

## SCHEME OF WORK ON ALL THE SUBJECTS IN SS 2

### COMPULSORY SUBJECTS

#### ENGLISH LANGUAGE SS II 1<sup>st</sup> TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Speech	Listening comprehension: listening to answer questions on a given passage or recorded tapes on HIV/AIDS, 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 writing	Expository essay: eg a. Controlling HIV/AIDS in Nigeria b. Managing population explosion in Nigeria	Discuss the style/format of expository essay and write expository essay
3	Speech	Making a toast: a. Meaning of a toast	Define a toast, prepare a toast and deliver a toast

		b. Occasions for 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 consonants in initial position e.g slice, troupe, scalp, cloud, crush etc	Pronunciation drills, give 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 is better than certain rule	Write a well composed argumentative essay
6	Speech	Three consonants in initial position E.G Sprint, splash strong, shriek, 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	Identify the main ideas, key 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 misspelt 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 misspelt 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/ - <u>set</u> , <u>bread</u> /ɜ:/ - <u>first</u> , <u>learn</u>	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 outside 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 comprehension	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 detect 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/ - <u>full</u> and <u>would</u> /u:/ - <u>fool</u> and <u>coup</u>	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 comprehension	Revision {guidelines on answering comprehension passage using a passage}	
	Vocabulary	Revision: Exercises on lexis.	
	Continuous writing. And narrative essays	Expository and narrative essays.	Discuss and write expository 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 2. language {a} concise {b} unique {c} high	Read the poems while students listen. Discuss content of the poem, identify 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 restiveness)	- 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 a. Opening greetings b. General introduction c. The main body d. 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: 1. Capitalism is better than communism 2. We need health education and inspectors not doctors 3. University education should be compulsory	- Students should listen attentively to their class mates during debate. Students should be selected based in the following: a. Persuasiveness b. Grammatical structures and choice of words/vocabulary



			<p>c. Correctness of pronunciation including word stress pattern and</p> <p>d. Fluency students must be encouraged to be observe all these criteria</p>
	Structure	Suffixes e.g –able, age, arian, cide, ify etc	<p>- 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</p>
	Vocabulary development	Words associated with law and order e.g. order in court, legal actions, police turture, judge, defence lawyer, etc.	<p>- Explain laws and order, list/mention words associated with law and order and explain their meanings. Use the words in sentences.</p>
	Continuous writing	<p>Argumentative essay:</p> <p>a. Present a view point</p> <p>b. Prove a point (argue for or against a particular view point)</p> <p>c. Conclude the presentation. Example;</p> <p>a. Military rule is better than civilian rule</p> <p>b. Should female circumcision be abolished or other topics</p>	<p>- 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</p>
	Summary writing	Reading to pick out topic sentences in paragraphs and longer sentences	<p>- Read the passage carefully, discuss the main ideas in the passage, identify the topic sentences in the paragraphs of the passage and re-write</p>

			them using their own words.
5.	Speech	Words stress (monosyllabic and polysyllabic words)	<ul style="list-style-type: none"> <li>- Explain word stress. Identify monosyllabic words and polysyllabic words. Give example of words and pronounce the words correctly.</li> </ul>
	Vocabulary development	Words associated with medicine, diagnoses, hospital, nurses, doctors, clinics, treatment, etc	<ul style="list-style-type: none"> <li>- Explain meaning of medicine, list/mention words associated with medicine and explain their meanings. Use these words in sentences.</li> </ul>
	Structure	Verb forms (participation) active and passive forms of verb	<ul style="list-style-type: none"> <li>- 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</li> </ul>
	Reading comprehension	Reading for specific structural pattern: passage on scientific report or medicine	<ul style="list-style-type: none"> <li>- 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. <ul style="list-style-type: none"> <li>a. Introduction; date of the experiment</li> <li>b. Purpose, outcome and results of the experiment</li> <li>c. Conclusion, write a report arranging ideas in a logical order</li> </ul> </li> </ul>

6	Speech	Words of five syllables stressed in the first, second, third and fourth syllables e.g.	<ul style="list-style-type: none"> <li>- 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. Give more examples of their own correctly.</li> </ul>
	Structure	Adjectives: (i) types of adjectives (ii) order of adjectives	<ul style="list-style-type: none"> <li>- Explain what an adjective is. List and mention the different types of adjectives. Explain the order of adjectives. Use the adjectives in a sentence.</li> <li>-</li> </ul>
	Reading comprehension	<p>Reading to para-phrase poems and dramatic works.</p> <ol style="list-style-type: none"> <li>Drama; (a) theme (b) features</li> <li>Costume</li> <li>Props</li> <li>Performance</li> <li>Audience</li> <li>Play director</li> </ol>	<ul style="list-style-type: none"> <li>- 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.</li> <li>-</li> </ul>
	Vocabulary development	Words associated with government e.g. democracy, electoral commission, legislative, executives, etc.	<ul style="list-style-type: none"> <li>- Explain the meaning of government, list/mention words associated with government and explain their meanings. Use the words correctly in sentences.</li> <li>-</li> </ul>
7	Speech	Words with six syllables stressed on the fifth syllable e.g	<ul style="list-style-type: none"> <li>- Identify words with six syllables, recognize and pronounce the words correctly indicating the stressed syllable.</li> </ul>

			<p>Give more examples of their own and use the words in sentences correctly.</p> <p>-</p>
	Structure	Adverbs (comparison) and functions e.g. much, more, most	<p>- Explain what an adverb is, give examples of adverb of comparison, explain their functions and use them in sentences.</p> <p>-</p>
	Summary writing	Reading to summarize a given passage	<p>- Read the passage carefully, identify main points in the passage, summarise the passage in a given number of sentences.</p> <p>-</p>
	Continuous writing	Semi – formal letters: (1) features (2) language	<p>- 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.</p> <p>-</p>
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?	<p>- Act out a dialogue simi- to the examples given</p>
	Vocabulary development	Words associated with traveling e.g. car park, air port, journey, adventure, etc	<p>- Explain travelling. List and mention words associated with travelling and explain their meanings. Use the words correctly in</p>

			<p>sentences. The teacher should also engage the students in spelling drills on words associated with travelling.</p> <p>-</p>
	Reading comprehension	Reading to para-phrase a poem (1) types: e.g. dirge, epic, lyric etc. (2) language; concise, unique and high	<p>- 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</p> <p>-</p>
	Summary writing	Reading to summarize an argumentative passage	<p>- 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</p>
9	Speech	<p>Rising tune. E.g.</p> <ol style="list-style-type: none"> <li>1. Will you come home tonight?</li> <li>2. Can David do this, for me</li> <li>3. Help me with this, please</li> <li>4. Do this for me, will you?</li> </ol>	<p>- Point out where there should be a rise in tone in a sentence, provide enough exercise in drills and encourage vocal class participation</p> <p>-</p>
	Structure	Sequence of tense	<p>- Explain tenses and sequence of tenses. Give examples in sentences correctly. Take note of the existing rules with regards to sequence of tenses</p> <p>-</p>
	Reading comprehension	Reading to answer questions	<p>- Read a prose passages that identify different sentence</p>

			<p>structure that reflect intonation pattern. Discuss the passage, identify main points and answer questions on the passage.</p> <p>-</p>
	Continuous writing	Informal letters (1) features (2) language	<p>- 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.</p> <p>-</p>
10	Speech	<p>Intonation pattern (falling tone: statement and other types of surfaces) e.g.</p> <ol style="list-style-type: none"> <li>1. There will be a match at the National Stadium tomorrow ↘</li> <li>2. There will be a class quiz tomorrow evening ↘</li> <li>3. Where are you going? ↘</li> </ol>	<p>- 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</p>
	Structure	Phrasal verbs with more than one particles e.g. cut down on, get away with, stay away from, etc	<p>- Explain what phrase verbs ar. Identify them in sentences, give examples and explain their meaning. Use the phrasal verbs in sentences.</p>
	Vocabulary development	<p>Words related to sports</p> <ol style="list-style-type: none"> <li>1. Names of major national games e.g. handball, netball, polio, cricket, football, etc.</li> <li>2. Words for sporting activities: tournament, cantest, championship, round, head bont etc.</li> </ol>	<p>- List different kinds of games played in the country, read passages in sports from national dailies or other articles, listen to a live broad cast of a major national football match or other tournament at</p>

		<ol style="list-style-type: none"> <li>3. Venues of sports: stadium, arena, tennis court, boxing ring, football field, race course, track lane etc.</li> <li>4. Sports official: umpire, coach, referee etc</li> <li>5. Games result: losers, winning side, state mate, championship etc</li> <li>6. Performance: an exciting match, an uphill task, hat trick, terrible performance, brilliant performance etc</li> </ol>	<p>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</p>
11	General revision		-
12	Examination/closing		-

