EDUCATION RESOURCE CENTRE

FEDERAL CAPITAL TERRITORY, ABUJA

FCT SENIOR SECONDARY SCHOOL

TEACHING SCHEMES

S S TWO (2)

2014 Edition

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CROSS CUTTING SUBJECTS

ENGLISH LANGUAGE
SS II 1st TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Speech	Listening comprehension: listening to answer questions on a given passage or recorded tapes on HIV/AID, drug abuse or real life situation	The teacher presents an interesting passage to students and asks the students to listen and identify main points/ideas discusses the passage with students while they respond appropriately.
	Vocabulary	Words associated with the human internal body system and function	The students should be able to mention the human internal body systems and list their functions.
	Structure	Noun phrases: position and functions	Identify features or functions of noun phrases and use noun phrases in sentences.
2	Speech	Listening comprehension: Listening to recorded speeches/teachers model speech for comprehension	Students should listen attentively to the speeches for comprehension and also plan their speeches before delivery.
	Vocabulary	Words associated with health; sickly, well, condition, diagnoses, casualty, emergency etc	Mention words association with health and use these words freely.
	Structure	Pronouns: relative and demonstrative pronouns: functions and position	Identify relative and demonstrative pronouns and use them freely in sentences.
	Continuous	Expository essay: eg	Discuss the style/format of

	writing	Controlling HIV/AIDS in Nigeria Managing population explosion in Nigeria	expository essay and write expository essay
3	Speech	Making a toast: a. Meaning of a toast b. Occasions for a toast	Define a toast, prepare a toast and deliver a toast appropriate to a given occasion
	Reading Comprehension	Reading for implied meaning	Read to grasp the main points, extract points from the passage and write the difference between stated and implied meaning.
	Structure	Nominalization	Identify words that are nominalized in passages, turn adjectives and verbs to nouns and use them in sentences appropriately.
	Continuous writing	Writing speeches for specific purposes. Introduction, purposes and features of speeches	Discuss the various purposes of speech, features and write a speech on a given topic.
4	Speech	Unstressed vowel sounds e.g /a/	Identify the unstressed vowels sounds, pronounce them and use them appropriately.
	Structure	Pronouns: Other types of pronouns	Identify the other types of pronouns, give examples and use them in sentences.
	Reading Comprehension	Reading for critical evaluation	Read a passage carefully and detect in various reading materials evidence of illogicality, inconsistency, faulty reasoning etc.
	Continuous writing	Argumentative essay: Introduction; definition and features	Define argumentation essay and explain the features
5.	Speech	Consonant clusters: two	Pronunciation drills, give

		consonants in initial position e.g slice, troupe, scalp, cloud, crush etc	examples of two consonant clusters at the initial position and use them in sentences.
	Vocabulary	Modifiers [word modifiers] adjectives of colour and small, adverbs of manner, rate of occurrence and degree	Explain how a modifier adds more meaning to a word, identify the modifiers and use them in sentences
	Summary writing	Reading to summarize longer sentences into a specified number of sentences	Read the passage identify topic sentences and write out the sentences using their own words
	Continuous writing	Argumentative essay a. Should female circumcision be abolished b. Military rule in better than certain rule	Write a well composed argumentative essay
6	Speech	Three consonants in initial position E.G Sprint, splash strong, shrike, spray e.t.c	Pronounce correctly the three consonants Chester at initial position and use them in sentences.
	Reading comprehension	Reading for main gist in a prose passage	Indentify the main ideas, keys sentences and answer question on the given passage.
	Structure	Adjectival phrases and their grammatical function in a sentence.	Identify adjectival phrases, say their function and use them in sentence
	Continuous writing	Creative writing {i} features of a short story e.g plot, characters, action, style, setting, theme etc. [2] features of a person eg high, concise language,	Discuss the features of a short story, poem and be able to write a short story and poem
7	Speech	Listening comprehension: listening for details/examples	Listen attentively to a recorded passage or read, identify the main points and give details of what they have listened to

	Vocabulary	Spelling of words: 1. Treatment of commonly miss pelt words 2. Dictation exercise and corrections. b. Use of dictionary	Explain meaning of words learnt, appreciate the importance of use of dictionary, make a list of commonly miss pelt words, write the dictated words correctly.
	Summary writing	Reading to summarize longer selections into a specific number of sentences	Read materials, identify topic sentences and write the topic sentences using their own words
	Continuous writing	Narrative essay	Discuss the features of a narrative essay and write a well composed narrative essay.
8	Speech	Vowels: /e/ and /ɜ:/ E.g /e/ - set, bread / ɜ:/ - first, learn	Identify the vowels, /e/ and /ɜ:/, pronounce them in words where they occur, give their own examples of words where they occur and use them in sentences correctly.
	Structure Adverbial phrases	Adverbial phrases and their grammatical functions	Identify the vowels,/e/ and /z:/, pronounce them in words where they occur, give their own examples of words where they occur and use them in sentence correctly.
	Reading Comprehension	Reading chapters of books and making notes	{1} Explain note making {2} explain the interrelatedness of listening and reading as receptive language skills. {3} make reference to previous passage relevant to this task. {4} Explain the purpose and approach of note making. {5} Engage in extensive work and practice in within and out side the classroom on note making

			{6} Explain clearly the difference between note making and reading books.
	Continuous writing: Formal letter	Letter of complaint feature of a formal letter, letter of complaint.	Differentiate between a formal letter and an informal letter. Discuss the features of a formal letter with reference to letter of complaints. Discuss similar WAES, SSCE and NECO past questions and write a well composed letter of complaint.
9.	Speech	Diphthongs; /i/, /ai/, /au/, /ei/, /e/, etc.	Identify the eight diphthongs correctly, pronounce them, list of words associated with the diphthongs and use them in sentences.
	Reading comprehensi on	Words substitution in passages {connotation and denotation}	Read passage carefully, Explain meaning of word in context and substitute words according to the contexts of usage answers question on the passages.
	Summary writing	Reading to summarize in a specific number of sentences	Read the passage carefully, identify the topic sentences and rewrite using their own words.
	Continuous writing	Formal letter: Letter of request with particular reference to a. Features of a formal letter b. Language	Discuss extensively past questions from NECO/WAEC examinations. Identify features of a formal letter. Write a well composed formal letter of request.
10	Speech	Vowels /i/ and /i:/ e.g bit and beat, bid and bead	Pronounce the vowels correcting, differentiate between the vowels /i/ and /i:/, list words associated with the vowels and use them in sentences

	Structure	Determiners e.g few, many, some, a little etc	Explain determiner, identify them and give examples. Use them correctly in sentences.
	Reading comprehension	Reading for critical evaluation	Read a passage carefully and defect in various reading materials evidence of illogicality, inconsistency, faulty reasoning etc.
	Continuous writing	Formal letter [other types] e.g application, apology, order, etc	Identify features of a formal letter, discuss the features of formal letters, discuss a model formal letter of application apology etc and write a well composed letter of application, apology etc.
11	Speech	Vowels /u/ and /u:/ e.g /u/ - full and would /u:/ - fool and coup	Identify the two vowels, pronounce the vowel /u/ and /u:/ correctly, differentiate between the two vowels, list words associated with the vowels, portray many examples and use them correctly in sentences.
	Reading comprehension	Word substitution in passages	Read the passage carefully, explain the meaning of words, substitute the underlined words with other words according to the context of usage. Answer question on the passage.
	Continuous writing	Revision [formal letter: Complaints, request, application apology etc]	Identify features of a formal letter, discuss the features, write a formal letter.
12	Speech	Revision of vowels taught [pure vowels and diphthongs]	Pronunciation drills. Practice on exercises.
	Reading comprehensi	Revision {guidelines on answering comprehension	

	on	passage using a passage}	
	Vocabulary	Revision: Exercises on lexis.	
Continuous writing.	And narrative essays	Expository and narrative assays.	Discuss and write expositing and narrative essays.
13	General renewal	General renewal	General renewal
	Examination and closing.	Examination and closing.	Examination and closing.

ENGLISH LANGUAGE
SS II SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITY
1	Reading comprehension	Reading for main gist.	Read the passage carefully identify points and their inter relationship with each other. Answer questions an the passage.
	Structure	Prefixes as word extension making for new meaning e.g 'un' 'nus' 'il' 'in' 'im' etc healthy – unhealthy, belief – unbelief spell – misspell understand – misunderstand etc	Explain how prefixes can generate new word and meanings from basic root words. Use prefixes to create antonyms and draw up a list of words to give antonyms of the words using prefixes.
	Vocabulary development	Words associated with environment: Meaning, environmental problem e.g; environmental pollution, pest control, bush burning, disposal of refuse, sewage system, smoking, drainages, environmental degradation etc.	Explain meaning of environment, mention types of environmental problems, list the importance of a clean environment and write the environmental problems.
2.	Speech	Listening to poetry for comprehension/pleasure e.g 1. Type dirge, epic, lyric	Read the poems while students listen. Discuss content of the poem, identify

		2. language {a} concise {b} unique {c} high	different types of poetry, identify the different types of language of poetry, compose a poem of their own.
	Vocabulary Development	Words associated with building with building and building construction {meaning of building, types of words associated with building e.g foundation, walls, land, documents etc.	Define meaning of building, mention types of building, list words associated with building and explain their meanings, use these words in sentences, engage students in spelling drills in words associated with building.
	Structure	Preservative prefixes e.g. 're' as in, work – rework Examine - reexamine Affirm – reaffirm Elect – reelect Form – reform etc.	Explains the meaning of preserve, pronounce the words formed from the suffix, discuss the use of these words and use the words in sentences
	Continuous writing	Free writing: (1) A short write – up such as a story, poem, play on anything of interest or a personal experience (2) Short stories dealing with daily events (3) features of short stories, plays, poems with attention to literacy devices: rhythm, simile, metaphor etc.	
3	Speech	Listening comprehension: listening to summarise speeches, lectures and note making	Listen attentively, identify the main point, write down key point or main points from the speech or lecture .
	Structure	Figures of speech e.g: Simile, metaphor, personification, hyper-bole, etc	Explains figures of speech, mention the different figures of speech and explain them with numerous examples, use them in sentences.

	Reading comprehension	Reading for specific structural pattern (selected passages from the main textbook or magazine on topics such as; gender issues, deregulation, religious and ethnic conflicts, human right issues, youth unemployment and restivenss)	Read passage carefully, discuss the issues in the passage, identify main ideas in the passage, identify the major phrase style and answer questions on the passage.
	Continuous writing	Speech writing: An address given on a prize given day. Features of a speech Opening greetings General introduction The main body Conclusion	Discuss the features of a speech, discuss model speeches and write a well composed address on a prize given day. Teachers should make available sample of speeches presented on a prize given day.
4	Speech	Oral: argument/debate: debates on the following topics: Capitalism is better than communism We need health education and inspectors not doctors University education should be compulsory	Students should listen attentively to their class mates during debate. Students should be selected based in the following: Persuasiveness Grammatical structures and choice of words/vocabulary Correctness of pronunciation including word stress pattern and Fluency students must be encouraged to be observe all these criteria
	Structure	Suffixes e.g –able, age, arian, cide, ify etc	for all Explain the meaning of suffixes, identify suffixes for creation of relevant words, from basic root words, list words with suffixes and explain

			their meaning. Make use of these words in sentences
	Vocabulary development	Words associated with law and order e.g. order in court, legal actions, police turture, judge, defence lawyer, etc.	Explain laws and order, list/mention words associated with law and order and explain their meanings. Use the words in sentences.
	Continuous writing	Argumentative essay: Present a view point Prove a point (argue for or against a particular view point) Conclude the presentation. Example; Military rule is better than civilian rule Should female circumcision be abolished or other topics	Explain argumentative essay. Discuss any argumentative essay, bringing out the validity of their view point in a logical way. Discuss the features of argumentative essay, opening vocatives, introduction, main body, conclusion and also adequate source of information
	Summary writing	Reading to pick out topic sentences in paragraphs and longer sentences	Read the passage carefully, discuss the main ideas in the passage, identify the topic sentences in the paragraphs of the passage and re-write them using their own words.
5.	Speech	Words stress (monosyllabic and polysyllabic words)	Explain word stress. Identify monosyllabic words and polysyllabic words. Give example of words and pronounce the words correctly.
	Vocabulary development	Words associated with medicine, diagnoses, hospital,	Explain meaning of medicine, list/mention

		nurses, doctors, clinics, treatment, etc	words associated with medicine and explain their meanings. Use these words in sentences.
	Structure	Verb forms (participation) active and passive forms of verb	Identify the subject and the predicate in a sentence, change active sentences to passive and vice versa. Construct more sentences in the active and passive form
	Reading comprehension	Reading for specific structural pattern: passage on scientific report or medicine	Read the passage carefully, discuss the main ideas in the passage explain meaning of key words , answer questions on the passage. Explain and discuss the format for writing a report, identify main and supporting ideas e.g. Introduction; date of the experiment Purpose, outcome and results of the experiment Conclusion, write a report arranging ideas in a logical order
6	Speech	Words of five syllables stressed in the first, second, third and forth syllables e.g.	Identify words of five syllables, recognize and articulate correctly stress timing in sentences and modulate their voice. Students should be encouraged to use their dictionaries look

			up stress placement in long words. Cuve more examples of their own correctly.
	Structure	Adjectives: (i) types of adjectives (ii) order of adjectives	Explain what an adjective is. List and mention the different types of adjectives. Explain the order of adjectives. Use the adjectives in a sentence.
	Reading comprehension	Reading to para-phrase poems and dramatic works. Drama; (a) theme (b) features Costume Props Performance Audience Play director	Read the dramatic work carefully, discuss the content of the dramatic work, identify the different types of drama, identify the language features, discuss the story effectively and answer questions on the passage.
	Vocabulary development	Words associated with government e.g. democracy, electoral commission, legislative, executives, etc.	Explain the meaning of government, list/mention words associated with government and explain their meanings. Use the words correctly in sentences.
7	Speech	Words with six syllables stressed on the fifth syllable e.g	Identify words with six syllables, recognize and pronounce the words correctly indicating the stressed syllable. Give more examples of their own and use the words in sentences correctly.

	Structure	Adverbs (comparison) and functions e.g. much, more, most	Explain what an adverb is, give examples of adverb of comparison, explain their functions and use them in sentences.
	Summary writing	Reading to summarize a given passage	Read the passage carefully, identify main points in the passage, summarise the passage in a given number of sentences.
	Continuous writing	Semi – formal letters: (1) features (2) language	Explain what a semi-formal letter is. Explain the features of a semi-formal letter, discuss the language of semi-formal letters, discuss model semi-formal letter and write a well composed semi – formal letter. The teacher should discuss WAEC and NECO past questions extensively.
8	Speech	Intonation pattern: expressing surprise/disbelief (exclamation) example: (Ade is a witch) reality?! (Musa is a millionaire) you must be joking! (Rechard is a spy) I don't believe it (Ibrahim is dead) is he?	Act out a dialogue simi- to the examples given
	Vocabulary development	Words associated with traveling e.g. car park, air port, journey, adventure, etc	Explain travelling. List and mention words associated with travelling and explain their meanings. Use the words correctly in sentences. The teacher should also

			engage the students in spelling drills on words associated with travelling.
	Reading comprehension	Reading to para-phrase a poem (1) types: e.g. dirge, epic, lyric etc. (2) language; concise, unique and high	Read the poem carefully, discuss the content of the selected poem, identify the different types of poetry, identify the language of the selected poem and answer questions on the passage using their own words
	Summary writing	Reading to summarize an argumentative passage	Read passage carefully, identify the main point raised and the line of argument, discuss. The issues raised in the given passage and summarize the passage in a given number of sentences
9	Speech	Rising tune. E.g. Will you come home tonight? Can David do this, for me Help me with this, please Do this for me, will you?	Point out where there should be a rise in tone in a sentence, provide enough exercise in drills and encourage vocal class participation
	Structure	Sequence of tense	Explain tenses and sequence of tenses. Give examples in sentences correctly. Take note of the existing rules with regards to sequence of tenses
	Reading comprehension	Reading to answer questions	Read a prose passages that identify different sentence structure

			that reflect intonation pattern. Discuss the passage, identify main points and answer questions on the passage.
	Continuous writing	Informal letters (1) features (2) language	Explain what an informal letter is. Explain the features of an informal letter, discuss the language of informal letter, discuss past questions (WAEC and NECO) as many as possible. Read a model informal letter and discuss it. Write a well composed informal letter.
10	Speech	Intonation pattern (falling tone: statement and other types of surfaces) e.g. There will be a match at the National Stadium tomorrow ↘ There will be a class quiz tomorrow evening ↘ Where are you going? ↘	Point out to the students where there should be a fall in tone in a sentence and provide enough exercise in drills and encourage vocal class participation
	Structure	Phrasal verbs with more than one particles e.g. cut down on, get away with, stay away from, etc	Explain what phrase verbs ar. Identify them in sentences, give examples and explain their meaning. Use the phrasal verbs in sentences.
	Vocabulary development	Words related to sports Names of major national games e.g. handball, netball, polio, cricket, football, etc. Words for sporting activities:	List different kinds of games played in the country, read passages in sports from national dailies or other articles, listen

		tournament, cantest, championship, round, head bont etc. Venues of sports: stadium, arena, tennis court, boxing ring, football field, race course, track lane etc. Sports official: umpire, coach, referee etc Games result: losers, winning side, state mate, championship etc Performance: an exciting match, an uphill task, hat trick, terrible performance, brilliant performance etc	to a live broad cast of a major national football match or other tournament at home, make a list of descriptive match used by the sports commentator, explain meaning of words related to sports and use them in sentences correctly
11	General revision		
12	Examination/closing		

ENGLISH LANGUAGE SCHEME OF WORK FOR
SS II THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITY
1	speech comprehension	Listening comprehension: listen to speeches and other oral presentations for critical evaluation Listen carefully to a given speech Meaning of critical evaluation Aspect of critical evaluation Essence of critical evaluation Listen to selected passages on critical work Highlighting Facts	Explain what is required of critical evaluation in speeches, listen to practice critical evaluation of the speeches through extensive discussion either in groups or as a whole class. Different facts from opinions in the speeches

		Opinions deductions	
	Structure	Introduction to clauses features of a clause types of clauses dependent independent clauses	Explain what a clause is. List and explain the features of a clause. Explain the types and give examples of clauses
	Vocabulary development	Words associated with agric and horticulture e.g. livestock and domestic animals, dairy products, land, flowers, plants, farming animal disease, types of food produce, vetenary medicine farm manager	Explain agriculture and horticulture. Mention and write words associated with agriculture and horticulture. Explain their meanings and use them correctly in sentences. Teachers should encourage students to mention as many words as possible, and use them to make correct sentences and engage students in spelling drills.
2.	Speech	Listening comprehension: listening to debates for main points and passing judgment Tape – recorded debates Radio broadcast Short debates between two selected members of the class as selected topics such as; rejection of fraud, cheating, bribery and corruption, economy etc.	Explain what a phrase is and what a clause is. Differentiate between a phrase and a clause using examples. Identify phrases and clauses in sentence
	Reading comprehension	Reading to answer question on a given passage	Read the passage carefully, identify difficult words, explain their meanings and answer questions on the passage.

	Vocabulary development	Words associated with commerce e.g. good/services, price index, market, buyer, seller, industry etc.	Explain commerce. Mention words associated with commerce. Explain their meaning, engage students in spelling drills. Use the words in sentences correctly.
3	Speech	(oral) giving clear, concise and correct directions. Relevant textbooks and passages that have to do with new locations e.g. travelling to a new town, village, market, ways to cities	Explain what road sign boards are. Read posters and charts. Listen attentively to discussion in class and exchange views on the signs. Use these signs to give clear, concise and correct directions in sentences. Put these directions down in writing.
	Structure	Noun clause: types and functions. E.g. Noun clause Noun clause as subject Noun clause object etc Grammatical function	Explain Noun clause. Cite many examples. Mention and explain the different types of Noun clauses. Explain their functions and identify them in sentences and passages in reading comprehension. The teacher is advised to expose students to as many exercises as possible on noun phrases to make them conversant with the grammatical structure.
	Summary writing	Reading to summarize in a specific number of sentences	Read the passage carefully. Identify topic sentences and main ideas. Summarize in a given number of sentences.
	Continuous writing	Expository essay. E.g. Explain a process An idea Give directions Features; topics such	Explain expository essay. Read and discuss model expository essay. Identify features of an expository essay. Write a well composed expository essay

		as How to prepare a favourite meal, societal ills and diseases	
4	Speech	Sentence stress: emphatic stress. E.g. JAMES borrowed the novel (James and not anybody else borrowed the novel)	Explain what emphatic stress is. Answer exercises on emphatic stress. Make sentences using emphatic stress
	Structure	Adjectival clauses: Position in sentences and grammatical functions Relative pronouns used to introduce Adjectival clauses. E.g. who, which, whom etc	Explain what an Adjectival clause is. Cite many examples using sentences. Engage in as many exercises as possible and state the functions. Identify Adjectival clauses in sentences and passages in reading comprehension. Make use of Adjectival clauses in sentences.
	Reading comprehension	Reading for implied meaning	Read carefully to grasp main points extract main points from the passage and write the difference between stated and implied meaning. Answer questions on the passage.
	Continuous writing	Article writing (introduction, illustration and practice)	Discuss the format for writing articles, expose students many illustrations read and discuss a mode. Discuss past questions (WAEC and NECO) on article writing. Write a well composed article
5	Speech	Consonant sounds: plosives; b/and/pl, it/and /d/, /k/ and /g/	Identify the sounds pronounce the sounds correctly, mention words with the Consonant

			sounds. Expose students to letters represented by these sounds, use the words where they occur in sentences. Students should be encouraged to mention as many words as possible, words with these Consonant sounds .
	Structure	adverbial clauses: types and functions	Explain what an adverbial clause is. Mention different types of adverbial clauses. Identify the adverbial clauses in sentences and passage in reading comprehension. State the functions of adverbial clauses. Use the adverbial clauses in sentences correctly.
	Reading comprehension	Reading for meaning in context	Read the passage carefully, bring out difficult words or key words, explain their meaning according to context of usage in passage substitute the words with another suitable words. Answer questions on the passage read.
	Continuous writing	Informal letter: features and language	Explain what an Informal letter is. Explain the features and language of an Informal letter. Read and discuss a model Informal letter. Discuss past questions (WAEC and NECO) an Informal letters and write well composed Informal letter.
6	Speech	Speaking to persuade, convince and sway opinion on topics like;	Listen attentively to any of the topics discussed by the teacher. List key words in the

		Cultism Population/family life education Environmental issues	discussion, identify sentences types used for persuasion and give their opinions and any of the treated topics.
	Structure	Auxiliary verbs e.g. modal Auxiliary and primary Auxiliary verbs	Explain what Auxiliary verb is. Mention and explain the types of Auxiliary verbs. Identify them in sentences and use them to construct correct sentences.
	Vocabulary development	Words associated with plumbing e.g. pipes, plumber, connect, plumb line, sink, tap etc.	Explain plumbing' mention words associated with plumbing. Spelling drills on words associated with plumbing. Explain the meaning of the words and use them in sentences.
	Continuous writing	Semi – formal letter Features Language Difference between Semi – formal letter and informal letter	Explain what a Semi – formal letter is. Explain the features of a Semi – formal letter. Read a comprehension Semi – formal letter and discuss the features and context in relation to language. Differentiate between a Semi – formal letter and informal letter. Discuss WAEC and NECO past questions on Semi – formal letters. Write a well composed Semi – formal letter.
7	Speech	Consonant sound; nasal: /n/, /m/ and /g/	Identify the sounds in words. Pronounce the words correctly. Mention words with the nasal sounds. Identify the letters represented by the nasal sounds, give more examples of words and use the words in

			sentences.
	Structure	Concord (agreement between subject and verb)	Explain Concord between subject and verb in a sentences. Give examples in sentences and explain the various ways of showing Concord between subject and verb
	Summary writing	Summarizing a given passage in a specific number of sentences	Read the passage carefully. Mention and discuss the main ideas in summarise the passage in a specific number of sentences.
	Continuous writing	Formal letter Types Features of Formal letters Language	Explain what a Formal letter is. Mention the various types and discuss them. List and explain the features of a Formal letter. Read a sample of a Formal letter in class. Discuss the content, features and language of a Formal letter with regards to the letter read. Discuss more past questions on Formal letters and write a well composed Formal letter. Students should be exposed to the differences between the different types of letters (formal, semi-formal, informal letter)
8	Speech	Rhymes e.g. obtain – detain	Explain rhymes, give examples of rhyming words. Engage students in pronunciation drills .
	Structure	Adjuncts	Identify Adjuncts. Explain what Adjuncts are. Give examples of Adjuncts and use them in

			sentences
	Continuous writing	Exposition on scientific facts	Explain Exposition and scientific facts. List and explain the features of Expository essay. Read and discuss a model Expository essay on scientific facts. Write a well composed expository essay.
	Reading comprehension	Reading to answer questions on a given passage	Read passage carefully. Mention and discuss main ideas. Identify and explain meaning of key words. Answer questions on the passage.
	Speech	Consonants /s/and /z/, /s/ and /z/, /ts/ and /dz/	Pronounce the Consonants. Identify the Consonants in words. Identify their differences and give examples of letters represented by the sounds. Give examples of words with the Consonants and use them in sentences
	Structure	Tag questions. e.g. this is your book. Isn't it?	Identify Tag questions in sentence structures. Explain what they are. Give examples of Tag questions in sentences
	Summary writing	Using simple sentences in summary writing	Read passage carefully, identify the main points in the passage. Write out the main points using simple sentences.
	Continuous writing	Argumentative essay (debate)	Explain features of debate in writing with reference to opening vocatives, body and conclusion. Discuss debate topics and write a well composed debate.

10	Speech	Sibilants and the 's'/'es' suffixes	Identify these Sibilants. Pronounce them correctly and identify the changes in pronunciation as these suffixes are added to the root words.
	Structure	Complex, compound, compound complex sentences	Explain the different sentence structure and give examples of each.
	Reading comprehension	Reading to answer questions on a given passage	Read the passage carefully, bring out the main points and answer questions on the passage.
11	Speech	Revision of consonants	Identify the twenty-four consonants. Engage students in pronunciation drills. Give examples associated with the sounds.
	Structure	Idiomatic expressions e.g. under a cloud, take heart, hold your head high, etc.	Explain the meaning. Give examples of Idioms and explain their meanings and use them in sentences correctly.
	Reading comprehension	Revision on guide lines to answering comprehension exercises	Practice on reading comprehension exercise
	Summary writing	Guidelines to answering summary writing exercise.	Practice on summary writing exercise
12	General revision	General revision	General revision
13	Examination	Examination	Examination

GENERAL MATHEMATICS

GENERAL MATHEMATICS
FIRST TERM SS TWO

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**LOGARITHMS** i. Revision of logarithm of numbers greater than one. ii. Characteristics of logarithm of numbers greater than one and less than one and standard form of numbers. iii. Logarithm of numbers less than one, multiplication, division, power and roots. iv. Solution of simple logarithmic equations v. Accuracy of results of logarithm table and calculator.	**Teacher:** Guides students to:- -Revises laws of logarithm -Reads logarithm table and does calculation involving multiplication, division, power and roots of numbers greater than 1. -Shows the relationship between the characteristics of logarithms and standard form of numbers. -Calculation involving multiplication, roots of number less than 1 and less than 1. **Students:** Study the solution chart of logarithm. State laws of logarithm, read logarithm table and use logarithm table in calculation involving multiplication, division powers and roots of numbers greater than 1. Given a set of number, write them in standard forms and compare the characteristics of such numbers with the standard forms. Solve simple equations involving logarithms. **Instructional Resources:** Logarithm table, booklet, solution chart of logarithm etc flex banner showing logarithms and antilogarithm of numbers).
2	**APPROXIMATION** i. Rounding up and down of numbers to significant figures, decimal places and nearest whole numbers. ii. Application of approximation to everyday life. iii. Percentage error.	**Teacher:** Guides the students to -approximate given data to hundred, thousand, billion and trillions. -solution using logarithm tables and calculator -make comparison between results obtained from solution with logarithm table and calculator. -calculate percentage error. -solve examples of approximation in schools, health sector and social environment etc. **Students:** Approximate to hundred, thousand, million, billion and trillion.

		Solve problems in approximation solve problems using logarithm table and calculators. -compare the result obtained from the two calculations. Calculate percentage error of a given instrument. **Instructional Resources:** Financial reports and budget population figures logarithm table, calculators data from school records, health sector, economy etc.
3	**ALGEBRAIC FRACTIONS (I)** i. Simplification of fractions ii. Addition, subtraction, multiplication and division of algebraic fractions.	**Teacher:** Guides students to: -determining the L.C.M. of the denominators of the fraction and simplify the fractions. -perform addition, subtraction, division and multiplication on the fractions. **Students:** Simplify a given algebraic fraction using the LCM Perform addition, subtraction, division and multiplication on algebraic fractions. **Instructional Resources:** Chart showing LCM, addition, subtraction, multiplication and division etc.
4	**ALGEBRAIC FRACTIONS (II)** i. Equation involving fractions ii. Substitution in fractions iii. Simultaneous equations involving fractions. iv. Finding the value of unknown to make a fraction undefined.	**Teacher:** Guides students to: -solve equation involving fraction -substitute for a given value in a fraction. -solve simultaneous equation involving fractions -guides students to determine undefined value of a fractions. **Students:** Follow the procedures for solving equations involving fraction. Perform substitution in a given fraction. Solve simultaneous equation, involving fraction. Determine undefined value of a fraction. **Instructional Resources:** Oranges, apple, rule, sticks etc.
5	**SEQUENCE AND SERIES 1** **Arithmetic Progression (AP)** i. Meaning of sequences	**Teacher:** Guides students to: -discover the meaning and types of

	indicating first term (a) common difference (d) and the n^{th} term of an Arithmetic Progression (A.P) and calculating the n^{th} term of an A.P. ii. Arithmetic mean and sum of an A.P. iii. Practical problem solving involving real life situation on arithmetic mean of an A.P. iv. Practical problem solving involving real life situation on sum of A.P.`	sequences. -identify examples of Arithmetic Progression (A.P.) -derive the formula for the n^{th} term of an A.P. -define and use the formula for the sum of an A.P. Gives exercises on A.P. **Students:** State the rule that gives a sequence. Define and give an arithmetic progression. Participate in deriving the formula for the n^{th} term. Calculate the n^{th} term and sum of an A.P. Solve problems on arithmetic progression. **Instructional Resources:** Ages of students, poles and pillars of different height, other objects of different sizes, numbers, etc.
6	**SEQUENCE AND SERIES (II)** **Geometrical Progression (G.P)** i. Meaning of Geometry Progression (G.P.) indicating first term (a), common ratio (r) and nth term of a G.P and calculation of n^{th} term of G.P. ii. Geometric mean and sum of terms of G.P. iii. Sum of infinity of G.P. iv. Practical problem involving real life situation on G.P.	**Teacher:** Guides students to: **-**define and give examples of geometric progression. -leads students to derive and use the formula for the n^{th} term of a G.P, calculate the sum of G.P. **Students:** Define and give examples of geometric progression, participate in deriving the formula for the nth term. Calculate the sum of G.P when n>1and n<1 Solve problems on geometric progression, including practical problems. **Instructional Resources:** As in week 5 above.
7	**QUADRATIC EQUATION (I)** i. Revision of factorization ii. Finding what should be added to an algebraic expression to make it a perfect square. iii. Quadratic equation using completing the square method. iv. Deducing the quadratic formula from completing the square and its application to	**Teacher:** Revise factorization of perfect squares i.e. $x^2+2ax+a^2$ as (x+a)(x+a) Leads students to realize that all perfect squares are factorizeable. Guides students in the steps involved in solving quadratic equation using completing the square method. Leads students' to deduce the completing the square method and solve some

	solving problems.	problems. **Students:** Expands and factorize perfect squares such as $(x+3)^2$. Use quadratic box to expand quadratic equations. Follow the teacher's examples to find constant k that makes quadratic expression a perfect square. Participate in solving quadratic equations by completing the square. Deduce quadratic formula from the method of completing squares. **Instructional Resources:** Quadratic equation box, completing the squares sheet..
8	**QUADRATIC EQUATION (II)** 1. Word problem leading to quadratic equation 2. Application of quadratic equation to real life situation.	**Teacher:** Guide students in steps involved in the formation of quadratic equation using sum and product of roots. Transforms a word problem into quadratic equation. Obtains quadratic equation given roots of the equation using sum and product of the given roots. Transform a word problem into quadratic equation. Solve students' activities; quadratic equation formed from word problem. Attempt the exercises given with the roots supplied. **Instructional Resources:** As in week 7 above.
9	**SIMULTANEOUS LINEAR AND QUADRATIC EQUATION (I)** i. Revision of simultaneous linear equations ii. Simultaneous linear and quadratic equation by elimination method. iii. Simultaneous linear and quadratic equations by substitution method. iv. Graphical method v. Word problem leading to	**Teacher:** Guides students to solve simultaneous linear equations using elimination, substitution, graphical methods. -Solves linear and quadratic equation using substitution method, to construct tables of values of y given the values of x. -finds the solution of other related equation. **Students:** Solve problem in simultaneous linear equation using elimination, substitution and graphical method.

	simultaneous linear and quadratic equation.	Solve simultaneous linear and quadratic equation. Construct tables of value. **Instructional Resources:** Graph, chart showing how to find roots of graph $y=ax^2+bx+c$. Graph board, graph book, mathematical sets.
10	**SIMULTANEOUS LINEAR AND QUADRATIC EQUATION (II)** 1. Revision of linear and quadratic graph 2. Simultaneous linear and quadratic equations by graphical method.	**Teacher:** As in week 9 above **Students:** As in week 9 above **Instructional Resources:** As in week 9 above.
11	**GRADIENT OF A CURVE** 1. Revision of a straight line graph 2. Gradient of a straight line. 3. Drawing tangent to curve 4. Determination of gradient of a curve.	**Teacher:** Identifies x- intercept and y- intercept of linear graph. Draw the graph Guides students to: - discover the meaning of gradient of a line - find the gradient of a straight line. - form straight line equation -draw tangents to a curve at a given point. **Students:** Draw a straight graph of a given function, determine the gradient, determine gradient of a straight line give -2points on the line – A point and the gradient of the line. -draw tangents to a curve at a given point. **Instructional Resources:** Graph board, graph book, ruler. (Mandatory)
12	Revisions	Revisions
13	Examinations	Examinations

GENERAL MATHEMATICS
SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**LOGICAL REASONING:** 1. Simple and compound statement 2. Logical operation and truth	**Teacher:** Gives collection of simple and compound statement and guides students to distinguish them.

	tables 3. Conditional statements and indirect proofs.	-Leads students to construct truth table chart for each of the given logical operations. -Guides students to state the converse, inverse and contra positive operation of a given conditional statement. **Students:** Write examples of simple and compound statements: -construct truth table chart for each of the five logical operations -prove the converse, inverse and contra positive of a given conditional statement. **Instructional Resources:** Truth tables.
2	**LINEAR INEQUALITIES** 1. Linear inequalities in one variable 2. Linear inequalities in two variables 3. Range of values of combined inequalities 4. Graph of linear inequalities in two variables. 5. Maximum and minimum values of simultaneous linear inequalities and application of linear inequalities in real life situation.	**Teacher:** - Uses scale balance to introduce inequality, and illustrate further using number line. -leads students to solve problem on inequalities in one variable and two variables. -guides students to combine the solution of two inequalities -guides students to construct the table of values, plot the values and highlight the region that satisfies the inequality. -locates the highest value and the lowest value. **Students** Follow teacher illustration and find what should be added or subtracted to make the scale balance. -combine the solutions of two inequalities -construct the table of values, plot the values, highlight the region that satisfies inequalities and locate the maximum and minimum values. **Instructional Resources:** Scale balance, number line chart, graph board, mathematical sets**.**
3	**CHORD PROPERTIES** 1. Angles suspended by a chord in a circle. 2. Angles subtended by chord at the centre. 3. Perpendicular bisectors of	**Teacher:** - Leads students in constructing models to show angles subtended at the centre, perpendicular bisectors of chord and angles alternate segments. -leads students in carrying out the formal

	chords. 4. Angles in alternate segment 5. Cyclic quadrilaterals	proof of each one. -leads students in solving practical problems using the models. **Students:** Participate in constructing models using cardboard paper -draw diagrams of models and write down their observations against each model -follow the teacher in deductive proof -solve problems using the models. **Instructional Resources:** Card board, cardboard showing chords and segments of a circle.
4	**CIRCLE THEOREMS** 1. Proof of the theorem: the angle which an arc suspend at centre is twice the angle subtended at the circumference. 2. Proof of the theorem: the angles in same segment are equal. 3. Proof of the theorem: the angles in a semi-circle is one right angle. 4. Proof of the theorem: the opposite angles of a cyclic quadrilateral are supplementary. 5. Proof of the theorem: the tangent to a circle is perpendicular to the radius.	**Teacher:** Leads students to review the format for proving Euclidean Geometry such as: Given: Required to prove: Construction, Proof, and Conclusion. -leads students to prove the theorem by asking them to suggest reasons why certain conclusions should hold. -demonstrates the solution of practical problems leading to the theorem. **Students:** Participate in the revision by mentioning the format along with the teacher. -suggest reason for the conclusions arrived at each point in the process. -solve problems given by the teacher. **Instructional Resources:** Models of circle theorem.
5	**CALCULATION ON CIRCLE THEOREM** 1. Angle at centre is twice angle at the circumference of circle 2. Angles in the same segments are equal. 3. Angles in a semi-circle is 90^{o} 4. Opposite angles of a cyclic quadrilateral are supplementary (i.e. when the opposite angles are added, they give 180^{0}) 5. Tangent to a circle (i.e. Radius of a circle is perpendicular to the tangent of a circle).	**Teacher:** Leads students to construct model showing two triangles circumscribed in a circle with their base on the same segment. -leads the students to measure the angles on the circumference and draw the diagram that represents their model. -leads students to carry out the formal proof using the model to explain the steps involved. **Students:** Construct the models, measure, the angles on the circumference, draw the diagram and participate in the formal proof using inference from the drawing.

		Instructional Resources: Cardboard.
6	**TRIGONOMETRY (I)** 1. Derivation of sine rule and its application 2. Derivation of cosine rule and its applications.	**Teacher:** Shows the chart of acute and obtuse angle -leads students to use the charts to explain conventional methods of denoting vertices of triangles -guides students to match corresponding sides to the corresponding angle of the triangle. -leads students to identify angle 90^0 and proves the sine rule to arrive at the expression $\frac{a}{SinA} = \frac{b}{SinB} = \frac{c}{SinC}$ -applies the sine rule in solving problems -shows students cosine rule chart -guides students to derive the expression for the cosine rule and apply the rule in solving problems. E.g. ($c^2=a^2+b^2$-2abCosC) and the likes **Students:** Study the two charts and follow teacher's explanation on deriving the sine and the cosine rule. -apply the rules in solving problem. **Instructional Resources:** Acute angle chart and obtuse-angled triangle chart.
7	**THE RIGHT- ANGLE TRIANGLE** Angles of elevation and depression.	**Teacher:** Guides students on how to draw angles of elevation and depression. Leads students to apply trigonometric ratio, sine and cosine rules to solve problems on angles of elevation and depression. **Students:** Draw the diagrams. Solve problem on angles of elevation and depression. **Instructional Resources:** Tree in the school compound, a student standing on a desk.
8	**BEARING** 1. Definition and drawing of 4 cardinal, 8 cardinal points and 16 cardinal points	**Teacher:** Leads students to define bearing and draw 4, 8 and 16 cardinal points. -leads students to mention the two types of

	2. Notation for bearings cardinal notations N30^{o}E, S45^{o}N, 3 digits notations e.g. 075^{o}, 350^{o} etc. 3. Making sketches involving lengths and angles/bearing 4. Problem solving on lengths, angles and bearing.	bearing notation giving examples of each. -leads students to do exercise on writing bearings. -guides students to represent problems on bearing with diagram. -leads students to use Pythagoras theorem, trigonometric ratios, sine and cosine rules etc to solve problems on bearing. **Students:** Mention the two types of notations and state their own examples -draw diagram on word problem on bearing -use the Pythagoras theorem, trigonometric ratios, sine and cosine rules to solve the problem. **Instructional Resources:** Charts illustrating cardinal points, ruler, pencil, protractor, computer assisted instructional resources.
9	**PROBABILITY (I)** 1. Throwing of dice, tossing of coin and pack of playing cards 2. Theoretical and experimental probability. 3. Mutually exclusive events.	**Teacher:** Leads students to examine the coin, die and pack of cards, identify the number of faces of the coin, die and number of cards. Ask students to throw or toss the coin/die and note the outcome. -Leads students to identify the die, the card and coin, pack of card as instruments of chance. -Teacher explains theoretical and experimental probabilities and mutually exclusive events. **Students:** - Examine the coin, die and pack of cards. -identify the number of faces of the coin and die and number of cards. -throw or toss die/coin and record outcome and consequently define theoretical, experimental probabilities and mutually exclusive events. **Instructional Resources:** Ludo, die, park of playing cards.
10	**PROBABILITY (II)** i. Independent events ii. Complementary events iii. Outcome tables	**Teacher:** Leads students to define mutually exclusive independent and complementary events. -Asks students to derive other examples on

	iv. Tree diagram/practical application of probabilities in health, business and population.	those types each. -leads them to evolve the rules using the chart. -to use the rule to solve problems on independent events and complementary events. -to draw questions on probability etc. **Students:** Solve problems on selection with or without replacement -study and copy the derived questions and approaches relevant to probabilities in practical situations. -students solve the derived questions. **Instructional Resources:** Cut a newspaper of stock market reports. Annual reports of shares, published statistics on capital market.
11	Revisions	Revisions
12	Examinations	Examinations
13	Examinations	Examinations

GENERAL MATHEMATICS
SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**STATISTICS I** 1. Meaning and computation of mean, median and mode of ungrouped /discrete data 2. Explain meaning of dispersion and define-range, variance and standard deviation for ungrouped data. 3. Presentation of grouped figures 4. Class interval 5. Determination of class boundaries from class interval and class mark.	**Teacher:** Revises mean, median, mode of set of numbers with students. -leads students to calculate mean, mode of ungrouped frequency tables manually and with calculator. -On computation of these measures -determine class boundaries, class interval, mid-value etc. **Students:** Revise measures of central tendency calculate mean, median, mode under supervision of teacher. -write scores of 50 students -appreciate need for grouping -calculate class boundaries, class interval and class mark. **Instructional Resources:** Ages of students, poles of different height,

		different objects, and score chart showing grouped frequency table.
2	**STATISTICS (II)** Grouped data (drawing and reading of histogram)	**Teacher:** Asks students to suggest and write possible scores of 50 students in mathematics -leads students to see need for grouping -constructs grouped frequency table using specified intervals. - Teaches the steps for calculating class boundaries, class interval and class mark. **Students:** - Suggest and write scores of 50 students and record the scores. -appreciate need for grouping -calculate class boundaries, class internal and class marks. **Instructional Resources:** Poles of different heights, ages of large number of students, prices of goods in the market, objects etc.
3	**STATISTICS (III) Measure of Central Tendency** 1. Mean of grouped data 2. Median of grouped data 3. Mode of grouped data	**Teacher:** Shows score charts that will lead to grouped frequency distribution to the students. -guides students to identify the highest and lowest marks and construct class interval -constructs grouped frequency table by using class interval. - calculates the mean, median, mode of grouped data. **Students:** Study the score charts, -identify the highest and lowest score -follow the teacher's guide to calculate the grouped frequency table. **Instructional Resources:** Score chart containing marks of 50 students in a class ranging from 5 to 92, computer will be relevant software.
4	**STATISTCIS (IV) Measures of dispersion** 1. Mean deviation of grouped data 2. Standard deviation of grouped data. 3. Variance of grouped data and range	**Teacher:** Explains concept of variability or dispersion to the students. -leads students on computation of these measures. -solves problems -explains terms including secondary market transaction.

	4. Calculation of standard deviation by using assumed or working mean (A).	**Note:** (The Secondary market also known as the aftermarket, is the financial market where previously issued securities and financial instruments such as stock, bonds, debentures are bought and sold) **Students:** Solve problems with the help of the teacher in groups, identify areas of application. **Instructional Resources:** Posters containing some data from published statistics. Posters showing areas of application of measure of dispersion.
5	**CUMULATIVE FREQUENCY I** i. Construction of cumulative frequency table to include class intervals, tally, frequencies, class boundaries. ii. Drawing of histogram and frequency polygon iii. Deduce frequency polygon from histogram iv. Drawing of frequency polygon using mid-value and the frequency. v. Review of (i-iv) by engaging the students with various class work.	**Teacher:** Suggests 30 quantitative values less than 100. Writes down the values on board, leads students to construct cumulative frequency tables. -constructs class boundaries of the cumulative frequency curve. -draws the cumulative frequency curve using the upper class boundaries and the cumulative frequencies -draws histogram and read from the graph. **Students:** Suggests values to teacher -copy suggested values -construct grouped frequency table -construct cumulative frequency under teacher's supervision **Instructional Resources:** Cumulative frequency curve chart, graph board, graph book, pencil etc. (graph board is mandatory)
6	**CUMULATIVE FREQUENCY II** Cumulative frequency curve (ogive) or of graph Plotting of cumulative frequency curve/graph (ogive) Definition of median, quartiles, percentiles Using the curved to find median, quartiles interquartile range	**Teacher:** Guides students to plot the points of class boundaries and cumulative frequency on the graph. -Uses free hands to join the points. -shows students various ways of locating the points -guides students to read quartiles, percentiles, deciles from the ogive **Students:** -plot points o the graph with teacher's

	(quarter) and semi-interquartile range (quartile deviation).	supervision. -join points together to have the graph, determine, median, deciles, quartiles and percentiles from the graph (ogive) **Instructional Resources:** Graph board, graph book, pencil etc.
7	**CUMULATIVE FREQUENCY III** i. Meaning of deciles ii. Examples showing median and quartiles from graph iii. More examples on interquartiles, range (quarter deviation) by using formula.	**Teacher:** Guides students to calculate deciles, quartiles by formula. -reads the values from the graph by writing the y – axis and x-axis. -writes down the values. **Students:** Calculate deciles, quartiles, percentiles, decile etc. **Instructional Resources:** Graph board, graph book.
8	**CUMULATIVE FREQUENCY IV** 1. Explain the meaning of median on a cumulative frequency curve, percentiles, quartiles, deciles. 2. Determination of median, deciles, quartiles and percentiles, by formula method.	**Teacher:** Leads students to define median from cumulative frequency curve, deciles, quartiles and percentiles. -guides students to draw Ogives of data and make interpretation -calculates the mean, median and the mode of the grouped frequency table manually. **Students:** Calculate class boundaries -plot cumulative frequency curves in graph paper, follow steps for estimated median, quartiles and percentiles from the graph under teacher's supervision. **Instructional Resources:** Graph board, graph book, ruler, pencil, published charts of cumulative frequency curve. Data from capital market, stock market used in previous lessons.
9	**SURDS I** i. Rational and irrational numbers revision showing examples of surd. ii. Simplification of surds iii. Addition and subtraction of surds (stating the rule that guides addition and subtraction of similar surds) iv. Multiplication and division of	**Teacher:** Guides students to: -differentiate between rational and irrational numbers. -defines surds -performs the operations of addition and subtraction on surds -conjugates binomial surds using the idea of difference of two squares. **Students:**

	surds to include rationalization.	Differentiate between rational and irrational numbers leading to the definition of surds -perform and solve problems on addition, subtraction, multiplication and division of surds. -verify the rules of the operation of mathematical operations -apply the principles. **Instructional Resources:** Charts showing addition, subtraction, multiplication, division and conjugate.
10	**SURDS II** i. Conjugate of binomial surds. ii. Simplification of surds including difference of two squares in the denominator. iii. Application to solving triangles involving trigonometric ratio of special angles 30^o, 60^o and 45^o. iv. Evaluation of expression involving surds.	**Teacher:** Guides students to conjugate binomial surds using the idea of difference of two squares. Leads students to appreciate the application of surds to trigonometric ratios e.g. $\sin 60^0 = \sqrt{3}/2$ $\sin 45^0 = 1/\sqrt{2}$ etc. **Students:** Apply the principles of difference of two squares to the conjugate of surds expressions. -relate surds to trigonometric ratios. **Instructional Resources:** As in week 9 above.
11	Revisions	Revisions
12	Examinations	Examinations
13	Examinations	Examinations

CIVIC EDUCATION
SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	CITIZENSHIP EDUCATION Meaning/definition of citizenship Education, duties and obligations of citizens Identify and describe duties and obligations of citizens to their communities.	Teacher: Define citizenship education. Mention the duties and obligation of citizens to their communities. Students: Dramatize their duties and obligations as citizens to the communities.

2	CITIZENSHIP EDUCATION (CONT.) List the skills required for the promotion of our tradition, beliefs etc. National consciousness, national integrity and unity	Teacher: Demonstrate skills necessary for preservation of traditions, customs, beliefs etc. list and explain what promotes national consciousness, integrity and unity.
3	CAPITALIST DEMOCRACY Meaning and definition of capitalist democracy Characteristics of capitalist democracy Competition for power among political parties.	Teacher: Explain the meaning of capitalist democracy and its characteristics. Lead the students in seeing how political parties compete for power.
4	CAPITALIST DEMOCRACY CNTINUED Importance of employment in alleviating poverty as factors in capitalist democracy Factors which promote and guarantee employment e.g. free education, medical care, and popular participation.	Teacher: Explain to the students how employment can alleviate poverty. Explain the importance of responsible governance and popular participation in promoting guaranteed employment etc.
5	APATHY Meaning of political apathy and forms of political apathy Reasons for political apathy e.g. bad governance, unfulfilled political promises, rigging etc.	Teacher: Define meaning of apathy and explain its forms. Explain reasons for political apathy.
6	REASONS AND EFFECTS OF LEADERSHIP FAILURE TO THEIR FOLLOWERS Reasons for leadership failures Effects of leadership failure	Teacher: Explain why leaders fail to protect their followers' interest
7	POPULAR PARTICIPATION i. Meaning/definition of popular participation ii. Reasons why people do not	Teacher: Define the meaning of popular participation. Give reasons why people do not participate. Demonstrate how popular organizations are formed.

	participate in politics – economics, obstacles, discriminations, illiteracy etc. Describe how popular organisations are formed.	
8	HUMAN RIGHTS Meaning/definition of human rights Characteristics and categories of human rights Limitations of human rights Limitation of movement and lack of freedom of speech.	Teacher: Explain the meaning and characteristics of human rights. Give some examples of human rights limitation. Describe what happens during emergency.
9	HUMAN TRAFFICKING Meaning/definition of human trafficking Causes of human trafficking.	Teacher: Explain the meaning of human trafficking. Mention the causes of human trafficking
10	HUMAN TRAFFICKING CONTINUED Effects and consequences of human trafficking Roles of government efforts to stop Human trafficking – enactment of laws etc	Teacher: Identify the effects and consequences of human trafficking. Mention the efforts of government in stopping trafficking.
11	HUMAN TRAFFICKING CONTINUED Roles of social organisations efforts to stop Human trafficking e.g. NAPTIP, WATCLEF etc Roles of organisations and individuals to stop trafficking.	Arrange a visit to some social organisation centres or rehabilitation centres.
12	Revision	Revision
13	Examination	Examination

CIVIC EDUCATION

SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	INTERPERSONAL RELATIONS Meaning/definition of interpersonal relationships, individuals, state and international relationships.	Teacher: Explain the meaning of interpersonal relationships. Mention types of interpersonal relationship e.g. relationship between man and woman
2	INTERPERSONAL RELATIONS Types of interpersonal relationship Skills that promote interpersonal relationship	Teacher: Identify the relationships that exist. State skills that promote interpersonal relationships
3	INTER-COMMUNAL RELATIONSHIP Meaning/definition of inter-communal relationships Importance of inter-communal relationship e.g. promote development Skills for resolving inter-communal conflicts – e.g. dialogue, mediation.	Teacher: Define inter-communal relationship Lead students to state the importance inter-communal relationship Resource person to explain the different skills in resolving inter-communal conflicts.
4	DRUG ABUSE Meaning and types of drug abuse Symptoms of drug abuse e.g. violence, depression etc. Prevention of drug abuse	Teacher: Explain Meaning and types of drug abuse Identify symptoms of drug abuse Show pictures of symptoms of drug abuse Illustrate ways of preventing drug abuse
5	DRUG ABUSE CONTINUED Government agencies that are working to prevent drug abuse e.g. NDLEA,	Teacher: Bring resource person from drug enforcement agency e.g. NDLEA. Explain the law against drug abuse.

	NAFDAC etc Activities of drug enforcement agencies e.g. burning of fake drugs or expired drugs.	
6	PUBLIC SERVICE Meaning and definition of public service Characteristics of public service.	Teacher: Explain the meaning of public service. Mention and explain the characteristics of public service.
7	PUBLIC SERVICE CONTINUED Reasons for the short coming in the public service e.g. colonial influence etc.	Teacher: Identify reasons for the short coming in the public service. Mention ways of improving the public service n Nigeria.
8	RESPONSIBLE PARENTHOOD Meaning and definition of parenthood Roles of responsible parenthood	Teacher: Explain and define parenthood. Explain the roles of responsible parents e.g. providing for household needs, caring, education, good home training etc.
9	RESPONSIBLE PARENTHOOD Importance of responsible parenthood. E.g. responsible citizenry, reduction in crime rate, healthy nation etc.	Teacher: Lead the students in enumerating the importance of responsible parenthood
10	TRAFFIC REGULATION Meaning of traffic regulation Traffic regulations e.g. obeying traffic officials and signs, avoiding over speeding.	Teacher: Explain the meaning of traffic regulations. Identify some traffic regulations to the students.
11	TRAFFIC REGULATION CONTINUED Roles of individuals and government in maintaining traffic regulation e.g. FRSC.	Teacher: Invite a resource person to explain the roles of individuals and government in maintaining traffic regulations.

12	Revision	Revision
13	Examination	Examination

CIVIC EDUCATION
SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	HUMAN RIGHTS Meaning/definition of Human rights	Teacher: Define Human Rights
2	HUMAN RIGHTS Characteristics of Human Rights e.g. universality of Human rights, inalienability of Human rights etc.	Teacher: Mention the characteristics of human rights. Invite a resource person to discuss with the students in the human rights.
3	HUMAN RIGHTS Categories of Human right e.g. civic and political rights, economic and social rights, environmental rights.	Teacher: Identify the categories of Human Rights.
4	FIGHTING POLITICAL APATHY Meaning and definition of political apathy and characteristics	Teacher: Explain political apathy. Mention various characteristics of political apathy.
5	FIGHTING POLITICAL APATHY CONT. Ways of fighting apathy e.g. knowing and defending our rights, participation in elections, joining popular organisations.	Teacher: explain ways of fighting political apathy.
6	PUBLIC SERVICE Meaning/definition of public service.	Teacher: Explain the meaning of public service. Mention and explain the characteristics of public service.
7	WAYS OF IMPROVING THE PUBLIC SERVICE IN NIGERIA.	Teacher: Invite a resource person to discuss about code of conduct to the

	Recourse and training programme Teaching of political education in schools Use of code of conduct bureau and public complaint commission.	students. .
8	CIVIL SOCIETY Meaning and definition of civil society	Teacher: Explain and define the meaning of civil society.
9	CIVIL SOCIETY CONTINUED Functions and needs for civil society.	Teacher: Identify some qualities and problems of civil society.
10	CIVIL SOCIETY CONTINUED Qualities and problems of Civil Society	Teacher: Explain and define the meaning of civil society.
11	POPULAR PARTICIPATION Meaning/definition of popular participation	Teacher: Explain the meaning of popular participation.
12	Revision	Revision
13	Examination	Examination

SENIOR SECONDARY SCIENCES

BIOLOGY
SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	**DIGESTIVE SYSTEM**	i). Modification of the feeding habits; filter feeders;- fluid feeders,- insects feeders;- parasitic and saprophytic feeders ii) feeding in protozoa and hydra etc. iii). feeding in mammals; iv). modification of pests to effect digestive function of man, dog, rabbits etc.	i) Use the specimens and charts of the digestive system of housefly, butterfly, cockroach, tapeworm sheep or dog to illustrate different types of feeding mechanism ii) students should observe provided specimens noting the various modification found in the animals
2.	**TRANSPORT SYSTEM**	Definition of transport system; importance of diffusion osmosis to transport system; transport system in large organisms (plants and animals); importance of transport system; materials for transport structures of arteries, veins, vascular bundles	i)set up an experiment on rate of diffusion of a colored liquid. ii)students to observe and record the time taken by the colored
3.	**TRANSPORT SYSTEM CONTINUES**	i)media of transportation e.g blood, latex, cell, sap, cytoplasm e.t.c ii) components	i)instruct students to detach, the leaves of pawpaw, cassava,

		and structure of blood;- white blood, red blood cells, platelets and plasma	allemande or robber ii)observe and make inference on the materials the plants detached above
4.	**TRANSPORT SYSTEM CONTINUES**	Mechanism of transport in i)simple organism; multi-cellular, organism ; higher plants and animals; higher; asopthon and transportation of waters and mineral salts	i)explain the structure of artery vein using well drawn diagrams
5.	**RESPIRATORY SYSTEM**	i) Types of respiratory system; body surface respiration, Gill system; trached system; lungs	i) Display the Gills remove from a dead tilapia for students to observe the various structures. ii)students to observe the gill flakes, gill arch and gill filaments
6.	**RESPIRATORY SYSTEM CONTINUES**	i) Mechanism of respiration in higher animals (inhalation and exhalation) ii) mechanism of respiration in lower animals	i). Mouth prepared slides showing respiratory organs of the earthworm, tilapia, toad, grasshopper and rats. ii). Observe that respiratory organs of various animals
7.	**EXCRETORY SYSTEM**	i). Contractive vacuoles, flame cell, malpighian tubules, kidneys, stomata and lenticels	i). ask students to observe malpighian tubules in a dissected cockroach and rat ii). Students to observe and saw malpighian tubule and the excretory system in rat and record their observations.
8.	**NUTRIENT CYCLING IN NATURE**	i). Definition of nutrient cycling e.g. carbon cycle, oxygen and water cycle ii). Representation and processes of each of the nutrient cycle listed above iii). Importance of nutrient cycle to plants, animals and man iv). Carbon-oxygen balance	Lead students to perform experiment to show absorption of carbon dioxide and release of oxygen during photosynthesis ii) draw the carbon cycle and water cycle
9.	**DECOMPOSITION IN NATURE**	i). Micro and macro decomposers ii). Importance and roles of decomposers to	i). The teacher shall mount experiment to show that carbon dioxide, ammonia

	ECOLOGICAL MANAGEMENT: TOLERANCE	man iii). Concept of minimum and maximum of tolerance. iv). Geographic range-graph illustrating maximum and minimum range tolerance.	are released during decomposition ii). Show through experiment that heat is released during decomposition iii). The students should identify the gases released during decomposition iv). To guide the student to perform experiment showing limit to tolerance v). The students shall subject the tilapia fish to different level of salt concentration and record the observation on the opercula movements
10.	**ECOLOGICAL MANAGEMENT CONTINUES** **(B) ADAPTATION**	i)types of association; symbiosis (mutualism), parasitism, commensalism ii) features of biological importance possessed by organisms to an association i). In form and functions; due to environmental conduction ii). Effect of water availability to adaptive modification iii). Structural adaptation of tadpole and fish to life in water iv). Structural adaptation in birds	i). Ask students to collect ticks from cows and dogs and were possible the hermit crab .ii)students collect ticks from cow and dogs i). Places chameleon against different back ground ii). Ask students to observe and record color change
11.	**POLLUTION**	i). Atmospheric pollution – nature, names, and sources of air pollution ii). Effect of air and noise pollutants iii). Water and soil pollution – types, composition and side effects	i). Lead students to an industrial estate ii). Students observe the effect of industrial waste on the environment.
12	Revision	Revision	Revision
13	Examination	Examination	Examination

BIOLOGY

SS 2 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	**CONSERVATION OF NATURAL RESOURCES**	i). Definition ii). Needs or importance of conservation iii). Methods or ways of consenting natural resources (legislation Education, Erection of packs, and reserves). iv). Agencies responsible for conservation v). Problems associated with conservation.	i). Pass round the Law of conservation document ii). Proffer solutions to photocopy of conservation by students.
2.	**PEST AND DISEASES OF CROPS**	i). Definition of pest ii). Classification of pest by (a) the pest of the plants they attacks e.g. (stem borers, root feeders, leaf feeder, plants and seed feeder) ii). The animals types (invertebrates e.g. nematodes, arthropode, locust etc) (c) Vertebrate pests (bird) e.g. gull, weaver bird, mammal e.g. rodent monkey)	(i) the teacher together with the students should create a table showing the relationship of crop disease, their agents and method of control.
3.	**PEST AND DISEASES OF CROP**	i). Life cycle and control of pest ii). Disease caused by pest and their agents e.g. viral disease, bacterial diseases and fungi disease iii). Methods of pest diseases control- Physical, Biological and chemical methods.	i). Trace the life cycle of some pest
4.	**REPRODUCTIVE SYSTEM IN FISH AND REPTILES**	i). Structures of male and female reproductive organ ii). Parts and functions of male and female reproductive organ of fish and reptiles iii). Structure of male and female gametes v). Differences b/w male and female reproductive organ of fish and reptiles.	i). Present to students, the dissected male and female vertebrate showing their reproductive organs.

5.	**REPRODUCTIVE SYSTEM IN BIRD AND MAMMALS.**	i). Structures of male and female reproductive system ii). Parts and function of the reproductive system. iii). Structures and Differences of male and female gametes iv). Differences between male and female reproductive organ.	Mount fresh sperm specimen from rat under a microscope. Students to observe, draw and label the spasm cell.
6.	**REPRODUCTIVE SYSTEM IN BIRD AND MAMMALS CONTINUES**	i). Structural differences in the egg of vertebrates ii). Tabulation and comparison of reproduction in fish, reptiles, birds and mammals.	i). Mount fresh sperm specimen from rat under a microscope. Students to observe, draw and label the spasm cell
(B)	**REPRODUCTIVE SYSTEM IN PLAITS**	i). Structure and function of the floral parts ii). Arrangement of the major reproductive parts (whorls)	i). Ask students to examine the various parts of a flower provided
7.	**REPRODUCTIVE SYSTEM IN PLANTS CONTINUE**	i). Types of flower (ii) types of ovaries (iii) important terms often used to study flowers e.g. Bisexuals, mono-sexual, inflorescence, Regular incomplete etc.	ii). Students to point out the essential and non essential parts of a flower.
8.	**POLLINATION IN PLANTS**	i). Definition and types, ii). Features of self pollinated flower iii). Features of cross pollinated flowers; iv). Agents of pollination – Water, wind, insect animals.	i). Teacher to ask students to relate the position of stigma and stamens to the type of pollination students also to examine the nature of the pollen grain.
9.	**REGULATION OF INTERNAL ENVIRONMENT**	i). Definition of homeostasis ii). Organs and processes involved in homeostasis iii). The structure, function and disease of kidney. Effects of kidney diseases and their possible remedies	i). Show students photographs of normal and diseased liver and kidney.
10.	**THE LIVER**	i)The structure, function and diseases of liver ii). Effects of liver diseases and remedies	i). Make labelled diagram of the liver and the organs around it.

		iii). Processes and metabolism of deamination, and metabolism of carbohydrate and lepids.	
11.	**PLANT HORMONES**	i). Definition and types ii). Functions of the plant hormones iii). Effects axin on lateral development, leaf fall and initiation of adventious roots iv). Modern application of axin and other hormones, and with reference to early flowing, crop harvest and weed control etc.	i). Tabulate the list of plant hormones and their application
12.	Revision	Revision	Revision
13.	Examination	Examination	Examination

BIOLOGY

SS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	**REGULATION OF INTERNAL ENVIRONMENT CONTINUES ENDOCRINE GLANDS**	i). The endocrine glands and its hormones ii). Functions of the endocrine glands iii). Effect of under-secretion or over-secretion of endocrine hormones	i). Observe the distribution of endocrine glands on charts and photographs
2.	**THE SKIN**	i). Structure of mammalian skin ii). Functions of the mammalian skin iii). Care of the mammalian skin	i). The teacher shall mount the skin of a mammal on the microscope and students should observe and identify the different parts
3.	**NERVOUS COORDINATION**	i). Organization of the nervous system ii). The central nervous system (CNS) iii). Peripheral nervous system (PNS)	i). The students shall be asked to draw the dorsal part of the brain of rabbit and the diagram of a neurone
4.	**THE CENTRAL NERVOUS SYSTEM (CNS)**	i) Position, structure and function of the brain ii) The position, structure and function of the spinal cord	i) The students shall be asked to draw and label the diagram of a simple reflex act
5.	**THE**	i) The flow chart	i) The differences

	PERIPHERAL NERVOUS SYSTEM (PNS)	representing the different part of the P.N.S ii) The somatic NS (iii) Autonomic NS iv) Sympathetic N.S and parasympathetic N.S	between sympathetic and parasympathetic N.S in tabular form
6.	**STRUCTURE AND FUNCTION OF A NEURONE**	i). Types of neuron (motor, sensory and relay) ii). Structure of a neuron. iii). Transportation of nerve impulse iv). Reflex actions voluntary actions (examples) v). Pavlov experiment on dog, food and bell	i). Guides students to perform experiment show reflex action: flicked a hand kerchief across the student eyes.
7.	**SENSE ORGANS**	A) Organ of smell (ii) Mechanism of smelling with the help of olfactory chemorecptor (iii) adaptation for survival e.g. animals (dog) sniff during hunting Presence of chemoreceptors in insects (butterflies). Antenna for sensing the environment. Taste buds on tongue and part played in testing. Sensory nerve ending/receptors associated with skin touch, deep pressure, heart and pain Structure of the ear and past played by the various parts.	i) Smell a released cooking gas ii) Note the area of tongue, which are sensitive to sweetness and bitterness etc
8.	**SENSE ORGANS CONTINUES**	i) Organs of sight (eye) and its parts ii) Functions of the different parts of the eyes iii) The role of the eyes in image formation and accommodation iv) Eye defects: Myopia, hypermetropia, presbyopia, astigmatism Eye problem/diseases: Cataract, night blindness,	i) Using model, students are made to identify the various part of the eye.

		colour blindness etc.	
9.	**ECOLOGY OF POPULATION**	(a) Succession i). meaning of succession ii). Structural change in species composition, variety and increase in number iii). Primary succession in an aquatic habitat iv). Secondary succession : meaning and examples v) characteristics of a stable community (b) Overcrowding i). Population density studies and available resources ii). Importance of factors affecting population space	i) Take a the students to a nearby pond to observe colonizers ii) Ask students from other classes to join your class and find out the effect of the increased population on students.
10.	**ECOLOGY OF POPULATION CONTINUES**	i) Relationship between competition and succession ii) Factors that cause overcrowding iii). Ways of avoiding overcrowding . Effect of food shortage: competition, reproduction, emigration rate	i) Observe the activities of grasshopper in two boxes
11.	**BALANCE IN NATURE**	i) Factors affecting population - biotic - Abiotic ii) Dynamic equilibrium in nature iii) Factors that maintain dynamic equilibrium such as availability of food Natural disaster iii) Family planning - Natural and artificial methods of population control (sex education)	i) Map out an area in the school ii) Plant seedling to show inter-specific and intra-specific competition iii) Display a chart showing the family planning methods
12.	Revision	Revision	Revision
13	Examination	Examination	Examination

CHEMISTRY

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**ALKANOLS** Types and properties Preparation and properties of alkanols Industrial production of alkanols by fermentation Etherification Uses of alkanols	**Teacher** Perform experiment to show oxidation of an alkanols with $KMnO_4$ Show action of sodium on methanol Show that methanol and ethanol are soluble in water Explains the chemical reactions of alkanols: -dehydration -oxidation to: a. alkanol b. alkanoic acids. **Instructional Resources:** 1. Ethanol 2. $KMnO_4$ 3. Water 4. H_2SO_4 5. Test tubes, test-tube racks, etc.
2	**PERIODIC TABLE** 1. Periodic law 2. Blocks of elements:- Metals, non-metals, metalloids and transition metals. 3. Families: s-p-d-f (according to group I-VIII, i.e. group IA-Alkali metals, Group IIA – Alkali Earth and other family names).	**Teacher:** Use the periodic table template and the atomic structure of common elements to guide students to deduce the periodic law and group elements into families based on shared characteristics. **Instructional Resource:** 1. Periodic table chart of elements 2. Blank periodic table template.
3	**PERIODIC TABLE** 4. Properties: -changes in sizes and changes down the group and across periods and accompanying changes in properties. 5. Diagonal relationships 6. Ionization energy and electron affinity; changes down the group and across the period	**Teacher:** Initiates and guide class discussions on: -Atomic and ionic sizes -Ionization energy and electron affinity -Gradation in properties of elements down the groups and across periods. -Diagonal relationships. **Instructional Resources:** 1. Sodium metal 2. Magnesium ribbon 3. Aluminium metal 4. Heat source

		5. Water 6. Glass trough 7. Beakers.
4	**CHEMICAL REACTIONS** 1. Basic concepts: Reactants, products, reaction time and reaction rate. 2. Introduction to collusion theory.	**Teacher:** -Guide the students to identify reactants and products of chemical reaction -Use simple experiments to illustrate:-the concept of reaction rates. **Instructional Resources:** Common reagents like HCl, $CuSO_4$, NaCl, NH_4OH, NH_4Cl, etc. Source of heat, water, test tubes and beakers.
5	**CHEMICAL REACTIONS** 3. Factors affecting the rate of chemical reactions: - Nature of substance -Concentration -Pressure -Temperature -Catalyst 4. Types of chemical reactions: -Endothermic reaction -Exothermic reaction	**Teacher:** 1. Effects of the nature of substances, concentration/pressure, temperature and catalyst on reaction rates, using simple experiments to illustrate. 2. Use simple experiments also to illustrate endothermic and exothermic reactions. 3. Initiate class discussion of the energy relationships in endothermic and exothermic reactions i.e. $\Delta G=\Delta H-T\Delta S$ (graphical representations only). **Instructional Resources:** 1. Common reagents like HCl, $CuSO_4$, NH_4Cl, NaCl, NH_4OH, etc. 2. Heat source, water, test-tubes and beakers.
6	**CHEMICAL REACTIONS** 5. Chemical equilibrium: Introduction using simple equations; Le chatellier's principles. 6. Factors affecting equilibrium of chemical reactions: -concentration -temperature -pressure.	**Teacher:** 1. Explain Le chatellier's principle 2. Demonstrates the effects of changes in temperature, concentration and pressure on chemical reactions. 3. Guides students to write and balance equations for chemical reactions on equilibrium. **Instructional Resources:** Common chemical equations.
7	**MASS VOLUME RELATIONSHIPS** 1. Basic concepts:	**Teacher:** 1. Explain the concept of mole, molar, s.t.p. relative densities and relative molecular

	-Mole, molar quantities, molality. -Standard temperature and pressure (s.t.p). -Relative densities and relative molar mass.	mass etc and their units. 2. Guide students to calculate: -masses of reactants and products -number of moles of reacting substances and products. **Instructional Resources:** 1. Students' textbooks and workbooks. 2. HCl, NaOH, magnesium ribbons, copper, copper oxide, etc.
8	**MASS VOLUME RELATIONSHIPS** 2. Calculations involving mass and volume 3. SI units of quantities i.e. length, mass, volume etc.	**Teacher:** 1. Relative densities of substance: -molarity -molality -volumes of gas in chemical reactions 2. Give students practice questions 3. Mark and review students assignment 4. guide students to deduce the SI units of quantities. **Instructional Resources:** Students' textbooks and workbooks.
9	**ACID, BASE REACTIONS** 1. Common indicators and their pH ranges 2. Simple acid-base titrations.	**Teacher:** 1. Guides students to: -prepare standard solutions -identify appropriate indicators for acid-base titrations. 2. Display and explain the apparatus necessary for carrying out simple titrations. 3. Demonstrates the process of acid-base titration according to instructions. 4. Guide students to carry out the acid-base titration according to instructions. 5. Ensures students record properly and perform relevant calculations. **Instructional Resource:** 1. Distilled water or deionized water 2. Titration apparatus. Retort stand, beaker, burettle conical falsk, pipette, white tile, etc. 3.Indicator. 4. Weighing balance 5. Acids, Bases 6. Petri-dish 7. Practical notebooks

		8. Measuring cylinder and funnel.
10	**ACID, BASE REACTIONS** 3. Simple acid-base titration continued.	**Teacher:** Same as above. **Instructional Resources:** Same as above.
11	**ACID, BASE REACTIONS** 4. Heat of neutralization (introductory) 5. Construction of wooden retort stand.	**Teacher:** Make arrangement for students to visit the introductory technology workshop to construct wooden retort stands.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

CHEMISTRY
SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**WATER** 1. Structure of water 2. Solubility (Basic concepts: solute, solvent, solution) 3. Solubility of different substances 4. Factors that affect solubility/uses of solubility curves.	**Teacher:** -Perform experiment to help students to determine the solubility of substances (use sodium chloride in water at room temperature). -Demonstrates the application of solubility (removal of stains from cloth using kerosene). -Demonstrate the removal of hardness in water: using washing soda, boiling. **Instructional Resources:** 1. Samples of hard water 2. washing soda 3. source of heat 4. sodium chloride 5. kerosene
2	**WATER** 5. Hardness of water and removal of hardness 6. Purification of water 7. Municipal water supply 8. Production of distilled water	**Teacher:** -Explains the various stages in water treatment for consumption - Leads students on excursion to water works (observe water distillation process) -Demonstrates the laboratory distillation of water. **Instructional Resources:**

		1. Weighing balance 2. Evaporating dish 3. Water bath 4. Distillation apparatus 5. Bath water
3	**AIR** 1. Air: - constituents - percentage composition 2. Properties of air 3. Flame	**Teacher:** Teacher should perform experiments to show: -composition of air - properties of air -lights the Bunsen burner, regulate the flame so as to produce the different zones of flame. -guides students to draw and label the flame correctly. **Instructional Resources:** -Bunsen burner -Sources of gas -Match stick/box -Candle stick -magnesium ribbon -alkaline pyrogallol.
4	**HYDROGEN** 1. Hydrogen: -configuration and possible oxidation numbers -isotopes of hydrogen -unique position of hydrogen in the periodic table 2. Laboratory preparation of hydrogen 3. Industrial preparation of hydrogen 4. Physical and chemical properties of hydrogen 5. Uses of hydrogen.	**Teacher:** -Should guide students to write and draw the electronic configuration of hydrogen. -should guide students to: Name isotopes of hydrogen and write their electronic configuration. -Explain the unique position of hydrogen on the periodic table. -Sets up apparatus for the laboratory preparation of hydrogen using an active metal (e.g. zinc) and an acid (e.g. H_2SO_4) -Performs simple experiments to show the physical and chemical properties of hydrogen -Guides class discussion of the uses of hydrogen. **Instructional Resource:** -periodic table -charts (hydrogen ballon, welders at work, etc.) -laboratory apparatus for the preparation of hydrogen.
5	**OXYGEN** 1. General properties of oxygen group	**Teacher:** 1. Explain the general properties of oxygen group in the periodic table

	2. The electronic structure and bonding capacity of oxygen 3. Laboratory and industrial preparation of oxygen 4. Physical and chemical properties of oxygen 5. Reaction of oxygen (oxidation) 6. Compounds of oxygen 7. Uses of oxygen.	2. Guides students to: -write and draw the electronic configuration of oxygen. 3. Set up apparatus and demonstrate the laboratory preparation of oxygen using hydrogen peroxide and manganese (iv) oxide as catalyst. 4. Demonstrate the test for oxygen using a glowing splint. 5. Performs simple experiments to demonstrate the physical and chemical properties of oxygen. **Instructional Resources:** Periodic table Picture showing a welder at work Laboratory apparatus and reagents for the preparation of oxygen. Matches Splint.
6	**HALOGENS** 1. Electronic configuration of halogens 2. Physical properties of halogens and gradation down the group. 3. Chemical properties of halogens and gradation down the group.	**Teacher:** 1. Guides the students to write and draw the electronic configuration of some halogens 2. Set up the apparatus and demonstrate the laboratory preparation of chlorine 3. Performs simple experiments to illustrate the physical and chemical properties of halogens. **Instructional Resources:** 1. Periodic table 2. Table showing physical properties of halogens and similarities among halogens 3. Litmus paper (red and blue).
7	**HALOGENS** 4. Compounds of halogens 5. Uses of halogens (Cl_2, Br_2, I_2) 6. Preparation of chlorine.	**Teacher:** 1. Explains the gradation of these properties down the group 2. Illustrate the bleaching action of chlorine. 3. Leads class discussion on the uses of halogens. **Instructional Resources:** 1. Water 2. Apparatus and reagents for the preparation of chlorine gas. 3. Bromine

		4. Iodine.
8	**NITROGEN** 1. General properties of nitrogen family group V elements 2. Laboratory preparation of nitrogen.	**Teacher:** 1. Explains the general properties of the nitrogen family 2. Demonstrates the laboratory preparation of nitrogen. **Instructional Resources:** 1. Charts tabulating the properties of nitrogen group, laboratory preparation of nitrogen, nitrogen cycle 2. Periodic table.
9	**NITROGEN** 1. Industrial preparation of nitrogen from liquid air 2. Properties of nitrogen	**Teacher:** 1. Guides students to record, observe and draw appropriate diagrams on the laboratory preparation of nitrogen. 2. Explains the industrial preparation of nitrogen from liquid air. **Instructional Materials:** Same as above wk.
10	**NITROGEN** Uses of nitrogen Nitrogen cycle	**Teacher:** 1. Guides the students to: -find out the uses of nitrogen and their gradation down the group. -find out the use of nitrogen from text book, internet etc. **Instructional Resources:** Books, virtual libraries (internet).
11	**NITROGEN** 1. Compounds of nitrogen: a. oxides of nitrogen b. ammonia 2. Test for ammonia.	**Teacher:** 1. Guides the students to: -identify and name other compounds of nitrogen 2. Demonstrates the test for ammonia gas using: a. a damp red litmus paper b. conc. HCl 3. Demonstrates removal of stains on wood work using liquid ammonia. **Instructional Resources:** -Glass with grease -Painted wood work -Samples of fertilizer -Chemicals containing nitrogen e.g. HNO_3, conc. HCl etc.
12	Revision	Revision

