun tí àkôtö jë àti ìtàn bí àkôtö sé bërê/ bí èdè Yorùbá sé di kíkô sílê 2. Kô àwôn àpççrç àkôtö tí olükö kô sílê sínú ìwé. 3. Béèrè ìbéèrè lórí ohun tí kò bá yé ô lórí àlàyé tí olükö sé. OHUN-ÈLÒ ÌKÖNI Kádiböödù tí a kô àkôtö òde òní àti ti àtijö sí.
13.	Àtúnyêwò Èkô	
14.	Ìdánwò	

YORÙBÁ JSS 1 TÁÀMÙ KEJÌ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÊ ÍSÊ
1.	ÈDÈ: Àròkô Oníròyìn <u>ÀKÓÓNÚ ÍSÊ</u> 1. Àkôlé 2. Ìlapa èrò 3. Àtúntò ìlapa èrò 4. Ìfààrà 5. Ìpín afõ 6. Kókó òrõ inú àròkô 7. Ìgúnìlê/ Àsôkágba	OLÙKÖ a. Še àlàyé ìgbésê àròkô b. Še àlàyé ìfààrà d. Še àlàyé ìpín afõ e. Še àlàyé ìfàmìsì ç. Še àlàyé ìgúnìlê f. Še àlàyé ìlò èdè g. Tò akèkõ sònà láti kô àròkô nípa lílo ìlapa tí ó še. AKÈKÕÖ a. Ka àròkô oníròyìn tí ó pegedé b. Kô àròkô oníròyìn nípa títêlé ìgbésê tí olùkô ti šàlàyé rê OHUN-ÈLÒ ÌKÖNI • Ìwé àpilêkô lóri àròkô • Ìwé isê àti pátákó ikōwé
2.	ÀŠÀ: Àšà ìgbéyàwó	OLÙKÖ 1. Še àlàyé lóri ètò ìgbéyàwó ìbílê Yorùbá

<u>AKÓÓNÚ ISÈ</u> 1. Ìlànà àsà ìgbéyàwó ìbílê: ìfojúsóde, alárinà, ìjöhçn/ ìsìhùn, ìtôrô, ìdána, ìgbéyàwó 2. Ìgbéyàwó lóde òní: Kóòtù, Sóòsì, Mösalásí 3. Àfiwé tibílê àti ti òde òní 4. Àyfaàní ìkóra-çni-ní-ìjánu sáájú ìgbéyàwó 5. Ewu àìlekóra-çni-ní-ìjánu sáájú ìgbéyàwó – oyún òjjì, bíba ilé-ômô jë, àrùn ajçmô-ìbálòpõ, àtõsí, jeèríjeèrí, èèdì (AIDS) - Ìgbéyàwó àirètélê/ àpàpàndodo.	2. Darí àwôn akèkõò láti se eré ìgbéyàwó 3. Fún akèkõò láàyè láti kòrin ìgbéyàwó/ sun çkún iyàwó 4. Tò akèkõò sònà láti jíròrò nípa ìgbéyàwó òde òní 5. Mú kí akèkõò jíròrò lórí àyfaàní inú ìkóra-çni-ní-ìjánu àti ewu àìlekóra-çni-ní-ìjánu sáájú ìgbéyàwó. AKÈKÕÒ 1. Tètí sí àlàyé olùkò. 2. Se eré ìgbéyàwó/ sun çkún iyàwó. 3. Jíròrò lórí ìgbéyàwó òde òní 4. Jíròrò lórí àyfaàní inú ìkóra-çni-ní-ìjánu àti ewu àìlekóra-çni-ní-ìjánu sáájú ìgbéyàwó. OHUN-ÈLÒ ÌKÕNI 1. Àwôn ohun tí ó wà nínú çrù ìgbéyàwó àti ohun idána 2. Àwòrán lórí àsà ìgbéyàwó 3. Ìwé lórí àsà ìgbéyàwó 4. Àwòrán aláìsàn èèdì.
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3.	ÒYKÀ: Oókanléláàádöta dé ôgörùn-ún (51 – 100) <u>ÀKÓÓNÚ ISĚ</u> Oókanléláàádöta dé ôgörùn-ún (51 – 100)	OLÜKÖ Tö akëköö sönà láti ka Oókanléláàádöta dé ôgörùn-ún (51 – 100) AKĚKÖÖ 1. Ka òykà láti Oókanléláàádöta dé ôgörùn-ún 2. Dá òykà tí a kô sójú pátákó mō ní òkōōkan 3. Kô òykà tí olükö kô sí ojú pátákó sínú iwé. OHUN-ÈLÒ ÌKÖNI 1. Kádíböödù tí a kô òykà láti Oókanléláàádöta dé ôgörùn-ún (51 – 100). 2. Káàdì pélébé pélébé tí a kô òykà kōōkan sí.
4.	LÍTÍRÈSÕ <u>ÀKÓÓNÚ ISĚ</u> 1. Kí ni lítirèsõ? - Êka tí lítirèsõ Yorùbá pín sí (Lítirèsõ alohùn àti àpilêkô 2. Ìsōrí lítirèsõ, àpilêkô - Ewì - Ìwé ìtàn àròsô - Eré-onítàn	OLÜKÖ 1. Še àlàyé àwôn àbùdá pàtàkì lítirèsõ 2. Še àfiwé lítirèsõ àpilêkô àti alohùn 3. Kô àpççrç lítirèsõ àpilêkô fún akëköö 4. Še àlàyé àwôn isōrí mètêêta lítirèsõ, àpilêkô láti fi iyàtō wôn hàn 5. Sô àpççrç òkōōkan àwôn isōrí nàà fún akëköö AKĚKÖÖ 1. Tètí sí gbogbo àlàyé olükö dáràdára.

		2. Ya àtç láti fi ìyàtō lítírèsō àpilêkô àti alohùn hàn. 3. Kô àpççrç miìrán ìsōrí kōōkan lítírèsō, àpilêkô OHUN-ÈLÒ ÌKÖNI Ìwé orísirísi lítírèsō, àpilêkô Eré-oníse, ewì àti ìtàn àròsô
5.	ÈDÈ: ìsōrí òrō <u>ÀKÓÓNÚ ISÈ</u> 1. Òrō-orúkô 2. Òrō-aröpò orúkô 3. Òrō-ìse 4. Òrō-àpèjúwe 5. Òrō-atökùn 6. Òrō-àsopō Àlàyé kíkún lórí ipò àti isè wôn nínú gbólóhùn.	OLÜKÖ 1. Še àlàyé kíkún lórí ipò àti isè kōōkan nínú gbólóhùn 2. Še òpōlōpō àpççrç lórí òkōōkan fún akèkōō 3. Darí akèkōō láti še àpççrç tirê AKÈKÖÖ 1. Tètí sí àlàyé olükö lórí ìsōrí òrō kōōkan 2. Kô àwôn àpççrç tí olükö še sínú ìwé 3. Še àwôn àpççrç tìrç lábè ìdarí olükö OHUN-ÈLÒ ÌKÖNI 1. Kádíböödù 2. Kààdì pélébé pélébé

6.	LÍTÍRÈSÕ (Ìwé Kíkà): Kíkà ìwé lítíresõ àpilêkô <u>ÀKÓÓNÚ ISÈ</u> a. kókó òrò b. àhunpò itàn àti ifiwàwêdá d. Ibùdó itàn e. ôgbôn isõtàn ç. Ìlò-èdè f. Àsà tó jçyô nínú itàn àròsô.	OLÙKÖ a. Jë kí akëkõö ka ìwé itàn àròsô ní àkàyé b. Še àlàyé tó kún lóri ìwé itàn àròsô d. Kô àwôn òrò pàtàkì pàtàkì tí ó jçyô jáde sójú pátákó. AKÈKÕÖ a. Ka ìwé itàn àròsô wá láti ilé àti nínú kíláási b. Tètí sí àlàyé olùkô d. Da àwôn òrò tí olùkô kô sójú pátákó kô sínú ìwé rç OHUN-ÈLÒ ÌKÖNI • Fídìò • Téèpù • Tçlífisàn • Êrô agbõrõ sô
7.	ÌSÖRÍ ÖRÖ <u>ÀKÓÓNÚ ISÈ</u> 1. Kí ni òrò-orúkô? 2. Orísi òrò-orúkô méji: àisêdá àti èyí tí a sêdá, pèlú àpççrç 3. Àlàyé kíkún lóri orísirísi ònà isêdá òrò-orúkô pèlú àpççrç	OLÙKÖ 1. Še àlàyé ohun tí òrò-orúkô jë 2. Še àlàyé orísi òrò-orúkô méji: àisêdá àti èyí tí a sêdá, pèlú àpççrç – çja, ejò, ìyá, ôwö, adé. AKÈKÕÖ 1. Tètí sí àlàyé olùkô

	4. Àlàyé kíkún lórí isě tí òrō-orúkô n̄ sé nínú gbólóhùn	2. Še àpççrç òrō-orúkô tí a kò sêdá miíràn 3. Še àpççrç àwôn orísirísi òrō-orúkô tí a sêdá miíràn yàtō sí èyí tí olùkō ti še. 4. Kô àwôn àpççrç náà sílê. OHUN-ÈLÒ ÌKÖNI Kádiböödù tí a kô orísirísi àpççrç sí.
8.	ERÉ ÌDÁRAYÁ <u>ÀKÓÓNÚ ISĚ</u> a. orísirísi eré ìdáráyá b. eré òsùpá bí i – bojúbojú, san-n-sa lubô d. eré ìta gbangba bí i – òkòtó, àrìn, ìjàkadì/ çkç ogo	OLÙKÖ a. Šàlàyé bí a še n̄ še diê nínú eré ìdáráyá tí a mēnubà b. Tō àwôn akēkōō sōnà láti še àwôn eré ìdáráyá náà d. Kô àwôn orin inú eré ìdáráyá náà sójú pátákó AKĚKÖÖ a. Sô ohun tí o mō nípa eré ìdáráyá sáájú ìdánilēkōō b. Dárúkô diê nínú eré ìdáráyá miíràn tí o mō d. Tētí sí àlàyé olùkō e. Kópa nínú síše eré ìdáráyá tí olùkō kô sójú pátákó kô ò sínú ìwé rç OHUN-ÈLÒ ÌKÖNI

		• ôpön ayò • ômô ayò • òkòtó • àrìn abbl
9.	ÀSÀ: Ètò Ôrò-Ajé <u>ÀKÓÓNÚ ISÈ</u> a. ìdí tí a fi ñ polówó ôjà b. bí a sé ñ polówó ôjà b.a. êkô tútù, ç ç jçran êkô d. ôgbön- ìpolówó ôjà ní ayé àtijö àti òde òní b.a. ìpolówó lórí rédìò, tçlífisàn, iwé ìròyìn, ìpàtç, ìkiri abbl	OLÙKÖ a. Tç ìpolówó ôjà tí a ti tē sóri téèpù fún àwôn akèkōö gbö. b. Fún àwôn akèkōö ní àyfaàní láti sé ìpolówó ôjaní kíláási d. Kó akèkōö lô sé àbêwò ní ôjà tàbí ìdíkö AKÈKÖÖ a. Tètí sí téèpù ti olùkö tē b. Kópa nínú sísé ìpolówó ôjà nínú kíláási d. Sé àbêwò sí ôjà tàbí ìdíkö láti gbö orísírísi ìpolówó ôjà OHUN- ÈLÒ ÌKÖNI • Àtç • Fídìò • Rédìò • Êrô agbörö sílê • Ìpolówó lórísírísi nínú iwé ìròyìn abbl.
10.	ÈDÈ: Àkôtö <u>ÀKÓÓNÚ ISÈ</u>	OLÙKÖ a. Sé àlàyé ohun tí àkôtö jë.

a. Àlàyé ohun tí àkõtö jë b. Àfiwé àkõtö àtijö àti ti òde òní i. Fáwèlì: aiye – ayé yio – yo/ yòó/ yóò enia – ènìyàn abbl ii. kònsónáyti: oshogbo – Òsogbo Offa – Òfà iii. Àmì Ohùn: õgùn – òógùn alǎnu – aláàánú iv. Yíyán òrò: ẹ - ẹ ş - ş v. Pínpin òrò wipe – wí pé nigbati – nígbà tí Bíótilējewípe – Bí ó tilê jë wí pé	b. Kô àkõtö àtijö àti ti òde òní sára pátákó d. Še àlàyé kíkún lórí ìyàtö méjèèjì ní òkòòkan láti fi ìdí tí ti òde òní fi péye hàn. AKÈKÖÖ a. Tětí sí àlàyé olùkô b. Kô àwôn àpççrç àkõtö tí olùkô kô sí ara pátákó sí inú iwé. d. Béèrè ìbéèrè löwö olùkô nípa ohun tí kô bá yé ô nínú àwôn àlàyé rê. OHUN-ÈLÒ ÌKÖNI a. Kádíböödù tí a kô àkõtö òde òní àti ti àtijö sí. b. Àwôn àsàyàn iwé tí a fi àkõtö òde òní kô.
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	B, Òrò àti ìdàkejì rê, b.a Bàbá – Ìyá Ègbôn – Àbúrò Òkè – Ilê abbl	
11.	Àtúnýewò Èkò	
12.	Ìdánwò	

YORÙBÁ JSS 1 TÁÀMÙ KÈTA

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÉ ISÊ
1.	ÈDÈ: Fónètíkì <u>ÀKÓÓNÚ ISÊ</u> a. Àwôn èyà ara fún ìró pípè b. Orísi àfipè • Àfipè àsúnsí b.a, ètè isàlê • Àfipè àkànmölê b.a, ètè òkè	OLÙKÖ a. Kô àwôn èyà ara tí ó wà fún ìró èdè pípè fún àwôn akèkõò lójú pátákó. b. Dárúkô orísi àfipè • Àfipè àsúnsí b.a, ètè isàlê, iwájú ahön, èyìn ahön • Àfipè àkànmölê b.a, ètè òkè, eyín òkè, àjà çnu. AKÈKÖÖ a. Tètí sí àlàyé olùkô b. Kô àpççrç àfipè àsúnsí àti àkànmölê sí inú iwé d. Lo àwôn èyà ara àfipè láti pe àwôn ìró kan. OHUN-ÈLÒ ÌKÖNI • Yíya àwòrán tí ó sé àfihàn èyà ara tí ó wà fún ìró èdè pípè sínú kádíböödù • Gílààsì
2.	ÀSÀ: Eré ìdàrayá <u>ÀKÓÓNÚ ISÊ</u> a. orísirísi eré ìdàrayá	OLÙKÖ a. Sé àlàyé bí a ti ń sé díê nínú eré ìdàrayá tí a mēnubà

	b. Eré òsúpá bí i bojúbojú, sa-ń-sálùbō d. Eré abèlé e. Eré ìta gbangba bí i òkòtó, àrin, ìjàkadì/ ẹ̀kẹ̀, ogo gbígbòn.	b. Tò àwôn akẹ̀kọ̀ sònà láti ẹ́e àwôn eré ìdàrayá nàà. d. Kò àwôn orin inú eré ìdàrayá nàà sọ́jú pátákó AKẸ̀KỌ̀ a. Sô ohun tí o mǝ nípa eré ìdàrayá sáájú ìdánìlẹ̀kọ̀. b. Dárúkò díe nínú eré ìdàrayá mǝràn tí o mǝ. d. Tẹ̀tí sí àlàyé olùkò e. Kópa nínú síse eré tí olùkò sọ́jú pátákó OHUN-Ẹ̀LÒ ÌKỌ̀NÌ • Ọ̀pǝn ayò • Ọ̀mò ayò • Ọ̀kòtó • Àrin abbl.
3.	Ẹ̀DẸ̀: Ìsǝrí ọ̀rǝ <u>ÀKÓÓNÚ ÍSẸ̀</u> 1. Ọ̀rǝ-orúkò 2. Ọ̀rǝ-arǝpò orúkò 3. Ọ̀rǝ-ìse 4. Ọ̀rǝ-àpẹ̀júwe 5. Ọ̀rǝ-atòkùn	OLÙKỌ̀ 1. Ẹ́e àlàyé kíkún lórí ipò àti isẹ̀ kọ̀ọ̀kan nínú gbólóhùn 2. Ẹ́e ọ̀pǝlǝpǝ àpççrç lórí ọ̀kọ̀ọ̀kan fún akẹ̀kọ̀ 3. Darí akẹ̀kọ̀ láti ẹ́e àpççrç tirẹ̀ AKẸ̀KỌ̀ 1. Tẹ̀tí sí àlàyé olùkò lórí ìsǝrí ọ̀rǝ kọ̀ọ̀kan