**ENGLISH LANGUAGE  
SS II THIRD TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITY</b>
1	speech comprehension	<p>Listening comprehension: listen to speeches and other oral presentations for critical evaluation</p> <ol style="list-style-type: none"> <li>1. Listen carefully to a given speech</li> <li>2. Meaning of critical evaluation</li> <li>3. Aspect of critical evaluation</li> <li>4. Essence of critical evaluation</li> <li>5. Listen to selected passages on critical work</li> <li>6. Highlighting <ol style="list-style-type: none"> <li>a. Facts</li> <li>b. Opinions</li> <li>c. deductions</li> </ol> </li> </ol>	<p>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</p>

	Structure	<p>Introduction to clauses</p> <ol style="list-style-type: none"> <li>1. features of a clause</li> <li>2. types of clauses <ol style="list-style-type: none"> <li>i. dependent</li> <li>ii. independent clauses</li> </ol> </li> </ol>	<p>Explain what a clause is. List and explain the features of a clause. Explain the types and give examples of clauses</p>
	Vocabulary development	<p>Words associated with agric and horticulture e.g. livestock and domestic animals, dairy products, land, flowers, plants, farming animal disease, types of food produce, veterinary medicine farm manager</p>	<p>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.</p>
2.	Speech	<p>Listening comprehension: listening to debates for main points and passing judgment</p> <ol style="list-style-type: none"> <li>1. Tape – recorded debates</li> <li>2. Radio broadcast</li> <li>3. Short debates between two selected members of the class as selected topics such as; rejection of fraud, cheating, bribery and corruption, economy etc.</li> </ol>	<p>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</p>
	Reading comprehension	<p>Reading to answer question on a given passage</p>	<p>Read the passage carefully, identify difficult words, explain their meanings and answer questions on the passage.</p>
	Vocabulary development	<p>Words associated with commerce e.g. good/services,</p>	<p>Explain commerce. Mention words associated with commerce. Explain their</p>



		price index, market, buyer, seller, industry etc.	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. <ol style="list-style-type: none"> <li>1. Noun clause <ol style="list-style-type: none"> <li>a. Noun clause as subject</li> <li>b. Noun clause object etc</li> </ol> </li> <li>2. Grammatical function</li> </ol>	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. <ol style="list-style-type: none"> <li>1. Explain a process</li> <li>2. An idea</li> <li>3. Give directions <ol style="list-style-type: none"> <li>a. Features; topics such as</li> <li>b. How to prepare a favourite meal, societal ills and diseases</li> </ol> </li> </ol>	Explain expository essay. Read and discuss model expository essay. Identify features of an expository essay. Write a well composed expository essay

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: <ol style="list-style-type: none"> <li>1. Position in sentences and grammatical functions</li> <li>2. Relative pronouns used to introduce Adjectival clauses. E.g. who, which, whom etc</li> </ol>	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/p/, 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; <ul style="list-style-type: none"> <li>a. Cultism</li> <li>b. Population/family life education</li> <li>c. Environmental issues</li> </ul>	Listen attentively to any of the topics discussed by the teacher. List key words in the 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 1. Features 2. Language 3. 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	<p>Formal letter</p> <ol style="list-style-type: none"> <li>1. Types</li> <li>2. Features of Formal letters</li> <li>3. Language</li> </ol>	<p>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)</p>
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 SS TWO FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>LOGARITHMS</b></p> <p>i. Revision of logarithm of numbers greater than one.</p> <p>ii. Characteristics of logarithm of numbers greater than one and less than one and standard form of numbers.</p> <p>iii. Logarithm of numbers less than one, multiplication, division, power and roots.</p> <p>iv. Solution of simple logarithmic equations</p> <p>v. Accuracy of results of logarithm table and calculator.</p>	<p><b>Teacher:</b></p> <p>Guides students to:-</p> <ul style="list-style-type: none"> <li>-Revises laws of logarithm</li> <li>-Reads logarithm table and does calculation involving multiplication, division, power and roots of numbers greater than 1.</li> <li>-Shows the relationship between the characteristics of logarithms and standard form of numbers.</li> <li>-Calculation involving multiplication, roots of number less than 1 and less than 1.</li> </ul> <p><b>Students:</b></p> <p>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.</p> <p><b>Instructional Resources:</b></p>

		Logarithm table, booklet, solution chart of logarithm etc flex banner showing logarithms and antilogarithm of numbers).
2	<p><b>APPROXIMATION</b></p> <p>i. Rounding up and down of numbers to significant figures, decimal places and nearest whole numbers.</p> <p>ii. Application of approximation to everyday life.</p> <p>iii. Percentage error.</p>	<p><b>Teacher:</b></p> <p>Guides the students to</p> <ul style="list-style-type: none"> <li>-approximate given data to hundred, thousand, billion and trillions.</li> <li>-solution using logarithm tables and calculator</li> <li>-make comparison between results obtained from solution with logarithm table and calculator.</li> <li>-calculate percentage error.</li> <li>-solve examples of approximation in schools, health sector and social environment etc.</li> </ul> <p><b>Students:</b></p> <p>Approximate to hundred, thousand, million, billion and trillion.</p> <p>Solve problems in approximation solve problems using logarithm table and calculators.</p> <ul style="list-style-type: none"> <li>-compare the result obtained from the two calculations. Calculate percentage error of a given instrument.</li> </ul> <p><b>Instructional Resources:</b></p> <p>Financial reports and budget population figures logarithm table, calculators data from school records, health sector, economy etc.</p>
3	<p><b>ALGEBRAIC FRACTIONS (I)</b></p> <p>i. Simplification of fractions</p> <p>ii. Addition, subtraction, multiplication and division of algebraic fractions.</p>	<p><b>Teacher:</b></p> <p>Guides students to:</p> <ul style="list-style-type: none"> <li>-determining the L.C.M. of the denominators of the fraction and simplify the fractions.</li> <li>-perform addition, subtraction, division and multiplication on the fractions.</li> </ul> <p><b>Students:</b></p> <p>Simplify a given algebraic fraction using the LCM</p> <p>Perform addition, subtraction, division and multiplication on algebraic fractions.</p> <p><b>Instructional Resources:</b></p> <p>Chart showing LCM, addition, subtraction, multiplication and division etc.</p>
4	<p><b>ALGEBRAIC FRACTIONS (II)</b></p> <p>i. Equation involving fractions</p> <p>ii. Substitution in fractions</p> <p>iii. Simultaneous equations involving fractions.</p>	<p><b>Teacher:</b></p> <p>Guides students to:</p> <ul style="list-style-type: none"> <li>-solve equation involving fraction</li> <li>-substitute for a given value in a fraction.</li> </ul>



	<p>iv. Finding the value of unknown to make a fraction undefined.</p>	<p>-solve simultaneous equation involving fractions -guides students to determine undefined value of a fractions.</p> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Oranges, apple, rule, sticks etc.</p>
5	<p><b>SEQUENCE AND SERIES 1 Arithmetic Progression (AP)</b> i. Meaning of sequences indicating first term (a) common difference (d) and the <math>n^{\text{th}}</math> term of an Arithmetic Progression (A.P) and calculating the <math>n^{\text{th}}</math> 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.`</p>	<p><b>Teacher:</b> Guides students to: -discover the meaning and types of sequences. -identify examples of Arithmetic Progression (A.P.) -derive the formula for the <math>n^{\text{th}}</math> term of an A.P. -define and use the formula for the sum of an A.P. Gives exercises on A.P.</p> <p><b>Students:</b> State the rule that gives a sequence. Define and give an arithmetic progression. Participate in deriving the formula for the <math>n^{\text{th}}</math> term. Calculate the <math>n^{\text{th}}</math> term and sum of an A.P. Solve problems on arithmetic progression.</p> <p><b>Instructional Resources:</b> Ages of students, poles and pillars of different height, other objects of different sizes, numbers, etc.</p>
6	<p><b>SEQUENCE AND SERIES (II) Geometrical Progression (G.P)</b> i. Meaning of Geometry Progression (G.P.) indicating first term (a), common ratio (r) and <math>n^{\text{th}}</math> term of a G.P and calculation of <math>n^{\text{th}}</math> 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.</p>	<p><b>Teacher:</b> Guides students to: -define and give examples of geometric progression. -leads students to derive and use the formula for the <math>n^{\text{th}}</math> term of a G.P, calculate the sum of G.P.</p> <p><b>Students:</b> Define and give examples of geometric progression, participate in deriving the formula for the <math>n^{\text{th}}</math> term. Calculate the sum of G.P when <math>n &gt; 1</math> and <math>n &lt; 1</math> Solve problems on geometric progression, including practical problems.</p> <p><b>Instructional Resources:</b></p>

		As in week 5 above.
7	<p><b>QUADRATIC EQUATION (I)</b></p> <p>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 solving problems.</p>	<p><b>Teacher:</b>  Revise factorization of perfect squares i.e. <math>x^2+2ax+a^2</math> as <math>(x+a)(x+a)</math>  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 problems.</p> <p><b>Students:</b>  Expands and factorize perfect squares such as <math>(x+3)^2</math>.  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.</p> <p><b>Instructional Resources:</b>  Quadratic equation box, completing the squares sheet..</p>
8	<p><b>QUADRATIC EQUATION (II)</b></p> <p>1. Word problem leading to quadratic equation  2. Application of quadratic equation to real life situation.</p>	<p><b>Teacher:</b>  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.</p> <p><b>Instructional Resources:</b>  As in week 7 above.</p>
9	<p><b>SIMULTANEOUS LINEAR AND QUADRATIC EQUATION (I)</b></p> <p>i. Revision of simultaneous linear equations</p>	<p><b>Teacher:</b>  Guides students to solve simultaneous linear equations using elimination, substitution, graphical methods.</p>