13	Examinations	Examinations
14	Examinations	Examinations

CHEMISTRY
SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**SULPHUR** 1. General properties of group VI A elements 2. Electronic structure of sulphur 3. Allotropes of sulphur 4. Uses of sulphur	**Teacher:** 1. Explain the general properties of group VIA elements. 2. Guide students to write the electronic configuration of sulphur. 3. Explain the meaning of allotropy and guides students to identify allotropes of sulphur and their uses. **Instructional Resources:** 1. Chart showing the allotropes of sulphur 2. Sulphur ointment 3. Sulphur pellets or flower of sulphur
2	**SULPHUR** 1. Compounds of sulphur 2. Industrial preparation of H_2SO_4 3. Uses of H_2SO_4	**Teacher:** 1. Guides the students to draw correctly and explain the contact process for the manufacture of H_2SO_4 2. Lead students on excursion to a tyre manufacturing industry. **Instructional Resources:** i. chart on the contact process for the preparation of H_2SO_4 ii. H_2SO_4 (car battery acid). iii. Matches
3	**OXIDATION-REDUCTION (REDOX) REACTIONS** 1. Oxidation: definition 2. Reduction: definition 3. Redox Reactions 4. Oxidation numbers of central elements in some compounds.	**Teacher:** i. Guides students to define oxidation and reduction ii. Calculate oxidation numbers, using the rules set under objectives (e.g. to calculate oxidation number of central atom in H_2SO_4, HNO_3, $KClO_3$) and hence give their IUPAC names. **Instructional Resources:** i. Students textbooks ii. chalk board iii. flip-charts
4	**OXIDATION-REDUCTION**	**Teacher:**

	(REDOX) REACTIONS 1. Connection of oxidation numbers with IUPAC name 2. Oxidizing and Reducing agents 3. Redox equation	i. Name inorganic compounds x e.g. $Pb(NO_3)_2$, $FeSO_4$, $7H_2O$, $[Cu(NH_3)_4]^{2+}$ etc. ii. Identify the process of oxidation and reduction in a given redox reaction e.g. $–X^4+Y- >X^{2+}+Y^{2+}$ iii. Write the formula of a compound giving its IUPAC name e.g. iron(II) trioxosulphate (iv). -identify reductants and oxidants in a redox reaction. -Write equations for half reactions and overall reactions using IUPAC system. -Balance redox equations. **Instructional Resources:** i. Iron(ii) oxide ii. $KMnO_4$, etc.
5	**IONIC THEORY** 1. Electrovalent and covalent compounds. 2. Electrolytes and non-electrolytes 3. Weak and strong electrolytes 4. Electrochemical series 5. Factors affecting the preferential discharge of ions.	**Teacher:** i. Guides students to distinguish between: -electrovalent and covalent compounds. -electrolytes and non-electrolytes ii. Demonstrates experiments on: -movement of ions in solution -strong and weak electrolytes iii. Guide students in the discussion of the relationship between the nature of ions and their ranking in the electrochemical series. iv. Explain the factors affecting the preferential discharge of ions in solution. **Instructional Resources:** 1. Samples of electrovalent and covalent compounds. 2. Apparatus for electrolytes 3. Sample of weak and strong electrolytes.
6	**ELECTROLYSIS** 1. Meaning of electrolysis 2. Terminologies: -electrodes -electrolyte -electrolytic cell -electrochemical cells, etc. 3. Electrolysis of acidified water, copper (ii) sulphates ($CUSO_4$) and brine.	**Teacher:** 1. Guide students to: -define electrolysis -distinguish between strong and weak electrolytes. -construct electrolytic and electrochemical cells. 2. Demonstrates electrolytes of: -acidified water using Hoffmans' voltammeter -brine -copper sulphate. **Instructional Resources:**

		1. An electrolytic cell apparatus 2. Hoffman's voltammeter 3. An electrochemical cells apparatus. 4. Copper sulphate solution 5. Dilute H_2SO_4 6. Brine
7	**ELECTROLYSIS** 1. Faraday's laws of electrolysis and the calculations 2. Uses of electrolysis: purification, extraction and electroplating of metals.	**Teacher:** 1. Explain the Faraday's first and second laws of electrolysis 2. Demonstrate the uses of electrolysis 3. Guide students to calculate amount of substances librated or deposited at electrodes during electrolysis. **Instructional Resources:** i. Student textbooks ii. Students workbook iii. Copper sulphate solution
8	**QUANTITATIVE AND QUALITATIVE ANALYSIS** 1. Acid-base titrations (neutralization) continued. 2. Redox titrations involving $KMnO_4$, Fe^{2+}, C_2O_4, I_2, KI, $S_2O_3^{2-}$	**Teacher:** 1. Carryout titrations to determine: -percentage purity -heat of neutralization -water of crystallization, etc. **Instructional Resources:** i. Indicator extract from flowers. ii. Bomb calorimeter iii. Relevant acids and base.
9	**QUANTITATIVE AND QUALITATIVE ANALYSIS** Test for oxidants reductions.	**Teacher:** i. Analyze substances and test for: -cations and anions (e.g. Fe^{2+}, Cu^{2+}, NH_4^+, SO_4^{2-}, SO_3^{2-}, etc. ii. Guides students to: -test for oxidants in redox reactions **Instructional Resources:** Relevant salts.
10	**QUANTITATIVE AND QUALITATIVE ANALYSIS** 1. Identification of ions (Fe^{2+}, $NH4^+$, Fe^{3+}, Cu^{2+}, Pb^{2+}, etc) chlorides nitrates, sulphates, sulphide, bicarbonates, carbonates, sulphite, etc.	**Teacher:** Guide students to identify ions (cations and anions) **Instructional Resources:** Relevant salts.
11	**QUANTITATIVE AND QUALITATIVE ANALYSIS**	**Teacher:** Guide students to:

	1. Test for hydrogen, NH_3, HCl, NO_3, Oxygen, CO_2, Cl (bleaching action) 2. Identification of fats and oils, simple sugar, proteins, starch.	-test for oxidants and reductants in redox reactions -test for simple sugars. fats and oils, proteins, starch etc. **Instructional Resources:** -Relevant salts. -Starch, fats and oils, proteins etc.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

PHYSICS

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**HEAT ENERGY** -Temperature and its measurement -Types of thermometer -Absolute scale of temperature	Project: Teacher to guide students on calibration of a thermometer in Celsius scale.
2	**HEAT ENERGY MEASUREMENT** -Concept of specific heat capacity i) Its measurement ii) Its significance	The teacher leads the students on how to determine the specific heat capacity of -A solid -Liquid, using method of mixture
3	**HEAT ENERGY MEASUREMENT** -Latent heat -Evaporation, boiling and sublimation -Relative humidity and due point	The teacher guides the students on the determination of the specific latent heat of fusion of ice/specific latent heat of vaporization of steam by method of mixtures
4	**GAS LAWS** -Measurement of gas pressure -Barometers in practical use -Boyle's Law and its application -Charles Law and its application -The pressure law -The general gas law	The teacher to demonstrate Boyle's law using Boyle's law apparatus.
5	**PRODUCTION AND PROPAGATION OF WAVES** -Production of mechanical waves -Pulsating system	-Students to generate mechanical waves using ropes and springs. -The teacher to set up the ripple tank and demonstrate how it is used to

	i) Energy transmitted with definite speed, frequency and wave length -Wave form i) Description and graphical representation -Mathematical relationships among: f, λ, T and V	generate various waves
6	**TYPES AND PROPERTIES OF WAVES** -Longitudinal waves -Transverse waves -Wave equation: $Y = A\sin(wt-2\pi x/\lambda)$ -Properties of waves: Reflection, Refraction, Diffraction, Interference, Polarization	The teacher to use the ripple tank to demonstrate the interference of water waves.
7	**LIGHT WAVES** -Sources of light -Light and matter -Transmission of light shadows, Eclipse, the pinhole camera	Project: Students to be guided on how to construct a pinhole camera
8	**LIGHT WAVES** -Reflection of light at plane and curved surfaces -Laws of Reflection -Formation of images by plane and curved mirrors -Application of plane and curved mirrors	Project: Students to construct a simple periscope. Teacher to guide the students on the determination of the focal length of a concave mirror.
9	**LIGHT WAVES** -Refraction of light through rectangular glass block -Laws of refraction -Real and apparent depth -Total internal reflection -Critical angle	Teacher to lead the students to verify Snell's law using a rectangular glass block
10	**LIGHT WAVES** -Refraction of light through triangular glass block -Angle of minimum deviation -Totally reflecting prisms	Teacher to guide the students to verify Snell's law using triangular glass block
11	**LIGHT WAVES** -Dispersion of white light -Refraction of light through converging and diverging lenses -Images formed by lenses	The teacher to demonstrate the dispersion of light by a triangular glass prism The teacher to lead the students to verify the lens formula using

		illuminated object
12	**APPLICATION OF LIGHT WAVES** -Simple camera and film projector -The human eye -The simple microscope and compound microscope -Telescope -Prism binoculars	Project: Teacher to guide the students to construct a simple box camera
13	**REVISION**	
14	**EXAMINATION**	

PHYSICS

SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**SOUND WAVES** -Sources of sound -Transmission of sound -Speed of sound in solid, liquid, and gas -Characteristics of sound	The teacher guides students to demonstrate that sound does not travel in a vacuum by using the electric bell enclosed in a bell jar
2	**SOUND WAVES** -Noise and music -Forced vibration-Resonance, harmonics and overtones -Stationary waves	The teacher guides students to demonstrate forced vibration with the resonance tubes and sonometer.
3	**APPLICATION OF SOUND WAVES** -Vibrations in strings and pipes -Wind instruments -String instruments -Percussion instruments -Echoes and their application -Hearing aids	Project: Teacher to guide the students on how to construct any local musical instrument of their choice
4	**MOLECULAR THEORY OF MATTER** -Pressure in fluids i) Concept of pressure ii) Pressure in liquids iii) Atmospheric pressure -Applications of atmospheric and gas pressure -Pascal's Principle	Using a small open can, teacher should demonstrate increase of pressure with depth Project: Teacher to guide the students to construct a hydraulic press
5	**ELECTROMAGNETIC WAVES** -Electromagnetic spectrum	The teacher leads the students on different types of radiation in electromagnetic spectrum
6	**GRAVITATIONAL FIELD** -Gravitational force between two masses (Newton's law of universal gravitation) -"G" as a universal constant -Gravitational potential -Escape velocity	The teacher discuss the movement of the planets in the solar system using a chart
7	**GRAVITATIONAL FIELD** -Solar system -Kepler's laws	The teacher to show films on the launching of satellite

	-Natural and artificial satellites	
8	**ELECTRIC FIELDS** -Production of continuous charges: primary cells, secondary cells -Electric Circuit: series and parallel arrangement of cells and resistors	The teacher leads the students on how to arrange cells in series and in parallel and determine the resultant e.m.f
9	**ELECTRIC FIELDS** -E.m.f of a cell -Internal resistance of a cell -Standard resistors and rheostats -Resistivity and conductivity	The teacher to guide the students on the use of potentiometer wire to: i) Measure e.m.f ii) Compare the values of two e.m.f
10	**ELECTRIC FIELD** -Shunts and multipliers (Galvanometer conversions) -Principle of the potentiometer -Wheatstone bridge -Meter bridge	The teacher guides the student on how to set up potentiometer circuit and calibrate it.
11	Revision	Revision
12	Examination	Examination

PHYSICS

SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**ELECTRIC FIELD** -Electrical conduction through liquids(Electrolysis) i) Electrolytes and non-electrolytes ii) Dynamics of charged particles(ions) in electrolytes iii) Voltameter iv) Examples of electrolysis -Faraday's law of electrolysis -Applications of electrolysis	The teacher leads the students to identify solutions that conduct electricity and those that do not
2	**ELECTRIC FIELD** -Conduction of electricity through gases -Hot cathode, thermionic emission -The diode valve -Application of hot cathode(thermionic) emission i) Cathode-ray oscilloscope	The teacher to lead discussion on how the reduction in pressure of a gas in a suitable container is applied in the fluorescent tube and cathode ray oscilloscope
3	**ELECTRIC FIELD**	The teacher guides the students

	-Electric force between point charges(coulomb's law) -Concept of electric field i) Electric field intensity ii) Electric potential	on how to calculate the electric force between two points charges in free space and to compare this force with the gravitational force between two protons
4	**ELECTRIC FIELD** -Capacitors and Capacitances i) Definition ii) Arrangement of capacitors -Energy stored in a capacitor -Application of capacitors	The teacher leads the students to determine the equivalent capacitance for; series and parallel arrangement of capacitors
5	**MAGNETIC FIELD** -Concept of magnetic field i) Properties of magnet ii) Magnetic flux and flux density -Magnetic field around: i) A bar magnet ii) A straight conductor carrying current iii) A solenoid -Methods of making magnets -Methods of demagnetization	The teacher demonstrate how to distinguish between magnetic and non-magnetic materials
6	**MAGNETIC FIELD** -Magnetic properties of iron and steel -Magnetic screening or shielding -Electromagnets and application of electromagnet -Temporary magnet i) The electric bell ii) Telephone earpiece, etc	The teacher guides the students on how to investigate the field around a conductor by using a compass needle and iron fillings
7	**MAGNETIC FIELD** -The earth's magnetic field i) Magnetic elements of a place *Angle of declination *Angle of dip *Horizontal component of the earth's magnetic field -Bar magnet in earth's field: Neutral point -Mariner's compass	The teacher leads the students on how to suspend a bar magnet horizontally and locate the earth's N-S direction
8	**ELECTROMAGNETIC FIELD** -Magnetic force on a charge moving in a magnetic field -Concept of electromagnetic field -Interaction between magnetic field and	The teacher guide the students to investigate the effect of passing current through a solenoid in a magnetic field

	currents in: i) A current –carrying wire in a magnetic field; ii) A current-carrying solenoid in a magnetic field -Applications of electromagnetic field: i) Electric motor ii) Moving coil galvanometer	
9	**ELECTROMAGNETIC FIELD** -Electromagnetic induction -Faraday's law -Lenz's law -Motor generator effect -Eddy currents	The teacher guide the students to investigate the effect of rotating wire in magnetic field
10	**ELECTROMAGNETIC FIELD** -The transformer -Power transmission -The induction coil	The teacher guides the students to investigate the effect of moving a magnet in a solenoid or coil carrying current near a solenoid
11	Revision	Revision
13	Examination	Examination

FURTHER MATHS
SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**ROOTS OF QUADRATIC EQUATION** i. Sum and product of roots ii. forming quadratic equation given sum and product of root iii. condition for quadratic equation to have: - Equal roots ($b^2=4ac$) - Real roots ($b^2>4ac$) - No roots ($b^2<4ac$) (complex)	**Teacher:** leads students to find sum and products of roots of quadratic equation **Students:** use formular to find sum and product of roots of quadratic equation **Instructional Resource:** charts showing a quadratic equation
2	**ROOTS OF QUADRATIC EQUATION II** i. Conditions for given line to intersect a curve, be tangent to curve, not intersect a curve. ii. Solution of problems on roots of quadratic equation	**Teacher:** states condition for quadratic equation to have equal roots, real roots and no roots(complex roots). **Students:** solve various problems on root of quadratic equation **Instructional Resource:** charts showing condition for lines to intersect curve and not to intersect.

3	**POLYNOMIALS** i. Definition of polynomial a. addition b. subtraction c. multiplication ii. Division of polynomials by a polynomial of lesser degree	**Teacher:** gives definition and examples of polynomials **Students:** state definition and examples of polynomial **Instructional Resource:** charts giving examples of polynomials of various degrees.
4	**POLYNOMIALS** i. Reminder theorem ii. Factor theorem iii. Factorization of polynomials	**Teacher:** demonstrates how to find remainder when a polynomial is divided by another polynomial of lesser degree. **Students:** solve problems on remainder theorem and factor theorem **Instructional Resource:** charts showing sum of root and product.
5	**POLYNOMIALS** i. Roots of cubic equation a. Sum of roots $\alpha+\beta+\delta = -b/a$ b. sum products of two roots $\alpha\beta + \alpha\delta + \beta\delta = c/a$ c. product of roots $\alpha\beta\delta = -d/a$ where $ax^3+bx^2+cx+d=0$	**Teacher:** leads students to solve problem on roots of cubic equation **Students:** solve problems on roots of cubic equation. **Instructional Resource:** charts showing sum of roots, sum of product of two roots and products of three roots of a cubic equation.
6	**PROBABILITY** i. Classical, frequential and axiomative approaches to probability ii. Sample space and event space iii. Mutually exclusive, independent and conditional events.	**Teacher:** leads students to evolve concepts of classical and frequential approaches using ludo dice. **Students:** identify the classical, frequential and axiomatic definition of probability **Instructional Resource:** ludo dice, coin, pack of cards.
7	**PROBABILITY** i. Conditional probability ii. Probability trees	**Teacher:** solves conditional probability **Students:** solve problems on conditional probability **Instructional Resource:** ludo dice, coin, pack of cards.
8	**VECTORS IN THREE DIMENSIONS** i. Scalar product of vector in three dimensions ii. Application of scalar product	**Teacher:** gives examples of vectors in three dimensions **Students:** write out more examples of three dimensional vectors **Instructional Resource:** charts depicting example of three dimensional vectors.
9	**VECTORS IN THREE DIMENSIONS** i. Vector or cross product in three dimensions ii. Application of cross product	**Teacher:** guides students to find cross product of two vectors and leads them to solve problems on application **Students:** solve problem on cross product of two vector and practical application of dot

		product. **Instructional Resource:** charts showing short cut method of finding dot product.
10	**LOGICAL REASONING** i. Fundamental issues in intelligent system ii. Fundamental definition iii. Modelling the world.	**Teacher:** guides students to identify fundamental issues in intelligent system **Students:** Identify fundamental issue in intelligent system **Instructional Resource:** charts showing critical issues in intelligent system.
11	**LOGICAL REASONING** i. Introduction to propositional and predicate logical resolution ii. Introduction to theorem proving	**Teacher:** introduces propositional and predicate logical resolution **Students:** explain propositional and predicate resolution **Instructional Resource:** charts showing points to note in proving of theorem.
12	Revisions	Revisions
13	Examinations	Examinations
14	Examinations	Examinations

FURTHER MATHS
SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**DIFFERENTIATION** i. Limits of a function ii. Differentiation from first principle iii. Differentiation of polynomials	**Teacher:** guides students on how to find limits of a function and differentiate from first principle. **Students:** Evaluate limits of a function at a given value and differentiate from first principle. **Instructional Resource:** charts showing rules of differentiation.
2	**DIFFERENTIATION** Differentiation of transcendental function such as sin x, e^{ax}, log 3x	**Teacher:** leads students to differentiate transcendental functions **Students:** Differentiate transcendental functions. **Instructional Resource:** chart showing areas of application
3	**DIFFERENTIATION** i. Rules of differentiation ii. Product rule iii. Quotient rule iv. Function of function	**Teacher:** guides students to use rules of differentiation **Students:** use rules of differentiation **Instructional Resource:** charts showing rules of differentiation
4.	**DIFFERENTIATION** i. Application of differentiation to a. rate of change	**Teacher:** leads students to use differentiation in finding: rate of change, gradient of a function and optimization

	b. gradient c. maximum and minimum values d. equation of motion	involving maximum and minimum values. **Students:** use differentiation in finding: rate of change, gradient of a function and optimization involving maximum and minimum values. **Instructional Resources:** chart showing areas of application.
5	**DIFFERENTIATION** i. Higher derivatives ii. Differentiation of implicit functions.	**Teacher:** guides students to higher derivative and differentiation of implicit functions **Instructional Resource:** chart showing areas of application.
6	**BINOMIAL EXPANSION** i. Pascal triangle ii. Binomial expression of $(a+b)^n$ where n is +ve integer, -ve integer or fractional value	**Teacher:** guides students to demonstrate the Pascal triangle and write out the binomial expansion. **Students:** construct the Pascal triangle and write our binomial expansion. **Instructional Resource:** charts showing Pascal triangle
7	**BINOMIAL EXPANSION** i. Finding nth term ii. Application of binomial expansion	**Teacher:** leads students to extend the power of negative integer and fractional values. **Students:** use the knowledge of expansion of positive expansion to negative and fractional powers. **Instructional Resources:** charts showing n^{th} term of a given binomial expansion.
8	**CONIC SECTION: THE CIRCLE** i. Definition of circle ii. Equation of circle given centre and radius	**Teacher:** leads students to define circle and explain concept of a circle as conic section . **Students:** solve various types of problems on circles. **Instructional Resources:** chart depicting circle as section of a cone.
9	**CONIC SECTION: THE CIRLCE** i. General equation of a circle a. finding centre and radius of a given circle b. finding equation of a circle given the end point of the diameter c. equation of a circle passing through three points.	**Teacher:** guides students to solve various types of problems on circles. **Students:** solve various types of problems on circle. **Instructional Resources:** chart showing equation of circle passing through 3 points.
10	**CONIC SECTION: THE CIRCLE** i. Equation of tangent to a circle ii. Length of tangent to a circle	**Teacher:** leads students to find the equation of a tangent to circle **Students:** learn technique of finding equation of tangent to circle

		Instructional Resources: chart showing tangent of circle and length of tangent.
11	Revisions	Revisions
12	Examinations	Examinations
13	Examinations	Examinations

FURTHER MATHS
SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**TRIGONOMETRIC FUNCTION** i. Knowledge of six trigonometric functions of angles of any magnitude (since, cosine, tangent, secant, cosecant, cotangent). ii. Range and domain of specified trigonometric functions iii. Graphs of trigonometric ratios with emphasis on their amplitude and periodicity.	**Teacher:** leads students to identify and find trigonometric function of angles **Students:** identify angles of the six trigonometric ratios. **Instructional Resources:** charts showing relationship between the six trigonometric ratios.
2	**TRIGONOMETRIC FUNCTION** i. Relationship between graphs of trig ratios e.g. sin x and sin 2x graphs of y = a sin (bx) + c y = a cos (bx) + c y = a tan (bx) + c ii. Graphs of inverse by ratio	**Teacher:** leads students to identify relationship between graphs of trigonometric ratios. **Students:** identify relationship between the graphs of trigonometric ratios e.g. sinx and sin2x. **Instructional Resource:** charts showing sketches of inverse of sinx, cosx and tanx.
3	**TRIGONOMETRIC FUNCTION** i. solution of simple equation involving the six trigonometric functions ii. proofs of simple trigonometric identities e.g. $\sin^2 x + \cos^2 x = 1$ $\sec^2 x = 1+\tan^2 x$	**Teacher:** guides them to solve simple equations involving trigonometric ratios. **Students:** solve simple trigonometric equation. **Instructional Resources:** charts showing sketches of inverse of sin x, cosx and tanx.
4	**PERMUTATIONS AND COMBINATIONS** i. Permutation on arrangement ii. Cyclic permutation iii. Arrangement of identical object.	**Teacher:** guides students to solve problem on cyclic permutation and other types of permutation. **Students:** solve various problems on permutation **Instructional Resources:** charts showing : Functional notation $^n pr$ $^n cr$

5	**PERMUTATIONS AND COMBINATIONS** i. Arrangements in which repetitions are allowed ii. Introduction to combination on selection. a). Conditional arrangements and selection b). Probability arrangement problem involving arrangement and selection.	**Teacher:** demonstrates application of combination in probability. **Students:** use concept of combination to solve problem on probability. **Instructional Resources:** charts showing functional notation.
6	**DYNAMICS** i. Newton laws of motion ii. Motion along inclined plane	**Teacher:** explains Newton's law of motion and states the three laws of motion. **Students:** write down the laws of motion and solve problems on Newton's laws of motion. **Instructional Resources:** Ball and heavy block placed on table to demonstrate 3rd law.
7	**DYNAMICS** i. Motion of connected particles ii. Work, Energy and Power iii. Impulse and Momentum	**Teacher:** guides students to solve problem involving application of Newton's law of motion. **Students:** solve problem on motion along inclined plane. **Instructional Resources:** An inclined plane with object on it.
8	**DYNAMICS** i. Projectiles ii. Trajectory of projectiles iii. Projection along inclined plane.	**Teacher:** guide students to solve various problem on projectiles. **Students:** solves various problems on projectile **Instructional Resources:** Light smooth pulley with two blocks connected by string.
9.	**INVENTORY MODEL** i. Concept of inventory ii. Definitions of important terms in inventory. iii. Holding list iv. Ordering list etc. computation of optimal quantity [EOQ model].	**Teacher:** guide students to give practical examples on inventory. **Students:** define various terms on inventory **Instructional Resources:** charts depicting items on inventory.
10	**REPLACEMENT MODEL** i. Concept of replacement ii. Individual replacement of sudden failure item iii. Replacement of items that wear out gradually.	**Teacher:** explains the concept of replacement **Students:** gives practical examples of item that wear out suddenly and gradually. **Instructional Resources:** charts showing diagrams of items such as plugs, bulbs, generators, grinding machines etc.
11	Revisions	Revisions
12	Examinations	Examinations

13	Examinations	Examinations

AGRICULTURAL SCIENCE
SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Agricultural Laws and Reforms** Land ownership and tenure systems in Nigeria	State the different land tenure systems in Nigeria.
2	**Land Use Act of Nigeria** Land use Act of 1978: Features of the Act The need for government to enforce the law etc.	State and explain the different laws on land with emphasis on land use Act of 1978
3	**Role of Government in Agricultural Production** Role of government in Agricultural production e.g. Making of agricultural policies Drawing of agricultural programmes Provision of loan and subsidies Provision of agricultural education etc.	Class discussion
4	**Forest Management** Forest management techniques: Forest regulation Selective exploration Deforestation Regeneration Afforestation Taungya system	Students should visit forest reserves
5	**Diseases of crops** Diseases of major crops: e.g. Cereals-smut, rice blast, leaf rust Legume-cercosporal leaf spot, rosette Beverages-cocoa blackpod, coffee leaf rust Tuber – cassava mosaic virus, bacterial blight. etc.	i. Diseased crop items should be observed to identify some crop diseases ii. field observation and identification of different types of crop diseases and mouldy grains in storage.
6	**Symptoms and economic importance of crop diseases**	Describe the disease symptoms and damage done to crops

	Symptoms of diseases: e.g. spots, yellowing, rots, wilting, stuntedness etc. Economic importance: e.g. increase cost of production, reduces quality of crops, reduces farmers income etc.	
7	**Preventive and Control Measures of diseases** Preventive and control measures: Cultural methods Biological methods Chemical methods	i. State the control measures ii. Identify some chemicals used
8	**Pests of crops** Important insect pests of major crops: Cereal – System borer, army-worm, ear-worm Legume – pod borer, aphids, sucki bugs, leaf beetle Beverage – cocoa myrids (capsids)	i. Students should collect and preserve some insect pests ii. Definition of pest
9	**Other important pests** Other important pests e.g. Birds Rodents Man Monkey Nature of damages done Destruction of leaves Destruction of tender stems Destruction of root/tubers	Observe some damaged crops by rodents and monkey
10	**Economic importance of selected pests** i. Economic importance of pests e.g. - reduction in quality of crops - reduction in quantity of crops - makes vegetables unattractive and unmarketable etc. ii. Preventive and control measures: - cultural methods - biological methods - chemical methods iii. Side effects of the various preventive and control methods: - chemical pollution, poisoning etc.	Use sprayers and insecticides to control pests in the field.

11	**Pasture and forage crops** Morphology of the common grass and legume species of Nigerian pastures	Each student to collect a pasture and legume crop (a grass and a legume)
12	**Types of Pastures** i. Types of pastures: permanent pasture, rotational pasture, temporary pasture, irrigated pasture. ii. Factors affecting pasture: Establishment Distribution Productivity iii. Management practices of a pasture land.	Prepare a pasture/forage album.
13	Revision	Revision
14	Examination	Examination

AGRICULTURAL SCIENCE
SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Range Management and Improvement** Definition of rangeland Importance of rangeland Characteristics of rangeland	State importance of rangeland to livestock production.
2	**Rangeland Improvement** Methods of rangeland improvement: Controlled stocking Rotational grazing Use fertilizers Reseeding etc.	Describe the methods of improvement
3	**Animal Nutrition** Definition and meaning of nutrition Sources and functions of nutrients e.g. carbohydrates, fats, minerals, vitamins, water and proteins.	Collect and identify samples of feeding stuff.
4	**Rations** Types of ration: balanced ration etc. Malnutrition Effects of malnutrition	Students should feed animals on the farm using various feeds.
5	**Environmental factors affecting Agricultural Production** Climatic factors: rainfall, temperature, light, and wind.	Grow plants under different conditions of moisture and light, for comparison purpose.

6	**Biotic factors affecting agricultural production** Biotic factors: predator, parasites, soil micro organisms, pests and disease organisms etc.	Grow plants under different conditions of moisture and light, for comparison purpose.
7	**Edaphic Factors affecting agricultural production** Edaphic facrors: soil types, soil PH, soil texture etc.	Grow plants under different conditions of moisture and light, for comparison purpose.
8	**Plant nutrients** Definition of micro and macro nutrients, functions and deficiency symptoms.	Prepare water/sand culture to demonstrate deficiency of various elements in different crops.
9	**Factors influencing availability of nutrients** Factors: soil PH, excess of other nutrients, leaching, crop removal, oxidation etc.	
10	**Methods of replenishing plant nutrients in the soil** Methods of replenishing plant nutrients: Rotational cropping, organic manuring, inorganic manuring, fallowing, liming, cover cropping etc.	Apply fertilizers to field crops.
11	**Nutrients cycles** Nitrogen cycle Carbon cycle Water cycle	Prepare charts of the nutrient cycles
12	**Effects of farming practices on the soil** Farming practices and the soil effects: bush burning, over-grazing, clean clearing, stumping, fertilizer application, inorganic manuring etc.	
13	Revision	Revision
14	Examination	Examination

AGRICULTURAL SCIENCE
SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Farm Machinery** Farm machinery: Tractor	Visit agro-service centres or mechanized farms and identify these farm machinery and implements.

	Bulldozer	
2	**Farm machinery continues** Shellers Dryers Incubators Milling machines etc.	Visit agro-service centres or mechanized farms and identify these farm machinery and implements.
3	**Tractor – coupled implements** Tractor-coupled implements: Ploughs, harrows, ridgers, planters, harvesters, sprayers.	Name the major parts of tractor-coupled implements and their functions.
4	**Surveying and planning of farmstead** Definition of surveying and planning Importance of farm surveying and planning.	Carry out the layout of the school farm.
5	**Surveying equipment** Common surveying equipment e.g. ranging pole, measuring tape, peg, gunters chain, theodolite etc.	Identify simple survey equipment
6	**Planning of farmstead** Definition of planning Importance of farm stead planning Principles of farmstead planning.	Class discussion
7	**Basic Economic Principles** Law of diminishing returns Principles of demand and supply.	Use graphs to show response of prices to supply and demand.
8	**Demand and Supply** Inter-relationship of demand and supply as it affects prices and profits	
9 10	**Farm Accounts** Entries of sales and purchases. **Farm Accounts** Profit and loss accounts	Prepare entries of sales and purchases Prepare profit and loss account
11	**Practicals** Identification of pests Identification of soils Identification of rocks Identification of farm machines and their parts.	Collect pests, soil samples, rocks and identify them.

12	Revision	Revision
13	Examination	Examination

PHYICAL EDUCATION
SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Athletics-Middle And Long Distance Races** -Definition -Types of middle and long distance races -Strategies of long distance races -Rules and regulations of middle and long distance races	-The teacher defines the middle and long distance races -Discusses the types of middle and long distance races -Demonstrates the strategies of middle and long distance races -The students practice the running style -Instructional, Picture, magazine, I.A.A.F hand-book, note, book
2	**Javelin Throw** -Nature of the event -Equipment and facilities -Basic skills in javelin -Rules and regulations	-The teacher describes the nature of the event -Draws the throwing sector -Lists the equipment and skill -The students demonstrates the various skill and take note -Instructional Resources;- Javelin, real and white flags, measuring tape, the throwing sector
3	**Shot Put** -Nature of the event -Equipment and facilities -The basic skills -Rules and regulations	-The teacher explains the nature of the event -Draws the shot put throwing sector -Lists the equipment and facilities -Mentions the skills, rules and regulations -The students demonstrate the various skills -Instructional Resources:- -Short put, throwing sector, measuring tape, -Red and white flags.
4	**High Jump\pole Vault** -The nature of the event -Equipment and facilities -Styles in high jump -skills in pole vault and high jump -Rules and regulations of both jumps	-The teacher explains the nature of high jump and pole vault -Lists the equipment and facilities of the both jumps -Describes the jumping styles in high jump and pole vault -Mentions the skills and rules of the jump -The students participates in the discussions and practice the skills. -Instructional Resources:- Upright stand, crossbar, landing mattress and the pole, pole vault box.
5	**Long Jump**	-The teacher explains the nature of the event

	-The nature of the event -Equipment and facilities -The basic skills I long jump -Rules and regulations	-Mention the equipment and facilities -Lists the basic skills and the rules and regulations -The students take note and practice the skills -Instructional Resources:- -Take-off board, measuring tape, white and red flags, writing materials, landing pit, rake
6	**Triple Jump** -Nature of the event -Equipment and facilities -Basic skills in triple jump -Rules and regulations	-The teacher describes the nature of the event -Explains the equipment and facilities -Enumerates the skills in triple jump \ -Lists rules and regulations -the students participate in the discussions and practice the skills -Instructional Resources;- Take-off board, -Measuring tape, rake, writing materials, landing pit white and red flags
7	**Muscles** -Definition -Major muscles of the body -Muscles involved in movements	-The teacher defines muscles identifies and explains the major muscles of the body -Discusses the function of any given muscle in movement -The students participates in class discussions on the function of any given muscle in movement -Instructional Resources:- -Textbooks, diagrams, models, CD-ROMs, projectors
8	**Muscles Continue** -Types of muscle contraction -Muscle cramp -a) Definition b) Causes c) Prevention and first aid	-The teacher lists the types of muscle contraction -Defines muscle cramp, causes, prevention and participate in the class discussions -Instructional Resources;- diagram, textbooks, CD-ROMs projects etc
9	**Somato Type** -Definition of somato type -Description of the various body types -Selection of activities in relation to the body types (cendomorph, ectomorph and mesomorpy)	-The teacher defines somato type -Lists and explains the body type -Classifies the students into the various body types -The students practice the act of classification -Instructional Resources:- -Pictures, charts, posters, films, textbooks, video clips.
10	**Nervous system** -Definition -The brain and its functions -The spinal cord and its importance in the body	-The teacher defines the nervous system -State the functions of the nervous system -Draws the diagram of the nervous systems -Explain the spinal cord and its importance in the body -Students participate in the class discussions

		and take note -Instructional Resources:- -Textbooks, diagram, CD-ROMs, projectors
11	**Nervous System Continues** -Function of the nerves -The reflex action	-The teacher discusses the importance of the brain in the coordination of the body -Explains the path ways of message to and from the central nervous system -The student list the functions of the nerves -Draw and label the reflex -Instructional Resources;- Textbooks, diagrams, CD-ROMs, projectors
12	Revision	Revision
13	Examination	Examination

PHYICAL EDUCATION
SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Nutrition** -Definition -Types of food -Classes of food	-The teacher defines nutrition -Enumerates the types of food -Classifies the various types of food -Displays specimens of various types of food -The students listen to the teacher and group food into different classes -Instructional Resources -Charts, posters, textbooks, food samples etc
2	**Nutrition Continues** -Food nutrients and their functions -Balanced diet -Pre-games nutrition	-The teacher explains food nutrients and their functions -Discusses balanced diet -Mentions pre-games nutrition -Students participate in the classroom discussions and take note -Instructional Resources:- chart, posters food samples, textbooks
3	**Drugs In Sports** -Meaning of drug -Types of drug -Drug use and misuse -The effect of drugs on sports -Performance	-The teacher define drug -Mentions the types of drug -Explains drug use and misuse -States the effects of drug on sports performance -Ask and answer questions on the differences between drug misuse -Participate in class discussion on the effect of drugs on sport performance -Instructional Resources -Specimens, posters, textbooks, handbills,

		charts and video chips
4	**First Aid** -Definition of first Aid -Objectives -Principles of first aid -Qualities of a good first aider	-The teacher define first aid -States the objectives of first aid -Explains the principles of first aid -Enumerates the qualities of a good first aids -Students listen, ask question and take notes -Instructional Resources :- Charts, First Aid box, and content, textbooks, CD-ROMs
5	**Sports Injuries** -Definition -Common sports injuries- bleeding, sprain, strains	-The teacher defines sports injuries -Enumerates the common sports injuries -Explains the various common sports in injuries and take note -Instructional Resources- First Aid box and content, textbooks, charts
6	**Sports Injuries Continue** -Common sports injuries fracture bruises, and cramps -Causes, Treatment and prevention of sports injuries	-The teacher lists the common sports injuries -Enumerates the causes, treatment and prevention of sports injuries -The students participate in class discussions and treatment of sports injuries -Instructional Resources:- first Aid box, textbooks, charts, CD-ROMs etc.
7	**Swimming** -The origin of swimming -Nature of swimming -Techniques in swimming -Leg action and arm action, breathing, timing (Body alignment)	-The teacher narrates the origin of swimming -Explains the nature of swimming -Mention the techniques in swimming -Describes the leg and arm actions in relation to body alignment in water -The students practice the leg and arm action -Instructional Resources :- swimming pool, floaters swimming trunk, swimming cap, goggles, life guard
8	**Swimming Continue** -Safety education swimming -Sanitary education in swimming -Swimming strokes -Front crawl, breast stroke, butterfly and back stroke, side	-The teacher explains safety education in swimming -Describes the sanitary education in swimming -States and explains the swimming strokes -Students practice in any of the swimming strokes -Instructional Resources:- Swimming pool, -Swimming trunk, cap, life guard, goggles etc
9	**Life Saving** -Definition of life saving -Causes of drowning -Skills for saving a drowning person -Artificial resuscitation -Duties of life guard	-The teacher defines life saving -Enumerates the causes of drowning -Lists skills in saving a drowning person -Explains artificial respiration -Mentions the duties of life guard and the equipments used in life saving -Students listen and participate in class

	-Equipment used in life saving	discussion - Practice artificial respiration -Instructional Resources :- life guards, clean land kerchief, swimming trunk and cap etc
10	**Practical In Swimming**	Practical in swimming Instructional Resources –as listed above
11	Revision	Revision
12	Examination	Examinations

PHYICAL EDUCATION
SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Athletic Track And Field** --Safety precaution during jumping -Equipment and facilities -Rules and Regulations	-The teacher explains safety precaution during athletics and the equipment used in various events -The students participate in class discussions ask question and take down notes, -Instructional, charts, handball, video clips, textbooks, documentaries
2	**Track And Field Event Throwing** **Event Discus** -Basic skill and techniques in discus -Equipment and facilities -Rules and Regulation	-The teacher explains discuss and demonstrates the skills of discuss to the students -He also list the equipment and facilities used in discuss and enumerate the various rules and regulation in discuss - The students listen to teachers explanations and practice the skills in discuss - Instructional Resources:- the discuss the meaning sector materials, rules, book discuss sector, etc
3	**Track And Field Event (Hammer)** -Basic skill and technique in hammer -Equipment and facilities -Rules and regulations	-The teacher explains hammer to the students and demonstrate the skills in hammer -He mention the equipment and facilities used in hammer and enumerated the rules and regulations in hammer students listen to teacher's explanations and practices the skills in hammer -Instructional Resources:- the hammer meaning tape, writing, material text book etc
4	**Basket Ball** -Brief history of basketball -Nature of the game /Dimension -Equipment & facilities	-The teacher explains the brief history of basketball -Explains the nature of the game & demonstrate -Lists the skills in basketball

	-Rules and regulation -Officials in basketball	-State the equipment of facilities -Enumerates the rules & regulations officials & functions -The students demonstrate the various skills of basketball -Practice the various skills in basketball -Instructional Resources :- basketball, whistle, score sheet & board, hand ball etc
5	**Ball Games –Volleyball** -History of volleyball -Nature of the game -Dimensions of the court -Equipment & facilities -Rules and regulations -Officials in volleyball	-Teacher explains the history o0f volleyball and the nature of the game with court dimensions -States the skills the volley ball -Explains the functions of the officials in volleyball game -Students listen & demonstrate the skills in volleyball -Practice the various skills -Participate in discussion of the officials in volleyball -Instructional Resources:- ball the count, whistle, etc.
6	**Ball Games (Handball)** -History of hand ball -Nature of the game & court dimensions -Skills in handball -Equipment & facilities -Rules & regulations -Officials in handball	-The teacher explains the history of handball -Explains the nature of the game and the court dimensions -List the rules and regulations -Mention the officials in handball and their duties -The students listen, draw the court, -Participate in class discussion of hand ball -Practice the skills -Instructional Resources handball, post net, whistle, the court
7	**Racket Games (Badminton)** -History of badminton -Nature of the game -Basic skills in badminton -Equipment and facilities -Rules and regulations	-The teacher explains badminton and the nature of the game to the students while he demonstrated the various skills in badminton, list the equipment the rules and regulations -The students listen and ask question which they also practice the various skills in badminton -Draws and label the badminton court -Instructional Resources:- -The badminton racket -Shuttle corks -Badminton net /court
8	**Racket Games (Squash**)	-The teacher explains squash and nature of

	-History of squash -Nature of squash -Basic skills in squash -Equipment & facilities -Rules and regulation	squash while he enumerates the basic skills, equipment, facilities, rules and regulations of squash -The students listen, ask question and practice the various skills in squash -Instructional Resources -The squash racket, balls the squash court etc -
9	**Gymnastics Floor/ Mat Actions** Definition -Bandelier of gymnastic -Mat activities in gymnastic e.g. forward roll, backward roll, court wheel etc	-The teacher defines gymnastics and the explains the two branches of gymnastics to the students -While the students participates in close discussion and engage in practical demonstration of forward roll, backward roll, cartwheel etc -Instructional Resources;- gymnastic mats of mattress
10	**Practical** -Floor activities without apparatus forward roll, Backward roll, cart wheel etc	-The teacher demonstrates the skills in each of the activities -The students practices -Instructional Resources:- mat/ mattress, pictures, posters, CD-ROMs
11	Revision	Revision
12	Examination	Examinations
13	Examination	Examination

HEALTH EDUCATION

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**PHYLOSOPHY, AIM AND OBJECTIVES OF HEALTH EDUCATION** Philosophy of health education Aims and objective of health education	Students collect information on philosophy of health education and discuss. **Instructional resource:** charts and posters showing aims of health education etc.
2	**SYSTEM OF THE BODY: CIRCULATORY SYSTEM.** Structure and function of the heart, blood vessels, lymph and lymph vessels, process of blood circulation.	Students draw and label the heart, artery and circulatory system. **Instructional resources:** chart showing the heart, artery and process of circulation etc.
3	**CIRCULATORY SYSTEM CONT'D** Blood group rhesus factor,	Teacher guides students to make chart/table on blood compatibility.

	haemoglobin, genotype, anti-bodies of antigens, disease of circulatory system and remedies. (anemia, sickle cell, leukemia etc)	**Instructional resources:** charts on agglutination, blood compatibility etc.
4	**EXCRETORY SYSTEM.** Structure and functions of kidney. Process of excretion including filtration and reabsorbtion. Disease of excretory system and remedies. Differences between circulatory and excretory system.	Students draw and label the kidney, excretory system and discuss the process of ultra filtration. **Instructional resources:** charts of the excretory system, kidney etc.
5	**DIGESTIVE SYSTEM** Organs of the digestive system and their functions Teeth and functions Disease of the digestive system	Students draw and label the liver and also discuss the process of digestion. **Instructional resources:** charts showing organs of digestive system, fin chips on the process of digestion etc.
6	**RESPIRATRORY SYSTEM** Structures and functions of organs of the respiratory system. Process of respiration : mechanism of breathing , tissue and cell respiration Disease of the respiratory system and remedies.	Students label the structure of respiratory system Teacher guide students to tabulate disease associated with the system **Instructional resource:** charts and CDS showing respiratory system etc.
7	**NERVOUS SYSTEM** Structure and functions of the parts of the nervous system. Process of transmission of nerve impulse Diseases of the nervous system Differences between respiratory and nervous system.	Students demonstrate response to different examples of stimulus Teacher guide students to draw a reflect arc **Instructional resources:** charts showing parts of nervous system; pin, needle etc.
8	**MAINTENANCE OF HEALTH** Factors affecting maintenance of health The role of each factor.	Teacher guides students to state the importance of factors that affect maintenance of health **Instructional resources:** weighing scale, ruler, well equipped first aid box etc.
9	**FAMILY HEALTH** meaning of family health aspects of family health: i) maternal child health e.g. antenatal care	Teacher guides students to demonstrate the skill-based approach in maternal and child health as listed in content. **Instructional resources:** materials for ORT e g sugar, salt, water bottle, charts,

	immunization Oral rehydration (ORT). Breast feeding Safe motherhood Functions of the above aspects.	posters etc on maternal health care.
10	**FAMILY HEALTH CONT.** Meaning of family planning. Importance of family planning Family seize and finance (budgeting).	Teacher leads the students to draw a simple budget for a family of five (5) **Instructional resources:** charts showing different family seize etc.
11	**AGEING AND DEATH EDUCATION** Definition of elderly Features of elderly Ways of relating with elderly Management of grief during death of a loved one.	Teacher guides students to discuss on ways of relating with the elderly. **Instructional resources:** posters of elderly person using walking sticks, charts of old person telling stories to children.
12	Revision	Revision
13	Examination	Examination

HEALTH EDUCATION

SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**ACCIDENTS: TYPES AND PREVENTION** -Meaning of accident -Types of accidents: i) Road/traffic vehicle accident ii) Home iii)Industrial iv) School -Causes of accidents at different settings -Prevention of each type of accident	-Students watch video chips on accident -Teacher and students tell stories about accidents **INSTRUCTIONAL RESOURCES:** Pictures of accident scene, bucket of sand, fire extinguisher, etc
2	**BEHAVIOUR ALTERING CHEMICALS** -Chemical substances that alter behavior: i) Tobacco ii) Alcohol iii) Drugs	Teacher discusses with students the effects of alcohol and tobacco on human body. **INSTRUCTIONAL RESOURCES:** Posters and charts showing examples of drugs, alcohol and tobacco.

	-Reasons for smoking or drinking alcohol and their effects on human body. -Classify the following: alcohol, wine, heroine, sleeping pills, cocaine, marijuana and beer	
3	**NON COMMUNICABLE DISEASES** -Definition of non-communicable diseases -Differences between communicable and non-communicable diseases -Types of non-communicable diseases: i) Deficiency diseases(scurvy, pellagra, rickets, kwashiorkor, anemia, beri-beri, marasmus, exophthalmia ii) Diseases due to growth in cells, hereditary and hormonal disorders(Cancer, diabetes, epilepsy, hemophilia, heart disease, ulcer, hypertension, infertility, asthma, albinism, etc)	Teacher guides students to list types of non-communicable diseases, giving examples in each case. **INSTRUCTIONAL MATERIAL:** Charts and posters showing non-communicable diseases
4	**NON COMMUNICABLE DISEASES CONT.** -Signs and symptoms of non-communicable diseases -Causes of non-communicable diseases -Management of non-communicable diseases -Prevention of non-communicable diseases	Teacher guides students to identify signs and symptoms of non-communicable diseases and also to discuss management and prevention of non-communicable diseases. **INSTRUCTIONAL RESOURCES:** Posters and charts showing non-communicable diseases, etc
5	**FAMILY LIFE CHALLENGES** -Challenges facing the family in Nigeria(e.g. widowhood, acceptance of PLWHA, single parent, pre-marital and extra-marital sex, in-laws, etc) -Agencies promoting healthy family living(school, community, religious group, NGOs, social welfare etc)	Teacher leads students in discussion on problems of widowhood and single parents in Nigeria **INSTRUCTIONAL RESOURCES:** CDs showing family life challenges, etc.
6	**FAMILY PLANNING AND SAFE MOTHERHOOD**	Students dramatize benefits of small family size

	-Meaning and advantages of i) family planning ii) birth control methods iii) safe motherhood -Differences between family planning and safe motherhood	**INSTRUCTIONAL MATERIAL:** Charts and posters on family planning methods, etc.
7	**MENTAL HEALTH** -Definition of mental health -Promotion of mental health -Types and prevention of mental illness -Importance of mental and social health	Teacher and students discuss types, causes, prevention and importance of mental illness. **INSTRUCTIONAL RESOURCES:** Posters, charts showing types of mental illnesses, etc.
8	**FACTORS INFLUENCING CHOICE OF CONSUMER PRODUCTS AND SERVICES** -Factors influencing choice of products and services: i) Authenticity ii) Cost iii) Availability iv) Accessibility v) Avoidability vi) Advertisement	- A visit to stores and services providing centers - Mention reasons why students and/or their parents, guardians, friends prefer particular items of the same type against others. **INSTRUCTIONAL RESOURCES:** Real, objects, posters, showing consumer goods.
9	**CONSUMER HEALTH CARE SERVICES** -Types of health care services: i) Traditional medicine ii) Orthodox medicine iii) Alternative methods of healing(acupuncture, yoya, faith health)	-Teacher guide students to identify available health care services in Nigeria. -Field trip to health care facilities in their locality. **INSTRUCTIONAL RESOURCES:** CDs, posters and charts showing different types of health care facilities.
10	**QUACKS AND QUACKERY** -Define the term i) quack ii) quackery -Types of quackery i) mechanical quackery ii) electrical quackery iii) drug and cosmetics quackery iv) medical quackery	Students collect products of quackery and bring to class; and discuss the different types of quackery with their teacher. **INSTRUCTIONAL RESOURCES:** Real objects, charts, posters, showing products of quackery.
11	Revision	Revision
12	Revision	Revision
13	Examination	Examination

COMPUTER STUDIES

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**CENTRAL PROCESSING UNIT(CPU)** -Arithmetic and logic unit and control unit -Function of ALU and Control unit	-Teacher leads students to list CPU components e.g. ALU, Control unit, etc. -States functions of ALU and control unit e.g. explains ALU- accept and executes any arithmetic and logic operations while control unit controls all operations inputted to the system.
2	**MEMORY UNIT** -Types of memory -Description of: i) Primary memory ii) Secondary memory	- Teacher leads students to list types of memory e.g. i) Primary memory(main memory) ii) Secondary memory(auxiliary) -Description of: primary memory i) Random access memory(RAM) ii) Read only memory(ROM) Secondary memory: Flash drive, hard disk, compact disk(CD), digital video disk (DVD)
3	**MEMORY UNIT** -Differences between primary and secondary memory	- Teacher leads students to display auxiliary storage devices as secondary storage e.g. floppy disk, flash drive, compact disk, etc. -Units of storage: Bits, nibble, bytes, kilobytes(KB), megabytes(MB), gigabytes,(GB), terabytes (TB)
4	**MEMORY UNIT** i) Conversion from one unit to the other ii) Comparison of auxiliary storage devices.	- Teacher leads students to compare presently available storage devices(size, memory capacity) e.g. size, speed, technology(optical, magnetic and semiconductor) - Teacher leads students to carry one simple arithmetic on conversion from one unit to another. E.g. 1Kilobyte (KB)=1000

		bytes etc.
5	**LOGIC CIRCUITS** -Definition of logic gate -Types of logic gates	- Teacher leads students to define logic gate -Guides students to list types of logic gates e.g. AND, NOT, OR, by the use of drawing charts.
6	**LOGIC CIRCUITS** -Symbols of each logic gate -Input and output signals for AND, NOT, OR gates.	-Displays symbols of logic gates on a chart - Teacher guides students to identify the signals in each gate symbol.
7	**LOGIC CIRCUITS** -Truth table construction for AND, NOT, OR -Equation for: AND, NOT,OR gates.	- Teacher guides students to construct truth table for gate -Write logic equations, etc
8	**LOGIC CIRCUITS** -Uses of logic gates -Logic circuits II(AL)Alternative logic gates)	- Teacher leads students to state the differences among the three gates -As building blocks for hardware/electronic components. -Description of alternative logic gates.
9	**ALTERNATIVE LOGIC GATES II** -Types of alternative logic gates -Symbols of each logic gate -Input/output signals	- Teacher leads students to list types of alternative logic gates, e.g. NAND, NOR, etc. -Displays symbols of alternative logic gates on a chart -Guides students to identify the signals in each gate symbol, i.e. NAND, NOR.
1O	**ALTERNATIVE LOGIC GATE II** -Truth table construction -Equation for: NAND, NOR gates -Uses of logic gates	- Teacher guides students to construct truth table for each gate: i.e. NAND, NOR -Write a logic equation for each -Uses of logic gates: As building blocks for hardware or electronic components etc -Construction of simple comparators using NOR/NAND, XOR gates

11	**COMPUTER DATA CONVERSION** -Definition -Types of registers -Function of each register and main memory	- Teacher leads students to define: i) Register ii) Address iii) Business - Teacher guides students to list types of MDR, CIR, and SQR. -State the functions of each register and main memory.
12	**COMPUTER DATA CONVERSION** -Differences between register and main memory -Outline steps -Factors affecting speed data transfer	- Teacher guides students to identify differences between register and main memory -Outline steps in data conversion e.g. 'data-fetch-execute' cycle in a simple form. -States factors affecting data transfer: BUS-Speed, BUS-Width, etc.
13	Revision	Revision
14	Examination	Examination

COMPUTER STUDIES

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**CONCEPT OF COMPUTER FILES** -Definition -Types of data items -File structure organization	- Teacher leads students to define each term i) Computer ii) Record iii) Field iv) Data item -Guides students to list the types of data item: numeric, alphabetic, alpha-numeric -File structure organization(from data

		item)
2	**CONCEPT OF COMPUTER FILES** -Type of file organization -Methods of accessing files -Classification of file	- Teacher leads students to list types of file organization i) Serial ii) Sequential iii) Indexed iv) Random -Methods of accessing of files, e.g. as above -Classification of: i) Master file ii) Transaction file iii) Reference file -Criteria for classifying files: Nature of content. -Organization method -Storage medium
3	**HANDLING COMPUTER FILE:** -Basic operation on computer files -Steps involved in creating sequential file -Steps involved in accessing sequential file above using basic file	- Teacher guides students to list basic operations on computer files, e.g. creation, deletion, copy, retrieval, view, update, open, close. -Outlines steps involved in file creation using BASIC processing statements e.g. Exam file with math and English and hands-on-experience(H-O-E) -Outline steps involved in file accessing using BASIC processing statements.
4	**HANDLING COMPUTER FILES** -Basic file processing -Effect of file insecurity -Methods of file security	-Describes file insecurity and its effects i) Data loss and is causes ii) Over writing -Leads students to mention file security methods: i) Use of back ups ii) Use of antivirus iii) Password iv) Proper label of storage devices, etc.
5	**HANDLING COMPUTER FILES** -Difference between computer files and manual files -Advantages of computerized files -Limitations	- Teacher lead the discussion to identify differences between computer files and manual filing system -Advantages are: more secured, fast to access, less laborious, more reliable,

		neatly modified -States limitation of computerized file e.g. Expensive to set it up -Irregular power supply, etc.
6	**LOGIC CIRCUITS** -Symbols of each logic gate -Input and output signals for AND, NOT, OR gates.	-Displays symbols of logic gates on a chart -Guides students to identify the signals in each gate symbol.
7	**LOGIC CIRCUITS** -Truth table construction for AND, NOT, OR -Equation for: AND, NOT,OR gates.	- Teacher guides students to construct truth table for gate -Write logic equations, etc
8	**LOGIC CIRCUITS** -Uses of logic gates -Logic circuits II(AL)Alternative logic gates)	- Teacher leads students to state the differences among the three gates -As building blocks for hardware/electronic components. -Description of alternative logic gates.
9	**ALTERNATIVE LOGIC GATES II** -Types of alternative logic gates -Symbols of each logic gate -Input/output signals	- Teacher leads students to list types of alternative logic gates, e.g. NAND, NOR, etc. -Displays symbols of alternative logic gates on a chart -Guides students to identify the signals in each gate symbol, i.e. NAND, NOR.
1O	**ALTERNATIVE LOGIC GATE II** -Truth table construction -Equation for: NAND, NOR gates -Uses of logic gates	- Teacher guides students to construct truth table for each gate: i.e. NAND, NOR -Write a logic equation for each -Uses of logic gates: As building blocks for hardware or electronic components etc -Construction of simple comparators using NOR/NAND, XOR gates
11	**COMPUTER DATA CONVERSION** -Definition -Types of registers -Function of each register and main memory	-Leads students to define: i) Register ii) Address iii) Business -Guides students to list types of MDR, CIR, and SQR. -State the functions of each register and

		main memory.
12	**COMPUTER DATA CONVERSION** -Differences between register and main memory -Outline steps -Factors affecting speed data transfer	-Guides students to identify differences between register and main memory -Outline steps in data conversion e.g. 'data-fetch-execute' cycle in a simple form. -States factors affecting data transfer: BUS-Speed, BUS-Width, etc
13	Revision	Revision
14	Examination	Examination

COMPUTER STUDIES

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**ALGORITHMS AND FLOW CHART** -Definition -Characteristics of Algorithms -Functions of Algorithm	- Teacher leads students to define algorithm and flow chart -List the functions of algorithm - Teacher guides students to list characteristics of algorithm, e.g. finite, effective and unambiguous, etc
2	**ALGORITHM AND FLOW CHART** -Writing algorithm for solving a given problem.	Teacher guides students to write a simple algorithm for: -Computing average of a given set of numbers -Evaluation of equation: Y=a (b-c)2/d+2. -Printing out the first ten odd numbers etc.
3	**ALGORITHMS AND FLOW CHART** -Flow chart symbols -Use of each flow chart symbol	-Demonstrate flow chart symbols: I/O, process, decision, etc -States what each symbol represent -Guides students to draw appropriate flow chart to solve a given problem.
4	**BASIC PROGRAMING II** -Build in functions -Basic notations	Teacher leads students to identify build-in functions: i) SQR ii) INT(X) iii) SIN(X) iv) ABS(X) v)RND(X) vi) COS(X) vii) TAN(X) viii)

		LOG(X) ix) EXP(X)
5	**BASIC PROGRAMMING II** -Basic notation	-Basic notation of algebraic expressions i) $\sqrt{b^2 - 4ac}$/2a ii) (x-y) (x+y) iii) (a+b)+c/sin d iv) b=1/4ac v) e^{x+y} -Sin(x+ny), etc.
6	**BASIC PROGRAMING II** Write a basic program to compute algebraic equations	Teacher leads students to write BASIC programming using built in functions: i) Find square root, S, round up to an integer ii) Find square root of numbers with a given range. iii) Find the cosine of known values iv) Find the tangent of a given angle v) Plot sine wave curve, plot cosine curve.
7A	**INTERNET** Definition and some computer internet terms	-Teacher leads students to define: i) Internet ii Some basic terms: Browse, browser, chart room, cyber café, cyber space, download.
7B	**INTERNET** Definition of internet and some basic terms	- Teacher guides students to define some basic terms: Home page, HTML, HTTP, Intranet, Internet service provider, upload, protocol, web browser, web page, web site.
8	**INTERNET** Main browsers: - Features in main browsers	- Teacher leads students to list the main browsers: i) Internet explorer ii) Netscape navigation iii) Opera iv) Firefox -Leads students to list the features in main browser, window, title bar, menu bar, tool bar, address bar, etc.
9	**INTERNET** Internet services	-ITeacher instructs students to visit some websites

		-Write notes on the board on what they learnt on their visit website, e-mail. -Email discussion group -Telnet -Usenet -FTP -WWW, etc
10	**ELECTRONIC MAIL(E-MAIL SERVICES)** -Definitions	- Teacher leads students to define: i) Electronic mail ii) E-mail; services a. Sending/receiving e-mail b. Charting iii) Steps involved in operating mail box iv) Steps involved in creating e-mail account.
11	**ELECTRONIC MAIL(E-MAIL SERVICES)** -Features in an e-mail address -Definition of charting	- Teacher guides students to write e-mail and website addresses and identify the differences in their features e.g. i) finemail@finegoving.org e-mail address ii) www.finegoving.org website -Definition of chatting -Steps involved in chatting.
12	Revision	Revision
13	Examination	Examination

SENIOR SECONDARY BUSINESS

FINANCIAL ACCOUNTING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**MANUFACTURING ACCOUNT** Meaning/definition Purpose of manufacturing account	Teacher discusses the items that make up manufacturing account, uses a flash and demonstrates the different terminologies used in manufacturing

	Terminologies used. Computation of; Cost of raw materials available for use. Cost of raw materials consumed or used. Prime cost of production.	account - prepares manufacturing account, trading, profit and loss account and balance sheet format. Students participate in the discussion by listing out the manufacturing items, prepare manufacturing account format. Resources; chart, format of manufacturing account, trading, profit and loss account.
2	**MANUFACTURING ACCOUNT** Layout/format of manufacturing account. Preparation of manufacturing and trading account together.	Teacher discusses the items that make up manufacturing account and trading account uses a flash to demonstrate, prepares manufacturing account and trading account together. Students participate in the discussion by listing out the manufacturing items for trading account. Prepares manufacturing trading account. Resources; chart, format of manufacturing and trading account.
3	**MANUFACTURING ACCOUNT** Preparation of profit and loss account. Preparation of manufacturing, trading profit and loss account.	Teacher discusses the items that make up manufacturing account, uses a flash to demonstrate the different terminologies used in preparing manufacturing, trading, profit and loss account. Students participate in the discussion by listing out the manufacturing items, prepares manufacturing, trading, profit and loss account. Resources; chart, format of manufacturing account with trading,

		profit and loss account.
4	**MANUFACTURING ACCOUNT** Transfer of goods manufactured from the manufacturing department to the sales department. Balance sheet; Layout Preparation.	Teacher discusses the items that make up manufacturing account, uses a flash and demonstrates the different terminologies used in manufacturing account, prepares manufacturing account with trading, profit and loss account, balance sheet. Students participate in the discussion by listing out the manufacturing items, prepare from manufacturing account to the balance sheet. Resources; chart, format of manufacturing account, trading, profit and loss account with the balance sheet.
5	**ACCOUNT OF NON-PROFIT MAKING ORGANIZATION** Introduction Receipts and payment account; Features Limitations. Formats of receipts and payments account Preparation of receipts and payment account.	Teacher explains receipts and payments, income and expenditure items, leads students to identify features and limitation, receipt and payment account, income and expenditure. Displays format to show the preparation of receipt and payment account. Prepare receipt and payment account. Students pay attention to the lesson, participate in the activities i.e. receipts and payment account with income and expenditure account, format preparation. Resources; charts, format of receipts and payment accounts, format of the income and expenditure accounts, a

		flash card.
6	**ACCOUNT OF NON-PROFIT MAKING ORGANIZATION** Income and expenditure account; meaning. Differences between receipts and payment accounts and income and expenditure. Format of income and expenditure account.	Teacher explains income and expenditure items, plays the income and expenditure, format, prepares income and expenditure account. Students pay attention to the lesson, participate in the preparation of the accounts, i.e. income and expenditure account. Resources; charts, format of the income and expenditure accounts, a flash card.
7	**ACCOUNT OF NON-PROFIT MAKING ORGANIZATION** Preparation of income and expenditure account. Accumulated fund Preparation of balance sheet	Teacher explains how to derive accumulated fund, prepares the income and expenditure account showing accumulated fund, prepares a balance sheet. Students pay attention to the lesson, participate in the preparation of the accounts, i.e. income and expenditure showing accumulated and a balance sheet. Resources; charts, format of the income and expenditure accounts, a flash card.
8	**REVISIT BANK RECONCILIATION** Differences between bank statement and reconciliation statement. Interpretation of bank statement Causes of discrepancies between cash book and bank statement.	Teacher explains the different types of bank document, interprets the bank statement, work some examples like adjustment of cash book, and bank reconciliation statement preparation. Students write short notes on the following; dishonoured cheque, uncredited cheque, unpresented cheque, commission/interest. They also prepares bank reconciliation

		statement from a given bank statement e.g. standing order, direct payment. They prepare adjusted cash book, and observe the various stages in cash book. Resources; bank documents, charts, resource person.
9	**BANK RECONCILIATION STATEMENT** Preparation of adjusted cash book. Preparation of bank reconciliation statement, bank overdraft, preparation of bank reconciliation statement with normal bank statement.	Teacher works some examples; adjustment of cash book, prepares bank reconciliation statement with items from adjusted cash book and overdraft Students write short notes on the following; dishonoured cheque, uncredited cheque, unpresented cheque, commission/interest. They also prepares bank reconciliation statement showing items from adjusted cash book. Also prepare bank reconciliation statement with dishonoured cheques. Resources; bank documents, charts, resource person.
10	**REVISIT ACCOUNT CONTROL** Sales ledger control account. Purchases ledger control account.	Teacher guides the students to identify sales ledger item, identify purchases ledger item, prepares sales ledger control account, prepare purchases ledger control account. Students listen and take part in the preparation of: sales ledger control account, purchases ledger control account. Resources; charts, format of both the sales and purchases ledger.

11	Revisions	Revisions
12	Examinations	Examinations

FINANCIAL ACCOUNTING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PARTNERSHIP ACCOUNT** Meaning/definition Terminologies used Partners capital account Types of capital account.	Teacher explains the meaning of partnership account, guides the students to identify and explain capital accounts and terminologies involved, explains the differences in capital account, prepares the capital account, guides the students to identify current account, identify the different terminologies used in partners' current account, prepares capital and current account, and discusses the appropriate sharing ratio of partners. Students pay attention, take part in the preparation of capital account and current account. Resources; charts, flashcards of the key words, format.
2	**PARTNERSHIP ACCOUNT** Trading account The profit and loss account of partnership. Partners profit and loss appropriation account.	Teacher explains the meaning of partners trading account, profit and loss account. Explain the terminologies, displays a format showing trading, profit and loss appropriation account. Students pay attention and take part in the preparation of trading, profit and loss appropriation account. Resources; charts, flashcards of the key words, format.

3	**PARTNERSHIP ACCOUNT** -Partnership current account;- format of profit and loss appreciation account. -Balance sheet of partners. -Layout and preparation.	Teacher guides the students to identify current account, different terminologies used in partners' current account, prepares current account, discusses the appropriate sharing ratio of partners, displays the format and leads students to prepare current account, profit and loss appropriation account. Students pay attention, participates in the preparation of current account, profit and loss appropriation account. Resources; charts, flashcards of the key words, format.
4	**PARTNERSHIP ACCOUNT** Admission of new partners. Meaning Reasons for admission of new partners. Goodwill; Meaning Valuation of goodwill.	Teacher discusses admission of new partners, gives reason for admission of new partners, explains goodwill and discusses valuation of goodwill. Students pay attention, take part in activities involving new partners admission, lists reason for admitting new partners, explain goodwill, prepares goodwill account. Resources; charts, flashcards of the key words, format.
5	**PARTNERSHIP ACCOUNT** Revaluation of assets; Meaning and journal entries Preparation of revaluation account. Preparation of new balance sheet.	Teacher explains the meaning of revaluation of assets, explain how to make journal entries. Displays format for preparation of revaluation account, and a new balance sheet preparation. Students pay attention, as the teacher prepares journal entries, participates in the preparation of revaluation account and a new balance sheet. Resources; charts, flashcards of the key words, format.

6	**PARTNERSHIP ACCOUNT** Dissolution of partnership;- meaning/definition Reasons for dissolution of partnership Dissolution procedures. Preparation of realization account.	Teacher explains the meaning of dissolution of partnership account, guides the students to identify reasons for dissolution of partnership, lists the procedures in dissolving a partnership business, guides the students to identify reasons for dissolving partnership business. Lists and discusses procedures for dissolving partnership business, prepares realization account. Students pay attention, take part in giving reasons for dissolution of partnership business, lists reasons for dissolution of a partnership business, mention procedures for dissolving partnership business, preparation of realization account. Resources; charts, flashcards of the key words.
7	**INCOMPLETE RECORDS (SINGLE ENTRY)** Meaning/definition Features of single entry Disadvantages/limitations. Computation of profit from two balance sheets showing opening and closing capital.	Teacher explains single entry, I, computes profit from two balance sheet showing opening and closing statement of affairs. Students listen to the teacher and take part in the preparation of Resources; chart, format.
8	**INCOMPLETE RECORDS** Preparation of statement of affairs; calculation of profit	Teacher explains, prepares statement of affairs to determine capital and statement of profit. Students listen to the teacher and take part in the preparation of the statement of affairs to determine capital and profit. Resources; chart.

9	**INCOMPLETE RECORDS** Conversion of single entry: Prepare statement of affairs. Prepare analysis of a cashbook Reconstruct necessary accounts Preparation of trading, profit and loss account. Preparation of balance sheet.	Teacher prepares statement of affairs, analysis of a cash book and reconstructs necessary accounts. Prepares trading, profit and loss account and a balance sheet. Students listen to the teacher and take part in the preparation of the statement of affair, trading, profit and loss account and a balance sheet. Resources; chart.
10	**INTERPRETATION OF ACCOUNTS USING SIMPLE ACCOUNTING RATIOS EQUITY.** Capital employed Working capital. Ratio of working capital to capital employed. Ratio of equity to capital employed.	Teacher explains the different accounting ratio, calculate and show examples, computation and illustration with examples.
11	**FURTHER TREATMENT OF INTERPRETATION OF ACCOUNTS**	Teacher defines capital employed working capital. Students list out the different ways by which we can interpret account, explain the following; capital employed, working capital, ratio of working capital to capital employed, ratio of equity to capital employed. Resources; charts, flash cards.
12	Revisions	Revisions
13	Examinations	Examinations

FINANCIAL ACCOUNTING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**COMPANY ACCOUNT; FORMATION OF A COMPANY** Companies and allied matters act 1990 relating to formation of companies. Terminologies; Memorandum of associations Articles of association Prospectus etc. Types of companies; private and public companies; Private company; Definition Features. Public company; Definition Features Distinction between public and private companies.	Teacher states the requirements of companies and allied matters act of 1990, explain relevant terminologies to the formation of company, list the differences between private and public companies, give specific examples of public and private companies within the locality. Students highlight the requirements for companies and allied matters acts of 1990, participate in the discussion on the terminologies relevant to the company. State the features of public and private companies. Resources; chart, daily official list of companies from Corporate Affairs Commission.
2	**QUOTED AND UNQUOTED COMPANIES** Quoted companies Definition Features Examples. Unquoted companies; Definition Features Distinguish between quoted and unquoted companies.	Teacher explain quoted and unquoted companies, leads the students to state the differences between quoted and unquoted companies, guides students to name the examples of quoted and unquoted companies. Students list the differences between quoted and unquoted companies, prepare a list of quoted and unquoted companies in your locality. Resources; charts, daily official list from NSC, books.

3	**COMPANY ACCOUNT (CONT)** Financial system; Definition Components of financial system e.g. banks, insurance, NSE, SEC, CSCS etc Money market; Definition Key functions Market institutions. Features of money market (short term). Discuss the key functions of each components Describe the features of each component.	Teacher guides the students to explain the term financial system, ask students to name the components of financial system, illustrates functions and features of each component using charts and reports. Students write short notes on financial system, money market, capital market, insurance. Resources; charts, posters, pictures, short market report.
4	**METHODS OF RAISING FUNDS FROM THE CAPITAL MARKET;** Methods; explain offer for sales, offer for subscription, right issues, private placement.	Teacher defines capital market, primary and secondary markets, segments of secondary markets, key functions, market institutions, features of capital market (medium or long term), insurance market; definition, key functions market institutions, features of insurance market. Students define offer for sale, offer for subscription, list out the requirements for accessing the capital market, discuss the different benefits of capital markets. Resources; publication of SEC, NSE, video of activities on the floor of stock exchange, dividend warrant.
5	**BENEFITS OF CAPITAL MARKETS;** Benefits to individual investors Benefits to government Benefits to the economy	Teacher defines capital market, primary and secondary markets, segments of secondary markets, key functions, market institutions, features of capital market (medium or long term), insurance market; definition, key functions market

	Benefits to individual companies.	institutions, features of insurance market. Students define offer for sale, offer for subscription, list out the requirements for accessing the capital market, discus the different benefits of capital markets. Resources; publication of SEC, NSE, video of activities or the floor of stock exchange, dividend warrant.
6	**ISSUES OF SHARES** Terminologies Shares accounts preparation Application account. Allotment account Calls accounts.	Teacher discusses the differences between classes of shares, highlights the differences between authorized issued shares, discuss the differences between issue of shares at par and at a premium, prepare account to issue shares, illustrate by showing share certificate. Students participate in the discussion of issues of shares and share account, draw a share certificate and study, take part in the preparation of account related to issue of shares. Resources; charts, pictures, publications, securities exchange commission, NSE, share certificate.
7	**PREPARATION OF SHARE ACCOUNT (CONT)** cash/bank account share premium account share discount account share capital accounts; preference shares account Ordinary share capital account.	Teacher discusses the differences between classes of shares, highlights the differences between authorized issued shares, discuss the differences between issue of shares at par and at a premium, prepare account to issue shares, illustrate by showing share certificate. Students participate in the discussion of issues of shares and share account, draw a share certificate and study, take

		part in the preparation of account related to issue of shares. Resources; charts, pictures, publications, securities exchange commission, NSE, share certificate.
8	**LOAN CAPITAL** Terminologies Debentures Mortgage Interest Preparation of debenture accounts.	Teacher explains the loan capital terminologies, illustrate the differences between shares and debenture account. Students listen and take notes, write short notes on the terminologies, excursion/fieldtrip to capital market. Resources; publication, charts.
9	**COMPANY ACCOUNT (FINAL ACCOUNT)** Profit and loss appropriation account;- Amount written off. Goodwill Preliminary expenses Amount transferred to reserve; Bonuses Dividends.	Teacher prepares trading, profit and loss account, appropriation account, shows goodwill written off, preliminary expenses, amount transferred to reserve, bonuses and dividends. Students listen to the teacher, participate in the preparation of trading, profit & loss appropriation account showing goodwill written off, preliminary expenses, transfers etc. Resources; charts, CAMD 1990, SEC & NSC requirement, copies of company's financial statement.
10	**COMPANY ACCOUNT (FINAL ACCOUNT)** The company balance sheet; layout/format, preparation, analyzing/interpretation.	Teacher prepares balance sheet using format, analyze the balance sheet, ratio analysis method. Students listen to the teacher, participate in the preparation of balance sheet, analyze/interpret the balance sheet viz current ratio, rate of stock turnover, gross profit to turnover etc. Resources; charts, CAMD 1990, SEC & NSC requirement, copies of company's

		financial statement.
11	**REGULATION OF THE CAPITAL MARKET** Meaning and reasons for regulations. Types of regulations Statutory regulation Self regulation stock exchanges. Nigeria stock exchange Definition, outline. Abuja stock and commodity exchange.	Teacher defines capital market and guides students to appreciate the need for regulating capital market, types of capital market, importance and tools of regulation, and to appreciate the required attributes to capital market operators. Students explain the meaning of regulation, outline the major types of regulation in the capital market, and the required attributes of capital market operators. Resources; publication of; SEC, MSE, CSCS, ASCE. Feature articles from newspapers, video clips, internet.
12	Revisions	Revisions
13	Examinations	Examinations

STORE MANAGEMENT

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Revision and documentation.** Revision on SS 1 Exams ii. Documentation: filling meaning iii. Features and purpose of good filling system.	Teacher discusses past questions paper with students. Teacher discusses filling, features and purpose. Students ask questions. **Teaching Resources**. Past questions, trip to an office with a good filling system or files, tags, perforator.
2	**Documentation cont** I. filing- forms of filing: classification; alphabetical filing, benefits and and problems, numerical filing, benefits and problems.	Teacher discusses forms of filing, students listen, ask questions. **Teaching Resources** Visit to an organization / office with a typical filing system.

	II. Chronological filing: meaning, benefits and problems, subject filing: meaning, benefits and problems. III. Geographical filing: meaning, benefits and problems. Alphanumerical filing: meaning, benefits and problems.	
3	**Filing and indexing:** I. Method of filing- centralized and departmental filing, benefits and problems II. Indexing: meaning, benefits and problems Filing: System of filing-vertical, lateral filing, shelf filing, flat filing, electronic filing, etc	Teacher discusses method of filing, students participate and ask questions. **Teaching Resources** Visit an organization/ office with good filing system in the students' environment.
4	**Source documents** I. meaning, types of source documents (a) cheque (b) invoice (c) purchase order II. Types of source documents cont (d) receipt (e) credit note (f) debit note (g) statement of account (h) cash register III. Importance of source document	Teacher discusses the meaning and types of source documents. Students participate in the discussions. **Teaching Resources** Cheques, invoice, purchase order, etc
5	**Subsidiary books** Meaning, classes (1) purchases day book – nature, uses, illustrate. II. Return out ward nature uses, illustration III. Sales day book – nature and uses illustration.	Teacher discusses meaning, nature and uses of sales day book and purchases day book with chart showing the ruling. **Teaching Resources** Chart showing sales day book, invoice, etc.
6	**Subsidiary book cont.** Return inwards book – meaning nature and uses, illustration. ii. Cash book – meaning and uses. iii. Cash book types – single Column cash book illustration	Teacher discusses return inward/outward, cash book. Students participate and also ask questions. **Teaching Resources** Chart showing the ruling.
7	**Cash book cont.** Double/two column cash book. ii. Three column cash book. iii. More illustration/example	Teacher discusses cash book in double column forms. Students participate and ask questions. **Teaching Resources.**

		Chart showing cash book.
8	**Final account.** i. meaning and stages, trading account; - meaning. Items used under it – purchases, sales, stock etc. ii. Trading account:- preparation. iii. Profit and loss account – meaning, items used under it – expenses.	Teacher gives the meaning of trading account, purpose, list items under it. Illustrate posting of items into trading, profit and loss account. Students listen and ask question. **Teaching Resources.** Chart showing ruling.
9	**Final account cont.** Profit and loss – preparation, determination of profit/loss. ii. Balance sheet – meaning, types T and straight line. iii. Balance sheet – items used in preparing the balance sheet.	Teachers discusses determination of profit/loss, meaning and type of balance sheet. Illustrate a balance sheet preparation on the chalk board. Students observe and practise. **Teaching Resources** Chart showing ruling.
10	**Final account cont.** - Posting of items into balance sheet in T format. - Posting items using horizontal. - More illustration on item posting.	Teacher discusses horizontal format with illustration on the board. Students practice it. **Teaching Resources** Chart showing vertical and horizontal forms.
11	**Final account cont.** - Balance the balance sheet - More examples on balance sheet. - Importance of balance sheet.	Teacher illustrates more exercises with students. **Teaching Resources** Chart showing balance sheet.
12	**Sales Turnover.** - Meaning of turnover, meaning of rate of turnover, items used to calculate the rate of turnover e.g. opening stock, etc. - Calculation of opening stock, closing stock, average stock, cost of goods sold, (b) average. - Calculation of (a) percentage gross profit to turnover. b) Percentage net profit to turnover. c) Percentage net profit to capital Investment	Teacher discusses the meaning, list items used in calculating sales turnover. Students listen, participate and ask questions. **Teaching Resources** Chart showing calculation of rate of turnover, closing stock, average stock cost of goods sold, etc.
13	Revision	Revision
14	Examination	Examination

STORE MANAGEMENT

SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Revision** Revision on last terms work Turnover – calculation of rate of turnover. Calculation of (i) percentage of gross profit. (ii) percentage of net profit to turnover. (iii) percentage of net profit to capital investment.	Teacher calculate on the chalk board. Students listen, ask question and do some exercise in the classroom. **Teaching Resources** Chart showing calculation of turnovers.
2	**Introduction to risk management.** Meaning of risk and risk management. Classification of risk. II Risk management method – sound management practices, (ii) reduction of risk, (iii) Transfer of risk through hedging. III Business and employee insurance benefit of risk management.	Teacher discusses method of risk management. Students listen and ask questions. **Teaching Resources** Chart showing method of risk management.
3	**Introduction to Impress system.** I Meaning of impress system and characteristics. II Items under impress system III Preparation of impress account	Teacher explains impress system, describe the way it works/characteristics. List items under impress system and make illustration on the board. **Teaching Resources** Cardboard sheet with impress format.
4	**Impress system cont.** I. Advantages of impress system. II. Proceeds for sale – meaning proper recording of transaction. III. accurate calculations of all the receipts using calculator cash registers, etc.	Teacher discusses advantages of impress system, gives meaning of proper record of transaction. Illustrate calculation using cash register. **Teachers Resources** Cardboard showing prepared format or cash register.
5	**Proceeds from sales** Benefits and problem of using calculators, cash register etc. to calculate sales proceeds II. Methods of keeping cash	Teacher explains proceed from sales benefit and problems, ways of keeping cash, benefits and problems. describes method of depositing cheque, etc. Students listen, note and ask question. **Teaching Resources**

	(sales) proceeds – using safe banks. III. Methods of keeping sales proceeds banks – cheques and profits, benefit and problems.	Calculators, cash register, visit to school tuck up shops, cheque bank draft, etc.
6	**Investment** Stock exchange – meaning and functions. II. Security trade on the market – shares, debenture stock bonds. III. Forms of shareholders – ordinary preference shareholder benefits and problems.	Teacher discusses and defines stock exchange and its functions and forms of share. Students participate. **Teaching Resources** Shares, share certificate.
7	**Investment cont.** Debenture – meaning, benefits and problems. II. Differences between debentures and shares. III. Similarities between debentures and shares.	Teacher discusses meaning, benefits and problems of debenture. Students participate and ask question. **Teaching Resources** Specimen of bonds, debenture etc.
8	**Investment cont.** Organisational set up of stock markets (a) brokers (b) jobbers (c) issuing houses II. Organisational set up cont. (d) Registrars (e) receiving banks (f) Authority clerk (g) Authorise clerk III. Speculation to stock market: meaning, speculators in the stock market (a) broker (b) bear (c) stages meaning and future.	Teacher discusses organisational set up of stock market, students participate, note important points.
9	**Investment cont.** Importance of stock market. II. Problems of Nigeria stock market. III. Benefits of shareholder	Teacher discusses importance and problems of stock market and students participate.
10	Revision.	Revision.
11	Examination.	Examination.