	6. Òrò-àsopò Àlàyé kíkún lórí ipò àti isě wôn nínú gbólóhùn.	2. Kô àwôn àpççrç tí olùkô sé sínú ìwé 3. Sé àwôn àpççrç tìrç lábě ìdarí olùkô. OHUN-ÈLÒ ÌKÖNI 1. Kádíböödù 2. Kàadi pélébé pélébé
4.	LÍTÍRÈSÕ: Kíka ìwé lítírèsõ àpilêkô <u>ÀKÓÓNÚ ISĚ</u> 1. Kókó òrò 2. Àhunpõ ìtàn 3. Ibùdó ìtàn 4. Êdá ìtàn àti ifiwàwêdá 5. Ìlò èdè 6. Ìsúyô àsà abbl	OLÙKÖ 1. Sé àlàyé àbùdá kōōkan àti bí a sé lè mú u lò fún ìsōrí lítírèsõ kōōkan 2. Sé òpōlōpō àpççrç láti inú ìsōrí lítírèsõ kōōkan 3. Sàlàyé pé inú àwôn lítírèsõ tí a fi sô ìtàn nìkan ni a ti lè sé àgbéyêwò àhunpõ ìtàn, êdá ìtàn àti ibùdó ìtàn. AKĚKÖÖ 1. Tètí sí àlàyé olùkô, kí o sì sé àkôsílê rê sínú ìwé 2. Sé àpççrç tirê tí ó yàtō sí ti olùkô OHUN-ÈLÒ ÌKÖNI • Ìwé ewì, eré-onítàn àti ìtàn àròsô
5.	ÌSÕRÍ ÒRÕ <u>ÀKÓÓNÚ ISĚ</u> 1. Kí ni òrò-orúkô?	OLÙKÖ 1. Sé àlàyé ohun tí òrò-orúkô jẹ 2. Sé àlàyé orísi òrò-orúkô méji: àìsèdá àti èyí tí a sèdá, pèlú àpççrç – çja, ejò, ìyá, ôwö, êrín, adé,

	2. Orísi òrò-orúkò méjì: àìsêdá àti èyí tí a sêdá, pèlú àpççrç 3. Àlàyé kíkún lórí orísirísi ònà ìsêdá òrò-orúkò pèlú àpççrç	àbò, jìjç, alaalè. 3. Še àlàyé kíkún lórí orísirísi ònà ìsêdá òrò-orúkò pèlú àpççrç AKÈKÖÖ 1. Tètí sí àlàyé olùkò 2. Še àpççrç òrò-orúkò tí a kò sêdá mìiràn 3. Še àpççrç àwôn orísirísi òrò-orúkò tí a sêdá mìiràn yàtò sí èyí tí olùkò ti še. 4. Kò àwôn àpççrç náà sílè. OHUN-ÈLÒ ÌKÖNI • Kádíböødù tí a kò orísirísi àpççrç sí.
6.	ÒYKÀ: Oókanlélögörün-ún dé àádöjò (101 – 150) <u>ÀKÓÓNÚ IŠÈ</u> Oókanlélögörün-ún dé àádöjò (101 – 150)	OLÙKÖ 1. Tò akèköö sònà láti ka òykà, Oókanlélögörün-ún dé àádöjò (101–150) 2. Še àlàyé ìgbésè òykà ní kíkún AKÈKÖÖ 1. Ka òykà láti Oókanlélögörün-ún dé àádöjò (101 – 150) 2. Dá òykà tí a kò sójú pátákó mō ní òkōōkan 3. Kò òykà tí olùkò kò sí ojú pátákó sínú ìwé. OHUN-ÈLÒ ÌKÖNI • Kádíböødù tí a kò òykà láti Oókanlélögörün-ún dé àádöjò (101 – 150)

		sí. Káàdì pélébé pélébé tí a kô òyà kǫǫkan sí.
7.	ÀSÀ: Oyún níní àti ìtǫjú Aláboyún <u>ÀKÓÓNÚ ISÈ</u> - Ìgbàgbö Yorùbá nípa àgàn, òmò bíbí àti àbíkú - Àwòn tí oyún níní wà fún (tòkòtaya) - Ōnà tí a lè gbà dín bíbí àbíkú kù lówùjò - orísirísi jénótàipù èjè tò wà àti àwòn tò lè fèra wòn. - Aájò láti lè tètè lóyún – àyfaàní kíkóra-çni-níjàánu nípa ìbálòpǫ - Bí a še n tǫjú aboyún látijò àti lóde òní: Àtijò; - Oyún dídè, èèwǫ aláboyún, àsèjç, àgbo abbl Òde òní - Oúnjç ásaralóore, lílò fún ìtǫjú ní ilé iwòsàn (ìbílê/ ìjòba) abbl	OLÙKÖ - Še àlàyé ní kíkún lórí ìgbàgbö àwòn Yorùbá nípa oyún níní, ìtǫjú oyún àti àsìkò tò tò láti lóyún - Še àlàyé onírúurú jénótàipù èjè tí ó wà àti èyí tí ó bára mu - Kô àwòn oúnjç ásaralóore tí aboyún lè jç sára pátákó ìkǫwé - Še àlàyé bí a še n tǫjú aláboyún látijò àti lóde òní - Še àlàyé nípa pàtàkì ìkóra-çni-ní-ìjánu sáájú ìgbéyàwó fún çni tí ó bá tètè fè òmò bí AKÈKÖÖ - Sǫrǫ nípa àwòn tóyún wà fún - Sô ohun tí o mǫ nípa oyún - Sô jénótàipù tìrç - Dárúkô díê lára àwòn oúnjç ásaralóore - Dárúkô díê lára àwòn ònà tí a fi n tǫjú aláboyún látijò àti lóde òní - Tètí sí àwòn àlàyé olùkǫ OHUN-ÈLÒ ÌKÖNI

		1. Àwòrán aboyún 2. Àwòrán díê lára ohun-èlò tí a fi ń tǒjú aláboyún ní ilànà ti ibílê: ìkòkò àgbo, ìsaasùn àsèjç, ìgbàdí abbl 3. Àwòrán díê lára ohun tí a fi tǒjú aláboyún ní òde òní 4. Àtç tí ó ń fi óúnjç ásaralóore hàn.
8.	ÈDÈ: Ìsêdá òrò-orúkô ÀKÓÓNÚ ISÈ 1. Ìhun òrò onísílèbù kan; a, e, ç, wön, lô, gbö, rìn, abbl 2. Ìhun òrò ôlöpö sílèbù b.a agbádá, kōýkōsō, gbangbayíkítá, abbl. 3. Ìsêdá òrò-orúkô – àfòmö ìbêrê (a, òy, ò, oní, àì, àti b.a. àti + jç = àtijç. Àfòmö àárin: àpètúnpè (kíkún, çlèbç) b.a. jí + jç = jíjç, ômô + kí + ômô = ômôkômô.	OLÙKÖ 1. Še àlàyé orísirísi ìhun òrò 2. Še àlàyé ìsêdá àwôn òrò 3. Kô ôpölöpö àpççrç orísirísi òrò ìsêdá sójú pátákó AKÈKÖÖ 1. Sô orísirísi ìhun òrò 2. Sô bí a še sêdá àwôn òrò. 3. Da òrò-orúkô ìsêdá tí olùkô kô sínú iwé. OHUN-ÈLÒ ÌKÖNI • Pátákó ìkōwé • Kádíböödù tí a ya àtç orísirísi òrò ìsêdá sí.
9.	LÍTÍRÈSÖ: Kíka ìwé lítirèsö àpilêkô ÀKÓÓNÚ ISÈ 1. Kókó oro	OLÙKÖ 1. Še àlàyé àbùdá kōökan àti bí a še lè mú u lò fún ìsörí lítirèsö kōökan 2. Še ôpölöpö àpççrç láti inú ìsörí lítirèsö kōökan

	2. Àhunpō ìtàn 3. Ibùdó ìtàn 4. Êdá ìtàn àti ìfiwàwêdá 5. Ìlò èdè 6. Ìsúyô àsà abbl	3. Še àlàyé pé inú àwôn lítirèsô tí a fi sô ìtàn nìkan ni a ti lè še àgbéyêwò êdá ìtàn, ibùdó ìtàn àti àhunpō ìtàn. AKĚKÖÖ 1. Tětí sí àlàyé olùkō, kí o sì še àkôsílê rê sínú iwé 2. Še àpççrç tirê tí ó yàtō sí ti olùkō OHUN-ÈLÒ ÌKÖNI • Ìwé ewì, eré-onítàn àti ìtàn àròsô
10.	ÌDÁMÖ <u>ÀKÓÓNÚ ÍŠĚ</u> 1. Šíše ìdámō orísiríši nýkan ní àyíká (ilé-ìwé, ilé abbl). 2. Mímô orúkô àwôn èniyàn àti bí wôn še jě síra wôn. 3. Mímô díê nínú àwôn èyà ara 4. Mímô orúkô àwôn çranko díê	OLÙKÖ 1. Sô díê nínú orísiríši nýkan ní àyíká – ilé-ìwé, ilé b.a. ôwō/ ìgbálê, àga, kíláási, ibùsùn 2. Dídarúkô àwôn èniyàn àti bí wôn še jě síra wôn – ôkô, iyàwó, bàbá, ômô. 3. Sô díê nínú àwôn èyà ara b.a. ojú, imú, etí. 4. Sô díê nínú orúkô àwôn çranko b.a. ajá, çsin, ewúrë, kètëkètë abbl AKĚKÖÖ 1. Tětí sí àlàyé olùkō 2. Še àpèjúwe orísiríši nýkan àyíká miìrán yàtō sí èyí tí olùkō sô. 3. Töka sí àwôn èyà ara wôn tí olùkō mēnubà àti

		ísě òkòòkan wòn. 4. Še àpççrç orúkò àwòn çranko – ohun òsìn àti çranko inú igbó. 5. Kò àwòn àpççrç tí olùkò še sínú iwé. OHUN-ÈLÒ ÌKÖNI 1. Šíše àfihàn àwòrán èyà ara çni 2. Pípèsè ohun – èlò àrídímú tí ó wà ní àyíká b.a. sòòkì, àga, òkúta abbl
11.	ÀŠÀ: Òwò Šíše <u>ÀKÓÓNÚ ÍŠÈ</u> 1. Oríkì òwò šíše (kàrà-kàtà) 2. Ìdí tí òwò šíše fi še pàtàkì ní ilé Yorùbá 3. Oríširíši òwò tí àwòn Yorùbá máa n še 4. Ìpolówó ôjà ní ilê Yorùbá 5. Àirísèsé lóde òní àti ipa tí òwò šíše lè kó.	OLÙKÖ 1. Še àlàyé ohun tí òwò šíše jẹ 2. Darí akèkòò láti dárúkò oríširíši òwò tí àwòn Yorùbá n še láyé àtijö àti lóde òní 3. Lo ibéèrè láti mú kí àwòn akèkòò sô àpççrç ìpolówó ôjà tí wòn mǫ. 4. Darí akèkòò láti sô ònà tí a fi lè lo òwò šíše láti dín àirísè-še àwòn òdö kù. AKÈKÖÖ 1. Tètí sí àlàyé olùkò nípa ohun tí òwò šíše jç. 2. Dárúkò àwòn oríširíši òwò tí wòn mǫ láyé àtijö àti lóde òní. 3. Še àpççrç ìpolówó ôjà tí wòn ti gbö rí 4. Kópa nínú ìjíròrò tí olùkò darí nípa bí a ti lè lo

		òwò síse láti dín àìrísè-ṣe àwôn ődö kù lóde òní. OHUN-ÈLÒ ÌKÖNI 1. Àwòrán oníòwò lóríṣiríṣi 2. Fìimù 3. Fídìò
12.	ÀTÚNYÊWÒ ÊKÖ	
13.	ÌDÁNWÓ	

BUSINESS STUDIES

BUSINESS STUDIES

JSS 1 FIRST TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	INTRODUCTION TO BUSINESS STUDIES a. Business Studies i. Meaning ii. Importance b. Components i. Office practice ii. Commerce iii. Book-keeping iv. Keyboarding c. Career Opportunities	Teacher: Explain the meaning of business studies and its importance Students: state the meaning of business and its importance - Diagram of various business enterprises should be shown with charts. Teacher: Lead students to identify the components of business studies. The students participate in class discussion on the components of business studies. Diagrams of various business enterprises. Teacher: guide the discussion on the

		importance of and career opportunities in business studies. Students participate in listing examples of career opportunities in business. - Photographs of people doing different jobs in business.
2	THE OFFICE a. An Office i. Meaning ii. Types – small and large offices b. Functions of an Office c. The Different offices in an organization	Teacher: lead discussion on the meaning and types of an office. Students: participate in the discussion. Resources: charts and diagrams of offices Teacher: Explain the functions of an office. Students: list some functions of an office on the chalk board. Resources: charts and diagrams of offices
3	THE OFFICE STAFF The Clerical Staff: meaning, - Functions - Qualities	Teacher: Explain the meaning of a clerical staff. Guide the students on the functions and qualities of a clerical staff Students: participate in the discussion of a clerical staff and mention the qualities and functions. Resources: charts, diagrams and pictures of a clerical staff.
4	OFFICE STAFF Confidentiality of Office Information RIGHT ATTITUDE TO WORK Punctuality and Regularity i. Meaning ii. Attributes - Commitment - Interest - Promptness - Consistency - Reward - Sanctions	Teacher: Explain the need for keeping information confidential in the office. Guide the discussion on punctuality and regularity. Students: participate in the discussion; copy the notes from the chalk board. Resources: use relevant books and publications
5	DEVOTION TO DUTY - Meaning - Effect on productivity and development	Teacher: Guide the students on the discussions on the meaning of devotion to duty. Students: participate in the discussion on the effect of devotion to duty on productivity and development. Resources: use charts, relevant books and publications

6	THE DEPARTMENTS IN AN OFFICE OR ORGANIZATION Various Department in an Organization - Administrative - Purchasing - Accounting - Sales - Personnel - Planning - Transport	Teacher: Guide the discussion on various departments in an organization. Organize a visit to an a organization for students to see these functions of the various departments. Students: participate in the discussion and write report on visitation to an organization. Resources: charts, diagrams and photographs of departments in an organization.
7	THE DEPARTMENTS IN AN OFFICE OR ORGANIZATION Functions of the Various Departments	Teacher: Ask students on what they saw during the visit. Students: participate in class discussion. Write notes on the chalkboard
8	INTRODUCTION TO COMMERCE Commerce - Meaning - Importance Activities which aid Commerce.	Teacher: Explain commerce as trade and aids to trade. Lead discussion on different aids to trade. Students: explain the different aids to trade which constitute commercial activities. Resource: photographs of banks, transport and traders, insurance, communication.
9	DIVISION OF COMMERCE Commerce Divisions - Trade - Aids to trade Types of Trade: - Home Trade - Wholesale - Retail sale - Foreign Trade - Import - Export	Teacher: explain the divisions of commerce. Draw a diagram showing divisions of commerce. Lead students to mention products involved in home and foreign trades. Students: State the divisions of commerce. Draw the diagrams showing divisions of commerce in their notebooks. Copy notes from the chalkboard. Resource: Charts showing diagrams of commerce. Photographs of train, ship, lorry, airplane, warehouse etc.
10	PRODUCTION - Meaning of production - Types of production – industry, commerce, services Industrial: - Extractive - Manufacturing - Constructive	Teacher: State the meaning of production and explain the types of production. Students: Define production and identify the types. Resources: Charts showing types of production