	<p>ii. Simultaneous linear and quadratic equation by elimination method.</p> <p>iii. Simultaneous linear and quadratic equations by substitution method.</p> <p>iv. Graphical method</p> <p>v. Word problem leading to simultaneous linear and quadratic equation.</p>	<p>-Solves linear and quadratic equation using substitution method, to construct tables of values of y given the values of x.</p> <p>-finds the solution of other related equation.</p> <p><b>Students:</b> Solve problem in simultaneous linear equation using elimination, substitution and graphical method. Solve simultaneous linear and quadratic equation. Construct tables of value.</p> <p><b>Instructional Resources:</b> Graph, chart showing how to find roots of graph <math>y=ax^2+bx+c</math>. Graph board, graph book, mathematical sets.</p>
10	<p><b>SIMULTANEOUS LINEAR AND QUADRATIC EQUATION (II)</b></p> <p>1. Revision of linear and quadratic graph</p> <p>2. Simultaneous linear and quadratic equations by graphical method.</p>	<p><b>Teacher:</b> As in week 9 above</p> <p><b>Students:</b> As in week 9 above</p> <p><b>Instructional Resources:</b> As in week 9 above.</p>
11	<p><b>GRADIENT OF A CURVE</b></p> <p>1. Revision of a straight line graph</p> <p>2. Gradient of a straight line.</p> <p>3. Drawing tangent to curve</p> <p>4. Determination of gradient of a curve.</p>	<p><b>Teacher:</b> 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.</p> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Graph board, graph book, ruler. (Mandatory)</p>
12	Revisions	Revisions
13	Examinations	Examinations

**GENERAL MATHEMATICS  
SS 2 SECOND TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>LOGICAL REASONING:</b></p> <ol style="list-style-type: none"> <li>1. Simple and compound statement</li> <li>2. Logical operation and truth tables</li> <li>3. Conditional statements and indirect proofs.</li> </ol>	<p><b>Teacher:</b>            Gives collection of simple and compound statement and guides students to distinguish them.            -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.</p> <p><b>Students:</b>            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.</p> <p><b>Instructional Resources:</b>            Truth tables.</p>
2	<p><b>LINEAR INEQUALITIES</b></p> <ol style="list-style-type: none"> <li>1. Linear inequalities in one variable</li> <li>2. Linear inequalities in two variables</li> <li>3. Range of values of combined inequalities</li> <li>4. Graph of linear inequalities in two variables.</li> <li>5. Maximum and minimum values of simultaneous linear inequalities and application of linear inequalities in real life situation.</li> </ol>	<p><b>Teacher:</b>            - 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.</p> <p><b>Students</b>            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.</p> <p><b>Instructional Resources:</b>            Scale balance, number line chart, graph board, mathematical sets.</p>
3	<b>CHORD PROPERTIES</b>	<b>Teacher:</b>

	<ol style="list-style-type: none"> <li>1. Angles suspended by a chord in a circle.</li> <li>2. Angles subtended by chord at the centre.</li> <li>3. Perpendicular bisectors of chords.</li> <li>4. Angles in alternate segment</li> <li>5. Cyclic quadrilaterals</li> </ol>	<ul style="list-style-type: none"> <li>- Leads students in constructing models to show angles subtended at the centre, perpendicular bisectors of chord and angles alternate segments.</li> <li>-leads students in carrying out the formal proof of each one.</li> <li>-leads students in solving practical problems using the models.</li> </ul> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Card board, cardboard showing chords and segments of a circle.</p>
4	<p><b>CIRCLE THEOREMS</b></p> <ol style="list-style-type: none"> <li>1. Proof of the theorem: the angle which an arc suspend at centre is twice the angle subtended at the circumference.</li> <li>2. Proof of the theorem: the angles in same segment are equal.</li> <li>3. Proof of the theorem: the angles in a semi-circle is one right angle.</li> <li>4. Proof of the theorem: the opposite angles of a cyclic quadrilateral are supplementary.</li> <li>5. Proof of the theorem: the tangent to a circle is perpendicular to the radius.</li> </ol>	<p><b>Teacher:</b> 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.</p> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Models of circle theorem.</p>
5	<p><b>CALCULATION ON CIRCLE THEOREM</b></p> <ol style="list-style-type: none"> <li>1. Angle at centre is twice angle at the circumference of circle</li> <li>2. Angles in the same segments are equal.</li> <li>3. Angles in a semi-circle is <math>90^\circ</math></li> <li>4. Opposite angles of a cyclic quadrilateral are supplementary (i.e. when the opposite angles are added, they give <math>180^\circ</math>)</li> <li>5. Tangent to a circle (i.e. Radius of a circle is perpendicular to the tangent of a circle).</li> </ol>	<p><b>Teacher:</b> 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.</p> <p><b>Students:</b> Construct the models, measure, the angles on the circumference, draw the diagram and</p>

		<p>participate in the formal proof using inference from the drawing.</p> <p><b>Instructional Resources:</b> Cardboard.</p>
6	<p><b>TRIGONOMETRY (I)</b></p> <p>1. Derivation of sine rule and its application</p> <p>2. Derivation of cosine rule and its applications.</p>	<p><b>Teacher:</b></p> <p>Shows the chart of acute and obtuse angle</p> <ul style="list-style-type: none"> <li>-leads students to use the charts to explain conventional methods of denoting vertices of triangles</li> <li>-guides students to match corresponding sides to the corresponding angle of the triangle.</li> <li>-leads students to identify angle <math>90^\circ</math> and proves the sine rule to arrive at the expression <math>\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math></li> <li>-applies the sine rule in solving problems</li> <li>-shows students cosine rule chart</li> <li>-guides students to derive the expression for the cosine rule and apply the rule in solving problems. E.g. <math>(c^2 = a^2 + b^2 - 2ab \cos C)</math> and the likes</li> </ul> <p><b>Students:</b></p> <p>Study the two charts and follow teacher's explanation on deriving the sine and the cosine rule.</p> <ul style="list-style-type: none"> <li>-apply the rules in solving problem.</li> </ul> <p><b>Instructional Resources:</b> Acute angle chart and obtuse-angled triangle chart.</p>
7	<p><b>THE RIGHT- ANGLE TRIANGLE</b></p> <p>Angles of elevation and depression.</p>	<p><b>Teacher:</b></p> <p>Guides students on how to draw angles of elevation and depression.</p> <p>Leads students to apply trigonometric ratio, sine and cosine rules to solve problems on angles of elevation and depression.</p> <p><b>Students:</b></p> <p>Draw the diagrams.</p> <p>Solve problem on angles of elevation and depression.</p> <p><b>Instructional Resources:</b> Tree in the school compound, a student standing on a desk.</p>
8	<p><b>BEARING</b></p> <p>1. Definition and drawing of 4 cardinal, 8 cardinal points and 16 cardinal points</p>	<p><b>Teacher:</b></p> <p>Leads students to define bearing and draw 4, 8 and 16 cardinal points.</p> <ul style="list-style-type: none"> <li>-leads students to mention the two types of bearing notation giving examples of each.</li> </ul>

	<p>2. Notation for bearings cardinal notations N30°E, S45°N, 3 digits notations e.g. 075°, 350° etc.</p> <p>3. Making sketches involving lengths and angles/bearing</p> <p>4. Problem solving on lengths, angles and bearing.</p>	<p>-leads students to do exercise on writing bearings.</p> <p>-guides students to represent problems on bearing with diagram.</p> <p>-leads students to use Pythagoras theorem, trigonometric ratios, sine and cosine rules etc to solve problems on bearing.</p> <p><b>Students:</b> Mention the two types of notations and state their own examples</p> <p>-draw diagram on word problem on bearing</p> <p>-use the Pythagoras theorem, trigonometric ratios, sine and cosine rules to solve the problem.</p> <p><b>Instructional Resources:</b> Charts illustrating cardinal points, ruler, pencil, protractor, computer assisted instructional resources.</p>
9	<p><b>PROBABILITY (I)</b></p> <p>1. Throwing of dice, tossing of coin and pack of playing cards</p> <p>2. Theoretical and experimental probability.</p> <p>3. Mutually exclusive events.</p>	<p><b>Teacher:</b> 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.</p> <p>-Leads students to identify the die, the card and coin, pack of card as instruments of chance.</p> <p>-Teacher explains theoretical and experimental probabilities and mutually exclusive events.</p> <p><b>Students:</b> - 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.</p> <p><b>Instructional Resources:</b> Ludo, die, pack of playing cards.</p>
10	<p><b>PROBABILITY (II)</b></p> <p>i. Independent events</p> <p>ii. Complementary events</p> <p>iii. Outcome tables</p> <p>iv. Tree diagram/practical application of probabilities in health, business and population.</p>	<p><b>Teacher:</b> Leads students to define mutually exclusive independent and complementary events.</p> <p>-Asks students to derive other examples on those types each.</p> <p>-leads them to evolve the rules using the chart.</p>