STORE MANAGEMENT

SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Revision and Investment** Revision on last term exam II. Securities and Exchange Commission (SEC) meaning & function III. Central Securities Clearing System (CSCS) meaning and function	Teacher discusses meaning and function of securities and exchange commission. Students note important points and participate **Teaching Resources** -past question paper -Handbook on Securities and Exchange Commission.
2	**Investment cont.** I. Money market- meaning, regulatory institutions on money market- (a) central bank (CBN) (b) Nigeria Deposit Insurance corporation (c) Commercial banks (d) Issuing houses (e) Depositors II. Instrument of trade on money market Treasury bill (b) Treasury certificate Commercial paper. III. Negotiated certificate of deposit e.g. bonds.	Teacher defines money market, list regulatory institution on money market; central bank, Nigeria Deposit Insurance corporation (NDIC), commercial bank, issuing houses and discuss them. Teacher mention instrument of trade on money market and discusses them. Students listen, note the important point and ask questions. **Teaching Resources** Cardboard paper showing regulatory agencies and specimen of treasury bills, bonds, etc.
3	**Investment cont.** - Instrument of trade on money market; bill of exchange. - Institution involved in money market: a. central bank (b) Commercial bank. - Discount houses - Finance houses.	List institution involved in money market and discuss each of them. Students listen, take note and participate. **Teaching Resources** Cardboard paper showing institution involved in money market.
4	**Investment cont.** 1. Differences between bonds and shares 2. Differences between treasury bills and shares. 3. Differences between commercial paper and commercial certificate.	Teacher discusses the differences between bond and shares, treasury bills and shares, commercial paper and commercial certificate. Students participate, ask questions. Specimen of bond, shares, treasury bills, commercial certificate.
5	**Investment cont.** 1.Functions of money market. 2. Similarities between money and capital market 3. Differences between money and capital market.	Teacher discusses similarities and differences between money and capital market. Students participate. **Teaching Resources** Cardboard paper showing the differences.

6	**Introduction to taxation:** 1. Tax – meaning and features of tax. 2. Reasons for tax. 3. Principles of tax.	Teacher discusses meaning, features, reasons and principles of taxation. Students listen and ask questions.
7	**Taxation** 1. System tax – progressive – meaning, benefits and problems. 2. Proportional tax – meaning, benefits and problems. 3. Regressive tax – meaning, benefits and problems.	Teacher discusses meaning, benefits and problems of types of taxes. Students participate. Teaching Resources Cardboard paper showing types of taxes.
8	**Taxation** 1.Types of business taxes: a. Company income tax – meaning and uses b. Import duties – meaning and uses. c. Excise duties – meaning and use.	Teacher continues to discuss types of taxes and their uses. **Teaching Resources** Cardboard paper showing types of taxes.
9	**Taxation** 1. Value added tax – meaning and uses. 2. Export duties – meaning and uses. 3. Purchase tax – meaning and uses.	Teacher continues to discuss types of taxes and their uses. **Teaching Resources** Cardboard paper showing types of taxes.
10	**Taxation** 1. Sales taxes – meaning and uses. 2. Benefits of taxes.	Teacher continues to discuss types of taxes and their uses. **Teaching Resources** Cardboard paper showing types of taxes.
11	Revision.	Revision.
12	Examination.	Examination.

OFFICE PRACTICE

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**FILING:** Meaning Method of filing- centralized and decentralized.	Students take note of definition; participate in discussion on methods of filing. Students take turns to file various documents in

		files
2	**PURPOSE OF FILING** Characteristics of a good filing system Advantages of a good filing system.	Students state five characteristics of a good filing system. State the advantages/disadvantages.
3	**CLASSIFICATION OF FILING SYSTEM** Alphabetical Numerical Chronological Advantages and disadvantages of each.	Students identify at least five classes of filing system, enumerate the steps in filing.
4	**CLASSIFICATION OF FILING SYSTEM CONT** Subject Geographical Alphanumerical Advantages and disadvantages of each.	Students describe each filing system and state the advantages/disadvantages of each.
5	**Types of files**:—active, semi-active, inactive, pending, temporary, miscellaneous file.	Students discuss different types of files, practice actual filing of documents.
6	**CATEGORIES OF FILES- open file, confidential file, secret file, top secret file.** Movement of files File movement register Types of file-folders, jackets.	Samples of actual office files, filing equipment and accessories, files and folders.
7	**FILING EQUIPMENTS:- Box Cabinets, Desk** **System of filing:** vertical, lateral, shelf. **Electronic filing and use of computer.** .	Pictures of file equipment, etc
8	**CORRESPONDENCE;** Meaning and types	Discuss the difference between internal and external memos.

	Memos (internal and external), differences Notice Minutes of meetings.	Ask questions and copy the notes on the chalkboard.
9	**CORRESPONDENCE CONT** Business letters Reports- forms of report- informative and investigative report.	Students participate in discussion, take down notes. Specimen memos, business letters, minutes, report.
10	**TYPES OF BUSINESS LETTERS;** Application letter Interview letter Appointment letter Goodwill letter.	Students participate in discussion, take down notes. Specimen.
11	Revision	Revision
12	Examination	Examination
13-14	Examination	Examination

OFFICE PRACTICE

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**METHOD OF PAYMENT- MEANING** Reasons for making payments Method;- cash, cheque, bank draft (give meaning and detailed explanation)	Students take down notes, answer teacher's question on why payments are made.
2	**METHOD OF PAYMENT CONT;** Postal order/post cash Money order/western union money gram Standing order Credit transfer Telegraphic transfer.	Students take down notes, participate in discussion, and fill out a dummy voucher.
3	**METHOD OF PAYMENT CONT;** E-banking- meaning Services under e-banking—ATM,	Students participate in class discussion, take down notes.

	credit card, debit card.	
4	**METHOD OF PAYMENT CONT;** Electronic fund transfer. Mobile banking Internet banking Telephone banking.	Students participate in class discussion, take down notes.
5	**WAGES AND SALARIES- MEANING** Differences between wages and salaries The role of wages office -; calculate wages, record wages, make appropriate payments and deductions.	Students listen to teacher and take down notes.
6	**METHOD OF PAYING WAGES** Time rate, piece rate, profit sharing method, commission bonus, premium bonus. Procedures for paying wages. Analyses cash Determines withdrawal, prior notice to bank Prepare payroll, disbursement.	Students participate in class discussion, and take down notes. Listen to teacher's explanation and example. Work given exercises.
7	**DOCUMENTS USED IN PREPARING SALARIES AND WAGES** Payroll, pay slip, payment voucher, Calculation of gross pay and net pay.	Students prepare a pay slip.
8	**IMPREST ACCOUNT- MEANING** Importance of imprest account Preparation of imprest account.	Students define imprest account, preparation of imprest A/C, work exercises on imprest account.
9	**CLASSIFICATION OF MAILS** Confidential, personal, urgent Incoming and outgoing mails- meaning.	Specimen of petty cash vouchers, salary vouchers, pay slips, cheque, cash postal orders, money orders.
10	**CLASSIFICATION OF MAILS CONT.** Procedures for handling mails Preparation of out going and	Students participate in discussion; demonstrate procedures for handling incoming

	incoming mails registers.	and outgoing mails.
11	**METHODS OF MAIL DELIVERY** By post, by hand, electronic, courier Courier services- meaning Advantages and disadvantages of courier services.	Specimen of envelops, stamps, letters, mail register.
12	Revision	Revision
13	Examination	Examination

OFFICE PRACTICE

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**COMMUNICATION- DEFINITION** The communication process- sender, receiver, draw the diagram of communication process Pattern of communication- vertical, downward, upward and horizontal.	Students listen attentively and write down the definition, participate in discussion, jot points down.
2	**IMPORTANCE OF COMMUNICATION** Advantages/disadvantages of communication. Factors affecting the choice of communication. Barriers to effective communication.	Students participate in discussion, take down notes, go on excursion to a media house, cyber cafe, NIPOST.
3	**TYPES OF COMMUNICATION;** Verbal and non-verbal Verbal/oral communication- meaning Advantages/disadvantages Non-verbal- meaning, examples- body language, signs etc	Students participate in discussion, list advantages and disadvantages of different method of communication.
4	**WRITTEN COMMUNICATION- MEANING** By letters, memos, magazines etc	Participate in discussion, go on the excursion, ask questions

	Advantages and disadvantages Visual communication- meaning Advantages and disadvantages.	where necessary.
5	**METHODS OF COMMUNICATION** Traditional and modern method Traditional method- drum, town crier, gong etc Advantages and disadvantages.	Students participate in discussion, give example of traditional method of communication e.g using real objects.
6	**METHOD OF COMMUNICATION CONT** Modern method- letters, telephone, cablegram, telegram, radio, TV, electronic e-mail, face book, twitter, to go etc	Specimen; pictures of communication tools, GSM handset, analogue, telephone, fax machine, computer, TV, radio/cassette, recorder, satellite dish, newspaper, journals, hand bills, postage stamps, the internet, reports, letters, minute of meetings etc
7	**COMMUNICATION SERVICES BY NIPOST** Postal services rendered by NIPOST -; ordinary letter, registered letter, express letter, parcels, air mail, postage, recorded delivery. Auxiliary services provided by post office – postage stamp, postal order, money order, telegraphic money order, private boxes, private mail bag.	Specimen; pictures of communication tools, GSM handset, analogue, telephone, fax machine, computer, TV, radio/cassette, recorder, satellite dish, newspaper, journals, hand bills, postage stamps, the internet, reports, letters, minute of meetings etc
8	**COMMUNICATION SERVICES BY NITEL** Telephone services, common telephone services available; internet calls, local calls, trank calls, international calls, conference calls, fixed time calls, emergency calls, radio and TV services, satellite, internet services (e-mail), Global Communication System (GSM).	Students take notes and ask questions where necessary, participate in discussion in using real objects for communication.
9	**COURIER SERVICES;** Meaning Services rendered by courier services Global system for mobile	

	communication (GSM) Advantages and disadvantages.	
10-11	Revision	Revision
12	Examination	Examination

INSURANCE

SS 2 FIRST TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	Motor insurance: Meaning of motor insurance Types of polices in motor insurance	Teacher explains the concept, explains the policies. Students identifies three levels of motor insurance documents
2	Motor insurance (cont) Scope of motor insurance -private car, commercial vehicles, motorcycle, Agricultural and forestry vehicles. ECOWAS brown card:- Uses and cover provided.	Teacher states the scope of motor insurance, Students writes three levels of motor insurance and ECOWAS brown card. Specimen of motor insurance document.
3	Insurance products :- Fire Insurance meaning of fire insurance Standard fire policy cover/ property covered under fire insurance Perils covered, who buy fire insurance. Special peril. Insurance product:-	Teacher explains fire insurance, properties covered. Students identifies the insurance covered and state perils covered: Instructional resources use of chart.
4.	Theft insurance: Meaning of theft insurance Properties to be covered under theft insurance Theft insurance in business premises. Theft insurance (cont.) Theft insurance in private premises Different between theft in business and private premises.	Teachers explains the concept, state properties covered Students defines theft insurance properties covered, explain theft in public premises Instructional resources.
5.	Theft by key or trick.	Teacher explains theft insurance

		in private premises, state differences between theft in private and public premises.
6.	Insurance products:-Money insurance cover:- i)Meaning of money , what constitute money-cash,cheque, poster order,etc. that can be insured ii) Money in transit, in safe or strong room after business hours. Iii) Money in custody of a staff e.g. Cashier. Money Insurance Cont. i) Necessity for money insurance. ii) Types of covers available.	Students identify the differences, explain theft by key or trick. Use of chart. Teacher explains money etc. students defines money, state what constitute money, state the difference between money in transit and money in custody of staff. Specimen of money.
7.		Teacher explains necessity for money insurance and types of cover available.
8.	Insurance Product:- Fidelity guarantees Insurance. i) Meaning of fidelity guarantee insurance ii) Types of policies in fidelity guarantee insurance e.g. Name policy, position policy, blanket policy, bonds. etc. iii) Difference between commercial guarantee and bond.	Students state cover available. Chats. Teachers explains the concept Fidelity guarantees state types of policies. Students identify the concept, state examples of the policy, differences between commercial guarantee and bond.
9.	Insurance Products:- credit Insurance i)meaning of credit insurance ii)uses of credit insurance:- own goods in own vehicles, owned goods in hired vehicles iii) Open cover and use of declaration, single transits.	Specimen of document/charts. Teacher explains the concepts, state its uses. Students define credit Insurance and give two uses.
10.	Credit insurance (cont.) Types of cover categories of covers) Necessity of goods in transits insurance.	Specimen of document/charts Teacher explains the concepts, Types, State the necessity of the goods in the transit insurance.

	Revision Examination	Students answer questions use of charts
11. 12-13		Revision Examination

INSURANCE

SS 2 SECOND TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	Burglary Insurance:- Meaning of burglary insurance Property to be covered. Different between burglary and theft insurance	Teacher explains and differentiates between burglary and theft insurance. Students states two differences of burglary and theft insurance. Use of tabular charts.
2.	Marine Insurance:- Meaning of marine insurance. Various perils of the sea. Property covered by marine insurance Types of marine policies e.g. Hull policy, cargo policy and Freight policy	Teacher explains the concepts, state various perils, properties covered and explain with example each policy. Students mention and various perils, in the sea, explain two types of policies in marine. Specimen documents /Charts.
3.	Aviation insurance policy:- Meaning of aviation insurance. Aviation risks. Different types of aviation policies e.g. Aviation hull policy, cargo policy, freight policy.	Teacher explains aviation insurance, risks, policies. Students define aviation insurance, state two risk, policies involved. Specimen of aviation Insurance document
4.	Aviation insurance (cont.) Liabilities from aircraft operations Liabilities to passengers and non passengers and non passengers International regulations guiding aviation.	Teachers explain the concepts, state regulations guiding aviation industry. Students visit to airport.

	Loss of license insurance	
	Engineering Insurance:- Meaning and scope of engineering insurance Type of engineering Insurance e.g. Broiler, Explosion, computers and all risks.	Teachers explain the concepts, scope, and state type of engineering insurance. Students define, explain the scope and type.
5.		Use of chart
	Business Interruption Insurance:- Meaning of Business Interruption Insurance Machinery breakdown and causes of machine breakdown, Scope of the insurance cover.	Teachers explain the concepts and its scope. Students define business Interruption Insurance, state three causes of machine breakdown.
6.	Business Interruption Insurance (cont.) Fire incidence under business interruption Insurance Consequential loss policy	Use of chart, specimen document. Teachers explain the concepts and its scope. Students define business Interruption Insurance, state three causes of machine breakdown. Use of chart, specimen document.
7.	Risk Management:- Meaning of risk management How risks can be managed. Risks that may be managed	Teachers state the meaning, state risk that can be managed, Students identify risks that need to be managed. Use of chart/internet
8.	Insurance Product:- Employers' liability Insurance. Meaning of employers liability Insurance. Different perils covered under employer's liability insurance. Workman compensation policy Cover and benefits available	Teachers explain the concepts, state perils covered, explain workman compensation policy. Students identify perils involved, explain employer's liability insurance. Use of chart, internet, journals.

	Employer's liability insurance (cont).	
9.		Teacher explains the concepts, state perils covered, explain workman compensation policy. Students identify perils involved, explain employer's liability insurance. Use of chart, internet, journals.
	Revision	
10.	Examination.	Revision
11.	Examination	Examination.
12-13		Examination

INSURANCE

SS 2 THIRD T ERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	INSURANCE PRODUCT: Employer liability insurance (cont.)	Teacher explains the concepts. Students identify the importance of the policy. Internet /chart.
2.	INSURANCE PRODUCT:- Public liability Meaning of public liability Personal /public liability policy Product liability policy. How it may arise.	Teacher explains the concepts, states circumstances that calls for liability cover. Students state the two types of personal liability. Specimen document /chart.
3.	Professional indemnity Meaning of Professional indemnity insurance Professionals that may requires professional indemnity insurance e.g. Doctor, lawyer, insurance brokers, accountant, architects etc.	Teacher explains the concepts, state professional that may need this policy Students define this concept, state two professional that needs such policy. Specimen document/chart.
4.	Insurance products: Term assurance	Teacher explains the concepts, state forms of term assurance,

	Meaning of term assurance. Forms of term assurance e.g. Individual and group, increasing term assurance, decreasing term assurance, renewable term assurance. Use of term assurance Different between the term assurance.	differences. Students identify each type of assurance and compare them. State two uses of term assurance and two differences between the forms of term assurance. Uses of tabular chart/ internet.
5.	Insurance products: Endowment assurance Meaning of endowment assurance (content). Types/ application of endowment assurance. E.g. ordinary endowment, family income benefits (FIB). Distinguish the various type of endowment policy State benefits provided by each type of endowment policy (Uses).	Teacher explains the concepts, state types, distinguish between each type, and its use. Student defines the concept, state two types of endowment assurance. Policy document/ internet.
6.	Endowment assurance (cont.) House purchase endowment assurance. Educational endowment assurance. Risks covered in endowment assurance.	Teacher explains the concepts, state its uses and risk covered. Students identify at least two importance of each type of policy. Use of specimen document/ chart.
7.	Insurance product: Whole life assurance policy Meaning of whole life assurance policy. Mode of operation in whole life assurance. Difference between whole life and endowment policy.	Teacher explains the concepts, state mode of operation. The student states the differences between whole life and endowment. Uses of chart, tabular presentation/ internet.
8.	Whole life assurance policy (cont.) Uses of Whole life assurance Premium payment and maturity Type of whole life assurance	Teacher states the uses, premium payment and maturity, types of whole life assurance. Students identifies type of whole

		life and differentiate with life assurance Chart /internet.
9.	Insurance products: Personal accident insurance: Meaning of personal accident insurance Form of personal accident insurance/ scope of cover. Who buys personal and group accident policy?	Teacher states/explains concept :- Personal accident. State the forms personal accidents. Insurance cover. Student defines the concept, state who buys it, explains group accidents policy. Policy document specimen
10.	Personal accidents: Insurance Cont. Perils covered Benefits provided	Teacher states/explains concept :- Personal accident. State the forms personal accidents. Insurance cover. Student defines the concept, state who buys it, explains group accidents policy. Policy document specimen
11.	Revision Examination	
12-13		

COMMERCE

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**COMMUNICATIONS** Trace the development of communication. Nigerian traditional means of communication-; gongs, drums	Teacher leads discussion on traditional means of communication. Students participate and give

	etc	examples.
2	**COMMUNICATIONS** NIPOST-; meaning and functions NITEL-; meaning and functions SATELLITE-; meaning, Nigerian SAT1 and 2, GSM, voice mail, pictures.	Teacher leads discussion on telecommunication and telephone services. Students ask questions on satellite, computer and G.S.M
3	**COMMUNICATIONS** Courier services and its functions. Compare courier services with the post office services. Computer appreciations;- Microsoft wares, opening documents, storage of documents. Computer appreciation; types and print out documents.	Teacher leads discussion on telecommunication and telephone services. Students ask questions on satellite, computer and G.S.M
4	**COMMUNICATIONS** Computer appreciation-; internet (www.com/you tube), facebook, twitter. E-mail;- meaning, opening e-mail account. E-mail sending and receiving/documents.	Teacher visits the school computer room with the students. Students manipulate computer in the computer room.
5	**ADVERTISING** Meaning of advertising, roles/importance. Types of advertising; persuasive, informative and competitive, mass and specific. Methods of advertising-; direct and indirect. Media of advertising, cenima, window dislay, catalogues, hoarding, etc	Teacher guides the learners to identify each of the advertising media, conducts mock advertising. Students dramatize the method of advertising in business. Resources; pictures, radio, TV, newspaper etc
6	**ADVERTISING CONTD** Advertising media contd (advantages and disadvantages) Media od advertising- electronics	Teacher guides the learners to identify each of the advertising media, conducts mock advertising.

	(TV, radio, internet), advantages and disadvantages.	Students dramatize the method of advertising in business. Resources; pictures, radio, TV, newspaper etc
7	**ADVERTISING CONTD** Merits and demerits of advertising Consumer protection in advertising Factora affecting choices of advertising. Appraise the praise of advertising in business.	Teacher guides the learners to identify each of the advertising media, conducts mock advertising. Students dramatize the method of advertising in business. Resources; pictures, radio, TV, newspaper etc
8	**TOURISM** Meaning/definition of tourism and tourist, forms, advantages and disadvantages of tourism. Tourist centres in Nigeria;- Obudu cattle ranch, parks and zoos etc	Teacher leads discussion on tourism, organize visit to tourist centres. Students participate in class discussion. Resources; pictures, journals, video clips.
9	**INSURANCE** Insurance- definition and history of insurance in Nigeria. Basic principles; utmost good faith, insurable interest, subvogation etc Types of insurance; life assurance-; whole life insurance and endowment insurance.	Teacher explains insurance and leads discussion on types of risks. Students write notes on basic principles of insurance. Resources; charts, pictures, posters etc.
10	**INSURANCE CONTD** Non-life insurance;- motor vehicle, fire, fidelity, burglary/robbery/theft. Accident, consequential loss insurance. Marine insurance; meaning and	Teacher explains insurance and leads discussion on types of risks. Students write notes on basic principles of insurance.

	types e.g hull, cargo, ship owner liability and freight insurance.	Resources; charts, pictures, posters etc.
11	**INSURANCE CONTD** Marine insurance policies e.g time, voyage, policies, valued and unvalued policy. Marine losses; total loss, actual total loss, constructive total loss, partial loss; general and particular average losses. Underwriting, re-insurance co-operative of Nigeria.	Teacher explains insurance and leads discussion on types of risks. Students write notes on basic principles of insurance. Resources; charts, pictures, posters etc.
12	**INSURANCE CONTD** Types of risks; fundamental and partial risks. Procedures for insurance contract, inquiry, proposal form, premium, cover notes etc Role of insurance broker and agents. Importance of insurance to business.	Teacher explains insurance and leads discussion on types of risks. Students write notes on basic principles of insurance. Resources; charts, pictures, posters etc.
13	Revision	Revision
14	Examination	Examination

COMMERCE

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BANKING** Meaning, origin and types. Commercial bank, functions, loan and overdraft. Types of bank account, saving and fixed deposit.	Teacher leads discussion on types of banks. Students role play the banking activities and participate actively in class discussion. Resources; cheque booklets,

		teller, A.T.M cards.
2	**TYPES OF BANK ACCOUNT** Current accounts- meaning, procedures for opening a current, factors to be considered before granting a loan by the bank manager. Cheque; definition, parties to a cheque, problems involved in the use of a cheque. Types of cheque; order, open, bearer and crossed cheque.	Teacher leads discussion on types of banks. Students role play the banking activities and participate actively in class discussion. Resources; cheque booklets, teller, A.T.M cards.
3	**FORMS OF CHEQUE** Stable cheque, post dated, certified, bounced, dishonoured cheque. Crossed cheque- general and special crossing. Reasons for dishonouring cheques.	Teacher leads discussion on types of banks. Students role play the banking activities and participate actively in class discussion. Resources; cheque booklets, teller, A.T.M cards.
4	**PAYMENTS** Automated teller machine card, western union, money gram. Computer and the bank, e-banking.	Teacher organizes a visit to any ATM and explains in detail how the machine operates. Students identify the benefit of ATM
5	**CENTRAL BANKING** Meaning, origin and functions of central bank. How central bank controls commercial banks, clearing houses. Roles of central bank in economic development of West Africa. Distinguish between central bank and commercial bank.	Teacher organizes a visit to any ATM and explains in detail how the machine operates. Students identify the benefit of ATM
6	**SPECIALIZED BANKS** Developed banks, merchant bank, meaning and functions.	Teacher organizes a visit to any ATM and explains in detail how the machine operates.

	Mortgage bank, meaning and functions. Building societies; meaning and functions. Universal banks; meaning and functions.	Students identify the benefit of ATM
7	**WAREHOUSING** Meaning and types. Importance and functions. List the advantages and disadvantages of warehousing.	Teacher leads discussion on the meaning and importance of warehousing in business. Students fully participate in the discussion. Resources; pictures, diagrams, and charts.
8	**CAPITAL** Meaning, economist, accountants, and layman concept. Types of capital; authorized/registered/ nominal, issued, called-up, capital owned etc Working capital	Teacher leads the students to examine annual reports of companies to identify various types of capital. Teacher also works examples on the board. Students should calculate working capital. Resources; annual reports.
9	**CREDIT** Meaning, basis for credit sales, advantages and disadvantages. Types; mortgage, loan, overdraft, credit deferred payment, finance houses/leasing etc. Hire purchase; meaning, features, characteristics, advantages and disadvantages to the seller and the buyer.	Teacher invites a local business man/ farmer/trader, who can narrate how credit has helped or ruined his business, collect newspaper cuttings of finance houses, describes credit instruments. Students should listen and ask questions. Resources; newspaper cuttings of finance houses, hire purchase agreement.
10	**CREDIT CONTD**	Teacher invites a local business man/ farmer/trader, who can

	Differences between hire purchase and deferred payment, and their similarities. Functions of credit to the wholesaler and retailer. Credit instrument; bill of exchange, promissory note, letter of credit, debentures, vouchers etc.	narrate how credit has helped or ruined his business, collect newspaper cuttings of finance houses, describe credit instruments. Students should listen and ask questions. Resources; newspaper cuttings of finance houses, hire purchase agreement.
11	Revision	Revision
12	Examination	Examination

LITERATURE

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to the "OTHERO" by William Shakespare	Background of the playwright (dramatist) Background and setting of the play Plot summary Shakespearean language and current English on a cardboard sheet Film show on " The Tempest"
2	Reading and explanation of Act One	Reading and discussion of scene one Reading and explanation of act one scene two
3	Reading of Act Two	Reading and explanation of Act Two, scene One Act Two, scene Two Present action of video Clips on " the Tempest"
4	Reading and explanation of Act Three	Reading and discussions one Act Three Scene One Act Three scene Two Act Three scene Three A drawing of a ship on the sea, about to be shipwrecked
5	Reading Act Four of "The Tempest"	Reading and discussions on Act four Students to do a weekend assignment by summarizing Act Four in their books.
6	Reading and explanation	Discussion and reading of scene one

	of Act Five	Reading and discussion on scene two Teacher to lead discussions on the epilogue
7	Role-play (Drama)	Students to role-play the actions of maor characters Role –play the actions of minor characters State the relationship between the characters Watch a video clip of " The Tempest"
8	Introduction to the "NATIVE SON" by Richard Wright	Background of the Novelist Background and setting of the Novella. Plot summary/state sequence of events Show cause effect relationship
9	Themes and style	Examine the Themes Analyze the styles Read out relevant portions that highlight the themes. Relate the theme to actual life experience or encounters
10	Character Analysis 1	Examine the major characters Discussion on their roles and significances Examine how the characters are related.
11	Character Analysis 2	Examine the minor characters Analyze their roles and significances to the plot Discuss their various relationship
12	Revision	Revision work on "Native Son" Discussing the themes, characters and plot structure Sketch picture of combat soldiers at war on a cardboard sheet
13	Revision	Revision
14	Examinations	Examinations

LITERATURE

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to "FACELESS" by Amma Darko	Background of the novelist Background and setting of the novel Plot and summary

2	The Themes and style	Examine the themes and style Analyze the themes and style Relate the themes to personal life encounter Show a video chip of the boys on coral Island
3	Character Analysis I	Examine the characters-major Analyze the major characters- their roles and significance The relationship between the major characters.
4	General overview of the novel-“The Faceless”	General discussions/Compete with other students Give project/pair the students for discussions Questions and answers session on the novel.
5	Introduction to “”the Blood of a Stranger”by Dele Charlery.	Background of the Play-Wright/dramatist Background and setting of the play Plot and summary
6	The Themes and Style Introduction to “She stoops to Conquer” by Oliver Goldsmith	Examine the themes and style in the play. Analyze the themes and style in the play Relate themes to personal life encounter Use the text to point out relevant sections e.g the conflict between the western culture VS African culture.
7	The Themes and Style	Background of the Play-Wright/dramatist Background and setting of the play Plot and summary
9	Character Analysis	Examine the themes and style in the play. Analyze the themes and style in the

10	Role –Play “The Blood of a Stranger and “She Stoops to Conquer”	play Relate themes to personal life encounter. Examine the characters-major and minor Analyze the characters How are the characters related Role-play the actions of the major characters
11		Revision
12	Revision	Examinations.
13	Examinations	

LITERATURE

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to “Ambush” by Gbemisola Adeoti	Background and setting of the poet/poem Background of the poem-subject-matter/summary Effective use of poetic devices/Techniques Effective use of Imagery/symbolism A cardboard / print out picture of someone ambushed.
2	Introduction to “ The Dining Table” by Gbanabam Hallewell.	Background and setting of the poet/poem Background of the poem-subject-matter/summary Effective use of poeti devices/Techniques Effective use of imagery/symbolism A cardboard/print out picture of a dining table. Background and setting of the

		poet/poem
3	Introduction to “Home-less Not “Hopeless” by Sola Owonibi.	Background of poem subject matter/summary Effective use of poetic devices/Technique Effective use of imagery/symbolism A scenery/picture of beggars or people e.g under the bridge
4	Introduction to “ The Fence” by Lenrie Peters.	Background and setting of the poet/poem Background of the poem-subject matter/summary Effective use poetic devices/techniques Effective use of imagery/symbolism A picture of one wall(fence) of someone in a mood of indecision.
5	Introduction to “The School Boy” by William Blake	Background and setting of the Poet/Poem Background of the Poem-subject-matter/summary Effective use of poetic devices/Techniques Effective use of imagery/symbolism Picture of a school boy.
6	Introduction to “Myopia” by Sly Cheney Coker.	Background and setting of the Poet/Poem Background of the Poem-subject-matter/summary Effective use of poetic devices/Techniques Effective use of imagery/symbolism Cardboard picture of a medicated glasses/specs Some things to show lack of future planning.
7		Background and setting of the Poet/Poem Background of the Poem-subject-matter/summary Effective use of poetic devices/Techniques

8	Introduction to the “Crossing the Bar” by Alfred Tennyson Introduction to “The Soul’s Errand” by Walter Raleigh.	Effective use of imagery/symbolism Picture of the Crossing the Bar. . Background and setting of the Poet/Poem Background of the Poem-subject-matter/summary Effective use of poetic devices/Techniques Effective use of imagery/symbolism A picture of a boy on an errand Background and setting of the Poet/Poem Background of the Poem-subject-matter/summary Effective use of poetic devices/Techniques Effective use of imagery/symbolism Picture of stars on the sky
9	Introduction to “ Upon An Honest Man’s Fortune”	Discussion in groups by the students of the background and setting of the poems Discussion in groups by the students on the devices and images in the poems Revision
10	General Overview of the Poems	Examination Ezamination
11	Revision	
12	Examination	
13	Examination	

COMMERCE

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**CREDIT** Credit instrument Functions of credits to; retailer and wholesalers. Problems facing users of credit (buyer) Problems facing business in granting (seller).	Teacher describes in detail credit instrument. Students to collect newspaper cuttings of finance houses.
2	**PROFIT** Profit, meaning, types, gross and net profit. Calculation of gross and net profit from a given data. Calculation of gross and net profit to turnover.	Teacher leads students to compute gross and net profit from a given data., uses both business mathematics, and accounting approach. Students compute gross and net profit using the two approach.
3	**TURNOVER** Turnover, meaning, relationship of capital investment to turnover, factors that affect turnover. Calculation of gross profit to turnover and net profit to turnover. Variation in turnover in different types of business.	Teacher works examples on chalkboard for students to copy. Students calculate the rate of turnover from a given data.

4	**BUSINESS LAW** Definition, list and explain the branches of business law- law of contract, sale of goods, agency, hire purchase, employment. Law of contract; meaning, basic elements/essentials of a valid contract. Parties to a contract, characteristics of an offer and termination of an offer, contract binding on a minor and contract void on a minor. Types of misrepresentation mistakes.	Teacher gives simple cases to illustrate the principles of business law, guides the students to interview employers of labour and employee, and report for discussion. Students write short notes on types of business law from the board. Resources; publications on government regulations.
5	**BUSINESS LAW CONTD** Types of contract voidable, formal and informal, oral and written, expressed and implied etc Termination of a contract and remedies for breach of contract. Sales of goods act; meaning, provisions of sale of goods act 1893, rights of the buyer and unpaid seller.	Teacher gives simple cases to illustrate the principles of business law, guides the students to interview employers of labour and employee, and report for discussion. Students write short notes on types of business law from the board. Resources; publications on government regulations.
6	**PRINCIPLES OF AGENCY** Rights and duties of the agent and the principal. Rights and obligation of employer and employees. Government regulations of business—registration of business, patent right, trade mark, copy rights and intellectual property.	Teacher guides students to interview an agent and the principal and report for discussion. Students copy notes from the board. Resources; articles and memorandum of association.
7	**STRUCTURE OF BUSINESS** Organizational setup	Teacher illustrates with a chart or diagram of an organization and guides the students to interpret

	Draw an organizational chart showing various positions. Authority responsibility, accountability, span of control, delegation of authority, advantages and disadvantages of delegation of power/authority.	organizational set-up. Students outline the departments in organization. Resources; charts, diagrams.
8	**BUSINESS STRUCTURE CONTD** Inter-intra-departmental communication, meaning, media of communication in inter and intra departmental communication. Comparism, importance of inter and intra-departmental communication. List the various media of communication. Distinguish between the power of an individual and the power of an office.	Teacher illustrates with a chart or diagram of an organization and guides the students to interpret organizational set-up. Students outline the departments in organization. Resources; charts, diagrams.
9	**INTRODUCTION TO BUSINESS MANAGEMENT** Business- meaning of business and meaning of management. Business resources; meaning and examples- human, money, machine, materials, opportunities, goodwill. Business objectives. Management of business, functions of management (planning, organizing, etc)	
10	**BUSINESS ORGANIZATION** Departments, departmentalization, function. Business and its environment. Social responsibilities of business- scholarship awards, employment of people in the community, etc Responsibilities to community, government, shareholders and	Teacher guides students to discuss business organization, organizes students to develop organizational chart. Students draw organizational chart in their notebooks. Resources; charts, pictures, and

	employee.	newspaper cuttings.
11	**INTRODUCTION TO MARKETING** Meaning, importance in functions in an economy. Marketing concept, the four marketing mix. Price mix; pricing policies e.g penetration, scheming. Methods of promotion.	Teacher explains in detail the marketing concept, explains the method of promotion and pricing of products. Students distinguish between market and marketing.
12	Revision	Revision
13	Examination	Examination

GEOGRAGHY

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTITIVIES
1	Action of Waves Definition and terms associated with waves. waves tide, currents, coast, swash etc and erosional processes (corrosion, attrition, solution and hydraulic action) Erosional features of waves cape, bay cliff, caves, stock, etc Coastal deposition (beaches, spit bar etc) Coastal deposition (beaches, spit, bar etc)	Teacher : Uses pictures, films and models to explain - Meaning and characteristics of waves, tides and currents - guide discussions of erosional processes and coastal landforms - help students identify and describe features of coastal erosion and deposition. - Guides and supervises students as they make annotated diagrams of landforms - Takes students on field work to observe features of wave erosion and deposition **Students** : Draw annotated diagrams of the landforms - Bring pictures of coastal landforms to school - Participate in guided tour to observe coastal landforms. **Instructional Materials** : Films, Pictures, Models, slides, Sketches and Annotated

		diagrams.

2	**Climate 2** Climatic types (hot, temperate, cold, desert etc Characteristics(temperature, rainfall, etc) Geographical distribution	**Teacher** : uses maps diagrams and sketches to help students identify major climatic types - Uses the globe, maps, diagrams and sketches to explain climatic factors and their influence on weather and climate - Guides class discussions on : - characteristics of major climatic types - their geographic distribution and influence of climatic types on human activities - classification of climate - Takes students on a study trip to a meteorological stations
3	**Climatic Classification** : Greek classification(torrid, temperate and frigid), geographical distributions merits and elements. Koppen classification (A, B, C, D, E and sub categories Af, Am, Aw, Bs, Bw, Cw, Cs, CF, DF, ET and EF) Advantage and disadvantages of Koppen classification	**Students**- Visit a meteorological station - Draw diagrams and sketches to show the effects of latitude, planetary winds, pressure, ocean currents, distance from the sea etc on climate. - Draw a map of the world showing the distribution of climatic types/ regions - Draw a map of the world showing Greek climatic classification system, and that, showing koppen's classification **Instructional Materials** : Atlas, Maps, slides/power points, drawing paper, sketches and diagrams. Colour pencils , Tracing paper

4	**Environmental Resources (Contd.)** Meaning of environmental resources and types (atmospheric-sun, wind, rain, gases etc,) Water resources-meaning, types/examples and uses Vegetation resources ; meaning types example and uses	**Teacher** : Initiates and guides discussions on ; - Components of each type of environmental resources - Quality of human resources in relation to size, skilled and unskilled human resources, education and health etc, - uses and importance of environmental resources - Uses pictures, charts and maps to explain the meaning of environmental resources **Students** : Draw a table indicating the types of resources - Components of the resources, their sources and uses. **Instructional Materials** - illustrative diagrams and sketches - Documentaries - Maps - Video clips/tapes
5	**Environmental Resources (Cont)** Mineral resources; meaning, types, uses and the problem of mineral exploitation. Land resources; meaning, types soils, plateau, etc and their uses. Human resources: meaning, types human capital, population, technology etc), uses etc	
6	**Renewable and Non-Renewable Resources** : Meaning and types of renewable and non-renewable resources Advantages of renewable and non-renewable resources Disadvantages of renewable and non-renewable resources	**Teacher** : uses pictures, charts and documentaries to explain renewable and non-renewable resources. - Initiates and guide students discussions on advantages and disadvantages of the types. - Takes students on field tour to identify renewable and non renewable resources in their community. **Students** : Participate in field work - Watch documentaries of renewable and non-renewable resources - Tabulate resources as renewable and non renewable resources. **Instructional Materials** : - illustrative diagrams and sketches

		- Documentaries - Maps - Video clips/tapes
7	**Environmental Problems (HAZARDS)** Meaning and types (drought, desert encroachment, pollution, deforestation, soil erosion; meaning, causes, effects and solutions.	
8	**Environmental Problems (HAZARDS) Cont.** Coastal Erosion: Meaning, areas affected, causes effects and solutions Flooding; meaning, causes, effect and solutions. Deforestation; Meaning, area affected, causes, effects and solutions.	**Teacher** : - Uses pictures and documentaries to guide students discussion of ; - Environmental problems and their effect on human activities - Solution to the problems - Takes students on field work to observe environmental problems and their causes. **Students** : - Observe environmental problems in their community - Watch documentary films of environmental problems **Instructional Materials** : Documentaries Maps Photocopies Video clips/tapes
9	**Environmental Problems (HAZARDS) Cont.** Pollution : Meaning and types (land pollution) Water Pollution; meaning, causes, effects and solutions. Air and noise Pollution; Meaning, causes, effect and solutions.	
10	**Environmental Conservation** Meaning and types/methods, afforestation/re-afforestation,, cover cropping improved farming techniques, environmental education, recycling Methods of environmental conservation, improved farming methods.	**Teacher** : - Uses pictures, charts and maps to explain the meaning of environmental conservation - Initiates and guides discussions on ; - Types of environmental conservation - Needs and importance of environmental conservation **Students** : Listen to teacher and participate in discussion

11	**Environmental Conservation Cont.** Environmental education : Recycling Importance of environmental education	**Students** : illustrative diagrams and sketches - Documentaries - Maps - Video clips/tapes
12	Revision	Revision
13-14	Examination	Examination

GEOGRAGHY

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTITIVIES
1	**AGRICULTURE IN NIGERIA** Meaning and types of agricultural practice (subsistence, mechanized, pastoral farming, crop rotation, mixed farming, shifting cultivation) - Mechanized Agriculture - Pastoral farming	**Teacher** : - Takes students on field work to observe agricultural practices. - Uses maps, pictures, films, slides etc to guide discussions on ; - Types of agricultural practices - Nigeria's major food and cash crops - Importance of Agriculture - Problems of Agriculture - Guides and supervises students as they draw map of Nigeria and locate major agricultural produce on map. **Students** : - Participate in outdoor activities and make records and report of observations - Identify and classify agricultural practices in Nigeria - Draw a map of Nigeria and insert the country's major cash and food crops on map. **Instructional Materials** - Maps , Illustrative diagrams and sketches, farms in the locality, pictures, slides etc - Documentaries, Drawing paper and Tracing paper. :
2	**Types of Agriculture in Nigeria**: Crop rotation Mixed farming Shifting Cultivation	
3	**Agriculture in Nigeria Cont.** Food and cash crops (locate the areas on the map) Importance of agriculture in Nigeria and their solutions	
4	**Transportation in Nigeria** :	**Teacher** :

	Meaning and types/modes of transportation (road, rail, water, air, pipeline, aerial rope ways, human and animal porterage)- road transport; meaning-types merits, demerits problems and solutions Rail transport and pipeline, meaning, types, merits, demerits, problems and solutions. Water transport; meaning types, merits, demerits, problems and their solutions.	- Helps students identify and describe major modes of transportation in Nigeria - Guides students discussion on: - Advantages and disadvantages of various modes of transportation. - Transportation problems in Nigeria - Influence of transportation on human activities. **Students** : - Draw maps of Nigeria showing the road and rail transportation system - Participate in class discussions **Instructional Materials** : Atlas, Maps, Documentary, films/slides, Diagrams and sketches. Drawing and tracing paper
5	**Transport and Communication in Nigeria** Problems of transportation and their solutions Communication: meaning and types of communication networks (telecommunications, telephones services, cellular phones, voice mails etc; postal services, radio, television, newspapers internet, face book etc) Telecommunication and postal services meaning, merits and demerits	**Teacher**: Guides students to draw maps of road and rail transportation systems in Nigeria
6	**Communication in Nigeria** Types of communication network. Radio and television(merits and demerits) Newspapers and magazines meaning, types, merits and demerits Internet, face book etc; meaning, merits and demerits.	**Teacher** : - Helps students identify and describe major communication elements in Nigeria through use of pictures, films etc - Takes students to visit communication industries in the community - Guides students discussions on ; advantages and
7	**Communication in Nigeria Cont.**	

	Importance of communication Problems of communication Solutions	disadvantages of communication system, - Problems of communication - Influence on human activities **Students** : - Visit communication companies/industries in locality - Watch documentaries and films - Participate in discussions **Instructional Materials** : Documentary, film/slides, posters, pictures
8	**Manufacturing Industry in Nigeria** Definition and types of industry; primary, secondary, tertiary and quaternary Major industrial zones in Nigeria; types of industry within each zones and their products. Factors affecting locations of industries	**Teacher** : - Takes students on tour of manufacturing industries in the locality. - Uses of pictures, films maps etc to guide the discussions on industries. **Students** : - Draw sketches maps of Nigeria showing major industrial zones - Carry out field work and write reports on field work **Instructional Materials** : Map of Nigeria showing industrial zones
9	**Industry in Nigeria Cont.** Local craft in Nigeria Importance of manufacturing industries. Problems of manufacturing industries and their solutions.	**Teacher** : guide discussions on: type of manufacturing industries - Major industrial zones - factors affecting location of manufacturing industries - Problems and solutions.
10	**Commercial Activities in Nigeria** Meaning and major commercial activities (trade, transportation and commercialization) Trade and major commercial area in Nigeria Importance of commercial activities	**Teacher** : - Takes students on field work to identify commercial activities in the locality - Use pictures, films, documentaries, maps etc to guide class discussions on ; - Nigeria's trade, stock exchange, capital market - Major commercial zones - Importance of commercial activities **Students** :

		- Draw sketch-maps of Nigeria showing commercial cities - Carry out field work **Instructional Materials**: - Map of Nigeria showing commercial cities - pictures , films showing trading on stock exchange
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

GEOGRAGHY

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTITIVIES
1	**Map Reading** Direction and bearing: The major cardinal points(true/magnetic north and magnetic variations) Compass direction Angular bearings	**Teacher** : - Explains the use of angular bearings and compass bearings - Leads students to locate the major cardinal points - Guides students to solve problems using examples from topographical maps **Students** : - Draw diagrams showing major cardinal points and their bearings - Determine the directions and bearings from topographical maps **Instructional Materials** : Topographical maps, Atlas, Plans, Compass.
2	**Representation of Relief Forms** : Conventional signs and symbols. Physical features (relief); valleys, spur pass, knoll and hill. Physical features (relief); escarpment, plateau, dissected plateau, ridge, cliff etc	**Teacher** : - Uses maps, models, sketches on the board to help students to recognize relief features on maps - Uses sand trays and ashes to demonstrate formation of contour lines **Students** : - observe topographical maps to identify sets of physical features - Constant topographical maps by using contour lines to represent relief in their discrete forms

		Instructional Materials: Maps, atlas, models, Rulers, colours, sand, ashes, trays
3	**Methods of representing Relief** Contour and hills shading Relief colouring, spot heights, hachures Bench marks, boundary pillars, trigonometrical stations etc	**Teacher** : - Guide discussions on methods of representing relief features on maps.
4	**World population** Definition, size and distribution patterns Density (meaning, calculation, merits and demerits of high and low population densities and world population structure Factors affecting population distribution (climate relief, water, minerals etc	**Teacher** : - Uses maps, diagrams, pictures, documentary films etc to guide students to discuss world population with respect to size, density structure and distributions patterns - Guide class discussions on influence of climate, relief, soil, water etc on population density and distribution - Leads students to make sketches of world population distribution on a map. **Students** : - Draw sketch maps showing distribution of world's population - Watch films on population distribution. Resources; population maps, sketches and diagrams, GIS maps on population.
5	**World Population Cont.** Reason for rapid growth of world population Migration; meaning and types of migration Factors responsible for migration, merit and demerits of migration	
6	**Settlement** Meaning and types of settlement (urban and rural settlements; population, economy, administration etc Factors of settlement (soil, weather, topography etc)	**Teacher** : - Guide students discussion of ; - Settlement types - Characteristics of urban and rural settlements - Factors of settlement location - Settlement patterns and their developmental factors. - Uses maps and sketches to help students identify human settlements - Takes students on field work to observe human settlements
7	**Settlement Cont**. Settlement patterns; dispersed, linear, isolated etc Factors that aid the development of each patterns	

	Classification of settlement according to size	patterns in the locality. **Student** : - Read topographical maps and identify human settlements on the map - Draw sketch diagrams showing settlement patterns in their locality - Participate in field work and write reports
8	**Settlement cont**. Classifications according to functions Differences between urban and rural settlements Settlement interactions; types of interactions(commercial, cultural, administrative etc)	
9	**Settlement cont**. Interaction patterns within settlement urban-rural and rural-urban Urban-urban and rural-rural etc Functions of settlement	**Instructional materials:** Top-maps, Aerial photographs of human settlements, satellite images, diagrams and sketches.
10	**Geo-Political issues** (**Land Reclamation**) Meaning of land reclamation and methods: Afforestation, construction of barriers, erosion control etc Methods of land reclamation: Sand, fillings, constructions of drainage, erosion control etc Importance of land reclamation	**Teacher** : - Guide students discussions on; - Methods of Land reclamation - Importance of land reclamation - Uses photographs of reclamation sites to explain the concept of land reclamation - Take students on field work to land reclamation sites **Students**: - Participate in field work and write reports - Carry out community development project on land reclamation **Instructional Materials** : - Photographs, Documentary, films, Diagrams and sketches
11	**Geographic Information System (GIS) Data** Data sources: Land survey and remote sensing Data sources; map digitalization and scanning Data sources: field investigation and tabler data etc	**Teacher** : - Explains GIS data sources - Takes students on field work to collect geographic data using various methods - Supervises students on field work **Students** : Participate in a guided field work **Instructional Materials** GPS, Satellite images, Maps
12	**Revision and Examination**	

GOVERNMENT

SS 2 FIRSTTERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	CIVIL SERVICE Meaning/definition of civil service Characteristics of civil service Structures of civil service Functions of civil service Control of civil service Problems of civil service	Teacher leads discussion on civil service. Ask students to list the duties performed by some government officials in their localities.
2	CIVIL SERVICE (ADMINISTRATIVE/PROFESSIONAL CLASSES) Executive class Clerical class Ethic, honesty, integrity	Teacher leads discussion on civil service commission Illustrates with organisational chart of the civil service commission in Nigeria. .
3	PERSONNEL ADMINISTRATION IN THE CIVIL SERVICE Meaning of civil service commission Structure of the commission Functions of the commission Relationship between the civil service and political executives.	Teacher lead discussion on civil service commission Illustrate with organisational chart of the civil service commission in Nigeria.
4	PUBLIC CORPORATIONS Definition of public corporations. Reasons for establishing public corporations Functions of public corporation	Teacher leads discussion on public corporation Invite a resource person to give talk on the functions of public corporations
5	STRUCTURE AND ORGANISATION OF PUBLIC CORPORATION Minister as a political head Board of Director Management Comparison of the organisation	Teacher leads discussion on the structure of public organisation Draws a diagram showing the relationship between a minster, board and management.
6	CONTROL AND PROBLEMS OF PUBLIC CORPORATION Reasons for the control of public corporation Types of control: ministerial, parliament and judicial control Problems facing public corporation	Teacher leads discussion on the control and problems of public corporation Embarks on excursion to a public corporation e.g. banks, Radio. Television stations, companies Beverages etc to be organised.

7	COMMERCIALIZATION Definition of commercialization Reasons for commercialization Merits and demerits of commercialization in Nigeria.	Teacher leads discussion on commercialization Invites an expert to give talk on commercialization.
8	PRIVATIZATION Definition of privatization Reasons for privatization Merits and demerits of privatization in Nigeria.	Teacher leads discussion on privatization Invites an expert to give talk on privatization.
9	DEREGULATION Meaning of deregulation Reasons for deregulation Advantages and disadvantages of deregulation in Nigeria.	Teacher leads discussion on deregulation Invites an expert to give talk on deregulation.
10	LOCAL GOVERNMENT ADMINISTRATION IN NIGERIA Meaning of local government administration Reasons for the creation of local government in Britain and France Functions of local government System of local government in Britain and France.	Teacher leads discussion on local government Cites, services performance by local government Organises an excursion to local government secretariat
11	THE STRUCTURE OF LOCAL GOVERNMENT The evolution of local government in Nigeria Structure of local government in Nigeria. Local government sources of finance Relationship among local, state and federal government in Nigeria.	Teacher leads discussion on the evolution and structure of local government. Visits local government secretariat.
12	LOCAL GOVERNMENT REFORMS Roles of traditional rulers in local government administration 1976, local government reforms Problems facing local governments in Nigeria today.	Teacher leads discussion on the role of local government and the 1976 local government reforms in Nigeria. Organizes debate on the role of traditional rulers in the administration of local

	Measures or ways to improve local government administration in Nigeria.	government in Nigeria.
13	Revision	Revision
14	Examination	Examination

GOVERNMENT

SS 2 SECOND TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	PRE-COLONIAL ADMINISTRATION System of administration in pre-colonial Hausa-Fulani government Structure of the system of government Roles of the system	Invite resource person to give talk on governments in pre-colonial days Guide students to compare different pre-colonial administrations. Organise visits to museums and sites of traditional kingdoms.
2	PRE-COLONIAL ADMINISTRATION Igbo pre-colonial political system of government The structure of the government in pre-colonial Igbo political system. The roles of the system.	Invite resource person to give talk on Igbo pre-colonial political system of government Guide students to compare the pre-colonial administrations. Organise visits to museums and sites of traditional kingdoms.
3	PRE-COLONIAL POLITICAL SYSTEM OF GOVERNMENT IN YORUBA LAND System of government in pre-colonial Yoruba days. The structure of the system of government Roles of the system	Invite resource person to give talk on the Yoruba pre-colonial system of government. Guide students to compare different pre-colonial administrations. Organise visits to museums and sites of traditional kingdoms.
4	COMPARISONS OF DIFFERENT PRE-COLONIAL ADMINISTRATION IN NIGERIA. Hausa-Fulani system of government Igbo system of government Yoruba system of government	Guide students to compare the different pre-colonial political system of government in Hausa-Fulani, Igbo and Yoruba Organise visits to museums and sites of traditional kingdoms.
5	COLONIAL ADMINISTRATION	Provide students with materials

	Definition of indirect rule Reasons for introducing indirect rule in Nigeria Principles and structures of indirect rule.	on British colonial administration Invite resource persons to give talk on British colonial administration Organise debate on the merits and demerits of colonial rule.
6	INDIRECT RULE IN NORTHERN NIGERIA Reasons for the success of indirect rule in northern Nigeria.	Invite resource persons to give talk on indirect rule in northern Nigeria. Lead debate on the success of indirect rule in northern Nigeria.
7	INDIRECT RULE IN SOUTHERN NIGERIA. Reasons for the failure of indirect rule in southern Nigeria.	Lead discussion on the failure of indirect rule in southern part of Nigeria Organise a debate on the reasons for the failure of indirect rule in southern part of Nigeria (merits and demerits of indirect rule)
8	COLONIAL ADMINISTRATION French administration policy of assimilation and association. Meaning of assimilation and association. Problems of policy of assimilation Reasons for change from assimilation to association	Invite resource persons to give talk on the French system of administration in West Africa. Organise debate on the merits and demerits of colonial rule.
9	COLONIAL ADMINISTRATION CONTINUED Comparison of British and French colonial policies of administration The effect/impacts of British and French administration in West Africa	Teacher leads discussion on colonial rule in West Africa Organises a drama/debate on the merits and demerits of colonial rule in West Africa.
10	NATIONALISM Definition of nationalism Factors that led to the rise and growth of nationalism in Nigeria. Effects of nationalism in Nigeria The activities of Nigerian	Guide students to explain the definition/concept of nationalism Invite a resource person to give a talk on nationalism in Nigeria. Organise a drama on nationalist

	nationalists e.g. Dr. Nnamdi Azikiwe Chief obafemi Awolowo Sir Abubakar Tafawa Balewa Sir Ahmadu Bello Ernest Ikoli etc	struggle in Nigeria. Show video clips documentary on nationalist activities in Nigeria.
11	Revision	Revision
12	Examination	Examination

GOVERNMENT

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	CONSTITUTIONAL DEVELOPMENT IN NIGERIA Hugh Clifford's constitution of 1922 Features Merits and demerits	Lead students to name different constitutions in Nigeria Organize a visit to the nearest office of national archives Guide the students to identify the common feature of the constitutions
2	ARTHUR RICHARDS CONSTITUTION OF 1946/47 Features Merits and demerits	Lead students to name different constitutions in Nigeria Organize a visit to the nearest office of national archives Guide the students to identify the common feature of the constitutions
3	CONSTITUTIONAL DEVELOPMENT IN NIGERIA Macpherson Constitution of 1951 Features Merits and demerits	Lead students to name different constitutions in Nigeria Organize a visit to the nearest office of national archives Guide the students to identify the common feature of the constitutions
4	CONSTITUTIONAL DEVELOPMENT IN NIGERIA Oliver Lyttleton's Constitution of 1954 Features Merits and demerits	Lead students to name different constitutions in Nigeria Organize a visit to the nearest office of national archives Guide the students to identify the common feature of the constitutions
5	MAJOR CONSTITUTIONAL CONFERENCES OF 1950, 1953,	Invite a resource person to give talk on the conferences held

	1957 AND 1958	Organise a debate or drama on the merits and demerits of the conference.
6	INDEPENDENCE CONSTITUTION OF 1960 Features Merits and demerits	Invite a resource person to give talk on the 1960 constitution Organise a debate or drama on the merits and demerits of the 1960 constitution.
7	REPUBLICAN CONSTITUTION OF 1963 PARLIAMENTARY Features Merits and demerits	Teacher lead discussion on Republican constitution of 1963 Organise a debate or drama on the merits and demerits of the 1963 Republican Constitution.
8	1979 PRESIDENTIAL CONSTITUTION Features Merits and demerits	Invite a resource person to give talk on the presidential constitution Organise a drama on the organs of government
9	1999 CONSTITUTION: PRESIDENTIAL Features Merits and demerits	Invite a resource person to give talk on the 1999 constitution Guide the students to identify the merits and demerits of 1999 constitution and discuss it. Organise an excursion to the state/national assembly to see the process of law making and court for judicial interpretation of the law made.
10	FEDERALISM The emergence of federalism in Nigeria Factors that necessitate the formation of federal government in Nigeria. Features of Nigerian federalism Problems of Nigerian federalism e.g. Revenue allocation formula Minority issues State creation Ethnicity rivalry problems.	Teacher leads discussion on the reasons that led to the adoption of federalism in Nigeria. Discusses the major constitutional conferences of 1950, 57,and 58 as a prelude to the adoption of federalism and the issues involved.
11	NATURE AND STRUCTURE OF NIGERIAN FEDERALISM Federalism before	Teacher leads discussion on the political structure and division of powers in Nigeria federalism

	independence from 1914 to 1959 1960 – 1966 1967 – 1975 1976 – to date	Leads debate on the advantages and disadvantages of federalism
12	Revision	Revision
13	Examination	Examination

CHRISTIAN RELIGIOUS STUDIES

SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	The Sovereignty of God	Meaning of sovereignty of God God the Creator - first account of creation - Second account of creation - Both accounts compared (Genesis 1&2, Psalm 19:1) c. Sovereignty of God over individual lives. (Daniel 4:4-37, Isaiah 45:10)	Students to distinguish between things created by God and those made by man. Discuss the implication of God's Sovereignty over student's lives.
2	God the Controller of the Universe	God's control of the universe (Genesis 1:26-31, Amos 9:1-6) God controls the affairs of Nations (Jeremiah 18:1-6)	Students to imagine what happen if God withdrew from the world. Discuss how human beings are dependent on God.
3	The apostles Creed	Meaning of creed (Credo) 'I Believe' B. content of the Apostles creed. See the Curriculum page 21. Or the Internet Trinitarian nature of apostles creed	Students to memorize the Apostles Creed.
4.	Leadership	Meaning of Leadership Joseph as a leader Joseph's early life and	Students to list personal and leadership

		arrival in Egypt (Genesis 37:1-28) Joseph the governor of Egypt. (Genesis 41:1-57) Joseph reconciles with his brothers. (Genesis 45:1-15)	attributes of Joseph Compare Joseph's leadership style with that of present- day club, school or state leader.
5.	Moses as a Leader	The early life and call of Moses. (Exodus 1:1-3) God equips and sends Moses to lead the Israelites out of Egypt. (Exodus 4:1-17, 5:1-5; 22-33, 6:28:30, 7:7) Moses leads his people out of Egypt. (Exodus 14:1-31, 32:1-14, Numbers 13:1-33, 14:1-19)	Students are to list Moses's leadership qualities and show how he used them. Compare Moses leadership style with that of a leader with whom they are familiar.
6.	Joshua as a Leader	Joshua is chosen and equipped to lead Israel. (Numbers 13:16, 14:10, 27:15-23) Deborah as a Leader; Deborah leads the people to victory. (Judges 4:1-24)	Discuss the advantages and disadvantages that those who succeed great leaders have.
7.	Guidance	God guided the people of Israel. (Exodus 13:17-22, Joshua 8:1-22). God guided His people today through the teaching of Jesus Christ in the Bible. (Hebrews 1:1, Matthew 11:27-30)	The students are to discuss various factors that help in decision making. Discuss various ways in which God guided His people in the past and today.
8.	Protection	God's protection over the Israelites (Exodus 14:10-30,) God's protection over individual (Daniel 6:16-23)	Discuss the significance of identity cards in the society. Identify incidents that illustrate

		God's protection available for all people at all times. (Psalm 91)	God's protective powers in the passages.
9.	Provisions	God provided for his people: Food (Exodus 16:1-21) Water (Exodus 17:1-7) Light for night journey (Exodus 13:20-22) Shade for sunny days journey (Exodus 13:20-22) God provided sustenance for Elijah and Zarephath widow during drought (I Kings 17:1-16). God requires our obedience to effect his provisions Abraham (Genesis 22:1-13) Elijah (I Kings 17:10-16) Israelites (Exodus 16:19) Zarephath widow (I Kings 17:10-16) Why provision were stopped (Joshua 5:11-12, I Kings 4:1-6)	Discuss the basic needs of man and how God provides for them. Outline the conditions laid down by God for giving provisions.
10.	Parental Responsibility	The irresponsible behaviour of Eli and the sons (I Samuel 2:12-25) The irresponsible behaviour of Samuel's Sons (I Samuel 8:1-9) God's pronouncement of judgement on Eli and his Sons (1Samuel 2:27-36, 3:1-18) The fulfilment of God's judgement on Eli and his family (I Samuel 4:10-22).	Discuss the misbehaviour of the children of Eli and Samuel, and God's reaction.
11.	Parental Responsibility of Asa	King Asa pleased God. (I Kings 15:9-15) King Jehoshaphat follows	Discuss the role of parents in the upbringing of

		his father's way of life. (I Kings 22:41-44)	their children. Students to write an essay on how parent's ways of life influence the lifestyle of their children.
12.	Revision		
13-14	Examination		

CHRISTIAN RELIGIOUS STUDIES
SS 2 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Consequences of Obedience	Joseph was rewarded for obeying God's law (Genesis 39:7-12) David was rewarded for respecting a civil rule (Exodus20:13, Psalms 26:1-12) The three Hebrew youths escaped death for obeying God to avoid idolatry (Exodus 20:3, Daniel 3:1-30 Esther obeyed Mordecai (Esther 4:1-16)	Cite some examples of those who obeyed God and got rewarded Discuss what seeming 'advantage' is given up in each case of obedience
2	Consequences of Disobedience	Saul's disobedience (I Samuel 15:1-19) Consequences of Saul's disobedience Rejection as King (I Samuel 15:20-26) The Spirit of god left Saul (I Samuel 16:14-23)	List acts of disobedience that is common among SS students. Discuss situations at school and home where

		Saul and his son died same day (I Samuel 31;1-13)	disobedience leads to unpleasant consequences.
3	Consequences of Disobedience Continues	Others who suffered for their disobedience Disobedient Prophet (I Kings 13:11-24) The Sons of Eli (I Samuel 2:22-25, 4:10-11)	Distinguish between delayed and immediate consequences of disobedience in life today.
4	Friendship	Meaning of Friendship Types of Friendship Faithful and unconditional Friendship Unfaithful and conditional Friendship The Friendship between Jesus, Martha and Mary (Luke10:32-42) Friendship between Jesus and Lazarus (John 11:1-44) David, Saul and Jonathan (I Samuel 18:19) Characteristics of good and bad friends	Guides students to list examples of good and bad friends. Discuss types of friendships that exist among their peer-group.
5	Trust in God	David submits to the will of God (I Samuel 26:1-25, II Samuel 12:15-25) Jonah submits to the will of God (Jonah 1-2)	Guide students to explain the terms 'Submission' and 'Will of God' Guide students to debate whether David should have killed Saul or not Students to recount the story of Jonah
6	The Wisdom of Solomon	Solomon's request for wisdom of God (I Kings 3:3-15) How Solomon applied his wisdom (I Kings 3:16-23, 4:29-34)	Define the concepts 'Wisdom' and 'Decision' Guide students to suggest different ways of

		Building of the temple and its dedication (I Kings 5:1-12, 8:1-53)	taking right decisions. Ask how one can get wisdom from God and other sources (James 1:5-8).
7	Unwise Decision of Solomon and Rehoboam	Solomon's unwise decision (I Kings 9:15-23, 11:1-13) Rehoboam unwise decision and its consequences (I Kings 12:1-20)	Mention some consequences of wrong decisions. Explain the relevance of going for counselling before taking major decisions. Video clip depicting the disastrous consequences of wrong decisions e.g. War films.
8	The Effect of greed (Ahab and Gehazi)	Meaning of Greed Ahab seizes Naboth's vineyard (I Kings 21:1-2, 16) The effects of Ahab's greed. (I Kings 21:17-29) Gehazi's greed and its consequences (II Kings 5:1-27)	Lead discussion on greed and how in Nigeria it has led to massive corruption
9	The supremacy of God	Definition of Supremacy Situation that leads to the pronouncement of the period of drought. (I Kings 16:29-34, 17:1-7, 18:1-19) Elijah pronounces the period f drought (I Kings 19:1-18) Obadiah protected the prophets of God.	Lead the students to identify areas of religious tension in Nigeria. Discuss the courage of Elijah and Obadiah.
10	Revision		
11-12	Examination		

CHRISTIAN REELIGIOUS STUDIES

SS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Elijah at Mount Carmel	The contest on mount Carmel (I Kings 18:20-46) Failure of Baal in the contest to the success of the true God. God's (Ark of God) supremacy over Dragon of Philistine (I Samuel 5-12)	Let the students describe the god or gods worshipped in their areas Point out the reason for the failure of Baal Discuss the Supremacy of God.
2	Religious Reforms	Prevalent religious evils at the time of Josiah (II Kings 22) Josiah's reforms in Judah (II Kings 23:4-14, 21-30)	
3	Religious Reforms Continues	Religious reforms in the North (II Kings 23:15-30) Some areas of religious reforms in Nigeria e.g. Removal of adulterous Priests, Pastors, Spiritualists, homosexual, lesbians, tribalism etc.	Leads a discussion on areas that need reformation in the Churches and the society as a whole. Allow the students to examine selves to know if their religious and social lives tally with the Word of God.
4	Concerns for one's Nation	The captivity and destruction of Jerusalem (II Kings 24;	A paper chart containing the National Anthem

		25:1-17 Report on the condition of the Nation. (Nehemiah 1:3 The concern of Nehemiah, Ezra and Zerubabel for their Nation and their responses to the state of the Nation despite opposition (Nehemiah 1:1-11, 2:9-20, Ezra 1:5-11; 7:1-10)	and National Pledge.
5	Concerns for one's Nation continues	Reconstruction of the Nation in the face of opposition (Ezra 4; 5:1-2, 6:13-22, Nehemiah 4:1-23) Responsibility to our Nation Nigeria Political and Economic stability Spiritual reawakening etc.	Ask students to identify areas in our National life that needs to be reformed; and arouse their interest to seek the good of the country.
6	Faith in God	The command to worship King Nebuchadnezzar's image (Daniel3:1-7) Refusal of Shadrach, Meshach and Abednego to worship the King's image Punishment of the refusal and God's deliverance Effects of their faith and courage on the people of Babylon and Jews.	Let the students identify where God gave the command not to worship other god in the Bible.
7	Faith and Power of God	A decree to worship the King (Daniel 6:1-9) Daniel expresses his faith in God (Daniel 6:10-15) Daniel in the lion den. (Daniel 6:11-18) The power of God manifested (Daniel 6:19-24)	Lead the students to identify the circumstances under which Daniel expressed absolute faith in God.

		Effects of Daniel's faith (Daniel 6:25-28) Qualities of Daniel (Daniel 1:3-8, 6:3-5,10, 16:6; 22-23)	
8	True Religion and Social Justice	True religion: It is not merely attending Church services, programmes and contributing to the Church. (Amos 5:21-23, 25, 4:4-5) It demands purity of heart, honest desire and justice. (Amos 5:4, 14-15; 24) Social vices at the time of Amos (Amos 2:6-8, 4:1-2, 5:7-13)	Lead students to discuss what true religion is and what is not.
9	True Religion and Social Justice	Opposition against Amos by Amaziah Priest of the royal sanctuary (Amos 2:10-17) Divine judgement of the evil doers (Amos 4:2-3, 4:6-10, 5:14-20, 6, 7:16-17, 8:9-10) Risks often faced by those who carry out divine messages:- persecution, death, denial of promotion, loss of job etc. The need to remain steadfast.	Lead students to identify social evils in Nigeria today.
10	Divine Love	God asks Hosea to marry Gomer a harlot and raise children by her. To illustrate Israel harlotry in forsaking God and following idols (Hosea 1) The unfaithfulness of Israel to God and continuous love for her (Hosea 2:3)	Identify Hosea's theme message. Explain the symbolic nature of Hosea's marriage and the significances of the names of his children. Lead students to respond

		Israel's superficial response to God's love (Hosea 6:1-11) God's demands steadfast love and knowledge of Him (Hosea 6:6) Positive responses to God's love requires penitence (Hosea 6:1-4) God promises restoration for those who return to Him in repentance (Hosea 14)	positively to God's love before it is too late

ISLAMIC RELIGIOUS STUDIES
SS 2 FIRST TERM

WEEK	TOPICS	CONTENT	ACTIVITES/TEACHING AIDS
1	The Glorious Qur'an	Suratul Qari'ah (Q 101)	Reading, translation and commentary of Suratul Qari'ah. Glorious Qur'an.
2	Hadith	Hadith 11 and 12 of Al-Nawawi and the lessons learnt	Reading, meaning and explanation of the said Hadith.
3	Islamic history	Features of the political Administration of the Holy Prophet (SAW). Equity, Justice etc.	Explanation on the political administration of the holy prophet.
4	Fasting (Sawm)	Meaning and values Relevant verses and Hadith of the holy prophet (SAW) on fasting.	Explanation on the meaning and values of fasting in Islam as the holy prophet did.
5	The Glorious Qur'an	Suratul Takathur (Q 102) Suratul Asr (Q103)	Reading, translation and commentary of Surah Takathur and Asr.
6	Islamic history	Political administration of the four rightly guided Caliphs.	Explanation on the political administration of the four rightly guided Caliphs in brief.
7	Fasting in Islam	The spiritual, social and moral objectives of fasting	Explanation on the spiritual, social, and moral objectives of fasting in Islam.

8	Hadith	Hadith 15 of an-nawawi and lesson learnt.	Reading, meaning and explanation on the content of Hadith no is of an-nawawi.
9	Islamic History	Islamic Economic System with reference to: Halal and Haram Tatfif.	Explanation on the Islamic economic system so as to identify, Halal, Haram, Tatfif.
10	Fasting in Islam.	How to apply the spiritual, social, and moral objective of fasting in Islam	Explanation on how to apply the lesson taught in Fasting for our daily use.
11	Hadith	Hadith no 13and 14 of Al-Nawawi and lesson learnt.	Reading, meaning and explanation on the content of hadith 13 and 14 of al-Nawawi.
12	**Revision.**		
13	**Examination.**		

ISLAMIC RELIGIOUS STUDIES
SS 2 SECOND TERM

WEEK	TOPICS	CONTENT	ACTIVITES/TEACHING AIDS
1	The Glorious Quran.	Suratul-Hummazah (Q 104)	Reading, Translation, and commentary of the Suratul Al-Hummazah.
2	Hadith.	Hadith 16 and 17 of an-nawawi and lesson learnt.	Reading, Writing and explanation on the Hadith 16 and 17 of al-nawawi.
3	Economy.	The features of Islamic economic system in relation to zakkat, sadaqah and Bayt-al-mal.	Explanation of Islamic economic system in relation to zakkat, sadaqah, and Bayt –al-mal.
4	Hajj (pilgrimage)	Meaning and values of hajj.	Explanation on the Meaning of Hajj as well as its values.
5	The Glorious Quran	Suratul Fil (Ch-105).	Reading, Translation and comments on the Surah.
6	Islamic History	The spread of Islam to west African, Egypt, and Ulisia (Spain)	Narrate the History on how Islam came to Northern African.
7	Hajj	The spiritual moral and social aspect of Hajj.	Narrate the spiritual, social and moral aspects of Hajj with Examples e.g. Togetherness, equality etc.
8	The Glorious Quran	Suratul Quraysh (Ch-106).	Reading, Translation and Explanations with examples.
9	Hadith.	Hadith 18 of Al-Nawawi is	Reading, Translation and

		collections and the lesson learnt.	Explanation with example.
10	Islamic History	The spread of Islamic to west African The roles of traders. Sufi order and Religious preachers or reformers.	Narrate how Islam came to west Africa as well as its spread and these people involved in the spread of Islam
11	Shariah	Definition, Importance and sources of Shariah.	Explain the meaning of shariah, its sources and implication.
12	**Revision.**		
13	**Examination.**		

ISLAMIC RELIGIOUS STUDIES
SS 2 THIRD TERM

WEEK	TOPICS	CONTENT	ACTIVITES/TEACHING AIDS
1	The Holy Quran.	The Chapter Al-Kauthar and Maun (Q-107 and 108).	Reading, translation and explanation of the chapters. Glorious Quran, CD, DVD, cassettes.
2	Al-Hadith.	Hadith no 19 of al-nawawi and lessons learnt.	Reading Translation and explanation with concrete example by the teacher and the students.
3	Islamic History.	Quran and Sunnah as source of Islamic civilization.	Narrate the history of Islam as it penetrates into cultures.
4	Fiqh.	Islamic Shariah and other legal system.	Explain and Define the concept of Islamic Shariah and others.
5	Al-Hadith	Hadith No: 20 of Al-Nawawi and lesson learnt.	Reading, Translation and explanation of the Hadith.
6	Islamic History.	Islamization of knowledge and Islamic institution.	Explanation that will knowledge, originates from Islam and the Development so far.
7	Fiqhu	The roles of the four sunni school in the spread of shariah.	Narrate the brief history of the founding fathers and how they emerged.
8	The Holy Quran.	Suratul Kafiruh (Q109)	Reading, Translation and Explanation of the said chapter, Glorious Quran, CD. Cassette, DVD.
9	Al-Hadith	Hadith no 21of Al-Nawawi and lesson learnt.	Reading, writing, and explanation of hadith 20
10	Islamic History	The challenge of syncretism in Islam and its solution.	The teacher after defining what is syncretism asks the student for

			possible solutions.
11	Islamic History.	The impact on the economic and political life in west Africa.	Narrate the contributions Islamic religion has made on the development of west Africa in various aspects.
12	**Revision.**		
13	**Examination**		

HISTORY

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**THE SOKOTO CALIPHATE;** - The state of Hausa land at the beginning of the 19th century. - The role of Islam at the beginning of 19th century.	The teacher describes and explains the Sokoto caliphate to the students, the maps and charts are used. The students should be able to explain introduction of the caliphate.
2	**THE SOKOTO CALIPHATE CONTINUED;** Usman Dan Fodio lived and worked in Gobir. Why Sarkin Gobir and the Muslims fell out.	The teacher states and explains the circumstances that led to Usman Dan Fodio's work in Gobir. Explain why the Sarkin Gobir and the Muslims fell out. Maps and pictures as teaching aids. The students state and explain the reasons and why Gobir and Muslims fell out.
3	**THE SOKOTO CALIPHATE CONTINUED;** The various reasons why Dan Fodio engaged or embarked on Jihad or Holy war.	The teacher states and explains the reasons why Dan Fodio embarked on jihad or Holy war. Maps containing the movement of Dan Fodio. Students should be able to

		enumerate the various reasons.
4	**THE SOKOTO CALIPHATE CONTINUED;** The birth of the Sokoto caliphate. The administration of the caliphate.	How the caliphate came into existence and how it was administered are described and explained. Teaching aids; pictures and maps. The students should be able to describe and explain the birth and administration.
5	**JIHAD- HOLY WAR;** Political, social and economic impact.	The advantages and disadvantages of Jihad on political social and economics are stated and explained by the teacher. Maps, pictures as teaching aids.
6	**BORNU UNDER THE SHEHUS;** The emergence of El-kanemi. Rebellion and the crisis in Bornu, and invitation of El-kanemi. Social, political and economic development during the reign of El-kanemi.	The emergence of El-kanemi is traced and explained to the students. The students should be able to state and explain on the crisis, emergence and economic development of El-kanemi.
7	**YORUBA LAND IN 19TH CENTURY** Oyo Empire and final collapse of Oyo Empire.	The students should be able to discuss, describe and explain the Oyo Empire and the final collapse. The teacher guides the students with a map representing the Oyo Empire.
8	**BENIN IN 19TH CENTURY;-** The abolition of Trans-Atlantic slave trade on Benin economy in political crisis, problems of succession and emergence of weak rulers.	The students should be able to explain the factors that led to the abolition of Trans- Atlantic lave trade, Benin economy, political crisis, problems and succession- the emergence of weak leaders.