11	Commercial: trade and aids to trade. Services. Effects of production on environment or society	Teacher: Arrange a visit to a workshop, carpentry shop, a hair salon and garden. Students: State the effects of production on the environment. Materials: A newspaper cut, on the effect of pollution on the environment or society.
12	HONESTY IN BUSINESS i. Meaning of truthfulness ii. Attributes of truthfulness iii. Factors that cause people to lie iv. Rewards for being truthful v. Consequences of not being truthful vi. Meaning of fair play vii. Attributes of fair play	Teacher: Ask the students to explain truthfulness. Ask students to enumerate the attributes of truthfulness. Ask the students to list consequences of not being truthful. Ask the students to explain the meaning of fair play and dramatise truthfulness. Provide students with appropriate materials on truthfulness to read and ask them to write down lessons learnt.
13	REVISION	
14	EXAMINATION	

BUSINESS STUDIES

JSS 1 SECOND TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	FACTORS OF PRODUCTION Factors of Production i. Land ii. Labour iii. Capital iv. Entrepreneur	Teacher: Discuss on the factors of production and give examples. Students: Mention the factors of production. Materials: Pictures of a business concern
2	OCCUPATION Meaning of Occupation Division of Occupation i. Primary ii. Industrial iii. Commercial iv. Services	Teacher: Explain occupation and different types or categories of occupation. Students: enumerate different occupation Materials: A chart showing the different divisions of occupation.
3	OCCUPATION i. Factors which affect occupation ii. Differences between Direct and Indirect Services.	Teacher: Draw a diagram on the chalkboard to illustrate division of occupation. Students: Copy the diagram and notes to their notebook
4	ETHICS IN SOURCING CHEMICALS 1. Meaning of ethics 2. Ethics of sourcing chemicals	Teacher: Discuss the ethics of sourcing chemicals. Students: Participate in discussing the

	i. From licensed chemical vendors ii. Good handling techniques iii. Good distribution iv. Proper disposal	meaning and ethics guiding sourcing of chemical Materials: A charts, magazine, picture.
5	ENTREPRENEURSHIP 1. Meaning of: i. Entrepreneurship ii. Enterprise iii. Self employment 2. Facilities available for Self Employment	Teacher: Explain the meaning of Entrepreneurship and enterprise. Discuss self employment. Students: Listen and participate in class discussion, ask and answer questions. Materials: charts, video clips, textbooks
6	3. Successful Entrepreneurs i. Your locality ii. Nigeria iii. International	Teacher: lead discussion on successful entrepreneurs, students to mention successful entrepreneurs and their secrets. Charts, video clips, etc.
7	Importance of entrepreneurship in: i. Individuals ii. Family iii. Society	Teacher: Guide discussions on the importance of entrepreneurship. Students: Listen attentively and participate in class discussion
8	FORMS OF BUSINESS ORGANIZATION 1. Meaning of business organisation 2. Types of business organisation SOLE PROPRIETORSHIP	Teacher: Lead discussion on ownership of Business Organisations using charts. Students mention forms of business and explain Sole Proprietorship.
9	- PARTNERSHIP - LIMITED LIABILITY COMPANY	Discuss features of Partnership and limited liability Company. Pictures, magazines.
10	- COOPERATIVE SOCIETIES - Advantages and disadvantages of each form of business	Discuss features cooperative societies. State advantages and disadvantages of each form of business organization. Pictures, magazines
11	REVISION	Revise in detail, all term's topics
12	EXAMINATION	Conduct exams

BUSINESS STUDIES

JSS 1 THIRD TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
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1	CONSUMER, MARKET AND SOCIETY 1. Meaning of: - Consumer - Market - Society 2. Need for Consumer Education 3. Importance of Consumer Education 4. Consequences of lack of consumer education	Teacher: explains the meaning of consumer, market and society and discuss on the need for consumer education with appropriate illustration and examples. Students participate in the discussion of consumer, market and society. Identify the need for consumer education. Materials: posters, charts showing market scenes.
2	NEED FOR MONITORING AND CONTROL OF CHEMICALS 1. Meaning of chemicals 2. Chemicals suitable and not suitable for use. 3. Need for monitoring and controlling: i. Food ii. Drugs iii. Chemicals	Teacher: explain the meaning of chemical and discuss on the chemicals suitable and not suitable for use. Students participate in the discussion on the chemicals suitable and not suitable for use and identify the need for the monitoring and control of food, drugs and chemicals. Textbooks and materials.
3	INTRODUCTION TO BOOK KEEPING 1. Meaning of Book Keeping 2. Importance of Book Keeping 3. Essential qualities of book keeping 4. Common book-keeping practices	Teacher: explain the recording of business transactions and the principle of book-keeping. Students: identify financial transactions and mention the importance of keeping financial records. Charts, receipts, invoices and adding machines to be used.
4	SOURCE DOCUMENTS 1. Meaning of source documents 2. Uses of source documents 3. Types: i. Invoices a. Sales invoice b. Purchases ii. Receipts for payments made iii. Cash register tapes iv. Credit notes v. Debit notes vi. Cheques	Teacher: explain the contents of each source document and list the uses of source documents. Students to identify different source documents and explain the uses of each source document. Source documents, books of original entry, journals, calculator, chalk board to be used
5	JOURNALS 1. Journal meaning 2. Types of journals Forms of a journal	Teacher: define journal and guide the students to discuss the different types of journals. Students observe a form of a journal as shown by the teacher. Ruler, pencil and specimen of source document to be used.

6	DOUBLE ENTRY BOOK KEEPING 1. Meaning of double entry book keeping 2. Double entry treatment of assets 3. Double entry treatment of liabilities 4. Double entry treatment of expenses.	Teacher: explain double entry book-keeping and state the rule for debit and credit entries. Students participate in the discussion on double entry and practice the problems involving debit and credit. Sample Business transaction charts.
7	LEDGERS 1. Meaning of ledgers 2. Classes of ledgers 3. Classification of accounts i. Real ii. Nominal iii. Personal iv. Impersonal	Teacher: explain ledger and discuss the differences between a journal and a ledger. Students practice account opening and post entries A textbook is used.
8	INTRODUCTION TO KEYBOARDING 1. Meaning of keyboarding 2. Importance of keyboarding 3. Correct sitting posture for keyboarding	Teacher: write the meaning of key-boarding and guide the discussion on the importance of keyboarding Students explain the meaning of keyboarding and list the importance of keyboarding to individuals and business. Typewriter and computer to be used.
9	PARTS OF A COMPUTER KEYBOARD 1. Parts of the computer keyboard 2. The uses 3. Similarities and differences between the typewriter and computer keyboard.	Teacher discusses the different parts of the computer keyboard and their uses. Students examine the parts of a computer and typewriter keyboard Computer and typewriter to be used.
10	CARE OF THE COMPUTER 1. Care of the computer 2. Items used for the care of the computer 3. The keyboard rows i. Top ii. Upper iii. Home iv. Bottom 4. Division of keyboard Left and right hand side	Teacher: discuss care of the computer and demonstrate how to take of computer. Students mention how to take care of the computer. Duster, dust cover and brush to be used.
11	THE RECEPTION OFFICE 1. Meaning of Reception Office 2. Meaning of Receptionist i. Importance of a receptionist ii. Qualities of a receptionist	Teacher describe the reception office and explain with examples the meaning of and importance of a receptionist. Students respond to questions from the teacher and explain the qualities of a

	iii. How to receive and treat visitors. iv. Documents handled by the receptionist	receptionist. Charts and diagrams of receptionist and samples of visitor's book.
12	OFFICE CORRESPONDENCE Correspondence Records. Meaning - Types - Uses - Ways mails come into an organisation - Handling of mails	Teacher guide discussion on correspondence records, types and uses and outline the procedure for handling mail. Specimen document of correspondence records.
13	REVISION	
14	EXAMINATION	

BASIC SCIENCE AND TECHNOLOGY (BST)

BASIC SCIENCE AND TECHNOLOGY

JSS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	LEARNING ABOUT OUR ENVIROMENT Living things and non living things. 1. Meaning 2. Characteristics 3. Differences 4. Examples 5. Importance	-The teacher takes student on mature walk to collect different samples of matter. - Guides students on discussion on the three states of matter - Observe the collective specimens and group them into living and non-living things.
2	COMMUNITY HEALTH 1. Meaning of Community Health 2. Sanitation 3. Nutrition 4. Balance diet	- Present and discusses picture of health and unhealthy life styles and environment. - Explain how heredity environment and life style affects individuals.
3	COMMUNITY HEALTH II 1. Determinant of health 2. Characteristics of healthy person	-Listen attentively to the teacher explanations -Explains way of dispensing sewage

	3. Drugs and substances abuse 4. Examples and effects of drugs.	and refuse in their homes.
4	PHYSICAL FITNESS AND BOFY CONDITIONING 1. Meaning of physical fitness 2. Components of physical fitness 3. Characteristics of physical fitness 4. Factors that can affect our physical fitness 5. Exercises to develop our endurance and flexibility.	-Explain and discuss the components of physical fitness -Practice teacher demonstrations of some exercises that help in developing strength, agility, endurance and flexibility. -Describe the precautions while performing exercise.
5.	ATTHLETICS (TRACK AND FIELD EVENT) 1. Definition of Athletics 2. Components of Athletics 3. Describe basic skills in Discus and short-put. 4. Rules and regulation in Discus and short-put.	-Explain the skills and technique in Short-Put and Discus. -Watch the teacher demonstrating the various skills. -There should be a warming up.
6	SPORTS AND GAMES 1. Basic skills in Volley ball and Soccer 2. Rules and regulations in Volley ball and soccer 3. Officials and their duties/facilities and equipments.	-Describe Volley ball and soccer - Demonstrate the technique and skills involved in playing the game -Explains the rules and regulations involved in the game Draw and label the Court/Pitch.
7	UNDERSTANDING TECHNOLOGY 1. Meaning of basic Technology related occupation 2. Importance of technology 3. Properties of materials 4. Identification of woods materials and ceramics. 5. Physical properties of wood, metals and ceramics. 6. Type of wood, ceramics and metals	-Explains that technology is universal. -Illustrate that both males and females should study technology -Students should enumerate at least 3 importance of technology in everyday life. - Get role model of males and females in technology.
8	BASIC COMPUTER OPERATIONS AND CONCEPTS 1. Early counting devices 2. Mechanical and electro-mechanical devices 3. Electronic counting device 4. Generation of Computers	-Leads students to suitable Computer laboratory -Guide students to identify ways of taking good care of a Computer room/laboratory -Students should participate in class discussions.

	5. Computer system	
9	ENVIROMENTAL POLLUTION I 1. Definition, meaning of pollution 2. Types, e.g. soil, water and air. 3. Causes 4. Experiment/practical 5. Demonstration in the class 6. Effect 7. Control measures.	- Lead students on discursion on soil and water pollution -Carry out activities on water boiling, filtration, flower planting, film watching and recording of soil pollution from visited sites. -Guides students to investigate the effect of pollution in soil, plants, animal, and environments.
10	PATHOGENS DISEASES AND THEIR PREVENTION 1. Meaning of pathogens diseases 2. Diseases caused by pathogens 3. List different types of pathogen diseases 4. List the preventive measures - Adequate Nutrition and Exercise -Clean environment -good hygiene Immunization, vaccination -Proper disposal of refuse and sewage.	-Lead students to discuss how diseases are caused by pathogen. -Explains how to prevent diseases. -Ask students questions on prevention of diseases. -Enumerate the effects of diseases to their health.
11	ENERGY -Meaning of Energy -Sources of Energy -Forms of Energy -Experimental/Practical showing students a panel of solar energy -Transformation of Energy -Uses of Energy	-Leads students to mention sources of energy. -Provides some materials for activities to illustrate forms of energy -Mention sources of energy -Describes the actions as indicated on the chart...
12	SAFETY 1. Safety guideline for pedestrian 2. Safety guideline for cyclist and motor cyclist 3. Safety guideline for motorist.	-Enumerate safety guideline for pedestrian e.g. walking on the left hand side facing oncoming vehicle
13	Revision	Revision
14	Examination	Examination

BASIC SCIENCE AND TECHNOLOGY

JSS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	WORKSHOP SAFETY 1.causes of workshop accident 2. Types of workshop accident 3. Safety devices in workshop 4.Safety rules and regulation	-Explains causes of work shop accidents. -Guides student discussion on types of activities that occur in work shop places. -Practice some workshop accidents preventive measures
2	WORKSHOP II 1. Computer Management ethics. 2. Laboratory rules and regulation.	-Observe safety rules and regulations whenever in workshop places -Safety devices, e.g. fire extinguishers, sand bucket.
3	CONTANT AND NON-CONTANT SPORT 1. Meaning of contant and non-contant sports. 2. Types of contant and non-contant sports e.g. wrestling, judo, swimming gymnastics e.t.c 3. Practical talking students to swimming pools. 4. Basic skills in contant and non-contant sports. 5. Benefit of contant and non-contant sports. 6. Officials and their duties.	-Define contant and non-contant sport -List examples of them -Demonstrate the various skills involved in the contant and non-contant sport. -List safety measures in contant and non-contant sports. -Enumerate the benefit derived from contant and non-contant sport.
4	RENEWABLE AND NON RENEWABLE ENERGY 1.Meaning 2.Example 3.Uses and misuse 4.Energy and society 5.Importance	-Initiates and leads discussion on renewable and non-renewable energy. -Participate in discussions and note the main ideas.
5.	FORCES I 1.Meaning and types of forces 2. Contact and non contact forces 3. Magnetive and gravitational force	-Guides students to push and pull, squeeze, bend and stretch objects. -Provide chart showing contant and non-contant forces
6	FORCES II 1.Calculation of gravitational force 2. Balance and un-balance force 3. Friction, uses advantages and disadvantages	-Provide chart showing contant and non-contant force -Guide the students to calculate gravitational force using the formula $GF=mgh$

7	MATERIAL PROCESSING 1. Identification of materials and properties. -Wood, metal ceramics	Guides students to identify building materials -Explains the uses of the different building materials.
8	APPLICATION OF IT IN EVERY DAY LIFE 1.Use of IT 2. Communication 3.Timing and control 4.Organization processing/Management 5.IT and society	-Prepare charts to identify it uses in every day life -Show video clips of IT uses in every day life -Watch video and note how IT influences daily lives of people -Participates in class discussion.
9	BUILDING MATERIALS 1.Common building materials 2.Uses of the building materials.	-Guides students to identify building materials and students to identify various types of building materials
10	DRAWING INSTRUMENTS 1.Drawing instruments and materials. 2.Basic techniques of handling instruments and materials 3. Practical: teacher demonstrating and students practice appreciable techniques of handling instruments. 4. Uses and care of drawing instruments and materials.	-Display drawing instrument and materials -Guide students to identify and name drawing instruments and materials -Uses various drawing instruments to construct shapes
11	Revision	Revision
12	Examination	Examination

BASIC SCIENCE AND TECHNOLOGY

JSS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	SCIENCE DEVELOPMENT I i.Gravitation and weightlessness ii.The earth space iii.Identification of component of solar energy iv.Rotation and revolution of the earth	-Demonstrate the effect of gravitational pull objects. -Lead a student to demonstrate the effect of gravitational objects.

	and the moon	
2	SCIENCE DEVELOPMENT II 1.Space travel 2.Satelite 3.Benefits and danger of space travel	-Watch and comment on films/picture clippings. -Participates in class and group work discussions- Carry out demonstrations on gravitational activities on weighing themselves and recording of individual weight.
3	TOOLS, MACHINES AND PROCESSES 1.Worshop hand tools -Measuring tool -Setting and marking out tools -Driving tools -Burning tools -Holding tool devices -Cutting and pairing -Care and maintenance of all	-Guides class discussion on measuring and types of maintenance practice. -Demonstrates different methods of caring and maintaining workshop tools and machines. -Understand simple maintenance of tools and machines, e.g. Regular cleaning , oiling and greasing of simple machines and tools
4	METAL WORK AND TOOL -Marking out tools -Measuring tools and gauges -Driving and cutting tool -Care maintenance	-Display wood work hand tools. Demonstrate the use of the various hand tools
5.	BOARD PRACTICE 1.Basic board practice 2.Setting drawing paper on the board 3. Sharpening pencil to conical points and knife edge using the tee and set squares for drawing border, horizontal and practical lines.	-Demonstrate correct techniques for : a. Setting drawing paper on the board -Sharpening pencil to conical point -Positioning and drawing the little board -Watch teachers demonstration -Practice free hand sketching -Practice the technique.
6	FREE HAND 1. Basic free hand techniques of drawing line, curves, circles and irregular shapes. 2. Practical inclusive	-Demonstrate correct techniques of free hand sketching. -assign free hand drawing tools -Watch's teacher demonstrating.
7	INFORMATION TRANSMISSIONS 1. Meaning of information transmission	-Bring chart/picture of modern tools for transmitting information