		-to use the rule to solve problems on independent events and complementary events. -to draw questions on probability etc. <b>Students:</b> Solve problems on selection <u>with</u> or <u>without replacement</u> -study and copy the derived questions and approaches relevant to probabilities in practical situations. -students solve the derived questions. <b>Instructional Resources:</b> 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	<b>STATISTICS I</b> 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.	<b>Teacher:</b> 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. <b>Students:</b> 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. <b>Instructional Resources:</b> Ages of students, poles of different height, different objects, and score chart showing grouped frequency table.
2	<b>STATISTICS (II)</b> Grouped data (drawing and reading of histogram)	<b>Teacher:</b> Asks students to suggest and write possible scores of 50 students in mathematics



		<p>-leads students to see need for grouping</p> <p>-constructs grouped frequency table using specified intervals.</p> <p>- Teaches the steps for calculating class boundaries, class interval and class mark.</p> <p><b>Students:</b></p> <p>- Suggest and write scores of 50 students and record the scores.</p> <p>-appreciate need for grouping</p> <p>-calculate class boundaries, class interval and class marks.</p> <p><b>Instructional Resources:</b></p> <p>Poles of different heights, ages of large number of students, prices of goods in the market, objects etc.</p>
3	<p><b>STATISTICS (III) Measure of Central Tendency</b></p> <ol style="list-style-type: none"> <li>1. Mean of grouped data</li> <li>2. Median of grouped data</li> <li>3. Mode of grouped data</li> </ol>	<p><b>Teacher:</b></p> <p>Shows score charts that will lead to grouped frequency distribution to the students.</p> <p>-guides students to identify the highest and lowest marks and construct class interval</p> <p>-constructs grouped frequency table by using class interval.</p> <p>- calculates the mean, median, mode of grouped data.</p> <p><b>Students:</b></p> <p>Study the score charts,</p> <p>-identify the highest and lowest score</p> <p>-follow the teacher's guide to calculate the grouped frequency table.</p> <p><b>Instructional Resources:</b></p> <p>Score chart containing marks of 50 students in a class ranging from 5 to 92, computer will be relevant software.</p>
4	<p><b>STATISTICS (IV) Measures of dispersion</b></p> <ol style="list-style-type: none"> <li>1. Mean deviation of grouped data</li> <li>2. Standard deviation of grouped data.</li> <li>3. Variance of grouped data and range</li> <li>4. Calculation of standard deviation by using assumed or working mean (A).</li> </ol>	<p><b>Teacher:</b></p> <p>Explains concept of variability or dispersion to the students.</p> <p>-leads students on computation of these measures.</p> <p>-solves problems</p> <p>-explains terms including secondary market transaction.</p> <p><b>Note:</b> (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)</p> <p><b>Students:</b></p> <p>Solve problems with the help of the teacher in groups, identify areas of application.</p> <p><b>Instructional Resources:</b></p>

		<p>Posters containing some data from published statistics.</p> <p>Posters showing areas of application of measure of dispersion.</p>
5	<p><b>CUMULATIVE FREQUENCY I</b></p> <p>i. Construction of cumulative frequency table to include class intervals, tally, frequencies, class boundaries.</p> <p>ii. Drawing of histogram and frequency polygon</p> <p>iii. Deduce frequency polygon from histogram</p> <p>iv. Drawing of frequency polygon using mid-value and the frequency.</p> <p>v. Review of (i-iv) by engaging the students with various class work.</p>	<p><b>Teacher:</b></p> <p>Suggests 30 quantitative values less than 100. Writes down the values on board, leads students to construct cumulative frequency tables.</p> <p>-constructs class boundaries of the cumulative frequency curve.</p> <p>-draws the cumulative frequency curve using the upper class boundaries and the cumulative frequencies</p> <p>-draws histogram and read from the graph.</p> <p><b>Students:</b></p> <p>Suggests values to teacher</p> <p>-copy suggested values</p> <p>-construct grouped frequency table</p> <p>-construct cumulative frequency under teacher's supervision</p> <p><b>Instructional Resources:</b></p> <p>Cumulative frequency curve chart, graph board, graph book, pencil etc. (graph board is mandatory)</p>
6	<p><b>CUMULATIVE FREQUENCY II</b></p> <p>1. Cumulative frequency curve (ogive) or of graph</p> <p>2. Plotting of cumulative frequency curve/graph (ogive)</p> <p>3. Definition of median, quartiles, percentiles</p> <p>4. Using the curved to find median, quartiles interquartile range (quarter) and semi-interquartile range (quartile deviation).</p>	<p><b>Teacher:</b></p> <p>Guides students to plot the points of class boundaries and cumulative frequency on the graph.</p> <p>-Uses free hands to join the points.</p> <p>-shows students various ways of locating the points</p> <p>-guides students to read quartiles, percentiles, deciles from the ogive</p> <p><b>Students:</b></p> <p>-plot points o the graph with teacher's supervision.</p> <p>-join points together to have the graph, determine, median, deciles, quartiles and percentiles from the graph (ogive)</p> <p><b>Instructional Resources:</b></p> <p>Graph board, graph book, pencil etc.</p>
7	<p><b>CUMULATIVE FREQUENCY III</b></p> <p>i. Meaning of deciles</p> <p>ii. Examples showing median and quartiles from graph</p> <p>iii. More examples on interquartiles, range (quarter deviation) by using formula.</p>	<p><b>Teacher:</b></p> <p>Guides students to calculate deciles, quartiles by formula.</p> <p>-reads the values from the graph by writing the y – axis and x-axis.</p> <p>-writes down the values.</p> <p><b>Students:</b></p>

		<p>Calculate deciles, quartiles, percentiles, decile etc.</p> <p><b>Instructional Resources:</b> Graph board, graph book.</p>
8	<p><b>CUMULATIVE FREQUENCY IV</b></p> <p>1. Explain the meaning of median on a cumulative frequency curve, percentiles, quartiles, deciles.</p> <p>2. Determination of median, deciles, quartiles and percentiles, by formula method.</p>	<p><b>Teacher:</b> 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.</p> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Graph board, graph book, ruler, pencil, published charts of cumulative frequency curve. Data from capital market, stock market used in previous lessons.</p>
9	<p><b>SURDS I</b></p> <p>i. Rational and irrational numbers revision showing examples of surd.</p> <p>ii. Simplification of surds</p> <p>iii. Addition and subtraction of surds (stating the rule that guides addition and subtraction of similar surds)</p> <p>iv. Multiplication and division of surds to include rationalization.</p>	<p><b>Teacher:</b> 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.</p> <p><b>Students:</b> 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.</p> <p><b>Instructional Resources:</b> Charts showing addition, subtraction, multiplication, division and conjugate.</p>
10	<p><b>SURDS II</b></p> <p>i. Conjugate of binomial surds.</p> <p>ii. Simplification of surds including difference of two squares in the denominator.</p>	<p><b>Teacher:</b> 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. <math>\sin 60^\circ = \frac{\sqrt{3}}{2}</math></p>

	<p>iii. Application to solving triangles involving trigonometric ratio of special angles 30°, 60° and 45°.</p> <p>iv. Evaluation of expression involving surds.</p>	<p><math>\sin 45^\circ = 1/\sqrt{2}</math> etc.</p> <p><b>Students:</b> Apply the principles of difference of two squares to the conjugate of surds expressions. -relate surds to trigonometric ratios.</p> <p><b>Instructional Resources:</b> As in week 9 above.</p>
11	Revisions	Revisions
12	Examinations	Examinations
13	Examinations	Examinations

### CIVIC EDUCATION SS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>CITIZENSHIP EDUCATION</p> <p>i. Meaning/definition of citizenship Education, duties and obligations of citizens</p> <p>ii. Identify and describe duties and obligations of citizens to their communities.</p>	<p>Teacher: Define citizenship education. Mention the duties and obligation of citizens to their communities.</p> <p>Students: Dramatize their duties and obligations as citizens to the communities.</p>
2	<p>CITIZENSHIP EDUCATION (CONT.)</p> <p>i. List the skills required for the promotion of our tradition, beliefs etc.</p> <p>ii. National consciousness, national integrity and unity</p>	<p>Teacher: Demonstrate skills necessary for preservation of traditions, customs, beliefs etc. list and explain what promotes national consciousness, integrity and unity.</p>
3	<p>CAPITALIST DEMOCRACY</p> <ul style="list-style-type: none"> <li>- Meaning and definition of capitalist democracy</li> <li>- Characteristics of capitalist democracy</li> <li>- Competition for power among political parties.</li> </ul>	<p>Teacher: Explain the meaning of capitalist democracy and its characteristics. Lead the students in seeing how political parties compete for power.</p>
4	<p>CAPITALIST DEMOCRACY CONTINUED</p> <ul style="list-style-type: none"> <li>- Importance of employment in alleviating poverty as</li> </ul>	<p>Teacher: Explain to the students how employment can alleviate poverty. Explain the importance of responsible governance and popular participation in promoting guaranteed employment etc.</p>