		This is done with the aid of wall charts illustrating the Benin political system.
9	**THE FIRST PHASE OF BRITISH CONQUEST 1851-1900;** Occupation of Lagos. British conquest of Benin. Other interior of Yoruba land.	With the aid of maps and pictures, the teacher should explain and discuss with the students how British conquered and occupied Lagos and other areas of Yoruba land.
10	**THE SECOND PHASE OF BRITISH CONQUEST OF 1900-1914;** Occupation of North-Sokoto.	The students should be able to describe and explain the occupation of British occupation of North. Pictures and maps.
11	**THE BRITISH CONQUEST CONTINUED;** Occupation of Igbo land. Reasons for occupation and impacts.	The teacher explains and describes the British occupation of Igbo land, reasons, and impacts-advantages and disadvantages to the students. Maps/charts – aids.
12	Revision	Revision
13	Examination	Examination

HISTORY

SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**THE EARLY PHASE OF BRITISH RULE 1990-1914;** Native courts of the southern protectorate. Native authority system of the North.	The students should be able to discuss on the native courts and the authority of the Northern protectorate. The teacher directs and explains

	Establishment of network-roads, water ways etc.	the various networks-roads, water ways established during the British administration of the North. Map of the period should be used.
2	**AMALGAMATION OF NIGERIA AND ITS SIGNIFICANCE**	The teacher explains 1906 and 1914 events of joining or making of the state Nigeria. A map indicating the amalgamation should be presented to the students for learning.
3	**COLONIAL RULE;** Nature of indirect rule. Social development and inter-group relations.	Indirect rule should be defined and explained by a teacher to the students. The students should define and explain indirect rule and the inter-group relations during the amalgamation. Maps and pictures are used as teaching materials.
4	**COLONIAL ECONOMY;** The role of government on the colonial economy. The British policy on the economy and the effects.	The students should be able to explain the role of the British government on the economy, the British policy is examined by the teacher and explained to the students with their pictures, materials and some British currency.
5	**ORIGIN OF NATIONALISM;** Definition and explanation. Origin and early resistance to the imposition of British rule; Jaja of Opobo, Awujale of Ijebuode and Ovonrenewem of Benin.	The students should be able to define and explain the meaning of Nationalism. The teacher demonstrates before the class the resistance and imposition of British rule on the people of West Africa and people of Nigeria in particular. The names of the early nationalists mentioned.

		Maps/pictures used.
6	**NATIONALISTS MOVEMENT AFTER SECOND WORLD WAR.**	The activities of the nationalists are explained, formation of political parties, newspapers and conferences- 1950, 1953, 1957, etc
7	**DECOLONIZATION;** Definition Process of decolonization and attainment of Nigerian Nationalists in the administration.	The teacher defines and explains the meaning of decolonization and the process of decolonization- the changes of the constitutional development. The pictures of the Nationalists are used.
8	**THE FIRST REPUBLIC 1960-1966;** Political development.	The teacher explains the process- handing over to a Nigerian, the seat of government, challenges of democracy. Maps are used, the students should be able to explain and outline the challenges.
9	**THE FIRST REPUBLIC AND SOCIAL ECONOMIC DEVELOPMENT;** Concept of mixed economy and national development plan.	The teacher explains the economic philosophy of the government and expansion of social services communication. Map of Nigeria is used.
10	**1966 COUP D' ETAT AND THE NIGERIAN CIVIL WAR CONTINUED;** The causes of the war.	Explanation and stating the causes of the war. Display of relics of war as teaching aids.
11	**1966 COUP D' ETAT AND THE NIGERIAN CIVIL WAR CONTINUED;** The socio-political and economic effects on women and children.	Description and explanation of the socio-political and economic effects on women and children. Pictures of those suffering in war are displayed for teaching.

12	Revision	Revision
13	Examination	Examination

HISTORY

SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**THE MILITARY RULE AND RECONSTRUCTION IN NIGERIA;** The nine point program of Yakubu Gowon. Achievements and failure of the Gowon regime.	The teacher explains the Gowon's coming into power, the nine point programs and states and explains the achievements and failures of the regime. Pictures of the road maps of the reconstruction will be used. The students explain and mention the achievements and failures of the regime.
2	**THE MILITARY RULE CONTINUED;** Factors that led to the 1975 coup. The land use decree The structure of the administration/indigenization programme.	The teacher states and explains the factors that led to 1975 coup, the land use decree- land tenure system, the structure of the regime and the indigenization programme. Pictures and land maps are used. The students are permitted individually to explain them.
3	**THE SECOND REPUBLIC 1979;** 1979 republican constitution. Presidential system. Socio economic programmes.	The teacher discusses the difference between the first and the second republic, the problems of economy and the introduction of presidential system of government.

		Teaching aids; copy of the 1979 constitution calendar of the executive etc. Students differentiate the republic and discuss the programmes – 1979's.
4	**THE SECOND REPUBLIC 1979 CONTINUED;**- Federal character and federal structure Adoption of bicameralism. Practice of multi- party democracy.	The teacher with the aid of maps and charts for bicameral structure, explain the federal character, federal structure and the nature of multi-party democracy- explain what party and democracy means. Students explain individually.
5	**THE RETURN OF THE MILITARY;** The factors that led to 1983 coup. The programmes of the regime and the anti-corruption programme- Buhari/Idiagbon regime.	The teacher outlines the factors that led to the return of the Military- 1983, the collapse of economy constitutional crisis and social breakdown. With the aid of newspaper cutting and video clips of activities. Discus about war against indiscipline. The students explain on the WAI.
6	**THE RETURN OF THE MILITARY CONTINUED;** Economic Policy of 1983 Implications.	The teacher discusses on the economic policy of 1983, advantages and disadvantages. Aids; maps/pictures The students are made to state and explain the various merits and demerits of the 1983 economic policy.

7	**IBRAHIM BABANGIDA REGIME 1985-1993;-** Structure of the regime and transition programme**.**	The teacher enumerates on the Babangida programme; military president, supreme military council. Transition programme and the regime conceptualization of democracy. Map of Nigeria showing the new state structure of 1993. The students individually outline the structures of the regime.
8	**IBRAHIM BABANGIDA REGIME 1985-1993 CONTINUED;-** Socio-economic programme of the regime Women empowerment programme.	The teacher discusses on the economic conditions of 1993 and women empowerment programme. Teaching materials; government policy papers/maps. The students explain the economic and women programmes.
9	**THE CHALLENGES OF DEMOCRACY-** The governance; Interim National Government. The return of the military 1993-1998.	The teacher defines democracy and discusses it under military interruption of the government, in turn, the teacher with the aid of map and pictures explains on the military return of 1993-1998. The students explain what they understand by interim government.
10	**THE CHALLENGE OF DEMOCRATIC GOVERNMENT**	The teacher takes comparative analysis of the 1999 constitution with the

	CONTINUED The policies and implementation of the 1993-1998 return of the military.	previous constitution and discusses the economic policies paying attention to; liberalization of the economy. Material aids; charts/maps/pictures. The students are guided to identify the differences in the various constitutions.
11	**THE TRANSITION; FOURTH REPUBLIC;** Constitutional conference and policy thrust of the fourth republic. The 1999 constitution and the commencement of the fourth republic.	The teacher explains the events leading to the emergence of the Abdulsalam Abubakar's transition. The 1999 constitution in focus, the economic policy and social policies of the fourth republic. Maps and pictures are used. Students explain extensively on the fourth republic.
12	Revision	Revision
13	Examination	Examination

VISUAL ART

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**STILL- ILFE DRAWING** Characteristics of still life drawing: composition, proportion, tone, perspective etc.	Arrange man-made object for drawing. **LEARNING RESOURCES** Pencil, card board, colours, still-life object, brushes and water colours
2	**STILL-LIFE PAINTING** Characteristics of still-life painting: composition, proportion, application of color tones etc.	Arrange man-made object for painting. **LEARNING RESOURCES** Pencil, card board, colors, brushes and water colours
3	**-DO-** Arrange object reflecting cone, rectangles, square, cube, circle etc.	Object should be arrange reflecting: cone, rectangles, square, cube, prism, ovals, spheres, circles. **LEARNING RESOURCES** Pencil, card board, colors, still-life objects brushes and water color
4.	**LIFE DRAWING** Anatomical studies of the model with emphasis on the various postures, quick poses, action postures and muscles	Students to make a self portrait by posing before the mirror. **LEARNING RESOURCES** card board, brushes and water color, drawing board, human model.
5	**LIFE DRAWING (CONT).** Sketches of various body parts, limbs, heads, Torso, foot, fingers, etc.	Students to select parts of human body to draw. **LEARNING RESOURCES** Pencil, charcoal, crayon card board, drawing board, parts of human figure.
6	**STILL LIFE DRAWING & PAINTING** Proportion, uses of space, good distribution of and painting colors etc.	Sketches of various body parts. **LEARNING RESOURCES** pencil, drawing board, easer, etc.

7	**IMAGINATIVE COMPOSITION** Characteristics of imaginative composition: compositional accuracy color distribution, focus, variety of form, draughtmanship	Lead students in an imaginative composition by narrating a story and asking them to picture a particular scene in the story. **LEARNING RESOURCES** Cartridge paper, brushes water colours, drawing board.
8	**INTRODUCTION TO SCULPTURE** Meaning of Sculpture, functions of sculpture, sculptural techniques and their usage.	Leads class discussion, meaning of sculpture and functions of various tools in sculpture. **LEARNING RESOURCES** Concrete object tools, photographs of people, animal and so on.
9	**INTRODUCTION TO SCULPTURE** Sculptural tools and materials: metal, clay, cement, wax, plaster, wood etc.	Demonstrate some sculptural techniques. **LEARNING RESOURCES** Clay, cement, pap prepared.
10	**SCULPTURE (PRACTICAL)** Modelling simple object e.g. Fruit, rock, seeds, shells, bone etc.	Demonstrate step by step process of molding a form **LEARNING RESOURCES** Clay, wax, cement
11	**INTRODUCTION TO SCULPTURE** Modelling of the part of human body, modeling of human portrait, full figure, and animal forms, modeling of head, leg, eyes, nose etc.	Demonstrate step by step process of molding a form **LEARNING RESOURCES** Clay, wax, cement
12	**SCULPTURE** Feature of modeling eg. Proportion, composition representation	Discus how to prepare amature (frame) for human and animal **LEARNING RESOURCES** Rod binding wire cement.
13	Revision	Revision
14	Examination	Examination

VISUAL ART

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**INDIGENOUS DECORATIVE MOTIF** Calabash decoration, types of patterns, functions and usage of calabash, foreign influence and value on decoration	Demonstrate mat weaving either with actual material or improvised material like strips of cardboard. **LEARNING RESOURCES** Knife, raffia cane, cardboard, paper.
2	**INDIGENOUS DECORATIVE MOTIF** Using any pattern: painted, carved, scorched, scrapped produce a decorative calabash	Lead students to a local calabash decorator
3	**INDIGENOUS DECORATIVE MOTIF** Body decoration (Tattoo) Meaning: Body decoration (Tattoo) involves slashing the skin and introducing irritants in the wounds which when heated leaves pronounced scar. .	Displays collected samples of body decorative motif from photographs
4.	**INDIGENOUS DECORATIVE MOTIF** Some decorative motif: Animal forms, Zoomorphic, Spiral lines. -Some wall decorative motifs and their origins: Yoruba-sango wand. Snakes, bird, geometric shape ibo: Illi motifs. Hausa-Arrabesque motifs	Displays pictures of various wall decorative motifs. State their names and the context in which they are used in their cultural settings.
5	**INDIGENOUS CRAFT BSKETRY AND MAL MAKING** Meaning: Weaving materials-Canne, Raffia, Twine, Palm frond	Demonstration of mat weaving either with actual material or improvised material like strips or cardboard. **LEARNING RESOURCES** Knife, Raffia cane, cardboard paper, gum, cellotape

6	**INDIGENOUS CRAFT BSKETRY AND MAL MAKING** Cloth weaving; Basic principles of weaving-warp,weft,shuttle. Types of loom: Narrow horizontal loom, wide vertical loom	Leads discussion on basic weaving technique and types of loom.
7	**INDIGENOUS CRAFT BSKETRY AND MAL MAKING** Major cloth weaving centre in Nigeria and their product:- Akwete in Ukwa, Abia state. AsoOke in Yoruba land. Akwa-Ocha in Anioma Delta state, OkeneKogi state, Sanya in Iseyin, Oyo State Nigeria. Decorated fabric in Bida Niger State. Anger of the Tiv people of Benue State.	Enumerate some weaving Centre in Nigeria.
8	**MODERN NIGERIAN ARTIST, ART EDUCATORS, ART HISTORIAN (1900-1960)** Ceramics, Textile, Graphics, Painting Sculpure. Development of modern Nigerian art-painting, sculpture, ceramics, Textiles and Graphics.	Discusses development in modern Nigeria art.
9	**CONTEMPORARY ARTIST, STUDIO ARTIST** Aina, Onabolu, Udo Emma, Akinola, Lasekan, Ben Enwonwu, Yusuf Grillo, Kolade, Osinowo, Ladi Kwali, Erhabo Emopae, Uche Okeke and Agbo Folarin.	Discuss contribution of art to the education of students.
10	**CONTEMPORARY ARTIST, ART EDUCATOR** Keneth Murray, Udo Ema, Solomon Wangboje, T. A Fasuyi, J.B Akolo	Mention names of Nigerian artist, art educators and Historian

11	**AFRICA ART HISTORY** Major art work: Cameroon-Bamileke Bamun. Dahomy-Fon, Upper Volta-Mossi, bobo, Liberian-Dan Negro, Mali-Dogan, Sierra Leone-Mande, Kongo-Baluba, Garbon-Fang, Bakwere, Ghana-Fante, Ashante.	Locate art centres on the map of West Africa. Explains and names style of West African art work
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

VISUAL ART

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**AFRICAN ART HISTORY** Identify the major art works of CAMEROON;- Bamileke, Bamun, DAHOMEY;- Fan (upper volta), mossi, bobo. LIBERIAN;-Dangere. MALI;- Dogon	Explain and name types of W/African art works. **LEARNING RESOURCES** Map of Africa, showing art centre, photographs, slides, projectors, artwork
2	**AFRICAN ART HISTORY MAJOR ART WORKS** Sierra Leone:-mandebamun,. Dahomey;-Fon.Uppervolta;-mossi, bobo. Liberian;- Dan ngere.Mali;-dogon. Congo;-Baluba.Gabon;-Fang, Bakwere. Ghana;- Ashanti, Bance.	Explain and name types of W/African art work **LEARNING RESOURCES** Map of Africa showing art centres, photographs, slides, projectors, art work.
3	**AFRICAN ART HISTORY (CONT).** Ancient Egyptian painting. Hieroglyphics forms on the walls of tombs pyramids and temples.	Discuss with the aid of photographs, and slides, the ancient Egyptian art.

4.	**IMPACT OF AFRICAN ART ON WESTERN ART** Explain the impact of African art on European art and vice versa.	
5	**SHAPES AND COLOUR IN BASIC DESIGN** Block and pen lettering using basic geometric shapes and design	Demonstrate how to create a design with various geometric shapes. **LEARNING RESOURCES** Color, brush, pencil/paper. Drawing instruments- ruler, T/square, drawing board, set square.
6	**SHAPES AND COLOR IN BASIC DESIGN** Advertising design- features of book cover and posters.	Guide students to make a book cover and poster.
7	**COMPUTER GRAPHIC DESIGN** Introduction to corel draw window	Mention and describe the tools according to their uses. **LEARNING RESOURCES** Computer, pencil and paper.
8	**COMPUTER GRAPHIC DESIGN** Introduction to corel tool	Practice drawing and labeling the tools.
9	**COMPUTER GRAPHIC DESIGN**	PRACTICAL
10	**TEXTILE DESIGN AND PRINTING PROCESSES** Textile printing processes- relief, silk, printing in intangio and plano- graphy.	Participate in class discussion. **LEARNING TOOLS** Paper, pro-film, blankets, table, lacquer, newsprint, printing ink, frame, squeeze silk, thinner paper tape.
11	**TEXTILE DESIGN AND PRINTING PROCESS** Textile printing processes -relief process -silk green -printing -inlaglo. Photography	Describes the methods of screen printing with the following endings silk screen, paper cut -profilm. Illustrates with sample of screen printing.
12	Revision	Revision
13	Examination	Examination

MUSIC

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES/EVALUATION
1-	**Notation and transcription.** Music writing.	Notate and transcribe a given folksong of not more than 8 bars.
2-	**Triads** Secondary triads.	Build secondary triads on the following notes of C major scale key.
3-	**Harmony with (cadences).** Elementary harmony.	Identify and write the roots of the triads used in the passage. List 3 rules of harmony. Harmonize the following using the triads indicated below.
4-	**Transposition** Music writing.	Transpose the following melody to its dominant key.
5-	**Identification of triads/ chords.** Tonality. Triads (Primary and secondary).	Write triads on given roots and invert them. Identify inverted triads in a piece of music.
6-	**Diatonic intervals (melodic)** Pitch.	Write exercises on inverted intervals. Write the table of intervals and inversions.
7-	**Sight reading (observation of musical terms, abbreviations and symbols)**. Dynamic signs, abbreviations and symbols.	Read music written in both close and open scores. List the different types of musical dynamics, symbols and abbreviations.
8-	**Musical instruments (study skills) voice** Skills in playing and singing.	Play their instruments for the teacher to listen. Practice the drilling exercises as guided.
9-	**Baroque period (1600-1750).** History of baroque period.	Write short notes on baroque period and give 5 characteristics of the music. Discuss life, works of a named composer of this period.
10-	**Nigerian dance styles** Specific physical exercises. Use of space as a key component of dance. Types of space.	Properly exercise the parts of the body as directed by the teacher. Practice the various special patterns.
11-	**African/western musical instruments four (4) families of African instruments e.g. aero**	Identify the tones of the following instruments when played on the keyboard.

	phones, chordophones etc. Digitalization.	Flute Saxophone Maracas Pot drum Kit drum Trumpet.
12-	**African music (colonial and post colonial)** Structural changes in African music.	Students have structural changes of the colonial era on Nigerian music.
13-	**Revision and examination.**	

MUSIC

SS2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES/EVALUATION
1-	**Triads.** **Primary and secondary triads (root and inverted position triads)**	Construct a triad on any given root. Write the 1st and 2nd inversion of triad II and Vi
2-	**Harmony** **Harmonization of simple melodies.**	Study a given score of music and pick out the triad used. Harmonize the following music using primary triad and triads II, VII, VII*
3-	**Harmony (continued)**	Study a given score of music and pick out the triad used. Harmonize the following music using primary triad and triads II, VII, VII*
4-	**African Music (Colonial and post Colonial)** **Forms of music .**	List three musical features of Nigerian vocal and instrumental music.
5-	**Classical Period (1759-1820)** **History of classical period.**	Learn and write down examples of major forms of the period. E.g. Ternany, Rondo, Variation,Binary etc. Record the characteristics music
6-	**Classical Period Continued**	
7-	**Nigerian Dance Styles** **A Case Study of a popular Nigerian traditional (Cultural) dance**	Students perform the selected by the teacher.
8-	**Nigeria Dance Style (Continued)** **A Case Study of a popular**	Students perform the selected by the teacher.

	Nigerian traditional (Cultural) dance	
9-	**Western Dance Style European or American Ballet Performance.**	Students perform the dance selected by the teacher.
10-	**Identification of triads (Aural Training) Tonality**	Students to Name the types of triads and write examples of them.
11-	**Revision**	
12-	**Examination**	

MUSIC

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES/EVALUATION
1-	**Modulation Change in Tonality**	List the various types of modulation Explain in their own words the meaning of pivot-chord/diatonic
2-	**The Dominant 7th Chord Dominant 7th Chord (V7), with discord chord and how handle it.**	Harmonize short melodies using primary, secondary, and V7 chords. Identify a dominant 7th chord in a musical score.
3-	**Interval (harmonic) Major Intervals e.g. 2nd , 3rd , and 6th . Perfect Intervals (Union, 4th , 5th and Octave).**	Sing the Upper notes of given harmonic intervals when the lower ones are played to them.
4-	**Cadences Interrupted Cadences**	List the other names associated with the interrupted cadence Write interrupted cadence in given major keys.
5-	**Music dictation Melody Writing in simple and compound duple times.**	Write bar melodies in different time signatures and sing them.
6-	**(Punctuation in musical language) Cadence**	List the other names associated with the interrupted cadence. Write Interrupted Cadence in given major keys.
7-	**Sight reading/playing. Musical scores.**	Sing the given melody. Play the set tune.
8-	**Nigerian and dance styles**	Familiarize themselves with the

	Choreographic patterns. Spatial patterns. Costumes. **Music.**	natures of the dance through their dance nature of the dances.
9-	**Western dance style.** **Choreographic patterns.** **Spatial patterns.** **Costumes.** **Music.**	Familiarize themselves with the natures of the dance through their dance nature of the dances.
10-	**Western musical instruments.** **Woodwind** **Brass** **Differences real live, or pictures of the instruments.** **Labeling of the parts and functions.**	Identify the tones of the following instruments when played on the keyboard. Flute Trumpet Recorder
11-	**African musical instruments e.g. idiophone, membranophones.** **Historical background.** **Types of idiophones.** **Types of membranophones.**	Identify the different types of idiophones and membranophones.
12-	Revision.	Revision.
13-	Examination.	Examination.

FRENCH LANGUAGE

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu Culture et civilisation: histoire Colonial de l'Afrique de l'ouest 1ère Épreuve Compréhension orale : une carte Coloniale de l'Afrique de l'ouest. Les pays et leurs colonialistes. Francophone/anglophone. Maîtrise de la langue: la nationaliste : masculin et féminine (singulier et pluriel) exemple il est togolais/elle est togolaise Expression écrite : une lettre à un correspondant.	Le professeur aide les élèves à découvrir les noms masculins et féminines. Apprenants ils découvrent les différences entre eux. Ils font des phrases avec eux. **Resource pédagogique** Carte d'Afrique de l'ouest, texte géographique, textes audio.

2	Rapporter : conversations/ordres Maîtrise de la langue : le rapport direct/indirect, il a dit que…, il m'a demandé de… ce jour là, la veille. Concordance du temps. Il a dit qu'il ferait. NB : l'ordre des mots : sors ! a-t-il dit. Il a dit : sors ! Expression orale : un dialogue.	Le professeur fait transformer par les élèves des phrases simples du discours direct au discours indirect. Les élèves répètent les phrases et les copient dans leurs cahiers. **Resource pédagogique** Textes audio cassettes audio/CDs
3	Exprimer l'antériorité Maitrise de la langue : conjugaison des verbes au présent, passé composé, plus-que parfait, futur etc. vocabulaire : avant, dès que, après, avant de + infinitif : quand + passé composé. Compréhension orale : document authentique. Que fais-tu avant d'aller à l'école ?	Il demande aux élèves de préciser laquelle des deux actions qu'il fait précède l'autre. Ils dressent par ordre logique la liste des choses à faire avant d'aller à l'école. **Resource pédagogique** Textes audio, textes facile.
4	Demander une opinion Maîtrise de la langue : est-ce que je /tu peux + infinitif? c'est loin d'ici? qu'est-ce qu'il/elle a fait? qui est arrivé? est arrivé? Etc. Compréhension orale : un texte facile a répondre. Expression orale : un entretien entre professeur et élève/conversation téléphonique entre deux amis.	Le professeur fait un tableau de deux colonnes questions et réponses. Les élèves trouvent les réponses correspondant aux questions. **Resource pédagogique** Le portable, CDs/cassettes audio
5	Contrôle continu Donner une opinion. 2éme Épreuve Maîtrise de la langue : je dis que …, je suis d'accord que…, je crois que…, je suis sur que… Expression orale : le professeur est plus important que le médecin. Expression écrite : rédaction : l'importance de profession dans la société.	Le professeur fait un tableau de deux colonnes questions et réponses. Les élèves trouvent les réponses correspondant aux questions. **Resource pédagogique** Le portable, CDs/cassettes audio
6	Se plaindre Compréhension orale : une mère qui se plain/est fâchée. Maîtrise de la langue : j'en ai assez ! ca suffit ! toujours pareil! Encore! Etc.	Jeux de rôles un marchand a gagné à une loterie. Dit-il : j'en ai assez. Non. Les élèves réagissent conformément. **Resource pédagogique** Document authentique montrant une

	Expression orale : tu es méchant, laisse-moi tranquille, ne me dérange pas, etc.	mère ennemie
7	Exprimer hésitation/inquiétude/doute. Maitrise de la langue: je m'inquiète, du courage, n'aie pas peur, ce n'est pas grave, j'aime, une minute, je ne suis pas sûr, j'ai peur… Compréhension orale : document authentique. Expression écrite : écoute une cassettes/CDs.	Le professeur mime quelques moments d'inquiétude/de peur et demande aux élèves de les exprimer. Les élèves copient les expressions au tableau dans leurs cahiers. **Resource pédagogique** CDs/cassettes audio, textes faciles, textes audio, document authentique
8	Exprimer la confiance. Maîtrise de la langue : il est clair que… je suis persuadée que… on ne peut pas nier que… Expression orale : jeux de rôles Compréhension orale : écoute une cassette/un CD	Il propose quelques expressions qui marquent la confiance. Jeux de rôles. Ils trouvent des mimes correspondent aux expressions proposées par le professeur. **Resource pédagogique** Cassettes audio/CDs, textes facile.
9	Contrôle continu Culture et civilisation : l'Afrique de l'ouest. Population par pays Ressources principales 3éme Épreuve Compréhension orale : document authentique la carte. Maîtrise de la langue : population, date d'indépendance, ressources naturelles et agricoles.	Avec la carte le professeur aide les élèves à découvrir les ressources et la population. Avec la carte les élèves essayent de découvrir la population et les ressources naturelles et agricoles. **Resource pédagogique** La carte d'Afrique de l'ouest, textes facile.
10	Culture et civilisation la France : système éducatif comparaison avec celui du Nigeria. Compréhension orale : Document authentique : les cartes Maîtrise de la langue : primaire, secondaire, études avancées comparaison.	Le professeur va fournir les cartes et textes pour aider la découverte. Les élèves essaient de découvrir le système éducatif de France. **Resource pédagogique** Les cartes de la France et du Nigeria. Document authentique, textes faciles.
11	Revision	
12	Revision	
13	Examen	Examen
14	Examen	Examen

FRENCH LANGUAGE

SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu Exprimer l'appréciation. 1ère Épreuve Maîtrise de la langue : match, concert, club, théâtre, piscine, bibliothèque, etc. c'est sympa/excellent/beau/agréable/ encourageant/super/pas mal – tu peux compter sur moi ! bravo Compréhension orale : jeu de rôle apprécier vos clients Expression orale : écoute des cassettes	Une dictée sur les expressions d'appréciation, de confiance, de solidarité, d'encouragement. Jeux de rôles. Appréciez vos clients Amaka vient de réussir à un examen. Vous lui faites une lettre de félicitations. **Resource pédagogique** Textes de lecture facile, textes de production orale, comprise de journaux.
2	Exprimer la déception. Maîtrise de la langue : zut ! bof!, comme ci comme ca, si je savais !, quelle déception ! compréhension orale : document authentique Expression orale : jeu de rôle. Quel malheur !/quel dommage !	Le professeur introduit diverses situations qui impliquent la déception. Les élèves choisissent les expressions appropriées par le professeur. **Resource pédagogique** Jeux de rôles cassettes audio/CDs, films
3	Nuancer l'expression d'une opinion. Maîtrise de la langue : je dirais que… il paraitrait que…, il paraitrait que…, je ne dirais pas non, pas exactement etc. conditionnel Compréhension écrite : lecture d'un textes sur expression d'une opinion.	Le professeur introduit jeu de rôle. Voue êtes témoin. L'avocat vous interroge, mais vous ne répondez pas directement. Jouent les jeux de rôles proposés. **Resource pédagogique** Films, cassettes audio/CDs, images/photos
4	Juger un acte on une attitude. Maîtrise de la langue : a 'y voir de plus près, pour conclure, en fin de compte	Le professeur demande aux élèves de compléter des phrases écrites. Les élèves font un débat sur des sujets courant (Ex. SIDA, Internet, etc.) où ils sont encouragés à utiliser des tenures de jugement. **Resource pédagogique** Textes de lecture facile, textes audio.
5	Contrôle continu Critiquer un acte ou une attitude. 2ème Épreuve Maîtrise de la langue : vocabulaire	Le professeur demande aux élèves de compléter des phrases orales : d'après moi, à mon avis. Les élèves font un débat sur des sujets

	portant sur la qualité : médiocre, super, moyen, ambigu, extraordinaire, etc.	courants Exemple : le portable, l'internet. **Resource pédagogique** Coupures de journaux, textes audio, cassettes audio/CDs
6	Protester Maîtrise de la langue : l'expression permettant de dire non a un fait / une situation. Je proteste, ah non ! ce n'est pas mon avis, loin de là.	Le professeur propose un jeu avec un couple compréhension auditive et écrite Jeux de rôles. Vous êtes mari. Votre épouse vous demande de faire certaines choses, vous protester. Exemple Épouse : de l'argent Mari : tu dis quoi ? **Resource pédagogique** Dialogue, CDs / cassettes audio, textes audio
7	Culture et civilisation : un pays francophone les grands traits géographiques et politiques. Comparaison avec le Nigéria Maîtrise de la langue : colonialiste gouvernement, date d'anniversaire, l'argent utilisé, location, les présidents.	Le professeur va introduire la carte de l'Afrique de l'ouest et donner les histoires politiques et les présidents. Les élèves vont chercher et trouver les pays limitrophes. **Resource pédagogique** La carte de l'Afrique de l'ouest.
8	S'excuser Maîtrise de la langue : je m'excuse, c'est en raison de…, pardon. c'est pour Contrôle continu	Le professeur demande un élève à accuser un autre. L'accusé cherche à se défendre. Jeux de rôles. Vous êtes accusé de certains actes. Vous essayez de vous défendre La classa se constitue en jury. **Resource pédagogique** Quelqu'un contre un autre, textes de jeux de rôles.
9	Revision	Revision
10	Revision	Revision
11	Examen	Examen
12	Examen	Examen

FRENCH LANGUAGE

SS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES

1	Contrôle continu S'excuser, se justifier, se défendre 1ere Épreuve (Étude de) maîtrise de la langue : l'emploi des expressions de s'excuser, se justifier, s'amuser, se défendre au présent. Compréhension Écrite : lectures sur l'acte de s'excuser etc. Expression orale : entretien entre le professeur, l'étudiant et l'étudiant.	Le professeur montre l'action de s'excuser, s'amuser etc. avec geste et dit : professeur : je vous accuse. (jeu de rôle) Le professeur met la cassette audio. Les professeurs posent des questions. Les professeurs accusent l'étudiant d'un mal fait. Les étudiants regardent curieusement d'abord. Puis ils se défendent, s'excusent, se justifient. Les étudiants écoutent. Les étudiants répondent à l'écrite. L'étudiant s'excuser, se justifier, se défendre avec les expressions : je m'excuse, c'est en raison de, c'est pour (s'amuser) c'est par (erreur). **Resource pédagogique** Textes de dialogues adaptes, textes de production orale etc. Cassette audio, CD, texte audio Textes de dialogues adaptés.
2	Pardonner à quelqu'un Maîtrise de la langue : l'emploi des verbes pardonner, s'excuser, accuser au présent. L'emploi des expressions : oh pardon, je m'excuse, ce n'est pas vrai, c'est faux, tu as tort etc. Expression orale : exercices oraux de l'acte de pardonner quelqu'un. Compréhension orale : image/photo d'un accusé, d'avocat, de juge, et des témoins dans la sale de jugement. Vocabulaire : témoins, avocat, accuser etc.	Le professeur est juge. Il juge l'étudiant avec ces expression : c'est faux tu as tort, ce n'est pas vrai. Jeux de rôles : le professeur accuse l'étudiant d'un mal faits. Le professeur guide les étudiants à jouer ce rôle. Il corrige les prononciations de mots nouveaux. Le professeur demande aux étudiants de décrire ce qui se passe dans la photo/image. Le professeur écoute et corrige les fautes/félicite les étudiants. L'étudiant se défend avec ces expressions oh pardon : je suis désolé, aie pitié de moi etc. L'étudiant se défend. Trois étudiants jouent les rôles d'accusé, avocat et de juge, un étudiant est juge, l'autre est accusé et l'accusé cherche à se défendre. Les étudiants regardent curieusement : ils essaient de rependre/ réagir

		individuellement, en groupe et ensemble. **Resource pédagogique** Traits de textes de littérature, images, photos etc**.** Textes de dialogue adaptes. Document authentique, photo, image, futur.
3	Exprimer une obligation directe/implicite Maîtrise de la langue : emploi des verbes falloir, aller, devoir, être, vouloir, pouvoir au conditionnelle, au futur simple et à l' impératif. Emploi des expressions : il faut…, il doit…, va, allez, tout de suite, un instant, j'allais, vous demander, pourriez/voudriez-vous, je serais obligé, etc. Expression orale : écoute à la radio. Réponse aux questions, posé sur ce qu'on entend.	Le professeur met les verbes en phrases avec Le temps correspondant. Le professeur explique le sens de mots nouveaux. Jeux de rôle : le professeur divise la classe en deux groupes. Le professeur pose des questions sur l'image. Les étudiants copient dans leurs cahiers ils font des exercice écrites (font des phrases) au conditionnelle, au futur simple et a l'impératif, en exprimant une obligation directe/implicite eg. Il faut, il doit, le premier groupe s'adresse au deuxième groupes en utilisant ces expressions d'oblige directe. Eg. Il faut, il doit, va, Vien tout de suite. La deuxième s'adresse à l'aide des expressions implicite eg. Je serais, pourriez-vous, j'allais vous demande etc. **Resource pédagogique** L'art de conjugué, le dictionnaire, extrait de texte lit, image/photo. Cassettes, textes de dialogue adapté une radio, un film, coupures de journaux etc.
4	La conséquence Maîtrise de la langue : Études des expression : bien que, jusqu'à, ce que, à la fin, après tout, en conséquence, par conséquent, le point culminant, c'est, suite à, à la suite de, etc. Expression écrite : une rédaction sur une action/événement/exprimant / montrant la conséquence. Compréhension écrite : sur un texte exprimant la conséquence	Le professeur fait des phrases avec ces expressions il laisse les étudiants copier. Le professeur (fait des gestes) demande aux étudiants de proposer un sujet. Le professeur corrige des fautes. Il lit le texte deux fois. Les étudiants essaient d'en faire individuellement. Puis il écrivent sur ce sujet. Les étudiants écoutent et répondent aux questions correspondantes à l'écrite. Texte de compréhension auditive et écrite. **Resource pédagogique**

		Le dictionnaire en document authentique. Extrait d'un texte littéraire, texte de lecture facile, un film, une photo
5	Contrôle continu La certitude 2ème Épreuve Maîtrise de la langue : l'emploi des expressions : il est certain que, il n'y a pas de doute que…, Assurément, évidemment, c'est certain, c'est sûr, c'est indéniable. Compréhension orale : lecture sur un entretien montrant certitude. Expression orale : un débat exprimant la certitude	Le professeur demande aux étudiants de faire des phrases avec ces expressions. Le professeur met la cassette audio. Le professeur pose des questions sur la lecture. Le professeur écrit au sujet de débat au tableau (jeu de rôle) il parle d'abord…… Les étudiants en font individuellement, en groupe et ensemble. Les étudiants écoutent bien, les étudiants réagissent en répondant avec ''vrais'' ou faux ou en faisant des phrases avec : il est certain que, évidement etc. Les étudiants propose ou oppose l'idée en paires ou en groupe avec l'emphase sur la certitude de cette idée. **Resource pédagogique** Le dictionnaire, texte audio, cassette audio, des photos, textes de dialogue adapté, CD.
6	Culture et civilisation Compréhension orale : sur l'Afrique de l'ouest. Les grandes organisations internationales e.g CEDEAO, UMOA, L'ORAN, L'UNU, NU UE. Maitrise de la langue : vocabulaire de mots nouveaux. Exercice écrites les mots nouveaux et des verbes au présent, futur et imparfait. Compréhension écrite : lecture d'un texte sur les grandes organisations internationales de l'Afrique de l'ouest.	Le professeur met un film montrant, les organisations internationales. Le professeur pose des questions sur ce qui se passe/ce qu'ils voient dans ce film. Le professeur écrit de mots nouveaux au tableau. Le professeur donne un exemple d'une phrase…. Le professeur demande des questions sur cette lecture. Il demande aussi aux étudiants de décrire les sens des mots bridgés. Les étudiants regardent avec intérêt. Les étudiants réagissent en parlant individuellement en groupe et ensemble. Les étudiants les copient dans leurs cahiers. Les étudiants essaient de faire des autres phrases autant. Les étudiants essaient de répondre ces questions dans leur cahier en choisissant les réponse juste (en circulant) individuellement et écrivant les mots complets e.g. NU – nation unis, UE –

		l'union Européenne, CEDEAO etc. **Resource pédagogique** Un film, documents authentique coupures de journaux, une carte, le dictionnaire, l'art de conjugaison. Texte de lecture facile, document authentique, une carte de l'Afrique de l'ouest.
7	Culture et civilisation : la France : les jeunes ; comparaison avec le Nigeria (la mode moderne) Compréhension orale : un film/photos des jeunes Français et des jeunes Nigérians. Maîtrise de la langue : vocabulaire – la mode, être à la mode, sympa, musiciens de rap, style de danser moderne, vie sociale. Revue : Masculine et Féminine, singulier et pluriel, des adjectifs descriptifs physique et de caractère ; Revue : l'adjectif démonstratif, Masculine/Féminine : ce, cette, cet, ces, cela, celui-ci, celui-là, celle-ci, celle-là, etc. Expression écrite : une rédaction sur : les jeunes modernes et l'internet / l'influence d'internet sur les jeunes modernes.	Le professeur montre un film/photos des jeunes gens Français et Nigérians. Le professeur fait une comparaison entre les deux. Puis il demande aux étudiants de faire autant. Le professeur écrit de mots nouveaux au tableau. Il lit le professeur montre des photos et décrit les jeunes : des filles belles, de garçons beaux ; la dame au chapeau rouge ; ce garçon aux lunettes noirs etc. Le professeur donne aux étudiants des exercices écrites. Les étudiants regardent curieusement. Les étudiants décrivent ces jeunes en faisant la comparaison pareille et contraire sur leur manière d'agir /faire quelque chose. Les étudiants regardent et écoutent attentivement. Puis ils répètent après le professeur individuellement, en groupe et ensemble deux fois. Les étudiants copient dans leurs cahiers. **Resource pédagogique** Un film, photos, documents authentique.
8	Culture et civilisation Compréhension écrite : système éducatif en France et au Nigeria (la comparaison) : écoute aux cassettes audio. Maîtrise de la langue : vocabulaire : dortoir, primaire, secondaire, collégien, matière, emploie de temps, récréation, interne, externe, bâtiment, bureau du directeur, sale de classe etc. Expression orale : entretien entre le professeur et l'étudiante sur le système éducatif en France et au	Le professeur met la cassette audio à haute voix. Le professeur pose des questions sur l'émission de la cassette. Le professeur demande aux étudiants de faire des phrases avec ces mots. Le professeur corrige où nécessaire. Le professeur pose des questions e.g comment s'appelle votre école ? où se trouve votre école ? est-ce c'est une école extrême/interne/ primaire/secondaire etc. Les étudiants écoutent attentivement les étudiants répondent. Les étudiants essaient d'en faire

	Nigeria.	individuellement, en groupe et puis ensemble. L'étudiant répondent e.g mon école s'appelle…… il se trouve à l'est du Nigeria/ de la France… c'est une école interne/ externe/primaire/ secondaire. **Resource pédagogique** Un film, photos, documents authentique
9	Culture et civilisation : système éducatif en France et au Nigéria (la comparaison) suite. Maîtrise de la langue : emploi des adjectifs comparatifs, superlatifs e.g. aussi… que, moins…. Que, autant-autant, plus… que etc. l'opposition : comparer en opposant e.g emploi de : par contre / en revanche, au contraire, alors que, tandis que… Expression écrite : une rédaction- votre ami Français vous a écrit en décrivant le système d'éducation chez lui, répondez à cette lettre et lui parlez de système d'éducation ici au Nigéria.	Le professeur explique ces adjectifs comparatifs etc. opposition e.g l'éducation en France est plus chère que… e.g elle adore les maths, en revanche elle déteste la chimie. Il lit ces phrases à l'école des élèves. Le professeur donne une exercice, de rédaction aux étudiants. Le professeur corrige des fautes. **Resource pédagogique** Les étudiants écoutent, les étudiants regardent et répètent des phrases après lui ensemble deux fois. Les étudiants essaient d'y écrire.
10	Révision	Révision
11	Révision	Révision
12	Examen	Examen
13	Examen/Vacance	Examen/Vacance

الفترة الأولى FIRST TERM

الأسبوع	الموضوع	المحتويات
الأول	التعليم وأهميته	تعريف التعليم , تعريف المدرسة أو مكان التعليم, فوائد التعليم, أهمية الجد والإجتهاد فى طلب العلم, إعطاء فكرة متكاملة حول الموضوع
الثانى	الزراعـة	الزراعة فعريفها وكيفية إعداد الأرض, والحبة الصالحة للزراعـة, كيفية الحصاد والفوائـد الزراعـة.
الثالث	القرية وحياة المدن	تعريف القرية والمدن. خصائص القرية والمدن, المحن والحرف فى القرية والمدن. تعريف الحياة المدنية مع ضرب الأمثال, خصائص الحياة المدنية, المؤسسات والشركات والمحن والحرف فى المدينة.
الرابع	رعاية صحة البدن	تعريف الموضوع: كيف نراعى على صحة البدن. فوائد الأغذية لصحـة البدن, الطهارة وأهميتها وفوائدها.
الخامس	الترجمة الإنجليزية إلى العربية	كتابة بعض فقرات وقصص بالإنجليزية ثم ترجمتها إلى العربية.
السادس	الإنشاء	تنظيم ألفاظ وأفكار وأسلوب لتكوين الموضوعات الآتية: ١- تسمية المولود ٢- الرسائل الأهلية
السابع	المسرحية	١- حكاية المسرحية بالإيجاز ٢- شخصيات المسرحية ٣- كتابة النقاط الهامة من المسرحية,
الثامن	خطب الشيخ آدم عبد الله الألورى	١- إخراج الكلمات الصعبة من الخطبة ثم شرحها ٢- قراءة قطعة من خطبة الشيخ آدم.
التاسع	التمييز	نصوص مختارة للتعرف على التمييز وأقسامه, وحكمه. ١- التعريف بالتمييز ٢- عدة جمل عن التمييز.
العاشر	الأنشودة	أنشودة عربية قصيرة مناسبة.
الحادى عشر	العلاقات الدولية	قطعة مناسبة عن العلاقات الدولية. ١- التعريف بالدولية ٢- وجود ما زاد على مائة وخمسين دولة ٣- العلاقات الدبلوماسية بينهم.
الثانى عشر الثالث عش والرابع عشر	المراجعة العامة الإمتحانات والتصحيح	للدروس السابقة

المنهج الدراسي للسنة الثانية الثانوية

SCHEME OF WORK FOR S.S TWO

الفترة الثانية SECOND TERM

الأسبوع	الموضوع	المحتويات
الأول	العقيقة	١- قطعة مناسبة عن العقيقة ٢- إستخراج النقاط المهمة من القطعة ٣- إستخراج الألفاظ الغامضة من القطعة وشرحها.
الثانى	القراءة والفهم مدينة أبكجا العاصمة الجديد للجمهورية	قطعة مناسبة تعطى فكرة متكاملة عن مدينة أبوجا من حيث موقعها الجغرافي والبنيان فيهاوالطرق المرصفية والمصاقع والمكاتب والأسواق والمتنزهات والأشياء الرائعة الجميلة فيها من مبان حديثة وما إلى ذلك من الوزرات وغيرها
الثالث	آيات مختارة تحث على مكارم الأخلاق	أيات محتارة تحتوى وتنطق على أخلاق حسنة من إكرام الوالدين وعدم عقوقهما وحقوق الجار والصدق والعمل به.
الرابع	التصغير	صيغ التصغير.
الخامس	الحال	مع ضرب عدة أمثلة ووضع الخط تحت الحال.
السادس	الزواج	قطعة مناسبة تتحدث عن الزواج مع ذكر أركان الزواج فيه كالولى وشاهدى عدل والصداقة والصيغة (الإيجاب والقبول).
السابع	الترجمة العربية إلى الإنجليزية.	نص مختار من نشرات أو الجرائد أو كتب قصصية.
الثامن	تصريف الفعل الصحيح	- تعريف الفعل الصحيح مع الأمثلة, مثل: كتب, قرأ, لعب, عد. – أفعال الفعل الصحيح مع الأمثلة السالم والمهموز والمضاعف.
التاسع	من شعر الدكتور عيسى ألبى أبى بكر	نص مختارة مشتملة على تاريخ حياة الدكتور عيسى ألبى أبوبكر وبعض أبيات شعره - إلى الشعراء - وصف القرآن.
العاشر	من شعر الشيخ عبد الله بن فودى (تزيين الورقاء)	نص مختارة مشتملة على تاريخ حياة الشيخ عبد الله ابن فودي فى رثاء المصطفى كالآتى: عفت عندى منازل أهل كبير # وحل على معارفها نكير لفقد المصطفى فيها بليل # لتصبح فى صباح قمطرير هو ابن الحاج أي عثمان عيا # سراج الحين مأوى للفقير

الحادى عشر الثانى عشر	المراجعة العامة الإمتحانات والتصحيح	لقد زرئت قبيلتنا جميعا لفقد الصالح الفطن المجير. للدروس السابقة

المنهج الدراسي للسنة الثانية الثانوية

SCHEME OF WORK FOR S.S TWO

الفترة الثالثة THIRD TERM

الأسبوع	الموضوع	المحتويات
الأول	الحكومة وواجبها نحو الفرد	مقالة مناسبة تعطى فكرة متكاملة عن الحكومة وواجبها نحو الفرد
الثانى	الترجمة من العربية إلى الإنجليزية وبالعكس	قطعة عربية للترجمة إلى الإنجليوية وبالعكس
الثالث	الإنشاء	مقالة مناسبة تعطى فكرة متكاملة عن هذه العناوين الآتية: ١- حقوق الجيران ٢- الإعتماد على النفس ٣- فوائد التعليم ٤- مباراة كرة القدم ٥- المسؤلية الإجتماعية ٦- حفلة الزواج ٧- حب الخير وأهله.
الرابع	العدد	قاعدة نحوية. ١- الأعداد من ثلاثة إلى عشرة تذكر مع المؤنث وتؤنث مع المذكر ٢- الأعداد المركبة المبنية الجزئية على الفتح ماعدا إثنا عشر فالجزء الأول يعرب إعراب المثنى وأما الجزء الثانى فيبنى على الفتح.
الخامس	المنادى	نص مختار يشمل على جمل مفيدة فيها المنادى كما فى الأمثلة الآتية: ١- يا خليل! تعال هنا. ٢- ياصالح الدين! صل بنا. ٣- يا مسافر! إتق الله.
السادس	من شعر القاضى عمر إبراهيم	نص مختارة مشتمل على تاريخ حياة القاضى عمر إبراهيم أبيات شعر الأحبـة.
السابع	المفعول المطلق	نص مختارة تشمل على جمل مفيدة وفى كل منه المفعول المطلق بإعتبار موقعه الإعرابى كما فى الأمثلة ألاتية: ١- لعب حسن لعبا. ٢- يشرب الطفل اللبن شربا. ٣- مر القطار مرالسحاب. ٤- أكل أحمد أكلتين. قاعدة نحوية " المفعول المطلق إسم منصوب موافق للفعل فى لفظ وجئ بعد الفعل لتأكيده أو لبيان نوعه.

الثامن	المفعول به	نص مختارة تشمل على جمل مفيدة تبرز المفعول به وموقعه الإعرابى كما فى الأمثلة ألاتية: ١- شدالتلمذالحبل. ٢- طوت البنت الثوب. ٣- أكل الذئب الخروف. ٤- حاز السابق جائزة. ٥- يصيد الثعلب دجاجة.
التاسع	الأنشودة	نص الأنشودة المختارة. كل شيئ فانى# إلا الله باقى. كل شيئ فانى # إلا الله الباقى. أحد صمد # لايموت أبدا. صلوا على محمد# صلوا على محمد. الصلاة والسلام# على رسول الله. الصلاة والسلام # على رسول الله.
العاشر	النظافة من الإيمان	نص مختارة يشتمل على كلمات وعبارات يتعلق بنظافة الجسم والبيئة منها نظافة البيئة, الجسم, إستحمام, تقليم الأظافر, الذباب, ناموس الأمراض, دورة المياه, الأوساخ الصحة, الوقاية, العلاج.
الحادى عشر	الإتحاد الإفريقى	نص مختار تتعلق بالإتحاد الإفريقى منها إستقلال, دول, جمهوريات, التعاون والتفاهم, علاقات السياسية, الأمن, سلام, إتفاقيات, مفاوضات, علاقات.
الثانى عشر والثالث عشر	المراجعة والإمتحان والتصحيح.	

ECONOMICS

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	TOOLS OF ECONOMIC ANALYSIS Simple linear equations Measures of dispersion Pie chart	Teacher to test previous knowledge of basic tools taught in year one. Give relevant examples on the new topic (draw tables, graph and calculate given data) Learning material; Graph paper and other relevant materials.
2	TOOLS OF ECONOMIC ANALYSIS Bar charts Calculation of charts	Teacher to test previous knowledge of basic tools taught in year one. Give relevant examples on the new topic (draw tables, graph and

		calculate given data) Learning material; Graph paper and other relevant materials.
3	CONCEPT OF DEMAND AND SUPPLY Meaning of demand and supply Laws of demand and supply Factors affecting demand and supply.	Teacher to emphasize the role of price system in resource allocation in economics. Guide students to plot the demand and supply schedules to obtain curves. Learning materials; Graphs.
4	CONCEPT OF DEMAND AND SUPPLY Distinguish between factors that cause shift in demand and supply curves and those causing movement along demand and supply curves Types of demand and supply (with curves)	Teacher to emphasize the role of price system in resource allocation in economics. Learning materials; Graphs.
5	THE PRODUCTION POSSIBILITY CURVE Meaning of production possibility curve (PPC) Plotting the PPC from possible data	Teacher to give hypothetical production data and figures to plot the PPC and to calculate marginal product (MP) and average product (AP). Guide students to draw PPC on graph sheets.
6	THE PRODUCTION POSSIBILITY CURVE Concept of total, average and marginal productivity. Laws of variable proportion	Teacher to guide students to plot graphs, calculate average, total and marginal productivity Learning materials: Graphs and tables
7	COST CONCEPTS Basic cost concepts: total, average, marginal, fixed and variable cost. Different cost curves	Teacher to ask students to state what they consider as cost and highlight the distinctions between cost to individual, the business enterprise and to the nation Learning materials; Graphs.
8	COST CONCEPTS Short-run and Long-run Costs Distinction between economist's and accountant's view of cost	Teacher to ask students to state what they consider as cost. Identify costs incurred in the running of schools. Draw cost curves and go on excursion to local factories to identify cost items. Learning materials; Graphs.

9	REVENUE CONCEPTS Concept of revenue – total, average and marginal revenue Revenue schedules and curves	Teacher to explain the concepts of total, average and marginal revenue to students and use raw relevant revenue schedules and curves. Learning materials; Graphs.
10	TYPES AND FEATURES OF ECONOMIC SYSTEM Basic features of economic system (Capitalism, Socialism, Mixed economy etc)	Teacher to explain the features of the various economic system, drawing examples from defunct USSR, United States and Nigeria. Learning materials: Political Map of the world.
11	LABOUR MARKET Supply of and demand for labour Wage determination	Teacher to emphasize the role of government institutions and wage commissions in the determination of wages. Discuss the introduction of the new minimum wage. Invite labour leader and employer of labour or official of ministry of Labour, Employment and productivity to give talk on labour matters. Draw out distinction between real and nominal wages. Simulate wage bargaining by grouping students into employers and union leaders. Discuss with students activities of NDE; National Directorate of Employment. Mention some jobs a young school leaver could engage in. Learning materials: Newspaper clippings, hypothetical price level wage rate and productivity data. Graph paper and pencil.
12	LABOUR MARKET Trade Unions and other related institutions.	Teacher to discuss the introduction of the minimum wage and invite labour leader and employer of labour or official of ministry of Labour, Employment and productivity

		to give talk on labour matters. Learning materials: Newspaper clippings
13	Revision	Revision
14	Examination	Examination

ECONOMICS

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	LABOUR MARKET Concept of unemployment Types of unemployment, causes, effects and solutions. Concept of self employment, job creation and dignity of labour.	Teacher to briefly review the relationship between size of the labour force and population treated in SS1. Ask students to state the population of their various households and the number who are effectively employed. Mention some jobs young school leavers could engage in. Discuss with students activities of NDE; National Directorate of Employment. Mention some jobs a young school leaver could engage in. Learning materials: Newspaper clippings, hypothetical price level wage rate and productivity data.
2	ELEMENTARY TREATMENT OF UTILITY THEORY Concept of utility – average, marginal and total utility. The law of diminishing marginal utility.	Teacher to explain with real life examples, the concept of average, marginal and total utility. Explain the principle of diminishing marginal utility with drinking water or soft drinks. Calculate with students total, average and marginal utilities from hypothetical schedule given and draw relevant graphs. Learning material; drinkable water/soft drinks and cups. graphs
3	PRICE DETERMINATION Determination of equilibrium price and quantity Effects of changes in demand and supply Types of demand and supply e.g. joint demand, joint	Teacher to demonstrate with students the effects of changes of demand and supply on equilibrium price and quantity using graphs to explain the changes. Illustrate discussion with local examples Learning material; Appropriate

	supply etc.	illustrations e.g. bread and butter, petrol and car. Illustrate complimentary demand and other types of demand and supply. Use graphs and diagrams.
4	PRICE DETERMINATION Concept of elasticity and its application Simple application of price theory e.g. minimum and maximum price legislation.	Teacher to recall Nigeria's experiences with fuel price/wage increases. Give students examples and calculate elasticity values. Learning material; Use graphs to illustrate the elasticity of demand and supply.
5	MARKET STRUCTURE Concept and types of markets Review of cost and revenue curves.	Teacher to emphasize the distinction between market and market place. Revise cost and revenue concepts.. Learning materials; Graphs.
6	MARKET STRUCTURE Price and quantity determination under perfect competition and monopoly.	Teacher to identify and explain the basic features of the perfect and monopoly market using real life examples. Learning materials; Graphs.
7	MARKET STRUCTURE Price and quantity determination under duopoly and monopoly.	Teacher to identify and explain the basic features of the perfect and imperfect market using real life examples. Learning materials; Graphs.
8	INDUSTRIES IN NIGERIA Definition of industrial concept – plant, factory, firm, industry and industrial estate.	Teacher to arrange an excursion to local factories, construction companies and mining sites and industrial estates where possible. Think out reasons for siting certain factories in their neighbourhood where they are sited. List firms of the same industry close to one another Learning materials; map of Nigeria showing industrial activities.
9	INDUSTRIES IN NIGERIA Location and localization of industries in Nigeria. Advantage and disadvantages of localization of industries. Factors that influence location and localization of	Teacher to arrange an excursion to local factories, construction companies and mining sites and industrial estates where possible. List some advantages derivable from having firms of the same industry close to one another. Learning materials; map of Nigeria showing industrial activities.

	industries.	
10	AGRICULTURE Problems of agriculture Agricultural policies in Nigeria.	Teacher to encourage students to participate in farms activities at home and school. Invite agricultural extension worker or agricultural science teacher to give talk on agriculture generally. Learning materials: Display agricultural commodities. Pie charts to show the contributions of agriculture to the economy over the years. Visit large scale farms.
11	AGRICULTURE Marketing of agricultural commodities Prospects of agriculture in Nigeria.	Teacher to invite agricultural extension worker or agricultural science teacher to give talk on agriculture generally. Suggest ways to solve agricultural problems in Nigeria. Learning materials: Display agricultural commodities. Pie charts to show the contributions of agriculture to the economy over the years. Visit large scale farms.
12	Revision	Revision
13	Examination	Examination

ECONOMICS

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	ELEMENTARY TREATMENT OF FISCAL POLICY Meaning of fiscal policy in public finance Objectives of public finance Revenue allocation (including resource control) Sources of government revenue	Teacher to illustrate discussions with Nigeria data at different stages of teaching. Budget statement of any year.
2	ELEMENTARY TREATMENT OF	Teacher to use demand and supply

	FISCAL POLICY Direct and indirect taxation Effects and incidence of taxation Structure of effects of public expenditure on government budget	curves to analyze the incidence of taxation Learning Material: Budget statement of any year.
3	BALANCED AND UNBALANCED BUDGET Meaning of balanced budget Reasons for balanced budget Meaning of surplus and deficit budget	Teacher to use a budget statement to illustrate government fiscal operations and students to list their own sources of revenue and items they spend money on e.g. in the previous week. This will illustrate the idea of revenue and expenditure at the individual level. Learning material; List of government fiscal operations.
4	BALANCED AND UNBALANCED BUDGET Ways of financing deficit budget and their effects (e.g. debt burden, debt relief and debt buy back)	Teacher to use a budget statement to illustrate government operations. Guide students to list their own sources of revenue and items they spend money on e.g. in the previous week. This will illustrate the idea of revenue and expenditure at the individual level. Learning material; List of government fiscal operations.
5	ELEMENTS OF NATIONAL INCOME ACCOUNTING Meaning of national income concepts and their uses Ways of measuring national income and their limitations	Teacher to guide students in learning the ways of calculating national income. Identify local economic activities that contribute to total National Income. Apply the concept of income determination to solve simple economic problem. Learning materials; Charts to illustrate components of National Income.
6	ELEMENTS OF NATIONAL INCOME ACCOUNTING Uses and limitations of National income estimates Trends and structure of national income	Teacher to guide students in learning the ways of calculating national income. Identify local economic activities that contribute to total National Income. Apply the concept of income determination

		to solve simple economic problem. Learning materials; Charts to illustrate components of National Income.
7	TYPES OF FINANCIAL INSTITUTIONS AND THEIR FUNCTIONS Money Market institutions Capital Market institutions Other Market agencies.	Teacher to emphasize the importance of (AJO/ESSU/ASUSU) and similar arrangements as examples of traditional institutions. Explain peculiar problems of each type of financial institution. Go on excursion with students to central bank/commercial bank/development bank and stock exchange where possible. Learning materials; Cheque books, pass books, teller etc and quarterly annual and periodical publications of the Central bank, NDIC, Stock Exchange Commission etc.
8	TYPES OF FINANCIAL INSTITUTIONS AND THEIR FUNCTIONS Functions of capital market institutions How the stock exchange operates Secondary and primary markets	Teacher to emphasize the importance of (AJO/ESSU/ASUSU) and similar arrangements as examples of traditional institutions. Explain peculiar problems of each type of financial institution. Go on excursion with students to central bank/commercial bank/development bank and stock exchange where possible. Learning materials; Cheque books, pass books, teller etc and quarterly annual and periodical publications of the Central bank, NDIC, Stock Exchange Commission etc.
9	MONEY: DEMAND FOR AND SUPPLY OF MONEY Determinants of supply and demand for money. Value of money and the price level.	Teacher to explain various motives for holding wealth in the form of money. Provide illustration of coins, paper money and cheques as well as specimens of items that could serve as commodity money.

		Learning materials; Coins, cheques, paper money and commodity money.
10	MONEY: INFLATION AND DEFLATION Meaning and types of inflation Causes, effects of inflation/deflation	Teacher to emphasize that conventional explanation may not capture all cases of inflation, particularly in the developing countries. Ask students to narrate their experience of inflation in their environment. Testify to the hoarding cause's inflation. Plot graphs to illustrate price changes over time. Organise students in smaller groups to discuss the effect of rising prices on their allowances and what they can buy. Learning materials; Time series data on prices, consumer price index information published by the Central bank of Nigeria and their institutions. .
11	MONEY Control of inflation/deflation Inflation in Nigeria.	Teacher to ask students to narrate their experience of inflation in their environment. Learning materials; Time series data on prices.
12	Revision	Revision
13	Examination	Examination

HAUSA LANGUAGE SS 2 FIRST TERM
ZANGO NA DAYA AJI BIYU

MAKO	JIGO/MAKASUDI	AYYUKA
1	**Azuzuwa Kalmomi:** Malami ya koyar da ma'anar kalma. Sannan ɗalibai su iya tantace azuzuwan kalmomi, kamar:- Suna da rabe-rebansa Wakilin suna – ire-irensa Sifa – da abin da ta ƙunsa	
2	**Azuzuwan Kalmomi:**	

	A cigaba da koyar a azuzuwan kalmomi irin su:- Aikatau Bayanau Nunau	
3	**Azuzuwan Kalmomi:** Malami ya ƙarƙare koyar da azuzuwan kalmomi kamar su;- Mafayyac Ma'auni tare da dimbin misalai a cikin jimla.	
4	**Nazarin Waƙoƙin Baka:** Malami ya yiwa ɗalibai bitar ma'anar waƙoƙin baka. Manufofin da muhimmacin waƙoƙin msl: Wayar da kai., Zambo, zuga, nishaɗi, habaici, yabo, raha, kewa.	
5	**Nazarin Waƙoƙin Baka:** Malami ya koyar da ire-iren waƙoƙin baka msl: waka aure nika daka lugude	
6	**Ginin Kalmomi:** Malami zai koyar da: Ma'anar ginin kalma, kamar saiwa ko tushen kalma ds.	
7	**Ginin Kalma:** Malami zai koyar da: abubuwan da kalma ta Ƙumsa kamar, ɗafi, ɗafa-goshi, ɗafa-ciki da ɗafa-ƙeya.	
8	**Insha'I:** Malami zai karantar da; wasiƙu bisa tsari da sigoginsu da ƙa,idojin rubutu	
9	**Nazarin Tatsunniyoyi da Labarai:** Malami zai koyar da nazarin tatsuniyoyin da labarai masu koyon dabarun zaman duniya.	

10	**Nazarin Tatsunniyoyi da labarai:** Malami zai koyar da: kyawawan halaye da munanan halaye da ake samu daga tatsuniyoyi da labarai.	
11	**Camfe-camfe da magugunan gargajiya:** Malami zai koyar da: iren-iren camfe-camfen Hausawa; da ma'anarsu da ma'anar magungunan gargajiya da ire-iren magungunan gargajiya, masu bada su da muhimmancinsu.	
12	**Maimaitawa**	
13	**Jarabawa**	

HAUSA LANGUAGE SS 2 SECOND TERM
ZANGO NA BIYU AJI BIYU

MAKO	JIGO/MAKASUDI	AYYUKA
1	**Nazarin littafin zube:** Malami zai karantar da nazarin littafin zube ta fannin: Jigon littafi jarunta soyayya bantausayi gyaran hali da dubarun zaman duniya	
2	**Ci gaba da nazarin littafin zube:**	

	Malami ya karantar da salon sarrafa harshe irinsu: babi – babi tsara jimloli sakin layi dubarun jan hankali Amfani da kalmomi ds	
3	**Furucin baƙaƙe da wasula:** Malami zai koyar da: ma'anar tsarin sauti kamar: adadin baƙaƙe, misali saukaka – B, C, D, F, ds adadin masu goyo, misalin: gy, gw, ts, sh, ds. adadin wasula tilo masu aure	
4	**Ci gaba da furicin baƙaƙe wasula:** Malami zai koyar da; furicin baƙaƙe; gurbin furici yanayin furici matsayin maƙwallato kamar mai ziza da marar ziza. furicin wasulla – tsayi, siga da tagwan wasali.	
5	**Ci gaba da furucin baƙaƙe wasulla:** Malami zai yi bitar ma'anar gaɓa. Tsarin baƙi, wasali (BW) Tsarin baƙi wasali, baƙi. (BWB) Tsarin baƙi wasali wasali (BWW) Rufaffiyar gaɓa Budaddiyar gaɓa ds.	
6	**Nazarin littafin karin magana:** Malami zai karantar da: Ma'anar Karin Magana Yadda ake Karin Magana Ire-iren Karin Magana	
7	**Lokuta:**	

	Malami zai karantar da: ma'anar lokaci ire-iren lokuta, kamar shuɗaɗɗen lokaci (i) shuɗaɗɗen lokaci (ii) lokaci sabau lokaci mai ci (i) lokaci mai ci (ii)	
8	**Nazarin litaffin wasan kwaikwayo:** Malami zai koyar da: Ma'anar wasan kwaikwayo Jigo da zubi da tsari da sarrafa harshe ds.	
9	**Ci gaba da nazarin littafin wasan kwaikwayo:** Malami zai koyar da: Wuraren da ake wasan kwaikwayo. Misali rediyo, telebijin, dandali ds.	
10	**Tunanin Bahaushe akan fatalwa:** Malami zai koyar da: ma'anar fatalwa, yadda bahaushe ya fahimci fatalwa, kamar labaru game da fatalwa mutuwa kurwa kishi bege ds	
11	**Maimaitawa**	
12	**Jarabawa**	

HAUSA LANGUAGE SS 2 THIRD TERM
ZANGO NA UKU AJI BIYU

MAKO	JIGO/MAKASUDI	AYYUKA
1	**Auna fahimta:** Malami zai yi bitar; Ma'anar auna fahimta, watau tabbatar da gane abubuwa da ake koyawa dalibai a lokaci guda domin a kaifafa fahimtarsu. Iya sanin ma'anar kalmomin Hausa	
2	**Ci gaba da auna fahimta:** Malami zai koyar da; Ire-iren auna fahimta: Na labari Na jawabi da Na waƙa ds.	
3	**Ire-iren fassara:** Malami zai koyar da; ire-iren fassara kamar; fassarar baƙi da baƙi fassarar nan take fassara mai yanci	
4	**Ci gaba da ire-iren fassara:** Malami zai koyar da; rukunan fassara kamar naƙalta harsuna biyu da naƙaltar al'adu. Sannan ɗalibai zasu san; matakan fassara kamar; daidaituwar saƙo, da banbancin karin harshe.	
5	**Nazarin littafin rubutacciyar waƙa:** Malami zai koyar da; Nazarin waƙoƙi dangane da;	

	jigo zubi da tsarin baitoci	
6	**Ci gaba da nazarin littafin rubutacciyar waka:** Malami zai koyar da; salo da sarrafa harshe, kamar dabarun jawo hankali; amfani da ararrun kalmomi ds.	
7	**Sana'oin gargajiya:** Malami zai koyar da; ma'anar sana'oin gargajiya kamar, su, fawa, kaɗi, kitso, farauta, dori, gini, jima, da rini ds.	
8	**Ci gaba da sana'oin gargajiya:** Malami zai koyar da; Ire-iren kayan aikin sana'o'i gargajiya Ɗalibai su san masu sana'o'i gargajiya	
9	**Tunanin bahaushe akan iskoki:** Malami zai koyar da; ma'anar iskoki, yadda Bahaushe ya fahimci iskoki, kamar masu; ban tsoro, baƙaƙen iskoki ko fararen iskoki	
10	**Ci gaba da tunanin Bahaushe akan iskoki:** Malami zai koyar da; Muhallinsu: kamar; tsamiya, faƙo, kuka, kogo, suri, gwalalo, juji da bayi ds	
11	**Maimaitawa**	
12	**Jarabawa**	
13	**Jarabawa**	

ASỤSỤ IGBO

SS TWO TAM NKE MBỤ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZI
1.	**ỤTỌASỤSỤ:** Ekwumekwu: Nkọwa ihe bụ ụbịam na agụụ, ihe ndị na-ebute ha **OMENALA:** Nkọwa ihe bụ otu nzuzo na ụdị ya gasị n'ala Igbo **AGỤMAGỤ:** Agụmagụ Ọdịnala – Mmụgharị nkenụdị ya	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa ihe ụbịam pụtara na ihe ndị na-ebute ya 3. Ịkparịtaụka gbanyere ihe ndị na-ebute ụbịam na agụụ. 4. Ịkwu ihe bụ otu nzuzo na ụdị ya gasị 5. Ịkọwa agụmagụ ọdịnala 6. Ikwupụta nkenụdị agụmagụ ọdịnala **NGWA NKỤZỊ** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, ụmụaka n'onwe ha,dgz.
2.	**ỤTỌASỤSỤ:** Ekwumekwu: Ụzọ dị iche iche a ga-esi gbochie ụbịam na agụụ. **OMENALA:** Ọmụmụ ndịiche dị n'otu nzuzo na otu nkitị. **AGỤMAGỤ**: Ọmụmụ Akụkọ Ifo: Mbido na uru ya, ịkọ otu akụkọ na klasị tinyere ihe mmụta ya.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkparịtaụka gbasara ụzọ a ga-esi gbochie agụụ na ụbịa 3. Ikwupụta ndịiche atọ dị n'etiti otu nkitị na nke nzuzo e nwere ike isi 4. Ikọ otu akụkọ ifo na ikwu ihe mmụta so ya Idepụta uru atọ dị n'ịkọ akụkọ ifo **NGWA NKỤZI** Ụgbọ ọjii, akwụkwọ ọgụgụ, tepụ rekọda, chaati, kaadị mgbubam, foto/eserese, dgz.
3.	**ỤTỌASỤSỤ:** Nkọwa Edemede Leta na Ụdị Ya – Nkeonye na anamachọihe **OMENALA:** Ọmụmụ "Ekpe" na	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ide otu edemede leta 3. Ịkọwa ụzọ e si aba ekpe na mmọnwụ

	"Mmọnwụ" , Ọbụba ha, ọrụ na ọghọm ha **AGỤMAGỤ:** Ọgụgụ na Ntụle Akụkọ ifo ọdịnala abụọ sitere n'akwụkwọ a họpụtara	4. Ikwupụta ọrụ, uru na ọghọm dị n'ịba mmọnwụ 5. Ịgụ na ịtụle akụkọ ifo ha gụrụ **NGWA NKỤZI** Akwụkwọ abụ a họọrọ chaatị, akwụkwọ ọgụgụ, ugbo ojii, dgz.
4.	**ỤTỌASỤSỤ :** Nkọwa Usoro Edemede Leta Nkeonye na odide otu **OMENALA**: Ọmụmụ Ọmaba na Odo. Ụzọ e si aba ha, uru na ọghọm ha. **AGỤMAGỤ:** Ọgụgụ na ntụle abụ ọdịnala abụọ sitere n'akwụkwọ a họpụtara	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Idepụta otu leta nkeonye 3. Ikwu ihe bụ ọmọba na odo 4. Ịkọwaputa ụzọ e si aba ha 5. Ikwu uru na ọghọm dị ọbụba ha 6. Ịgụ na ịtụle otu abụ ọdịnala a họpụtara **NGWA NKỤZI** Akwụkwọ ọgụgụ, akwụkwọ abụ a họọrọ, ụgbọ ojii, tiivi, redio, tepụrekọda, dgz.
5.	**ỤTỌASỤSỤ :** Nkọwa Usoro Edemede Leta Anamachọihe na Odide Otu **OMENALA:** Mgbanwe Dị n'Otu Nzuzo Ugbu a **AGỤMAGỤ:** Ọgụgụ na Ntụle Ejije Ọdịnala sitere n'akwụkwọ a họpụtara	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Idepụta otu edemede leta anamachọihe 3. Ikwupụta mgbanwe na-abata n'otu nzuzo ugbu a 3. Ịgụ na ịtụle ejije ọdịnala **NGWA NKỤZI** Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họọrọ, ụgbọ ojii, foto/eserese
6.	**ỤTỌASỤSỤ:** Olilo Ụdaume, Nkọwa, ụdị ya dị iche iche na ọmụmaatụ ha. **OMENALA:** Ọmụmụ ihe bụ dịbịa ọdịnala na ụdị ya dị iche iche, ọmụmụ etu e si abụ dibịa ọdịnala. **AGỤMAGỤ:** Ọgụgụ abụ ededere Abụọ a họpụtara na nnyocha ya.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ịkọwa olilo ụdaume 3. Ikwupụta ụdị olilo e nwere na inye ọmụmaatụ ha gasị 4. Ịkọwa dibịa ọdịnala, ụdị ya na etu e si abụ ya 5. Ịgụ na inyocha abụ ederede a họpụtara. **NGWA NKỤZI**

		Akwụkwọ ọgụgụklasị, akwụkwọ abụ, ụgbọ ojii, kaadị mgbubam, foto/eserese, dgz.
7.	**ỤTỌASỤSỤ:** Olilo ụdaume-Ọmụmụ Olilo ihu na olilo azụ **OMENALA:** Dịbịa Mkpaakwụkwọ/ Mgbọrọgwụ, Dibịa Ọgwụ/Nsi, Oke dibịa: Orụ ha, Uru ha na Oghọm dị na ha. **AGỤMAGỤ:** Ọgụgụ Akwụkwọ Iduuazị a họpụtara.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Igosipụta ụdị olulo e nwere 3. Ịkọwapụta ndị iche dị n'etiti ụdị ndị dibịa e nwegasirị 4. Ikwu ọrụ, uru na ọghọm dị n'ịbụ dibịa 5. Ịgụ akwụkwọ iduuazị a họpụtara. **NGWA NKỤZI** Akwụkwọ ọgụgụ na akwụkwọ iduuazị, ụgbọ ojii, kaadị mgbubam, dgz.
8.	**ỤTỌASỤSỤ:** Omụmụ Ụdaume - Ọmụmụ Olilo nlofọ, mmakọ na nlocha **OMENALA:** Ọmụmụ Dibịa afa na Dibịa aja, Ọrụ ha, uru na ọghọm ha. **AGỤMAGỤ:** Ọgụgụ akwụkwọ iduuazị a họpụtara.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ịkọwapụta ndịiche dị n'etiti ụdị olulo ndị e nwere 3. Ịrụgosi ha n'ahịrịokwu 4. Ịkọwa dibịa afa na aja 5. Ikwu ọrụ, uru na ọghọm ha 6. Ịgụ akwụkwọ iduuazị a họpụtara **NGWA NKỤZI** Akwụkwọ ọgụgụ na akwụkwọ iduuazị a họọrọ, ụgbọ ojii, kaadị mgbubam, dgz.
9.	**ỤTỌASỤSỤ:** Ọmụmụ Ndapụ Ụdaume na Ndapụ Mgbochiume **OMENALA:** Ntụle Dibịa Ọdịnala na Dibịa Bekee, Ndịiche dị na ha. **AGỤMAGỤ:** Ọgụgụ na Nchịkọta otu abụ sitere n'akwụkwọ abụ a họpụtara.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịrụgọsi okwu/ahịrịokwu nwere ndapụ ụdaume na mgbochiume 3. Ịkọwapụta ndịiche abụọ dị na dibịa bekee na nke ọdịnala 4. Ịgụpụta otu abụ sitere n'akwụkwọ a họpụtara **NGWA NKỤZI** Chaatị ụdaume/mgbochiume, akwụkwọ ọgụgụ klasị, akwụkwọ

		abụ, dgz
10.	**ỤTỌASỤSỤ:** Ọmụmụ Fọnịm na Mọfịm; Ọmụmụ ụdị Mọfịm dị iche iche (mọfịm ndabe na nnọọrọonwe). **OMENALA:** Akụnụba ndị Igbo, nkọwa na ụdị ihe enwe enwe **AGỤMAGỤ:** Ọgụgụ Akwụkwọ Ejije a họpụtara	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa mọfịm na inye ọmụma-atụ ha 3. Ikọwa ihe bụ akụnụba na inye ọmụmaatụ ụdị ihe enwe enwe dị iche iche Ịgụpụta akwụkwọ ejije a họọrọ. **NGWA NKỤZI** Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họọrọ, tepụrekọda, redio, dgz.
11.	**ỤTỌASỤSỤ:** Ọmụmụ mkpụrụokwu – Nkọwa mkpụrụokwu, nkụzi ndịiche dị n'etiti mọfịm na mkpurụokwu. **OMENALA:** Enwemenwe Akụnụba – Uru na Oghọm dị n'ịkpata akụ n'ụzọ ziri ezi nakwa n'ụzọ ezighị ezi. **AGỤMAGỤ:** Ọgụgụ akwụkwọ ejije a họpụtara na nchịkọta ya.	**IHE ỤMỤAKWỤKWO GA-EME:** 1. Ịkọwapụta ndịiche dị n'etiti mọfịm na mkpụrụokwu 2. Ịkọwa ihe bụ inwe akụnụba 3. Ịme mkpariṭaụka gbasara uru na ọghọm dị n'ịkpata akụ n'ụzọ ezighi ezi 4. Ịgụ na ikwu na nkenke gbasara akwụkwọ ejije ha gụrụ
12.	**MMỤGHARỊ IHE A KỤZIRI NA TAM**	
13.	**ULE**	
14.	**MMECHI**	

ASỤSỤ IGBO

SS TWO TAM NKE ABỤỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZI
1.	**ỤTỌASỤSỤ:** Mmụgharị Ahịrịokwu na Ụdị ya dị iche iche **OMENALA:** Mmụgharị Akụnụba na Usoro nnweta ya. **AGỤMAGỤ:** Ọmụmụ Atụmaatụokwu /asụsụ nka. Nkọwa na ndepụta nkenụdị ya.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwaputa ahirịokwu na udị ya gasị 3. Idepụta ọmụmaatụ ha gasị 4. Ịkpọsita usoro e si enweta akụnụba 5. Ịkọwa asụsu nka na ịrugosị ha n'edemede **NGWA NKỤZỊ** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, dgz.
2.	**ỤTỌASỤSỤ:** Ọmụmụ "Nkwụwa" na Nkenụụdị ya dị iche iche. **OMENALA:** Iri Ekpe na ike ekpe **AGỤMAGỤ**: Ọmụmụ Ụrụokwu na Igbuduokwu	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa ihe nkwuwa na inye ọmụmaatụ ha gasị 3. Nrụgosi nkwuwa n'ahirịokwu 4. Ikwu etu e si eri ekpe na ndị na-eri ekpe 5. Inye ọmumaatu uruokwu/igbudu **NGWA NKỤZI** Ụgbọ ọjii, akwụkwọ ọgụgụ, chaati, kaadị mgbubam, foto/eserese, dgz.
3.	**ỤTỌASỤSỤ:** Ọmụmụ nkebiokwu – Nkọwa ya, ngosipụta ya na nkewapụta nkebiokwu site n'ahịrịokwu. **OMENALA:** Ndịiche dị n'iri ekpe, ike ekpe na nnọchiọkwa. **AGỤMAGỤ:** Ọmụmụ bịambịa mgbochi na bịambịa ụda. **ỤTỌASỤSỤ :** Ọmụmụ Nkebiokwu	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa nkebiokwu 3. Ịrụgọsị nkebiokwu n'ahirịokwu dị iche iche 4. Ikwupụta ndịiche dị n'etiti iri ekpe na ike ekpe 5. Ịkọwapụta ndịiche dị n'etiti bịambịa mgbochi na bịabia ụda

4.	- Mkpọpụta ụdị ya dị iche iche na Ọmụmụ nkebiokwu keaha na kenkọwaha. **OMENALA**: Nkọwa agwa ọma na agwa ọjọọ. Ụgwọ onye kpara agwa ọma na ahụhụ onye kpara agwa ọjọọ. **AGỤMAGỤ:** Ọmụmụ Mmemmadụ na Egbeokwuna.	**NGWA NKỤZI** Chaatị, akwụkwọ ọgụgụ, ugbo ojii, dgz. **IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa nkebiokwu 3. Ịrụgosị nkebiokwu na ụdị ya dị iche iche 4. Ime mkparịtaụka gbasara agwa ọma na agwa ọjọọ 5. Izipụta mmemmadụ na egbe okwu n'ahịrịokwu
5.	**ỤTỌASỤSỤ: Ọmụmụ** Nkebiokwu kembuụzọ, kenkwuwa na kenrụaka. **OMENALA:** Òtù dị iche iche na-achịkwa agwa ọhaneeze, dịka ezinụlọ, otu ọgbọ, otu nzuzo, ụmụọkpụ, mmọnwụ, dgz. **AGỤMAGỤ:** Ọmụmụ nzaraonwe na Nhajideokwu	**NGWA NKỤZI** Akwụkwọ ọgụgụ, akwụkwọ ejije a họọrọ, ụgbọ ojii, tiivi, redio, tepụrekọda, dgz. **IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ịkọwa agwa ọma na agwa ọjọọ 2. Ịkọwa nkebi okwu kembuụzọ na kenkọwa 3. Inye ọmụmaatụ ha 5. Ịkọwa ka otu dị iche iche si achịkwa agwa ọhaneze 5. Ikwu ihe bu ajụju nzaraonwe na nhagideokwu 6. Imebe ahịrịokwu ebe e nwere nzaraonwe na nhagideokwu.
6.	**ỤTỌASỤSỤ:** Nkọwa nkebiahịrị, ngosipụta ha n'ahịrịokwu na nkewapụta ha. **OMENALA:** Ịkọwapụta ụdị echichi na echimechi ọdịnala dị iche iche. **AGỤMAGỤ:** Ọmụmụ nkwusara na ekwueche ọzọ.	**NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, foto/eserese, tepụrekọda, redio, dgz.
7.	**ỤTỌASỤSỤ:** Ụdị Nkebiahịrị na Ọmụmụ Nkebiahịrị Keaha **OMENALA**: Echimechi Lọlọ, ọrụ ha na uru ha. **AGỤMAGỤ:** Ọmụmụ myiri na	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ịkọwa ihe bụ nkebiahịrị 3. Ịmebe ahịrịokwu nwere nkebiahịrị

	mbụrụ.	4. Ikwu ụdị echimechi ọdịnala ha maara 5. Ịrụgosi ahịrị nkwusara na ekwu-echeọzọ **NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, dgz.
8.	**ỤTỌASỤSỤ:** Ọmụmụ nkebiahịrị kenkọwaaha na kenkwuwa. **OMENALA:** Ịba amanwụlu, ọrụ na uru ya **AGỤMAGỤ:** Ọmụmụ ọgharaokwu na soromchịa.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ịkọwa ụdị nkebịahịrị e nwegasịrị 2. Ịkọwa ihe nkebiahịrị keaha 3. Ịnye ọmụmaatụ nkebiahịrị keaha 4. Ịkọwa na inye ọmụmaatụ mbụrụ na myiri. Ịkọwa ka e si echi lọlọ na uru dị nay a. **NGWA NKỤZI** Akwụkwo ọgụgụ, ụgbọ ojii, chaatị, kaadị mgbubam,dgz
9.	**ỤTỌASỤSỤ:** Nkọwa ihe bụ kategori ụtọasụsụ na ụdị ya dị iche iche: omụmụ pesịn na ngụ. **OMENALA:** Echimechi ‘eze’ na ụzọ e si echi ya. **AGỤMAGỤ:** Ọmụmụ nsin-nụda .	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ịkọwapụta ndịiche dị n’etiti nkebi ahirị kenkọwa na kenkwuwa 2. Inye ọmụmaatụ ụdị nkebiahịrị ndị a 3. Ịkọwa ka e si aba amanwụlu 4. Ikwu uru dị n’ịba ya na ọrụ ya 5. Inye ọmụmaatụ ọgharaokwu na soromchịa **NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, tepụ rekọda, chaatị, dgz.
10.	**ỤTỌASỤSỤ:** Ọmụmụ ‘Jenda,’ oke na nwunye (metụtara mmadụ na anụmanụ) **OMENALA:** Ọrụ onye eze na uru inwe eze. **AGỤMAGỤ:** Agwụgwa	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ikwupụta katigori ụtọasusu ndị e nwere 3. Imebe ahịrịokwu na-eziputa

		pesịn na ngụ 4. Ịkọwapụta ụzọ e si echi eze 5. Ịrụgosi ahịrịnsinuda **NGWA NKỤZI** Akwụkwọ ọgụgụ , ụgbọ ojii, kaadị mgbubam, dgz
11. 12. 13.	**MMỤGHARỊ IHE A KỤZIRI NA TAM** **ULE** **ULE NA MMECHI**	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ịkọwa oke na nwunye 2. Ịkọwa ihe bụ jenda 3. Inye ọmụmaatụ okwu na-egosiputa jenda 4. Ikwu ọrụ onye eze na-arụgasị 5. Idepụta uru dị n'inwe onye eze 6. Ikwu agwugwa ndị ha maara **NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, dgz.