	2. Mention ancient methods of information transmission. 3. Mention the modern method of transmission information	-Leads students to identify these tools. -Classify information by mode of transmission
8	DATA PROCESSING 1. Definition of data processing 2. Data processing cycle 3. Stage 4. Importance of Computer as a tool for data processing	-Lead students to define and identify data processing cycle/stages. -Discuss what each stage involves. -Copy the board summary into their note book.
9	RECREATIONAL LEISURE AND DANCE ACTIVITIES 1. Meaning of recreational leisure and dancing activities 2. Differences between Dance, leisure and recreational 3. Benefits of recreational leisure and dancing.	-Invite traditional dancer to demonstrate some dancing skills. Outline the benefit of recreational activities and dancing.
10	RECREATIONAL, LEISURE/DANCING ACTIVITIES 1. Demonstration of some local dances step. 2. Invites a traditional dancer to demonstrate some dancing skills. 3. Dancing completion should be organized.	-Explain the meaning, recreation, leisure and dance. -Guides the students to identify the various components of recreation and dance. -Practice some local dance
11	FOOD AND NUTRITION 1. Meaning of food, and type of food. 2. Classes of food and importance	-Explain the meaning of food and Nutrition -Group food into different classes. -Explains the importance of food to the students.
12	Revision	Revision
13	Examination	Examination

PREVOCATIONAL STUDIES (PVS)

HOME ECONOMICS

FIRST TERM JSS I

WEEK	TOPIC/CONTENT	ACTIVITIES
1-	Introduction to Home Economics I- Meaning of Home Economics. II- Areas of Home Economics. III- Relationship of Home Economics to other subjects.	TEACHER: Explain the meaning of Home Economics, Areas and Relationship of Home Economics to other subjects. -Lead Students on discussion on the issues explained. Students: 1. Participate actively in discussion.
2-	Home Economics and National Development. 1- Home Economics Career opportunities. 2- Importance of Home Economics to the individual, family and the nation.	TEACHER: List the career opportunities in Home Economics. 1- Explain the importance to individual, family and nation. Students: I- Participate in the discussion.

		II- Give example of individual, family and the nation.
2-	Puberty and Adolescent. 1- Meaning of puberty and menstruation. 2- Signs of puberty. 3- Importance of body hygiene.	TEACHER : 1- Define the meaning of puberty and menstruation. 2- Identify the sign of puberty and the importance of body hygiene. Students: I. Participate actively in discussion. II.
4-	Adolescent 1- Meaning of adolescent 2- Need and challenges of the adolescents	TEACHER : - Explain the meaning of adolescent. - Identify the needs and challenges of the adolescents. Students: I-Response to teacher's activities.

5-	Sexually Transmitted Infection (STIs) HIV/AIDS. 1- Meaning of sexually transmitted infection (STIs) and HIV/AIDS. 2- Types and causes of STIs.	TEACHER Explain the meaning of the sexually transmitted infection. - Mention types and causes of STIs and HIV/AIDS. Students: participate actively in discussion.
6-	Human Rights 1- Meaning of fundamental human rights. 2- Rights of a child eg: right to live, education etc	TEACHER : - Explain the meaning of the fundamental human right. - Lead the students on the issues explained students: I- participate actively in the discussion. II-Copy the board summary.
7.	Family needs goals and standards. 1- Meaning and types of family needs and wants. 2- Meaning of family goals and standards.	TEACHER: - Explain the meaning of family needs, goals and standards. - Leads class in discussion. - Gives students assignments. Students: I- Participate in the discussion. II- Give examples of individual goals and standards.
8-	Family needs goals and standards. 1- Relationship among family needs goals and standards. 2- Uses of family needs, goals and standard in resource management.	TEACHER : - Discuss the relationship among the family needs, goals and standard. - State the ways family needs, goals and standard help in family resource management.
9-	Personal Clothing and Household Articles/Crafts. 1- Meaning of cloth 2- Reasons for wearing clothes. 3- Guidelines for choosing decent clothes.	TEACHER : - Explain the meaning of household Articles / Crafts. - List the simple household articles and crafts. - Discuss the materials, tools, equipments for making simple household articles and crafts.
10-	Personal Clothing and Household Articles/Crafts. 1- Care of clothing. E.g. airing,	TEACHER: - Demonstrates how to make any of the chosen items.

	proper storage. 2- Cleaning of shoes. 3- Washing of under wears. 4- Demonstrate how to make income yielding articles.	- Demonstrates how to make some income yielding articles improvise where necessary. - Displays /exhibits products for sale. Students: I-List house articles. II-Mention the material and tools for making simple household articles and crafts lii-Practice the making of a household article and a simple craft.
11-	Production of Clothing and household Articles / Crafts 1- List and explain simple relevant household articles and crafts. 2- Tool, equipment and materials for making simple articles and crafts.	Teacher : - List the simple household articles and crafts - Discuss the materials, tools, equipments for making simple household articles and crafts. Students: I- List household articles. II- Mention the materials and tools for making simple household articles and crafts.
12-	Production of Clothing and household Articles / Crafts 1- Construction of simple relevant articles. E.g. apron, cap, needle work bag, head rest, table mat etc. 2- Production of income yielding crafts. E.g. Tie/ dye and batik fabrics.	Teacher : - Demonstrate how to make some income yielding articles improvise where necessary. - Display and exhibit product for sale. Students: I- practice the making of household article and a simple craft. II-Display / exhibit produced articles.
13-	Revision	Revision
14-	Examination.	Examination.

HOME ECONOMICS

SECOND TERM JSS I

WEEK	TOPIC/CONENT	ACTIVITIES
1-	Production of Cleaning Agents 1- Types homemade cleaning agents. 2- Uses of homemade cleaning agents.	1- Discuss types of homemade polish and cleaning agents. 2- Explain steps in the production of home polish cleaning agents. Students: I- Examine samples of homemade furniture polish and cleaning agents. II- List and discuss the steps in the production of homemade polish.
2-	Production of Cleaning Agents 1- Preparation of homemade cleaning agents. 2- Using home-made polish and cleaning agents.	1- Demonstrate making of home-made furniture polish and cleaning agents. 2- Prepare different samples of home-made furniture polish and cleaning agents and display in class. 3-
3-	Deodorants and Cosmetics. 1- Types of cosmetics 2- Materials and tools for making cosmetics, eg pomades, creams and deodorants.	1- List materials and tools for making pomade, cream etc 2- Explain the steps in making pomade and cream. Students: I- practice the making of pomade/cream and deodorant.
4-	The Healthy Feeding Habits 1- Meaning of eating habits. 2- Good Feeding Habit 3- Table Manners	1- Explain the meaning habits. 2- List the good feeding habits 3- Lead students on discussion on the issues explained. Students: I- Participate actively in discussion.
5-	The family 1- The meaning of family. 2- Types of family e.g. nuclear, polygamous. 3- Roles each family member and family as a whole.	1- Explain the meaning of family. 2- Mention the types of family. 3- Identify the roles of each member of the family. Students: I- Participate in the class discussion. II- Dramatize the role of each member of the family.

6-	The Family 1- Family relationship. 2- Tracing your family tree, functions of the family, roles of family members	1- List the relationship of each member of the family. 2- Explain the family tree, functions and roles of family members. Students: 1- Participate actively in the discussion.
7-	The Home 1- Meaning of a home. 2- Differences between homes. 3- Functional areas in the home.	1- Explain the meaning of a home. 2- List the differences between homes. 3- Identify the functional areas in the home. Students: I- Guide students in personal discussion
8-	Housing the family 1- Types of houses in Nigeria. 2- Choice and location of a family house. 3- Practical on plan of a building.	1- List the types of houses in Nigeria. 2- Explain the location of a family house. Students: - Participate in the class discussion.
9-	Care of the family houses 1- Resources of caring for the family house. 2- Equipment and tools, materials for the family	1- List resources of caring for the family house. 2- Mention the equipment and tools. Students: I- Participate actively in discussion. II- Give examples of equipment and tools.
10-	Care of the family houses 1- Daily and weekly cleaning. 2- Waste disposal, site and methods.	1- Explain how to perform the daily and weekly cleaning. 2- List types of waste disposal and methods. Students: I- Participate actively in discussion.
11-	Revision	
12-	Examination	

HOME ECONOMICS

THIRD TERM JSS I

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Healthy feeding and eating practices 1- Healthy feeding practices include e.g. Eat adequate diet, use food in season. 2- Healthy eating habits e.g. washing hands before and after eating- taking a small quantity of food at a time- chewing food properly. Etc.	1- Discuss healthy feeding eating practices 2- Demonstrate good feeding and eating practices. Students: - I- Participate in the class discussion. - II- Discuss effects of: -Talking while eating -Eating too much -Drinking water while eating.
2	Healthy feeding and eating practices 1- Effect of healthy eating habit e.g. stomach ache. 2- Effect of unhealthy feeding practice e.g. Marasmus, kwashiorkor, Obesity etc	1- Discuss the effects of unhealthy feeding and eating practices. 2- Discuss effects of drug abuse. Students: Dramatize the effects harmful substances to the body
3	Healthy feeding and eating practices 1- Food additive: uses and misuses and detection 2- Food contaminants.	1- Explain food additives and contaminants 2- Discuss harmful substances that should not be taken into the body. Students: Participate actively in the discussion.
4-	Healthy feeding and eating practices 1- Harmful substances that should not be consumed e.g. banned additive, spoilt fruits, under-cooked food etc 2- Food contaminants	1- Display diagrams of harmful substances 2- Give a broad summary
5-	Healthy feeding and eating practices 1- Meaning of drug abuse. 2- Effects of drug abuse in the	1- Discuss the effects of drug abuse. 2- Display diagrams of harmful substances.

	body.	Students; I- Dramatize the effects of harmful substances to the body. II- Display and identify diagrams of harmful substances.
6-	Family needs and resources. 1- Meaning of Needs and Resources. 2- Types of family needs and resources 3- Use a chart on family needs and resources.	1- Explain the meaning of needs and resources 2- List the types and uses of family needs and resources. Students: Participate actively the discussion.
7-	Entertainment in the home. 1- Meaning of entertainment. 2- Simple cooking and serving equipment.	1- Explain the meaning of entertainment. 2- Identify cooking and serving equipment Students: I- Participate actively in the discussion.
8-	Entertainment in the home 1- Table laying 2- Importance of entertainment and table laying.	1- Identify the equipment for table laying 2- Explain the importance of entertainment and table laying. Students: I- Practice how to lay a table.
9-	Entertainment in the home 1- Preparation for entertainment. 2- Characteristics of a good host / hostess. 3- Preparation for a good hostess.	1- Explain the characteristics of a good host / hostess. 2- Prepare how to entertain Students: I- Participate actively in the discussion.
10-	Simple sewing tools and equipments. 1- Meaning of tools and equipment. 2- Importance of each tool mentioned. 3- Classification of tools e.g.	1- Explain the meaning of sewing tool and equipment. 2- List the importance of each tool and equipment. 3- Classify the tools and equipments Students: I- Participate

	manual non-manual.	actively in the discussion.
11-	Sewing tools and equipment. 1- Care and storage of sewing tools 2- Guidelines for choosing sewing tools and equipment	1- Demonstrate how to take care and store of sewing tools. Students: I- Participate actively in the discussion.
12-	Revision	Revision
13-	Examination.	Examination.

AGRICULTURAL SCIENCE FIRST TERM JSS ONE

WEEK	TOPIC / CONTENT	ACTIVITIES
1	Meaning and importance of Agriculture in the society - Definition of Agriculture - Importance of agriculture e.g. source of food, clothing, income and employment.	i. Teacher guides classroom discussion ii. Teacher exhibits photographs of people engaged in agricultural activities. iii. Students to identify areas of importance.
2		
3	Types of Agricultural practices in the localities - Pastoral farming - Crop production - Fish farming	Teacher guides classroom discussion on the type of agricultural practices.
4		
5	Agricultural Activities - Growing of crops - Rearing of animals - Processing of agricultural produce - Marketing of agricultural produce - Preservation/storage of agricultural produce	i. Teacher guides class to discuss on forms of agricultural activities. ii. Gives a broad summary
6		
7	Classes and uses of crops	Teacher guides discussion on

	- Identification mono cotyledon crops and examples - Identification of dicotyledonous crops and examples	various plant forms
8		
9	Classification of crops Classification of crops based on life-span e.g. (a) Annuals (b) Biennials (c) Perennials	Teacher displays samples of crops from each of the classes for students to see
10		
11	Classification of crops Classification of crops based on uses and the nature of produce e.g. (a) tuber/root (b) cereals (c) fruits (d) vegetables (e) oil crops (f) spices (g) latex (h) fibre (i) Beverages.	Teacher provides students with different types of crops and ask them to classify based on forms, life span, uses and types. Teacher gives a broad summary
12		
13	Revision	Revision
14	Examination	Examination

**AGRICULTURAL SCIENCE
SECOND TERM JSS ONE**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	Classification of farm animals - Work animals - Dairy animals - Guard animals - Poultry - Aquatic animals - Pets	Teacher guides students in observing and identifying farm animals
2		
3		
4	Classification of farm animals continues Classification of farm animals based on: (i) size (large or small) ii. Habitat (aquatic/terrestrial) iii. Stomach (ruminant and non-ruminant)	Teacher displays charts showing external features of some farm animals.

5		
6	Characteristics of farm animals Essential characteristics of each type of farm animals	
7		
8	Uses of farm animals - Work animals - Sports - Guard - Hide and skin - Source of manure	Teacher explains the various use of farm animals. Teacher gives a broad summary
9		
10	Factors of Agricultural production - Land - Labour - Capital - Management	i. Students states the factors of production ii. Discusses the importance of each factor in production
11	Revision	Revision
12	Examination	Examination

AGRICULTURAL SCIENCE THIRD TERM JSS ONE

WEEK	TOPIC / CONTENT	ACTIVITIES
1	Weeds - Definition of weeds - Characteristics of weeds - Identification of common weeds in the localities	Teacher demonstrates chemical control of weeds
2		
3	Uses of weeds - Medicinal weeds - Food - Feeds for animals	Teacher displays pictures and charts of use of weeds
4		
5	Effects of weeds and control measures - Explain the effects of weeds	Teacher highlights the effect of weeds control methods on vegetation and soil

	- Control method (chemical, cultural methods) - Effects of weed control chemicals (herbicides)	
6		
7	Agricultural Pests - Definition of pests - Classification of Pests e.g. insect, birds, mammals and rodents	Teacher displays pictures and charts of crop pests of the locality
8		
9	Classification of insect pests - Classification based on: (a) mouth parts (b) piercing (c) sucking (d) biting and chewing	Teacher displays specimen of insect pests
10		
11	Nature of Damages caused by crop pests - Effects of pests on crops: a. Reduction in quality of produce b. Reduction in value of produce	Teacher discusses the nature of damages done by pests Gives a broad summary
12	Revision	Revision
13	Examination	Examination

RELIGIOUS AND VALUE EDUCATION (RVE)

ISLAMIC RELIGIOUS STUDIES

J SS 1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES/TEACHING AIDS
1	Suratul Naba'i	Chapter 78, Verses 1-5	Reading, meaning and memorisation of the Qur'an.
2	The meaning of Hadith	Definition of Hadith and Differences between	Reading and explanation of the Hadith book.