	<p>factors in capitalist democracy</p> <ul style="list-style-type: none"> <li>- Factors which promote and guarantee employment e.g. free education, medical care, and popular participation.</li> </ul>	
5	<p>APATHY</p> <ul style="list-style-type: none"> <li>i. Meaning of political apathy and forms of political apathy</li> <li>ii. Reasons for political apathy e.g. bad governance, unfulfilled political promises, rigging etc.</li> </ul>	Teacher: Define meaning of apathy and explain its forms. Explain reasons for political apathy.
6	<p>REASONS AND EFFECTS OF LEADERSHIP FAILURE TO THEIR FOLLOWERS</p> <ul style="list-style-type: none"> <li>i. Reasons for leadership failures</li> <li>ii. Effects of leadership failure</li> </ul>	Teacher: Explain why leaders fail to protect their followers' interest
7	<p>POPULAR PARTICIPATION</p> <ul style="list-style-type: none"> <li>i. Meaning/definition of popular participation</li> <li>ii. Reasons why people do not participate in politics – economics, obstacles, discriminations, illiteracy etc.</li> <li>iii. Describe how popular organisations are formed.</li> </ul>	Teacher: Define the meaning of popular participation. Give reasons why people do not participate. Demonstrate how popular organizations are formed.
8	<p>HUMAN RIGHTS</p> <ul style="list-style-type: none"> <li>i. Meaning/definition of human rights</li> <li>ii. Characteristics and categories of human rights</li> <li>iii. Limitations of human rights</li> <li>iv. Limitation of movement and lack of freedom of speech.</li> </ul>	Teacher: Explain the meaning and characteristics of human rights. Give some examples of human rights limitation. Describe what happens during emergency.
9	<p>HUMAN TRAFFICKING</p> <ul style="list-style-type: none"> <li>- Meaning/definition of human trafficking</li> </ul>	Teacher: Explain the meaning of human trafficking. Mention the causes of human trafficking

	- 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 i. Roles of social organisations efforts to stop Human trafficking e.g. NAPTIP, WATCLEF etc ii. Roles of organisations and individuals to stop trafficking.	a. 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 i. Meaning/definition of interpersonal relationships, individuals, state and international relationships.	Teacher: i. Explain the meaning of interpersonal relationships. ii. Mention types of interpersonal relationship e.g. relationship between man and woman
2	INTERPERSONAL RELATIONS i. Types of interpersonal relationship ii. Skills that promote interpersonal relationship	Teacher: i. Identify the relationships that exist. ii. State skills that promote interpersonal relationships

3	<p><b>INTER-COMMUNAL RELATIONSHIP</b></p> <ul style="list-style-type: none"> <li>i. Meaning/definition of inter-communal relationships</li> <li>ii. Importance of inter-communal relationship e.g. promote development</li> <li>iii. Skills for resolving inter-communal conflicts – e.g. dialogue, mediation.</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>i. Define inter-communal relationship</li> <li>ii. Lead students to state the importance inter-communal relationship</li> <li>iii. Resource person to explain the different skills in resolving inter-communal conflicts.</li> </ul>
4	<p><b>DRUG ABUSE</b></p> <ul style="list-style-type: none"> <li>i. Meaning and types of drug abuse</li> <li>ii. Symptoms of drug abuse e.g. violence, depression etc.</li> <li>iii. Prevention of drug abuse</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>i. Explain Meaning and types of drug abuse</li> <li>ii. Identify symptoms of drug abuse</li> <li>iii. Show pictures of symptoms of drug abuse</li> <li>iv. Illustrate ways of preventing drug abuse</li> </ul>
5	<p><b>DRUG ABUSE CONTINUED</b></p> <ul style="list-style-type: none"> <li>i. Government agencies that are working to prevent drug abuse e.g. NDLEA, NAFDAC etc</li> <li>ii. Activities of drug enforcement agencies e.g. burning of fake drugs or expired drugs.</li> </ul>	<p>Teacher: Bring resource person from drug enforcement agency e.g. NDLEA. Explain the law against drug abuse.</p>
6	<p><b>PUBLIC SERVICE</b></p> <ul style="list-style-type: none"> <li>i. Meaning and definition of public service</li> <li>ii. Characteristics of public service.</li> </ul>	<p>Teacher: Explain the meaning of public service. Mention and explain the characteristics of public service.</p>
7	<p><b>PUBLIC SERVICE CONTINUED</b></p> <ul style="list-style-type: none"> <li>i. Reasons for the short coming in the public service e.g. colonial influence etc.</li> </ul>	<p>Teacher: Identify reasons for the short coming in the public service. Mention ways of improving the public service n Nigeria.</p>

8	<b>RESPONSIBLE PARENTHOOD</b> i. Meaning and definition of parenthood ii. 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	<b>RESPONSIBLE PARENTHOOD</b> - 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	<b>TRAFFIC REGULATION</b> i. Meaning of traffic regulation ii. 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	<b>TRAFFIC REGULATION CONTINUED</b> 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**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
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. i. Recourse and training programme ii. Teaching of political education in schools iii. Use of code of conduct bureau and public complaint commission.	Teacher: Invite a resource person to discuss about code of conduct to the 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

**ASỤSỤ IGBO**  
**SS TWO TAM NKE MBỤ**

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZỊ
1.	<p><b>ỤTỌASỤSỤ:</b> Ekwumekwu: Nkọwa ihe bụ ụbiam na agụụ, ihe ndị na-ebute ha</p> <p><b>OMENALA:</b> Nkọwa ihe bụ otu nzuzo na ụdị ya gasị n'ala Igbo</p> <p><b>AGỤMAGỤ:</b> Agụmagụ Ọdinala – Mmughari nkenụdị ya</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ịkọwa ihe ụbiam pụtara na ihe ndị na-ebute ya</li> <li>3. Ịkparịtaụka gbanyere ihe ndị na-ebute ụbiam na agụụ.</li> <li>4. Ịkwu ihe bụ otu nzuzo na ụdị ya gasị</li> <li>5. Ịkọwa agụmagụ ọdinala</li> <li>6. Ịkwuputa nkenụdị agụmagụ ọdinala</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, ụmụaka n'onwe ha, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Ekwumekwu: Ụzọ dị iche iche a ga-esi gbochie ụbiam na agụụ.</p> <p><b>OMENALA:</b> Ọmụmụ ndịiche dị n'otu nzuzo na otu nkitị.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ Akụkọ Ifo: Mbido na uru ya, ịkọ otu akụkọ na klasị tinyere ihe mmụta ya.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ịkparịtaụka gbasara ụzọ a ga-esi gbochie agụụ na ụbịa</li> <li>3. Ịkwuputa ndịiche atọ dij n'etiti otu nkitị na nke nzuzo e nwere ike isi</li> <li>4. Ịkọ otu akụkọ ifo na ikwu ihe mmụta so ya</li> </ol> <ol style="list-style-type: none"> <li>1. Ịdeputa uru atọ dij n'ịkọ akụkọ ifo</li> </ol> <p><b>NGWA NKỤZỊ</b></p>

3.	<p><b>ỤTỌASỤSỤ:</b> Nkọwa Edemede Leta na Ụdị Ya – Nkeonye na anamachoihe</p> <p><b>OMENALA:</b> Ọmụmụ “Ekpe” na “Mmọnwụ” , Ọbụba ha, ọrụ na ọghom ha</p> <p><b>AGỤMAGỤ:</b> Ọgụgụ na Ntụle Akụkọ ifo ọdinala abụọ sitere n’akwụkwọ a họtara</p>	<p>Ụgbọ ojii, akwụkwọ ọgụgụ, tepụ rekoda, chaati, kaadi mgbubam, foto/eserese, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ide otu edemede leta</li> <li>3. Ịkọwa ụzọ e si aba ekpe na mmọnwụ</li> <li>4. Ikwuputa ọrụ, uru na ọghom dị n’iba mmọnwụ</li> <li>5. Ịgụ na itule akụkọ ifo ha gụrụ</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ abụ a họtara chaati, akwụkwọ ọgụgụ, ugbo ojii, dgz.</p>
4.	<p><b>ỤTỌASỤSỤ :</b> Nkọwa Usoro Edemede Leta Nkeonye na odide otu</p> <p><b>OMENALA:</b> Ọmụmụ Ọmaba na Odo. Ụzọ e si aba ha, uru na ọghom ha.</p> <p><b>AGỤMAGỤ:</b> Ọgụgụ na ntule abụ ọdinala abụọ sitere n’akwụkwọ a họtara</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ideputa otu leta nkeonye</li> <li>3. Ikwu ihe bụ ọmaba na odo</li> <li>4. Ịkọwaputa ụzọ e si aba ha</li> <li>5. Ikwu uru na ọghom dị ọbuba ha</li> <li>6. Ịgụ na itule otu abụ ọdinala a họtara</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ, akwụkwọ abụ a họtara, ụgbọ ojii, tiivi, redio, tepurekoda, dgz.</p>
5.	<p><b>ỤTỌASỤSỤ :</b> Nkọwa Usoro Edemede Leta Anamachoihe na Odide Otu</p> <p><b>OMENALA:</b> Mgbanwe Dị n’Otu Nzuzo Ugbu a</p> <p><b>AGỤMAGỤ:</b> Ọgụgụ na Ntule Ejije Ọdinala sitere n’akwụkwọ a họtara</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ideputa otu edemede leta anamachoihe</li> <li>3. Ikwuputa mgbanwe na-abata n’otu nzuzo ugbu a</li> <li>3. Ịgụ na itule ejije ọdinala</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họtara, ụgbọ ojii, foto/eserese</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Olilo Ụdaume, Nkọwa, ụdị ya dī iche iche na omumaatu ha.</p> <p><b>OMENALA:</b> Ọmụmụ ihe bụ dibia</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ịkọwa olilo ụdaume</li> <li>3. Ikwuputa ụdị olilo e nwere na</li> </ol>