ASỤSỤ IGBO

SS TWO TAM NKE ATỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZI
1.	**ỤTỌASỤSỤ:** Mmụgharị katigori ụtọasụsụ (Pesịn, ngụ na jenda) **OMENALA:** Ọmụmụ chi dị iche iche n'ala Igbo dk. Idemmili, Amadịọha, Ibiniụkpabị, dgz, uru na ọghọm ha. **AGỤMAGỤ:** Nkụzi okwu ntabiire	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịrụgosi mkpụrụokwu na-egosipụta pesin, ngụ na jenda n'ahịrịokwu 3. Ịkpọsita ụdị chi ndị ha maara 4. Ikwu uru na ọghọm dị n'inwe chi 5. Ikwu okwu ntabiire **NGWA NKỤZỊ** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, dgz.

2.	**ỤTỌASỤSỤ:** Ọmụmu tensi, Nkọwa ya na ụdị ya dị iche iche dk. Tensi ndịmecha na ndịugbua **OMENALA:** Iri ji n'ala Igbo – usoro na nkwadebe ya. **AGỤMAGỤ**: Ọgụgụ akwụkwọ iduuazị a họpụtara.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa ihe bụ tensị na ụdị ha 3. Iji ahịrịokwu gosipụta ụdị tensị dị iche iche 4. ịkọwa ihe a na-emegasị tupu e rie ji 5. ịgụ akwukwọ iduuazị a họpụtara. **NGWA NKỤZI** Ụgbọ ọjii, akwụkwọ ọgụgụ klasị, akwụkwọ iduuazị a họọrọ,chaati, kaadị mgbubam, foto/eserese, dgz.
3.	**ỤTỌASỤSỤ:** Ọmụmụ Aspekitị na ụdị ya dị iche iche tinyere ịmaatụ ha. **OMENALA:** Omenala Igba mgba. Uru na ọghọm dị na ya. **AGỤMAGỤ:** Ọgụgụ akwukwọ iduuazị a họọrọ.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ige ntị 2. Ịkọwa aspekịtị 3. Ikwupụta ụdị aspekịtị e nwegasirị 4. Idepụta uru na ọghọm dị n' ịgba mgba 5. Ịgụ akwụkwọ iduuazị a họọrọ **NGWA NKỤZI** Akwụkwọ ọgụgụ klasị, akwụkwọ iduuazị a họọrọ, ugbo ojii, kaadị mgbubam, dgz.
4.	**ỤTỌASỤSỤ:** Ọgụgụ na aghọtaazaa. Ọgụgụ gbasara nlekọta gburugburu ebe obibi na ụlọakwụkwọ. **OMENALA**: Ịgba ọfala – Ihe ọ bụ, usoro ya na uru ya. **AGỤMAGỤ:** Ọgụgụ akwụkwọ ejije a họpụtara.	**IHE ỤMỤAKWỤKWỌ GA-EME:** 1. Ịgụ aghọtaazaa 2. Ịza ajụjụ sitere n'aghọtaazaa 4. Ịkọwa ihe ịgba ọfala pụtara 5. Ikwu usoro na uru dị n'ịgba ọfala 6. Ịgụ akwụkwọ ejije a họpụtara **NGWA NKỤZI** Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họọrọ, ụgbọ ojii, tiivi, redio, tepụrekọda, dgz.
5.		
6.	**ỤTỌASỤSỤ:** Nkụzi ntụgharị; Nkọwa usoro ntụgharị ahịrị-okwu. **OMENALA:** Ịgụ nwata aha na ịhu nwata eze. **AGỤMAGỤ:** Ọgụgụ akwụkwọ ejije a họọrọ.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ikwu usoro e si eme ntugharị 3. Ime ntụgharị 4. Ikwu ihe a na-eme n'oge a na-agụ nwata aha maọbụ ma a hu nwata eze 5. Ịgụ akwụkwọ ejije a họọrọ. **NGWA NKỤZI**

		Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họọrọ, ụgbọ ojii, foto/eserese
7.	**ỤTỌASỤSỤ:** Ntugharị ilu na akpaalaokwu. **OMENALA:** Nkwenye ndị Igbo na ụdị ya dị iche iche. **AGỤMAGỤ:** Ọgụgụ na nchịkọta akwụkwọ ejije a họọrọ.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Ịtụgharị ilu na akpaalaokwu ụfọdụ 3. ikwupụta ihe ndị Igbo kwenyere na ha 4. Ịgụ na ịchịkọta ejije ha gụrụ ọnu **NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, Kaadị mgbubam, dgz.
8.	**ỤTỌASỤSỤ:** Ntụgharị abụ a họpụtara **OMENALA:** Ọmụmụ ịlọ ụwa na ọgbanje **AGỤMAGỤ:** Ọgụgụ akụkọ ifo a họpụtara.	**IHE ỤMỤAKAWỤKWỌGA-EME** 1. Ige ntị 2. Ịtụgharị abụ a họpụtara 3. Ịkọwa ịlọ ụwa na ọgbanje 4. Ịgụ na ịza ajụjụ sitere n'akụko ifo a họpụtara **NGWA NKỤZI** Akwụkwọ ọgụgụ na akwụkwọ akụkọ ifo, ụgbọ ojii, tepụ rekọdụ, redio, dgz.
9.	**ỤTỌASỤSỤ:** Ndakọrịta ụdaume **OMENALA:** Ọmụmụ arụsị, mmụọ, agbara na chukwu **AGỤMAGỤ:** Ọgụgụ banyere nsogbu a na-enwe na gburugburu ebe obibi dịka: ide mmiri, igbutu osisi aghara aghara.	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ịkọwa ihe bụ Ndakọrịta ụdaume 2. Inye ọmụmaatụ mkpụrụokwu nwere ndakọrịta ụdaume 3. Ikwu ihe ha maara gbasara arụsị, mmụo, agbara na chukwu 4. Ịgụ ihe ọgụgụ na iji okwu ọhụrụ mepụta mkpụrụokwu **NGWA NKỤZI** Akwụkwọ ọgụgụ họọrọ, ụgbọ ojii, kaadị mgbubam, tepụ rekọda, dgz.
10.	**ỤTỌASỤSỤ:** Ọmụmụ akara ụdaolu –Itinye akara ụdaolu na mkpụrụokwu ndị nwere otu nsụpe na nghọta dị iche	**IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ige ntị 2. Itinye akara ụdaolu na mkpụrụ - okwu 3. Ịkọwa ngwa ofufe : okpesi na ọfọ

	iche iche. **OMENALA:** Ọmụmụ ngwa ofufe – dk. Okpesi na ọfọ. Uru na ọghọm dị na ha. **AGỤMAGỤ:** Uru dị n'ilekota gburugburu (environment) na ọghọm na-adị ma elekọtaghị ya. **ỤTỌASỤSỤ:** Edemede ilu 11. dk. "Ekwe ekwe na-ekwe n'ụta ekwere". 12. **OMENALA:** Ọmụmụ ikenga na ọtọnsị. Ọrụ ha na ọghọm 13. ha. **AGỤMAGỤ:** Uche ụmụaka gbasara akwụkwọ agụmagụ ha dịka ejije ma ọ bụ iduuazị **MMỤGHARỊ IHE A KỤZIRI** **ULE** **ULE NA MMECHI**	4. Ikwu uru na ọghọm dị n'iji ngwa ofufe ndị a 5. Ịkwu uru na ọghọm na-adị n'ilekọta maọbụ elekọtaghị gburugburu anya. **NGWA NKỤZI** Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, tepụ rekọda, dgz. **IHE ỤMỤAKWỤKWỌ GA-EME** 1. Ide edemede ilu 2. Ikwu ihe bụ ikenga na otọnsị 3. Idepụta ihe bụ ọrụ ha 4. Ikwu ọghọm na-eso ha 5. Ikwupụta uche ha gbasara akwụkwọ agụmagụ ha gụrụ **NGWA NKỤZI** Akwụkwọ ọgụgụ klasị, akwụkwọ iduuazị/ejije, ụgbọ ojii, tepụ rekọda, chaatị, dgz.

YORÙBÁ SS 2 TÁÀMÙ KÌN-ÍN-NÍ

ÕSÊ	ORÍ ÕRÕ/ ÀKÓÓNÚ	ÀMÚṢE IṢË
1	**ÈDÈ:** Àròkô Aláríyànjiyàn **ÀKÓÓNÚ IṢË** Kíkô àwôn ìlapa èrò àròkô aláríyànjiyàn Àròkô aláríyànjiyàn kíkô	**OLÙKÖ:** a. Ṣe àlàyé ìgbésê inú ìlapa èrò àkôlé àròkô aláríyànjiyàn kan ní kíkún. b. Tö akëkõö sönà láti lo ìlapa èrò yçn

		láti kô àròkô. d. Yç iśë akëkõö wò e. Darí akëkõö láti śe àríyànjiyàn lórí orí-õrõ tí wön yàn ní kíláásì. **AKËKÕÖ:** a. Tëtí sí àlàyé olùkö kí o sì kíyèsí àwôn ìgbésê ìlapa èrò tí olùkö kô sílê. b. Kô àwôn àlàyé ojú pátákó sílê. d. Lo ìlapa èrò tí olùkö śe láti kô àròkô. e. Kópa nínú śíśe àríyànjiyàn lórí orí-õrõ ní kíláásì. **OHUN-ÈLÒ ÌKÖNI:** Ìwé tí ó ní ìlapa èrò nínú àti àpççrç àròkô aláriiyànjiyàn.
2.	**LÍTÍRÈŚÕ:** Àtúpalê Ìwé Eré-Onítàn **<u>ÀKÓÓNÚ IŚË</u>** Kókó õrõ Ìfiwàwêdá d. Àhunpõ ìtàn e. Ibùdó ìtàn ç. Êdá ìtàn	**OLÙKÖ:** a. Tö akëkõö sönà láti kà ìwé eré-onítàn. b. Śe àlàyé ní kíkún lórí ìjçyô atótónu iśë nínú ìwé eré-onítàn: kókó õrõ Ìfiwàwêdá Àhunpõ ìtàn

	f. Ìlò-èdè g. Ìjçyô àśà gb. Àmúyç àti àléébù	Ibùdó ìtàn Êdá ìtàn Ìlò èdè Ìjçyô àśà Àmúyç àti àléébù d. Kíkô àwôn õrõ pàtàkì pàtàkì tó súyô sí ojú pátákó kí o sì śàlàyé ìtumõ wôn. **AKËKÕÖ:** a. Ka ìwé eré-onítàn wá láti ilé àti nínú kíláásì. b. Tëtí sí àlàyé olùkö d. Kô àwôn õrõ tí olùkö kô sí ojú pátákó ìwé **OHUN-ÈLÒ ÌKÖNI:** Ìwé eré-oníśe
3.	**ÀŚÀ:** Ìsìnkú **ÀKÓÓNÚ IŚË** oríśiríśi bí ikú ti ń pani: àìsàn, ìjàýbá lóríśiríśi, ikú àìtöjö, fífôwö-rôrí-kú Ìtúfõ d. Ìtöjú òkú e. Títë òkú ní ìtë êyç	**OLÙKÖ:** a. Śe àlàyé kíkún nípa oríśiríśi ikú tí ń pani b. Śe àlàyé bí a ti ń sin oríśiríśi òkú àti ètùtù tí ó rõ mö ôn. d. Kô àwôn õrõ pàtàkì pàtàkì sí ojú pátákó ìkõwé. e. Śe àlàyé kíkún lórí ìsìnkú àgbà.

	ç. Ìbánikëdùn f. Bí a śe ń sin òkú ní ayé àtijö g. Ìsìnkú abàmì êdá; abuké, çni ti odò gbé, çni tó pokùnso, çni tó jábö lórí õpç. gb. Òkú ríró h. Śíśe eegun òkú/ àgõ fífà abbl	**AKËKÕÖ:** a. Tëtí sí àwôn àlàyé olùkö. b. Kô àwôn õrõ pàtàkì pàtàkì tí olùkö kô sojú pátákó ìkõwé sínú ìwé rê **OHUN-ÈLÒ ÌKÖNI:** Pátákó Rédíò Ìwé kíkà lórí ewì alohùn tó jçmö ìsìnkú Oríśiríśi àwòrán tí ó jçmö ìsìnkú.
4.	**ÈDÈ:** Gbólóhùn **ÀKÓÓNÚ IŚË** Oríkì gbólóhùn Àlàyé ìpín gbólóhùn nípa ìhun d. Alábödé e. Oníbõ ç. Alákànpõ	**OLÙKÖ:** a. Kô oríśiríśi àpççrç gbólóhùn sí ojú pátákó ìkõwé. b. Sô fún akëkõö láti fa ìlà sí abë õrõ-iśe àti olùwà nínú gbólóhùn d. Śe àlàyé àbùdá gbólóhùn alábödé, oníbõ àti alákànpõ. **AKËKÕÖ:** a. Tëtí sí àlàyé olùkö b. Śe àwòkô àwôn àpççrç gbólóhùn tí olùkö kô sójú pátákó. d. Fa ìlà sí abë õrõ-iśë àti olùwà rê.

		OHUN-ÈLÒ ÌKÖNI: Pátákó ìkõwé
5.	**ÀŚÀ:** Eré Ìdárayá **ÀKÓÓNÚ IŚË** Oríśiríśi eré ìdárayá Eré òśùpá bí i – bojúbojú, sa-n-sálùbö d. Eré abëlé e. Eré ìta gbangba bí i; òkòtó, àrìn, ìjàkadì/ çkç, ògò gbígbõn abbl.	**OLÙKÖ:** a. Śe àlàyé bí a ti ń śe díê nínú eré ìdárayá tí ó mënuba. b. Tö àwôn akëkõö sönà láti śe àwôn eré ìdárayá. d. Kô àwôn orin inú eré ìdárayá náà sójú pátákó **AKËKÕÖ:** a. Sô ohun tí o mõ nípa eré ìdárayá sáájú ìdánilëkõö. b. Dárúkô díê nínú eré ìdárayá mìíràn tí o mõ. d. Tëtí sí àlàyé olùkö. e. Kópa nínú eré ìdárayá tí olùkö kô sójú pátákó. **OHUN-ÈLÒ ÌKÖNI:** Ôpön ayò Ômô ayò Òkòtó Àrìn abbl

6.	**LÍTÍRÈSÕ:** Àtúpalê Ewì Alohùn (Àsàyàn ìwé kan) **ÀKÓÓNÚ IṢË** a. Àkóónú Kókó õrõ, àṣà tó súyô Ìhun Lílé/ gbígbè, àdákô, àjùmõkô abbl Ìlò èdè: ônà èdè àti ìsôwölo-èdè Ìjçyô àṣà b. Lítírèsõ alohùn mìíràn d. Õgangan ipò àwôn akéwì, êsìn/ ìṣe wôn, àkókò ìkéwì abbl	**OLÙKÖ:** a. Jë kí àwôn akëkõö gbìyànjú láti ka ewì alohùn löpõlôpõ ìgbà. b. Ṣe àlàyé lórí kókó õrõ, êkö, ìlò-èdè àmúyç àti àléébù inú ìwé àsàyàn ewì alohùn. **AKËKÕÖ:** a. Fi etí sí ewì tí olùkö ń kà fún wôn. b. Gbìyànjú láti kéwì tí o bá mõ. d. Ka ìwé àsàyàn yìí. **OHUN-ÈLÒ ÌKÖNI:** Ìwé tó jçmö ewì alohùn Àwòrán tó bá ewì yìí mu. Pátákó ìkõwé Téèpù
7.	**ÀṢÀ:** Ètò Ìṣèlú **ÀKÓÓNÚ IṢË** a. Ààtò agbo ilé Iṣë baálé ilé Iṣë ìyálé ilé Iṣë obìnrin ilé Iṣë ômô ilé	**OLÙKÖ:** a. Ṣe àlàyé lórí ààtò agbo-ilé àti ààtò oyè jíjç. b. Ṣe ètò eré-oníṣe lórí àṣà ìfinijoyè d. Fi fídíò ayçyç ìfinijoyè han àwôn akëkõö **AKËKÕÖ:**

	Ètò oyè jíjç Oyè ìdílé Oyè ìfidánilölá Oyè êsìn Oyè ògbóni Oyè ológun	a. Tëtí sí àlàyé olùkö b. Kópa nínú eré-oníše lórí àšà ìfinijoyè d. Wo fídíò ìfôbajç **OHUN-ÈLÒ ÌKÖNI:** Àwòrán Fídíò ayçyç ìfinijoyè, ìdájö ní köõtù ìbílê abbl.
8.	**ÈDÈ:** Àròkô Oníròyìn **ÀKÓÓNÚ IŠË** a. Àròkô oníròyìn Ìròyìn jàýbá ôkõ kan tó sojú mi pàtó Ìròyìn eré böõlù tí ó sojú mi Ìrìn-àjò ojúmitó sí Àgö ôlöpàá	**OLÙKÖ:** Še àlàyé ìgbésê àròkô Še àlàyé ìfáàrà d. Še àlàyé ìpín afõ e. Še àlàyé ìfàmìsí ç. Še àlàyé ìgúnlê f. Še àlàyé ìlò èdè **AKËKÕÖ:** Ka àròkô oníròyìn tí ó pegedé Kô àròkô oníròyìn nípa títêlé ìgbésê tí olùkö ti šàlàyé rê **OHUN-ÈLÒ ÌKÖNI:** Ìwé àpilêkô lórí àròkô Ìwé išë àti pátákó ìkõwé
9.	**ÀŠÀ:** Ètò Ôrõ-Ajé (Ìpolówó Ôjà) a. Ìdí tí a fi ń polówó ôjà	**OLÙKÖ** a. Tç ìpolówó ôjà tí a ti tê sórí téèpù fún àwôn akëkõö gbö.

	b. Bí a ṣe ń polówó ôjà, b.a êkô tútù, **ç ç jçran êkô** d. Ôgbön ìpolówó ôjà ní ayé àtijö àti òde òní, b.a ìpolówó lórí rédíò, tçlifísàn, ìwé ìròyìn, ìkiri abbl	b. Fún àwôn akëkõö ní àýfààní láti ṣe ìpolówó ôjà ní kíláásì. d. Kó akëkõö lô ṣe àbêwò sí ôjà tàbí ìdíkõ. **AKËKÕÖ** a. Tëtí sí téèpù tí olùkö tê b. Kópa nínú ṣíṣe ìpolówó ôjà nínú kíláásì d. Ṣe àbêwò sí ôjà tàbí ìdíkõ láti gbö orísiríṣi ìpolówó ôjà. **OHUN-ÈLÒ ÌKÖNI** Àtç Fídíò Rédíò Êrô agbõrõ sílê Téèpù Tçlifísàn Ìpolówó ôjà lórísiríṣi nínú ìwé ìròyìn abbl.
10.	**LÍTÍRÈṢÕ:** Itêsíwájú Àtúpalê Ewì Àpilêkô kókó õrõ Àṣà àti ìṣe tó súyô nínú ìwé náà d. Èto/ Ìhun e. Ìlò èdè	**OLÙKÖ** a. jë kí akëkõö ka ewì àpilêkô b. ṣe àlàyé ní kíkún lórí ìjçyô àkóónú d. kô bí ó ṣe jçyô nínú ewì àpilêkô àsàyàn:

	ç. Àmúyç àti Àléébù	kókó õrõ ìhun (ètò) ìlò èdè àmúyç àti àléébù d. Kô àwôn õrõ tí ó se pàtàkì pàtàkì sí ojú pátákó ìkõwé, síse àlàyé lórí ìtumõ wôn. **AKËKÕÖ** Ka àsàyàn ewì ní àkàsínú àti àkàsíta Tëtí sí àlàyé olùkö d. Da àwôn õrõ tí olùkö kô sójú pátákó kô sínú ìwé. **OHUN-ÈLÒ ÌKÖNI** Àsàyàn ìwé ewì àpilêkô Àwòrán tó bá ewì kõõkan mu.
11.	**ÈDÈ:** Õrõ Àyálò a. Àlàyé lórí õrõ àyálò b. Òfin tí ó de õrõ àyálò d. Okùnfà õrõ àyálò–Êsìn, Èto ôrõ-ajé àti bëê bëê lô. e. Ìlànà õrõ àyálò (àfojúyá àti àfetíyá)	**OLÙKÖ** a. Se àlàyé kíkún lórí õrõ àyálò b. Se àlàyé okùnfa õrõ àyálò d. Se àlàyé fún àwôn akëkõö lórí ìlànà õrõ àyálò àfojúyá àti àfetíyá. **AKËKÕÖ** a. Tëtí sí àlàyé olùkö

		b. kô kókó ìdánilëkõö sílê. **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé Kádíböödù tí ó śe àfihàn õrõ àyálò tí a yá wô inú èdè Yorùbá.
12.	**ÈDÈ:** Õrõ àgbàsô (Afõ asafõ àti afõ Agbàrán) a. Ìtumõ õrõ àgbàsô b. Àlàyé lórí afõ asafõ àti afõ agbàrán d. Àwôn atöka õrõ àgbàsô. e. Àwôn ìsõrí õrõ tí ó máa jçyô nínú õrõ àgbàsô.	**OLÙKÖ** a. Śe àlàyé ìtumõ õrõ àgbàsô fún àwôn akëkõö. b. Jë kí akëkõö mô ìyàtõ láàrin afõ asafõ àti afõ agbàrán. d. Kô àwôn atöka àgbàsô fún akëkõö e. Kô àwôn ìsõrí õrõ tí ó máa ń jçyô nínú õrõ àgbàsô sí ojú pátákó ìkôwé. **AKËKÕÖ** a. Tëtí sí àlàyé olùkö. b. Kí akëkõö śe àgbàsô õrõ láàrin ara wôn. d. Kô àwôn õrõ tí ó śe pàtàkì tí olùkö kô sí ojú pátákó sí inú ìwé. **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé Kádíböödù tí ó śe àfihàn õrõ atöka õrõ àgbàsô.

13.	ÀTÚNYÊWÒ ÊKÖ	
14.	ÌDÁNWÒ	

YORÙBÁ SS 2 TÁÀMÙ KEJÌ

ÕSÊ	ORÍ ÕRÕ/ ÀKÓÓNÚ	ÀMÚŚE IŚË
1.	**ÈDÈ:** Àròkô (Lëtà gbêfê) **ÀKÓÓNÚ IŚË** a. Àdírësì b. Ìkíni d. Àkôlé e. Déètì ç. Kókó õrõ f. Àsôkágbá	**OLÙKÖ:** a. Tö akëkõö sõnà láti kô àròkô b. Gbìyànjú láti kô àròkô tí olùkö bá yàn fún wôn **AKËKÕÖ:** a. Têlé ìlànà olùkö láti kô àròkô. b. Gbìyànjú láti kô àròkô tí olùkö bá yàn fún wôn **OHUN-ÈLÒ ÌKÖNI:** Ìwé àpilêkô lórí àròkô Àpççrç lëtà gbêfê tó múná dóko pátákó ìkõwé
2.	**ÌWÉ KÍKA:** Àtúpalê Ìtàn Àròsô **ÀKÓÓNÚ IŚË** Akëkõö yóò le śe àtúpalê a. Kókó õrõ b. Àhunpõ ìtàn àti ìfiwàwêdá d. Ibùdó ìtàn	**OLÙKÖ:** a. Jë kí akëkõö ka ìwé ìtàn àròsô ní àkàyé b. Śe àlàyé tó kún lórí ìwé ìtàn àròsô d. Kô àwôn õrõ pàtàkì pàtàkì tí ó jçyô jáde sójú pátákó **AKËKÕÖ:** a. Ka ìwé ìtàn àròsô wa láti ilé àti nínú kíláásì

	e. Ôgbön ìsõtàn ç. Ìlo èdè f. Àśà tó jçyô nínú ìtàn àròsô	b. Tëtí sí àlàyé olùkö d. Da àwôn õrõ tí olùkö kô sójú pátákó kô sínú ìwé rç. **OHUN-ÈLÒ ÌKÖNI:** Fídíò Téèpù Tçlifísàn Êrô agbõrõ sô
3.	**ÈDÈ:** Aáyan Ògbufõ **ÀKÓÓNÚ IŚË** a. Títúmõ àyôlò ewì ní èdè Gêësì kan sí èdè Yorùbá b. Títúmõ ewì ní èdè Yorùbá sí èdè Gêësì.	**OLÙKÖ:** a. Tö akëkõö sönà láti túmõ ewì kúkurú kan ní èdè geeai sí Yorùbá. b. Tö akëkõö sönà láti túmõ ewì Yorùbá sí èdè Gêësì. **AKËKÕÖ:** a. Túmõ àyôlò ewì kúkurú kan ní èdè Gêësì àti Yorùbá b. Túmõ ewì kúkurú ní èdè Yorùbá sí èdè Gêësì **OHUN-ÈLÒ ÌKÖNI** Ìwé ewì àpilêkô ní èdè Gêësì àti Yorùbá. pátákó ìkõwé ìwé atúmõ èdè

4.	**ÈDÈ:** Ìhun Gbólóhùn – oríśiríśi awë gbólóhùn a. Ìhun awë-gbolohun b. Ísë tí awë-gbólóhùn ń śe nínú gbólóhùn	**OLÙKÖ:** a. Śe àlàyé ìyàtõ láàrin àpólà àti awë-gbólóhùn. b. Śe àlàyé àbùdá awë-gbólóhùn. d. Śe àlàyé olórí awë-gbólóhùn e. Śe àlàyé awë-gbólóhùn afarahç ç. Fi ìyàtõ han láàrin olórí gbólóhùn àti awë-gbólóhùn afarahç. **AKËKÕÖ:** a. Fi àpólà gbólóhùn wé awë-gbólóhùn láti le mô ìyàtõ tó wà láàrin wôn. b. Sô àbùdá awë-gbólóhùn afarahç **OHUN-ÈLÒ ÌKÖNI:** Pátákó ìkõwé Kádíböödù tí ó ní àkôsílê àpólà õrõ-orúkô, àpólà-atökùn, olórí awë-gbólóhùn àti awë-gbólóhùn afarahç
5.	**ÀŚÀ:** Ètò Ogún jíjç **ÀKÓÓNÚ ISË** a. Ìtumõ ogún àti ohun tí à ń jç lógún	**OLÙKÖ:** a. Śe àlàyé ohun tí ogún jíjç jë fún àwôn akëkõö. b. Tö àwôn akëkõö sönà láti śe eré oníśe lórí

	b. Ìyàtõ láàrin ogún ìyá àti ogún baba d. Õnà tí à ń gbà pín ogún e. Àwôn tó ní êtö sí ogún ç. Wàhálà tí ó rõ mö ogún pínpín	ètò ogún pínpín nínú kíláásì. d. Śe àlàyé ìyàtõ ogún ìyá àti ogún baba e. Jë kí akëkõö wo/ tëtí sí ètò ogún pínpín lórí ètò ìyanjú aáwõ lórí tçlifísàn àti rédíò. **AKËKÕÖ:** a. Tëtí sí àlàyé olùkö b. Kópa nínú eré ètò ogún pínpín nínú kíláásì d. Wo ètò ogún pínpín ní kóòtù **OHUN-ÈLÒ ÌKÖNI:** Àwòrán ohun tí à ń jogún; ilé, ilê, aśô abbl Fídíò tí ó fi ibi tí a ti ń pín ogún hàn.
6.	**ÈDÈ:** Pípajç àti ìsúnkì **<u>ÀKÓÓNÚ IŚË</u>** a. Oríkì ìpajç b. Òfin ìpajç d. Fáwëlì pípajç e. Köńsónáýtì pípajç ç. Ìyöpõ fáwëlì f. Oríkì ìsúnkì g. ìbáśepõ tí ó wà láàrin ìpajç àti ìsúnkì	**OLÙKÖ:** a. Sô oríkì ìpajç àti ìsúnkì àti ìjçyôpõ b. Sô òfin tó de ìpajç, ìsúnkì àti ìyöpõ fáwëlì d. Sô oríśiríśi ìpajç tí ó wà e. Béèrè ìbéèrè löwö akëkõö ç. Dáhùn ìbéèrè àwôn akëkõö f. Yan kókó sójú pátákó **AKËKÕÖ:** a. Tëtí sí olùkö.

		b. Béèrè ìbéèrè löwö olùkö d. Dáhùn ìbéèrè olùkö e. Śe àkôsílê sínú ìwé rç. **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé
7.	**LÍTÍRÈŚÕ:** Ìtêsíwájú Àtúpalê Ewì Alohùn **ÀKÓÓNÚ IŚË** kókó õrõ Êsìn/ ìśe tí ewì rõ mö d. Ìlù, ijó, orin tí ó jç mö ewì e. Ìjçyô àśà àti ìśe ç. Ìlò èdè f. Àmúyç àti àléébù nínú ewì náà	**OLÙKÖ:** a. Śe àlàyé àwôn kókó õrõ inú ewì náà b. Śe àlàyé ààtò d. Śe àlàyé ônà èdè àti ìsôwö-lo-èdè tó jçyô e. Kô àwôn õrõ pàtàkì pàtàkì tí ó súyô sí ojú pátákó **AKËKÕÖ:** a. Fi ara balê ka àsàyàn ìwé ewì alohùn b. Śe àkôsílê àwôn kókó õrõ śíśê-n-têlé d. Töka sí ônà èdè àti ìsôwö-lo-èdè e. Kô àwôn õrõ pàtàkì pàtàkì ojú pátákó ìkõwé sílê **OHUN-ÈLÒ ÌKÖNI:** Àsàyàn ìwé ewì alohùn Àwòrán ohun tí ewì alohùn dálé Êrô agbõrõsílê àti téèpù
8.	**ÀŚÀ:** Ètò Ìdájö	**OLÙKÖ:**

	ÀKÓÓNÚ ISÉ a. Õnà tí a fi ń śe ìdájö látijö ni õdõ; baálê, ìjòyè ìlú, ôba. Ipa çmçsê/ ìlàrí b. Ìdájö lóde òní: ilé çjö ìbílê, ilé çjö gíga, ilé çjö kò-të-mi-lörùn, ilé çjö tó ga jù. Ìgbìmõ elétíigbáròyé, ipa aködà, ôlöpàá, wödà abbl.	a. Śe àlàyé ètò ìdájö látijö àti lóde oni b. Śe àlàyé ewu tó wà nínú dídájö èké àti àýfàànì ìdájö òdodo **AKËKÕÖ** a. Sô ohun tí o mõ nípa ètò ìdájö b. Tëtí sí àlàyé olùkö lórí ètò ìdájö d. Béèrè ìbéèrè tí ó bá rú ô lójú **OHUN-ÈLÒ ÌKÖNI** Àwòrán tí ó fi ètò ìdájö hàn Fíìmù àti fídíò ibi tí wôn ti ń fi ìdájö hàn.
9.	**ÈDÈ:** Àrànmö **ÀKÓÓNÚ ISÉ** Oríkì àrànmö Àrànmö ohùn d. Àrànmö Fáwëlì e. Àrànmö iwájú ç. Àrànmö êyìn f. Àrànmö aláìfòró àti àrànmö afòró	**OLÙKÖ** a. Śe àlàyé fún àwôn akëkõö ohun tí àrànmö jë b. Sô orísiríśi àrànmö tí ó wà pêlú àpççrç tí ó múná dóko d. Béèrè ìbéèrè löwö akëkõö e. Śe àkôsílê sójú pátákó **AKËKÕÖ** a. Tëtí sí olùkö b. Béèrè ìbéèrè löwö olùkö d. Dáhùn ìbéèrè olùkö e. Śe àkôsílê sínú ìwé rç

		OHUN-ÈLÒ ÌKÖNI Pátákó ìkõwé
10.	**ÈDÈ:** Wúnrên onítumõ gírámà **ÀKÓÓNÚ IṢË** a. oríkì wúnrên onítumõ àdámö b. Ibá-ìṣêlê ôjö iwájú d. Ibá-ìṣêlê löwölöwö e. Ibá-ìṣêlê atërçrç ç. Ibá-ìṣêlê aṣetán f. Ibá-ìṣêlê bárakú	**OLÙKÖ** a. Olùkö yóò ṣàlàyé fún akëkõö ohun tí à ń pè ní wúnrên onítumõ gírámà. b. Olùkö yóò kô àwôn wúnrên yìí sílê: yóò, máa, ti, ń, àti bëê bëê lô d. Olùkö yóò kö àwôn akëkõö ní ibá yìí; ôjö iwájú, löwölöwö, aṣetán, atërçrç àti bárakú. **AKËKÕÖ** a. Akëkõö yóò tëtí sí olùkö b. Akëkõö yóò dáhùn ìbéèrè d. Akëkõö yóò kô àkôsílê sínú ìwé rê **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé Kádíböödù tí olùkö ti kô àwôn õrõ tí ó ṣàfihàn àwôn ibá yìí nínú gbólóhùn láti ilé.
11.	**ÀTÚNYÊWÒ ÊKÖ**	
12.	**ÌDÁNWÒ**	

YORÙBÁ SS 2 TÁÀMÙ KËTA

ÕSÊ	ORÍ ÕRÕ/ ÀKÓÓNÚ	ÀMÚŚE IŚË
1.	**ÈDÈ:** Àtúnyêwò Àròkô Ajçmö-ìsípayá **ÀKÓÓNÚ IŚË** a. Ìlànà èrò àròkô ajçmö-ìsípayá b. Àkôlé d. Ìfáàrà e. Kókó àròkô ç. Àgbálôgbábõ f. Àtúntò àwôn ìpín afõ g. Kíkô àròkô lórí àkôlé bí i ôjà, omi, ìwé-ìròyìn, ààwê abbl	**OLÙKÖ** a. Rán akëkõö létí ìlànà tí wön ní láti têlé láti kô àròkô ajçmö-ìsípayá b. Śe àlàyé àwôn ìlapa èrò lórí àròkô ajçmö-ìsípayá d. Tö akëkõö sömà layi kô àròkô **AKËKÕÖ** a. Tëtí sí àlàyé olùkö b. Lo ìlapa èrò olùkö láti kô àròkô ajçmö-ìsípayá **OHUN-ÈLÒ IKÖNI** Pátákó ìkõwé
2.	**ÀŚÀ:** Ìranra-çni-löwö **ÀKÓÓNÚ IŚË** 1. Èsúsú 2. Àjô 3. Õwê	**OLÙKÖ** a. Śe àlàyé orísiríśi àśà ìranra-çni-löwö àti àýfàànî wôn. b. Śe àlàyé ipò àśà ìranra-çni-löwö nínú iśë àjùmõśe àti ôrõ-ajé d. Darí akëkõö láti jíròrò lórí çgbë aláfôwösowöpõ

	4. Àáró 5. Àrokodóko 6. Gbà- mi-o-rà-mí 7. Çgbë Aláfôwösowöpõ	e. Kó akëkõö lô sí ìdí çbu níbi tí wön ti jô ń fôwösowöpõ śiśë **AKËKÕÖ** a. Tëtí sí àwôn àlàyé olùkö sì śe àkôsílê kókó kókó õrõ bí ó ti yç b. Śe ìbéèrè lórí ohun tí kò bá yé ô d. Kópa nínú ìjíròrò tí olùkö darí lórí çgbë aláfôwösowöpõ **OHUN-ÈLÒ ÌKÖNI** Fídíò Fíìmù Àwòrán
3.	**ÈDÈ:** Õrõ Àyálò **<u>ÀKÓÓNÚ IŚË</u>** a. Àlàyé lórí õrõ àyálò b. Òfin tí ó de õrõ àyálò d. Okùnfà õrõ àyálò – Êsìn, Èto ôrõ-ajé àti bëê bëê lô. e. Ìlànà õrõ àyálò (àfojúyá àti àfetíyá)	**OLÙKÖ** a. Śàlàyé kíkún lórí õrõ àyálò b. Śàlàyé okùnfa õrõ àyálò d. Śàlàyé fún àwôn akëkõö lórí ìlànà õrõ àyálò àfojúyá àti àfetíyá **AKËKÕÖ** a. Tëtí sí àlàyé olùkö b. kô kókó ìdánilëkõö sílê. **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé

		Kádíbòõdù tí ó śe àfihàn õrõ àyálò tí a yá wô inú èdè Yorùbá.
4.	**ÈDÈ:** Àròkô Alápèjúwe **ÀKÓÓNÚ IŚË** a. Kókó õrõ b. Ìlapa èrò d. Èto kókó e. Ìfáàrà ç. Èdè f. Ìkádìí	**OLÙKÖ** a. Olùkö śàlàyé orí-õrõ àròkô alápèjúwe fún àwôn akëkõö bí i – Ilé-Ìwé Mi, Títì Márosê Èkó sí Ìbàdàn, Õgá Yorùbá Mi abbl b. Olùkö yóò kö àwôn akëkõö bí a śe ń śe ìlapa èrò wa lórí àròkô yìí. d. Olùkö yóò kö àwôn akëkõö bí wôn yóò śe śe èto kókó tí wön ní láti kô sílê **AKËKÕÖ** a. Akëkõö yóò tëtí sí olùkö b. Akëkõö yóò śàpèjúwe bí olùkö Yorùbá wôn śe rí d. Akëkõö yóò kô kókó inú ìdánilëkõö sílê **OHUN-ÈLÒ ÌKÖNI** Pátákó ìkõwé Kádíbòõdù tí ó śe àpèjúwe títì márosê.
5.	**ÀŚÀ:** Õnà Ìbánisõrõ **ÀKÓÓNÚ IŚË** 1a. Lílo êyà ara fún ìbánisõrõ	**OLÙKÖ** a. Śàlàyé õnà ìbánisõrõ ní ayé àtijö b. Śàlàyé õnà ìbánisõrõ ní ayé òde òní

	b. Śíśe ni ni èékánná d. Orí gbígbõn e. Ojú sísë ç. Títçnimölê f. Imú yínyín 2. Ìpàrokò a. Ìbánisõrõ ayé òde òní bí àpççrç ìwé ìròyìn, tçlifísàn, rédíò abbl	d. Śàlàyé ohun èlò ìbánisõrõ ní ayé àtijö àti òde òní **AKËKÕÖ** a. Śàlàyé nípa õnà ìbánisõrõ yálà ayé àtijö tàbí òde òní b. Sô nípa ohun ìbánisõrõ tó mõ d. Śàlàyé bí a śe ń fi ìpàrokò bánisõrõ **OHUN-ÈLÒ ÌKÖNI** Ìwé àśà tó jçmö õnà ìbánisõrõ Tçlifóònù Kõýpútà
6.	**ÈDÈ:** Ìhun gbólóhùn **<u>ÀKÓÓNÚ IŚË</u>** a. Àpólà õrõ-oruko b. Àpólà õrõ-ìśe d. Àpólà õrõ-atökùn	**OLÙKÖ** a. Tö àwôn akëkõö sönà láti dá àwôn àpólà-orúkô mõ nínú gbólóhùn . b. Śe àlàyé fún àwôn akëkõö lórí fönrán inú àpólà, ìhun wôn àti ìśesí wôn nínú gbólóhùn **AKËKÕÖ** a. Tëtí sí ìdánilëkõö olùkö b. Kô àwôn àpççrç tí olùkö kô sí ojú pátákó sí inú ìwé wôn **OHUN-ÈLÒ ÌKÖNI** Ìwé Gírámà òde òní

		Ìwé Èdè Ìperí Yorùbá
7.	**ÀŚÀ:** Owó yíyá àti gbèsè gbígbà **ÀKÓÓNÚ IŚË** 1a. Àlàyé lórí owó yíyá b. Ìdí tí a fi ń yáwó d. Onídùúró 2. Àlàyé lórí bí a śe ń gba gbèsè a. Dídógò b. Òsómàálò abbl 3. Owó yíyá òde òní	**OLÙKÖ** a. Àlàyé kíkún lórí owó yíyá b. Olùkö yóò śàlàyé àwôn ìdí tí a fi ń yáwó fún akëkõö d. Àlàyé lórí bí a śe ń gba gbèsè e. Jíròrò pêlú àwôn akëkõö ç. Śàlàyé owó yíyá ní òde òní fún àwôn akëkõö **AKËKÕÖ** a. Tëtí sílê b. Kô kókó ìdánilëkõö sílê d. Kópa nínú ìjíròrò bí a śe ń yáwó. **OHUN-ÈLÒ ÌKÖNI** Fíìmù àwòrán bí a śe ń yáwó Pátákó ìkõwé
8.	**ÈDÈ:** Òýkà Èdè Yorùbá láti Çgbàá dé Àádöta Õkë **ÀKÓÓNÚ IŚË** a. Kín ni òýkà? b. Òýkàa Çgbàá dé Àádöta õkë	**OLÙKÖ** a. Śàlàyé ohun tí òýkà jë b. Sô ìwúlò òýkà d. Tö àwôn akëkõö sönà láti kô òýkà láti çgbàá títí dé àádöta õkë

	d. Ìlò òýkà	e. Śe àlàyé ìgbésê õnà ní kíkún b.a. i. 20 + 10 = àròpõ ii. 13 – 18 = àyôkúrò iii. 10 x 5 = ìsôdipúpõ **AKËKÕÖ** a. Tëtí sí àlàyé olùkö lórí òýkà àti ìwúlò rê b. Ka òýkà láti çgbàá dé àádöta õkë **OHUN-ÈLÒ ÌKÖNI** Kádíböõdù tí a kô òýkà láti çgbàá títí dé àádöta õkë Kádíböõdù tí a kô òýkà kõõkan sí
9.	**ÈDÈ:** Àmì Ohùn **ÀKÓÓNÚ ISË** a. Irú èdè wo ni èdè Yorùbá: Èdè olóhùn b. Àmì tí ó wà nínú èdè Yorùbá d. Àmì òkè e. Àmì àárin	**OLÙKÖ** a. Olùkö yóò śàlàyé bí èdè Yorùbá śe jë èdè olóhùn b. Olùkö yóò śàlàyé oríśi àmì ohùn tí a ní nínú èdè Yorùbá d. Olùkö yóò jë kí o yé àwôn akëkõö pé ìró fáwëlì ni ó máa ń gba àmì lédè Yorùbá àyàfi

	ç. Àmì ìsàlê 2. Àwôn õrõ onísípëlì kan náà tí àmì yà sötõ – agbôn, ôkô, aya abbl	kõńsónáýtì aránmú aśesílébù **AKËKÕÖ** a. Akëkõö yóò tëtí sí olùkö. b. Akëkõö yóò kô kókó ìdánilëkõö sínú ìwé wôn d. Jíròrò pêlú olùkö lórí bí a śe ń lo àwôn àmì yìí. **OHUN-ÈLÒ ÌKÖNI** Ôwö fífi śe àpèjúwe àwôn àmì náà Kádíböõdù tí olùkö ti śe àfihàn àmì ohùn mëtêêta sí láti ilé.
10.	**FÓNËTÍÌKÌ:** Àpèjúwe Ìró Kõńsónáýtì **ÀKÓÓNÚ IŚË** a. Kín ni fónëtíìkì? b. Alífábëêtì Yorùbá d. Ìró Kõńsónáýtì e. Àpèjúwe ìró Kõńsónáýtì i. ibi ìsçnupè ii. õnà ìsçnupè iii. ipò tán-án-ná ç. Ìró kõńsónáýtì jë méjìdínlógún	**OLÙKÖ** a. Olùkö yóò kí oríkì fónëtíìkì fún àwôn akëkõö b. Olùkö yóò śàlàyé bí a śe ń śàpèjúwe ìró kõńsónáýtì d. Olùkö yóò śàlàyé ìró akùnyùn àti ìró àìkùnyùn **AKËKÕÖ** a. Akëkõö yóò tëtí sí ohun tí olùkö ń wí b. Akëkõö yóò kô kókó ìdánilëkõö sí inú ìwé wôn d. Akëkõö yóò kópa nínú ìjíròrò

		OHUN-ÈLÒ ÌKÖNI Kádíböödù tí olùkö tí kô àwôn ìró köńsónáýtì àti àpèjúwe wôn sí Pátákó ìkõwé
11.	**FÓNËTÎÌKÌ:** Àpèjúwe ìró fáwëlì **ÀKÓÓNÚ IŚË** a. Kín ni ìró fáwëlì? b. Àpèjúwe ìró fáwëlì i. Ipò ètè – pçrçsç, roboto ii. Ipò ahön – iwájú, êyìn àti àárin ahön iii. Ipò àfàsé – Àránmú àti Àìránmú – ìró fáwëlì jë méje	**OLÙKÖ** a. Olùkö yóò śàlàyé oríkì fáwëlì fún àwôn akëkõö b. Olùkö yóò śàlàyé ipò ètè, ipò àfàsé àti ipò ahön nígbà tí a bá ń pe ìró fáwëlì. d. Olùkö yóò śàlàyé oríśi fáwëlì tí a ní. **AKËKÕÖ** a. Akëkõö yóò tëtí sí ohun tí olùkö ń kö wôn b. Kô kókó ìdánilëkõö sínú ìwé wôn d. Béèrè ìbéèrè löwö olùkö **OHUN-ÈLÒ ÌKÖNI** Fídíò Êrô agbõrõ Pátákó ìkõwé
12.	**ÀTÚNYÊWÒ IŚË**	

13.	ÌDÁNWÒ	

TECHNICAL DRAWING

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITY
1	**SPECIAL CURVES** Locus: definition and practical application of special curves e.g. parabola, hyperbola, involutes cycloids etc	Explain locus, the practical applications of special curves e.g. (a) parabola in architraves (b) state locus definition of special curves (c) models, chart, posters
2	**SPECIAL CURVES** Construction of special curves e.g. parabola, hyperbola, involutes cycloids	Demonstration and construction of special curves using different methods (parabola, hyperbola) Construct parabola, hyperbola involutes etc. Drawing instrument, computers.
3	**SPECIAL CURVES.** Construction of special curves, involutes, cycloids	Demonstration and construction of special curves using different methods (involutes, cycloids) Construct involutes and cycloids etc Drawing instrument, computers
4	**LINK MECHANISM** Concept of link mechanism	Explain the working process of link mechanism and terms associated with it e.g. clock & anti clockwise motions, vertical and horizontal motions, and path or locus Interpret different link mechanism Postal chart models.
5	**LINK MECHANISM** Plotting the loci of points on	Demonstrating the plotting of points on different link mechanism.

	link mechanism	Plot the loci of point on different mechanisms. Posters, charts model, drawing instrument.
6	**TRUE SHAPES** True shapes of truncated solids-cones, prisms, pyramids and cylinders	Demonstrating how to determine the true shapes of cut geometrical solids Determine the shape of cut geometrical solids Models, posters, drawing instruments, card and board.
7	**TRUE SHAPES** Development of models using true shapes of truncated solids	Demonstrate how to develop models of cut solids from cardboard sheets Develop models showing true shapes of cut. Model posters drawing, instrument cardboards.
8	**INTERSECTION OF SOLID** Two intersecting cylinders.	Demonstrating how to determine line and curves of two intersecting cylinder { equal diameters, unequal diameter and inclined cylinders} Determines lines and curves of two intersecting cylinders. Models, posters, charts, drawing instruments.
9	**INTERSECTION OF SOLID** Two intersecting prism	Demonstrating how to determine lines and curves of two intersecting prism e.g. square prism, hexagonal prism etc. Determine line and curves of two intersecting prisms Models, poster chart, drawing instrument.
10	**INTERSECTION OF SOLID** Two intersecting pyramids	Demonstrating how to determine lines and curve of two intersecting pyramids. Determine line and curves of two intersecting pyramids Models, poster chart, drawing instrument
11	**INTERSECTION OF SOLID.** Surface development of intersecting solids.	Demonstrates the development of the surface intersecting solids. E.g. Two intersecting cylinders Two intersecting pyramids Two intersecting prisms Develop surfaces of intersecting solids.

		Models, posters, chart, cardboard, drawing instrument.
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

TECHNICAL DRAWING

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITY
1	**PERSPECTIVE DRAWING** Uses and types of perspective drawing One point perspective Two point perspective Identification and location of main terms in perspective drawing e.g. horizon, station point, vanishing point and planes	Explain the uses, types and main terms of perspective drawing Demonstrate how to simple object in one and two point perspective using drawing instrument. Participate activities in class discussion and activity. Making perspective drawing using drawing instrument. Posters, charts, computer, drawing instrument and materials.
2	**AUXILIARY VIEW OF GEOMETRICAL SOLIDS** Uses and types of auxiliary view (1^{st} and 2^{nd} auxiliary view)	Explains the uses and types of auxiliary view (1^{st} and 2^{nd}) auxiliary Participant activity in class discussion Video chips, posters and chart.
3	**AUXILIARY VIEW OF GEOMETRICAL SOLIDS** Draw the 1^{st} and 2^{nd} auxiliary elevation and plans of shaped blocks	Demonstrate how to draw the auxiliary plans and elevation of shaped blocks and geometrical solid. Draw auxiliary plans and elevations of shaped blocks and geometrical solids Video chips, posters, charts, drawing instrument etc.
4	**AUXILIARY VIEW OF GEOMETRICAL SOLID.** Draw the auxiliary view of full	Demonstrate how to draw the auxiliary view of full geometrical solid e.g. cones, pyramid, cylinder etc.

	geometrical solids	Draw the auxiliary view of full geometrical solid. Cone pyramid, cylinders. Video chips, posters, charts, drawing instrument etc.
5	**AUXILIARY VIEW OF GEOMETRICAL SOLID.** Draw the auxiliary view of truncated geometrical solids	Demonstrate how to draw the auxiliary view of truncated geometrical solid e.g. truncated pyramid, truncated prism.
6	**COMPUTER AIDED DRAWING, PICTORIAL AND AUXILIARY VIEWS.** Use of the computer for isometric oblique and perspective drawing of shape blocks	Demonstrate how to use the computer to draw isometric, oblique, and perspective views. Use the computer to draw isometric, oblique and perspective drawing. Computers and application programmes e.g. CorelDraw and Harvard graphics.
7	**COMPUTER AIDED DRAWING.** Fictional and auxiliary view Use of the computer to draw the auxiliary elevations and plans of truncated geometrical solids.	Demonstrate how to use the computer to draw the 1st and 2nd auxiliary elevations and plans. use the computer to draw the 1st and 2nd auxiliary elevations and plans Computers and application programmes e.g. CorelDraw and Harvard graphics
8	**TRACES OF A POINT AND LINE IN SPACE** Projection of a point and a line in space.	Explain how points and lines in space are traced, guides student to trace line In space. Trace a point and line in space Video clip projector and model drawing.
9	**TRUE LENGTH AND ANGLES OF A LINE IN SPACE**	Guides the student to determine true length and angles of a line in space Draw true length and angles of line in space. Video clip, projector, model drawing instrument and protractor.
10	Revision	Revision
11	Examination	Examination
12	Examination	Examination

TECHNICAL DRAWING

SSII THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITY
1	**PLANES AND VIEWS IN SPACE:-** Key terms in planes and views in space. Line inclined to horizontal and vertical plane.	Explains terms used in plane in space -vertical plane (VT) Horizontal plane(ht) Angle of inclination:- Draw true length and true angle of a line inclined to horizontal and vertical planes:- Models projector, drawing instruments and materials.
2	**ORTHOGRAPHIC PROJECTION:-** Definition principles and types of orthographic projections.	Define, explain and describe the principle of orthographic projection:- Participate actively in class discussion:- Models, charts.
3	**ORTHOGRAPHIC PROJECTIONS:-** Orthographic views (first and third angles).	-demonstrate how to draw and dimension orthographic views:- Observe and draw orthographic views from given pictorial views:- Drawing instrument and materials.
4	**Orthographic projection:-** Conversion of given orthographic views to isometric vies.	Demonstrate how to draw isometric view from any given orthographic view:- Observe and draw isometric view from given orthographic view:- Drawing instruments.
5	**BUILDING DESIGN AND WORKING DRAWING:-** Building design process.	Explains building design process:- Participation in building design process: - building plan sketches.
6	**BUILDING DESIGN AND WORKING DRAWING:-** Prevention of working drawings showing a)building plans b)elevations c) electrical & plumbing symbols d) Dimensions.	Guide the students to design building to meet given specifications:- Design building to meet given specifications:- Models and posters.

7	**BUILDING DESIGN AND WORKING DRAWINGS:-** Types of building to be design.	Guide students in the preparation of working drawings showing building plans, elevations dimensions electrical and plumbing symbols of different of building types:- Prepare building plans from sketches of different building types:- Models and posters.
8	**DETAILS OF PARTS OF BUILDINGS:-** Identification of parts of building.	Guide students to identify parts of a building:- Identify parts of a building:- Posters.
9	**DETAILS OF PART OF BUILDINGS:-** Detail building drawing : (foundations, floors, walls opening and lintels).	Guide students to draw details of a building with dimension:- Draw the details of a building and indicate members and dimensions:- Charts.
10	**DETAILS OF PARTS OF BUILDINGS:-** Roof types and roof members: pitch roof, cable roof, hipped roof etc, rafters wall plates king post purloins etc.	Guide students to draw, identify roof types Guide students to draw roof members:- Identify roof types, and draw roof members:- Diagrams.
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

SENIOR SECONDARY TECHNOLOGY

METAL WORK

SS 2 FIRST TERM

WEEK	TOPIC AND CONTENT	ACTIVITIES
1	**Metal joining processes,** Explanation of temporary metal joining process Permanent metal joining process 2 identification of common fastener and their uses: -boit -Nuts -pris and scrers etc. -Riveting	**The teacher** Defines the temporary and permanent methods of joining metals together. -Cut mild steel plate and drill through the two pieces and use boit and nut to assemble them.
2	**Permanent metal joining process** Soldering:- Hard and soft soldering. Tools and equipment. Soldering:- (I)Soft soldering (II) Hard soldering (III)Soldering Tools And Equipment. (IV)soldering operations (V)Flux.	**Students** Should demonstrate riveting operation soldering is explained to be the permanent method of joining metals together with solder. The solder meits at the temperature lower than the filler metals. They explain on how soldering iron is used with flux for soldering operations.
3	**Brazing,** Definition of brazing (I) Dip	The students cut a thin mild steel plate (10x 10 x 1)mm. 2piecs and use SQ brass rod to lab them

	(ii)Furnace (iii) Inflamed Resistance (vi) Torch. .	together using furnace or oxy- acetylene flame. For brazing.
4	**Torch brazing,** Materials, tools and equipment	Demonstrate the brazing operation by using sheet of metals in the workshop oxy-acetylene flame to joint the pieces of metals (operant metals together)
5	**Introduction to welding,** -Importance of welding basics -welding groups and processes -method of applying welding .	Define welding as the permanent methods of joining two or more metals together. State the important of welding in the society. Students should group the welding into semi automatics and automatics. ARC welding- students should prepare their work piece prio to welding .
6	**Gas welding** C oxyacetylene welding (OAW) principle., Oxy-acetylene welding system Low pressure system. (2)High pressure system	Explains the principle of gas welding system. State the difference between high pressure and low pressure acetylene welding system. Demonstrate on how gas welding operation in carried out in the workshop. State about 10 safely preventions that must be observed in the workshop when using low pressure and high pressure acetylene system.
7	**Oxy-acetylene welding equipment.** -cylinders. -Blowpipe -Rubber lose. -Regulators etc.	Introduce students to oxy-acetylene welding equipment and explain the hazards involves in the operation -Explains the function of pressure regulating ganged and the function of the blowpipe. -Explains the flash back arrestor is attach to the hose to present flash back.
8	**OXY- acetylene** Welding flame. Natural flame oxidizing flame Carbonizing flame Back fire and flash back	Define the three type of flame to student and state their uses. Student should then use spark higher to rekindle the flame and adjust the flame to the three types of

	Welding method (i)leftward welding (ii)Right word welding	flame . The teacher ask the students to cut the base metal prepare the edge and demonstrate the welding operation with the filler rod and the role in progressing to work left. -Right ward welding the operation progresses toward right.
9	**Joints:** A Butt, lap, tee joint etc. B Defect in oxy-acetylene welds -Definition of defects.	**The teacher** interacts students to cut base metals for the practical purpose. And form the following joint, Butt, Lap, Tee joint. The teacher mentions different defect in welding joints and defined them. E.g. blow hole , cupping, cracking of the weld.
10	**Temporary joining process,** -Mechanical fasteners -Definition of screw thread -screw thread terms -Principal ports of an external screw thread -Uses of screw thread How screw thread are produced. Hand tools Power machine tools	Describe screw thread as mechanical fasteners, Present mild steel rood to student in the metals work shop and cut it to a defined dimension, fixe it in the chuck of a lathe machine and thread it for students to see. The teacher them instruct the students to perform the same operation on the lathe. Students should define screw thread terms e.g. numeral character,. Pitch etc -state the differences between hand and machine tool with the stated example. Hammer, mallet, screw driurs as hand tools. Machine tools are powered
11	**Form of screw thread,** square thread	Electricity e.g. power lack saw, drilling machines etc.

12	**Form of screw thread,** SQUARE THREAD ACME, thread Buttress thread	Use chart to demonstrate the screw thread form. Mention and sketch some screw thread and state where they should be used.
13	Revision	Revision
14	Examination	Examination

METAL WORK

SS 2 SECOND TERM

WEEK	TOPIC AND CONTENT	ACTIVITIES
1	**arc welding,** Definition of arc welding. Basic types of arc welding. (i)Non consumable electrode arc welding. (ii) Consumable electrode arc welding.	**The teacher** Defines arc welding and write down the principle involved in establishing the arc. Mention basic types of arc welding and give students work pieces of a given dimension with an electrode to weld a butt joint.
2	**Consumable electrode arc overcalling,** Definition of arc welding -maintenance of the arc. -metal transfer across the arc.	**The teacher** Defines arc welding. students scratch the electrodes on the parent metal with draw it to a height arc length (1.5m) and maintains it at that length through out the weld.
3	**Shielded metal arc welding (swam),** -principle of operation -SMAW equipment (I) D.c transformer. (ii)Electrode holder (iii)Flexible cable electrode.	Explain the principle of operation of (SMAW) Show the SMAW equipment to students and ask them to put them into use in the workshop -Using electrode connected to the electrode holder. -connect the electrode holder to the feasible able which leads directly into the transformer. The D.C. State the source of supply of the AC -Explain how rectifier reduces the AC connect to the welding connect.
4	**Striking the arc,** Taping method Scratching method.	In order to establish an:-There are two methods which involves touching the electrode with the base metal and with drawing it to a length for the arc to be established scratching motion involves scratched the electrode on the parent metal in the motion the marches is being

		scratched.
5	**Electrodes,** Function of electrode coating Classification of electrode	State that the flux coating prevents the weld from at mospheric contamination and for protective should on the weld. Classify electrodes according to welding conditions.
6	**Essential factors for maintaining high quality weld.** -Connect electrode type -connect electrode size -connect current -connect arc length -connect travel speed -connect electrode angle -connect manipulation of spatter.	In maintaining high quality weld student must select connect size of electrode to suit connect .maintaining the speed of the weld and angle inclination of the electrode.
7	**Arc welding position ,** Arc welding joint , Over-head welding Vertical welding Horizontal welding.	Explain the welding position and state the factors that governs the process -place mild steel plate of specified size for student to weld in horizontal position, overhead position and overhead position
8	**Riverts,** -types and use -sheet metal work -Hard work -machine work.	Teacher mentions the various types of rivet and state their uses and where they are important State the advantage of rivet joints students should produce various rivet and drill mild steel plate to have a round hole the hammer them together to have a rivet joint by loud. Use also machine to loud machine rivet.
9	**Basic sheet metal work hand tools and equipments.** Sheet metal work operation:- Cutting tools:- Hand shares (snips) Bench shares Bench tools: stakes, Bick, iron, Hammer, Mattets etc. Machine for sheet metal work Gillotine, Bending Rollers, universal	Demonstrate the cutting of sheet metals using guillotine, use bending rollers to bend the sheet metal. Ask students to use universal jenny folding machine folding student should use hammer and mallets to beat the folded metals to shape for finishing.

	jenny folding machine -Bending -Flanging -wiring (B) Sheet metal work joints. -Grooved seam, paned down know up, ship on joint and ship in joint	
10	**Pattern development** (A)method of pattern development radial line, triangulation parallel line (B)types of pattern:- rectangular, plain, cylindrical, conical section.etc. -cylindrical calendaring -internal gridding and surface grinding.	Cut their sheet of mild steel plate and flanch the edge bend, the edges for safety and use wire for rounding up the bottom. And mallet it down. to shape (wired edge)
		Work out the bending allowance for the know up joints, bend the metal to the shape required and use ships to cut the excess metal away for tarnishing.
		Explain method of pattern development state types of patterns used for plain, cylindrical and conical sections etc. -Develop simple patterns of shape using parallel lines radial and triangulation method and transfer it to the work piece. Demonstrate the grinding operation using the grinding disk for both internal and external surface.
11	Revision	Revision
12	Examination	Examination

METAL WORK

SS 2 THIRD TERM

WEEK	TOPIC AND CONTENT	ACTIVITIES
1	**Heat treatment,** Definition of heat treatment, Heat treatment process Annealing (iii) Normalizing (iv) Hardening Case Hardening Tempering etc.	**Teachers** should state the important of heat – treatment of metals **Students** should explain heat –treatment in terms of changing the grain structure of the metal in order to refine its grain. Heating temperature and the mode of heating and quenching should be very important depend on the type of heat-treatment.
2	**Materials and equipment for heat-treatment,** Materials:- Coal, brine, water, air, oil etc Equipment:- Furnace, pyrometers, oven, quenching talks. etc	List material and equipment used for heat-treatment of metals. Explains the function and equipment used for heat-treatments State the coaling and heating equipment and how they are used.
3	**Forging,** Definition of forging Importance of forging Method of forging Hand forging Drop forging Machine forging	Define forging as the process of heating and hammering metals to require shape. State types of forging and important of forging metals work shape.
4	**Hand equipment,** A Equipments Forge The anvil The Vice Swage B Tools Hammers Tongs Cold set and Hardies Hot set and hardies	Heat a piece of wild steel plate in the forging or Black smith furnace. -Use tong to hold the hot metals to the vice or anvil and ask student to hammer the piece of metal to shape.
5	**Hand forging operations,** Up setting Drawing down Setting down	Explain the process of various forging operations. List at least 4 types of forging operation and explain two

	Bending Punching and drifting etc.	Demonstrates various forging operations organize a visits local black smith work shop. For sites seeing.
6	**Stick cutoff machine** (i)power hack saws (ii)Horizontal band saws -Definition of stick cutoh machine -Four kinds of stick cutoh machines (i)power Hack saws (ii)Horizontal band saws cold saws Abrasive cutoh saws.	Describe the process of sawing, name tools and equipment used for power sawing guide students to perform power sawing operation successfully. List tools and machines for power sawing
7	**The lathe and the lathe operations,** Basic cutting operations -size of lathes and their functions . (i)Turret lathe (ii)capstan lathe.	Describe the machine, identity the various part of the lathe and state their function . Describe the at lest four operations carried out in the lathe -state at last 7 safety precautions e.g. turning and falling .
8	**Lath cutting tools and tool holders.** Cutting tools and tools holders cutting speed for the lath.	Describe right hand and left round cutting tools. Explain functions of these cutting tools e.g. slotting tools. Explains cutting speed and solve the problem on the cutting speed.
9	**The shaping machine /part of shading machine** -Quick – return machine -cutting speed -work holding -tools and tolls holding	State that the direction of rotation of the milling cutter is anti-clock wise State various operation performed on the milling machine such milling, climb milling, ends milling and milling.
10	**Milling machine** -Definition -Basic milling operation -classification of the milling machine and their main ports. Milling cutter, Direction of rotation and feed work holding.	Define the universal dividing head as being used for cutting various gears Explain the in term index and use the formula for the gear calculation.
11	**The universal dividing heads (milling machine)** Universal head indexing	
12	Revision	Revision
13	Examination	Examination

BASIC ELECTRICITY

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**ELECTRICITY GENERATION** -Concept of electricity generation -Types of generating station -Principles of operation . Hydro-power station -Advantages and disadvantages of hydro-power generation.	Illustrate, using diagrams, the operation of hydro-power station.
2	**ELECTRICITY GENERATION** -Principles of operation of; .Gas power station .Steam power station .Thermal power station -Advantages and disadvantages of the types of power station.	Illustrate with diagram, the operation of the various types of power station.
3	**TRANSMISSION OF ELECTRICITY** -Concept of transmission of electricity	Illustrate with pictures, showing parts of the national grid.

	-Method of transmission of electricity -Differences between the short and medium transmission lines.	
4	**TRANSMISSION OF ELECTRICITY** -Components of transmission system --Function of components of transmission system. -General layout for transmission of electric power.	Display some components of transmission system (conductors, insulator, protective devices) etc
5	**DISTRIBUTION OF ELECTRICITY** -Basic concept of electricity distribution -Layout and main components of electricity distribution -Function of sub-station, transformers, distributors, and feeders.	Sketch the layout of main components of electricity distribution.
6	**DISTRIBUTION OF ELECTRICITY** Field trip	Take students to see PHCN's distribution network.
7	**DC GENERATORS** Induced EMF Definition of DC generator Principles of operation and main parts of DC generator	Demonstrate with the right hand, fleming's right hand rule.
8	**DC GENERATOR 1** Calculation of generated voltage and output voltage.	Calculate generated voltages, and output voltage.
9	**DC GENERATORS 2** Types of DC generators.	Sketch diagram of different types of DC generators.

10	**DC GENERATORS 3** -Methods of connection of DC generators -Differences between series, shunt and compound DC -generators. -Uses of DC generators.	Sketch the connecting diagram for series, shunt, and compound DC generators.
11	Practical	Practical
12	Revision	Revision
13	Examination	Examination

BASIC ELECTRICITY

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**AC GENERATORS** -Principles of AC generator -Description of the constructional features of AC generator.	Draw and label the diagram of an AC generator and explain each part.
2	**AC GENERATOR** -Characteristics of AC generator. -Application of AC generator.	Draw label and explain the wave generated by AC generators, showing the characteristics.
3	**AC MOTORS** -Definition of AC motors. -Principles of operating AC	Draw and label the main features of an AC motor.

	motors. -Description of main features of AC motor.	
4	**AC MOTOR** -Types of AC motors -Differences between single and three phase motors.	State with examples, the types of AC motors.
5	**AC MOTORS** Domestic and industrial application of AC motors.	Display some electrical appliances that use AC motors, e.g electric fan, drilling machine etc
6	**MEASURING INSTRUMENTS** -Identification of electrical measuring instruments. Operational range of measuring instruments.	Use electrical measuring instruments to measure electrical quantities.
7	**MEASURING INSTRUMENTS** -Conversion of moving coil instrument into ammeter. -Conversion of moving coil instrument into voltmeter.	Demonstrate the conversion of moving coil instrument into ammeter/voltmeter.
8	**MEASURING INSTRUMENTS** Measurement of various electrical quantities using the measuring instruments.	Carry out practical on measurements of voltage, current, and resistance using measuring instruments.
9	**INSTRUMENTATION ERRORS** -Identification of sources of errors in electrical measuring instruments.	Demonstrate how instrument errors can be reduced during measurements.

	-Reduction of electrical instruments errors.	
10	**INSTRUMENTATION ERRORS** Measurement of electrical quantities with electrical instruments with minimal errors.	Taking of readings with electrical instruments with minimal errors.
11	Practical	Practical
12	Revision	Revision
13	Examination	Examination

BASIC ELECTRICITY

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**WIRING REGULATIONS 1** -I.E.E regulation. -Application of I.E.E regulation.	Use the current I.E.E regulation for explanation.
2	**HAND TOOLS AND TESTING IMPLEMENTS** -Identification of hand tools. -Identification of testing instruments. -Application of tools and testing instruments.	Use hand tools and testing instruments.
3	**TYPES OF ELECTRICAL WIRING** Types of wiring; surface, conduit, trunking, ducting etc	Carry out practical surface wiring.

4	**LIGHTING POINTS AND SWITCHES** -Identification of lighting points -Identification of control switches.	Display types of lighting points and switches.
5	**WIRING REGULATION 2** -Preparation of cable ends. -Method of termination of cables.	Demonstrate by joining two ends of cables with connector block.
6	**CONDUIT MATERIALS** -Types of conduit materials. -Classification of conduit materials. -Application of conduit materials.	Display various types of conduit materials.
7	**CONDUIT FITTINGS** -Types of conduit fittings. -Classification of conduit fittings. -Application conduit fittings.	Display various types of conduit fittings.
8	**INSTALLATION OF CONDUIT SYSTEM** Conduit practical work; making out, preparing the conduit, termination, fixing, and drawing cables into conduit.	Take a field trip to a building site and observe, demonstrate the practical process of conduit installation.
9	**TRUNKING AND DUCTING** -Types of trunking and ducting -Types of trunking and ducting fittings. -Area of application of trunking and	Describe where trunking and ducting are used, with the aid of a diagram.

	ducting.	
10	**POWER SOCKET OUTLETS** -Layout diagram of radial circuit, ring circuit, final sub circuit, and spur. -Areas of application.	Catty out practical on a wiring board
11	**MAINTENANCE AND REPAIRS** -Types of maintenance; preventive and corrective. -General preventive maintenance of electrical appliances. -Trouble-shooting; faults and remedy.	Demonstrate the repair of a faulty appliance, dismantle and reassemble an appliance.
12	Revision	Revision
13	Examination	Examination

BASIC ELECTRONICS

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**ALTERNATING CURRENT** Concept of capacitive, reactance, inductive reactance and impedance.	Teacher explains the concept of capacitive reactance, inductive reactance, and impedance. Students participate in class. Define the following terms; capacitive reactance, inductive reactance and impedance. Calculator resistors, inductors, **Intructional Materials;** capacitors, A.C source.

2	**ALTERNATING CURRENT.** RL, RC, circuits. Symbols units, Abbreviations.	Teacher explains RL, RC and RLC circuits. Students explain RL, RC, and RLC circuits. Calculator resistors, inductors, capacitors, AC source. Circuit diagrams, teacher demonstrates the operations of RL, **Intructional Materials;** RC, and RLC circuits.
3	**ALTERNATING CURRENT;** CALCULATION OF CAPACITIVE REACTANCE AND INDUCTIVE REACTANCE (XC and XC)	Teacher calculates capacitive reactance and inductive reactance. Students calculate Xc and XL in a circuit, e.g calculate XL in a circuit of frequency of 50HZ and inductance of 20H. Calculate XC in a circuit of frequency 10HZ and **Intructional Materials;** Capacitance of 100MF. Circuit **Intructional Materials;** Diagrams.
4	**ALTERNATING CURRENT.** Concept of resonance frequency, series and parallel resonance.	Teacher explains resonance frequency, series and parallel resonance. Circuit diagrams. Students explain series and parallel **Intructional Materials;** Resonance.
5	**ALTERNATING CURRENT** Calculation of series and parallel resonance.	Teacher calculates series and parallel resonance students. Calculate series and parallel resonance. **Intructional Materials;** Calculator, circuit diagrams.
6	**POWER IN AC CIRCUIT.** Power and power triangle. Power factor and its correction.	Teacher explains power triangle, power factor and power factor correction. Students participate in class, explain power and power factor in

		AC circuits. **Intructional Materials;**Charts on power triangle.
7	**POWER IN AC CIRCUITS** Advantages and disadvantages. Power factor correction. Calculation of power factor.	Teacher explains the advantages and disadvantages of power factor correction. Students state the advantages and disadvantages of power factor correction. **Intructional Materials;** Chart on power triangle and power factor. Teacher calculates power factor. Students calculate power factor.
8	**POWER IN AC CIRCUITS** Q factor and bandwidth.	Teacher explains Q-factor and bandwidth (FH and FL). Students explain Q-factor and bandwidth. **Intructional Materials;** Calculator, power triangle circuit diagram.
9	**TRANSISTORS** Concept of transistors. Biasing of transistors.	Teacher explains the concept of transistors. Leads discussion on biasing of a transistor. Students explain the concept of transistors, draw the transistor symbols. Explain biasing arrangement, draw transistor biasing arrangements. Transistors e.g bipolar, FET, JFET, MOSFET etc. charts showing pictures of transistors, it symbols.

10	**TRANSISTORS** **TYPES OF TRANSISTORS** Bipolar (NPN and PNP) transistor. Field effect transistor (FET) (N-channel and P-channel). MOSFET transistors, meaning and symbols.	Teacher discusses basic bipolar transistor circuits. Explains types of transistors and symbols. Students draw and explain common emitter collector and base circuits. State types of transistors and symbols. **Intructional Materials;** Chart on types of transistors, biasing arrangements and bipolar transistor circuits.
11	**TRANSISTORS** **APPLICATION OF TRANSISTORS,** (e.g- amplifiers, switches, etc).	Teacher states the application of transistors. Students state the application of transistors charts on areas of application of transistors.
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

BASIC ELECTRONICS

SS 2 2ND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**INTEGRATED CIRCUITS (IC) AND MICRO PROCESSORS.** Concept of integrated circuits (IC). Advantages and disadvantages of IC.	Teacher explains the concept of integrated circuit. Discusses the advantages and disadvantages of IC. Students participate in class, define IC, state the active and passive components of IC. ICs, microprocessors.