		Hadith and Sunnah.	
3	The life of Prophet Muhammad (S.A.W).	Before his call to prophet hood and circumstances surrounding his call to prophet hood e.g. Manner of early preaching.	Reading and explanation.
4	Kalimatus Shahada.	The meaning and significance of the religion with particular reference to Islam.	
5	Reporters and Collectors of Hadith.	The meaning, reporters and collectors of Hadith.	
6	Introduction to the Pillars of Islam.	Listing of the Pillars and significance of each Pillar.	
7	Suratul Naba'i (cont).	Chapter 78, verses 6-10.	Recitation, meaning and memorisation of the Holy Qur'an.
8	Relationship between Muslims and non-Muslims.	Peaceful co-existence, tolerance and understanding.	
9	Kinds of water and their sources.	Pure, clean and impure water(Rain, well, river, tap, borehole etc.)	
10	At-Taharah.	Istinja and Istinja (Cleaning with water, sands, stones, tissues etc.)	
11	Al-Wudu (Ablution).	Description, significance and things that vitiate it.	Practical demonstration of ablution. Water and kettle.
12	Obligatory steps of ablution.	Listing the 7 obligatory steps of ablution.	
13	Revision.		
14	Examination.		

ISLAMIC RELIGIOUS STUDIES

JSS 1 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Suratul Naba'i (cont).	Chapter 78 Verse 11-15.	Reading, meaning and memorisation. The Glorious Qur'an.
2	The Attributes of Allah.	1-10.	Reading and memorisation.

3	Arabia before Islam.	The importance of Makkah as a religious and commercial centre.	Map of Arabia.
4	The Pillars of Islam and their importance.	Listing the five Pillars of Islam and explanation of their importance.	Reading and memorisation.
5	The early years of prophet Muhammad (S.A.W).	His good conduct, piety, business and marriage to Khadija.	Narration
6	As-salat prayer	Definition, significance and its times.	A chart showing times of prayer
7	Relationship between Muslim and Non-Muslims.	Greetings and Responses, Acts of forgiveness, cleanliness of mind and body and clothes.	Give examples
8	Suratul Naba'i.	Chapter 78 verse 16-20.	Reading, meaning and memorisation.
9	Belief, worship and good conduct in Islam.	Belief in Allah and His Oneness and the belief in His Prophets. ii). Behaving according to the Islamic teachings.	Give examples
10	The Attributes of Allah.	11-20.	Reading and Memorisation.
11	The Sunnah and Mustahab steps of Ablution.	Differences between the Sunnah and Mustahab steps of Ablution.	Demonstration of the steps.
12	Revision.		
13	Examination.		

ISLAMIC RELIGIOUS STUDIES

JSS 1 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES/TEACHING AIDS
1	Suratul Naba'i.	Chapter 78 Verse 21-25.	Reading, meaning and Memorisation. The Glorious Qur'an.
2	The Attributes of Allah.	21-30.	Reading and Memorisation.
3	A description of a complete Raka'a	Takbir, recitation, Ruku, Sujud, and Julus.	Teacher to demonstrate how a complete Raka'a is performed.
4	At- Taharah.	At-tayammum: when and	Demonstration by teacher of

		how it is performed and the things that vitiate it.	how Tayammum is performed. Sand, Stone , Ice etc.
5	Suratul Naba'i.	Chapter 78 verse 26-30.	Reading , meaning, and memorisation.
6	Al-Ghusl.	What necessitate it , Description, Significance as well as its moral & spiritual values.	The teacher to demonstrate practically how it is performed.
7	The Attributes of Allah.	31-40	Reading and Memorisation.
8	Al-Ghusl.	Types of Ghusl (Janabah, Haydah, nifas).	Teacher to demonstrate how it is performed.
9	Suratul Naba'i.	Chapter 78 verse 31-40.	Reading, writing and memorisation.
10	Attributes of Allah (S.W.T).	41-50	Reading and memorisation.
11	Revision.		
12	Examination.		

CHRISTIAN RELIGIOUS STUDIES

JSS 1 FIRST TERM

WEEK	TOPIC/CONTENT	TEACHER ACTIVITIES
1	THE CREATION STORY First Account of creation Genesis 1 Second Account of creation Genesis 2	Teacher: Tells the story of the creation sequentially. Leads students to read the story from the bible. Teaching and learning resources. Chart showing sequences of creation. the holy bible
2	THE CREATION STORY CONTENT Songs about creation (in English and different Nigerian languages) e.g. all things bright and beautiful, the lord God made them all	Teacher: Leads the students to sing the song in their various languages. Teaching and learning activities. Natural school environment showing trees, birds, soil, rock, stones etc.
3	MARRIAGE	Teacher: Guides students to read bible

	the meaning of marriage Genesis 2:22-25 types of marriage Ephesians 5: 21-31	passages Teaching and learning activities: Flash cards, wedding pictures, invitation cards
4	MARRIAGE CONTENT Functions of marriage: companionship, procreation, responsibility, preventing STDS, HIV VIRUS/AIDS etc.	Teacher: Leads the students to discuss various function of marriage. Leads students to read the bible to discover function of marriage. Teaching and learning resources Picture showing a happy family, picture showing an HIV/AIDS VICTIM.
5	MARRIAGE CONTENT Why same sex marriage should be discouraged.	Teacher: Leads students to discuss why same sex marriage should be discouraged. Teaching and learning resources Flash cards.
6	DISOBEDIENCE Biblical account of first human disobedience Genesis 3: 1-19 Consequences of Adam and Eve's disobedience Genesis 3: 14-19.	Teacher: Explains Meaning of disobedience. Leads students to recognize disobedience as sin. Guides students to read bible passages.
7	DISOBEDIENCE CONTENT Learner's disobedience and consequences	
8	DISOBEDIENCE CONTENT Disobedience against the national laws	Teacher: Guides students to respect and obey the laws of the nation using the national pledge. Teaching and learning activities. Bible printed or written copy of the national pledge.
9	CALL TO REPENTANCE King David obey God's call to	Teacher: Guides reading of the bible passage

	repentance 2 Samuel 12:7-13; Ps 51: 1-19	Teaching and learning activities bible.
10	CALL TO REPENTANCE CONTENTS Zaccheus Luke 19:1-9	Teacher: Guides reading of the bible Teaching and learning activities pictures of zaccheus on the tree.
11	CALL TO REPENTANCE CONTENTS the people of Nineveh repented of their sins Jonah 3:1-10 john the Baptist calls for repentance Luke 3:1-14	Teacher: Guides the students to read bible passages and explain. Teaching and learning activities costumes e.g. crown, ashes, bell etc
12	CALL TO REPENTANCE CONTENTS Consequences of lack of repentance 1sam 3:18 1sam 4:10-21	Teacher: Leads the student to discuss on the consequences of lack of repentance. Teaching and learning activities filp cards.
13	Revision	
14	Examination	

CHRISTIAN RELIGIOUS STUDIES

J SS 1 2ND TERM

WEEK	TOPIC/CONTENT	TEACHER ACTIVITIES
1	CALL TO OBEDIENCE Meaning of obedience Abraham obeys God's call	Teacher: Guide students reading of bible passages. Teaching and learning activities Bible atlases. Posters of Abraham leaving your of Chaldeans.
2	CALL TO OBEDIENCE Blessing f3orm obeying God's call Gen 12:1-9 The birth of Isaac Gen 21:1-8	Teacher: Lead discussion on (blessings) accrued form Abraham's obedience Guides students reading of bible passages.

		Teaching and learning activities bible
3	CALL TO OBEDIENCE CONTENTS Abraham demonstrates his obedience in the "Sacrifice" of Isaac Gen 22:1-18	Teacher: guides student to Dramatize of the "sacrifice" of Isaac Teaching and learning activities costumes Students as resource persons to act role play.
4	CALL TO SERVICE meaning of service example of people who served in the bible	Teacher: Leads student to discussion on people who served in the bible Teaching and learning activities flash cards, bible
5	CALL TO SERVICE CONTENTS Joseph is sold to Egypt Gen 37:12-36	Teacher: Guides students to read the bible passages Teaching and learning activities bible
6	CALL TO SERVICE CONTENTS Joseph serves in Egypt Gen 41:3-57	Teacher: Guides students to read the bible passages. Leads students to discover problems and blessings in service. Teaching and Learning Activities Bible, posters of leaders and flip chart of problems and blessing in service.
7	CALL TO SERVICE Ruth serves her mother-in-law Ruth 1:7-18	Teacher: Guides students to read bible passages Teaching and learning activities Bible.
8	CALL TO SERVICE CONTENTS Lessons from the service of Joseph and Ruth	Teacher: Leads students to deduce lesson from service lives of Joseph and Ruth Teaching and learning activities flash cards bible
9	CALL TO SERVICE CONTENTS Life in God's service 1 peter 2:18-25	Teacher: Guides students to read the bible and deduce life in God's service from the passage teaching activities Bible flash cards
10	WAYS CHRISTIAN ARE CALLED TO SERVICE OF GOD AND	Teacher: Guides student to discuss people that God call to his service in bible and Nigerian leaders both past

	HUMILITY Problems of service eg bribery and corruption, Sexual Harassment	and present Teaching and learning activities News papers showing photograph of leaders rendering service to humility
11	Revision	
12	Examination	

CHRISTIAN RELIGIOUS STUDIES

JSS 1 THIRD TERM

WEEK	TOPIC/ CONTENT	TEACHERS ACTIVITIES
1	Relationship in the family meaning of the family types of family	Teacher: Guides student to discuss the meaning and types of family Teaching and learning activities Flash cards
2	Relationship in the family Cont. recognizing a family member names of family members family tree	Teacher: Guides student to draw the family tree Teaching and learning activities Drawing of family tree
3	Relationship in the family conts Different roles of members of the family Eph 6:1-9 5:21 – 33 Col 3:18—21 1 peter 3: 1—7	Teacher: Leads the student to mention different roles of the family members Teaching and learning activities Chart showing members of the family engaging in different roles
4	Relationship in the family conts types of family attribute of a good family name example reputation prov 22:1 Ecc 7:1	Teacher: Guides the student to discuss on types of family and attribute of a good family name Teaching and Learning activities Bible, flash cards

5	Relationship in the school Names of members of the school(school principals subject teachers , prefect friends E.T.C)	Teacher: Guides student to list names of principal teachers etc Teaching and learning activities School organogram
6	Relationship in the school conts Choosing friends at school factors to be considered common interest age religion etc	Teacher: Guides student on how to identify genuine friends Teaching and learning activities Wall charts showing qualities of genuine friendship
7	Relationship in the school conts friendship between David and Jonathan 1 sam18 –5 the friend at midnight Luke :5 – 13	Teacher: Guides student to read relevant bible passage Teaching and learning activities Loaves of bread mats classroom chairs and space
8	RELATIONSHIP IN THE SCHOOL CONTS Consequences of bad friend friendship cultism stealing drug addiction prostitution lesbianism homo- sexuality smoking drinking laziness truancy etc prov 1:10 2thes 3:6 – 13	Teacher: Leads the student to identify evils of bad friendship. Teaching and learning activities Pictures showing victims of drug addicts.
9	RELATIONSHIP IN THE CHURCH AND COMMUNITY Identification of the names of community leaders. field trip	Teacher: Leads students to identify names of some community leaders. Teacher and learning activities Pictures of community leaders.
10	Relationship in the church and community conts. Ways of sustaining relationship in the community. Respect for elders and leaders. Obeying the laws of the land.	Teacher: Leads the students to discuss various ways relationship can be sustained in the community Teaching and learning activities posters of needy members of the community cartoons and picture of a person

	participate in community development programmes caring for the needy and religious men 25:31-46	giving alms to a beggar
11	Relationship in the church and community conts Relationship in the church love your Christian brothers and sister etc Rom 12:9-21 maintain relationship in the church 1pet 3:8-13,Rom 13:1-7	Teacher: Guides students in reading the Bible passages Teaching and learning activities Bible, pictures of priests or bishops, worshippers, etc
12	Revision	
13	Examination	

SOCIAL STUDIES

1ST TERM JSS 1

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	HISTORY OF NIGERIA SOCIAL STUDIES EDUCATION The history started from USA – USA, Europe, Africa, then to other parts of the world . Through seminars, workshop and conferences, Nigeria developed social studies as a subject in the early 70’s during the time of General Yakubu Gowon’s regime. Today the subject is taught in Basic Education schools, NTI, colleges of Education and Universities, and a course at the PHD level. It is one of the core subjects in schools today.	Teacher discusses history of social studies education while students participate in the discussion and identify the 12 states on the map of Nigeria in the 70s. \ Learning Materials: Video clips, social studies materials, map of Nigeria with 12 states In the 70’s.
2	FAMILY AS A PRIMARY SOCIAL GROUP Explain the meaning of primary social group	Teacher guides in the explanation and discussion while the students participate. Provides relevant chart and pictures.
3	FAMILY AS A PRIMARY SOCIAL	Teacher arranges the students in

	GROUP What makes the family: - It serves as a unit of socialization - Members belong to the family unit	groups and distributes cardboard papers to make groups to write out what makes primary social group. Each group representative to give a 2minutes presentation. Assignment: identify four roles and responsibilities of members of a family as a social group. Learners and cardboard papers.
4	FAMILY AS A PRIMARY SOCIAL GROUP (ROLES AND RESPONSIBILITIES OF A FAMILY) - Work for the development of the community - Population growth - Political, social and economic development	Students present their points from previous assignment while teacher writes them out and makes clarifications.
5	CONSEQUENCIES OF LARGE AND SMALL FAMILY SIZES Characteristics of large family sizes. father, mother(s) and many children	Teacher displays charts, pictures, posters, video clips of large family size Gives chances for the students to react.
6	CONSEQUENCIES OF LARGE AND SMALL FAMILY SIZES Characteristics of small family sizes. Father, mother and very few children.	Teacher: discusses characteristics Of small family sizes using relevant pictures, charts, etc. Charts pictures posters, video clips of small family size.
7	CONSEQUENCIES OF LARGE AND SMALL FAMILY SIZES Consequences of family sizes on the quality of individual. - Affects the quality of individual life	teacher discusses the consequences on the quality of an individual Students discuss few cases of large and small family sizes. Ask students their family sizes. Learners.
8	CONSEQUENCIES OF LARGE AND SMALL FAMILY SIZES Consequences of family sizes on the national economy. - Affects the quality of the national economy.	Teacher discusses the Consequences of family sizes on the national economy. Students are given room for active participation.
9	MEANING AND CHARACTERISTICS OF CULTURE Meaning and components of culture. Culture: Total way of life components: Material and non – material.	Teacher explains culture, give examples. Students to ask and answer questions. Visit any cultural centre or museum nearest to the school. Charts and pictures of cultural displays.

10	MEANING AND CHARACTERISTICS OF CULTURE Features of culture: Language, food, dressing, religion, craft, technology, etc.	Teacher guides students to identify different feature of few cultures. Samples of our food, crafts and regalia, etc.
11	MEANING AND CHARACTERISTICS OF CULTURE Characteristics of culture: - Teaches good behaviour - Good morals and hard work - learn our culture - It tell us our different activities is carried out.	Teacher guides the students to discuss the characteristics of culture. Learner.
12	MEANING AND CHARACTERISTICS OF CULTURE Cultural differences in Nigeria.	Teacher organizes cultural day with the permission of the school management to display our cultural heritage. Learning Materials: Regalia, costumes.
13	REVISION	
14	EXAMINATION	

SOCIAL STUDIES

2ND TERM JSS 1

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	SIMILARITIES AND DIFFERENCES AMONG CULTURES IN NIGERIA Cultural similarities in Nigeria. Identify cultural similarities and differences in Nigeria.	Teacher: Guide students to identify tracts, similarities among the differences and Nigerian people. Students participate in identifying varieties of cultural differences and similarities in Nigeria. Learning materials: Video clips, pictures, regalia, etc.
2	SIMILARITIES AND DIFFERENCES AMONG CULTURES IN NIGERIA Shared norms and values.	Teacher: Discuss shared norms and values of Nigerian people, while students participate actively. Help students identify our shared values and norms. Assignment: find out our norms and values shared by different ethnic groups. Learners: flash cards indicating the norms and values e.g. purity, honesty,

		faithfulness, education, etc.
3	AGENTS AND PROCESSES OF SOCIALIZATION Meaning and significance of socialization - Life long process of inheriting and Passing on the norms, customs and ideologies of social group. - It provides skills and habits for Positive participation within our society.	Teacher: Discuss and explain the meaning and significance of socialization while students participate in the discussion. Learning Materials: Charts, drawings of models in socialization.
4	AGENTS AND PROCESSES OF SOCIALIZATION Agents of socialization - Family - School - Religious organizations	Teacher: List agents of socialization and explain them accordingly Students role-play socialization in the class.
5	AGENTS AND PROCESSES OF SOCIALIZATION Agents of socializations: - Social media - Age grade - Peer group - Club/societies	Teacher: Discuss agents of socialization Students participate actively. Use of handset, laptop, computers, radio and students or learners.
6	AGENTS AND PROCESSES OF SOCIALIZATION Direct learning - Incidental learning - Role model etc.	Teacher: Discuss processes of socialization and allow active participation by the learners. Students to identify their role models and give reasons. Use cardboard papers to identify the process.
7	AGENTS AND PROCESSES OF SOCIALIZATION Importance of socialization: - Acquisition of necessary skills by Members of the society.	Teacher: Explain the importance of socialization. Students participate by answering and asking questions.
8	ROAD SAFETY CLUB AS AN AGENT OF SOCIALIZATION Structure of forming Road safety club in schools.	Teacher: Explain structure of forming Road Safety Club in schools. Charts on structure for forming Road Safety Club and draw an organogram of road safety club. Learners, charts, card board/drawing.