7.	<p>oḍinala na uḍi ya di iche iche, omumu etu e si abu dibia oḍinala.</p> <p><b>AGUMAGU:</b> Ogugu abu ededere Abuḡ a hoḡutara na nnyocha ya.</p> <p><b>UḤOASUSU:</b> Olilo uḡaume-Omumu Olilo ihu na olilo azu</p> <p><b>OMENALA:</b> Dibia Mkpaakwukwo/Mgboroḡwu, Dibia Ogwu/Nsi, Oke dibia: Oru ha, Uru ha na Oghom di na ha.</p> <p><b>AGUMAGU:</b> Ogugu Akwukwo Iduuazi a hoḡutara.</p>	<p>inye omumaatu ha gasi</p> <p>4. Ikwa dibia oḍinala, uḍi ya na etu e si abu ya</p> <p>5. Igu na inyocha abu ederede a hoḡutara.</p> <p><b>NGWA NKUZI</b> Akwukwo oguguklasi, akwukwo abu, ugbo ojii, kaadi mgbubam, foto/eserese, dgz.</p> <p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Ige nti</p> <p>2. Igosiputa uḍi olulo e nwere</p> <p>3. Ikwaputa ndi iche di n'etiti uḍi ndi dibia e nwegasiri</p> <p>4. Ikwu oru, uru na oghom di n'ibu dibia</p> <p>5. Igu akwukwo iduuazi a hoḡutara.</p> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo iduuazi, ugbo ojii, kaadi mgbubam, dgz.</p>
8.	<p><b>UḤOASUSU:</b> Omumu Uḡaume - Omumu Olilo nlofo, mmako na nlocha</p> <p><b>OMENALA:</b> Omumu Dibia afa na Dibia aja, Oru ha, uru na oghom ha.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo iduuazi a hoḡutara.</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Ige nti</p> <p>2. Ikwaputa ndiche di n'etiti uḍi olulo ndi e nwere</p> <p>3. Irugosi ha n'ahiriokwu</p> <p>4. Ikwa dibia afa na aja</p> <p>5. Ikwu oru, uru na oghom ha</p> <p>6. Igu akwukwo iduuazi a hoḡutara</p> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo iduuazi a hoḡoro, ugbo ojii, kaadi mgbubam, dgz.</p>
9.	<p><b>UḤOASUSU:</b> Omumu Ndapu Uḡaume na Ndapu Mgbochiume</p> <p><b>OMENALA:</b> Ntule Dibia Oḍinala na Dibia Bekee, Ndiiche di na ha.</p> <p><b>AGUMAGU:</b> Ogugu na Nchikota otu abu sitere n'akwukwo abu a hoḡutara.</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <p>1. Ige nti</p> <p>2. Irugosi okwu/ahiriokwu nwere ndapu uḡaume na mgbochiume</p> <p>3. Ikwaputa ndiche abuḡ di na dibia bekee na nke oḍinala</p> <p>4. Iguputa otu abu sitere n'akwukwo a hoḡutara</p> <p><b>NGWA NKUZI</b></p>

10.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Fọnim na Mọfim; Ọmụmụ ụdị Mọfim dị iche iche (mọfim ndabe na nnoqoroonwe).</p> <p><b>OMENALA:</b> Akunuba ndi Igbo, nkowa na udi ihe enwe enwe</p> <p><b>AGUMAGU:</b> Ogugu Akwukwo Ejije a hoputara</p>	<p>Chaati udaume/mgbochiume, akwukwo ogugu klasi, akwukwo abu, dgz</p> <p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikowa mofim na inye omumata tu ha</li> <li>3. Ikowa ihe bu akunuba na inye omumatu udi ihe enwe enwe di iche iche</li> </ol> <p>1. Iguputa akwukwo ejije a horo.</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi, akwukwo ejije a horo, tepurekoda, redio, dgz.</p>
11.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ mkpuruokwu – Nkowa mkpuruokwu, nkuzi ndiche di n'etiti mofim na mkpuruokwu.</p> <p><b>OMENALA:</b> Enwemenwe Akunuba – Uru na Oghom di n'ikpata aku n'uzo ziri ezi nakwa n'uzo ezighi ezi.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo ejije a hoputara na nchikota ya.</p>	<p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikowaputa ndiche di n'etiti mofim na mkpuruokwu</li> <li>2. Ikowa ihe bu inwe akunuba</li> <li>3. Ime mkparitauka gbasara uru na oghom di n'ikpata aku n'uzo ezighi ezi</li> <li>4. Igu na ikwu na nkenke gbasara akwukwo ejije ha guru</li> </ol>
12.		
13.	<p><b>MMUGHARI IHE A KUZIRI NA TAM</b></p>	
14.	<p><b>ULE</b></p> <p><b>MMECHI</b></p>	

**ASỤSỤ IGBO**  
**SS TWO TAM NKE ABỤỌ**

<b>IZUỤKA</b>	<b>ISIOKWU / NDỊNISIOKWU</b>	<b>IHE OMUME NA NGWA NKỤZỊ</b>
1.	<p><b>ỤTỌASỤSỤ:</b> Mmughari Ahiriokwu na Udi ya di iche iche  <b>OMENALA:</b> Mmughari Akunuba na Usoro nnweta ya.  <b>AGUMAGU:</b> Omumu Atumaatokwu /asusu nka. Nkwa na ndeputa nkenudi ya.</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME:</b>  1. Ige nti  2. Ikwaputa ahiriokwu na udi ya gasi  3. Ideputa omumaatu ha gasi  4. Ikposita usoro e si enweta akunuba  5. Ikwa asusu nka na irugosi ha n'edemede  <b>NGWA NKỤZỊ</b>  Akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Omumu "Nkwuwa" na Nkenudi ya di iche iche.  <b>OMENALA:</b> Iri Ekpe na ike ekpe  <b>AGUMAGU:</b> Omumu Urwokwu na Igbuduokwu</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME:</b>  1. Ige nti  2. Ikwa ihe nkwuwa na inye omumaatu ha gasi  3. Nrugosi nkwuwa n'ahiriokwu  4. Ikwu etu e si eri ekpe na ndi na-eri ekpe  5. Inye omumaatu uruokwu/igbudu  <b>NGWA NKỤZỊ</b>  Ugbo ojii, akwukwo ogugu, chaati, kaadi mgbubam, foto/eserese, dgz.</p>
3.	<p><b>ỤTỌASỤSỤ:</b> Omumu nkebiokwu – Nkwa ya, ngosiputa ya na nkwaputa nkebiokwu site n'ahiriokwu.  <b>OMENALA:</b> Ndiche di n'iri ekpe, ike ekpe na nnochikwa.  <b>AGUMAGU:</b> Omumu biambia mgbochi na biambia uda.</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME:</b>  1. Ige nti  2. Ikwa nkebiokwu  3. Irugosi nkebiokwu n'ahiriokwu di iche iche  4. Ikwuputa ndiche di n'etiti iri ekpe na ike ekpe  5. Ikwaputa ndiche di n'etiti biambia mgbochi na biambia uda  <b>NGWA NKỤZỊ</b></p>
4.		