		Intructional Materials; Charts on ICs and microprocessors.
2	**INTEGRATED CIRCUITS (IC) AND MICRO-PROCESSORS.** Application of IC and microprocessors.	Teacher leads discussion on application of IC. Students state the application of IC. **Intructional Materials;** Chart on areas of application of IC.
3	**INTEGRATED CIRCUIT (IC) AND MICRO-PROCESSORS.** Concepts of micro-processors. Explanation of terms in micro-processor--- RAM, ROM, EPROM. Applications of micro-processors.	Teacher explains the following terms as related to micro-processor; RAM, ROM, EPROM. State application of micro-processor. Students state the application of micro-processor, define; RAM, ROM AND EPROM as they relate to microprocessor. **Intructional Materials;** Chart on micro-processors.
4	**RECTIFICATION** **REGULATION**	Teacher explains rectification, guides discussion on the principle of operation of rectifier, half-ware, and full-ware rectifiers. Explains regulators and its functions. Students explain the use of rectifier in power supply unit. State the difference between half-ware and full-ware rectifiers. State the functions of voltage regulator in power supply unit. **Intructional Materials;** Diodes, resistors, transistors, pictures of rectifiers and voltage regulators. Students; draw the circuit diagrams of full-ware and half-ware rectifiers.

5	**POWER SUPPLY UNIT** Types of voltage regulators. Series voltage regulator. Transistorized electric voltage regulator.	Teacher lists and explains the different types of voltage regulator. State the difference between series voltage regulator and transistorized voltage regulator. Students listen attentively, and state the functions of a voltage regulator in a power supply unit. **Intructional Materials;** Pictures of rectifiers and voltage regulators, transistorized electronic voltage regulator.
6	**POWER SUPPLY UNIT** Operation of voltage regulators (series voltage regulators and transistorized electronic voltage regulator).	Teacher explains the principles of operation of a voltage regulator. Students describe the operation of a voltage regulator. Demonstrate, constructing a full-ware rectifier circuit with a transistorized voltage regulator. **Intructional Materials;** Project board, diodes, resistors, transformer, wires, transistorized voltage regulator.
7	**RADIO TRANSMISSION AND RECEPTION** Principles of radio transmission and reception.	Teacher explains the concept of radio-transmission and reception. Students listen and participate in class discussion, describe the concept of radio transmission and reception system. **Intructional Materials;** Charts showing block diagram of radio transmission system.
8	**RADIO TRANSMISSION AND RECEPTION** Stages of radio receiver (AM & FM) e.g. Tuner, AF amplifiers, detector and power supply.	Teacher explains the functions of each stage of AM &FM radio receiver. Students carry out systematic detection in a typical radio receiver. **Intructional Materials;** Charts showing

		stages of a typical radio receiver.
9	**RADIO TRANSMISSION AND RECEPTION** Comparison of AM and FM receiver, fault detection in , radio receiver.	Teacher demonstrates how to dictate fault in a radio receiver. Take students on field trip. Students go on field trip. **Intructional Materials;** Multimeter, oscilloscope
10	**RADIO TRANSMISSION AND RECEPTION** Block diagram of stages of a TV receiver.	Teacher explains the stages of a TV receiver using a block diagram. Students describe each stage of a TV receiver using block diagram. **Intructional Materials;** Charts showing stages of a typical receiver.
11	**HAND TOOLS** Meaning of hand tools. Types and uses of hand tools (soldering iron, nose- plier, side-cutter etc), electrician knife, brushes, screw-drivers.	Teacher defines hand tools. Explains the different hand tools and their uses. Students participate in class discussion, ask and answer questions, copy notes. **Intructional Materials;** Various hand tools, charts showing hand tools.
12	Revision	Revision
13	Examination	Examination

BASIC ELECTRONICS

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**MEASURING INSTRUMENTS** Concept of measuring instruments. Classification of measuring instrument (analogue and digital).	Teacher explains the concept of measuring instruments. Explain the terms analogue and digital measuring instrument. Students listen to teacher's explanations, participate in discussion. Define measuring instrument. Differentiate between analogue and digital. **Intructional Materials;** Various measuring instruments both analogue and digital.
2	**MEASURING INSTRUMENTS** Types and uses of measuring instruments (multimeter, voltmeter, ammeter, oscilloscope, ohmmeter, wattmeter etc)	Teacher demonstrates using measuring instruments to measure electric quantities; Multimeter, voltmeter, ohmmeter, ammeter, wattmeter, oscilloscope etc. Explains the uses of measuring instruments. Students use measuring instruments to measure electronic quantities; various measuring instruments. **Intructional Materials;** Charts showing measuring instruments, circuit boards.
3	**TRANSDUCERS AND SENSORS** Transducers Sensors Types and uses of transducers	Teacher explains the meaning of transducers and sensors, and their types (acoustic and photo electric transducers) (Proximity sensor). Demonstrate the uses of sensors. a. Students participate in class discussion.

	Types and uses of sensors.	b. Observe teacher's demonstration c. Define transducers and sensors. d. State types of transducers. e. State types of sensors. f. Explain uses of transducers and sensors. **Intructional Materials;** Charts showing different types of transducers and sensors.
4	**TRANSDUCERS AND SENSORS** Principles of operation of transducers and sensors.	Teacher describes the operation of a transducer, and the operation of a sensor. Students participate in class discussion. Practice use of sensor as demonstrated by teacher. **Intructional Materials;** Charts showing different types of transducers and sensors.
5	**TRANSDUCERS AND SENSORS** Acoustic transducer. Types of acoustic transducers, e.g loud-speaker, microphone, ear-phone. Application of acoustic transducer.	Teacher explains the different types of acoustic transducers. Explains the application of acoustic transducers e.g tweeter, micro-phone, underwater speaker. Students participate in class discussion, ask and answer questions, copy notes. **Intructional Materials;** Loud-speakers, micro-phones, ear-phones, and charts showing acoustic transducers.
6	**NUMBER SYSTEM** Identification and formation of different number systems e.g.	Teacher explains different number system. Students participate in lessons, write sequentially in figure, different number

	binary, octal, hexadecimal	system. **Intructional Materials;** Logic modules
7	**NUMBER SYSTEM** Simple calculation in binary number. Conversion from one base to another, e.g. binary to octal or hexa to binary and vice versa.	Teacher demonstrates addition and subtraction in binary numbers. Converts from one number base to another. Students practice addition and subtraction of number base, convert from one base to the other. **Intructional Materials;** Logic modules, charts showing different number system.
8	**LOGIC GATES** Concept of logic gates. Types of logic gates, e.g. OR, NOR, AND, NAND, etc.	Teacher explains logic gates, leads students to identify different logic gates. Students listen attentively, participate in class discussion, **Intructional Materials;** Charts showing different logic gates.
9	**LOGIC GATES** Construction of TRUTH tables (OR, NOR, AND, etc)	Teacher demonstrates the construction of truth table of the above logic gates. Students construct TRUTH tables of OR, NOR, AND, and NAND. **Intructional Materials;** Charts showing different TRUTH tables.
10	**LOGIC GATES** Construction of TRUTH table. (NOR, XOR, XNOR).	Teacher demonstrates construction of NOR, XOR, XNOR, logic gates. **Intructional Materials;** Charts showing different TRUTH tables.
11	Revision	Revision
12	Examination	Examination

AUTO MECHANICS WORK

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PETROL ENGINE – TWO STROKE CYCLE**	Teacher define and explain two stroke cycle operation. Students examine the working sequence. Resources; Live engine, i.e two stroke charts.
2	**PETROL ENGINE – FOUR STROKE CYCLE.**	Teacher explain and illustrate four stroke cycle engine. Students observe the working operation of four stroke. Resources; Live engine, charts, posters.
3	**PETROL ENGINE – ADVANTAGES OF FOUR STROKE AND TWO STROKE**	Teacher distinguish between two stroke and four stroke cycle engine. Students observe the differences between two stroke and four stroke engine. Resources; Charts, posters on spark ignition engine (SIE)
4	**DIESEL ENGINE—TWO STROKE CYCLE AND FOUR STROKE CYCLE.**	Teacher explain and illustrate the principles of operation of two & four stroke cycle engines, emphasize on the difference between the two. Students observe the operational sequence of tow stroke & four stroke cycle. Distinguish between the layout and advantages. Resources; Live engine of compression ignition engine (CIE). Two and four stroke.
5	**COMPONENTS OF A TRANSMISSION UNIT (CLUTCH) – IDENTIFICATION OF PARTS AND CHARACTERISTICS OF CLUTCHES.**	Teacher illustrate with sketches, types of transmission components, i.e pressure plate, disc, release bearing. Students make sketches on types of clutches. Observe the operation. Resources; Gearbox, posters, charts.
6	**COMPONENTS OF A TRANSMISSION UNIT**	Teacher list various parts in a transmission system. Students identify transmission

	(CLUTCH) CONSTRUCTION AND OPERATION OF A SINGLE PLATE CLUTCH.	components. Resources; Live vehicle, clutch , gearbox, posters, charts.
7	**COMPONENTS OF A TRANSMISSION UNIT (GEAR BOX)— OPERATION OF A SLIDING MESH GEARBOX AND REVERSE MECHANISM.**	Teacher dismantle and identify parts of gearbox, illustrate and explain. Students observe the operation, and the dismantling. Resources; Live vehicle, gearbox, posters, charts, etc
8	**SUSPENSION SYSTEM—LEAF SPRING AND COIL SPRING**	Teacher assist in tracing faulty system. Students identify faulty suspension. Resources; Leaf spring, spring, hydraulic suspension, chart.
9	**SUSPENSION SYSTEM—HYDRAULIC SUSPENSION SYSTEM.**	Teacher demonstrate the removal and replacement of suspension system. Students observe and demonstrate the removal and replacement of suspension system.
10	**SUSPENSION SYSTEM—FAULT FINDING IN SUSPENSION SYSTEM**	Teacher identify faulty areas. Students observe the fault finding. Resources; Charts, posters, leaf spring, and copulas spring
11	**SUSPENSION SYSTEM—REPAIR OF SUSPENSION SYSTEM**	Teacher repair faulty suspension system. Students observe the repair of the faulty side. Resources; Coil spring, leaf spring.
12	**SUSPENSION SYSTEM— ADVANTAGES OF SUSPENSION SYSTEM TYPES**	Teacher demonstrates how the suspension system works. Students observe how the suspension system works. Resources; Suspension system, charts, posters.
13	Revision	Revision

14	Examination	Examination

AUTO MECHANICS WORK

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**STEERING SYSTEM— STEERING FAULTS, GEARBOX, RACK AND PINION, WHOM & WHEEL, WOM & NUT ETC**	Teacher explain the effect of faulty system. Students note the effects of faulty steering system. Resources; Real objects, steering, gear box e.g whom & wheel.
2	**STEERING SYSTEMS— ADJUSTMENT OF STEERING UNIT**	Teacher demonstrate how to remove and replace steering unit. Demonstrate the adjustment of the steering unit. Students observe the removal of steering unit, observe and participate in adjustment of steering unit. Resources; Posters, charts, spanner, hammers, screw drivers.
3	**ENGINE LUBRICATION— VISCOSITY AND VISCOSITY INDEX**	Teacher demonstrates on oil viscosity. Students observe and listen attentively as the teacher demonstrates. Differentiate grade of oil.
4	**ENGINE LUBRICATION—OIL FILTERS & QUALITIES OF LUBRICANTS**	The teacher will list quality of lubricant. Students observe and touch oil, and feel the viscosity. Resources; Tools and equipments, oil can.
5	**COOLING SYSTEM—AIR COOLING, WATER AND AIR COOLING SYSTEM.**	Teacher guide in identifying parts of cooling system, demonstrate removal. Students identify cooling system parts. Resources; Radiator, fan- blade, fan belt, rubber hoses, charts.

6	**PROPERTIES OF FUEL— FUEL PROPERTIES**	The teacher explains the properties of fuel. Students observe and listen attentively as the teacher demonstrates. Resources; live vehicle chart, posters.
7	**CARBURETTORS—SIMPLE AND MULTI-JET CABURETTORS.**	The teacher will describe with sketches, the operation of different types of caburrators. Students copy the sketches. Resources; live vehicle charts, posters.
8	**CABURETTORS— REMOVE AND REPLACE CABURATTORS.**	Teacher will carry out diagnosis of faults in carburetors. Students carry out simple carburetor maintenance. Resources; live vehicle, spanners, hammers, posters, charts etc.
9	**AIR CLEANER, FUNCTIONS OF AIR CLEANER, SERVICING OF AIR CLEANER.**	The teacher will define and explain the functions of cleaner. The students will remove and replace air cleaner. Resources; live vehicle, spanner, hammer, charts, etc.
10	**AIR CLEANER— IMPORTANCE OF SERVICING AIR CLEANERS.**	Teacher demonstrates how to remove and replace air cleaners. Students remove and replace cleaners. Resources; complete air cleaner, spanner, and screw drivers, etc.
11	Revision	Revision
12	Examination	Examination

AUTO MECHANICS WORK

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BRAKING SYSTEM— MECHANICAL AND HYDRAULIC OPERATION OF DISC AND DRUM BRAKES.**	The teacher will explain the operations of mechanical and hydraulic operation of disc and drum brakes. Students identify the operational differences between types of brakes. Resources; master cylinder, wheel cylinder, brake calipers, live vehicle, tools and equipment, charts.
2	**BRAKING SYSTEM— MASTER CYLINDER OPERATIONS**	The teacher will illustrate and draw master cylinder. The students will assess the correct function of master cylinder. Resources; master cylinder, live vehicle, tools, equipments, charts, etc
3	**BRAKING SYSTEM-- ADJUSTMENTS OF BRAKES**	The teacher will demonstrate how to remove and replace brake component parts. The students will carry out a simple brake adjustment on a hydraulic operation. Resources; live vehicle, tools, equipments, charts, and posters.
4	**BRAKING SYSTEM— FAULTS IN BRAKING SYSTEM.**	The teacher will demonstrate how the wheel cylinder operates. The students will carry out a simple wheel cylinder operation. Resources; live vehicle, tools, equipments, charts, and posters.
5	**BRAKING SYSTEM— FAULTS IN BRAKING SYSTEM.**	The teacher demonstrates how to remove the brake to find out the fault. The students carry out a simple brake

		adjustment on an hydraulic operation. Resources; complete tool box, live vehicle, equipments, etc.
6	**BRAKING SYSTEM—REMOVAL, AND REMOVAL OF BRAKE LINING**	The teacher will demonstrate the procedures for bleeding brakes. The students will participate in brake bleeding during operation. Resources; complete tool box, live vehicle, charts, equipments etc.
7	**WHEEL AND TYRE—ROAD WHEELS AND TYRE PRESSURE.**	The teacher will carry out a demonstration on vulcanizing of tubes and tubeless tyres. The students will explain the vulcanizing of tubes and tubeless tyres. Resources; live vehicle, wheel rims, tyres, tubes, tyre pressure guage, vulcanizing equipments.
8	**WHEELS AND TYRE SERVICE—VULCANIZED TUBES AND TUBELESS TYRES.**	The teacher will state the causes of tyre wear, and remedies. The students will practice the process involved in vulcanizing. Resources; tubes, tyres, tyre pressure, vulcanizing equipments.
9	**WHEEL AND TYRE SERVICE—WHEEL CONSTRUCTION**	The teacher will explain wheel construction. The students will listen attentively. Resources; wheels, wheel rims, live vehicle, equipments, etc.
10	**WHEELS AND TYRE SERVICE—TYRE REGULATIONS**	The teacher will explain types of tyre construction. Students practice the procedures involved in tyre construction. Resources; tyre, tubes, tyre pressure gauge, vulcanizing equipments.

11	**MANAGEMENT—** Definition of management, planning, organizing, controlling, staffing, directing/supervising. Managing resources. Concept of authority.	The teacher will define management, explain the function of management, explain the purpose of managing resources. The will students listen to the teacher attentively and participate in class discussion. Resources; organizational chart of a business organogram.
12	Revision	Revision
13	Examination	Examination

BUILDING CONSTRUCTION

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BUILDING DRAWING** Introduction to building drawing.	Teacher identifies the front, side, and rear elevations of a bungalow, guides students to produce the elevations/view of bungalow. Students draw the elevations/views of a building plan. Resources; building plan, pencils, paper, eraser, drawing instruments etc.
2	**BUILDING DRAWING** Building plans.	Teacher identifies the front, side, and rear elevations of a bungalow, guides students to produce the elevations/view of bungalow. Students draw the elevations/views of a building plan. Resources; building plan, pencils, paper, eraser, drawing instruments etc.
3	**BUILDING DRAWING** Elevations and views of a	Teacher identifies the front, side, and rear elevations of a bungalow, guides students to

	bungalow.	produce the elevations/view of bungalow. Students draw the elevations/views of a building plan. Resources; building plan, pencils, paper, eraser, drawing instruments etc.
4	**SECTIONS** Sectioning, cross and longitudinal sections.	Teacher shows and explains the position of sectioned part, guides students to produce sections. Students explain sectioning, draw the sections (cross and longitudinal). Resources; paper, pencil, eraser, drawing board, drawing instruments etc.
5	**SECTIONS** Interpretation of sectioning Production of sectioning.	Teacher shows and explains the position of sectioned part, guides students to produce sections. Students explain sectioning, draw the sections (cross and longitudinal). Resources; paper, pencil, eraser, drawing board, drawing instruments etc.
6	**SPECIAL DETAIL** Detailing of drawings.	Teacher explains detailing of drawing, explain doors and windows schedules, guides students to draw. Students identify door and windows schedules, produce detailed drawing. Resources; paper, board, eraser, drawing instruments etc.
7	**SPECIAL DETAIL** Doors and window schedules.	Teacher explains detailing of drawing, explain doors and windows schedules, guides students to draw. Students identify door and windows schedules, produce detailed drawing.

		Resources; paper, board, eraser, drawing instruments etc.
8	**PLANTS AND EQUIPMENTS USED FOR EXCAVATION AND EARTH WORK** Plants and equipments for excavation and earthwork.	Teacher identifies various plants and equipments used for excavation of earthwork e.g. shovel, bulldozer, dragline, buckets etc, visiting any construction site. Students list and explain the functions of plants and equipment, identify different types of tools or plants/equipments used for the excavation of earthwork, visit construction. Resources; shovel, bulldozer, dragnet, buckets, digger etc.
9	**PLANTS AND EQUIPMENTS USED FOR EXCAVATION AND EARTH WORK** Functions of plants and equipments.	Teacher identifies various plants and equipments used for excavation of earthwork e.g. shovel, bulldozer, dragline, buckets etc, visiting any construction site. Students list and explain the functions of plants and equipment, identify different types of tools or plants/equipments used for the excavation of earthwork, visit construction. Resources; shovel, bulldozer, dragnet, buckets, digger etc.
10	**EXCAVATION** Definition of excavation Excavation problems.	Teacher explains problems associated with excavation in wet ground, loose soil, water logged site, visiting construction site. Students identify various problems associated with excavation, visiting any construction site. Resources; visiting construction site, pictures of drawings.
11	Revision	Revision

12	Examination	Examination

BUILDING CONSTRUCTION

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**EXCAVATION PROBLEMS** Solution to excavation problems.	Teacher explains problems associated with excavation in wet ground, loose soil, water logged etc. Students identify various problems associated with excavation, visit any construction site. Resources; visit any constructions site, pictures of drawings.
2	**EXCAVATION PROBLEMS** Safety rules during excavation.	Teacher explains problems associated with excavation in wet ground, loose soil, water logged etc. Students identify various problems associated with excavation, visit any construction site. Resources; visit any constructions site, pictures of drawings.
3	**CONCRETE** Definition of concrete Properties and characteristics of concrete Process of concrete production.	Teacher defines concrete, explains properties of concrete and characteristics of concrete, the concrete process, explains different types of concrete. Students define and identify properties of concrete process, explain types of concrete. Resources; sand, cement, gravel, reinforcement bars.
4	**CONCRETE** Types of concrete test.	Teacher defines concrete, explains properties of concrete and characteristics of concrete, the concrete process, explains different types of concrete.

		Students define and identify properties of concrete process, explain types of concrete. Resources; sand, cement, gravel, reinforcement bars.
5 & 6	**FOUNDATION** Types of foundation.	Teacher identifies different types of foundation e.g. raft, pile, pile strip etc, visit construction site. Students list different types of foundation e.g. raft, pile, pile strip etc, visit construction. Resources; drawings, visit any construction site.
7	**GROUND FLOOR** Definition of basement. Difference between basement and solid ground floor.	Teacher define basement, explain the differences between building and basement, problems associated with basements. Students explain basement, differentiate between building and basement, list problems of basement. Resources; drawings, visit any construction site.
8	**GROUND FLOOR** Problems related to basement Detailed drawing required.	Teacher define basement, explain the differences between building and basement, problems associated with basements. Students explain basement, differentiate between building and basement, list problems of basement. Resources; drawings, visit any construction site.
9	**WALL OPENINGS** Definition of openings in wall (doors and windows) Methods of	Teacher defines openings in wall, explain how openings can be constructed in wall, explain functional requirement of openings in wall, visit any construction site. Students define openings in wall, explain how openings in wall can be constructed, state

	constructing wall openings.	functions of openings in wall, visit construction site. Resources; drawings, visit construction site.
10	**WALL OPENINGS** functions of wall openings. Role of lintels.	Teacher defines openings in wall, explains how openings can be constructed in wall, explain functional requirement of openings in wall, visits any construction site. Students define openings in wall, explain how openings in wall can be constructed, state functions of openings in wall, visit construction site. Resources; drawings, visit construction site.
11	**SUSPENDED UPPER FLOOR** Definition of concrete upper floor Methods of concrete floor construction.	Teacher defines and explain upper floor, list the functions of upper floor, explain the method of constructing concrete floor. Students define and explain upper floor, list the functions of upper floor, identify method used in constructing concrete floor. Resources; spirit level, wooden float, line and pegs, builder's square etc.
12	**SUSPENDED UPPER FLOOR** Functions of upper floor Suspended timber upper floor.	Teacher defines and explain upper floor, list the functions of upper floor, explain the method of constructing concrete floor. Students define and explain upper floor, list the functions of upper floor, identify method used in constructing concrete floor. Resources; spirit level, wooden float, line and pegs, builder's square etc.
13	Revision	Revision
14	Examination	Examination

BUILDING CONSTRUCTION

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**SUSPENDED UPPER FLOOR** Formwork for suspended upper floor.	Teacher defines and explains upper floor, lists the functions of upper floor, explain the method of constructing concrete floor. Students define and explain upper floor, list the functions of upper floor, identify methods used in constructing concrete floor. Resources; spirit level, wooden float, line, builder's square etc.
2	**ROOFS** Definition and purpose of roof Roof.	Teacher defines roof and explains it purposes, states the components of roof, identify roof materials, drawing. Students define and state the purpose of roof, identify roofing materials, explain types of roof, draw diagrams of roof. Resources; roofing sheets, nails, 2x2 timber, 2x4 timber etc.
3	**ROOFS** Functional requirement of roof Materials used for roof construction.	Teacher defines roof and explains it purposes, states the components of roof, identify roof materials, drawing. Students define and state the purpose of roof, identify roofing materials, explain types of roof, draw diagrams of roof. Resources; roofing sheets, nails, 2x2 timber, 2x4 timber etc.
4	**ROOFS** Types of roofs Problems of roof	Teacher defines roof and explains it purposes, states the components of roof,

		identify roof materials, drawing. Students define and state the purpose of roof, identify roofing materials, explain types of roof, draw diagrams of roof. Resources; roofing sheets, nails, 2x2 timber, 2x4 timber etc.
5	**DRAINAGE INSTALLATION** Setting out and excavation of trenches for drainage. Types of drainage pipes.	Teacher explains the setting out between excavation, explain the gradient of trench excavation, laying of drainage pipes, explain the types of drainage pipes and methods of testing. Students involve in practical, excavate the setting out, set out the gradient of fall to trench. Resources; shovel, digger, head pan, lines and pias etc.
6	**DRAINAGE INSTALLATION** Laying of drainage.	Teacher explains the setting out between excavation, explain the gradient of trench excavation, laying of drainage pipes, explain the types of drainage pipes and methods of testing. Students involve in practical, excavate the setting out, set out the gradient of fall to trench. Resources; shovel, digger, head pan, lines and pias etc.
7	**DRAINAGE INSTALLATION** Methods of testing drainage.	Teacher explains the setting out between excavation, explain the gradient of trench excavation, laying of drainage pipes, explain the types of drainage pipes and methods of testing. Students involve in practical, excavate the setting out, set out the gradient of fall to

		trench. Resources; shovel, digger, head pan, lines and pias etc.
8	**SANITARY APPLIANCES AND INSTALLATION** Soil and waste appliances. Materials for sanitary appliances.	Teacher defines and explains soils and waste appliances, states the materials for sanitary appliances, explain the installation process of various appliances. Students define soil and waste appliances, state materials for sanitary appliances, sketch and explain the various sanitary appliances. Resources; drawings, visiting of construction site.
9	**SANITARY APPLIANCES AND INSTALLATION** Types of sanitary appliances Installation of sanitary appliances.	Teacher defines and explains soils and waste appliances, states the materials for sanitary appliances, explain the installation process of various appliances. Students define soil and waste appliances, state materials for sanitary appliances, sketch and explain the various sanitary appliances. Resources; drawings, visiting of construction site.
10	**TYPES OF ELECTRICAL WIRING MATERIALS** Explanation of IEE regulation Identification of electrical wiring materials Uses of electrical wiring materials Types of electrical wiring.	Teacher state IEE regulation, identify various electrical wiring materials, explains the uses of electrical materials, show students different types of material used for conduit wiring. Students state IEE regulation, identify the electrical wiring materials, explain the uses of electrical wiring materials, identify various types of electrical wiring. Resources; electrical wiring materials; IEE

		regulation, drawing etc.
11	Revision	Revision
12	Examination	Examination

WOOD WORK

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**HAND TOOLS SAFETY; SAFETY PRECAUTION IN CARRYING, STORING, AND HANDLING OF HAND TOOLS.**	Teacher place safety notice. Students demonstrate safe ways of carrying, storing and handling hand tools. Resources; safety and posters.
2	**MACHINE SAFETY; GENERAL MACHINE SHOP SAFETY**	Teacher displays safety charts and posters. Students observe safety rules. Resources; safety charts and posters.
3	**SAFETY OF ELECTRICAL EQUIPMENTS**	Teacher describes precaution in the use of electrical equipments. Students observe safety rules. Resources; safety charts and posters
4	**PREVENTION OF MECHANICAL FAULTS**	Teacher describes precaution to prevent mechanical faults. Students observe safety rules. Resources; safety charts and posters.
5	**SAFETY IN MACHINE OPERATION**	Teacher emphasizes behavior in the machine shop. Students observe safety rules. Resources; safety charts and posters.

6	**SAFETY DEVICES AND APPLIANCES; PUSH STICK, PUSH BLOCK, GUARDS, EYE GOGGLES, ETC**	Teacher emphasizes the correct use of safety devices and appliances. Students use appropriate safety devices and appliances. Resources; push stick, push block, guards, overall etc.
7	**THE USE OF APPROPRIATE SAFETY DEVICES AND APPLIANCES**	Teacher shows correct use of safety devices and appliances. Students use appropriate safety devices and appliances. Resources; push stick, guards, overall, eye goggles, etc
8	**FIRST AID;** Define first aid, First aid box, and Materials.	Teacher displays first aid materials. Students define first aid. Resources; first aid box, and materials.
9	**FIRST AID CHARTS AND POSTERS.**	Teacher displays first aid charts, and posters. Students identify materials on the charts and posters. Resources; posters and charts.
10	**DEMONSTRATE HOW TO APPLY FIRST AID IN DIFFERENT SITUATION.**	Teacher applies first aid in different situation as an example. Students apply first aid. Resources; video clips.
11	**DESCRIBE HOW TO TREAT A CUT**	Teacher demonstrates how to treat a simple cut. Students observe how to treat a cut. Resources; material in first aid box.

12	**PRECAUTION OF FIRST AID MATERIALS AFTER USED LIKE DISPOSAL ETC**	Hand gloves to be used after treatment, and should be disposed. Students observe how to dispose already used materials. Resources; materials in first aid box.
13	Revision	Revision
14	Examination	Examination

WOOD WORK

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**TYPES OF MAINTENANCE E.G CORRECTIVE, PREDICTIVE AND PREVENTIVE MAINTENANCE.**	Teacher describe types of maintenance. Students differentiate the three types of maintenance. Resources; charts and posters.
2	**DETAILED ILLUSTRATION OF CORRECTIVE METHOD OF MAINTENANCE, ADVANTAGES AND DISADVANTAGES**	Teacher demonstrates corrective method of maintenance. Students observe corrective method of maintenance. Resources; grease and oil.
3	**PREDICTIVE METHOD OF MAINTENANCE; ADVANTAGES AND DISADVANTAGES**	Teacher emphasizes on checking all the time, the parts of the machine. Students observe and take notes. Resources; posters and charts.
4	**PREVENTIVE (CHARTS AND POSTERS) METHOD OF MAINTENANCE, ADVANTAGES AND DISADVANTAGES.**	Teacher use charts and posters to display. Students observe the charts and

		posters. Resources; charts and posters.
5	**REASONS FOR MAINTENANCE OF TOOLS AND MACHINES.**	The teacher will give reasons for maintenance. Students state reasons for maintenance. Resources; charts and posters.
6	**MAINTENANCE OF HAND TOOLS**	Teacher demonstrate; grinding, sharping, oiling, topping. Students observe and demonstrate correct techniques of grinding, sharpening, oiling, etc. Resources; hand tools, grinding machine, saw set, files etc
7	**TOPPING, RE-SHARPING AND SETTING SAWS.**	Teacher demonstrates; topping, re-sharping, and setting saws. Students observe and demonstrate correct techniques.
8	**STORING OF HAND TOOLS TO PROLONG THE LIFE SPAN**	Teacher demonstrates storing of hand tools in cupboard. Students observe storing method of tools. Resources; oil stone, grinding etc
9	**MAINTENANCE OF MACHINES**	Teacher shows the machine parts requiring greasing and oiling. Students observe demonstration. Resources; grease, oil, brush and grease gun etc
10	**THE IMPORTANCE OF LUBRICATING MACHINE PARTS**	Teacher explains the reasons for lubricating machine parts. Students lubricate machine parts correctly.

		Resources; grease, oil, brush etc
11	Revision	Revision
12	Examination	Examination

WOOD WORK

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**DESIGN AND CONSTRUCTION;** **TIMBER PREPARATION, HAND TOOLS AND MACHINE.**	Teacher demonstrates sequence in timber preparation. Students carry out sawing and planning activities with hand tools and machines. Resources; unplanned timber. Hand tolls and machines.
2	**WOOD-WORK JOINTS; TYPES, CLASSIFICATION AND USES.**	Teacher demonstrates types of classification and practical use of wood work joints. Students classify and state practical applications of wood work joints. Resources; wood, hand tools and machines.
3	**PRACTICAL WORK OF CONSTRUCTIONS OF JOINTS**	Teacher demonstrates correct use of tools and machines for making wood work joints. Students construct halving joints. Resources; wood and hand tools.
4	**TYPES OF ASSEMBLING (PRE-ASSEMBLING, SUB-ASSEMBLING, AND FINAL ASSEMBLING).**	Teacher engage students in making and assembling wood work joints. Students make and assemble wood work joints. Resources; ca-crap, sash crap, etc
5	**WOOD FINISHES AND FINISHING; PREPARATION OF WOOD SURFACES FOR FINISHES, TYPES OF WOOD**	Teacher describes types, uses, and characteristics of wood finishes. Students prepare wood surface for

	FINISHES, ETC	application of finishes. Resources; spray gun, hand brush, cotton wool, glass paper, nose mask, etc
6	**WOOD ABRASIVE AND WOOD ADHESIVES; GRADES, USES, SELECTION, CLASSIFICATION, CHARACTERISTICS, ETC**	Teacher demonstrates production of wood abrasives from local materials. Students produce wood abrasives from local materials. Resources; local materials for producing wood abrasives.
7	**WOOD FITTINGS; HINGES, LOCKS, WOOD SCREW, NAILS, BOLTS, ETC**	Teacher displays various fittings. Students examine and identify various types of fittings, and state their uses. Resources; various fittings.
8	**VENEERING; METHODS OF PRODUCTION, TOOLS, AND MATERIAL PROCESSES;** e.g plywood production, non-wood materials.	Teacher displays common non-wood materials, posters, diagrams, and sketches to show methods of producing veneers. Samples of non wood materials. Resources; posters, charts, veneers, press, glue, and veneering tools.
9	**WOOD BENDING; METHODS, TOOLS, AND DEVICES INVOLVED IN WOOD BENDING.**	Teacher demonstrates wood bending using formers and kerfing. Students apply principles and techniques of wood bending to produce shapes. Resources; bending devices, tools, and materials, bent shapes etc
10	**PROJECT DESIGN AND DRAWING**; preliminary free hand sketching of furniture items,	Explain the concept of design, design factors, fundamentals and process. Describe types of drawings, cutting list

	preparation of working, drawing, cutting list and bill of materials.	and bills of materials. Make preliminary free hand sketches, prepare working drawings, cutting list. Resources; furniture items, drawing instruments, and materials.
11	**INTRODUCTION TO BUSINESS OPPORTUNITIES IN WOOD WORKING.** -Merchandising -Log -Timber and plywood. -Wood turning. -Furniture spraying and decoration.	Discuss varieties of business opportunities in wood work. Take students to timber yard, machine shops, saw mills, spraying shops, etc. Visit saw mills timber sheds, carving shops, spraying shops, wood turning shops, etc Resources; films and videos, catalogs, posters, directory of local and foreign manufacturers of furniture, materials, fittings, etc
12	Revision	Revision
13	Examination	Examination

HOME MANAGEMENT

SS 2 FIRST TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	**Energy management** Meaning of energy management. Ad vantages Guidelines for energy management. Fatigue – meaning, types-, physiologic fatigue etc. Prevention of fatigue.	-Explains the meaning and process of energy management. -Guides students on discussion. Students: 1-Ask and answer questions. 2- Copy notes. Learning Materials: chart showing the processes of managing energy.
2-	**Energy management** **Work simplification** Application of management process to energy use.	- Demonstrate the use of labour saving devices. Students: Participate in class discussion.

	Relationship between time and energy management. Factors that affect energy use. Meaning and advantages.	Instructional Resources: Real objects e.g. labor saving devices e.g. blender.
3-	**Work simplification** Guidelines and principle of work simplification. Ways of achieving work simplification. Application of work simplification principles to specific tasks e.g. meal preparation etc	-Guides students in class discussion. -Collects and marks note. Students: 1- Participate in class discussion. 2- Copy notes.
4-	**Human and social skills development** Meaning of human rights and development. Human skills- Types e.g. courage, zeal, enthusiasm etc. Social skills-Types e.g. communication, respect etc. Importance of human and social skills. Ways of developing human and social skills.	Explain the meaning and importance. Give students assignments. Students: 1- Listen to the explanation. 2- carry out the assignment. Learning Materials : charts.
5-	**Human rights** Meaning. Fundamentals of human rights. Rights of the child. Rights of a woman. Human rights violation.	Motivate students to stand for their rights. Students: 1-Participate in class discussion. Learning Materials: charts and pictures of violation of human rights.
6-	**Sexually Transmitted Diseases (STIs or STDs)** Sex education – meaning and importance. Meaning of STDs. Types and causes. Signs/ symptoms of each type. Prevention and treatment. Care and support of infected persons.	Explain the meaning of sex education and STDs. Guides students in class discussion. Students : 1- Listens to the teacher. 2- Take part in class discussion. Learning Materials : charts and pictures of infected persons.
7-	**Courtship and marriage**	Guides students in

	Boys and girls relationship. Courtship- meaning and importance. Marriage meaning and importance. Types of marriage.	discussion. Give assignment. Students : 1- Participate in class discussion. 2-Carryout assignment. Learning Materials : charts and pictures.
8-	**Marriage(continued)** **Planning a family** Advantages and disadvantages of each type : Factors to consider when choosing a partner for marriage. Procedures for marriage (engagement). Tips to successful marriages- love, companionship etc. Establishing a family. Financial plans family planning. Advantages of family planning.	Explain boy and girl relationship. Guide students in class discussion. Students: 1- Listen to teacher. 2-Copy notes. Learning Materials: charts.
9-	**Scientific study of food nutrients** Food nutrients- sources and functions. Effects of deficiency and excess of each nutrient. Treatment of the effect.	
10-	**Effect of heat on nutrients** Test for- protein e.g. millions reagent. Carbohydrate- iodine test fats and oil e.g. blotting paper. Practical. Effect of heat on proteins e.g. meat. Carbohydrate e.g. starch (yam). Fats and oil e.g. butter, palm oil. Practical.	-Demonstrate the effect of heat on these nutrients. Students: Carry out the practical. Learning Materials: Real objects meat, eggs, yam and butter.
11-	**Food storage and preservation** Guidelines for preserving foodstuffs. Methods of food storage. Methods of food preservation. Practical work on food preservation.	Meaning of food preservation. Discusses methods of food storage and preservation. Students: 1- Listen to the teacher. 2-Carryout the practical work. Learning Materials : Real

		objects maize, meat etc.
12-	**Food storage and preservation** Preservation of foods continued. Guidelines for food preservation	Guide students in discussion. Students: listen and partake in class discussion.
13-	Revision	Revision
14-	Examination	Examination

HOME MANAGEMENT

SS 2 SECOND TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	**Flour and Flour mixture** Types of flour, rice, cassava, wheat, plantain Characteristics of each type. Uses of flour in cooking e.g. cakes, doughnut etc: Practical	Teacher discusses flour and its mixture Demonstrate uses of flour in cooking. Students: 1- Listen to teacher, use flour in cooking (practical) Learning materials Real objects Samples of flour e.g. wheat flour .
2-	**Laundering equipments** Classification and uses of laundering tools and equipment. Guidelines for utilization Care and maintenance Laundering agents: - Types laundering blue, fabric rinses etc. Stiffening agents etc Characteristics are uses of laundering agents.	Leads students on discussion. - Gives assignment. Students: Participate in class discussion Carry out assignment. Learning materials- sample of laundering agent(real object) e.g. starch, detergent etc
3-	**Laundering Processes** Revision for laundry. Steps and guidelines in laundry work. Practical laundry of specific items e.g. cotton, wool, fabrics and satin using laundry agents e.g. starch, dettol, blue etc.	Explains the meaning of laundry and reasons of laundry, discusses the process of laundry and carryout practical. Students : Listen and participate in the practical. Learning materials : Same as number 2 above.

4-	**Stain and stain removal** Meaning of stain and types. Stain removing agents. Process / procedures of removing stain. Practical.	Explain the meaning and types of stain. Demonstrate the skills in removing different stains. Students – listen to teacher and copy notes. L earning materials : Real objects , bleach, stained fabric etc
5-	**Interior decoration** Meaning and importance of interior decoration. Uses and application of elements and principles of art and design. Guidelines for interior decoration. Flower arrangement – Types of flower arrangement. Flower vase and holders. Guidelines and steps in arranging flower. Practical	Discuss interior decoration and flower arrangement. Demonstrate the arrangement of flowers. Students : Listen to teacher, participate in the practical. Learning materials: Flower vases, fresh flowers (real object).
6-	**Maintenance and care of home** Tools and equipment for cleaning the home. Cleaning agents and materials, types. Practical- preparation of simple cleaning agents.	Discusses cleaning agents. Prepares cleaning agents. Students: participate in making cleaning agents.
7-	**Maintenance and care of home (continued)** Care of home furnishing and ornaments. Bed making. Practical. Cleaning different functional areas of the home. Practical	- Discuss the maintenance and care of the home. - Prepare simple cleaning agents. Students: listen to the teacher. Participate in practical.
8-	**Environmental friendly consumption practices.** Friendly and non-friendly consumption practices. Friendly environmental consumption practices e.g.	Teacher- Discusses friendly and non friendly consumption practices. Gives assignment. Students: participate in the discussion

	foods, housing, clothing, toiletries or beauty. Practical (visit to saloon).Non friendly environmental consumption practices e.g. Tobacco, Cocaine, heroin, etc	Carry out assignment learning materials real object: Chart.
9-	**Environmental friendly consumption practices.** Promotion of environmental friendly consumption practices e.g. Through messages and songs. Group word in developing messages on promotion of friendly environmental consumption practices practical.	Teacher gives group project. Award mark on project-developing song and messages. Student-carry out the project Learning materials-chart.
10-	**Principles of consumer education** Meaning and importance of consumer education. Consumer agents- Types and functions of each agent.	-Discuss and explain the functions of consumer agents. Students: listens and copy notes. Learning materials: charts.
11-	**Consumer legislation** Types of consumer legislation- SON Standard Organization of Nigeria, price control board etc. Functions of consumer legislation. Regulations of agencies.	-Explains consumer legislation and their functions. Students: listens to the teacher. Asks and answer questions. Learning materials: charts.
12-	Revision	Revision
13-	Examination	Examination

HOME MANAGEMENT

SS 2 THIRD TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	**Test interpretation** Making a time plan to show the order of work. Interpretation of test.	1- Explain the interpretation of test. 2- Makes time plan. Students: listens to the teacher.

		Participate in time planning. Learning materials: past WAEC and NECO questions.
2-	**Test interpretation** Making a time plan to show the order of work. Interpretation of test.	Explain the interpretation of test. Makes time plan. Students: listens to the teacher. Participate in time planning. Learning materials: past WAEC and NECO questions.
3-	**Developing creative problem solving skills and entrepreneurship** Creative entrepreneurship Meaning and importance. Relationship between creativity and entrepreneurship. Creative problem solving- importance and development.	Explains the meaning and importance of creative entrepreneurship.
4-	**Developing creative problem solving skills and entrepreneurship** Entrepreneurial Skills- e.g. creativity, management, communication and critical thinking. Activities (enterprises) fashion, designing, fast-food, bed making. Practical.	Discuss skills of entrepreneurial. Conduct practical on activities of entrepreneurial. Students: listens and participates in practical. Learning materials: beads and tools for beads making, designing cards and tools for designing cards.

5-	**Money management** Meaning and importance. Guidelines and steps in money management. Family budget- meaning and importance. Steps in budgeting.	- Guide students in discussion of money management and family budget. Students: listen and make family budget. Learning materials: chart.
6-	**Wealth creation** **Capital market and investment** Meaning and types of wealth. Advantages. Ways of creating wealth e.g. saving, investing and trading. Meaning, advantages. Guidelines for investing. Opportunities- stock shares, e-marketing, net marketing, treasury bills.	Explain the meaning and advantages of wealth. Discuss the topic with the students. Students: listen and copy notes. Learning materials: stock exchange shares, firms and certificate, charts .
7-	**Utilities in the home** Water Sources, uses in the home. Purification and storage. Water cycle. Hardness of water. Laundry water. Practical (water purification)	Discuss the uses of water and sources. Carryout practical on water purification. Students: participate in the practical.
8-	**Utilities in the home** Electricity Definition of related terms- current, voltage etc. Meter reading and electric bills. Safety measures in the use of electricity.	Explain Electricity in the home. Discuss the topic with students. Collect and mark notes. Students: listen to teacher, copy notes. Learning materials: charts.
9-	**Utilities in the home** Household Fuel Meaning , types Advantages and disadvantages of each type.	Explain Electricity in the home. Discuss the topic with students. Collect and mark notes. Students: listen to teacher, copy notes. Learning materials: charts.

10-	**Prevention of wastage** Disadvantages of wastage Causes of wastage Type of wastage Water , gas, food, toiletries etc Prevention of wastage in the home	Discuss wastage Lead students to discuss causes and types of wastage Student –participate in class discussion Learning materials: charts and real object
11-	Revision	Revision
12-/13-	Examination	Examination

FOOD AND NUTRITION

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Kitchen equipment and utensils.** Identification of different equipment for various tasks. a. Large equipment -mechanical equipment. b. Small equipment.	**Teacher** Guides the discussion on Identification of correct kitchen equipments. Demonstrate how to use one kitchen equipment. Supervise the students practice. **Students** Identify kitchen equipment. Participate in class discussion. Practice using one kitchen equipment each. **Learning materials** Charts on kitchen equipments. Visit to an institutional kitchen.
2	**Labour saving devices.** Use of labour saving devices. Importance of labour saving devices. Factors to consider when choosing labour saving devices.	**Teacher** Leads the discussion on labour saving devices. Demonstrate on the use of some of the devices available. Correct notebooks and make necessary corrections. **Students** Listen and participate in the discussion. Ask and answer questions. Practice using the saving devices. **Learning materials** Pictures of both small and large labour devices e.g. cut outs,

		photographs of labour saving devices.
3	**Labour saving devices.** Operation of labour saving devices. Care and maintenance – practical.	**Teacher** Demonstrate on the operation of labour saving devices. Demonstrate the care and maintenance. **Students** Observe the teacher's demonstration. Participate using the saving devices. **Learning materials** Blender, fruit extractor, mixer. Liquid soap, sponge. Clean towel.
4	**Time and energy management in food preparation.** Meaning of time and energy management. Tasks that require time and energy management e.g. laundry, cake making etc.	**Teacher** Explain the meaning of time and energy management. Discusses its importance. Displays a chart on the guidelines for time and energy management. Displays time and energy saving devices. **Students** Participate in class discussion. Ask and answer questions. Identify time and energy saving devices in the chart. **Learning materials** Charts showing drawing of time and energy saving devices. Time and energy saving devices. Charts stating guidelines for time and energy management.
5	**Time and energy management in food preparation.** Importance of time and energy management in food preparation.	**Teacher** Discusses the importance of time and energy management in food preparation. **Students** Participate in class discussion. **Learning materials** Charts showing the importance of time and energy management in food preparation.
6	**Flour mixture** 1- Types of flour in cooking.	**Teacher** Explains the types of flours in flour

	-whole wheat flour. -all purpose, instant blending flour etc. Flour from local foodstuff. Raising agents. -Air, baking powder, yeast, Palm wine, steam.	mixtures. Guides the discussion on raising agents such as air, baking powder, yeast etc. Demonstrates how to mix, use different types of flour mixtures, cakes, brew etc. **Students** Participate in class discussion. Ask and answer questions. Practice how to prepare products from flour mixtures. **Learning materials** Flours, raising agents. Flavourings and colourings in flour.
7	**Flour mixture** Flour mixtures Cakes, burns, sweets,(puddings and jellies). Practical.	**Teacher** Displays process flours from local foodstuffs. Supervises student's work. Gives a chalkboard summary. **Students** Listen attentively. Demonstrate the use of flour mixtures. Copy notes from chalkboard. **Learning materials** Baked products of flour mixture.
8	**Flour mixture** Flour mixtures- Pastries and breads. Practical continues.	**Teacher** Describes the natural and artificial flavourings. Displays process flours from local foodstuffs. **Students** Observe each of the flour. Participate in bread making. **Learning materials** Flours. Raising agents. Flavourings.
9	**Flour mixture** Food flavourings and colourings. Natural and artificial. Food colouring materials.	**Teacher** Displays the natural and artificial flavourings and colourings. **Students** Participate in the class discussion. Differentiate each.

		Learning materials Natural and artificial colourings and flavourings.
10	**Food study (egg)** Types of eggs. Nutritional value of eggs. Test for eggs e.g. water, eye view test.	**Teacher** Displays the different types of eggs. Explains the Nutritional value of eggs. Uses of eggs in cookery. Demonstrate the test for egg freshness. **Students** Identify the eggs on display. Listen to the teacher. Ask questions. Draw the structure of an egg. **Learning materials** Diagram of an egg structure. Different types of egg samples.
11	**Egg cookery** Uses of egg in cookery. Baking, binding agents, raising agents, thickener. Practical.	**Teacher** Demonstrate methods of cooking eggs. Gives chalkboard summary. Collects notebooks and make necessary corrections. **Students** Draw the structure of an egg. Practice how to test for egg freshness. Practice cooking eggs in groups. **Learning materials** Diagram of an egg structure. Different types of egg samples.
12	Revision	
13	Examination	

FOOD AND NUTRITION

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Milk and milk products.** Types of milk (Aninet type). Fresh milk- pasteurized. Homogenized, sterilized, and	**Teacher** Explains the types of milk (aninet and plain milk.

	evaporated. Cultured milk nono yoghurt. Plant milk source and soy beans. Types of milk products- wara (local cheese). The food value of milk. Uses of milk.	Explain the food value of milk and milk products. Demonstrate the production of milk products. Practical. **Students** Participate in the discussion. Ask and answer questions. Participate in practical demonstration. **Learning materials** Sample of milk products. Tin milk. Nono yoghurt. Charts with labeled milk and milk products.
2	**Sea foods** Type of fish in local and sea water. Classes of sea food e.g. fine fish, lean and shell. Food value. Methods of cooking. - e.g. baking, grilling, steaming and frying etc. Practical.	**Teacher** Explain the different types of sea food. Discusses the nutrional value of sea food. Demonstrates sea food cookery by frying, grilling. Supervises students practical. **Students** Participate in the discussion. Ask and answer questions. Participate in the practical cooking some sea foods. **Learning materials** A chart showing different types of sea. Samples of any available sea food. Real objects.

3	**Food study (meat)** Definition of meat. Types of meat. Different cuts of meat. Food value. Factors to consider when choosing meat. Structure of meat.	**Teacher** Explains the meaning of meat. Explain types of meat e.g. Cow- beef. -Pig- pork. -Lamb- mutton. -Crab- veal. **Students** Participate in the discussion. Ask and answer questions. **Learning materials** A chart showing the structure of meat. Pictures showing different meat cuts.
4	**Food study (meat) continued** Structure of meat. Cooking method for meat. Effect of heat on cooking meat. Advantages and disadvantages of cooking method. - (Practical demonstration).	**Teacher** Draw the structure of meat and explain. List the advantage and disadvantage of cooking meat. Demonstration (practical). **Students** Participate in the discussion. Ask and answer questions. Participate in practical demonstration. **Learning materials** A chart showing the structure of meat. A picture of different meat cuts (food and nutrition text book).
5	**Poultry** Definition of poultry. Types of poultry e.g. chicken turkey, goose, game. The nutrive value. Structure of a chicken. Factors to consider when choosing poultry. Preparation of poultry for cooking. Cooking method –stewing, frying, grilling, roasting etc. Practical demonstration.	**Teacher** Explain the definition of poultry. Explain the different types of poultry. Discuss the food value of poultry. Explain the factors to consider when choosing poultry. Practical demonstration. **Students** Participate in the discussion. Ask and answer questions. Participate in practical demonstration. **Learning materials** Sample of poultry (chicken). Real object. A chart showing the structure of poultry (chicken).

6	**Condiment and seasoning**. Types of herbs and spice local, curry, thyme and scent leaves. Local spices – ginger, garlic, pepper. Foreign herbs –bay leaf parsley. Foreign spices – curry powder, thyme.	**Teacher** Explain condiment and seasoning. Explain the different types of herbs and spices (local and foreign). **Students** Participate in the discussion. Ask and answer questions. **Learning materials** Sample of different herbs and spices (local) curry leaves, scent leaves.
7	**Storage and preservation of foods.** Meaning of food storage and preservation. Reasons for food preservation. Types of foods to be preserved (local and foreign).	**Teacher** Explain the of food storage and preservation. Explains the meaning of food storage and preservation (local and foreign). **Students** Participate in the discussion. Ask and answer questions. Copy summary work. **Learning materials** A sample preserved food.
8	**Storage and preservation of foods.** Preparation of food for preservation. Advantages and disadvantages of food preservation. Methods of food preservation.	**Teacher** Explains the different steps in food preservation and storage. Discuss the advantages and disadvantages of food preservation. **Students** Participate in the discussion. Copy summary work. **Learning materials** A chart showing steps involved in food preservation.
9	**STORAGE AND PRESERVATION OF FOOD:** Making of jam/mamalade Important ingredients in jam making (sugar, pectin, fruit) Methods of preparation of jam/mamalade Practical demonstration	**Teacher** Explain the difference between jam and marmalade. Explain the importance of sugar, pectin, and acid fruit. Explain the methods of making jam/ marmalade. **Students** Participate in the discussion. Ask and answer questions.

		Participate in practical demonstration. **Learning materials** Samples of jam and marmalade.
10	**Test interpretation/practical**	**Teacher** Discuss the general rules for making jam/ marmalade. Practical. **Students** Practical demonstration.
11	Revision	Revision
12	Examination	Examination

FOOD AND NUTRITION

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Preservation of foods.** Convenience foods. Definition of convenience foods. Preserving foods. Types of convenience foods. Advantages and disadvantages of convenience.	**Teacher** Explain the meaning of convenience foods. Explain preserving food in relation to convenience. E.g. using chemicals and preservatives. Frozen foods. Dehydrated foods. Tinned or canned foods. Processed foods. Mention the various types of convenience foods. **Students** Participate in class discussion. Identify convenience foods. Ask and answer questions. **Learning materials** A chart showing **a** table of advantages and disadvantages of convenience foods.
2	**Preservation of foods.** Convenience foods. Advantages and disadvantages. Guidelines for selecting convenience food. Practical on the use of convenience in food	**Teacher** Leads discussion on: Types of food preservation. Methods of food preservation. Guidelines for selecting convenience. Prepares food for preservation.

	preparation.	Supervises the students work in groups. Gives a chalkboard summary. **Students** Demonstrate the use of convenience foods. **Learning materials** Charts
3	**Choice and storage of food stuffs.** Storage equipments. Storage of perishable and non-perishable foods. Factors affecting food selection.	**Teacher** Lead discussion on equipment. Explain the different between perishable and non-perishable examples. Explain the various factors affecting food selection. **Students** Copy the chalk/white board summary in their notebooks. **Learning materials** Charts showing perishable foods.
4	**Choice and storage of food stuff.** Bulk purchasing. Shopping list market survey cost analysis. Storage method.	**Teacher** Explain the meaning of bulk purchase. Discuss the advantages and disadvantages of bulk purchase. Explain the following term in relation to Bulk purchase. Shopping list. Market survey. Cost analysis. **Students** Participate in class discussion. Draw up a good shopping list. **Learning materials** Samples of shopping list.
5	**Choice and storage of food stuff.** Meaning of common terms. Price list. Food list. Bulk buying. Commercial foods.	**Teacher** Lead in discussion. Explain the meaning of the various terms and their functions to food storage and food stuff. **Students**

	Home made foods. Brand name. Net weight. Gross weight.	Participate in class discussion. Copy the chalk/white board summary in their notebooks. **Learning materials** Samples of food/ shopped items.
6	**Test interpretation and practical**	
7	**Food budgeting** Meaning of food budgeting. The family budget. Types of family budget e.g. primary and secondary budget. Factors influencing food budgeting.	**Teacher** Explains the meaning of food budgeting. Discuss family and their types (primary and secondary budget). Explains the factors influencing food budgeting. **Students** Participate in class discussions. **Learning materials** A chart showing a family budget.
8	**Food budgeting** Types of food budgeting. Factors to consider when budgeting our food. Shopping list. Petty cash. Food cost. Making a price list. Periodical and preparing food budget considering the nutritional need of family members.	**Teacher** Lists the various types of food budgeting. Explain the factor to consider when ……. **Students** Write an imaginary budget for a family of four. **Learning materials** A chart showing an imaginary food budget.
9	**Nutritional needs of the family.** Meaning of the nutritional needs. Nutritional need of different e.g. infants and children Adolescents Adults and the aged Pregnant and lactating mother.	**Teacher** Plan a simple and adequate meal for a family. **Students** Listen and participate in discussion. **Learning materials** Food items, dishes cooking utensils etc.
10	**Meal planning** Factors affecting meal planning. Planning of adequate diet.	**Teacher** Explain meal planning Discuss the factor affecting meal planning. **Students**

		Participate in the class discussion. **Learning materials** Sample of planned meal.
11	Revision	Revision
12-13	Examination	Examination

CLOTHING AND TEXTILES

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	PATTERNS Taking of body measurement Drafting of bodice block – male and female	Teacher: Displays paper patterns and explain the marking, then demonstrate how to draft patterns. Resources: Paper patterns, tape measure, pencil, block pattern, ruler
2	PATTERNS Drafting of block for skirt or short	Teacher: Demonstrates how to draft a block for a skirt. Resource: Brown paper, ruler, tape measure, pencil
3	PATTERNS Drafting of block for sleeve	Teacher: Demonstrates how to draft a block for a sleeve. Resource: Brown paper, ruler, tape measure, pencil
4	ADAPTATION OF PATTERNS Definition Adaptation of block patterns to different style of choice and fit.	Teacher: Defines alteration of patterns. Displays the paper pattern and explains the markings and notations on them. Resources: Ruler, pencil, brown paper, charts on pattern adaptation.
5	ALTERATION OF PATTERNS Definition – addition or reduction Alteration for fit and style – commercial or drafted. Advantages and disadvantages of using pattern in garment construction	Teacher: Defines alteration, demonstrates the adjustment of patterns to a given measurement, demonstrate how to reduce or enlarge pattern sizes. Resources: Block pattern, tape measure, ruler, pencils etc
6	FREE HAND CUTTING Cutting of bodice front and back Skirt front and back Sleeve Advantages and	Teacher: Leads discussion on measurement required for a garment. Demonstrates how to cut a garment freely. Resource: Scissors, pins, tailor's chalk, thread, needle etc.

	disadvantages of free hand cutting.	
7	FREE HAND CUTTING Practical – construction of a simple baby dress	Teacher: Leads discussion on the features of a baby dress. Demonstrate how to cut a simple baby dress. RESOURCE: Catalogue, pencil, tape measure, brown paper
8	GARMENT FEATURES Arrangement of Fullness Gathers Pleats – knife, box	Teacher: Discusses the factors to consider when arranging fullness. Leads discussion on the use of different style features effectively and appropriately. RESOURCES: Garment with different styles and features, catalogue, tape, measure, pencil, eraser etc.
9	GARMENT FEATURES Arrangement of Fullness Smocking for children Shirring	Teacher: Leads discussion on the basic rules that governs the arrangement of fullness RESOURCES: Same as above
10	GARMENT FEATURES Arrangement of Fullness Tucks Darts – waist, bust etc	Teacher: Leads discussion on the basic rules that govern the arrangement of fullness RESOURCES: Same as above
11	COSTUME AND FASHION DESIGNING Trends In Fashion Definition of fashion and fashion designing Trace and compare fashion trend over the years. Distinguish between fashion and fashion fad.	Teacher: Explains the differences between fads and fashion. Discuss the fashion of yesterday and today. RESOURCES: Photographs of parents, grandparents, old magazine, catalogue.
12	COSTUME AND FASHION DESIGNING Sketching appropriate styles for costume designing using different style features to flatter the design e.g. collar, sleeve Cutting out patterns Adaptation of basic blocks for costume.	Teacher: Guides students in sketching appropriate styles. Guides students to adapt the sketched style on the block pattern. RESOURCES: tape, material, block patterns, sewing machine, pins etc.
13	Revision	Revision
14	Examination	Examination

CLOTHING AND TEXTILES

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	GARMENT FEATURES STYLE FEATURE Drafting patterns for collars and cuffs	Teacher: Demonstrates how to draft pattern for the different style features – collars and cuffs. Resources: Garment with different style features, brown paper, pencils, tape measure
2	GARMENT FEATURES STYLE FEATURE Drafting patterns for yokes and pockets	Teacher: Guides students to list the functions of different style features. Demonstration Resources: Garment with different style features, brown paper, pencils, tape measure
3	GARMENT FEATURES STYLE FEATURE Drafting patterns for Belts and frills	Teacher: Leads discussion on how these features can be used to flatter the figure. Demonstrates how to draft pattern for Belt and frills. Resources: Garment with different style features, brown paper, pencils, tape measure
4	DECORATIVE DESIGNS Embroidery work-decorative stitches e.g. satin stitches stem stitch etc. Points to consider when planning embroidery work Types of embroidery design e.g. self made, iron on, transfer etc.	Teacher: Guides students to enumerate them. Discusses points to consider when planning an embroidery work. Demonstrates how to transfer designs unto fabrics using tracing paper/carbon etc Resources: Pressing iron, album, samples of embroidery threads etc.
5	DECORATIVE DESIGNS Materials for Embroidery Threads – anchor, raffene Needles – Crewel, sharp Types of embroidery work e.g. household articles Transferring designs unto fabric – using tracing paper.	Teacher: Guides students to identify different types of design used for embroidery. Discusses and demonstrates the method of transferring designs unto fabrics. Resources: Embroidery machine, samples of embroidery needles, textbook.

6	DECORATIVE DESIGNS Traditional Designs Traditional background of beads and sequins Methods of designing beads e.g. bead stitched down separately. Beads/sequins thread linked and sewn down.	Teacher: Explains the traditional background of beads and sequins. Leads discussion on how to use bead/sequins to form decorative designs. Practical demonstration on methods of designing beads. Resources: Samples of beads, sequins, embroidery thread and needle.
7	DECORATIVE DESIGNS Needle Craft Definition and uses Tatting Crochet	Teacher: Discusses the types of needle craft and practical demonstration RESOURCES: Tatting tool kit, pair of scissors, crochet hooks, chart showing picture of needle craft.
8	DECORATIVE DESIGN Needle Craft Appliqué Patch work e.g. baby cot cover, pillowcase etc.	Teacher: Demonstrates to students how to make them and then supervises them. Resources: Charts showing pictures of appliqué, patchwork, tape measure, etc.
9	DECORATIVE DESIGN Macramé Making decorative articles using the needle craft e.g. table dolly, centre piece.	Teacher: Practical demonstration on making of different macramé knot e.g. flat, spiral, Josephine knots. Resources: Macramé twine, pair of scissors, tape measure etc.
10	DECORATIVE DESIGNS Needle Craft Making of soft toys – duck, dog, teddy bear etc.	Teacher: Practical demonstration and supervision of students. Resources: Different materials, pair of scissors, tracing paper, tracing wheel, pencil, tape measure.
11	Revision	Revision
12	Examination	Examination

CLOTHING AND TEXTILES

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES

1	HOUSEHOLD LAUNDRY Dry Cleaning Definition and importance Methods of dry cleaning Dry cleaning agents e.g. French chalk, talcum powder, kerosene etc	Teacher: Defines dry cleaning, discusses the different methods of dry cleaning and types of dry cleaning agents. Resources: Samples of dry cleaning agents.
2	HOUSEHOLD LAUNDRY Dry Cleaning Types of dry cleaning – home and commercial General rules for removing stains during dry cleaning. Advantages of dry cleaning	Teacher: Discusses the general rules for removing stains during dry cleaning. Discusses the advantages of dry cleaning clothes. Demonstrates how to use dry cleaning agents to remove stains. Resources: Samples of dry cleaning agents, samples of soiled George wrapper, textbook.
3	CARE OF CLOTHES Clothing Repair Meaning of repairs Types of repairs – patching, darning etc	Teacher: Discusses the meaning of repairs in clothing and textiles. Demonstrates how to repair clothes using patching, darning. Resources: Samples of torn garment, pieces of plain fabric, needle, threads, sewing machine, textbook.
4	CARE OF CLOTHES Clothing Repair. Other simple repairs e.g. loose buttons, broken zippers, slack elastic	Teacher: Guides students to list other types of repairs in clothing. Demonstrate the repair of broken zippers, slack elastic etc Resources: Buttons, zipper, elastic, pieces of fabric, needle etc.
5	CARE OF CLOTHES Renovation Processes Meaning of renovation Reconstruction/Remodelling	Teacher: Explains the meaning of reconstruction/remodelling and differentiate them. Discusses on renovation techniques. Guides students to renovate some household articles. Resources: Samples of torn materials, faded garment, scissors, etc.
6	CARE OF CLOTHES Renovation Process Dyeing Definition Types of dye e.g. acid, vat, basic etc Methods of dyeing e.g. tie-dye, batik	Teacher: defines dye and discuss on the different types of dye stuff, methods of dyeing and supervises students to renovate old garment by dyeing. Resources: Samples of different dyes, plastic basin, wooden stick, water, scissors, needle and thread, nylon twine etc

7	DRESS SENSE Good grooming Meaning of good grooming Principles of good grooming e.g. exercise, relaxation, sleep etc	Teacher: Explains the meaning of good grooming and its principles. Resources: magazines showing picture of a well groomed individual
8	DRESS SENSE Good grooming Harmonization of colours Primary, secondary and tertiary colour Group of colours – warm, cool, contrast etc.	Teacher: Distinguishes between proper and improper dressing. Discusses on colour combination. Resources: Colour wheel chart, colour triangle.
9	DRESS SENSE Wardrobe planning Meaning of wardrobe Principles of wardrobe planning – basic rules Clothes for different occasions	Teacher: Explains the meaning of a wardrobe, discusses on the points to consider when planning the wardrobe. Explains clothes suitable for different occasions – their features Resource: A wardrobe or cupboard, hangers.
10	DRESS SENSE Wardrobe planning Factors influencing decision to buy or make clothes. Selecting and purchasing readymade cloths	Teacher: Discusses on the factors that could influence decisions to buy or make clothes. Guides students on ways of selecting and purchasing good readymade clothes. Resources: Sample of different dresses, textbooks.
11	DRESS SENSE Dress Accessories Definition of dress accessories Types of dress accessories e.g. handbags, shoes, ties etc. Factors to consider when choosing accessories. Making simple accessories e.g. hat, necklace, earning.	Teacher: Guides students to mention the different types of accessories. Explains how to select matching accessories for different clothes and occasions. Demonstrates how to make some simple accessories e.g. necklace, hat Resources: Samples of beads, necklace, earring. Charts showing different accessories, textbooks.
12	Revision	Revision
13	Examination	Examination

INTERPRENEURSHIP (TRADE SUBJECTS)

BLOCK LAYING AND BRICK LAYING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BASIC PRINCIPLES OF SUB STRUCTURAL CONSTRUCTION** Types of soil.	Teacher defines soil, explains formation of soil, states types of soil. Students define soil, identify types of soil, explain various nature of soil.

		Resources; sample of soil starter tools
2	**BASIC SUB-STRUCTURAL CONSTRUCTION** -Site and soil investigation. -Bearing capacity of soil.	Explain the process of investigating soil/ identification of soil and its importance, explain methods used in soil investigation, mention tools/apparatus used for soil investigation, explain how to determine the capacity of soil. Students explain methods used in soil investigation/identification of soil, state tools/apparatus used in soil investigation, state the importance of soil investigation. Resources; soil samples, tools/equipments.
3	**BASIC PRINCIPLES OF SUB STRUCTURAL CONSTRUCTION** Tools for manual excavation and precaution for safe working conditions.	Explain the process of investigating soil/ identification of soil and its importance, explain methods used in soil investigation, mention tools/apparatus used for soil investigation, explain how to determine the capacity of soil. Students explain methods used in soil investigation/identification of soil, state tools/apparatus used in soil investigation, state the importance of soil investigation. Resources; soil samples, tools/equipments.
4	**BASIC PRINCIPLES OF SUB STRUCTURAL CONSTRUCTION** -Timbering to trenches. -Types of timbering to trenches.	Teacher define timbering to trenches, state and explain purpose of timbering to trenches, name members or parts of timbering to trenches, state precautions to be taken when working on excavated trenches, organize practical on timbering. Students define timbering to trenches, state purpose for timbering to trenches, name types of timbering to trenches, take notes/draw types of timbering to trenches, participate actively in

		practical. Resources; tools, timber, nails, adjustable props etc.
5	**BASIC PRINCIPLES OF SUB STRUCTURAL CONSTRUCTION** Organize practical work on timbering to trenches.	Teacher define timbering to trenches, state and explain purpose of timbering to trenches, name members or parts of timbering to trenches, state precautions to be taken when working on excavated trenches, organize practical on timbering. Students define timbering to trenches, state purpose for timbering to trenches, name types of timbering to trenches, take notes/draw types of timbering to trenches, participate actively in practical. Resources; tools, timber, nails, adjustable props etc
6	**FLOOR CONSTRUCTION** -Definition of floor, -Explain the floor, - State types floor, -Material for floor	Teacher define floor, explain what is a floor, mention types of floor, state materials for floor, state functions of a floor, explain method of construction of various types of floor, state and explain the equipments for the construction of floors (e.g. concrete mixer. Students define floor, name types of floor, materials, equipments etc, take down notes, and drawing. Resources; existing building stair, cement, fine and coarse aggregate.
7	**FLOOR CONSTRUCTION** -Application of floors. -Drawings of floors.	Teacher define floor, explain what is a floor, mention types of floor, state materials for floor, state functions of a floor, explain method of construction of various types of floor, state and explain the equipments for the construction of floors (e.g. concrete mixer. Students define floor, name types of floor, materials, equipments etc, take down notes,

		and drawing. Resources; existing building stair, cement, fine and coarse aggregate.
8	**FLOOR CONSTRUCTION** Method of construction and method of concrete mixing.	Teacher define floor, explain what is a floor, mention types of floor, state materials for floor, state functions of a floor, explain method of construction of various types of floor, state and explain the equipments for the construction of floors (e.g. concrete mixer. Students define floor, name types of floor, materials, equipments etc, take down notes, and drawing. Resources; existing building stair, cement, fine and coarse aggregate.
9	**WALL** Definition of wall Functions of wall Types of wall	Teacher defines, explains and states the functions of wall, mentions types of wall, state the materials for wall, state the principles of wall constriction (bonding). Students take down notes, participate actively in the practical work. Resources; tools, blocks,/bricks, stones, concrete etc
10	**PRINCIPLES OF WALL CONSTRUCTION**	Teacher defines, explains and states the functions of wall, mentions types of wall, state the materials for wall, state the principles of wall constriction (bonding). Students take down notes, participate actively in the practical work. Resources; tools, blocks,/bricks, stones, concrete etc
11	**OPENINGS IN WALLS** Explain openings in a wall, functions of openings in	Teacher explain openings in wall, state functions of openings in wall, explain the different types of timber used for windows and

	wall, method of fixing doors and window in opening.	timber used for windows and doors construction, state method of timber conversion, explain method of preservation of timber, organize visits to Nigerian forest reserve and saw mills. Resources; timbers, tools, yanding wall etc
12	**OPENINGS IN WALLS** Methods of fixing doors and windows in openings.	Teacher explain openings in wall, state functions of openings in wall, explain the different types of timber used for windows and timber used for windows and doors construction, state method of timber conversion, explain method of preservation of timber, organize visits to Nigerian forest reserve and saw mills. Resources; timbers, tools, yanding wall etc
13	Revision	Revision
14	Examination	Examination

BLOCK LAYING AND BRICK LAYING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES

1	**OPENINGS IN WALL (CONT)** Materials for the construction of door and windows.	Teacher explain openings in wall, state functions of openings in wall, explain the different types of timber used for windows and timber used for windows and doors construction, state method of timber conversion, explain method of preservation of timber, organize visits to Nigerian forest reserve and saw mills. Resources; timbers, tools, yarding wall etc
2	**BONDING** -Bond -Types of bond. -Materials for bonding.	Teacher explain bond/bonding, state types of bonds, mention materials for bonding, sketch/prepare drawings of various bonds and carry out practical work on bonds. Students construct different types of bonds using bricks, blocks, construct different types of bonds using combination of bricks/blocks. Resources; tools, bricks/blocks, mortar.
3	**BONDING** Practical work on various bonds.	Teacher explain bond/bonding, state types of bonds, mention materials for bonding, sketch/prepare drawings of various bonds and carry out practical work on bonds. Students construct different types of bonds using bricks, blocks, construct different types of bonds using combination of bricks/blocks. Resources; tools, bricks/blocks, mortar.
4	**TIMBER/TIMBER CONVERSION AND SEASONING** Nigerian timber and products for windows and doors.	Teacher explains timber and how it is obtained, state applications of timber in construction industry, explain conversion of timber (with sketches). State methods of conversion, explain seasoning, and its methods, with the aid of a diagram, show various methods of seasoning, state types of doors, and windows.

		Students visit timber yards to observe activities on timber. Resources; models, pieces of timber.
5	**TIMBER/TIMBER CONVERSION AND SEASONING** Methods of timber conversion/seasoning.	Teacher explains timber and how it is obtained, state applications of timber in construction industry, explain conversion of timber (with sketches). State methods of conversion, explain seasoning, and its methods, with the aid of a diagram, show various methods of seasoning, state types of doors, and windows. Students visit timber yards to observe activities on timber. Resources; models, pieces of timber.
6	**TIMBER/TIMBER CONVERSION AND SEASONING** Functions of openings in dwelling.	Teacher explains timber and how it is obtained, state applications of timber in construction industry, explain conversion of timber (with sketches). State methods of conversion, explain seasoning, and its methods, with the aid of a diagram, show various methods of seasoning, state types of doors, and windows. Students visit timber yards to observe activities on timber. Resources; models, pieces of timber.
7	**TIMBER/TIMBER CONVERSION AND SEASONING** Types of timber doors and windows.	Teacher explains timber and how it is obtained, state applications of timber in construction industry, explain conversion of timber (with sketches). State methods of conversion, explain seasoning, and its methods, with the aid of a

		diagram, show various methods of seasoning, state types of doors, and windows. Students visit timber yards to observe activities on timber. Resources; models, pieces of timber.
8	**CONCRETE** -Concrete. -Types of concrete. -Materials for concreting.	Teacher explains and name types of concrete, materials for concrete, methods of mixing concrete. Students take down notes, state methods of mixing concrete. Resources; cements, fine and coarse aggregate and tools
9	**METHODS OF PROPORTIONING, MIXING AND TESTING CONCRETE** -Types of concrete mixer, mixing ratio of cement, fine and coarse aggregate. -Water-cement ratio	Teacher state types of concrete mixer, explain different ratios for different concrete mix, explain water cement ratio, mention means of transporting wet concrete to its placing point, state precaution taken while handling fresh concrete. Students operate concrete mixer, explain different types of mix, manually mix concrete, transport fresh concrete to point of placing with a wheel-barrow or head pan. Resources; head pan, wheel-barrow, mixers, cement, fine and coarse aggregate.
10	**METHODS OF HANDLING AND PLACING CONCRETE.**	Teacher state types of concrete mixer, explain different ratios for different concrete mix, explain water cement ratio, mention means of transporting wet concrete to its placing point, state precaution taken while handling fresh concrete. Students operate concrete mixer, explain

		different types of mix, manually mix concrete, transport fresh concrete to point of placing with a wheel-barrow or head pan. Resources; head pan, wheel-barrow, mixers, cement, fine and coarse aggregate.
11	Revision	Revision
12	Examination	Examination

BLOCK LAYING AND BRICK LAYING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**METHODS OF HANDLING AND PLACING OF CONCRETE** -Pumping of ready mix concrete. -Factors for choosing transporting wet concrete.	Teacher explain pumping of ready mixed concrete, explain factors influencing choice of transportation system of wet concrete, state compacting tools and equipments, reasons for compacting concrete, explain curing of concrete, state reasons for curing concrete. Students carry out mixing, transporting and placing of concrete in a form, reasons for choosing a particular transport system for a particular work. Resources; tools, equipments.
2	**METHODS OF HANDLING AND PLACING CONCRETE** -Tools for compaction of concrete. -Reasons for compacting concrete.	Teacher explain pumping of ready mixed concrete, explain factors influencing choice of transportation system of wet concrete, state compacting tools and equipments, reasons for compacting concrete, explain curing of concrete, state reasons for curing concrete. Students carry out mixing, transporting and placing of concrete in a form, reasons for choosing a particular transport system for a particular work. Resources; tools, equipments.