9	ROAD SAFETY CLUB AS AN AGENT OF SOCIALIZATION Process of forming Road safety club in schools.	Teacher: Explain process of forming Road Safety club in schools. Use Cardboard paper to write out process of forming Road Safety club in schools.
10	ROAD SAFETY CLUB AS AN AGENT OF SOCIALIZATION Roles of Road Safety club in the Socialization of youths	Teacher: An officer from Road Safety is invited to give talk on the roles of FRSC in the socialization of Nigerian youths. Students write summary notes. Resource person from FRSC, use of power point in the presentation
11	REVISION	
12	EXAMINATION	

SOCIAL STUDIES

3RD TERM JSS 1

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	COMMON SOCIAL PROBLEMS Contemporary social problems in Nigeria. - Examination malpractice, cause, effects and solutions.	Teacher: Ask students to identify common social problems in Nigeria. Use newspaper cut out on issues at hand. Students take home an assignment to collect information on common social problems in Nigeria today. Newspaper, cut outs, pictures, etc.
2	COMMON SOCIAL PROBLEMS Cultism: Meaning and causes of cultism.	Teacher: Explain meaning and causes of cultism. Students participate by answering and asking questions on the topic discussed. Learners knives, machetes, daggers, masks, charms and amulets, etc.
3	COMMON SOCIAL PROBLEMS Effects and solutions to cultism.	Teacher: Explain effects and solutions to cultism. Active participation by the students through contributions. Use of knives, daggers, masks, charms, machetes, etc.
4	COMMON SOCIAL PROBLEMS HIV/AIDS: meaning and causes of HIV/AIDS - Mode of transmission, effects and	Teacher: Explanation of terminologies while in the students' activity, group work of shared topics to brainstorm and choose a representative to present

	prevention	their work. Clarifications be made Pictures, video clips, charts of infested persons.
5	COMMON SOCIAL PROBLEMS Care for those infected and affected with HIV/AIDS	Teacher: explanation and discussion on how to care for infected and affected persons Samples of relevant food and drugs needed
6	CAUSES OF CONTEMPORARY SOCIAL PROBLEMS Poverty: meaning, cause and effects of poverty. - solutions to poverty.	Teacher: Explanation and Discussion on poverty, Causes, effects and solutions. Participation and contribution by the students. Newspaper, magazines pictures etc. of poverty stricken victims.
7	CAUSES OF CONTEMPORARY SOCIAL PROBLEMS Corruption: meaning, causes and types of corruption.	Teacher: Explanation with Examples of Corruption cases in Nigeria, while with contributions. Pictures, charts of arrested suspects in handcuffs.
8	CAUSES OF CONTEMPORARY SOCIAL PROBLEMS Solutions to corruption in Nigeria. Note: other social problems are lack of parental care, greed, etc.	Teacher: List and discuss the solutions to corruption in Nigeria today. Pictures of lawmakers, law enforcement agents, law courts. Summary of solutions corruption written on a cardboard paper
9	WAYS OF SOLVING COMMON SOCIAL PROBLEMS Effects of social problems and ways of solving common problems: - Government policy - Participation in civic society - personal discipline i.e. contentment, Loyalty, faithfulness, etc.	Teacher: Discuss effects of social problems and ways of solving problems. Students contribute to the discussion. Internet, newspaper cut out, textbooks and documentaries.
10	OUR ROLES IN PROMOTING SAFETY IN OUR SCHOOLS Need for safety and safety measures in the home, school and work place.	Teacher: Explanation on needs for safety in our environment. Students listen to guest speaker, ask questions and answer questions and take notes. An invited guest speaker. Uses the computer to present teaching using power point.
11	OUR ROLES IN PROMOTING SAFETY IN OUR SCHOOLS Safety guidelines for pedestrians, cyclists, motorist, etc.	Teacher: Explain and discuss safety guidelines. Active participation by students. Use cardboard paper to list safety guidelines.

12	REVISION	
13	EXAMINATION	

CIVIC EDUCATION

JSS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	NATIONAL VALUES a. Meaning of Civic Education b. Importance/Functions of Civic Education to the Nigerian youth.	Teacher: Lead the students to find out the meaning of civic education and state their importance to them Student: Participate in class discussion Instructional material: moral instruction books
2	NATIONAL VALUES Meaning of values i. Negative values ii. Positive values	Teacher: Lead the students to find out the meaning of values Students: find out the meaning of values Instructional materials: Introductory textbooks on value
3	NATIONAL VALUES Levels of manifestations of values i. In individual ii. In the society	Teacher: Use case studies and contrive situations to guide students to analyze the manifestations of values in the individual and the society. Instructional material: Posters and cartoons
4	NATIONAL VALUES Importance of values in the society e.g. unity, cooperation, harmony etc.	Teacher: Use case studies to guide the students to analyze the importance of values in the society Instructional materials: books on African proverbs and folk tales.
5	NATIONAL VALUES Factors that promote value system e.g. consistency, trust, tolerance, fairness, integrity, commitment	Teacher: Guide students to identify factors that promote good value system. Students: Compile a list of wise sayings in the community that teach values.
6	NATIONAL VALUES - HONESTY Meaning of Honesty	Teacher: Guide discussion on the meaning of honesty. Students: Contribute to class discussion

		Instructional materials: Books on moral instructional
7	NATIONAL VALUES – HONESTY Attributes of Honesty	Teacher: Guide discussion on the attributes of honesty. Students: Involve in role play to demonstrate honesty. Instructional Resources: newspaper stories.
8	NATIONAL VALUES – HONESTY The Benefits of Honesty	Teacher: Guide discussion on the benefits of honesty. Students: Recount instances that honesty paid off Instructional Resources: Documentary.
9	NATIONAL VALUES HONESTY Consequences of Dishonesty e.g. in examination. - Malpractice, cheating, fraudulent practices etc.	Teacher: Guide students' role play to demonstrate honest behaviour. The teacher arranges for a quest to talk to the students about honesty. Students: Write short story on the value of honesty and also listen to quest talks. Instructional Material: poster and cartoons.
10	NATIONAL VALUES: COOPERATION The meaning of cooperation e.g. work together to achieve a goal.	Teacher: Lead discussion on the meaning of cooperation. Students: Contribute to class discussion and give examples. Instructional Material: films
11	NATIONAL VALUES: COOPERATION Attributes of cooperation e.g. sharing, caring, supporting etc.	Teacher: Lead discussion on the attributes of cooperation. Students: Write essays on cooperation Instructional Material: radio and TV programme
12	NATIONAL VALUES: COOPERATION Factors that promote cooperation e.g. trust, setting goals together, patience, understanding, humility, tolerance, open-mindedness etc.	Teacher: Guide the students' team activities. Students: relate their experiences in team activities.
13	REVISION	
14	EXAMINATION	

CIVIC EDUCATION
JSS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	NATIONAL VALUES – COOPERATION Benefits of Cooperation - Harmony - Progress - Good Achievement	Teacher: Lead discussion on the benefits of cooperation. Students: contribute to the discussion and give examples. Instructional Resources: Documentary of ECOWAS.
2	SELF RELIANCE Meaning of self reliance and examples of self reliance	Teacher: Lead class discussion on meaning of self reliance. Students: Contribute to the discussion of what they think their talents are. Instructional material: introductory textbook on self reliance
3	SELF RELIANCE Attributes of Self Reliance	Teacher: Lead class discussion on attributes of self reliance Students: Participate in the discussion of Instructional material: Visit to hair dressing saloon
4	SELF RELIANCE Meaning of talents and skills	Teacher: Give a practical example of what people can do. Students: Discuss possible areas of specialization Instructional material; Visit to skill acquisition centre
5	SELF RELIANCE Processes of identifying, nurturing and perfecting talents and skills	Teacher: Create activities to help identify students' skills and talents. Students: identify their skills and talents Instructional material; Visit to skill acquisition centre
6	SELF RELIANCE Benefits of self reliance to: - Oneself - Family - society	Teacher: Lead class discussion on benefits of self reliance to oneself, family and society. Students: Participate in the class discussion. Instructional material: Visit to tailor's workshop.
7	SELF RELIANCE - Understanding that the	Teacher: Make students understand that the wealth of a nation is contained

	wealth of a nation is in its natural and human resources.	in its natural resources. Students: Identify the processes of identifying one's natural talents. Instructional Resources: Practical activities..
8	SELF RELIANCE - Consequences of undiscovered talents and undeveloped skills.	Teacher: Create activities to help identify students' skills and talents. Students: Mention the consequences of wasted talents and undeveloped skills. Instructional material; Visit to practical skill acquisition centre
9	CITIZENSHIP - Meaning of citizen and citizenship - Meaning of a nation based on laid down conditions.	Teacher: Guide students to explain the meaning of citizenship. Students: Find out and report on the birth places of their parents. . Instructional Material: Sample of National ID card.
10	CITIZENSHIP Types of citizenship – by birth, registration and naturalization	Teacher: Guide students to explain the types of citizenship. Students: Explain differences between places of birth and places of origin. Instructional Material: Copy of citizenship and the Nigerian constitution.
11	REVISION	
12	EXAMINATION	

CIVIC EDUCATION

JSS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	CITIZENSHIP - Processes of becoming a citizen of a country	Teacher: Guide students' discussion on the process of becoming a citizen of a country. Students: Find out and report on their places of birth. Instructional Material: Sample of Birth Certificate
2	RIGHTS AND DUTIES OF CITIZENS The meaning of rights and duties	Teacher: Prepares flash cards Students: read about citizens right and duties.

	with examples e.g. - Right to education - Right to life - Right to freedom of worship etc.	Instructional materials: School rules and regulation
3	RIGHTS AND DUTIES OF CITIZENS - Differences between rights e.g. voting rights and duties e.g. payment of taxes, obedience to the laws) of citizens. -	Teacher: Guide students to discuss the rules and identify their rights and duties to the school. Students: Participate in class discussion and debate. Instructional material: The Nigerian constitution.
4	RIGHTS AND DUTIES OF CITIZENS Importance of citizens' rights and duties. - Social control - Peace - Due process - Discipline	Teacher: State the importance of rights and duties Students: sort out flash cards on rights and duties. Instructional material; flash cards.
5	OBJECTS OF NATIONAL CONSCIOUSNESS National Symbols and their meanings - Coat of arms - National flags - National currency etc	Teacher: Bring pictures and charts to the classroom. Identify and discuss national symbols. Instructional resources: A chart showing all the Nigerian national symbols.
6	OBJECTS OF NATIONAL CONSCIOUSNESS - Describe the unifying measures included in the National Anthem and pledge.	Teacher: Guide students to describe the features of National symbols and their meanings. Explain the meaning of symbols. Instructional material: National Flag
7	OBJECTS OF NATIONAL CONSCIOUSNESS - Purposes of Establishment of National institutions like NYSC, Unity schools, Federal Character etc.	Teacher: Discuss the national institutions that foster national unity among Nigerians. Students: Participate in class discussions. Instructional Resources: Specimen of Nigerian currency
8	OBJECTS OF NATIONAL CONSCIOUSNESS	Teacher: Guide the students in identifying ways of promoting national

	Ways of Promoting National Unity - Tolerance - Hospitality - Non-discrimination - Inter marriages etc	unity among Nigerian. Students: Participate in class discussion Instructional material; Nigerian constitution.
9	OBJECTS OF NATIONAL CONSCIOUSNESS - Describe the measures adopted by government to promote national unity among Nigerians	Teacher: Analyze the national anthem, pledge and identify national goals. Students: Identify and discuss national symbols. Instructional Material: posters and documentaries
10	OBJECTS OF NATIONAL CONSCIOUSNESS - Discuss how individuals and groups can promote national unity	Teacher: Guide students to discuss how individuals and groups can promote national unity. Students: Participate in class discussion. Instructional Material: cartoons and films.
11	OBJECTS OF NATIONAL CONSCIOUSNESS Discuss parts of the Nigerian constitution that seek to promote national consciousness and national unity	Teacher: Analyze the parts of the Nigerian constitution that seek to promote consciousness and unity. Students: Discuss parts of the Nigerian constitution that seek to promote national unity Instructional Resources: Nigerian Constitution
12	REVISION	
13	EXAMINATION	

SECURITY EDUCATION

JSS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	<u>Common Crimes</u> i. Falsehood ii. Theft iii. Rape iv. Murder v. Advance Fee fraud (419) vi. Sales of contaminated food, fake and	1. Teachers will lead discussion on meaning/ definition of crime. 2. Discusses major crimes in the society. 3. Organize students

	expired drugs etc.	debates on effect common crimes. 4. Students take notes
2.	<u>Causes of common crimes</u> - Lack of employment - Poverty - Indiscipline - Indecent dressing - Drugs and alcohol - Peer groups etc	- Teachers lead discussions to identify causes of common crimes in the society. - Organize student debate on ways of minimizing common crimes - Invite a religious leader(Pastor / Imam) to talk on common crimes - Students are given time to ask questions.

SECURITY EDUCATION

SECOND TERM JSS1

WEEK	TOPIC / CONTENT	ACTIVITIES
1.	<u>Effects of common crimes</u> - Insecurity - Fear - Lack of Trust	- Teachers leads discussion on identifying effects of common crimes in the society - Students take notes
2.	<u>Crime Preventions</u> - Co-operating with security agents . - Exposing criminals and their hideouts - Public awareness - Police patrol - CCTV Street Camera	Teacher leads discussions on ways of preventing common crimes in the society.