5.	<p><b>ỤTỌASỤSỤ :</b> Ọmụmụ Nkebiokwu - Mkpọpụta ụdị ya dị iche iche na Ọmụmụ nkebiokwu keaha na kenkọwaha.</p> <p><b>OMENALA:</b> Nkọwa agwa ọma na agwa ojọọ. Ụgwọ onye kpara agwa ọma na ahụhụ onye kpara agwa ojọọ.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ Mmemmadụ na Egbeokwuna.</p>	<p>Chaati, akwụkwọ ọgụgụ, ugbo ojii, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. !kọwa nkebiokwu</li> <li>3. !rụgosi nkebiokwu na ụdị ya dị iche iche</li> <li>4. Ime mkparịtaụka gbasara agwa ọma na agwa ojọọ</li> <li>5. Iziputa mmemmadụ na egbe okwu n'ahịriokwu</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ, akwụkwọ ejije a họtọt, ụgbọ ojii, tiivi, redio, tepurekọda, dgz.</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Nkebiokwu kembuuzọ, kenkwuwa na kenrụaka.</p> <p><b>OMENALA:</b> Ọtù dị iche iche na-achikwa agwa ọhaneze, dika ezinulo, otu ọgbọ, otu nzuzo, umuokpu, mmonwu, dgz.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ nzaraonwe na Nhajideokwu</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. !kọwa agwa ọma na agwa ojọọ</li> <li>2. !kọwa nkebi okwu kembuuzọ na kenkọwa</li> <li>3. Inye ọmụmaatụ ha</li> <li>5. !kọwa ka otu dị iche iche si achikwa agwa ọhaneze</li> <li>5. Ikwu ihe bu ajuju nzaraonwe na nhagideokwu</li> <li>6. Imebe ahiriokwu ebe e nwere nzaraonwe na nhagideokwu.</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ, ụgbọ ojii, foto/eserese, tepurekọda, redio, dgz.</p>
7.	<p><b>ỤTỌASỤSỤ:</b> Nkọwa nkebiahiri, ngosiputa ha n'ahiriokwu na nkewaputa ha.</p> <p><b>OMENALA:</b> !kọwaputa ụdị echichi na echimechi odinala di iche iche.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ nkwasara na ekwueche ọzọ.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. !kọwa ihe bu nkebiahiri</li> <li>3. Imebe ahiriokwu nwere nkebiahiri</li> <li>4. Ikwu ụdị echimechi odinala ha maara</li> <li>5. !rụgosi ahiri nkwasara na ekwuecheozọ</li> </ol> <p><b>NGWA NKỤZI</b></p>

8.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ nkebiahirị kenkọwaaha na kenkwuwa.</p> <p><b>OMENALA:</b> Iba amanwulu, ọrụ na uru ya</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ ọgharaokwu na soromchịa.</p>	<p>Akwụkwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwọwa ụdị nkebiahirị e nwegasiri</li> <li>2. Ikwọwa ihe nkebiahirị keaha</li> <li>3. Inye ọmụmaatụ nkebiahirị keaha</li> <li>4. Ikwọwa na inye ọmụmaatụ mburu na myiri.</li> <li>2. Ikwọwa ka e si echi lolọ na uru di nay a.</li> </ol> <p><b>NGWA NKỤZI</b></p> <p>Akwụkwọ ọgụgụ, ụgbọ ojii, chaati, kaadi mgbubam, dgz</p>
9.	<p><b>ỤTỌASỤSỤ:</b> Nkwọwa ihe bu kategori utoasusu na udi ya di iche iche: omumu pesin na ngu.</p> <p><b>OMENALA:</b> Echimechi 'eze' na uzọ e si echi ya.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ nsin-nuda .</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwọwaputa ndjiche di n'etiti nkebi ahiri kenkọwa na kenkwuwa</li> <li>2. Inye ọmụmaatụ ụdị nkebiahirị ndi a</li> <li>3. Ikwọwa ka e si aba amanwulu</li> <li>4. Ikwu uru di n'iba ya na ọrụ ya</li> <li>5. Inye ọmụmaatụ ọgharaokwu na soromchịa</li> </ol> <p><b>NGWA NKỤZI</b></p> <p>Akwụkwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, tepu rekoda, chaati, dgz.</p>
10.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ 'Jenda,' oke na nwunye (metutara mmadu na anumanu)</p> <p><b>OMENALA:</b> Ọrụ onye eze na uru inwe eze.</p> <p><b>AGỤMAGỤ:</b> Agwugwa</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwuputa katigori utoasusu ndi e nwere</li> <li>3. Imebe ahiriokwu na-eziputa pesin na ngu</li> <li>4. Ikwọwaputa uzọ e si echi eze</li> <li>5. Irugosi ahirinsinuda</li> </ol> <p><b>NGWA NKỤZI</b></p> <p>Akwụkwọ ọgụgụ , ụgbọ ojii, kaadi mgbubam, dgz</p>
11.		



12.	<b>MMUGHARI IHE A KUZIRI NA TAM</b>	<b>IHE UMUAKWUKWO GA-EME</b> 1. Ikowa oke na nwunye 2. Ikowa ihe bu jenda 3. Inye omumaatu okwu na-egosiputa jenda 4. Ikwu oru onye eze na-arugasị 5. Ideputa uru di n'inwe onye eze 6. Ikwu agwugwa ndi ha maara  <b>NGWA NKUZI</b> Akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.
13.	<b>ULE</b>  <b>ULE NA MMECHI</b>	

### ASUSU IGBO

#### SS TWO TAM NKE ATO

<b>IZUUKA</b>	<b>ISIOKWU / NDINISIOKWU</b>	<b>IHE OMUME NA NGWA NKUZI</b>
1.	<b>UTOASUSU:</b> Mmughari katigori utasusu (Pesi, ngu na jenda) <b>OMENALA:</b> Omumu chi di iche iche n'ala Igbo dk. Idemili, Amadioha, Ibiniukpabi, dgz, uru na oghom ha. <b>AGUMAGU:</b> Nkuzi okwu ntabiire	<b>IHE UMUAKWUKWO GA-EME:</b> 1. Ige nti 2. Irugosi mkpurukwu na-egosiputa pesin, ngu na jenda n'ahirukwu 3. Ikposita udi chi ndi ha maara 4. Ikwu uru na oghom di n'inwe chi 5. Ikwu okwu ntabiire <b>NGWA NKUZI</b> Akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.
2.	<b>UTOASUSU:</b> Omumu tensi, Nkowa ya na udi ya di iche iche dk. Tensi ndimecha na ndiugbua <b>OMENALA:</b> Iri ji n'ala Igbo – usoro na nk Wadebe ya. <b>AGUMAGU:</b> Ogugu akwukwo iduuzi a hoputara.	<b>IHE UMUAKWUKWO GA-EME:</b> 1. Ige nti 2. Ikowa ihe bu tensi na udi ha 3. Iji ahirukwu gosiputa udi tensi di iche iche 4. ikowa ihe a na-emegasị tupu e rie ji 5. igu akwukwo iduuzi a hoputara. <b>NGWA NKUZI</b> Ugbo ojii, akwukwo ogugu klasi, akwukwo iduuzi a hoporo, chaati, kaadi mgbubam, foto/eserese, dgz.
3.		<b>IHE UMUAKWUKWO GA-EME:</b>

	<p><b>ỤTỌASỤSỤ:</b> Omumụ Aspekiti na ụdị ya dị iche iche tinyere imaatụ ha.</p> <p><b>OMENALA:</b> Omenala Igba mgba. Uru na oghom di na ya.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo iduuazi a horo.</p>	<ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikowa aspekiti</li> <li>3. Ikwuputa ụdị aspekiti e nwegasiri</li> <li>4. Ideputa uru na oghom di n' igba mgba</li> <li>5. Igu akwukwo iduuazi a horo</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasị, akwukwo iduuazi a horo, ugbo ojii, kaadi mgbubam, dgz.</p>
4.	<p><b>ỤTỌASỤSỤ:</b> Ogugu na aghotaazaa. Ogugu gbasara nlekota gburugburu ebe obibi na uloakwukwo.</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Igu aghotaazaa</li> <li>2. Iza ajuju sitere n' aghotaazaa</li> <li>4. Ikowa ihe igba ofala putara</li> </ol>
5.	<p><b>OMENALA:</b> Igba ofala – Ihe o bu, usoro ya na uru ya.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo ejije a hoptara.</p>	<ol style="list-style-type: none"> <li>5. Ikwu usoro na uru di n' igba ofala</li> <li>6. Igu akwukwo ejije a hoptara</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasị, akwukwo ejije a horo, ugbo ojii, tiivi, redio, tepurekoda, dgz.</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Nkuzi ntughari; Nkwa usoro ntughari ahiri-okwu.</p> <p><b>OMENALA:</b> Igu nwata aha na ihu nwata eze.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo ejije a horo.</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikwu usoro e si eme ntughari</li> <li>3. Ime ntughari</li> <li>4. Ikwu ihe a na-eme n'oge a na-agu nwata aha maobu ma a hu nwata eze</li> <li>5. Igu akwukwo ejije a horo.</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasị, akwukwo ejije a horo, ugbo ojii, foto/eserese</p>
7.	<p><b>ỤTỌASỤSỤ:</b> Ntughari ilu na akpaalaokwu.</p> <p><b>OMENALA:</b> Nkwenye ndi Igbo na ụdị ya di iche iche.</p> <p><b>AGUMAGU:</b> Ogugu na nchikota akwukwo ejije a horo.</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Itughari ilu na akpaalaokwu ufodu</li> <li>3. ikwuputa ihe ndi Igbo kwenyere na ha</li> <li>4. Igu na ichikota ejije ha guru onu</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu, ugbo ojii, Kaadi mgbubam, dgz.</p> <p><b>IHE UMUKAWUKWOGA-EME</b></p>