3	**COMPACTING AND CURING OF CONCRETE**	Teacher explain pumping of ready mixed concrete, explain factors influencing choice of transportation system of wet concrete, state compacting tools and equipments, reasons for compacting concrete, explain curing of concrete, state reasons for curing concrete. Students carry out mixing, transporting and placing of concrete in a form, reasons for choosing a particular transport system for a particular work. Resources; tools, equipments.
4	**METHODS OF CONSTRUCTION JOINTS IN CONCRETE STRUCTURE** Types of joints. Jointing materials and their application. Methods of making construction joints in concrete structures.	Teacher explain joints in concrete structure, state jointing materials, explain the methods of making joints in concrete construction. Students carry out simple construction joint work. Resources; tools, equipments and construction materials e.g particle board.
5	**USES OF FORM WORK IN CONSTRUCTION WORK** Form work Materials from formwork Functions of formwork Advantages of steel over timber formwork Types of formwork.	Teacher explain, and state materials for formwork, explain functional requirements of formwork, state and explain the advantages of steel over timber formwork, state and explain types of formwork. Students select appropriate materials for a specific formwork, erect formwork, dismantle formwork, demonstrate care of formwork. Resources; timber, steel etc
6	**USES OF FORMWORK IN**	Teacher explain, and state materials for formwork, explain functional requirements of formwork, state

	CONSTRUCTION **(**Formwork cont).	and explain the advantages of steel over timber formwork, state and explain types of formwork. Students select appropriate materials for a specific formwork, erect formwork, dismantle formwork, demonstrate care of formwork. Resources; timber, steel etc
7	**TECHNIQUES OF LAYING PRE-CAST FLOOR FINISHES** -Properties of pre-cast floor finishes. -Procedures and precautions in laying floor finishing materials. -Methods of laying tiles and common defects in pre-casting floor.	Teacher explains and states types of floor, explain properties of per-cast floor, state precautions taken while laying precast floor and floor finishing materials, explain methods of laying floor tiles, state common defects in pre-cast floor. Students identify various floor finishes, take a trip to construction sites, observe various types of floor tiles. Resources; floors under-finishing, tiles of various types and sizes.
8	**TECHNIQUES OF LAYING SYNTHETIC FLOOR TILES** Synthetic floor tiles and sizes.	Teacher explains and states types of floor, explain properties of per-cast floor, state precautions taken while laying precast floor and floor finishing materials, explain methods of laying floor tiles, state common defects in pre-cast floor. Students identify various floor finishes, take a trip to construction sites, observe various types of floor tiles. Resources; floors under-finishing, tiles of various types and sizes.
9	**ORGANIZATION AND EXECUTION OF EXTERNAL AND INTERNAL RENDERING** -Rendering/plastering.	Teacher explain rendering/plastering, state functions of rendering, state and explain the quality the quality of good rendering/plaster, explain procedures for rendering/plastering, organize and carry out practical on rendering or plastering. Students state qualities of a good

	-Functions of rendering/plastering. -Quality of good rendering.	rendering, carry out practical rendering. Resources; tools, equipments, cement and fine aggregate and water.
10	**ORGANIZATION AND EXECUTION OF EXTERNAL AND INTERNAL RENDERING** -Procedures for rendering/ plastering. -Arrange and carry out practical on rendering or plastering.	Teacher explain rendering/plastering, state functions of rendering, state and explain the quality the quality of good rendering/plaster, explain procedures for rendering/plastering, organize and carry out practical on rendering or plastering. Students state qualities of a good rendering, carry out practical rendering. Resources; tools, equipments, cement and fine aggregate and water.
11	Revision	Revision
12	Examination	Examination

CARPENTRY AND JOINERY

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
SAFETY RULES IN THE MACHINE SHOP		
1	Machine safety rule	Teacher is to explain the general safety in machine shops Students to demonstrate the safety use of machine Machine
2	Electrical equipment safety	Teacher is to explain the way to operate electrically, use machine Students to observe the rules in operating machine Machine
3	Safety devices on a machine	Teacher explain how to the safety device is to be used in a workshop

		(machine) Students to demonstrate the use of devices on a machine
PORTABLE POWER TOOLS AND MAINTENANCE		
4	Portable power planer	Teacher display portable power plane and explain its parts operations and maintenance Students should operate the power plane Portable power display to students
5	Portable circular saw	Teacher to students the use of portable circular saw
6	Portable power drill	Teacher demonstrate the use and maintenance of power drill Students to observe safety rules when handling the power Teacher show students the portable power drill
7	Portable router and jigsaw	Explain the use and maintenance of router and jigsaw
MACHINES AND MAINTENANCE		
8	Circular saw machine	Name and discuss the operations of the circular saw and maintenance Make simple machine maintenance Charts
9	Cross cut machine	Explain the maintenance and operation of the machine Observe the safety rules Charts
10	Surface planer and thickness machine	Explain the use of the machines, their maintenance Students to make simple maintenance on the machines
11	Wood turning machine	Explain the parts of the Lath machine, its operations and maintenance Students to observe safety rule in the machine
12	Revision	Revision
13	Examination	Examination

CARPENTRY AND JOINERY

SS 2 SECONDTERM

WEEK	TOPIC/CONTENT	ACTIVITIES

ADHESIVES		
1	Animal glue	Teacher explain the characteristics and its uses Use it on a given project A project to be glued
2	Casein glue	Explain the characteristics and the uses Use it on a project A project ready for gluing
3	Urea formaldehyde	Explain the characteristics and its uses Use it on a project A project ready for gluing
4	Resernol adhesine and epoxy resin	Explain the use of adhesive and the application The characteristics A project ready for gluing
IRON MOMONGREY		
5	Screws, nails, hinges	Display screws, nails and various types of hinges Students sketch them
6	Sketches of different types of wells, hinges handles	Sketching various iron mongrey Display iron mongrey
7	Fixing of locks, hinges, handles, brackets casters	Demonstrate how to fix iron mongrey Students fix the iron mongrey Display iron mongrey
8	Specifications of nails, screws, locks, handles	Explain ordering of various iron mongrey Sketch various types of iron mongrey
DOORS AND WINDOWS		
9	Types of doors and windows	Display doors and windows models Identify their differences
10	Sketching joints use in construction of doors and windows	Demonstrate the process of constructing doors and windows Students to construct a simple door and window frame and sashes Use wood
11	Revision	Revision
12	Examination	Examination

CARPENTRY AND JOINERY

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
FORMWORK AND CENTRING		

1	Farm work and centring	Displays samples of prepared mould for farm work and centres Construct simple farm work Use a template
2	Centre for various shapes of arches	Prepare a mould for the shapes Select the materials to use
3	Timbering to tranches	Display tools to be used Students name the tools to be used
	ESTIMATION AND COSTING	
4	Sketching and working drawing	Teacher to select simple projects Calculate the quantity materials
5	Interpretation of drawing and sketches	Teacher interpret drawing to students Students interpret other drawings Use the chalk board
6	Calculation and estimation	Teacher explain the cutting list Students to observe a table of cutting list of the materials
	FINISHES	
7	Reasons for applying finishes	Uses of finishes Identify items that have been finished
8	Preparation of surface for finishes	Explain the step in value before apply finishes Students identify tools and materials used to prepare a surface Glue, sawdust, scraper, sandpaper
9	Types of finishes	Explain the types of finishes The characteristics Students list types of finishes
10	Application of finishes	Explain the methods used The safety to be observed during the application
11	Tool and equipment	List the tools and the equipment to be used
12	The maintenance of tools and equipment	The maintenance of the tools Clearing of the tools Returning them to the proper place
13	Revision	
14	Examination	

CATERING CRAFT

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	FOOD SERVICE Silver Service Definition of silver service Mis-en-place of silver service Procedure for silver service Advantage and disadvantage of silver service Practical demonstration	Teacher: Explains the meaning of silver service. Discusses of mis-en-place in silver service. Explain the procedure in silver service. Enumerate the various advantages and disadvantages of silver service Students: Participate in the discussion, ask and answer questions. Practice the different types of food services Teaching and Learning Materials: Silver serving equipment, charts on Mis-en-place.
2	TABLE LAYING/SETTING Laying of Table Cloth: Steps for laying the table cloth Setting of the table for cover Practical demonstration of table laying/setting	Teacher: Explain the laying of table cloth. Discuss the steps in laying the table with the correct covers. Demonstrate the laying of table cloth. Students: Participate in the discussion, ask and answer questions. Observe and practice the table laying/setting Teaching and Learning Materials: Table accompaniments, table cloth
3	TYPES OF KITCHEN EQUIPMENT AND THEIR USES Definition of kitchen equipment Categories of kitchen equipment Uses and maintenance of kitchen equipment	Teacher: Explain the types of kitchen equipment. Students: Participate in the discussion, ask and answer questions . Teaching and Learning Materials: Kitchen equipment e.g. Pots, steamers, refrigerator etc
4	CARE AND MAINTENANCE OF KITCHEN EQUIPMENT Large equipment Small equipment Labour saving equipment Practical	Teacher: Explains the process and maintenance of the equipment. Demonstrate the process in care and maintenance of various equipment. Students: Practice the cleaning of various equipment. Practice the storage of maintenance of various equipment. Teaching and Learning Materials: Cleaning materials e.g. detergents
5	PRINCIPLES OF COOKING METHOD Boiling: stock making, soups sauces	Teacher: Explains the process, care and maintenance of equipment. Demonstrate the processes in care of maintenance of various equipment

	Types of soup Clear soup Vegetable soup Effects of heat on the food values Practical	Student: Practice boiling method e.g. soups, sauces. Teaching and Learning Materials: Ingredients for soups and sauces.
6	PRINCIPLES OF COOKING METHOD Roasting fish, beef and poultry Effects of heat on food values Advantages and disadvantages of roasting Practical	Teacher: Explains the methods of making stock soup and sauces. Demonstrate the method involved in preparing soup, stock an sauce. Students: Participate in the discussion. Practice roasting e.g. fish Teaching and Learning Materials: Ingredients for roasting fish
7	PRINCIPLES OF COOKING METHOD Grilling fish, meat and poultry Effects of heat on food values Advantages and disadvantages of roasting Practical	Teacher: Explains The Meaning Of Roasting And Mention Types Of Food Items Students: Explains Grilling And In Relation To Cooking Fish. Explain The Effect Of Heat On The Food Value. Practical Demonstration Teaching And Learning Materials: A picture of a Griller. Ingredients for grilling poultry
8	COOKING METHOD Baking: pastry and confectionary Cake Cake decoration Royal Icing Fondant Icing Butter Icing Practical	Teacher: Explain baking and mention types of products to bake cake, bread etc. demonstrate practical cake decoration. Royal icing, fondant icing (sugar craft) Students: Participate in the discussion. Practice the preparation of cake decoration using different methods. Teaching and Learning Materials: ingredients for baking bread. Ingredients for fondant, butter and royal icing.
9	SPECIAL MENU Vegetarian Definition of vegetarian Types of vegetarians Menu for different	Teacher: Explains the meaning of vegetarian. Enumerates the various types of vegetarian. Demonstrates the dishes for various types of vegetarians.

	vegetarians Practical	Students: Participate in the discussion. Practice the preparation and cooking of vegetarian meals. Teaching and Learning Materials: Ingredients for cooking vegetarian meals.
10	MEAL FOR VUNERABLE Definition of vulnerable Types of vulnerable Manual worker Sedentary worker	Teacher: Explain the meaning of vulnerable. Explain the various types of vulnerable. Demonstrate the preparation of some dishes for different venerable. Students: Participate in the preparation of special meals Teaching and Learning Materials: Ingredients for preparing vulnerable meals.
11	Revision	Revision
12	Examination	Examination

CATERING CRAFT

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	PRINCIPLES OF MENU PLANNING Definition of menu Scope of menu Factors that affect menu planning Guide for menu planning	Teacher: Explain the meaning and scope of menu. Explain the factors affecting menu planning Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
2	PRINCIPLES OF MENU PLANNING Types of menu Table d'hôte/set price menu Cyclical Menu Advantages and	Teacher: Enumerate the various types of menu. Explain the various types of menu. Explain the disadvantages and advantages of various types of menu. Students participate in the discussion. Copy chalkboard summary.

	disadvantages of cyclical menu Characteristics of table d'hole menu	Materials: Charts and pictures showing types of menu
3	PRINCIPLES OF MENU PLANNING Ala carte (from the card) Advantages and disadvantages of Al carte menu	Explain the meaning of Ala carte menu. Explain the advantages and disadvantages of Ala carte menu Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
4	SPECIAL MENU Breakfast Menu Tea service Dinner Supper Luncheon Carte de jour Plate du jour	Teacher: Demonstrate the processes of types of Breakfast Menu Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
5	TYPES OF FOOD SERVICE II Types of food service: Guerdon Silver service Water service Vending, buffet and banquet	Teacher: Demonstrate the various types of food services Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
6	TEST INTERPRETATION II Food and beverage services in a restaurant	Teacher: Discuss test interpretation on food and beverages service Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
7	SPECIALIZED SERVICES specialized (or in situ) Tray service Trolley Room service Lounge service Home delivery Drive in Visitation to a speciality restaurant	Teacher: Discuss different specialized service Students participate in the discussion. Copy chalkboard summary. Materials: Charts and pictures showing types of menu
8	SPECIALIZED SERVICE Banquet service Merchandiser Hot beverage vendor In cup system	Explain the meaning of banquet service. Discuss the various functions of the merchandiser, beverage vendor. Students participate in the discussion. Participate in the visit of a specialty

	Cold beverage vendor Visit a speciality restaurant	workshop. Materials: Charts showing different specialized service.
9	TEST INTERPRETATION III Food Production	Teacher: Explains test interpretation Students: Practice test interpretation on food production. Materials: Samples of questions
10	COOKING METHOD Micro-waving e.g. poultry, left-over food Effect of heat on food value Advantages and disadvantages of micro-waving food	Teacher: Explains micro-waving of poultry, left-over food. Explains the effect of heat on food value Students: Participate in the discussion ask and answer questions Materials: A picture showing a micro-wave oven
11	PASTRY AND CONFECTIONARIES Dough and Dough Product: Bread making Doughnut making Buns (puff-puff)	Teacher: Explains the principles of cooking method, baking and frying in pastry and confectionaries. Demonstrate the baking of bread, doughnut, chin-chin, puff-puff. Students: Practice of baking of bread and frying doughnut, puff-puff and chin-chin Materials: Ingredients for bread, doughnut, puff-puff and chin-chin.
12	Revision	Revision
13	Examination	Examination

CATERING CRAFT

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	SPECIAL MEAL (Other Groups) Types of groups Infants Pregnant women Lactating women Adolescent Adult or aged Invalid Convalescent Practical	Teacher: Explain the meaning of different groups Demonstrate menu for the various groups. Students: Participate in the discussion, ask and answer questions. Practice menu for the various groups Materials: A chart showing the different groups. A picture of pregnant women

2	FOOD COMMODITIES i. Egg and Egg Dishes Custard making ii. Uses of egg in cookery, binding, thickening and raising agent iii. Practical	Teacher: Explain the process of making custard and its uses. Demonstrate the preparation of custard Students: Practice the making of custards Materials: Ingredients for making custards. A picture showing different types of dishes.
3	FOOD COMMODITIES Egg and Egg Dishes: Poached egg Fried egg Scrambled egg Omelette	Teacher: Practical demonstration of egg dishes Students: Practice the making of egg dishes Materials: picture showing different types of egg dishes (textbook, catering book)
4	FOOD COMMODITIES Traditional dishes Tuwo/soup, amala, masa etc Vegetable soup Practical	Demonstrate the production of dishes using local food stuff Participate in the practical, ask and answer questions. Materials: A chart showing different dishes. Ingredients for the traditional dishes.
5	FOOD COMMODITIES International Dishes American Dishes Chinese dishes Indian and other African countries. Practical	Teacher: Demonstrate the production of international dishes Students: Participate in the practical Materials: Ingredients for international dishes
6	FOOD COSTING/CONTROL Definition of food costing and control Objective of food costing and control Advantages and disadvantages of food costing.	Teacher: Explain the meaning of food costing and control. Enumerate the various objective of food costing and control. Students: Participate in the discussion, ask and answer questions Materials: dish costing sheet
7	FOOD COSTING /CONTROL Dish Costing Definition Purpose of food costing and control Factors to consider when costing Practical	Teacher: Explain the meaning of dish costing. Explain the purpose of food costing and control. Explain dish costing sheet and factors to consider in costing Students: Participate in the discussion, ask and answer questions

		Materials: Dish costing sheet. Portion control equipment
8	FOOD COSTING AND CONTROL Portion cost per a cover Profit margin on various dishes Portion control	Teacher: Explain the meaning of portion cost per cover. Explain the various profit margins in each dish produce Students: Participate in the discussion, ask and answer questions. Copy board summary. Do assignment Materials: Dish costing sheet. Portion control equipment
9	PRICING POLICY Food control in the kitchen Essential kitchen records Kitchen sales and analysis	Teacher: Explain pricing policy. Explain different elements of food costing and control. Students: participate in the discussion. Copy board summary. Material: Food control sheet
10	FOOD COSTING/CONTROL Kitchen section performance Control of food production Volume forecasting Standard yield Main objective of standard recipe.	Teacher: Explain the role of control cost in food production establishment Students: participate in the discussion. Copy board summary Material: Food control sheet
11	Revision	Revision
12	Examination	Examination

COSMETOLOGY

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1. 2.	**FEET AND HANDS** 1. Care of feet i). Effect of shoes on feet. ii). Managing of feet. 2. Care of the hand. i). Massaging ii). Application of oil.	**TEACHER:** 1. States ways of caring for the feet and hand. 2. States the reasons for wearing good shoes. 3. Outlines tips for buying good shoes. 4. Shows proper technique for caring for hands. 5. Demonstrates proper trimming of nails. 6. Lists common nail disorders.

	FEET AND HANDS Practical on the massaging of feet and toes. -hands.	7. Gives examples of nail diseases. 8. Demonstrates massage of hand and feet. **STUDENTS:** 1. State the effect of wearing poor fitted shoes.
3.	**FEET AND HAND** Nail disorders (white spots, bitten nails, brittle nails etc)	2. State proper care of hand and feet. 3. Practice trimming of hand and toe nail correctly. 4. Practice the massage of hand and feet. 5. Identify toe, feet, nail disorders.
4.	**FEET AND HAND** Nail diseases (Ring worm, felon and ingrown nail).	6. Copy notes on board. **INSTRUCTIONAL RESOURCES:** Pumice stone, massaging creams, picture of various types and styles of shoes, poster on good shoes, pictures/charts on nail disease and disorder.
5.	**SKIN** Type of skin (oily skin, dry skin etc).	**TEACHERS:** 1. Defines skin 2. Lists skin types
6.	**SKIN** Skin care products Common skin problems and treatments -Practical	3. Explains skin care 4. States and demonstrates the steps involved in the caring of skin 5. Lists some skin care product and defect. 6. Lists common skin problem and their corresponding treatment.
7.	**COLOUR WHEEL/CHART** Classification of colours (Primary, secondary, neutral, tertiary intermediate etc). Colour wheel chart	7. Demonstrates treatment of skin problems. **STUDENTS:** 1. List skin types 2. Give examples and usage of skin care products.
8.	**RULES OF PERSONAL HYGIENE** Personal hygiene Grooming and grooming materials Characteristics of grooming (daily bath, daily teeth care).	3. Copy notes 4. Picture how to care for skin. 5. Identify common skin problems amongst their peers. 6. Carry out simple skin treatment **INSTRUCTIONAL RESOURCES:** Chart/magazines showing different types of skin care product. Picture showing

9.	**STERILIZATION** Methods of sterilization Types of sterilization	different skin defects. **TEACHER:** 1. Explains the classes of colours 2. Copy notes 3. Draws and explain a colour wheel/chart 4. Practice combinations of colours on drawing books using poster colours. **INSTRUCTIONAL RESOURCES:** Poster colours, colour wheel, chart, brushes, pencils, card board sheets etc. **TEACHER:** 1. Explains what personal hygiene of a cosmetologist is. 2. Lists grooming materials and enumerate the appearance of well groomed cosmetologist. 3. Displays pictures of well groomed cosmetologist. **STUDENTS:** 1. Explain good grooming 2. Identify grooming materials 3. Copy notes. 4. Practice good grooming **INSTRUCTIONAL RESOURCES:** Chart and posters showing well groomed cosmetologist grooming materials. **TEACHER:** 1. Defines sterilization 2. States method of sterilization 3. Lists types of sterilization 4. Lists materials and tools of sterilization. 5. States process of sterilization.
10	**STERILIZATION** Materials/tools for sterilization. Processes of sterilization practice.	**STUDENTS** 1. Define sterilization 2. Copy notes on board 3. Observe video/film of sterilization and practice. 4. Visit shops, markets and departmental store and compile a list of chemicals for

		sterilization. 5. Carry out sterilization according to the manufacturer's instructions. **INSTRUCTIONAL RESOURCES** Sterilizers, washing pan, buckets, dippers, needles, combs, brushes, ultra-violet rays.
11 12	**FIRST AID** First Aid Contents of a first aid box and their uses. **FIRST AID** First aid treatment for burns cuts etc. Practice.	**TEACHER** 1. Defines first aid 2. Displays a first aid box and use its contents to demonstrate how to administer first aid on a volunteer. **STUDENTS** 1. Identify first aid materials 2. copy notes 3. Practice administering first aid 4. Watch video clips and note the contents and processes of first aid treatment. **INSTRUCTIONAL RESOURCES** First aid box, charts showing first aid procedures some firs aid materials, dummy, video clips.
13	Revision	Revision
14	Examination	Examination

COSMETOLOGY

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES

1	**TREATMENTS OF HAIR LOSS** Hair loss Reasons for hair loss (Old age, poor scalp condition etc.)	**TEACHER:** 1. Explains briefly the meaning of hair loss. 2. States reason for hair loss 3. Explains treatment for hair loss and dandruff. 4. States some preventive measures for hair loss. 5. Displays charts showing different types of hair loss.
2	**TREATMENTS OF HAIR LOSS** Hair colouring Types of hair colouring	**STUDENTS:** 1. Define hair loss 2. Give more reasons for hair loss. 3. Identify treatment materials used for hair loss. 4. Draw different types of hair loss in their note books. 5. Carry out treatments on volunteer. **INSTRUCTIONAL RESOURCES:** Display sample materials for hair loss. Display charts/film showing hair loss.

3	**TINTING AND COLOURING OF HAIR** Selection of the correct colour and shade for hair practical, hair colouring.	**TEACHER:** 1. Explains the term colouring. 2. Displays the different colours used for hair colouring. 3. Explains the difference between temporary, semi- permanent and permanent colouring. 4. Demonstrates hair colouring/ tinting on a volunteer. **STUDENT:** 1. Define colouring / tinting. 2. Copy notes 3. Select the correct colour or shade for the hair. 4. Practice the right procedure of hair colouring on a volunteer. 5. Visit a beauty salon to identify some colouring products. **INSTRUCTIONAL RESOURCES:** Hair colour, bowls, protective gloves, towels, etc.
4	**TINTING AND COLOURING HAIR** Selection of the correct colour or shade for hair Practical hair colouring.	
5	**CHEMICAL HAIR RELAXER** Chemical hair relaxers Types of hair relaxers (Cold wave, texturizers etc.) Purchasing tips on relaxers with (NAFDAC No. & Expiration Date)	
6	**CHEMICAL HAIR RELAXERS:** Chemical hair relaxers, materials (combs, shampoo, petroleum base, hair conditioner, protective gloves, water.)	**TEACHER:** 1. Explains chemical/ hair relaxer 2. Names types of relaxers 3. Lists purchasing tips. 4. States chemical hair relaxing procedures. 5. Carries out practical demonstration on a dummy. **STUDENTS:** 1. Explain chemical hair relaxers. 2. Name types of relaxers. 3. Copy notes. 4. List tools and materials for chemical hair relaxing. 5. Practice how to apply chemical hair relaxers in groups on a dummy. **INSTRUCTIONAL RESOURCES**:
7	**CHEMICAL HAIR RELAXERS:** Procedures for chemical hair relaxing Practical on hair relaxing.	
8	**FACIAL DEFECTS AND TREATMENT** Facial defects Winkles Acne	

	Pimple	Shampoo, comb/brushes, protective gloves, neck strip, petroleum base, water.
9	**FACIAL DEFECTS AND TREATMENT** Treatments for facial defects Practical	**TEACHER:** 1. Explains the terms. 2. Differentiates between the terms. 3. Outlines different facial defects 4. Lists treatment materials 5. Applies facial treatment on a dummy/ volunteer.
10	**FACIAL DEFECTS AND TREATMENT** Recommendations for facial treatments (avoid too much intake of oily foods etc).	**STUDENTS:** 1. Explain and differentiate between the three terms 2. Copy notes. 3. Suggest more treatment methods.
11	**REVISION AND EXAMINATION**	4. Apply and practice facial treatments on a volunteer. 5. Practice facial aerobics.
12	**EXAMINATION**	**INSRUTIONAL RESOURCES**: Facial treatment creams pictures on facial/aerobics and facial defects.

COSMETOLOGY

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**APPLICATION OF MAKE-UP** Facial make- ups Base foundation Loose powder Lip sticks Eye pencils Make up materials(facial mask, foam, facial towel etc)	**TEACHER:** 1. Methods types of facial make-up materials. 2. Displays make-up materials. 3. Demonstrates make-up application on dummy or volunteer. 4. Lists make-up tools. 5. Explains the treatment/maintenance of make-up tools
2	**APPLICATION OF FACIAL MAKE-UP** Reasons for facial make-up (beautification, concealing facial defect, maintenance of	6. Outlines the method of sterilization. **STUDENT:** 1. Identify make-up materials. 2.Copy note

	implements (proper storage, sterilization)	3. Practice the use and stages of make-up tools. 4. Practice the maintenance of make-up tools.
3	**APPLICATION OF FACIAL MAKE-UP** Application of facial make-up Cleansing Moisturizing Foundation Concealer Powder Eye shadow etc.	5. Visit cosmetic store to make list of facial make-up. 6. Make albums of models wearing good facial make-up. **INSTRUCTIONAL RESOURCE S:** Colour wheel, chart, lip pencils, powder, brush, make-up kit, sterilization kit, toner, exfoliator.
4	**LIP AND LIP STICK** Lip Types of lip colours Types of lipsticks	**TEACHER:** 1. Names different shapes of lip 2. Displays lip sticks and color wheel. 3. Demonstrates lip tricks using video film. 4. Applies lipstick on volunteer.
5	**LIP AND LIPS STICK** Technique for lip colour application Practical Lip tricks	**STUDENT:** 1. Copy notes on board 2. Practice the mixing of lip colour wheel. 3. Observe the process of lip tricks from video film. 4. Application of lip sticks on a dummy or volunteer. **INSTRUCTIONAL RESOURCES:** Colour wheel, chart, lip pencils, lip sticks, lip balm, video film etc.

6	**EYE BROWS, EYE LIDS AND EYELASHES** Eye brows and eyelashes Materials for eyebrows, eyelids and eyelashes. Tweezers Eye pencil Mascara	**TEACHER:** 1. Lists types of eyebrow 2. Lists materials for eye brows, eye lids and eyelashes. - tweezers - eye pencil - mascara etc 3. Practical on the use of eye brows, eye lids and eye lashes materials.
7	**EYE BROWS, EYELIDS AND EYELASHES**. Practical on the use of eye brows, eye lids and eye lashes materials.	**STUDENT:** 1. Identify different shapes of eye brow. 2. List materials used for eye brows, eye lids and eye lashes. 3. Copy notes on board. 4. Practice the use of wax, tweezers etc. 5. Apply eye pencil, mascara etc. on a dummy. **INSTRUCTIONAL RESOURCES :** Dummy, eye pencil, eye shadow, mascara, tweezers, charts showing different shapes of eye brows etc.
8	**ARTIFICIAL HAIR** Hair pieces and wigs Difference between wigs and hair pieces. Reasons for wearing wigs.	**TEACHER:** 1. Explains the difference between wig and hair piece. 2. States reasons for wearing wigs. 3. States care for wigs. 4. Demonstrates the making of wigs. 5. Demonstrates application of hair extension on a dummy or volunteer.
9	**ARTIFICAL HAIR** Caring for wigs and hair pieces Tips when buying hair pieces and wigs	**STUDENT:** 1. Differentiate between wigs and hair piece. 2. Copy notes on board. 3. Practice application of hair extension on volunteer. 4. Collect samples to see manufacturer's instructions for care
10	**ARTIFICIAL HAIR** Production of wigs (Practical)	
11	**ARTIFICIAL HAIR** Procedure for fixing artificial hair. Practical on fixing of artificial hair.	

12 13	**Revision** **Examination**	and handling of wigs and hair pieces. **INSTRUCTIONAL RESOURCES**: Sample of wig, hair pieces, needles, thread, scissors, nets, dummy, etc.

DATA PROCESSING

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Data Models** -definition of data models -types of data models	- **Defines Data Model** **-**Discusses the concept of data modeling -Give example ties of data models Instructional Resources: charts, software package.
2	**Data Modeling** -creating tables -creating forms -creating queries -creating reports	-**Demonstration how to Create Table, Form, Queries and Reports** watch teachers demonstration Instructional Resources: computer set, software packages.
3	**Data Modeling** -significance of data model -exampled of standard of a standard data model data models	-Explains the significance of data model -Participate in classroom activities Instructional Resources: computer set, software packages
4	**Normal Forms** -examples of tables in first normal forms -tables in second and third normal forms -problems of table in first normal form	-Demonstrate how to create table in normal forms -Watch teacher demonstration Instructional Resources: computer set, tutorial packages.
5	**Normal Forms** -determinants of normal forms -foreign keys	Explain the determinant of normal forms unique determinant non unique determinant -State the concept of foreign key. -Differentiate between primary key and foreign key. -Students should participate in creating tables in normal form Intentional Resources: computer set, tutorial package.
6	**Entity Relationship**	Explain the main components of an entity

	Entities attributes and relationships	relationship (er) model with examples -illustrate relationship between entity and attribute with (er) diagrams *listen and participate Instructional Resources: Charts and computer set
7	**Entity – Relationship Model** -additional features of entity model	Give additional features of Entity Model e.g. connectivity and cardinality. -Listen and participate in class discussion Instructional Resources: Charts and computer set
8	**Relational Model** -creating relations using sql -modifying relations using sql	-Explain and demonstrates how to create and modify relation using SQL -Listen and participate Instruction Resources: SQL soft ware, computer set.
9	**Relational Model** -Integrity constraints over relations	-State integrity constraints over relations such no not null, unique, primary key, foreign key and check -The constraints to define the ways automatically enforce the integrity of a database. Instructional Resources: Computer set, sql software
10	**Relational Model** enforcing integrity constraints	-The SQL to show how to enforce integrity constraints e.g. no action Instructional Resources: SQL software, computer set
11	**Relational Model** -querying relational data	Explains how to use SQL and query a relational data e.g. to create a view statement" create view name and select query".
12	**File Organization** -methods of file organization	-Define file organization -State and explain methods of file organization e.g. heap, sentential, hash and btree files -State characteristics of each file structure. Instructional Resources: Computer set, chart.
13	**Revision**	
14	**Examination**	

DATA PROCESSING

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Internet** -definition of internet -internet browser -benefits of internet	-The teacher leads the students to define internet -list internet browsers (Opera, Explorer, Mozilla Firefox, UC) etc. -Show the students their icons on the computer. -Explain / demonstrate the benefits of internet
2	**Internet** -requirements for internet connection -internet secreting -abuses of internet	Names requirements for internet commotion e.g. modem, computers etc. -Defines internet security and list examples AVG, Avast,Nortons -Students to mention the abuses of internet
3	**Internet** -searching for information -downloading a file from a web page -copying from a web page.	-guides the students to browse and open a web page on the net. -Demonstrates how to download and copy from a web page Instructional Resources: computer set with internet facility.
4	**Presentation Package** -meaning of presentation package -uses of presentation package -identification of PowerPoint toolbar and its content.	Guides the student to -definition presentation package with examples (PowerPoint) -State the uses /importance of presentation packed -The teacher loads PowerPoint presentation and guides the students to identify the tool bars and its contents.
5	**Creating Presentation** -inserting slides -applying design	Lead the students to -Work with slides, applying designs e.g. design template, color scheme, animation scheme
6	**Modifying Slides Formatting Text On The Slides** -animation texts and chart in presentation	-Format texts on slides by changing their style size colour and orientation -Apply an imitation to text e.g. entrance, exit etc -Applying animation to inserted pictures e.g. motion path PowerPoint software, computer set
7	**Final Presentation** -save presentation -set slide timing -ste transition -run slide show -close presentation	-Set slide tuning and transition style -Save the presentation run the slide show both automatically and by monde click. -Close and exit presentation instructional materials PowerPoint presentation software, computer set.
8	**Web Design Packages** -meaning of web design	-Define web design packages -State uses of web design package

	packages -uses of web design packages	-Participate in clan room discussion Instructional Resources: charts pictures
9	**Web Design Packages** -components of web design packages -examples of web design packages	-Give examples of web design packages, e.g. serif web plus, ace html g pro dream wearer, nettbject function etc. -Lead the students to discover the four components e.g. solid layout effective typography, colour scheme etc.
10	**Creating Websites** -add text , images, links and tables to web pages -format text and change page properties -publish web pages	Lead the students to create a simple web page using Google by adding text images , links and tables to the web pages. -Guides the students to format ext (change fort colour, size and type) and change paper properties -Lead the students to their web sites. Instructional Resources - internet facility, computer sets.
11	**REVISION**	
12	**EXAMINATION**	

DATA PROCESSING

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Graphic Packages** -meaning of graphic software package -uses of graphic software package	-Teacher leads the students to define graphic software package -outlines the uses of graphic package. Instructional Resources: charts, pictures, computer laboratory
2	**Graphic Packages** -examples of graphic package -component ion of graphic package	-Teacher gives examples of graphic packages - CorelDraw, Photoshop, paint etc -CorelDraw software and would be opened to see and identity their basic components like standard menu, tool box, pallet box. etc. Instructional Resources: computer set, CorelDraw software.
3	**Corel Draw** Environment -uses of the components of the warded	-Hovers around the different components and states what each in used for e.g. standard menu to see file, edit, view, arrange, layout and effects, file in the place to make a new sheet open a file, save, print and scan. students to participate actively in the practice instructional resources computer set,

		CorelDraw software.
4	**Object** Transformation -definition -object stretching -scaling, mirroring, rotating, skewing objects etc.	-defines objects transformation -guides the students to draw an object after which, they will practice scaling, stretching etc on the object. Instructional Resources: Computer set, CorelDraw software.
5	**Object Transformation** -object shaping and text kerning -editing and shaping -colour and pattern filling	-Draw an object and guides the students to perform the different kind of transformation on it. Instructional Resources: computer set, CorelDraw software.
6	**Object Editing/Arrangement** -object duplication -object movement -grouping and alignment -intersecting and trimming	-Draws an object and guides the students to duplicate and move it. -guided the students to group the duplication object and align them etc. Instructional Resources: computer set, CorelDraw software.
7	**Object Editing / Arrangement** -object envelop -blending	-Draws an object and demonstrates object and demonstrates object envelop roll – up and blending of two or more objects. students follows teachers example to practice instructional resources computer set, CorelDraw software.
8	**Working With Layout** -drawing page and background -border -set guidelines	-leads the students to create a drawing page and background. -guide the students to create border and set guidelines. Instructional resources computer set, CorelDraw software.
9	**Working With Layout** -importing image -inverting image -adding armistices	-Lead the students to import images (pictures) from another package like paint or ms – word. -lead the student to in set images on their drawing page and add artistic texts. instructional resources computer set, CorelDraw software.
10	**Maintenance Of Computer** -general cleaning of the workshop and computers.	-Explain and demonstrates how to make computer dust free -Students to clean the computers and the

	-basic maintenance procedure	workshop with the supervision of the teacher. -Participation in carrying out basic maintenance like blowing dust out. etc. Instructional Resources: computer set, broken down computer sets(scraps)
11	**Maintenance Of Computers** -battery charging and replacement -DVD drive lens cleaning	Explains and demonstrates how to charge and replace batteries and how to clean the lines of DVD drive. Instructional Resources: AC power source screw driver and clean clothes.
12	**REVISION**	
13	**EXAMINATION**	

DYING AND BLEACHING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-2	**TECHNIQUES OF TIE AND DYE BY PLEATING (TWO COLORS)** Need for advance technique of pleating, 100% cotton material, colored guinea brocade (cotton material).	The teacher demonstrates tie various pleating technique. Use twine and stick to teach the students. Allow the students to tie the method discussed. Source for the materials to be used in practical lesson. Students take active part in the lesson.
3-4	**TWISTING AND KNOTTING** Use of cotton materials in twisting and knotting.	Tie and die twisting and knotting. Teacher demonstrates for the students to see. Students partake by trying to do what the teacher has done. Students enumerate the materials involved.
5-6	**CIRCLE TECHNIQUE IN TWO COLOURS.** Creation of variety in colours.	Need for creating sense of beauty and variety. Display fabrics of multi-color works produced by circle technique. Students participate in the

		practical work. Practice dying in multi-colors.
7-8	**MARBLING IN TWO COLOURS** Meaning of marbling. Why two colours of dying.	Explain the processes involved in two colors of marbling. Students participate by helping the teacher to fold the cloth, and prepare the dye bath.
9-10	**STITCHING METHOD;** Need for creativity in tie and dye. (two colours)	Need for the production of stitching in tie/dye process. Demonstrate the processes involved. Students participate in the practical.
11-12	**FOLDING METHOD (TWO COLOURS)** Various ways of folding method.	Need for folding method to increase the knowledge of students. Demonstrate for the students to see. Students ask questions, and partake in practical.
13	**REVISION**	
14	**EXAMINATION**	

DYING AND BLEACHING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-2	**EXHIBITION OF FIRST TERM WORK;-** Need for exhibiting the students' works produced the previous term (1st term).	Need for exhibiting the students' work. Promotion of tie and dye by exposure of the students' work. Mounting of the works by the students under the supervision of the teacher. Invite teachers and students to witness the exhibition.
3-4	**TIE & DYE BY CRIS-CROSSING**	Teacher demonstrate for the students to see. Involve the

	WITH FLAT WOOD Meaning of cris-crossing of wood in the dye. Design formation. Dyeing and finishing process.	students in the practical work. Allow the students to ask questions where necessary not clear. Produce a sample of the cris-cross method of dyeing.
5-6	**CRIS-CROSS IN MULTI-COLORS.** Meaning of multicolor as in crisc-crossing method of dyeing.	Show a sample to the students. explain how that was produced. Explain the process involved in cris-crossing multi-color. Partake in the practical work.
7-8	**DIPPING METHOD (2 OR 3 COLORS** Need for creativity in tie and dye process by dipping method.	Explain the meaning and process involved in dipping method, demonstrate for the students to see. Students partake in the practical process. Produce a sample.
9-10	**PROJECT WORK ON THE METHODS DISCUSSED** Need for production of samples of each of the methods discussed.	Overview of the method discussed. Production of each of the method in tie & dye. Students produce the works. Each group producing a particular method.
11	**REVISION**	
12	**EXAMINATION**	

DYING AND BLEACHING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-2	**EXHIBITION OF SECOND TERM WORK;-** Promotion of art works. Need for consciousness of the work in school.	Need for exhibition of the previous term's work. Propagation of the students' work through exhibition. The teacher guides the students to arrange the works for exhibition by show-casing their works.
3-4	**SPLASH DESIGN** Need for enriching the students knowledge of tie and dye. Use of foam and brush to splash the design/dye.	Demonstrate for the students to see. Students join hands with the teacher to produce a sample of the splash design. Ask questions where not clear. Clean up the work area. Hang the work in the studio.
5	**INTRODUCTION TO BLEACHING** Need for knowledge in reverse way of pattern making through bleaching. Need materials such as jik, parozone.	Explain how bleaching is carried out. Allow the students to ask questions where not clear. Let a student narrate the processes involved in bleaching and dyeing process.
6-8	**BLEACHING PROCESS.** Need to acquire knowledge in bleaching process.	Demonstrate for the students to see. Engage the students in practical work. Students come to school with colored materials/cloths. Produce some designs through bleaching with jik/parozone.
9-10	**FOLDING AND BLEACHING** Need for combining folding with bleaching to form design in textile.	Demonstrate for the students to see. Fold the cloth and tie very well. Prepare diluted bleach in a plastic basin. Dip the folded cloth inside. Allow to stay for between 15 and 20 minutes. Wash the cloth thoroughly, then loose to reveal the pattern.

11-12	**EXHIBITION OF THE WORKS PRODUCED.** Need for the propagation of the trade (dyeing and bleaching) in the school and beyond.	Teacher guides the students to form shelves for exhibition of the students' works. Invite the school authority and the students to witness and watch the work produced by the students during the term.
13	**REVISION & EXAMINATION**	

ELECTRICAL INSTALLATION AND MAINTENANCE WORK

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	ELECTRICAL WORKSHOP Types of workshop Arrangement of tools and accessories in electrical workshop	Teacher: Explain the rules to follow in building electrical workshop. Display equipment and materials in the workshop Students: Observe displayed equipment and material. Instructional material: diagram of electrical workshop. Electrical tools.
2	ELECTRICAL TOOLS Types of tools Hand tools Machine tools Uses of electrical tools	Teacher: Explain different types of tools. Explain their usage. Identify the stated tools by their names Students: Observe displayed equipment and material Instructional material: Hammer, cutter, pliers
3	HANDLING OF ELECTRICAL TOOLS Position of an individual in handling the tool, example handsaw. Position – at an angle.	Teacher: pick one of the tools, example, hacksaw and stand at an angle to the table with vice and cut a pipe. Students: Participate in the cutting of pipe on a table vice Instruction material: Handsaw, table vice, aluminium pipe.
4	MAINTENANCE OF ELECTRICAL TOOLS Type of maintenance Steps taken in maintaining the selected tools i.e. by cleaning and greasing the iron parts	Teacher: Explain some of the steps to be taken in maintaining the electrical tools i.e. cleaning, greasing. Students: Clean and apply grease to lubricate the iron parts of the tools. Instructional Material: pliers, petrol, towel and lubricating agent.

5	INSULATOR Definition of insulator Types of Insulator Uses	Teacher: Display some insulating materials to students. Students: request define insulator and mention where it is applicable. Instructional materials: rubber, paper, glass, ceramics
6	CONDUCTOR Definition of conductor Types of conductor Usage	Teacher: Display some conductors. Students: define conductor and mention types and where applicable Instructional Materials: cooper, aluminium
7	ELECTRICAL ACCESSORIES Definition of accessories Identification of accessories What it is made of.	Teacher: Display some accessories. Define the accessories. Students: identify some of the accessories. Identify the major parts. Instructional materials: ceiling rose, lamp holder.
8	TYPES OF ACCESSORIES How to identify accessories IEE regulation on accessories	Teacher: Identification of major parts of the accessories by name. IEE regulation Students: Identify some of the accessories by their names Instructional materials: Lamp holder, switch, junction box.
9	INTRODUCTION TO CABLE Definition of cable Major parts of cable Definition of flexible cord Types of flexible cord.	Teacher: define cable. Display cable. Identify the major parts of a cable. Students: Identification of cables based on their names. Instructional materials: PVC cable etc
10	ARMOURED CABLE Definition of armoured cable Types of armoured cable Its application and IEE	Teacher: define cable. Display armoured cable. State different types of armoured cable. Students: Observe the displayed armoured cable Instructional material: Mics. Cable
11	INSTALLATION OF ARMOURED CABLE AND IEE REGULATION	Teacher: identify the sizes of armoured cable. Strengthen the armoured cable. Students: observe and later participate in the practice.
12	REVISION	
13 -14	EXAMINATION	

ELECTRICAL INSTALLATION AND MAINTENANCE WORK

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	INTRODUCTION TO JOINT. Definition of joint Explain termination of conduction.	Teacher: explain procedure for joining and termination cable. Students: Mention Procedure for terminating. Instructional material: aluminium conductor.
2	TYPES OF JOINTS Married joints T-joint Britania joint	Teacher: Display the married joint specimen, t joint specimen, britianal joint specimen to the students Students: identify the different joints by their names. Instructional material: aluminium conductor, pliers, cutter.
3	PRACTICAL CLASS ON JOINTING	Teacher: explain the steps to take in carrying out the practical. Cut the aluminium conductors into sizes. Students: follow the steps given by the teacher. Instructional material: aluminium conductor
4	TERMINATION 1 Three points of light connected in parallel	Teacher: sketch the diagram on the board. Adhere to IEE termination in regulation. Students: adhere to the sketched diagram and put the design to practice on their board with the aid of the following accessories; 3 lampholder, switch, pvc cable, clip board.
5	TERMINATION II Two points of light connected in series.	Teacher: sketch the diagram on the board. Students: identify the components or accessories to be used. Design the project on their board using the diagram. Instructional materials: 2 lamp holders, joint, switch, cable.
6	INTRODUCTION TO ILLUMINATION Definition of illumination Definition of illumination technology $E = 1/u^2$	Teacher: display different types of bulb. Explain the difference between darkness and light. Explain luminous flux with unit. Explain luminous intensity with unit. Students: observe the displayed object. Ask questions where necessary.

	E = $1/u^2$ co<0	Instructional material: students' classroom
7	OVER HEAD INSTALLATION Types of accessories for over head installation; conductor and insulator.	Teacher: explain over head installation. Display some accessories both in conductor and insulator material. Students: observe the displayed objects. Ask questions where necessary. Instructional material; aluminium conductor in ceramic insulators
8	UNDERGROUND INSTALLATION Types of accessories for underground installation. Conductor and insulator.	Teacher: explain underground installation. Display some accessories both on conducting material and insulating material. Students: observe the displayed objects. Instructional material: armoured cable, cable lines
9	ADVANTAGES AND DISADVANTAGES OF UNDERGROUND AND OVERHEAD INSTALLATION	Teacher: state some of the advantages and disadvantages of overhead and underground installation. Display some unit on overhead and underground installation. Students: observe the displayed charts. Instructional material: armoured cable, cable lugs, aluminium conductors, ceramic insulators.
10	REVISION	
11-12	EXAMINATION	

ELECTRICAL INSTALLATION AND MAINTENANCE WORK

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	INTRODUCTION TO TESTING Definition of testing Steps taken in carrying out testing	Teacher: explain and give reasons for testing and inspection of domestic installation. Students: observe the displayed instrument. Instructional material: magger, charts.
2	TYPES OF TESTING State the types Sequence of testing	Teacher: state the types of test. State the sequence of test e.g. polarity. Students: observe photocopies of completion and inspection certificates. Instructional material: photocopies of

		complete installation.
3	POLARITY TEST Explain polarity test Explain steps taken in carrying out polarity test	Teacher: Display the instruments required. Demonstrate their uses. Students: observe the displayed instruments Instructional material: megger, chart, testing lamp
4	PRACTICAL CLASS ON POLARITY Demonstrate the test Sketch the diagram	Teacher: demonstrate by using board and follow the sketched diagram. Students: observe the demonstration. Carry out the test.
5	INSULATION RESISTANCE TEST Explain insulation resistance test. Identify the steps taken in carrying out installation resistance.	Teacher: Display the instrument required. Demonstrate their uses. Students: observe the displayed instruments. Instructional material: megger.
6	PRACTICAL CLASS ON INSULATION RESISTANCE TEST.	Teacher: Display the instruments required. Demonstrate by using board and follow the sketch diagram. Students: observe the demonstration. Carry out the test.
7	EARTH CONTINUITY TEST Explain earth continuity conductor. Steps taken in carrying out earth continuity test	Teacher: Display the instruments required. Demonstrate its uses. Students: observe the instrument displayed.
8	PRACTICAL ON EARTH CONTINUITY TEST Demonstrate the test Sketch the diagram	Teacher: Demonstrate by using board and follow the sketch diagram. Students: observe the demonstration. Carry out the test.
9	VISUAL INSPECTION TEST Explain visual inspection Steps taken in carrying out visual inspection	Teacher: Explain what a visual test is. With the aid of a sketch diagram. Engage the students to participate Students: participate in carrying out visual inspection.
10	STATUTORY REGULATION Explain statutory regulation Guide the students on how to use IEE regulation handbook.	Teacher: Explain statutory regulation according to IEE regulation. Display some of the guide Students: observe the displayed guide.
11	REVISION	
12-13	EXAMINATION	

FISHERIES

SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	**Fish Pond**	Meaning of fish pond Types of fish pond Earthen Concrete Barrage Rosary Diversion Parallel	Teacher guides students in making sketches of different pnd types
2	**Other Culturing facilities**	Tanks(fibre glass Pen & cages Happp Race ways Practical	Guide the students to construct school fish pond.
3	**Components of pond**	In-lets Out-lets Dykes Spill ways Monks etc Practical	Arrange a visit to a standard fish pond
4	**Culture system**	Monoculture Polyculture Mono-sex culture Integrated fish farming Practical	Teacher explains culture systems, gives examples and ask questions. Students give their own examples and ask their own questions
5	**“ cont.**	Intensive fish farming Semi-intensive fish farming Extensive farming	“
6	**Water Quality**	Meaning Conditions of water quality that promote good health of fish survival Practical	Carry out laboratory experiment on water quality
7	**Water Quality Parameters**	Dissolved oxygen (Do) PH Temperature Turbidity Conductivity Practical	Guide the students to carry out the tests on water quality
8	**Methods of**	Use of dissolved oxygen meter	Guide the students to

	monitoring water quality	Wrinklers method Use of PH meter Litmus test	carry out the tests on water quality parameters.
9	**Optimum water parameters**	Dissolved oxygen (Do) 5.0-8.0) Turbidity less than 3.0cm	Laboratory experiment on water quality parameters
10	**How to increase oxygen in the pond**	Use of oxygen pump Beating the water top with paddle Making rowing movement to create water current Add fresh water Change the water	Students write reports on the demonstrations
11	**Revision**	Revisions	Revision
12-13	**Examination**	Examination	Examination

FISHERIES

SS 2 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	**Fish feed**	Natural Fish Feed: Photo planktons –Algae & water plants Zoo-planktons – Amoeba , rotifers Earthworms	Display feed stuffs and diss the nutritive value of each feed stuffs or materials
2	**Fish Feed cont.**	Molluses Insects and larvae Paw- paw leaves Maggots	Display feed stuffs and diss the nutritive value of each feed stuffs or materials
3	**Fish Feed cont.**	Artificial Feed Artificially formulated feeds, e.g; pellets & unpelleted feeds	Display feed stuffs and diss the nutritive value of each feed stuffs or materials
4	**Fish Feed cont.**	Rice bran Soya bean cake Groundnut cake	Display feed stuffs and diss the nutritive value of each feed stuffs or materials
5	**Fish Feed cont.**	Fish meal Bone meal Blood meal Wheat bran	Display feed stuffs and diss the nutritive value of each feed stuffs

		Cotton seed cake	or materials
6	**Fish Feed cont.**	Red oil Garri/corn flower Vitamin premix	Display feed stuffs and diss the nutritive value of each feed stuffs or materials
7	**Nutritive value of feed components**	Energy yielding feeds –sources: Corn & wheat bran Garri & rice Protein yielding Feeds –sources: Soya bean Fish meal Groundnut cake Blood meal	“
8	**Summary of the essential nutrients of requirements of fish**	Protein & amino acids Carbohydrate Fats & fatty acids Vitamins and minerals	Display feed stuff and discuss their nutritive value
9	Exploitation of feeding regine	4% -5% body weight for fingerlings, juveniles and sub-adults 2.5-3.5% body weight for adults	Students should determine the feeding regine of a number of fish based on their body weight
10	Period of feeding	Three(3) times daily fir fingerlings Two(2) times daily for adults,	students should be engaged in feeding the fish
11	Methods of feeding	Broad casting Spot feeding Automatic feeding (using automatic feeder)	Teacher guides the students to practice the different feeding methods
12	Revision	Revisions	Revision
13-14	examination	examination	examination

FISHERIES

SS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	**Establishment of fish pond**	Pre operations before the establishment of new pond Site selection Surveying of the land Clearing and stumping of the land Practical	Teacher guides the discussion on the preparation of the ponds to stocking
2	**" cont**	Construction of dam Construction of core trench Construction of spill way Construction of monk Practical	Demonstration of the activities involved in pond establishment
3	**" Cont.**	Liming Impoundment of the pond Pond fertilization Pond inoculation Practical	"
4	**Preparation of pond (old Ponds) for new stocking**	Drain & dry the pond Desilting –removal of silts & debris Check cracks Lime Practical	Prepare the old pond for stocking
5	**" cont**	Impoundment Fertilization Inoculation Stocking Practical	"
6	**Stocking**	1. Definition and meaning 2. Principles of stocking: - stock fish of same species to avoid cannibalism - stock fish of same age with same growth rate - avoid over stock since it results in competition for feed, space oxygen	Demonstrate the stocking principles
7	**Procedures for stocking**	Period of stocking: Morning or late in the evening Stocking density: 2-4 fish per square metre Procedures for stocking: Immersed the bags (polythene bag or	Demonstrate the stocking procedures

		fire glass tank containing fingerlings, water and dissolved oxygen) in the pond water for 30minuits Open the bag carefully Allow pond water to gradually flow in & mix ith the water in the bag/tank Allow the fingerlings to swine off into the pond Practical	
8	**Pond management**	Practice carried out to ensure fish production: Disease control Hygiene	Demonstration of the various pond management
9	**" cont.**	regular feeding regular change of water regular supply of oxygen	"
10	**Fish Transportation**	Fingerlings should be transported by using oxygenated bags & clean big containers feeding should be done daily sorting should be done monthly.	"
11	**Revision**	Revision	Revision
12	**Examinations**	Examinations	Examinations
13-14	**Examinations**	Examinations	Examinations

GARMENT MAKING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**FIGURE TYPE** Different figure types Three main figure types; short, fatie. Four variation of the main figure types.	Analyze different figure types and their variations. Resources; chart of various figure type, mirror, measuring tape etc
2	**SELECTION OF FABRICS FOR DIFFERENT FIGURE TYPE** Identification of suitable color for various figure types. Color appropriate and texture of	Resources; chart of color wheel.

	fabrics for different figure types.	
3	**FABRIC DESIGN AND PATTERNS** Fabric design and patterns suitable for different figure types e.g lines or stripes, prints, floral design.	Explain design and pattern suitable fo various figure types. Resources; fabrics of various textures and design.
4	**CHOICE OF STYLE** Identification of suitable styles for various figure types. Identification of figure problems e.g. large burst and hips, thin waist and neck, long neck etc	Explain how to solve figure problems using styles, demonstrate modeling of styles to determine their effects on various figure types. Resources; simple dress of various styles, full length mirror.
5	**IDENTIFICATION OF STYLE FEATURES.** Identification of style features that conceal figure problems.	Describe styles features that conceal figure problems. Resources; mirror.
6	**DRAFTING OF PATTERNS** Measurement for drafting bodice blocks. Drafting of back bodice block.	Teacher demonstrates the actual drafting of back bodice block. Resources; brown papers, pencils, measurement tape, pins, scissors, long ruler.
7	**DRAFTING OF FRONT BODICE BLOCK** Measurement for drafting front bodice block. Drafting of front bodice block.	Teacher demonstrates the actual drafting of front bodice block. Resources; brown papers, pencils, measurement tape, pins, scissors, long ruler.
8	**PRINCIPLES OF ADAPTATION AND TECHNIQUES OF ADAPTATION** Meaning of adaptation Materials for adaptation. Darts manipulation. Processes of slashing and spreading.	Explain the meaning and techniques of adaptation. Resources; front and back bodice blocks, brown paper etc

	Ease and seam allowances required for each section.	
9	**ADAPTATION OF BODICE INTO BLOUSE PATTERN** Sketching of simple blocks into blouse pattern. Transfer of bodice unto new paper. Incorporating style features unto new paper.	Teacher demonstrates the adaptation of blocks into blouse pattern. Resources; front and back bodice block, brown paper, scissors, long ruler, cello-tapes, arm holes curves etc.
10	**ADAPTATION INTO BLOUSE STYLES** Slashing and spreading to incorporate style features.	Demonstrates the adaptation into blouse style. Resources; front and back bodice blocks, brown paper, pins, scissors, pencil, eraser, arm hole curves etc
11	**ADAPTATION INTO SHIRT STYLES** Measurement for drafting of shirt blocks. Drafting of back and front shirt blocks.	Teacher demonstrates the adaptation of shirt styles using shirt blocks. Resources; front and back shirt blocks, brown paper, pencil, arm hole curves etc.
12	**ADAPTATION INTO SHIRT PATTERN**. --Sketching of shirt styles. --Transfer of shirts block unto a new paper. --Incorporation of styles features by splashing and spreading. --Addition of seam and ease allowances.	Demonstrates the adaptation of shirt blocks unto a new paper. Resources; front and back shirt blocks, brown paper, pins, eraser, cello-tape, arm hole curves etc
13	**REVISION**	
14	**EXAMINATION**	

GARMENT MAKING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**DRAFTING OF SKIRT BLOCKS** Measurements required for skirt blocks. Drafting of back and front blocks.	Demonstrates the drafting of front and back skirt blocks. Resources; brown paper, pencils, pins, tapes, T-square, long ruler, skirt guide/curves, rulers, scissors etc
2	**ADAPTATION OF SKIRT BLOCK** Description of different styles of skirts, gored, yoked, pleated, and circular skirts.	Teacher demonstrates the adaptation of skirt styles from the basic skirt blocks. Resources; basic skirt blocks, brown paper, pencil, eraser, cello-tape, skirt guides, ruler etc
3	**DRAFTING OF SLEEVE BLOCKS** Measurement for drafting sleeve block. Drafting of sleeve block.	Teacher demonstrates the drafting of the sleeve block. Resources; brown paper, pencils, pins, T-square, long ruler, arm holes curves, scissors, measuring tape etc
4	**ADAPTATION OF SLEEVES** Description on the 3 classes of sleeves e.g set-in, raglan and kimono. Variation of sleeve styles in each, e.g set-in-puff sleeve and cowl sleeve, flare or bell sleeve. Kimono sleeve, and dolman or bat sleeve. Raglan sleeve with puff at shoulder.	Teacher demonstrates the adaptation o the sleeve styles e.g puffed sleeve, flare/bell sleeve, magyer, raglan etc Resources; basic sleeve block, bodice block, brown papers, scissors, pencils, pins, cello-tape, arm hole curves, paper etc
5	**ADAPTATION INTO PUFF AND FLARE** Sketching of different sleeve styles. Transfer of sleeve block Identification of point of adaptation Incorporation of puff and flare through slashing and spreading.	Teacher demonstrates the adaptation of sleeve styles e.g puffed sleeve, flare etc Resources; basic sleeve block bodice, bodice blocks, brown papers, scissors, pins, cello-tapes,

	Addition of allowances. Transfer onto a new paper.	long ruler, arm hole curves etc.
6	**COLLARS** Classification of collars e.g. flat, rolled, shirt collar. Variation of collars under each class. Sketching of different collars.	Teacher demonstrates the adaptation of simple collars from the basic collars. Resources; drafted collars, bodice blocks, brown paper, paper, scissors, pins, pencil etc
7	**DRAFTING OF BASIC COLLARS** Points to consider when designing collar. Measurement for drafting collar Drafting of basic shirt collar without stand.	Teacher demonstrates the drafting of basic shirt collar without stand. Resources; drafted collars, bodice blocks, brown paper, scissors, pencil, eraser, ruler etc
8	**ADAPTATION OF ROLLED COLLAR (SHAWL)** Measurement of neckline adapted blouse pattern. Adaptation into shawl collar using adapted blouse pattern.	Teacher demonstrates using the adaption of blouse pattern into shawl collar. Resources; drafted collar, bodice block, brown paper, scissors etc
9	**DRAFTING OF BASIC TROUSER BLOCKS** Measurement for drafting trouser blocks. Drafting of trouser blocks.	Teacher demonstrates the drafting of trouser blocks. Resources; brown paper, pencils, pins, T-square, long ruler, scissors etc
10	**ATTACHMENT OF CUFFS** Description and functions of cuffs. Cutting of three types of cuffs e.g. straight band Buttoned/shirt Turn up Attachment of cuff on shirt sleeve.	Teacher describes the functions of cuffs., demonstrates the cutting of three different types of cuff e.g straight band, buttoned/shirt, etc Resources; basic sleeve block, bodice block, brown paper, pencil, pins, ruler etc
11	**REVISION**	
12	**EXAMINATION**	

GARMENT MAKING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**ADAPTATION OF GOWNS FROM BLOUSE AND SKIRT PATTERN** Tracing out of the patterns unto new brown paper. Sketching of desired simple gown into flared skirt. Incorporation of styles features on the patterning e.g opening, fastening through slashing and spreading. Transferring of adapted pattern unto a new paper.	Teacher demonstrates the adaptation of gowns using blouse and skirt patterns. Resources; blouse pattern, skirt patterns, sleeve block, brown paper, pencil, pins cello-tapes, scissors, ruler, curves.
2	**METHOD OF SEWING GARMENTS** Flat method and circular. Procedures for flat method of sewing garment. Steps involved in circular method sewing.	Teacher demonstrate the unit method of sewing garment. Resources; adapted blouse/shirt patterns, sleeves, collars, facings, garment fabric, sewing tools and equipments.
3	**GARMENT MAKING** Graining—identification of fabric grain lines e.g. warp and weft grain lines. Importance of straight/warp grain line. Different methods of folding fabric for cutting out. Selection of pattern pieces required.	Teacher explains and identifies different methods of folding fabric for cutting out and the selection of pattern pieces required. Resources; garment fabric, pattern pieces, adapted blouse/shirt patterns, tools, equipments etc
4	**LAYING OF PATTERN PIECES ON FABRICS** Pinning accurately Methods of transferring pattern markings e.g use of tracing wheel and tailor tack etc	Teacher demonstrates laying of pattern pieces on fabrics. Resources; garment fabric, pattern pieces, adopted blouse/shirt patterns, sewing

		tools and equipments etc
5	**CONSTRUCTION OF SIMPLE BLOUSE** Cutting out using correct strokes- short and long at appropriate sections Neatening raw edges. Joining pattern pieces with loose stitching for fitting and adjustment.	Teacher demonstrates the construction of making simple blouse. Resources; adapted blouse, patterns, sleeve garment fabric, sewing tools and equipments etc.
6	**MAKING UP OF A BLOUSE** Permanent stitching of pattern pieces using circular method. Processes of sewing garment.	Teacher demonstrates the unit method of making a blouse. Resources; adopted blouse patterns, sleeves, collars, facings, garment fabric, sewing tools and equipments etc.
7	**EDGES FINISHING** Different method of finishing edges. Hemming, scallop edge, bias binding, attachment of lace.	Teacher demonstrates the edge finishing e.g hemming, scallop edge, bias binding and attachment of lace. Resources; lace, bias binding, sewing tools and equipments etc.
8	**TRIMMINGS** Meaning and functions of trimmings Items used for trimmings Cutting and joining of cross way stripes.	Teacher display items used for trimmings and demonstrates cutting and joining of cross-way stripes. Resources; fabric, sewing tools, items for trimmings etc
9	**CONSTRUCTION OF SHIRT** Folding and cutting out using adapted shirt patterns. Transfer of pattern markings. Joining for fitting	Teacher demonstrates the cutting out using adapted shirt patterns, joining and attachment of collar. Resources; adopted shirt

	Attachment of collar.	pattern, fabric, sewing tools, equipment, collar blocks, etc
10	**ATTACHMENT OF CUFFS** Description and functions of cuffs Cutting of three types of cuffs- straight band, buttoned/shirt and turn-up. Attachment of cuff on shirt sleeve.	Teacher demonstrates how to cut three types of cuffs. Resources; sample of garments with cuffs, fabric and sewing tools.
11	**MODELING OF GARMENT MADE** Fashion parade in the department. Exhibition of all article made.	Students to wear their finished product. Resources; garment made.
12	**REVISION**	
13	**EXAMINATION**	

MACHINE WOOD WORK

SS 2 FIRST TERM

WEEK	TOPIC /CONTENT	ACTIVITIES
1	**Timber seasoning** Definition of seasoning Reason for seasoning Method of seasoning.	Define seasoning of timber Explain reason for seasoning timber
2	**Timber seasoning** Definition of seasoning Reason for seasoning Method of seasoning.	Explain concept of timber seasoning State reason for seasoning timber
3	**Timber seasoning** Definition of seasoning Reason for seasoning Method of seasoning.	Describe two method of seasoning of timber Describe natural and artificial method of seasoning
4	**Timber seasoning** Definition of seasoning Reason for seasoning Method of seasoning.	Describe natural and artificial method of seasoning advantage and disadvantage. List atleast three advantages and disadvantages of seasoning of timber.
5	**Timber defects** Timber defects e.g. knot, shakes, split. Etc	Display sample of timber defects. Define timber defects.

6	**Timber defects** Timber defects e.g. knot, shakes, split. Etc	Define timber defects and give examples of timber defects Give example of timber defects and their causes
7	**Timber defects** Timber defects e.g knot, shakes, split etc	Explain various timber defects and their causes Give example of each type
8	**Timber defects** Timber defects e.g knot, shakes, split etc	Give examples of the following defects: knot, shakes, and split Explain causes of the following: knot, shakes and split
9	**Timber preservation** Types of timber preservation and their characteristics Selection and application of timber preservatives	Explain why timber is preserved Guide students to select and demonstrate the application of timber preservatives
10	**Timber preservation** Types of timber preservation and their characteristics Selection and application of timber preservatives	
11	**Timber preservation** Types of timber preservation and their characteristics Selection and application of timber preservatives	
12	**Revision**	**Revision**
13	**Exams**	**Exams**
14	**Exams**	**Exams**

MACHINE WOOD WORK

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Safety in the operation of wood work machine.** Safety rules in the operation of wood work Cross cut saw Circular saw Surface planner	Explain and demonstrate safety rules in the operation of cross cut saw Supervise students activities

	Thickness Jig saw sandar	
2	**Safety in the operation of wood work Machine** Safety rules in the operation of wood work Cross cut saw Circular saw Surface planner Thickness Jig saw Sandar	
3	**Safety in the operation of wood work Machine** Safety rules in the operation of wood work Cross cut saw Circular saw Surface planner Thickness Jig saw Sandar	Explain and demonstrate safety rules in the operation of circular sawing machine Supervise students activities.
4	**Safety in the operation of wood work Machine** Safety rules in the operation of wood work Cross cut saw Circular saw Surface planner Thicknesses Jig saw Sandar	explain and demonstrate safety rules in the operation of surface planner supervise student activities practice safe operations of the machine
5	**Safety in the operation of wood work Machine** Safety rules in the operation of wood work Cross cut saw Circular saw Surface planner Thickness Jig saw Sander	explain and demonstrate safety rules in the operation of thickness supervise student activities practice safe operations of the machine
6	**Safety in the operation of wood**	1.state five safety rules to be observed

	work machine Safety rules in the operation of crosscut, jig saw and sander	when using the jig saw 2. explain and demonstrate the safety rules in the operation of the jig saw 3. observe students activities
7	**Safety in the operation of wood work machine** Safety rules in the operation of crosscut saw.	1.state five safety rules to be observed when using the cross cut saw 2. explain and demonstrate the safety rules in the operation of the cross cut saw 3. observed students activities
8	**Safety in the operation of wood work machine** Safety rules in the operation of orbital sander	1.state five safety rules to be observed when using the orbital sander machine 2. explain and demonstrate the safety rules in the operation of the orbital sander machine 3. Supervise students activities
9	**Safety in the operation of wood work machine** Safety rules in the operation machine	1. General safety rules in the operation of wood work machines.
10	**Revision**	**Revision**
11	**Exams**	**Exams**
12	**Exams**	**Exams**

MACHINE WOOD WORK

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Wood work machines** parts and uses of jig saw sander band saw tenoner types of maintenance	show students parts of the machine name the parts of the machines describe the use of the machine and parts

2	**Wood work machines** parts and uses of jig saw sander band saw tenon types of maintenance	
3.	**Wood work machines** parts and uses of jig saw sander band saw tenoner types of maintenance	explain types of maintenance and demonstrate how to maintain machine\ give practical exercises on machine maintenance
4.	**Wood work machines** parts and uses of jig saw sander band saw tenoner types of maintenance	explain types of maintenance and demonstrate how to maintain machine\ give practical exercises on machine maintenance
5	Jig saw, sander, band saw, tenoner maintenance	Describe the use of the machine and their parts. Explain types of maintenance Demonstrate how to maintain machines Give practical exercises.
6	**Wood machining** Machine operations Cross cutting Ripping Grooving Surface planer Shooting Chamfering Beveling and tapering Sanding Curve cutting Mitre cutting Tenoning	Demonstrate machine operation Supervise activities
7	**Wood machining Contd.**	Explain machine operations of cross cutting, ripping, grooding, surface planner and shooting Supervise the students activities.
8	**Wood machining Contd.**	Explain machine operation of chamfering, beveling, tapering, sanding, curve cutting and tenoning Supervise students activities

9	**Wood machining** Machine operations Cross cutting Ripping Grooving Surface planer Shooting Chamfering Beveling and tapering Sanding Curve cutting Mitre cutting Tenoning	
10	**Wood machining** Machine operations Cross cutting Ripping Grooving Surface planer Shooting Chamfering Beveling and tapering Sanding Curve cutting Mitre cutting Tenoning	
11	**Revision**	**Revision**
12	**Exams**	**Exams**
13	**Exams**	**Exams**

MARKETING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Types and distribution** Function of distribution Meaning of distribution Types of distribution	**The Teacher** guides the students and gives the meaning of distribution **Instructional Materials** Material, magazines, diagrams, pictures etc
2	**Types and function of distribution Cont.**	**The Teacher** explains the functions choice and distribution channels.

	Channels of distribution Functions of distribution channels Choice of distribution channels	**Instructional Materials** Diagrams, pictures
3	**Transportation** Meaning Importance	**The Teacher** explains the meaning of transportation in marketing. The Teacher states the importance of transportation **Instructional Materials** Newspaper cutting pictures, map of Nigeria showing transportation routes ,
4	**Transportation Cont.** Identification of major modes of transportation Land transport Road and Rail transport Advantages and disadvantages of land transportation	**The teacher** identifies the major modes and illustrates on them. The teacher explains the advantages and disadvantages of land transportation **Instructional Materials** Map of Nigeria showing transport routes
5	**Transportation** (**Water Transport**) Meaning Types Advantages and Disadvantages	**The Teacher** explains the meaning of water transport and also engages the students in the disadvantages and disadvantages of it. **Instructional Materials** : - charts showing the advantages and disadvantages.
6	**Transport by Air** Meaning Advantages and disadvantages	**The teacher** explains the meaning and further highlights the advantages and disadvantages. **Instructional Materials** A Picture of an aeroplane.
7	**Transport by Pipeline** Meaning Advantages and disadvantages	**Teacher** explains the meaning and guides the students in meaning discussions on the advantages and disadvantages. **Instructional Materials** A pictures of a pipeline transport
8	**Transportation** Advantages of one mode over the other e.g advantages of Air over rail. The factors that determine the choice of transport.	**The Teacher** tells the students the advantages of Air transport over rail and also discusses the factors that determines the choice of transport **Instructional Materials** A chart
9	Documents used in transportation Documents used in transportation	**The teacher** explains the documents used in transportation and its

	Terminologies used	terminologies. **Instructional Materials** A sample of bill of lading
10	**Documents Used in Transportation Cont.** Documentary credit Bill of exchange Types of bill of exchange Others e.g charter	**The teacher** explains documentary credit, Bill of exchange and types. **Instructional Materials** A sample of Bill
11	**Trade** Meaning Types Features of home trade	**The teacher** explains trade, talks about the types and gives the features of home trade. **Instructional Materials** A trade chart
12	**Trade Cont.** Division of home trade Functions	**The Teacher** explains the division of home trade and its functions **Instructional Materials** A chart.
13	Revision and Examination	

MARKETING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Warehousing** Meaning of warehouse and warehousing Factors that affect the location of warehouse	**The teacher** explains the meaning of warehouse and warehousing. The factors that affect the location of a warehouse. **Instructional Materials** A picture of a warehouse , magazines, etc.
2	**Warehousing Cont.** Functions Types of warehousing Activities of warehousing	**The teacher** explains the functions and types of warehousing. Takes students out on a visit to a warehouse. **Instructional Materials** Warehouse or a chart showing a warehouse
3	**Structure and market unions for the sale of goods.** Structure and market union for sale of goods Identification of channels or	**The teacher** explains primary and secondary products. **Instructional Materials** Invites a market union leader to discuss their roles in marketing

	structure. For marketing primary and secondary and secondary products	process.
4	**Structure and Market Unions for the Sale if Goods Cont.** Market union involvement	**The teacher** takes students to visit a nearby market **Instructional Materials** **Resource person**
5	**Roles of facilitators** Facilitators Roles of facilitators in : food processing, industries, banks, co-operative societies Basins and board Micro finance companies	**The teacher** explains the meaning of facilitators engage students in the discussion on the roles of facilitators. Also guided students to role-play the roles of facilitators in marketing of primary and secondary products **Instructional Materials** Co-operative societies
6	**Marketing of Mineral Products** Minerals products Oil and non-oil product	**The teacher** explains the meaning of mineral products, oil and non-oil products **Instructional Materials** Map of Nigeria showing location of the mineral products
7	**Marketing of Mineral products Cont.** Methods of marketing mineral products	**The teacher** discusses the methods of marketing mineral products **Instructional Materials** The teacher states the channel of marketing the products
8	**Market Segmentation** Characteristics Advantages	**The teacher** explains the characteristics of market segmentation and its advantages **Instructional Materials** A shop
9	**Public Relation and Customer Services** Definition Public relation media Role of public relations	**The teacher** defines public relation, the media and explains it role. A chart, calendar and magazines
10	**Public relation and customer services Cont.** Pre-sale services After-sale services Importance of customer services	**The teacher** explains pre-sale, after-sale and importance of customer services **Instructional Materials** Magazines , calendars
11	Revision and Examination	

MARKETING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Meaning and reasons for international marketing** International marketing Importance	**The teacher** explains international marketing and its importance. **Instructional Materials** Trade journals, pictures, magazines etc
2	**Meaning and reasons for international marketing Cont.** International trade system Market decision and reason e.g wider market escape from competition	**The teacher** explains international trade system, market decisions and reasons **Instructional Materials** Magazines, internets, pictures Radio and television
3	**Meaning and Reasons for International Marketing Cont.** Features of international marketing-Economic political, legal ,social, cultural, geographic features	**The teacher** directs discussion on features of international marketing **Instructional Materials** Internets, Trade journals
4	**Organizing for International marketing** International marketing Approaches to international marketing	**The teacher** leads discussion on the key approaches to entering international market **Instructional Materials** Pictures of foreign products catalogues
5	**Organizing for International Marketing Cont.** Adaptation of marketing plans for international marketing	**The teacher** guides discussion on restriction and rules involved in international marketing **Instructional Materials** Pictures of foreign products catalogues
6	**Application of Information Communication Technology (ICT) in International Marketing** Information and communication Technology in international marketing	**The Teacher** leads discussion on ICT in International marketing **Instructional Materials** - GSM, telephone and computer system
7	**Application of Information Technology (ICT) in International Marketing Cont.** Internet browsing electronic	**The Teacher** demonstrates the use of the internet in electronic marketing **Instructional Materials** Laptops, GSM, Computer
8	**Application of Information Technology (ICT) in International Marketing Cont.** Ethics and Internet	**The Teacher** guides students to use internet facilities **Instructional Materials** Website

9	**International Trading** Foreign trade Reasons for foreign trade Difference between domestic and international trade	**The teacher** explains foreign trade, its reasons and the differences between domestic and international trade **Instructional Materials** A chart
10	Revision /Examination	

PHOTOGRAPHY
SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Revision (Printing of Photographs)**	Observe Printing Process
2	**Historical Development of Photography** Development of stages: early pre-modern modern People involved in: Joseph Nicephore John Schwz Louis Dagusere Willam Fox Tadbot etc.	Compare photographs of early pre modern and modern period List the major contributions of the inventors
3	**Photography development in Nigeria** Pre-independence photography in Nigeria Post – Independence photography in Nigeria	Compare photograph of pre and post independence periods
4	**Introduction to Lightening** The sources of light Natural Light Artificial Light	Experiment by shooting photographers in both day and night.
5	**Natural Light** Sources of Natural Light Sun (b) moon and stars Natural light and photography	Experiment by shooting photographs in both day and night
6	**Practical works on Natural Light and photography**	Experiment by shooting photograph
7	**Artificial Light** Sources of Artificial Light Flash (b) studio lightening equipment Artificial light and photography	Indoor (Studio) Outdoor
8	**Practical work on Artificial light and photography**	Experiment by shooting photographs
9	**Lenses**	Experiment with concave and

	The meaning of lenses. Basic principles of lens Convergence of light Divergence of light Types of lens Positive lenses Lenses (convex (b)) Negative lenses (Concave)	convex lenses in the sun
10	**Lenses** The meaning of aperture Relationship between lens and aperture Lens: (a) focal length (b) short and long focal length 4. aperture: (a) position (b) F- Stop	Compare aperture and lens Locate the lens and aperture in a camera Manipulate lens and choose f – stop
11	**Camera Lens** The definition of camera lens Types of camera lens Standard b. wide angle (fish eye) c. harrow angle (Telephone) d. zoom etc The uses of camera	Identify different camera lenses Enumerate the uses of different camera
12	**Revision**	
13	**Examination**	
14	**examination**	

PHOTOGRAPHY
SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Revision (Camera Lens)**	
2	**Shooting:** i. Methods of shooting of photographs by using hand held and tripod ii. Composition: Line Shape Space Tone Colour	Identify elements of composition from different Shoot different subjects from nature

	iii. Nature study: (a) plants (b) animals (c) landscape	
3	**Practical exercise on shooting** Still Life: (a) Arranged household utensils (b) arranged fruits. Portraiture: (a) a child (b) an adult (c) group	Shooting different still life subjects.
4	**Practical Exercise on Shooting of Photography**	Differentiate between the various shot
5	**Tripod** tripod definition parts of tripod uses of tripod cares of tripod	Identify various parts of Trip
6	**Uses of Tripod (Practical)** mounting of camera on tripod shooting of photographs by using tripod	demonstrate how to mount the camera on tripod shoot different photographs by using tripod
7	**Camera Filters** the meaning of camera filters types of camera filters uses of camera filters advantages and disadvantages of camera filters	Identify camera filters
8	**Practical work on shooting photographs with using camera filters**	Observe different photographs with using camera filters
9	**Care and preservation of photographs** methods of care and preservation of photographs e.g. (i) mounting (ii) framing (iii) lamination definition of framing definition of lamination	Observe different between frame and lamination
10	**Practical work on how to produce: frame, lamination**	Identify various tools and equipment use in making frame and lamination
11	**Revision**	
12	**Examination**	
13	**Examination**	

PHOTOGRAPHY
SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Revision (Care and preservation of**	

	photographs)	
2	**<u>Introduction to digital photography</u>** The meaning of digital photography Differences between digital photography and analogue photography work	Discuss the uses of equipment needed in digital photography
3	**<u>Introduction to digital photography</u>** Digital photography equipment e.g (a) digital camera (b) computer system (c) printer Differences between digital camera and still camera	Discusses the uses of equipment needed in digital photography
4	**<u>Introduction to digital photography</u>** Digital photography software meaning, types Uploading from digital camera Use of Photoshop application	Operate the computer system by : (1) uploading digital image (2) editing uploaded applications.
5	**Practical work on uploading from digital camera**	Experiment on how to upload image from the camera
6	**Practical work on uses of Photoshop application**	Experiment of editing uploading images using Photoshop
7	**<u>History & Appreciation of Photography II</u>** History of photography in Nigeria Contemporary Nigerian photographer e.g. Sunmi Smart Cole, Kelechi, Amadi etc	Identify: Works of the photographers Style of expression
8	**<u>Emergency of digital photography</u>** Development of digital photography from the early 80s Digital photography today	Compare digital photography with traditional photography
9	**Field Trip**	Ask relevant question on the practice of photography
10	**Field Trip**	Ask relevant question on the practice of photography
11	**Revision**	
12	**Examination**	
13	**Examination**	

SALESMANSHIP

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PRICING** Meaning of pricing Pricing objectives	Teacher defines pricing, objectives, strategies, and types of pricing.