SECURITY EDUCATION

JSS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	Security Agents	- Teacher leads discussions on - Meaning/definitions of security agents - Roles of Security Agents - Teacher explains the roles of security agents – - Prevention / control of crime in the society. - Students take notes
2.	Types of Security Agents - Police - Armed Forces - Civil Defense - State Security Service (SSS) - Peace Corps	- Teacher leads discussions on information, duties and performance of each security agency. - Teacher organizes students debate on functions of each security agency in preventing common crimes

CULTURAL AND CREATIVE ARTS (CCA)

CULTURAL AND CREATIVE ARTS JS1 1ST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	INTRODUCTION TO ARTS, HISTORY, ORIGIN AND TYPES -DEFINITION OF ARTS =History and origin of art i. early man ii. Nigerian arts.	Explain the meaning of art and discuss the history and origin of art through the early man and some Nigeria artworks. Learning resources-picture of early men
2	Introduction to arts =branches and types of art –visual and non visual art i. textiles ii. painting iii. graphics iv. graphics v. aesthetics (beautification and decoration)	Teacher are to draw and discuss the branches and the types of art. Students to participate in the discussion of types of art learning resources: chart showing the branches of art.
3	Crafts =meaning of crafts eg. i. fabric crafts like tie and dye, woven clothes ii. carving craft like wood carving , calabash design iii. weaving craft like basketry, fan weaving paper weaving etc.	Teacher explain the meaning of craft and displays different items. Students listen and observe the display of different draft items. LEARNING RESOURCES: tie and dye fabric, flower vase woven hand fan, basket, carved wood or calabash.
4	-DO- =examples of types of crafts: fabric-tie dyeing , clothes weaving paper-kite ,paper machine pottery- pots, vases carving-wood, calabash = uses of crafts-culture, beautiful, utensils.	Teacher explain and gives examples of types crafts and uses of crafts and the uses of crafts. students listen to the explanation of the uses of crafts, and examples of types of crafts. LEARNING RESOURCES: tie and dye fabric ,flower vase, woven hand fan, calabash or carved wood.
5.	Tye and dye =methods of tie and dye	Teacher explains the meaning of tie and dye and shows students the different

	= materials and tools for, tie and dye eg. Fabric, dye pigment, chemicals (caustic soda, hydrochloride)plastic bowls, gloves, wooden, stics etc.	materials and tools used in tie and dye.
6	Tie and dye(practicals) =methods of tying i.tying ii. clamping iii.folding. =preparation of dye bath =dying process	Teacher discusses the methods of tying and demonstrates the dying process. Students participates in the dying process. LEARNING RESOURCES: fabric raffia thread or rope bowls, dyyyye stuff, water, long stic
7	Paper craft 1.meaning of paper crat 2. materials and tools for making paper craft 3. methods of folding in paper craft making- square ,triangle, rectangle, pleating. 4.paper craft production eg.kite, greating card,hand fan etc.	Teacher explain the meaning of paper craft and demonstrates methods used in making paper craft. Students listen and watch demonstrations of methods in making paper craft LEARNING RESOURCES: paper theards,scissors,ruler, gum ,markers, colours.
8	Collage production 1.meaning of collage 2. materials for collage making eg coloured magazines, scissors,paper gum,pencils cardboard paper. 3.methods of producing collage	Teacher explains the meaning of collage mentions materials and demonstrates method of producing collage students identify materials and make collages. LEARNING RESOURCES: coloured magazines ,scissor,paper gum, pencils.
9	Modeling with paper machine 1.meaning of paper machine 2.materials made from paper machine eg household utensile such as plates ,cups decoration vases ,wall hangings moulded animals etc. 3.processes of modeling using paper machine 4.paper machine preparation	Teacher shows samples of finished products , demonstrates how to prepare paper machine and asks students to mould objects using paper machine. Students actively participate in modeling of objects using paper machine. Learning resources:paper , starch or gum ,wooden board,spatula
10	Bead work 1.definition of bead work/ materials 2.production of bead jewellery using beads ,roll paper, seeds, straw, small pieces of wood ,bottle tops etc.	Teacher explains the meaning of bead works ,guides students in bead work making and states thre usea of beads Students participate in the production of bead work like necklace ,bangles,earrings etc and mention uses

		of beads.
11	Bead work (practicals) 1. production of different types of bead works like vases ,hair dress and bady wears. 2. mention some states associated with bead works.	Teacher assists students to prepare straw, seeds and other materials for bead work,and materials some staes associated with bead works. LEARNING RESOURCES: straw, seeds clay bead etc.
12	Mosaic 1.meaning of mosaics 2. materials and tools for makin g mosaic 3.uses of mosaics eg. Wall decoration, wall hanging 4.practical works on mosaic	Teacher states meaning of mosaic, displays materials/tools for mosaic students examine materials fools for mosaic ,discuss uses of mosaic and participate in mosaic practicals eg production of wall hanging. LEARNING RESOURCES: broken bottles, bottle tops ,beads, pen, knives , paint brushes, scissors ,glue etc.
13	Revision	
14	Examination	

CULTURAL AND CREATIVE ARTS

JSS 1 2nd TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Theory of music 1.meaning and definition of music 2.theory of music –the study of nusic in its entirety.how music works . the language, notation and elements of music.	Teacher defines the theory of music 2.outline and explains the fundamentals of music . Students listen to the teacher and copy notes. Learning resources :music manuscripts, piano, textbook and note books.
2	Fundamentals of music i. pitch ii.melody iii. harmony iv.rhythm v.texture vi. tumbre vii.quality viii. form and texture 2. Identification of notes on the keyboard.	Teacher guides the students to represent the appropriate notation in their manuscripts eg. Pitch, rhythm, texture etc.and guides students to identify notes on the keyboard. Students sing or play the scale Learning resources as above.

3	ear training and harmony 1.define ear training and harmony in music. 2.explain 4 parts harmony 3.sing in 2 part harmony 4.explain the rudiments of harmony	Teacher lists and explains the component of harmony students listen and note down teacher's explanation and participate in a two or four part singing. Learning resources as above.
4	Rudiments of music 1.musical alphabets 2. clef and name of the stave 3.types of staff –treble,bass, creat stave. 4. musical notes and their relatives values 5.definiton of a scale. 6.major scale of c natural and G.	Teacher guides students to recognize the types of staff, draw lines and spaces bass, treble and the great stave. Students name the musical alphabets and types of slave, draw different lines and name the lines and spaces. Learning resources:music manuscripts,flash cards ,descentsn recorders.
5	Playing instrument (recorder) 1.explanation of recorder 2.uses of a recorder 3.key signatures of a recorder 4.steps of playing the recorder.	Teacher explains the nature and uses of the recorder while playing for emphasis , enumerates steps in playing the recorder. Students listens to the teacher's explanation and take notes. Learning resources :recorders, music manuscripts, text books,notebooks, chalkboard.
6	Uses of music i.for ritual purposes ii. for ceremonial purposes iii. advertisement iv. healing v.work vi. communication and vii education 2. impact of music in the society-during important occation ii.at joyous moments iii. creating employment.	Teacher illustrates the uses of music in festivals, workship, advertisement etc . students participates in discussing the uses of music and describes ways in which music can affect human lives . learning resources:radio tape recorders, picture showing performing musicians.
7	DRAMA AND THEATRE 1.defintion of drama 2. origin of drama 3. definition of theatre 4.people involved in drana/theatre-playwright, Director, actor, designers	Teacher defines drama and theatre enumerates people involved in drama. Students listen to teacher explanation and take notes. Learning resources:textbook showing pictorials of theatre.

8	FUNCTIONS OF DRAMA 1.education 2. information 3. entertainment 4.therapemtic 5. developmwnt	Teacher list and erxplains functions of drama . Students listen and take notes on the explanation of functions Learning resources:video/audio recorded drama , live drama.
9	ELEMENTS OF DRAMA I.Scripted/improvisation ii.characters iii. stages(setting) iv.audience v.sound, songs ,music vi. light etc. 2.identifying elements in drama 3.forms of drama .(comedy /tragedy)	Writes and explains the different elements of drama on chalkboard 2. calls students 5to demonstrates some of the elements of drama . Students listen to the explanation of different elements. Learning resources:as in above
10	PLAY WRITING 1.Definition of playwright 2. categories of playwright i.classical ii. modern iii contemporary 3.dutries of a playwright 4.dutries of a play director	Teacher explain what playwrighting is and who a dramatist playwright is. 2. mentions and explains the work of a playwright. Students listen to t6he explanation of the explanations of the teacher and take down notes. Learning resources:flash cards containing names and categories of playwrights, textbooks, notebooks ,copies of plays.
11	REVISION	
12	EXAMINATION	

CULTURAL AND CREATIVE ARTS

JSS 1 3rd TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Costume and make in drama 1.meaning of costume clothes and accessories ,caps, shoes,jewelleries worn by a performers on a stage 2.what is makeup and make up items -powder -lipsick -Wig -Eyepencil	teacher's activities- explains costumes and writes the explanation the chalkboard.explains makeup and gives examples students ac tivities- observe different mke ups learning resources-items like lipstick,powder, dresses eye pencils etc.

	Etc	
2	Types of makeups i. types of make ups ii. straight make up 2. uses of make up i. alter appearance ii. enhance appearance	Teachers activities-leads the students to work on costume and make up for their play production. Mentions and display different make ups Students activities – participate in creating costume and make up chart for their dramas Learning resources – eye pencils powder, pictorials, of costume and make up
3	Definition of dances 1. meaning of dance 2. use of dance 3. how to dance	Teacher's activities-defines dance and its components, Enumerates the uses of dance, leads the students to perform some dance steps Studies-participate in the discussion on the uses of dance and participate in practical dance class. Learning resources-musical instruments, cds players, dance costumes.
4	Introduction to choreography 1. meaning of choreography 2. principles of choreography i. order ii. beauty iii. variety 3. meaning of choreographer	Teacher activities –explains the term choreography/choreographer. leads in performing a choreographed dance Students activities –participates in class dances and choreography session Learning resources- CD s player, musical instruments dance outfits.
5	Contemporary dance 1. meaning of contemporary dance 2. features of contemporary dance i. individual styles ii. creativities iii. does not have fixed movement	Teacher activities –defines and explains contemporary dance movement Students activities- perform some dance movements to vary their understanding of contemporary dance. Learning resources-DVDs VCDs player, musical instruments.
6	Practicing contemporary dance 1. performing some contemporary dance movement 2. Listening and dancing from DVD music	Teacher activities –performs some dance movement. Guides the students on how to perform contemporary dance. Student's activities- dance any contemporary dance of their style. Learning resources-musical instruments, DVD players etc
7	Team work and sense of belonging 1. meaning of team work	Teacher activities-explains the following team work, importance of team work,

	2. importance of team work 3. meaning of sense of belonging 4. how to achieve sense of belonging.	sense of belonging. Students activities- list the importance of team work .demonstrates how to achieve team work and sense of belonging Learning resources –members of a community .young people working as a group.
8	Consequences of using fake and adulterated goods -meaning of fake and adulterated goods -examples of goods of often faked and adulterated Medicine Processed food Clothing Fabrics	Teachers activities –explain fake and adulterated goods are Students activities –mention fake and adulterated goods Learning resources: chart showing individuals caught by law enforcement agencies.
9	Reasons why people produce fake drugs. -i.reasons why people produce and distribute fake and adulterated goods i. greed ii.lack of patriotism iii.lack of morals iv disloyalty	Teachers activities –explains the reasons for production and sale of fake and adulterated goods . Students activities-suggest how to stop sale of fake and adulterated goods. -learning resources- charts showing goods with expired dates, television and CDs newspapers etc.
10	Eradication of fake and adulterated 1.how to stop the sale of fake drugs and adulterated goods i.be patriotic ii.show love for your people iii. be honest iv respect authority v. knowing your rights as a consumer	Teacher activities –leads the students to suggest how to stop the production and distribution of fake drugs Students activities- Suggest how to stop the production and distribution of fake goods Learning resources- Charts with people caught by law enforcement agents Newspapers, radios etc.
11	Agencies that fight against fake and adulterated goods. 1.government agencies that fight the production and distribution of fake and adulterated goods eg. i. NAFDA full meaning ii. SON full meaning iii. NDLEA full meaning	

12	Revision	
13	Examination	



FRENCH LANGUAGE

JSS 1 1st TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu : maîtrise de 1ère épreuve. Décrire des traits physiques (les parties du corps). -La langue, vocabulaire et expression. - Les parties du corps/visage ex. la tête, la main, le nez, les jambes, etc. - singulier/pluriel de parties de corps, ex. les yeux, les oreilles, etc. - Les adjectives ex. La lèvre épaisse, le nez pointu/ plat, etc. Expression orale : exercice oraux, chanson. Expression écrite : Dessinez et nommez les parties du corps.	L'enseignant montre un dessin de parties du corps. Il pose des questions aux élèves. Chanson avec les parties du corps. Les élèves écoutent et répondent aux questions. Ils répètent après le professeur. Ils chantent.
2	Parler de taille. Maîtrise de la langue ex. grand(e) petit(e), mince etc. Grammaire : le verbe être exemple – Je suis grand(e) Elle est grosse etc. L'adjectif : masculin/féminine, singulier/pluriel, ex. grand(s)/grande(s) etc. Expression orale : le verbe être + grand(e), petit(e) etc. Exemple : Elle est grande, il est	Le professeur explique avec de gestes et mimique. Les élèves répètent et font des phrase, ex. Je suis mince etc.

	mince, etc. Expression écrite : décrivez – vous.	
3	Décrire les cheveux. Maîtrise de la langue. Vocabulaire : le verbe « avoir » Ex. J'ai les cheveux long/frises, etc. Les cheveux noirs, crépus, long, frises, raides, tresses Expression orale : décrivez vos cheveux Expression écrite : décrivez les cheveux de gens.	Le professeur explique avec le photo/images Il pose des questions aux étudiants. Les étudiants répètent et répondent aux questions.
4	Parler de la beauté. Etude de compréhension orale maîtrise de la langue : laid(e), belle, beau, joli(e), charmant(e) mignon(ne), élégant(e), etc. Le verbe être au présent de l'indicatif. Ex. je suis belle/beau, etc. L'indicatif singulier/pluriel, masculine/féminine ex. je suis belle, nous sommes belle. Il est laid – elle est laide Expression orale : - décrivez votre ami(e) Expression écrite : rédaction sur la description de quelqu'un. Contrôle continu : 2ème épreuve.	Le professeur explique avec les photos/images. Il pose des questions Les élèves répètent et répondent aux questions. Le professeur donne les exercices d'identification. Les élèves essaient de répondre à l'écrite.
5	Parler de couleur d'origine/complexion. Etude de compréhension orale. -Il est noir, blanc. - Il a de tinte claire/noir, etc. - Grammaire : Révision de verbe « être » et « avoir » - Expression orale : parler de couleur d'origine/complexion de	Le professeur montre les photos/images de gens. Il pose des questions. Les apprenant répètent et répondent aux questions. Ressources Pédagogique Photos, images, vidéos, document, etc.

	vos camarades. - Expression écrite : Rédaction sur les couleurs d'origine/complexion de gens.	
6	Décrire le visage : Etude compréhension orale : Il a le visage rond, allongé, carré, etc. Maîtrise de la langue : le verbe « avoir » ex. J'ai le visage allongé etc. Expression écrite : présentez quelqu'un.	Le professeur montre l'image/photo/dessin de visage aux élèves. Il pose des questions aux étudiants. Les apprenants écoutent et répètent. Ils répondent aux questions.
7	Parler les caractéristiques de personnes (les qualités) Parler des caractéristiques personnelles : les qualités maîtrisent de la langue. Vocabulaire/expression : lisez un texte sur les caractéristiques personnelles. Ex. Il/Elle ----- - souriant(e), gentil(le), comique, honnête, charmant(e), bon(ne), intelligent(e), content(e), courageux(se). Expression orale : décrivez quelqu'un. Expression écrite : décrivez quelqu'un.	Le professeur lit un passage sur les caractéristiques personnelles. Il pose des questions aux élèves. Les élèves répètent et répondent aux questions.
8	Parler des caractéristiques personnelles: (les défauts). Maîtrise de la langue : un texte sur les défauts de gens. Ex. triste, mécontent(e), malhonnête, maladroit(e), ennuyeux, timide, etc. - Les adjectifs – masculin et féminin, singulier et pluriel. - Expression orale : parlez des défauts des gens. - Expression écrite : décrivez votre camarade.	L'enseignant lit un texte sur les défauts de gens. Il pose des questions. Les étudiants répètent et répondent aux questions. le professeur demande aux étudiants de décrire leur camarade à l'écrite.

	Contrôle continu : 3eme épreuve :	Chaque étudiant essaie d'en faire.
9	Parler des caractéristiques de soi. Expression orale : les caractéristiques – intéressant(e), amusant(e), honnête, antipathique, sympathique, sévère, égoïste, etc. Grammaire : Accord des adjectifs ex. Je suis une femme souriante et gentille. -Je suis un garçon sévère. Expression écrite : décrivez – vous ?	D'abord le professeur se présente. Il dit aux étudiants de se présenter.
10	Parler des caractéristiques de quelqu'un. Les caractéristiques : sympathique, honnête, malhonnête, adroit(e), maladroit(e), courageux(se), antipathique, souriant(e), etc. -Expression orale : décrivez votre camarade de classe. - Expression écrite : décrivez les personnages célèbres.	
11	RÉVISION	
12	EXAMEN	

FRENCH LANGUAGE

JSS 1 2nd TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu: Parler du temps -Expression orale: un passage sur le temps. - Question sur le texte. - Explication du temps. - Il fait beau/mauvais temps, chaud/froid.	1ème épreuve. Exercices de résumé. L'enseignant explique le temps qu'il fait. Il pose des questions : ex. quel temps fait – il? -Il fait beau, chaud, etc. Les apprenants écoutent, reproduit, et imitent la production orale de l'enseignant.

		Ressources Pédagogique Photo, image, document.
2	Parler des saisons en France. Un texte sur des saisons en France : Le printemps, l'été, l'automne, l'hiver.	L'enseignant décrit les saisons par leur manifestation habituelle. Les apprenants écoutent et imitent la production orale de l'enseignant. Le professeur pose des questions en montrant des images. L'apprenant répondent aux questions. Les apprenants dessinent et écrivent les saisons. Ressources Pédagogique Images, photos, videos, autres documents.
3	Parler des saisons au Nigéria : Expression orale : un texte sur les saisons au Nigeria. -La saison des pluies. - La saison sèche - L'harmattan. Expression écrite : écrivez les saisons et les qu'ils se trouvent.	L'enseignant décrit les saisons en Afrique par leurs manifestations habituelles en montrant les photos des saisons. -L'enseignant pose des questions aux élève sur les saisons au Nigéria. Ex. les saisons se trouve dans quels mois? etc. Les apprenants écoutent, reproduisent et imitent la production orale de l'enseignant. Les apprenant répondent aux questions du professeur/de l'enseignant. Ressources Pédagogique Images, photos, videos, documents.
4	Parler du météo Expression orale : montre la bulletin du météo. Demain : provisions pour la journée 14 Juin 2013 : Temps froid sur l'ensemble d'Abuja. Températures en baisse : Abuja 2, Enugu 14, Kano 1 etc. Contrôle continu : 2ème Épreuve.	L'enseignant explique le bulletin du météo d'hier ou demain. Il pose quelques questions sur le bulletin du météo aux apprenants, ex. quel est la température à Abuja ? -Dessinez la carte du temps de demain. Les apprenants écoutent, reproduisent et imitent la production orale de l'enseignant. Les apprenants répondent aux questions. Ressources Pédagogique Images, photos, videos, documents.
5	Exprimer la possibilité : La certitude et la possibilité : Verbe Aller.	L'enseignant dessine ou montre une carte le temps qu'il fait. L'apprenant écoute, répondent à la

	Expression : il risque de + infinitif du verbe : ex. il risque de pleuvoir Certitude : il va pleuvoir. Expression écrite : dessinez les temps qu'il fait.	production orale. Les apprenants dessinent et nomment. Ressources Pédagogique Images, photos, dessins, etc.
6	Décrire la vie rurale : Un texte/ document sur un village : mentionner les types de bâtiments, les habitants la culture, etc.	L'enseignant lit un texte et pose des questions aux apprenants, ex. Quel type de bâtiment dans ce village? Les apprenants écoutent et répondent aux questions. Ils imitent la production de l'enseignant.
7	Parler de produit agricole à la campagne au ville. - Un texte sur l'agriculture - Explication d'agriculture - Source des produits au village. - Types du produit	L'enseignant explique ce que c'est l'Agricole, en lisant le texte, il mention les types du produits: ignames, tomates potates, etc. Expression écrite : mentionnez les produit de votre village et dessinez. Les apprenants écoutent, répondent, imitent, écrivent et mentionnent les produits. Ressources Pédagogique Images, photos, videos, documents.
8	Parler des contes Nigériane Texte sur un conte Nigéria : -Vocabulaire/Expressions du conte : ex. le Roi, le prince, la torture, la reine, le sorcier, le fantôme, etc. Contrôle continu : 3ème Épreuve.	L'enseignant lit un texte du conte. Il explique les mots clés. Il fait répéter les apprenants. Ecrivez les mots clés du conte. Les étudiants écoutent et répètent après l'enseignant. Les apprenants écrivent les mots clés du conte. Ressources Pédagogique Images et documents.
9	Parler de la santé. -Texte sur la santé - Types de maladies au village : ex. le paludisme, etc. - Le verbe « Avoir + mal » ex. J'ai mal à la jambe. - Masculin/féminine, singulier/pluriel (au, à la, aux) - L'hôpital/Docteur/Médicament	Jeu de rôle entre professeur et l'étudiant et puis entre les étudiants. L'enseignant lit un texte sur la santé aux apprenants et il explique les mots clés aussi. Les apprenants écoutent, répètent et reproduisant le conte.
10	Parler de la chasse. - Un texte sur la chasse - Ou on chasse ; la brousse.	L'enseignant lit le texte et explique les mots clés aux apprenants. Il nomme les animaux sauvages.

	- Les animaux sauvage.	Expression écrite : dessinez et écrivez les noms les animaux sauvage. Les apprenants écoutent et répètent après le professeur. Les apprenants dessinent et écrivent les noms des animaux sauvages.
11	RÉVISION	
12	Examen	

FRENCH LANGUAGE

JSS 1 3rd TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu : 1ère épreuve. Parler de ce que l'on fait pour se distraire. Expression orale : Jeu de rôle entre le professeur et l'étudiant, et puis entre les étudiants. - Maîtrise de la langue : vocabulaire et expressions comme – récréation, pause. - Maîtrise de la langue : - les verbes, s'amuser, chanter, jouer, danser, fait du bruit ----, loisirs. Expression écrite : qu'est – ce que vous faite pendant le weekend/les vacances la récréation etc. joue aux cartes.	Le professeur leur donne exercices de production et de discrimination. Les élèves essaient de parler l'un après l'autre. L'enseignant propose des situations de communication appropriées ex. Après les cours, pendant le weekend/les vacances la matinée. L'apprenant participe activement au dialogue et aux jeux de rôle. Ils répondent aux questions du professeur.
2	Parler du sport. Maîtrise de la langue : types de sport, vocabulaire et expression. Le football, le tennis, la natation, le ski. Un match de football ----- -, une partie de tennis, faire du sport/de la musique, Nager. -Expression orale : parler du sport préfère? J'aime ---- mais je préfère-----. Expression écrite : Ecrivez ce que vous faite pendant les	Le professeur fait parler les apprenants ex. le weekend je vais à la discothèque.il écrit un dialogue. Les apprenants participent activement au dialogue et aux jeux de rôle. Ressources Pédagogique Dialogue, images, photos, videos, autres documents

	vacances/ le weekend etc.	
3	Parler des loisirs. Maîtrise de la langue : vocabulaire et expressions – les lieux de loisir : un cinéma, un théâtre, un musée, un café, un restaurant, la montagne, la plage, la mer, la piscine. -Le verbe aller- ex. Je vais à la piscine. - Prépositions au, à la, aux (masculin/féminin, pluriel/singulier). - Expression orale : ex. le weekend je vais au cinéma/ou parc et toi? Moi, je vais à la plage. etc. Expression écrite :	L'enseignant crée des situations de communication appropriée un dialogue. Le professeur fait répéter les mots clés par les apprenants. Les apprenants répètent et participent activement au dialogue et aux jeux de rôle. Ressources Pédagogique Dialogue, dessins, images, photos.
4	Parler des voyages Expression orale : on voyage en ville, au village, on voyage en France, à Calabar, etc -Maîtrise de la langue : vocabulaire et Expression utiles : par avion, en bateau/voiture, à pied, à cheval, à bicyclette, en pirogue. - Etre en retard/en avance. - Expression écrite: répondez des questions sur un texte. Contrôle continu: 2eme Epreuve.	L'enseignant propose de communication pertinente ex. On voyage à pied/bicyclette. L'apprenant propose ses propres moyens de transport. Ressources Pédagogique Images, photos, dessins documents. L'enseignant donne des exercices de récapitulations et de présentation orale aux étudiants.
5	Parler des moyens de transports Maîtrise de la langue: vocabulaire et expression – les transports; le train, l'avion, le bateau, le car/la voiture, l'autobus (le bus) le taxi, le métro. -Aller en train, en avion, en bateau, etc. aller à pied. - Prendre le train, l'avion. - Expression orale – comment est – ce qu'on peut voyager au	Le professeur montre aux apprenants les dessins de différents moyens de transport. Les apprenants proposent leurs propres moyens de transport. Ressource Pédagogique Dessins, images, photos, documents.

	village, à Calabar, à wuse, en France etc. - Expression écrite : Dessinez et écrivez les moyens de transports.	
6	Parler des problèmes de transport. Maîtrise de la langue – vocabulaire et expression: - mauvaise/bonne route, embouteillage, avoir un accident. Expression écrite : écrivez les problèmes de transport. Expression orale: mentionnez les problèmes de transport.	Le professeur lit le texte sur les problèmes de transport. Les apprenants participent activement au texte. Ils répètent et répondent aux questions. Ressource Pédagogique Images, photos, vidéos, documents.
7	Faire une réservation. Expression orale : un dialogue, un billet pour Londres. Ex. vous avez une réservation? Oui/non. Pardon M. cette place est occupée? Etc. Maîtrise de la langue : vocabulaire et expression ex. un billet de train/d'avion; un ticket de bus. Faire une réservation l'horaire, etc. Expression écrite: faite une réservation.	
8	Acheter et vendre: Expression orale : un dialogue sur l'acheter et vendre ; ça coûte combien? Ça coûte..., ça fait, etc. Maîtrise de langue – vocabulaire et expressions utiles: c'est cher, c'est trop, trop cher/peu cher. C'est chaud/froid, je paie.	L'enseignant trouve des dialogues sur les activités au marché. Les apprenants écoutent, reproduisent et adaptent les exemples.
9	Contrôle continu : 3ème épreuve. Parler de produits Maîtrise de la langue: maïs, tomates, ignames, tissus,	

	vêtement, riz, haricots, etc.	
10	Négocier la qualité et le prix des produits. Expression orale: un dialogue sur le marché. Maîtrise de la langue : vocabulaire et expression, ex. je voudrais acheter, etc. Je paie, un paquet de, une bouteille de, un kilo de etc.	
11	RÉVISION	
12	EXAMEN	



المنهج الدراسي للسنة الأولى الإعدادية

SCHEME OF WORK FOR J.S.S 1

FIRST TERM الفترة الأولى

المحتويات	الموضوع	الأسبوع
معرفة بعض الكلمات المتعلقة بالأسماء وأنواعها مثل: محمد, فاطمة, ولد, أسد, جمل, بقرة, شجرة, حشيش, جزر. نص أدبي يشمل على أصوات وألفاظ متشابهة مثل: أ ع د ض ل ح خ هـ ذ ز ظ مثل: نام الولد, جاء المعلم, جلست فاطمة.... يختار المعلم نصوصا تشمل أنواع المفعولا نحو: شرب علي الماء, أكلت الطعام, الطعام أكلا, ضرب المعلم التلاميذ ضربتين, وما إلى ذلك الحوار بين الطلاب عن طريق السؤال والجواب مثل: س- السلام عليكم يا بلال, ج- وعليكم السلام يا أحمد. س- إلى أين تذهب؟	الإسم. تعريف الإسم وأنواعه الأصوات العربية التدريب على الحروف الخاصة التدريب على الفاعل التدريب على المفعلات المحادثة	الأول الثاني الثالث الرابع الخامس السادس

ج- أذهب إلى المدرسة. وما إلى ذلك. نصوص مختارة تتناول الموضوعات الآتية: أ- حسن الجوار ب- بر الوالدين. وما إلى ذلك. تعد اللغة العربية واحدة من أهم اللغات العالم والمسلمون في كل مكان يعترفون بها... الخ نصوص مختارة تتناول الموضوعات الآتية: أ- الأسرة, ب- السوق. وذلك عن طريق السؤال والجواب مثل: س- من أي أعضاء تتكون الأسرة؟ ج- تتكون الأسرة من ثلاثة أعضاء على الأقل. وهم من أب وأم وأولاد. وما إلى ذلك. كتابة الألفاظ اليسيرة والجمل والعبارات السهلة. من ٢٠١ إلى ٢٢٠ للدروس السابقة	القصص القصيرة المطالعة المحادثة الخط العربي العدد المراجعة العامة الإمتحانات والتصحيح	السابع الثامن التاسع العاشر الحادي عشر الثاني عشر الثالث عشر والرابع عشر
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المنهج الدراسي للسنة الأولى الإعدادية

SCHEME OF WORK FOR J.S.S 1

الفترة الثانية SECOND TERM

المحتويات	الموضوع	الأسبوع
تعليم الحروف القمرية مع الأمثلة : أ ب ج ح خ ع غ ف ق ك م و ه ي. أمثلة: الأسد الباب الجمل الحمار الخروف العين الغرفة الفيل القمر الهواء الموز الكلب الورقة اليد.	الحروف القمرية	الأول
تعليم الطلاب الحروف الشمسية مع أمثلة. ت ث د ذ ر ز س ش ص ض ط ظ ل ن. أمثلة: التاج, الثوب, الدار, الذيل, الزيت, الرأس, السّمك, الشمس, الصندوق, الضفدعة, الطير الظرف, اللحم, النور مثل: حفظ التلميذ القرآن, سمع الولد النصيحة صلت فاطمة الظهر. وإلى ذلك. كتابة قطعة يسيرة.	الحروف الشمسية	الثاني
	الإستمرار بالتدريب على الفاعل.	الثالث
	الخط العربي	الرابع
نصوص مختارة تتناول الموضوعات الآتية عن طريق السؤال والجواب بين البائع والمشتري مثل: البائع: ماذا تريد؟ المشتري: أريد الشراء. المشتري: بكم تبيع هذا الكتاب؟ البائع: أبيع بمائة نيرة. وما إلى ذلك =مثل: ولد= ولدان. بنت = بنتان. كتاب = كتابان مثل: فتح علي الباب شربت عائشة الماء وما إلى ذلك من ٢٢١ إلى ٢٤٠ ما يناسب مستوى التلاميذ إملاء بعض الجمل القصيرة للدروس السابقة	المحادثة	الخامس
	معرفة مفرد ومثنى من الأسماء	السادس
	المفعول به	السابع
	الأرقام العربية الأصوات العربية والأناشيد الإملاء المراجعة الإمتحانات والتصحيح	الثامن التاسع العاشر الحادي عشر والثاني عشر

المنهج الدراسي للسنة الأولى الإعدادية

SCHEME OF WORK FOR J.S.S 1

الفترة الثالثة

THIRD TERM

المحتويات	الموضوع	الأسبوع
ترجمة قطعة قصيرة من الإنجليزية إلى العربية	الترجمة	الأول
مثل الحوار بين إثنين من التلاميذ ويتم هذا عن طريق السؤال والجواب مثل: س- أين تسكن يا أحمد؟ ج- أسكن في وصى. س- أين مدرستك؟ ج- مدرستي في تدنودا. وما إلى ذلك	الحوار	الثاني
مثل: ولد = أولاد, بنت = بنات, كتاب = كتب قلم = أقلام. ونحو ذلك	معرفة الجمع من الأسماء	الثالث
كيفية نطق بالحروف المتشابهة مثل: ث ذ ز ظ ع غ ك ق ص س.	التدريب على بعض الحركات الهجائية	الرابع
نصوص مختارة تتناول الموضوعات الآتية: الأمانة الصدق كإحسان.	القصص القصيرة	الخامس
ما يراه المدرس مناسباً لمستوى التلاميذ	الخط العربي	السادس
من الكتاب المقررة	القرأة	السابع
من ٢٤١ إلى ٢٦٠	عدد الأرقام	الثامن
نصوص مختارة تتناول الموضوعات الآتية: المستشفى بين المريض والطبيب عن السؤال والجواب مثل: الطبيب: ماأصابتك؟ المريض: أصابني الحمى. وما إلى ذلك	المحادثة	التاسع
ترجمة بعض الجمل اليسيرة من العربية إلى الإنجليزية	الترجمة	العاشر
للدروس السابقة.	المراجعة الإمتحان والتصحيح	الحادى عشر الثانى عشر إلى الثالث عشر