	Pricing strategies Model of pricing Types of pricing	Students differentiate between pricing and models of pricing.
2	**PRICING** Problems of pricing. Price changes and customer attitudes. Factors affecting product pricing Importance of price fixing. Objectives of pricing.	Teacher states the reasons for price changes and factors affecting product pricing. Students state the importance of price fixing.
3	**DEMAND** Meaning of demand Types of demand; derived, joint, competitive demand. The relationship between demand and pricing.	Teacher explains demand and its types, explain the relationship between demand and pricing. Students list and explain types of demand.
4	**DEMAND** Effects of increase or decrease in demand. Market forces of demand Laws of demand Factors affecting demand.	Teacher sates and explains the factors affecting demand. Students state laws of demand and copy black board notes.
5	**COST BASE** Meaning of cost Types of costed; fixed, variable, average, marginal cost. Differentiate between the types of cost.	Teacher identifies and examines the types of cost. Students list and explain the different types of cost.
6	**COST BASE** Determinants of cost Elements of cost base e.g incidental cost, cost of owning the assets Cost basis methods e.g FIFO (first in first out), average basis.	The teacher explains the determinants of cost. Students identify four types of cost.
7	**DISCOUNT** Explain the term discount. Types of discount; Cash discount Seasonal discount	Teacher explains the reasons why discount is important. Students enumerate and explain

	Quantity discount Trade discount. Reasons for granting discount.	the type of discount.
8	**DISCOUNT** Importance of discount to the customer Benefits of discounts to; buyer, seller, producer.	Teacher lists the types of discount and explains each. Students participate in class discussion on the subject matter ‘’discount’’.
9	**MONEY** Meaning of money Functions of money to a salesman Quality of money	Teacher defines money and states its functions. Students list and explain five qualities of money.
10	**MONEY** Advantages of money Differences between money and commodities used for exchange. Importance of money to a salesman.	Teacher states the importance of money. Students state advantages of money, and copy notes on the board.
11	**REVISION**	
12	**EXAMINATION**	

SALESMANSHIP

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**CONSUMER** Meaning and Rights of a consumer Factors that influence consumer buying behavior. Meaning of consumer market.	Teacher explains consumer and consumer market. Students take active part in class discussion of consumer and consumer market.
2	**HISTORY OF SALESMANSHIP** Development of salesmanship List major types of buying decision Meaning of consumerism Reasons for consumer protection.	Teacher explains the factors influencing consumer buying behavior. Students explain consumerism.
3	**DECISION PROCESS** Explain decision process Types of decision;- Programme decision Non-programme decision. Elements of the decision situation;- The decision makers Goals to be served. Relevant alternatives Ordering of alternatives Choice of alternatives.	The teacher defines decision process and explains the reasons for decisions. Students define decision process and copy notes on the board.
4	**DECISION PROCESS** Reasons for consumer decision Effects of consumer decision on sale Difficulties of consumer decision process. Problem-solving and decision making.	Teacher states reasons for consumer decision. Students list and explain the problems of decision process and the hierarchy of need.
5	**ENVIRONMENTAL FACTORS AFFECTING CONSUMER BEHAVIOUR** Explain business environment Classification of business	Teacher states the dangers of conventional market profits. Students explain the meaning of

	environment Dangers of conventional markets profits Meaning of conventional market.	business environment.
6	**ENVIRONMENTAL FACTORS AFFECTING CONSUMER BEHAVIOUR** Characteristics of conventional market Customer attitudes and behavior towards his environment. List things that affects consumer behavior like; family income, sex, age, education etc	Teacher states customer attitudes and behavior towards his environment. Students identify the characteristics of conventional market.
7	**COOPERATE BUYING BEHAVIOUR** Meaning of cooperate buying behaviour State cooperative buying complex Emerging pressure in cooperate purchases.	Teacher explain the meaning of cooperate behavior. Students define who a cooperate buyer is.
8	**MAJOR SALES INFLUENCE** Meaning of sales Factors that stimulate sales Each factor mentioned can help to increase sales.	Teacher states factors that stimulate sales. Students take part in class discussions.
9	**MAJOR SALES INFLUENCE** Meaning and Types of cash sales; prompt cash, spot cash, cash on delivery, cash with order. Meaning of credit sales. Advantages and disadvantages of credit sales.	Teacher defines and states types of cash sales. Students state advantages and disadvantages of credit sales.
10	**REVISION**	
11	**EXAMINATION**	

SALESMANSHIP

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**CHANNELS OF DISTRIBUTION** Meaning of distribution Meaning of channels of distribution Different channels of distribution Factors for consideration before choosing a channel of distribution.	Teacher explains the meaning of distribution, and meaning of channel of distribution. Students define channel of distribution
2	**CHANNELS OF DISTRIBUTION** Advantages and disadvantages of each channel Reasons for channels of distribution Discuss using fragile products, furniture, for specific channels.	Teacher explains products that can move using each channel identified. Students identify problems of distribution channel.
3	**RETAILER** Meaning, Characteristics, and Functions of a retailer. Factors to be considered in setting up a retail sale.	Teacher identifies the characteristics of a retailer. Student define a retailer.
4	**RETAILER** Advantages and disadvantages of retailer ship. Duties of a retailer to the producer. Duties of a retailer to the consumer. Meaning of a producer and its functions.	Teacher states the advantages and disadvantages of a retailer. Students identify the duties of a retailer.
5	**WHOLESALER** Meaning of wholesaler Roles of wholesaler in the distribution channels. Major types of wholesalers; merchant wholesaler, cash and carry, specialist wholesaler, rack jobbers etc	Teacher states meaning of wholesaler in distribution channels. Students identify the roles of wholesaler in distribution channel.
6	**WAREHOUSING**	Teacher identify the various

	Meaning of warehousing Importance of warehousing Types of warehouses; bonded, state or queen, wholesale, public etc Advantages and disadvantages of warehousing.	types of warehouse. Students to define wholesaler warehousing.
7	**CONSUMER COOPERATIVE SOCIETIES** History of consumer cooperative societies. Meaning of cooperative society. Functions of a cooperative society.	Teacher writes out a brief history of cooperative society. Students actively participate in class activities.
8	**CONSUMER COOPERATIVE SOCIETIES** Advantages and disadvantages of co-operative societies. Meaning of retail cooperative society Meaning of multi-purpose cooperative society**.**	Teacher lists advantages and disadvantages of cooperative societies. Students list out types of cooperative societies.
9	**EXPORT TRADE AND IMPORT TRADE** Meaning of export trade Types of export trade; visible, and invisible export, entrepot. Benefits of export trade Advantages of export trade.	Teacher states the differences between the various types of export trade. Students discuss the benefits of export trade.
10	**EXPORT AND IMPORT TRADE** Meaning of import trade Division of import trade. Role of a salesman in both import and export. Problems associated with import trade. Benefits of import trade to the economy.	Students discuss the role of salesman in both export and import. Students state the division of import trade.
11	**COMMERCIAL DOCUMENTS** Meaning, and Types of commercial documents corrently being used.	Teacher states the meaning of commercial documents. Students actively discuss trade terms and abbreviations, and

	Trade terms and abbreviations.	also copy notes on the board.
12	**REVISION**	
13	**EXAMINATION**	

TOURISM

SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	**Festivals in Nigeria** Argungu international fishing festival Dimbar festival sharo or shadi festival etc	**Teacher:** Guides students identify the festivals in Nigeria **Student:** Note and write down the festival in Nigeria
2	Osun Oshogbo international festival Oyo festival	**Teaching and learning materials:** chart, videos, pictures, festivals
3	New yam festival Omaba festival	
4	Heritages in Nigeria Surkur world heritage site	**Teacher:** Leads students to identify heritages in Nigeria
5	Arts and artifacts	**Students:** Note and write down heritage in Nigeria
6	Museum and monuments	**Teaching and learning materials** visit museums and monuments, charts, pictures
7	Theaters and art galleries	
8	Cultural music and dance, music and movies	
9	Spiritual and worship centres	
10	**National tourism events** National sport festival National festival of art and culture (NAFEST)	**Teacher:** Leads the students to identify and explain National tourism events **Students:** Participate and list National tourism events
11	Abuja carnival African Arts and Craft Expo (AFAC)	**Teaching and learning materials;** Chart, videos, pictures, events
12	**Revision**	
13	**Examination**	

TOURISM

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Travel agency business** Meaning of travel agent Functions of travel agent Reservation Ticketing Visa procurement etc	**Teacher:** Defines travel agent and guides students to list the functions of a travelling agent **Student:** Write the definition of a travel agent and list the function of a travel agent
2	**Qualities of a travel agent** Marketing skills Honesty / integrity Good communication skills Timeliness	**Teacher:** Leads students to identify qualities of a travel agent **Students:** Identify qualities of a travel agent **Teaching and learning materials:** Charts, airline tickets, price list, passport, visa, visit to a travel agency
3	**Tour operating business** Meaning of a tour operator Roles of a tour operator Packaging of tours Marketing of tours Execution of tours	**Teacher:** Defines a tour operator and guides students to identify roles of a tour operator **Student:** Write down the definition of a tour operator and identify roles of a tour operator **Teaching and learning materials:** Charts, airline tickets, price list, passport, visa, visit to a tour operator's organization
4	**Qualities of a tour operator** Honesty / integrity Good public relation Good marketing / planning skill etc	
5	**Why people travel** Physiological factors Visit to friends and relations Holidays Fashion Economic factors Business Conferences Meeting	**Teacher:** Guides students to discuss and identify why people travel **Students:** Note and write down reasons why people travel. **Teaching and learning materials:** Charts of places of interest, brochures, travel guides, magazines

	Social factors Religion Functions Sports Experience nature and beautiful scenarios Health factors	and journals.
6	**Support services** Support groups in travel and tour businesses Financial support Banks Insurance Bureau de change	**Teacher:** Guides students to discuss and identify support groups in travel and tour businesses. **Students:** Note and write down support groups in travel and tour businesses **Teaching and learning materials:** Charts of places of interest, brochures Magazines, travel guides, journals, charts of car hire services, accommodation and catering services
7	Car hire services Souvenir shops	
8	Accommodation and catering services	
9	Medical services Security services	
10	**Public agencies in tourism** Identification and roles of public agencies in tourism a)i. Federal Ministry of Tourism, Culture and National Orientation (FMCT / NOA) ii. State Tourism Board Handles tourism activities in their state. iii. Local tourism committee Handles tourism activities in their local Government Areas	**Teacher:** Guides students to identify public agencies in tourism and their roles Discuss the roles of public agencies in tourism **Student:** Note and write down public agencies in tourism and their roles Participate in the discussion **Teaching and learning materials:** Nigeria Tourism Policy, Nigeria Tourism Master plan, brochures
11	**Revision**	
12	**Examination**	

TOURISM

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	b. **Parastatals** i. National Council on Culture and Tourism a) Articulating Tourism Policies	**Teacher:** Guides students to identify public agencies in tourism and their roles Discuss the roles of public agencies in tourism. **Students:** Note and write down public agencies in tourism and their roles
2	Nigerian Tourism Development Corporation NTDC Policy implementation National Council for Art and Culture NCAC Coordinating works of living arts and culture.	
3	National Institute for Hospitality and tourism studies (NIHOTOURS) . Man power development National Institute for Cultural Orientation NICO Cultural tourism promotion	
4	Centre for Black and African Arts and Civilization (CBAAC) Heritage preservation National troupe of Nigeria Cultural performance	
5	National Gallery of Art NGA Promotion of Creative visual art National Commission for Museums and Monuments (NCMM) Development of museum	
6	Private agencies in tourism Identification and roles of private agencies in Nigeria Federation of tourism in Nigeria (FTAN) Umbrella bodies for all private tourism	

	agencies National Association of Nigeria Travel Agencies (NANTA) Regulates travel Agencies	
7	Society of Nigeria Artist SNA Umbrella body for creative and visual artists in Nigeria Association of Nigeria journalist and writers on tourism (ANJWT) Write on tourism issues in National dailies and tourism magazines	
8	National Association of tour operators (NATOP) Regulates tour operating business Archeological Association of Nigeria (AAN Movie Organization) Umbrella bodies to all archeological professionals	
9	Performing Musicians Association of Nigeria (PMAN) Umbrella body for performing musician Nigeria Hotels Association (NHA) Regulates hotel business in Nigeria NollyWood International Movie Organization	
10	**Achievement in Agencies in tourism** National council on Culture and tourism Abuja carnival Tourism master plan Tourism satellite account (TSA) Enlistment of site like Sukur	**Teacher:** Guides students to identify achievements of agencies in tourisms Discuss the achievement of agencies in tourism **Students:** Note and write down the achievement of agencies in tourism Participate in the discussion

	world heritage site at Adamawa	**Teaching and learning materials:** Journals, magazines, brochure
11	National Festival of ART and Culture (NAFEST) Annual tourism exhibition African Arts and crafts Expo (AFAC) Annual expo on tourism products	
12	**Revision and Examination**	

RADIO TV & ELECTRONICS

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**SAFETY CHECKS IN SERVICING RADIO RECEIVER** Preparation of work areas. Working on power line and live circuits. Capacitor discharges. Range of electronic measuring instrument.	The teacher explains the dangers of dirty work areas and careless handling of live circuits, instruct students to always check the discharging of high voltage points, and explain the danger of working in a dark, and not well ventilated work areas, while students take notes on the danger of dirty work environment.
2	**RESISTORS** Graphic symbols of resistors. Types, values, and ratings of resistors. Carbon resistor color code.	The teacher uses charts to display the graphic symbols of various types of resistors, and determine their ratings, while students identify the resistors, and calculate their values from color codes.
3	**RESISTORS/CAPACITORS** Determine resistance value using color bands. Comparison of meters and color values.	The teacher demonstrates how to use meter and determine resistor values, while the students compare the values of resistors from color codes, and multi-meter

	Graphic symbol for fixed and variable capacitors.	readings. The teacher draws the graphic symbol for fixed and variable capacitors, while the students identify the various types of capacitors.
4	**CAPACITORS** Types of capacitors. Testing of capacitors.	The teacher demonstrate how to use multimeter to test capacitors, while the students identify the various types of capacitors.
5	**DIODES** Types of diodes, and their graphic symbols. Testing for diodes (power, signal, LED and SCR).	The teacher provides various types of diode, and display chart showing the graphic symbols of diodes, demonstrate with multimeter how to determine the anode and cathode of a diode, and also it conditions, while the students identify different types of diodes provided by the teacher, and also practice how to determine the anode and cathode of a diode.
6	**TRANSISTORS** Graphic symbol of transistors (bipolar and uni-polar). Differentiate types of transistors (signal, and power).	The teacher displays the chart showing the graphic symbol for bipolar, and unipolar transistors, and provides signal and power transistors, while the students sketches the symbol for bipolar and unipolar transistors from chart didplayed by the teacher.
7	**TRANSISTORS** Transistors configuration; CC, CE and CB	The teacher explains, and displays the chart showing the common, common emmiter, and common base transistor configuration. While the students sketches the CC, CE, and CB configuration from the displayed chart by the teacher.

8	**BATTERY** Graphic symbol of a symbol of a battery (multicell, single cell). Different types of battery. Testing battery.	The teacher displays chart showing battery cell graphic symbol. Provides different types of battery. Test batteries, while the students sketch graphic symbol of battery cells, and identify different types of battery, and practice how to test them.
9	**OHM'S LAW** Defines ohm's law, and explain relationship between resistance, voltage, and current. Draw the symbol for ohm. Relation between V,I,R.	The teacher defines ohm's law, and explains the relationship between resistance, voltage and current, performs mathematical calculation on ohm's law. While students observe as the teacher demonstrate connection of resistance in series and parallel.
10	**OHM'S LAW** Calculation of voltage and current (V=IR) Resistors in series and parallel.	The teacher demonstrates connection of resistors in series and parallel.
11	**OHM'S LAW** Advantages of parallel connection.	The teacher demonstrates applications of parallel connection, while students take down notes.
12	**OHM'S LAW** Calculation of parallel and series resistors.	The teacher performs mathematical calculation on series and parallel connection, and use meter to measure the values. While the students observe the teacher measure resistance value with multimeter.

RADIO TV & ELECTRONICS

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**ELECTRIC POWER** Definition of electric power. Measurement of electric power.	The teacher defines and explains electric power. He also solves problems relating to electric power. The students solve problems relating to electric power.
2	**ELECTRIC POWER.** Power formula and its application (VI, I^2/R, V^2/R) . Units of electric power.	Using the formula; VI, I^2/R, V^2/R, the teacher solves various problems of many levels, relating to power.
3	**ALTERNATING AND DIRECT CURRENT.** Definition of AC and DC. Differences between AC and DC. Uses of AC and DC in electric fan, electric grinding engine, blender.	The teacher defines and explains AC and DC. He also uses diagram to explain AC and DC. He should use multimeter to demonstrate how to measure AC and DC. The students use multimeter to measure AC and DC.
4	**R.M.S VALUES.** i. Definition of R.M.S values. ii. Frequency and period of a sine wave. Iii. Calculation of R.M.S values.	The teacher defines and explains R.M.S values, peak values, and frequency. Draws sine wave to show frequency and period. Work some examples on how to calculate R.M.S peak values and frequency. The students draw sine wave, and calculate R.M.S peak values.
5	**ELECTRIC MEASURING INSTRUMENTS.** Identification, uses and operation of voltmeter, ammeter, ohmmeter, multimeter.	The teacher displays and demonstrates the usage of the various measuring instruments. The students observe the instruments, and practice how to use them.
6	**ELECTRIC MEASURING INSTRUMENTS.** Basic circuit measurement of	The teacher demonstrates how to use instruments in measuring current voltage and resistance in

	voltage, current, resistance in AC and DC circuits. Ohmmeter for testing semi-conductor devices. Faulty meter.	both AC and DC. He will show how to use multimeter to test diodes transistors etc, and also explains how to identify a faulty meter. The students observe and identify the various measuring instruments, and participate with the teacher in using measuring instruments to read the values of V,I,R.
7	**POWER SUPPLY UNITS.** Principles and operation of power supply units. Power supply schematic diagram, showing stabilized low voltage DC power supply. Rectification, half waves, full waves, and bridge.	The teacher explains the power supply unit using schematic diagram of a receiver circuit. He also explains the difference between half, full, and bridge rectifier. The students identify the power supply units, and observe various components in the units.
8	**POWER SUPPLY UNITS.** Filtration. Construction of a stabilized low DC power supply unit.	The teacher demonstrates the construction of a stabilized power supply unit, and explains the function of a regulator, or stabilizer in a power supply unit. The students observe the teacher's demonstration , or practice the construction process.
9	**AMPLIFIERS** Classes of amplifiers;- A,B,C, and AB amplifiers.	The teacher defines and explains the operation of the various classes of amplifier with the aid of a chart or sketch. He also shows the amplifier unit of a radio or TV set.
10	**AMPLIFIERS.** Construction ovarious classes of amplifiers. Uses of the various classes of amplifiers.	The teacher uses cathode ray oscilloscope to display the frequency response of various classes of amplifiers, and construct s a signal power, or voltage

		amplifier. The students observe the frequency response of the various classes of amplifiers, and also construct a single stage signal or power amplifier.

RADIO TV & ELECTRONICS

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**RADIO TRANSMITTER.** Functions and operation of radio transmitter. Block diagram of radio transmitter. Stages of radio transmitter.	The teacher explains the functions and operation of radio transmitter, displays the chart of the block diagram of a radio transmitter, and uses the block diagram in the chart displayed, explains the functions of each stage of radio transmitter, and observe the chart, and listen to the teacher's explanation on the functions of each stage of radio transmitter.
2	**RADIO RECEIVER.** Functions and operations of radio receiver. Types of radio receiver; CRF, super heterodyne, and FM receivers.	The teacher explains the basic functions and operations of radio receiver, while the students take notes on the basic functions and operation of radio receiver.
3	**RADIO RECEIVER.** Block diagram of radio receiver, and functions of each stage. Advantages and disadvantages of different types.	The teacher provides a chart showing the block diagram of a radio receiver and explains the function of each stage, while students draw the block diagram of a radio receiver from the chart, and take notes on the explanations of the functions.
4	**SELECTIVITY AND SENSITIVITY** Definition of selectivity and sensitivity. Processes of tuning and selectivity in radio receiver.	The teacher defines selectivity and sensitivity. Uses a radio receiver to explain the concept, while students observe the performance of the radio receiver used to demonstrate sensitivity and selectivity.
5	**RESONANCE CIRCUIT** Definition of resonance. Types of resonance, series and parallel.	The teacher explains the functions of tuner by operating a radio receiver, uses chart to explain the various types of resonance (series, parallel, and

	Series/parallel. Bandwidth.	series/ parallel), and explains bandwidth and gives specific examples of frequency ranges, while students draw the sketches, explaining the types of resonance perform calculation involving frequency ranges to determine bandwidth.
6	**SATELLITE COMMUNICATION SYSTEMS** Elements of satellite communication systems. Types of satellite systems.	The teacher defines and state types of satellite communication systems (passive and active). Lists the elements of a satellite system; earth station, ground based satellite, and state their functions while students ask and answer questions relating to satellite communication.
7	**SATELLITE COMMUNICATION SYSTEMS.** Transmission and reception of satellite to television. Antenna for satellite communication systems.	The teacher discusses and explains transmission and reception of satellite communication, demonstrates the installation of a satellite dish, and organizes and take students to visit a satellite TV and radio station. E.g AIT, NTA etc
8	**ELECTRONIC REPAIRS** Power supply units. FR circuit.	The teacher provides radio receiver set, and demonstrate the following; Dismantles and reassemble the power supply unit. While the students observe the teacher dismantle and reassemble the various unit in a radio set.
9	**ELECTRONIC REPAIR** IF amplifier circuit. AF amplifier circuit. Car radio.	The teacher dismantles RF, IF, AF, and detector stages, provides a car radio set, and demonstrates the installation, and carries out fault repairs on car radio set. While the students observe the teacher install a car radio, and carry out repair on a

		faulty car radio set.
10	**FAULT FINDING AND REPAIRS IN RADIO RECEIVER** Types of fault in radio. Components responsible for faults.	The teacher lists fault finding techniques after checking the plug to maintain power supply, uses flow chart for signal injection and signal tracing. While the students observe the teacher's demonstration on how to apply the techniques.
11	**FAULT FINDING AND REPAIR IN RADIO RECEIVER.** Remedies. Alignments (IF and RF).	The teacher create faults in radio set for students to trace the fault, provides radio receiver for fault finding and repairs, and demonstrates alignments of RF and IF, using the necessary equipments, and tools for FM and AM radio receivers. While the students practice the fault finding techniques to trace the fault created by the teacher, and observe the teacher demonstrate on the procedure of alignment of IF and RF stages using the necessary equipments and tools.

AUTO MECHANIC WORK

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PETROL ENGINE – TWO STROKE CYCLE**	Teacher defines and explains two stroke cycle operation. Students examine the working sequence. Resources; Live engine, i.e two stroke charts.
2	**PETROL ENGINE – FOUR STROKE CYCLE.**	Teacher explain and illustrate four stroke cycle engine. Students observe the working operation

		of four strokes. Resources; Live engine, charts, posters.
3	**PETROL ENGINE – ADVANTAGES OF FOUR STROKE AND TWO STROKE**	Teacher distinguish between two stroke and four stroke cycle engine. Students observe the differences between two stroke and four stroke engine. Resources; Charts, posters on spark ignition engine (SIE)
4	**DIESEL ENGINE—TWO STROKE CYCLE AND FOUR STROKE CYCLE.**	Teacher explain and illustrate the principles of operation of two & four stroke cycle engines, emphasize on the difference between the two. Students observe the operational sequence of tow stroke & four stroke cycle. Distinguish between the layout and advantages. Resources; Live engine of compression ignition engine (CIE). Two and four stroke.
5	**COMPONENTS OF A TRANSMISSION UNIT (CLUTCH) – IDENTIFICATION OF PARTS AND CHARACTERISTICS OF CLUTCHES.**	Teacher illustrate with sketches, types of transmission components, i.e pressure plate, disc, release bearing. Students make sketches on types of clutches. Observe the operation. Resources; Gearbox, posters, charts.
6	**COMPONENTS OF A TRANSMISSION UNIT (CLUTCH) CONSTRUCTION AND OPERATION OF A SINGLE PLATE CLUTCH.**	Teacher list various parts in a transmission system. Students identify transmission components. Resources; Live vehicle, clutch , gearbox, posters, charts.
7	**COMPONENTS OF A TRANSMISSION UNIT (GEAR BOX)— OPERATION OF A SLIDING MESH**	Teacher dismantle and identify parts of gearbox, illustrate and explain. Students observe the operation, and the dismantling. Resources; Live vehicle, gearbox, posters,

	GEARBOX AND REVERSE MECHANISM.	charts, etc
8	**SUSPENSION SYSTEM—LEAF SPRING AND COIL SPRING**	Teacher assist in tracing faulty system. Students identify faulty suspension. Resources; Leaf spring, spring, hydraulic suspension, chart.
9	**SUSPENSION SYSTEM—HYDRAULIC SUSPENSION SYSTEM.**	Teacher demonstrates the removal and replacement of suspension system. Students observe and demonstrate the removal and replacement of suspension system.
10	**SUSPENSION SYSTEM—FAULT FINDING IN SUSPENSION SYSTEM**	Teacher identify faulty areas. Students observe the fault finding. Resources; Charts, posters, leaf spring, and copulas spring
11	**SUSPENSION SYSTEM—REPAIR OF SUSPENSION SYSTEM**	Teacher repair faulty suspension system. Students observe the repair of the faulty side. Resources; Coil spring, leaf spring.
12	**SUSPENSION SYSTEM— ADVANTAGES OF SUSPENSION SYSTEM TYPES**	Teacher demonstrates how the suspension system works. Students observe how the suspension system works. Resources; Suspension system, charts, posters.

AUTO MECHANIC WORK

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**STEERING SYSTEM— STEERING FAULTS, GEARBOX, RACK AND PINION, WHOM & WHEEL, WOM & NUT ETC**	Teacher explain the effect of faulty system. Students note the effects of faulty steering system. Resources; Real objects, steering, gear box e.g whom & wheel.
2	**STEERING SYSTEMS— ADJUSTMENT OF STEERING UNIT**	Teacher demonstrate how to remove and replace steering unit. Demonstrate the adjustment of the steering unit. Students observe the removal of steering unit, observe and participate in adjustment of steering unit. Resources; Posters, charts, spanner, hammers, screw drivers.
3	**ENGINE LUBRICATION— VISCOSITY AND VISCOSITY INDEX**	Teacher demonstrates on oil viscosity. Students observe and listen attentively as the teacher demonstrates. Differentiate grade of oil.
4	**ENGINE LUBRICATION—OIL FILTERS & QUALITIES OF LUBRICANTS**	The teacher will list quality of lubricant. Students observe and touch oil, and feel the viscosity. Resources; Tools and equipments, oil can.
5	**COOLING SYSTEM—AIR COOLING, WATER AND AIR COOLING SYSTEM.**	Teacher guide in identifying parts of cooling system, demonstrate removal. Students identify cooling system parts. Resources; Radiator, fan- blade, fan belt, rubber hoses, charts.
6	**PROPERTIES OF FUEL— FUEL PROPERTIES**	The teacher explains the properties of fuel. Students observe and listen attentively as the teacher demonstrates.

		Resources; live vehicle chart, posters.
7	**CARBURETTORS—SIMPLE AND MULTI-JET CABURETTORS.**	The teacher will describe with sketches, the operation of different types of caburrators. Students copy the sketches. Resources; live vehicle charts, posters.
8	**CABURETTORS— REMOVE AND REPLACE CABURATTORS.**	Teacher will carry out diagnosis of faults in carburetors. Students carry out simple carburetor maintenance. Resources; live vehicle, spanners, hammers, posters, charts etc.
9	**AIR CLEANER, FUNCTIONS OF AIR CLEANER, SERVICING OF AIR CLEANER.**	The teacher will define and explain the functions of cleaner. The students will remove and replace air cleaner. Resources; live vehicle, spanner, hammer, charts, etc.
10	**AIR CLEANER— IMPORTANCE OF SERVICING AIR CLEANERS.**	Teacher demonstrates how to remove and replace air cleaners. Students remove and replace cleaners. Resources; complete air cleaner, spanner, and screw drivers, etc.
11	Revision	
12	Examination	

AUTO MECHANIC WORK

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BRAKING SYSTEM— MECHANICAL AND HYDRAULIC OPERATION OF DISC AND DRUM BRAKES.**	The teacher will explain the operations of mechanical and hydraulic operation of disc and drum brakes. Students identify the operational differences between types of brakes. Resources; master cylinder, wheel cylinder, brake calipers, live vehicle, tools and equipment, charts.
2	**BRAKING SYSTEM— MASTER CYLINDER OPERATIONS**	The teacher will illustrate and draw master cylinder. The students will assess the correct function of master cylinder. Resources; master cylinder, live vehicle, tools, equipments, charts, etc
3	**BRAKING SYSTEM-- ADJUSTMENTS OF BRAKES**	The teacher will demonstrate how to remove and replace brake component parts. The students will carry out a simple brake adjustment on a hydraulic operation. Resources; live vehicle, tools, equipments, charts, and posters.
4	**BRAKING SYSTEM— FAULTS IN BRAKING SYSTEM.**	The teacher will demonstrate how the wheel cylinder operates. The students will carry out a simple wheel cylinder operation. Resources; live vehicle, tools, equipments, charts, and posters.
5	**BRAKING SYSTEM— FAULTS IN BRAKING**	The teacher demonstrates how to remove

	SYSTEM.	the brake to find out the fault. The students carry out a simple brake adjustment on an hydraulic operation. Resources; complete tool box, live vehicle, equipments, etc.
6	**BRAKING SYSTEM—REMOVAL, AND REMOVAL OF BRAKE LINING**	The teacher will demonstrate the procedures for bleeding brakes. The students will participate in brake bleeding during operation. Resources; complete tool box, live vehicle, charts, equipments etc.
7	**WHEEL AND TYRE—ROAD WHEELS AND TYRE PRESSURE.**	The teacher will carry out a demonstration on vulcanizing of tubes and tubeless tyres. The students will explain the vulcanizing of tubes and tubeless tyres. Resources; live vehicle, wheel rims, tyres, tubes, tyre pressure guage, vulcanizing equipments.
8	**WHEELS AND TYRE SERVICE—VULCANIZED TUBES AND TUBELESS TYRES.**	The teacher will state the causes of tyre wear, and remedies. The students will practice the process involved in vulcanizing. Resources; tubes, tyres, tyre pressure, vulcanizing equipments.
9	**WHEEL AND TYRE SERVICE—WHEEL CONSTRUCTION**	The teacher will explain wheel construction. The students will listen attentively. Resources; wheels, wheel rims, live vehicle, equipments, etc.
10	**WHEELS AND TYRE SERVICE—TYRE**	The teacher will explain types of tyre construction. Students practice the

	REGULATIONS	procedures involved in tyre construction. Resources; tyre, tubes, tyre pressure gauge, vulcanizing equipments.
11	**MANAGEMENT—** Definition of management, planning, organizing, controlling, staffing, directing/supervising. Managing resources. Concept of authority.	The teacher will define management, explain the function of management, explain the purpose of managing resources. The will students listen to the teacher attentively and participate in class discussion. Resources; organizational chart of a business organogram.
12	Revision	Revision
13	Examination	Examination

UPHOLSTERY

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**SAFETY UPHOLSTERY MACHINE OPERATION.** Safety in the upholstery machines	Explain the importance and safety habits on machines.
2	**SAFETY UPHOLSTERY MACHINE OPERATION** Specific machines safety precaution Appropriate use of safety devices.	Demonstrate safe operation of upholstery. Demonstrate safe habits in machine shop.
3	**SAFE STORAGE MATERIAL IN UPHOLSTERY WORKSHOP** Methods of storage of various materials, tools, and equipments.	Demonstrate appropriate storage habits and procedures.
4	**SAFE STORAGE MATERIAL IN**	Demonstrate proper

	UPHOLSTERY WORKSHOP Method of proper storage of tools and materials.	storage of tools and materials.
5	**MEANING AND IMPORTANCE OF MAINTENANCE AND REPAIR OF TOOLS AND MACHINE** -Definition of maintenance and repair. -Explain the terms; -Maintenance and -repair	Explain the meaning of maintenance and repair.
6	**MEANING AND IMPORTANCE OF MAINTENANCE AND REPAIR OF TOOLS AND MACHINE** State the importance of maintenance and repair.	Discuss the importance of maintenance and repair.
7	**TYPES OF MAINTENANCE** Routine Corrective Preventive Diagnostic	Discuss the various types of maintenance.
8	**TYPES OF MAINTENANCE** Identification and demonstration of types of maintenance. State activities for each.	Demonstrate various maintenance activities
9	**MAINTENANCE OF TOOLS, EQUIPMENTS, MACHINES, AND MATERIALS.** Importance of tools, machines, equipments, and materials.	Discuss the various maintenance of tools, machines, equipments, and materials.
10	**MAINTENANCE OF TOOLS, EQUIPMENTS, MACHINES, AND MATERIALS.** -Application of maintenance tools. -Select the appropriate materials for platform.	Discuss the various types of platform materials. Demonstrate the application of the materials in upholstery.

11	**PLATFORM MATERIALS** List materials for platform. Select the appropriate materials for platform.	Discuss various types of platform. Demonstrate the application of the materials in upholstery.
12	**APPLICATION OF DESIGN PRINCIPLES IN UPHOLSTERY WORK.** -Preliminary freehand sketch. -Selection of the best sketch	Guide the students to generate useful alternative sketches. Guide the students to select one sketch and give reasons for the selection.
13	Revision	Revision
14	Examination	Examination

UPHOLSTERY

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**APPLICATION OF DESIGN PRINCIPLES IN UPHOLSTERY.** Production of working drawings; orthographic details and pictorial views.	Teacher guides the students to produce the working drawings individually.
2	**APPLICATION OF DESIGN PRINCIPLES IN UPHOLSTERY WORK.** Preparation of cutting list. Preparation of the route sheet. Estimate of materials.	Explain the method of preparing cutting list. Guide the students to produce route sheets. Discuss the use of workshop rod.

3	**UPHOLSTERY WORKSHOP ROD.** -Develop a workshop rod. -Mark-out a workshop rod.	Discusses the use of workshop rod.
4	**UPHOLSTERY WORKSHOP ROD.** Develop a workshop rod. Mark-out a workshop rod.	Demonstrate the development of workshop rod.
5	**PRODUCTION OF TEMPLATES** Definition of templates. List the uses of templates.	Explain template. Explain the importance of templates.
6	**PRODUCTION OF TEMPLATES** list template materials**;** Manufactured board Plywood Cardboard Metal etc Set out, mark out, and cut the template.	Explain template. Develop a template. Demonstrate the application of a template.
7	**FRAME CONSTRUCTION** 1. Preparation of materials. a. Wood b. Metal etc 2. Marking out. 3. Joint construction.	Explain the sequence of operation.
8	**FRAME CONSTRUCTION** Sub-assemble Seat Back Arm Final assembly.	Construct an upholstery frame.
9	**PADDING AND CUSHION MATERIALS** Types of padding and cushion materials; Latex foam Polyester foam Calico Coir fibre	Explain various types of padding and cushion materials. Demonstrate the application of padding and cushion

	Grass Sisal Feather etc	materials.
10	**PADDING** Preparation of padding materials. Web Hessian Foam Stuffing etc	Explain the preparation of padding materials.
11	Revision	Revision
12	Examination	Examination

UPHOLSTERY

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PADDING** Padding fixing	Demonstrate the operation of padding.
2	**COVERING MATERIALS.** List types of covering materials; Fabric Natural leather Synthetic leather Plastic etc	Explain types of covering materials.
3	**COVERING MATERIALS** Application of covering materials used in upholstery.	Demonstrate the application of covering materials.
4	**COVERING** Development of covering patterns.	Demonstrate the development of covering patterns.

5	**COVERING** Setting out Marking out Cutting out	Demonstrate each of the operation.
6	**COVERING** Sewing; final, covering materials, pipe, tufts, trimming etc	Demonstrate the sewing of the covering materials.
7	**COVERING** Fixing the covering materials; Tacks, gimp, pins etc	Demonstrate the sewing of the covering materials.
8	**FASTENERS AND FITTINGS.** Types of fasteners; hook, metal plate, screw hook etc.	State the uses of fasteners. Demonstrate fixing of fasteners.
9	**FASTENERS AND FITTINGS** Types of fittings; castors, carpet, guards etc	State the uses of fittings. Demonstrates fixing of fasteners and fittings.
10	**FINISHING AND DECORATING** Trimming Fixing Polishing	Demonstrate the process of finishing and decorating; trimming, fixing, polishing.
11	Revision	Revision
12	Examination	Examination

PAINTING AND DECORATION

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PAINTING—** Meaning of still life painting, properties in still life painting, sketches of still life composition, painting of still life composition using colors.	The teacher shows examples of still life painting like table, chair, car etc, demonstrate the techniques of still life paintings using poster color. Using teaching aid like pencil, poster color, brushes, palletes, cardboard etc
2	**COMPOSITION FROM NATURE** Meaning of composition, study from nature, e.g fruits, plants, animal life. Paintings from nature using poster color, water color.	The teacher explains the term nature composition, techniques and procedures of the use of color to produce painting. Assist students to make sketches from nature. The students participate actively and paints composition of fruits and exhibits.
3	**LANDSCAPE AND SEASCAPE—** Meaning of the term landscape and seascape. Prospective in landscape and seascape painting. Types of perspective e.g aerial and linear perspective. Terms in perspective such as horizon, picture plan, eye level, vanishing point etc. Use of view finder.	The teacher explains and illustrates landscape/seascape painting, explain perspective and demonstrate the use of view finder, while the students listen and observe, and also sketch landscape in correct perspective.
4	**LANDSCAPE AND SEASCAPE PAINTING (CONT)**	The students paint landscape and seascape using poster colors, water colors and oil color, card board, drawing board etc
5	**DECORATION FOR BODY ADORNMENT—**	The teacher demonstrates the production of beads from roll paper, straw clay, paper mache. The

	Advances beading, roll paper beads, sea beads, beads from plastics, glass beads, paper mache and clay.	students observe the teacher and produce bead using mixed media e.g seed, clay, straw.
6	**CONTEMPORARY WALL DECORATION;-** Introduction to wall decoration, types of wall decoration like wall paper designs and musle designs.	The teacher guides the students to make designs. The students listen.
7	**CONTEMPORARY WALL DECORATION (CONT)** Musal design—motif compositions on wall, mountain of wall papers.	The teacher explains to students musal designs and how to mount papers.
8	**CONTEMPORARY WALL DECORATION (PRACTICAL)**	The students make group production of musal.
9	**DECORATION FOR INTERIOR—** Flower decoration, flower using fabrics e.g organic, flower arrangement with dried grass.	The teacher explains the use of flowers in decorating interior.
10	**DECORATION FOR INTERIOR—** Arrangement of natural flowers.	Teacher demonstrates making flower fabrics.
11	**DECORATION FOR INTERIOR--** arrangement of natural flowers.	The teacher demonstrates the arrangement of natural flowers in vases. The students listen and watch attentively.
12	**DECORATING FOR INTERIOR (PRACTICAL)**	The students demonstrates coloring of dried grasses from local color and display for assessment.
13	Revision	Revision
14	Examination	Examination

PAINTING AND DECORATION

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**BATIK DESIGN—** -Meaning of batik. -Techniques involved in the production of starch and wax.	The teacher explains the meaning of batik and the materials. The students mention and explain the two types batik techniques.
2	**BATIK DESIGN (CONT)** Materials and tools for batik and making of designs.	The teacher displays and explains the materials used in batik like dyes, dye chemicals, plain cloth, candle wax, store etc. The students listen to the teacher.
3	**BATIK (CONT) PRACTICAL—** Preparation of dye solutions, dyeing and finishing processes.	The teacher demonstrates the process and prepare dye solution. The students dye and display finished products.
4	**TIE-DYE WITH BATIK.** Combination of tie-dye with batik in fabric production.	The teacher demonstrates the combination of tie-dye and batik techniques in fabric production. The students observe the demonstration of the combination of both tie-dye and batik in fabric production.
5	**TIE-DYE WITH BATIK (PRACTICAL)**	The teacher guides the students to produce fabrics using combined techniques of tie-dye and batik.
6	**ADVANCED POSTER—** Posters on political, educational, commercial and health themes.	The teacher demonstrates the use of texts and illustration in poster making, using teaching aid like cardboard, pencil, poster, color, pens, ink, ruler etc. The students observe the teacher's demonstration.
7	**ADVANCED POSTER**	The teacher demonstrates by using samples

	(CONT)	of posters and slides to explain the qualities of good posters. The students produce posters with text only.
8	**ADVANCED POSTERS (CONT)**	The students produce posters with both posters and illustration and display.
9	**PACKAGE DESIGN—** Introduction to package design, functions of package design.	The teacher explains the meaning of package design and the functions, and list the materials—paper, pencil, eraser, ruler, cutting knife, poster color etc. The students define package design.
10	**PACKAGE DESIGN-(PRACTICAL)** Production of package design, e.g boxes and carton.	The students name the types of package design and produce sample of design package.
11	Revision	Revision
12	Examination	Examination

PAINTING AND DECORATION

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**TYPES OF PACKAGE**	Name the types of package designs. List the types of package designs.
2	**PRODUCTION OF PACKAGE DESIGNS**	Explains and show the steps of package designing. Produce samples of the types of package designs.

3	**DESIGN PACKAGES FOR VARIOUS FINDINGS;** Production of designed packages of boxes and cartons.	Demonstrates the production of designed packages e.g boxes and wrappers. Produce designed package.
4	**PROSPECT IN BEADING WALL DECORATION, DYEING AND FLOWERS ARRANGEMENT—** Prospects in beading.	The teacher explains the ue of beads and thing that can be beaded like shoes, bags etc. Students listen attentive to teacher.
5	**PROSPECTS IN WALL DECORATIONS**	The teacher lists and explains the economic values of wall decoration. Students take down notes.
6	**DISCUSS THE PROSPECTS IN DYEING**	The teacher discusses the prospects in dyes and batik. Students make contribution in the discussion.
7	**PROSPECTS IN FLOWER ARRANGEMENT.**	The teacher discusses the prospects in flower arrangement. The students enumerate the prospects in the decoration.
8	**JOB ESTIMATION AND COSTING—** Estimating and costing of given jobs considering areas and sizes of work.	The teacher explains and discusses seasons for estimating and costing of job. Students listen attentively to teacher.
9	**DESIGN AND MATERIALS TO BE USED.**	Discuss methods of estimation taking into consideration of areas, and size of work, design involved.
10	**TIME DURATION**	
11	Revision	Revision
12	Examination	Examination

PRINTING CRAFT

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**MECHANICAL COMPOSITION** -Safety rules -Old method of generating image.	Teacher highlights the safety rules in mechanical composition room, compares the layouts of the two systems, explains the composing methods with reference to keyboard and casters, discuss the principles and types of mechanical, describing the components of each type. Students learn the safety rules in a mechanical composing room, compare the layouts of the two systems, discuss the principles of linotype circulatory matrices.
2	**MECHANICAL COMPOSITION** -Types and components of mechanical composing machines. -Monotype and linotype. -Accessories and their uses. -Difference between monotype and linotype machine.	Teacher highlights the safety rules in mechanical composition room, compares the layouts of the two systems, explains the composing methods with reference to keyboard and casters, discuss the principles and types of mechanical, describing the components of each type. Students learn the safety rules in a mechanical composing room, compare the layouts of the two systems, discuss the principles of linotype circulatory matrices.
3	**PHOTO COMPOSITION** Definition Principles of photo composition.	Teacher explain photo composition, enumerates the safety rules in photo-composing and highlights the hazards, displays the components of the photo-composing machine and guides the students to identify them. Students learn and observe rules in photo-composing industry, study the composing machine and their accessories.

4	**PHOTO COMPOSITION (CONT)** Safety rules. Components of photo-composing machine.	Teacher explain photo composition, enumerates the safety rules in photo-composing and highlights the hazards, displays the components of the photo-composing machine and guides the students to identify them. Students learn and observe rules in photo-composing industry, study the composing machine and their accessories.
5	**LAYOUT PLANNING** Definition Materials tools and equipments for layout planning in a chronological order. Process of layout planning for film making.	Teacher explain the process of layout planning for film making, familiarizes the students with tools, equipments and materials for layout planning for film assembly, discuss the procedures in chronological order for layout planning for film assemblies, show students how to;- examine the negative for pinholes, determine emulsion and non-emulsion side of negative, slide negative unto masking sheet, cut the window, tape the negative unto the planning sheet, opaque the negative ready for exposure for plate making. Students make measurement of the sheet, mark and rule the sheet, identify gripper's margin, locate the margin and position of the film negative on the sheet, following teacher's instruction, carry out the activities in no. 4 of the teacher's activities.
6	**LAYOUT PLANNING (CONT)** Layout planning for film assembly. Negative and positive film.	Teacher explain the process of layout planning for film making, familiarizes the students with tools, equipments and materials for layout planning for film assembly, discuss the procedures in chronological order for layout planning for film assemblies, show students how to;- examine the negative for pinholes, determine emulsion and non-emulsion side of negative, slide negative unto masking sheet, cut the

		window, tape the negative unto the planning sheet, opaque the negative ready for exposure for plate making. Students make measurement of the sheet, mark and rule the sheet, identify gripper's margin, locate the margin and position of the film negative on the sheet, following teacher's instruction, carry out the activities in no. 4 of the teacher's activities.
7	**FILM MAKING PROCESS (CAMERA)** Darkroom Definition Qualities Functions	Teacher explains the operational safety environment in the darkroom, displays the safety rules in the darkroom, shows students the equipments and materials for film making, explains the functions of important parts of a process camera, explains different types of original artwork. Students list and observe the safety rules in the darkroom, discuss and list the materials in film making, stating each use, discuss different types of original artwork.
8	**FILM MAKING PROCESS (CONT)** -Safety rules in the darkroom -Equipments and materials for film making.	Teacher explains the operational safety environment in the darkroom, displays the safety rules in the darkroom, shows students the equipments and materials for film making, explains the functions of important parts of a process camera, explains different types of original artwork. Students list and observe the safety rules in the darkroom, discuss and list the materials in film making, stating each use, discuss different types of original artwork.
9	**FILM MAKING PROCESS (CONT)** Excursion to a press.	Teacher leads students to sections in the press. Students take notes and provide reports.

10	**PROJECT EXCURSION** Film making and layout planning.	Teacher leads students to sections in the press. Students take notes and provide reports.
11	Revision	Teacher revises with the students.
12	Examination	Students write the examination.

PRINTING CRAFT

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**OFFSET LITHOGRAPHIC MACHINE PRINTING** Definition/brief history. Safety in offset workshop.	Teacher explains the meaning and safety rules. Students listen and ask question where necessary.
2	**OFFSET LITHOGRAPHIC MACHINE PRINTING (CONT)** Maintenance procedures. Offset printing techniques. Major system of the lithographic machine.	Teacher explains the meaning and safety rules. Students listen and ask question where necessary.
3	**RELIEF PRINTING** Definition/brief history Letter press equipments and tools.	Teacher explains and lists the letter press equipment and tools. Students listen and note the various relief press equipments and tools.
4	**RELIEF PRINTING (CONT)** Safety precaution Maintenance	Teacher demonstrates maintenance procedures and explains safety precaution. Students observe safety rules and maintenance

		precautions.
5	**RELIEF PRINTING (CONT)** Types of relief machine Job imposition Processes in relief printing.	Teacher discusses each method in position, types of relief machine, types of letter press machine and their processes. Students listen and note the types and processes in relief printing.
6	**GRAVURE PRINTING INTAGLIO (CONT)** Origin and concept Image carriers and types.	Teacher explains the origin of gravure printing among the Italians. Students mention 3 types of gravure printing.
7	**GRAVURE PRINTING INTAGLIO (CONT)** Advantaged and disadvantages. Products from gravure printing.	Teacher discusses the advantages and disadvantages, enumerates the products of gravure printing. Students discuss the products of gravure printing.
8	**FLEXOGRAPHIC PRINTING** Definition/concept. Products of flexographic printing.	Teacher defines and explains the concepts of flexography. Listen and note the concepts of flexography.
9	**FLEXOGRAPHIC PRINTING** **(CONT)** Excursion	Teacher leads students to the press. Students take notes and make reports.

10-11	**PROJECTS** Any of the above topic.	Teacher supervise and assist students. Students participate.
12	Revision	Teacher revises with the students.
13	Examination	Students write the examination.

PRINTING CRAFT

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**PHOTOGRAPHIC SCREEN PRINTING** Definition/concept Procedures.	Teacher uses silk (mesh) to make a photographic screen, leads students to make design on the tracing paper and paint design with black poster, leads students stuck design to screen with glass plate and board, leads students to expose the pile of stuck design to sunlight. Students watches and imitates, make design on screen, watch teacher, watch and demonstrate.
2	**PHOTOGRAPHIC SCREEN PRINTING (CONT)** Preparing the mesh/coating of screen with gelatin and sensitizer solution.	Teacher uses silk (mesh) to make a photographic screen, leads students to make design on the tracing paper and paint design with black poster, leads students stuck design to screen with glass plate and board, leads students to expose the pile of stuck design to sunlight. Students watches and imitates, make design on screen, watch teacher, watch and demonstrate.

3	**PHOTOGRAPHIC SCREEN PRINTING (CONT)** Exposing the prepared work (film) on the screen and glass plate in strong sunlight. Washing away the gelation with warm water.	Teacher demonstrates. Students observe (watch).
4	**IMAGE REPRODUCTION** Making prints with the screen E.Q sticker. Reproduction of designs.	Teacher leads students to make reproduction of the design using the screen. Students demonstrate making reproduction or prints.
5	**BOOK BINDING** Meaning, purpose and importance.	Teacher discusses the meaning, purpose and importance of book binding. Students listen and ask questions.
6	**TYPES OF BINDING** Pamphlet binding Perfect binding Padding Edition case binding Loose sheet binding Spiral binding.	Describe the types of binding. Students discuss and compare the different types of binding.
7	**PRINT FINISHING** Meaning/importance.	Teacher explains the meaning and importance of print finishing. Students ask questions on print finishing.
8	**PAMPHLET BINDING** Definition Process Importance.	Teacher explains and describes pamphlet binding. Students discuss pamphlet binding.
9	**PERFECT BINDING** Concept, processes and importance.	Teacher explains and describe perfect binding. Students discuss/follow the teacher's

		instruction.
10-11	**PROJECT/EXCURSION** Photographic screen.	Teacher leads students to photographic screen section. Students watch and provide report.
12	Revision	Teacher revises with the students. Students listen and ask questions.
13	Examination	Students write the examination.

GSM MAINTENANCE AND REPAIRS

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**User Interface design of GSM phones (UID)** Definition of Interface	Guide students to define user interface
2	**User interface design of GSM phone (UID)** Types of user interface designs MUID, 2. GUID, 3. TSUID	Guide student to list user interface design
3	**Various user interface designs** Comparison of various user interface design	Compare various user interface design
4	**User interface design** The importance of user interface design	State the importance of user interface design
5	**GSM phone accessories and functions** definition of accessories of GSM phones	Guide students to define GSM phone accessories
6	**GSM MAINTENANCE AND REPAIRS** Identification of accessories of GSM phones	Display GSM phone accessories and ask students to identify each one
7	**Function of GSM phone accessories** The Function of GSM phone accessories	States the function of GSM phone accessories
8	**Common menu and sub – menus**	Demonstrates with different

	Explanation of main menu and sub-menu of different GSM phones e.g phone book, message and call register	handsets to compare menus
9	**Function of GSM phone menus and Sub menu** Function of different GSM phone menus and submenus e.g phone book, message, call register etc.	State the function of different GSM phone menus and sub-menus e.g phonebook, messages, call register etc.
10 – 11	**Practical** General practical and troubleshooting	Demonstrate with different handset
12- 13	**Revisions and examinations**	Go through all the theories as well as practical

GSM MAINTENANCE AND REPAIRS

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Hard ware components** The essential component which includes : CPU, SIM Socket, earpiece, keyboard etc	List and display the essential hardware components e.g. CPU, SIM socket, earpiece, keyboard etc
2	**Hardware component** Hard component of CPU, SIM, earpiece , mouthpiece etc	Displays the Basic components of the CPU, SIM, earpiece, mouthpiece etc.
3	**Software components** Software component of GSM phones	List the component of GSM phones
4	**Function of GSM hardware and** software. The function of hardware components of CPU, SIM socket, earpiece, mouth piece, key pad etc	Identifies and displays common tools equipment for hard ware repairs.
5	**Software components functions** The function of software component with examples	Identifies and displays common software tools for repairs
6	**GSM repairs tools and equipment** Common tools and equipment for hardware repairs such as : star allen key, star precision set, normal, normal precision set	Identify common tools and equipment for hard ware repairs
7	**GSM Phone tools & equipment** Common tools and equipment for hardware repairs e.g. multi meter	Classified common tools and equipments for hard and software repairs

	(analogue and digital) and computer set.	
8	**Common software tools for repairs such as** Unlocking and repair software Flashing software The uses of tools identify above	Demonstrate the uses of common tools and equipments for hard and software repairs
9 – 10	**Cares of tools and equipment** Care and maintenance of tools and equipment in the GSM phone repairs	Guides the students to identify the basic care and maintenance tools and equipment
11 – 12	**Practical and revisions** General practical and revision	Guides students on the major maintenance and repairs
13	**Examination**	**Examination**

GSM MAINTENANCE AND REPAIRS

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1 -2	**GSM phone safety practices** GSM phone care and maintenance procedures	Identify and emphasizes GSM phone care and maintenance procedure
3	**Trouble shooting and repair (I)** Trouble shooting hardware faults of GSM phone e.g. antenna, service port, LCD and power pack	Guides students to troubleshoot hardware faults of GSM phones
4	**Trouble shooting and repair (II)** Trouble shooting hardware faults of GSM phone e.g. key pad switch, charging system, mouth piece (micro phone) and earpiece (speaker)	Identify the faulty GSM phones and repair
5	**Trouble shooting and repair (III)** Trouble shooting hardware component e.g. ringer, sim terminals, switch ports etc Repair faulty hardware components	Identify hardware of GSM phones and repairs faulty hardware components
6	**Trouble shooting and repair (IV)** Trouble shooting Contact service provider Phone lock code	Guide student to trouble shoots software faults of GSM phones
7	**Trouble shooting and repair (V)** Trouble shooting Dual SIM	Participate in the trouble shooting process

	SIM card rejected Virus attack	
8	**Trouble shooting and repair (VI)** Trouble shooting fix and repair software fault	Rectifies software faults Fix and repair software faults
9 - 10	**Practices and revisions**	**Participates in the practical**
11- 12	**Revision**	**Revision**
13	**Examination**	**Examination**

REFRIGERATION AND AIR CONDITIONING

SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Energy** Meaning of internal energy	Teacher explain the meaning of internal energy while student participates actively in the discussion.
2	**Energy** Enthalpy of fluid substances, its pressure, volume and temperature of internal energy	Teacher state the properties of fluid substances while students participates
3	**Energy** The P-h diagram of refrigerants	The teacher plot and explain enthalpy and P-h chart for the students
4	**Power** Meaning of power	The teacher explain meaning of power and state its unit
5	**Power** Calculation of power used by compressor	The teacher illustrates how power consumed by a compressor can be calculated from the formula i.e (P) = mass flow rate enthalpy (h) outlet enthalpy intet
6	**Power** The unit of power and heat e.g. watts, killo watts joules, kilojoules etc	Students to calculate power consumed by a compressor.
7	**International practical temperature and pressure values** The boiling point of oxygen\ 18297 C, triple point of water – 0.01 C, boiling point of water – 100 C, boiling point of silver – 960.80 C, boiling point of gold – 1063 C	The teacher explain the need for standardized temperature and pressure values of silver, gold, water etc. while the students participate actively in the discussion
8	**International practical temperature and pressure values**	The teacher demonstrates how suction and high pressure gauges are used to determine performances of refrigerants

	Uses of suction and high pressure gauges	
9	**Air conditioning process** Psychometric properties of air	The teacher explains psychometric properties of air i.e heating, cooling etc, while the students take note of the correct sequence
10	**Air conditioning process** The process of air conditioning e.g heating , cooling etc	The teacher explains psychometric properties of air i.e heating, cooling etc, while the students take note of the correct sequence
11	**Air conditioning process** Latent and sensible heat, saturated and superheated vapour	The teacher explain the latent heat, saturated air etc while the students read properties diagram
12	**Air conditioning process** Psychometric properties diagram	The teacher illustrate the reading of a property diagram to the student
13 – 14	**Revision and exams**	**Revision and exams**

REFRIGERATION AND AIR CONDITIONING

SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Refrigerant flow controls** Types of refrigerant flow control	Teacher list and explain different types of flow controls for the students to identify
2	**Refrigerant flow controls** Construction of refrigerant flow control e.g. thermostatic Ex valve automatic Ex valve capillary tube	The teacher describe the construction of refrigerant flow controls while students note the constructional details
3	**Refrigerant flow controls** Construction of refrigerant flow control e.g manually operated valve low side float valve high side float valve.	The teacher describe the construction of refrigerant flow controls while students note the constructional details
4	**Refrigerant flow controls** Operating / working principles of refrigerant flow control	Explain the operation of the refrigerant flow controls while the students notes the sequence
5	**Refrigerant flow controls** Installation and service	The teacher demonstrate the installation and the services

	procedures.	procedures
6	**Evaporators and condenser** Design and construction of evaporators and condensers.	The teacher demonstrate the design and construction of evaporators
7	**Evaporators and condenser** Heat load estimation of evaporators and condensers	The teacher demonstrates the design and construction of evaporators
8	**Evaporators and condenser** Estimation of diameter and length of refrigeration piping	The teacher explain the estimation of diameter and length of refrigeration piping to the students to note
9	**Evaporators and condenser** Servicing procedure for evaporators and condensers	The teacher demonstrate how to service evaporators and condensers with the appropriate tools and equipment
10	**Piping, ducting and trucking** Piping condenser and evaporators	The teacher explain the concept piping, ducting and trucking and their advantages listing tools for the work
11 – 12	**Revision and exams**	**Revision and exams**

REFRIGERATION AND AIR CONDITIONING

SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	**Piping, ducting and trucking** Piping of condenser and evaporators	The teacher demonstrate piping of refrigerators and air conditioners
2	**Piping, ducting and trucking** Ducting or trucking installation of the air conditioner	The teacher demonstrate trucking and ducting in air conditioner installation
3	**Piping, ducting and trucking** Piping, ducting and trucking tools	Teacher list the tools for piping, ducting and trucking and their uses for students
4	**Insulation of air condition and refrigeration** The need for insulation of refrigeration and air conditioning systems.	Teacher explains the need for installation of refrigeration and air conditioning system

5	**Insulation of air condition and refrigeration** Types and function of insulating materials e.g. glass, rock, slag, ceramic, wool cork etc.	The teacher identifies insulating materials for the selection of the students
6	**Installation of air condition and refrigeration** Properties of insulating materials.	The teacher states the different insulating materials for students to identify
7	**Insulation of air condition and refrigeration** Procedures for insulating refrigeration and air conditioning systems.	The teacher demonstrate the procedures for installation of refrigeration and air conditioning systems for the students to practicalize on an existing system unit
8	**Fault diagnosis and troubleshooting** Different method of diagnosing fault systematic trial and error observation	The teacher to explain the different methods while students participate actively
9	**Fault diagnosis and troubleshooting** Common faults on refrigeration and air conditioning e.g leakage dead system, dead compressor, ineffective cooling, electric shock etc.	Teacher demonstrate techniques for carrying out repairs in the system for students to effect repairs on a system
10	**Fault diagnosis and troubleshooting** Techniques of effecting repairs in refrigeration and air conditioner unit.	Teacher demonstrate techniques in fault finding in a unit (trouble shooting)
11	**Fault diagnosis and troubleshooting** Techniques for trouble shooting in a given system.	Teacher demonstrate techniques in fault finding in a unit (trouble shooting)
12 – 13	**Revision and examination**	**Revision and examination**

ANIMAL HUSBANDERY

SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Processing of animal products	i. Processing of eggs ii. Processing of meat	Teacher demonstrates processing of animal products Students are asked to make a collection of processed animal products
2	"	i. Processing of meat ii. Processing of hide and skin iii. Processing of wool	Teacher demonstrates processing of animal products Students are asked to make a collection of processed animal products
3	Marketing of animal products	i. Definition of marketing ii. Marketing channels iii. Advantages and disadvantages of marketing channels	Teacher illustrates and demonstrates marketing channels Students to participate in marketing of animal products from school farm.
4	Animal nutrition and classes of animal feed	i. Definition of animal nutrition ii. importance of animal nutrition iii. Classification of farm animal feeds	Teacher displays charts and pictures Students areasked to make collection of common animal feeds
5	Sources of animal feed stuff	i. Carbohydrates and their sources ii. Protein and their sources iii. Fats and oils and their sources.	Students are asked to make collection of feed stuff and classify them
6	Sources of animal feed stuff	i. Vitamins and their sources ii. Minerals and their	Teacher displays charts and pictures of various sources of feed stuff

		sources iii. Water and their sources	Live specimens to be displayed by the teacher
7	Values and functions of various animal feed stuff	i. Supply of energy ii. Help in milk production iii. Help in tissue formation iv. Repair of worn out tissues v. Help in temperature regulation.	Teacher leads discussion in the classroom Students participates in the classroom discussion
8	Values and function of various animal feed stuff	i. Insulates the body ii. For growth and development iii. Aid resistance to diseases iv. Used in acid base balance v. Essential for digestion of food.	- Teacher leads classroom discussion and ensures that students participate actively in the class
9	Practical on animal products processing	i. Meat processing ii. Milk processing iii. Egg processing vi. Hide and skin processing	i. Teacher demonstrates meat processing stages ii. Teacher organizes field trip to abbattoir iii. Teacher provides videos of animal product processing for students to watch in the laboratory.
10	Practical on animal nutrition	i. Identification and collection of animal feed stuff e.g. cereals, tubers, roughages, domestic waste ii. Plant and animal sources of protein, fats and oils, vitamins etc iii. Sources of water e.g. feeding sources, drinking sources and metabolic water.	Students to produce their individual feed stuff album Teacher displays charts and pictures of various sources of feed stuff

11	Practical on animal nutrition	i. Preparation of hay, silage etc ii. Preparation of poultry feeds iii. Milling of animal feeds	Teacher demonstrates Preparation of hay, silage etc Students work in groups to produce hay and silage
12	Revision	Revision	Revision
13 & 14	Examination	Examination	Examination

ANIMAL HUSBANDERY
SS 2 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Livestock rations	i. Definition of animal ration ii. Types of rations e.g. balanced ration, maintenance ration and production ration	Teacher leads the classroom discussion and ensures that students participate actively
2	"	i. Distinguish between the various rations ii. Identify the nutrients that constitute the various types of ration	Teacher leads the classroom discussion and ensures that students participate actively
3	Formulation of livestock ration	i. Methods of ration formulation ii. Identification of ingredients for ration formulation e.g. blood meal, fish meal, cotton seed meal, bone meal, oyster shell, ground nut cake, maize grain, palm kernel cake etc. iii. Factors to consider in formulation of animal ration.	i). Students to make collection of various feed ingrefients. ii). Students to work in group to formulate animal ratio.
4	Malnutrition in livestock production	i. Definition of malnutrition ii. Symptoms of malnutrition iii. Causes of malnutrition	i. The teacher provides malnourished farm

		iv. Effects of malnutrition on livestock production	animals for students to watch.
5	Practical on formulation of livestock ration	i. Formulation of poultry feeds ii. Preparation of hay, silage and husk iii. Build an album of various ingredients used for formulation of animal feeds.	i. The teacher guides the students on the preparation of hay, silage, husk etc
6	Practical on formulation of livestock ration	i. Formulation of ration for pigs, rabbit, sheep and goats ii. Build an album of different feed stuff used for formulation of feeds for pigs, rabbit, sheep and goats.	The teacher groups the students into projrct groups to formulate rations for different classes of livestock
7	Pasture management practices	i. Meaning of pasture ii. Meaning of forage crop iii. Distinguish between pasture and forage crops	The teacher guides classroom discussion and ensure that students participate actively
8	"	i. Types of pasture - natural pasture - artificial pasture	"
9	Characteristics of pasture grasses legumes	Examples of pasture grasses e.g. guinea grass, elephant grass, bahama grass, northern gamba, giant star grass, spear grass.	The teacher exhibits the different pasture grasses for students to observe and identify them
10	Characteristics of pasture legumes	Examples of pasture legumes e.g. centro, tropical kudzu, stylo, calapo etc.	"
11	Practical on pasture grasses and legumes	i. Identification of common pasture grasses and their botanical names ii. Identification of common pasture legumes and their botanical names	i. The students are asked to produce their individual pasture grasses and legume albums

12 & 13	Revision	Revision	Revision
13	Examination	Examination	Examination

ANIMAL HUSBANDERY
SS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Range land	Definition of range land Characteristics of range land	The teacher guides classroom discussion Provides pictures/videos of a typical rangeland Field trip to a rangeland
2	Importance of range land	State importance of range land e.g. Provides balanced feeds Provides protein needs Source of cheap quality feeds for animals Animals exercise themselves maximally Reduce cost of feeding Prevent soil erosion	“
3	Methods of range land improvement	Reseeding Padlocking Controlled stocking Avoidance of overgrazing Fertilizer application Pest control Controlled burning	The teacher guides classroom discussion
4	Practical	Field trip to a rang land Collection of common	Students exhibit their collections of pasture grasses and legumes in the laboratory

		pasture grasses from a range land Collection of common pasture legumes from a rangeland.	
5	Factors affecting production of herbage in a range land	Rainfall Grazing pattern Grasses and legumes Weed control Disease and pest control Drought resistance Controlled burning Irrigation	The teacher guides classroom discussion
6	Practical on animal feeds and feeding	Formulation of balanced feeds in the labouratory Feeding of the school farm animals with the formulated feeds in the laboratory	Teacher demonstrates stages involved in formulation of balanced diet Students are assigned to feed different farm animals available in the school farm
7	Practical on animal feeds	Expose students to diet formulation for different classes of farm animals e.g. Starter Grower Finisher Students to identify different feed ingredients used for diet formulation	The teacher guides classroom discussion The teacher provides formulated animal diet for students to observe Students are asked to make a collection of feed ingredients

		e.g. Blood meal Fish meal Cotton seed cake System shell Groundnut cake Maize grains e.t.c	
8	Practical ways of checking malnutrition in animal husbandry	Feeding balanced diet Feeding weaker animals separately Deworming of animals Giving supplementary feeds and feeds additives to stimulate appetite Adjust stock rate	The teacher guides discussion in the laboratory Teacher demonstrates deworming and feeding of weaker animals
9	Practical on processing and marketing of animal products	Slaughtering and dressing of poultry, goat, sheep etc. Marketing of processed animal products	The teacher demonstrates slaughtering and dressing of farm animals Provides videos of farm animal processing for students to watch
10	Field trips	Visit to a modern abattoir Visit to meat shops in the market Visit to cold room where animal products are stored	The teacher organizes a trip Students are asked to write report on their visits to abattoir
11	Revision	Revision	Revision

12	Examination	Examination	Examination

FURNITURE MAKING
SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Machine Tools Safety -General machine tools safety rules and regulations -State specific machine tools safety rules and regulation	-State and explain machine tools safety rules and regulation -State specific machine tools safety rules and regulation
2	Machine and their specific safety rules and regulation	-Demonstrates machines tools safety rules and regulation -Demonstrate at least five machine tools safety practice
3	Portable Power Tools Safety -Portable power tools safety rules and regulation	-State and explain too table power tool safety rules and regulation -State specific portable power tool safety rules and regulation
4	Manufactured Board -Manufactured boards	-Defines manufacture board -State and describe different types of manufacture board
5	Manufactured Board -Types of manufacture board and their uses	-Define, state and describes different types of manufactured boards -States the advantages and disadvantage of manufactured board -Least advantages of manufactured board
6	Wood Adhesives --Adhesives types and uses	-Defines the term adhesive -State the types and their uses
7	Wood Adhesive -Characteristics of adhesive -Preparation and application of each type adhesive	-State the characteristics of adhesive -Demonstrates the application of different types of adhesives -State different types of adhesive and their characteristics and uses
8	Nails And Their Uses -Nail and their uses -Method of driving nails	-List different types of nails -Display samples of nails state their uses

9	Screws Types And Uses -Screw and their uses	-List different types of screws -Display samples of different screws -State their uses
10	-Screwing Methods of driving screws	-Explain and demonstrate methods of screws -Practice how to drive in screws -Drive in screws using appropriates methods
11	Revision	Revision
12	Examination	Examination

FURNITURE MAKING
SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Portable power tools and their operations Portable power tools types and their uses	Explain portable power tools -Observe the displayed portable power tools -Differentiate between portable power tools and machine tools
2	Portable power tolls operations -Operation of portable power tools	-Demonstrate the uses of portable power tools -State the types of portable power tools and their uses -Operate portable power tools
3	Design fundamentals -Element of design -Principles of design	-Explain the element and principles of design -Explain the principles of design -Explain the different and principle of design
4	Stages in furniture design -Preliminary sketches -preliminary full-size drawing -Final drawing	-Discuss different stages in design -Design a simple furniture item following the stages in design -Produce working drawing of a furniture item
5	Stages in furniture design	-Discuss different stages in design

	-Preliminary sketches -preliminary full-size drawing -Final drawing	-Design a simple furniture item following the stages in design -Produce working drawing of a furniture item
6	Fourniture construction -Frame construction -carcasse construction	-Display different simple of furniture items -Discuss different types of furniture construction
7	Fourniture construction -Frame construction -carcasse construction	-Display different simple of furniture items -Discuss different types of furniture construction
8	Box and construction	Demonstrate the different steps involved in furniture construction -Sketch and construct simple furniture items -construct simple furniture items
9	Revision	Revision
10	Revision	Revision
11	Revision	Revision
12	Examination	Examination

FURNITURE MAKING
SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Meaning and forms of upholstery -Define upholstery -Form of upholstery	-Define upholstery -Explain the forms of upholstery -List at least two forms of upholstery -Note the forms of upholstery definition -Sample of upholstery items
2	Meaning and forms of upholstery -Define upholstery -Form of upholstery	-Define upholstery -Explain the forms of upholstery -List at least two forms of upholstery -Note the forms of upholstery definition -Sample of upholstery items
3	Tools uses in upholstery construction -Upholstery tools and their uses	-List and describe upholstery tools with the students -State their uses -Describe different types of upholstery tools

4	Tools uses in upholstery construction -Upholstery tools and their uses	-List and describe upholstery tools with the students -State their uses -Describe different types of upholstery tools
5-6	Machine tools uses in upholstery construction -Types of upholstery machines and their	List and describes the various types of upholstery machines -Note the different types of upholstery machines and -Mention any one they have seen -Identify at least three types of upholstery machine -State the uses of the machines
7-8	Traditional and modern padding materials -Traditional padding materials -Modern padding materials	-Describe traditional padding materials and modern padding materials -Note the types of padding materials -Samples of traditional and modern padding materials -Describe the properties and characteristics of materials -Torch and feel the available materials -State the characteristics and the materials in each group

BOOK KEEPING

SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	**Accounting Concepts and Conventions:**	**Teacher Activities:** Define accounting concepts

	Explain the meaning of accounting concepts and conventions. Identify basic accounting concepts.	and conventions Identify basic accounting concepts Student Activities: Learners make note on accounting concepts and conventions. Instructional Resources: A chart showing diagrams and relevant text books.
2.	**Accounting concepts:** Explain basic accounting concepts.	**Teacher Activities:** Explain basic accounting concepts. Students acivities: Learners ask questions on basic accounting concepts Instructional Resources: Charts showing diagrams and relevant text books.
3.	**Accounting conventions:** Identify basic accounting conventions. Explain basic accounting conventions.	**Teacher Activities:** Teacher list and explain basic accounting conventions. Student Activities: Learners ask questions on basic accounting conventions Instructional Resources: A chart showing diagrams and relevant text books.
4	**Depreciation:** Explain or define depreciations. Identify causes of depreciations.	**Teacher Activities:** Define depreciations Student Activities: Learners identify causes of depreciation Instructional Resources: A chart showing diagrams and relevant text books.
5	**Depreciation methods:** Mention various types of preparing depreciation.	**Teacher Activities:** List various methods of depreciation

	Explain fix instrument method.	Explain fixed instalment method Student Activities: Learners identify various method of depreciation Instructional Resources: A chart showing diagrams and relevant text books.
6	**Depreciation methods:** Explain diminishing balance sheet method. Explain revaluation method.	**Teacher Activities:** - guides the students to identify and understand depreciation methods. Student Activities: learners understand method of depreciation. Instructional Resources: charts, diagrams, videos.
7.	**Depreciation computation:** Compute simple depreciation by using Fixed or straight line method Diminishing balance method Revaluation methods:	**Teacher Activities: -** Demonstrate how to compute the simple depreciate Student Activities: learners practice various methods of depreciations. Instructional Resources: charts, diagrams, videos.
8.	**End of year Adjustment:** i). Explain adjustment. ii). Identify two types of adjustments	**Teacher Activities: -** Explain adjustment and lead students to identify two types of adjustment. Student Activities: learners write note on adjustment. Instructional Resources: charts, diagrams, videos.
9.	**End of year Adjustment:** Explain the treatment of Accural expenses and in the end of the year adjustment ii). Explain the treatment of prepaid expenses and income in the end of the year adjustment	**Teacher Activities: -** Explains accruals and prepayments. Students Activities: Learners write note on

10.	**Bad and doubtful debts** Define bad debt Define doubtful debts Differentiate between bad debt and doubtful debt.	accruals and prepayments. Instructional Resources: relevant text books. **Teacher Activities: -** demonstrate adjustment in the appropriate book. Students Activities: learners understand and practice adjustment in the appropriate books. Instructional resources: relevant text books and calculators.
.12.	**Bad and doubtful depts.:** Explain how to make provision for doubtful depts. Explain methods of recording bad depts. and doubtful debts in the appropriate book	**Teacher Activities:** Define bad debt and doubtful debts Student activities: learners understand difference between bad and doubtful debt. Instructional resources: relevant text books and calculators.
13.	Revision	Teacher Activities: guide the students on how to post bad debt and doubtful debts in the appropriate books. Students activities: learners understand bad and doubtful debt. Instructional resources: relevant text books Revision
14	Examination	Examinations

BOOK KEEPING

SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Stock valuation: Explain stock valuation State the purpose of stock valuation	Teacher Activities: Teacher explains stock valuation and states its purpose. Students Activities: Learners ask questions on the purpose of stock valuation. Instructional Resources: A chart showing stock valuation.
2	**Stock valuation:** List different method of stock valuations. Compute stock valuation using FIFO method.ie first in first out.	**Teacher Activities:** List different methods of stock valuation. Compute FIFO method Students activities: learner understand different methods and compute FIFO method. Instructional resources: A chart showing different methods of stock valuation.
3	**Three column cash book:** Revist single column and double column cashbook as a reminder. Explain the three column cashbook Identify the column of a three column cash book.	**Teacher Activities:** Guide the students to identify the columns of three columns cash book. Students Activities- leads students to differentiate between single double and three column cash book Instructional Resources: A chart showing the format of three column cash book.
4	**Three column cash book:**	**Teacher Activities:** Differeciate between single column cash

	Differentiate between single, double and three column cash book Prepare three column cash books.	book double and three column cash book. Prepare three column cash book. Student Activities: learners understand the differences between single, double and three column cash book. **Instructional Resources:** A chart showing the format of three column cash book.
5	**Classes of ledger:** State the classes of ledger Identify column in ledger.	**Teacher Activities:** Explains classes of ledger Lists the columns in the ledger. Students Activities: learner ask questions on columns of ledger. Instructional Resources: A chart showing the format of three column cash book.
6	**Classes of ledger:** Explain extraction from cash book to ledger Post transactions into a ledger.	**Teacher Activities:** Teacher posts transactions into ledger. Student Activities - Learner to understanding how to post transactions into a ledger and practice more exercises. Instructional Resources: A chart showing the format of ledger.
7	**Trading, Profit and loss Account:** Define Profit and loss accounts. Preparation of profit and loss account with adjustment e.g prepayment, accruals, depreciation, bad and doubtful	**Teacher Activities:** Defines trading profit and loss account. Explain trading profit and loss account with adjustment. Instructional Resources: A chart showing the format of

	debts.	trading profit and loss accounts. **Teacher Activities:** Guides students to make adjustment Prepare trading profit and loss account.
8	**Trading, Profit and loss Account:** Practice more exercise on trading profit and loss account with adjustment Excursion to a business organisation.	**Student activities:** Learner practices more exercise. **Instructional Resources:** Annual Report, a chart showing the format of trading profit, relevant text books.
9	**Trading, Profit and loss Account and balance sheet:** Explain the treatment of the adjustment in the balance sheet i.e bad and doubtful debts on debtor, depreciation on fixed assets, accruals as liabilities and prepaid as assets	**Teacher Activities:** Guides the students to make adjustment as it affect balance sheet. Student Activities: learner practice more exercise. Instructional resources, annual report, charts relevant text books.
	Revision	Revision.
10	Examination	Examination
11		

BOOK KEEPING

SS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Receipt and payment: Meaning of receipt and payment Limitation of receipt and payment.	Teacher Activities: Define receipts and payment.

		State the limitations Student Activities:- learners take notes Instructional Resources: A chart showing the limitations of receipts and payments.
2	Receipt and payment: State the purpose of receipt and payment Explain features of receipts and payment.	Teacher Activities: Explain purpose of receipt and payment. State the features of receipt and payment. Student Activities:- Learners take note on receipts and payment account. Instructional Resources: A chart showing the purpose of receipt and payments.
3.	Receipt and payment: Identify users of receipts and payment Identify the concepts of receipts and payment.	Teacher Activities: List the users of receipt and payment Guide the student to understand its content. Students Activities: Learners understand the content of receipt and payment. Instructional Resources: Annual report of non profit making organisation Excursion to non profit making organisation.
4	Receipt and payments: Prepare a simple receipt and payment Excursion to a non- profit making organisations	Teacher Activities: Prepare a simple receipt and payment account. Students Activities: Learner understands how to prepare a simple receipt and payment

		account. Instructional Resources: A chart Annual reports of non-profit 472rganization.
5.	Income and expenditure: Meaning of income and expenditure Differentiate between income and expenditure and receipts and payment.	Teacher Activities: Explain income and expenditure Differentiate between income and expenditure and receipt and payment. Student Activities: Learner understands the income and expenditure account Instructional Resources: A chart showing the difference between income and expenditure, Receipt and payment.
6	Income and expenditure: Identify the users of income and expenditure account. Identify the contents of income and expenditure.	Teachers activities: List the users of income and expenditures Explain the content of income and expenditure. Student Activities: Understand the users of income and expenditure Understand the content of income and expenditure Instructional Resources: A chart showing the list of users of income and expenditure account.
	Income and expenditure: Features of income and	Teacher Activities: Explain the Features of

	expenditure.	income and expenditure.
7	Source of income of non profit making organisation.	List source of income of non profit making organisation. Student Activities: Learners understand income and expenditure account. Instructional Resources: a chart showing the list of sources of income of non profit making organization.
8.	Income and expenditure: Determination of purchases through the use of total purchases/creditors control account. Determination of sales through the use of total debtors control account.	Teachers Activities: explains how to determine sales and purchase when preparing trading assets of non-profit making organization Student Activities: learners understand the income and expenditure account. Instructional Resources: A chart showing the format of total debtors and creditors control account.
9.	Income and expenditure: Prepare a subscription in advance and arrears as it affect income and expenditure account.	Teacher Activities: Explain treatment of subscription in arrears and advance in income and expenditure account. Student Activities: learners organiza more exercise on the treatment of subscription in arrears and advance. Instructional resources: A chart showing the format of subscriptions in arrears and advance.
	Income and expenditure: Prepare a simple income and	Guides the students to prepare income and expenditure account.

10	expenditure account.	Students Activities: learner goes on excursion to non-profit making organization. Instructional resources: annual report of a non-profit making 474rganization. Formats of income and expenditure.
11	Income and expenditure: Prepare more exercises on income and expenditure account.	Teacher activities: Teacher supervises the preparation mark the exercises and do corrections. Instructional Resources: Annual Report and a chart showing the format of a non-profit 474rganization.
12	Revision Examination	Revision Examination
13		