8.	<p><b>ỤTỌASỤSỤ:</b> Ntughari abụ a họtara</p> <p><b>OMENALA:</b> Omumu ilo uwa na ogbanje</p> <p><b>AGUMAGỤ:</b> Ogugu akuko ifo a họtara.</p>	<ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Itughari abụ a họtara</li> <li>3. Ikowa ilo uwa na ogbanje</li> <li>4. Igu na iza ajuju sitere n'akuko ifo a họtara</li> </ol> <p><b>NGWA NKỤZI</b> Akwukwo ogugu na akwukwo akuko ifo, ugbo ojii, tepu rekoda, radio, dgz.</p>
9.	<p><b>ỤTỌASỤSỤ:</b> Ndakorita udaume</p> <p><b>OMENALA:</b> Omumu arusi, mmuo, agbara na chukwu</p> <p><b>AGUMAGỤ:</b> Ogugu banyere nsogbu a na-enwe na gburugburu ebe obibi dika: ide mmiri, igbutu osisi aghara aghara.</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikowa ihe bu Ndakorita udaume</li> <li>2. Inye omumaatu mkpuruokwu nwere ndakorita udaume</li> <li>3. Ikwu ihe ha maara gbasara arusi, mmuo, agbara na chukwu</li> <li>4. Igu ihe ogugu na iji okwu oheru meputa mkpuruokwu</li> </ol> <p><b>NGWA NKỤZI</b> Akwukwo ogugu horo, ugbo ojii, kaadi mgubam, tepu rekoda, dgz.</p>
10.	<p><b>ỤTỌASỤSỤ:</b> Omumu akara udaolu –Itinye akara udaolu na mkpuruokwu ndi nwere otu nsupe na nghota di iche iche iche.</p> <p><b>OMENALA:</b> Omumu ngwa ofufe – dk. Okpesi na ofo. Uru na oghom di na ha.</p> <p><b>AGUMAGỤ:</b> Uru di n'ilekota gburugburu (environment) na oghom na-adi ma elekotaghi ya.</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Itinye akara udaolu na mkpuru - okwu</li> <li>3. Ikowa ngwa ofufe : okpesi na ofo</li> <li>4. Ikwu uru na oghom di n'iji ngwa ofufe ndi a</li> <li>5. Ikwu uru na oghom na-adi n'ilekota maobu elekotaghi gburugburu anya.</li> </ol> <p><b>NGWA NKỤZI</b> Akwukwo ogugu, ugbo ojii, kaadi mgubam, tepu rekoda, dgz.</p>
11.	<p><b>ỤTỌASỤSỤ:</b> Edemedede ilu dk. "Ekwe ekwe na-ekwe n'uta ekwere".</p>	<p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ide edemedede ilu</li> <li>2. Ikwu ihe bu ikenga na otansi</li> <li>3. Idepata ihe bu oru ha</li> <li>4. Ikwu oghom na-eso ha</li> <li>5. Ikwuputa uche ha gbasara akwukwo agumagu ha gururu</li> </ol>
12.	<p><b>OMENALA:</b> Omumu ikenga na otansi. Oru ha na oghom ha.</p>	<p><b>NGWA NKỤZI</b></p>
13.	<p><b>AGUMAGỤ:</b> Uche umuaka gbasara akwukwo agumagu ha dika ejije ma o bu iduuazi</p>	<p><b>NGWA NKỤZI</b> Akwukwo ogugu klasi, akwukwo iduuazi/ejije, ugbo ojii, tepu rekoda, chaati, dgz.</p>

	<b>MMUGHARI IHE A KUZIRI</b>  <b>ULE</b>  <b>ULE NA MMECHI</b>	
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## OTHER COMPULSORY SUBJECTS FOR SS 2 STUDENTS

### FURTHER MATHS SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>ROOTS OF QUADRATIC EQUATION</b> 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)	<b>Teacher:</b> leads students to find sum and products of roots of quadratic equation <b>Students:</b> use formular to find sum and product of roots of quadratic equation <b>Instructional Resource:</b> charts showing a quadratic equation
2	<b>ROOTS OF QUADRATIC EQUATION II</b> 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	<b>Teacher:</b> states condition for quadratic equation to have equal roots, real roots and no roots(complex roots). <b>Students:</b> solve various problems on root of quadratic equation <b>Instructional Resource:</b> charts showing condition for lines to intersect curve and not to intersect.
3	<b>POLYNOMIALS</b> i. Definition of polynomial a. addition b. subtraction c. multiplication ii. Division of polynomials by a polynomial of lesser degree	<b>Teacher:</b> gives definition and examples of polynomials <b>Students:</b> state definition and examples of polynomial <b>Instructional Resource:</b> charts giving examples of polynomials of various degrees.
4	<b>POLYNOMIALS</b> i. Remainder theorem ii. Factor theorem iii. Factorization of polynomials	<b>Teacher:</b> demonstrates how to find remainder when a polynomial is divided by another polynomial of lesser degree. <b>Students:</b> solve problems on remainder theorem and factor theorem <b>Instructional Resource:</b> charts showing sum of root and product.

5	<p><b>POLYNOMIALS</b></p> <p>i. Roots of cubic equation</p> <p>a. Sum of roots <math>\alpha + \beta + \delta = -b/a</math></p> <p>b. sum products of two roots <math>\alpha\beta + \alpha\delta + \beta\delta = c/a</math></p> <p>c. product of roots <math>\alpha\beta\delta = -d/a</math> where <math>ax^3+bx^2+cx+d=0</math></p>	<p><b>Teacher:</b> leads students to solve problem on roots of cubic equation</p> <p><b>Students:</b> solve problems on roots of cubic equation.</p> <p><b>Instructional Resource:</b> charts showing sum of roots, sum of product of two roots and products of three roots of a cubic equation.</p>
6	<p><b>PROBABILITY</b></p> <p>i. Classical, frequential and axiomatic approaches to probability</p> <p>ii. Sample space and event space</p> <p>iii. Mutually exclusive, independent and conditional events.</p>	<p><b>Teacher:</b> leads students to evolve concepts of classical and frequential approaches using ludo dice.</p> <p><b>Students:</b> identify the classical, frequential and axiomatic definition of probability</p> <p><b>Instructional Resource:</b> ludo dice, coin, pack of cards.</p>
7	<p><b>PROBABILITY</b></p> <p>i. Conditional probability</p> <p>ii. Probability trees</p>	<p><b>Teacher:</b> solves conditional probability</p> <p><b>Students:</b> solve problems on conditional probability</p> <p><b>Instructional Resource:</b> ludo dice, coin, pack of cards.</p>
8	<p><b>VECTORS IN THREE DIMENSIONS</b></p> <p>i. Scalar product of vector in three dimensions</p> <p>ii. Application of scalar product</p>	<p><b>Teacher:</b> gives examples of vectors in three dimensions</p> <p><b>Students:</b> write out more examples of three dimensional vectors</p> <p><b>Instructional Resource:</b> charts depicting example of three dimensional vectors.</p>
9	<p><b>VECTORS IN THREE DIMENSIONS</b></p> <p>i. Vector or cross product in three dimensions</p> <p>ii. Application of cross product</p>	<p><b>Teacher:</b> guides students to find cross product of two vectors and leads them to solve problems on application</p> <p><b>Students:</b> solve problem on cross product of two vector and practical application of dot product.</p> <p><b>Instructional Resource:</b> charts showing short cut method of finding dot product.</p>
10	<p><b>LOGICAL REASONING</b></p> <p>i. Fundamental issues in intelligent system</p> <p>ii. Fundamental definition</p> <p>iii. Modelling the world.</p>	<p><b>Teacher:</b> guides students to identify fundamental issues in intelligent system</p> <p><b>Students:</b> Identify fundamental issue in intelligent system</p> <p><b>Instructional Resource:</b> charts showing critical issues in intelligent system.</p>
11	<p><b>LOGICAL REASONING</b></p> <p>i. Introduction to propositional and predicate logical resolution</p> <p>ii. Introduction to theorem proving</p>	<p><b>Teacher:</b> introduces propositional and predicate logical resolution</p> <p><b>Students:</b> explain propositional and predicate resolution</p> <p><b>Instructional Resource:</b> charts showing points to note in proving of theorem.</p>
12	Revisions	Revisions
13	Examinations	Examinations
14	Examinations	Examinations

**FURTHER MATHS  
SS 2 SECOND TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>DIFFERENTIATION</b> i. Limits of a function ii. Differentiation from first principle iii. Differentiation of polynomials	<b>Teacher:</b> guides students on how to find limits of a function and differentiate from first principle. <b>Students:</b> Evaluate limits of a function at a given value and differentiate from first principle. <b>Instructional Resource:</b> charts showing rules of differentiation.
2	<b>DIFFERENTIATION</b> Differentiation of transcendental function such as $\sin x$ , $e^{ax}$ , $\log 3x$	<b>Teacher:</b> leads students to differentiate transcendental functions <b>Students:</b> Differentiate transcendental functions. <b>Instructional Resource:</b> chart showing areas of application
3	<b>DIFFERENTIATION</b> i. Rules of differentiation ii. Product rule iii. Quotient rule iv. Function of function	<b>Teacher:</b> guides students to use rules of differentiation <b>Students:</b> use rules of differentiation <b>Instructional Resource:</b> charts showing rules of differentiation
4.	<b>DIFFERENTIATION</b> i. Application of differentiation to a. rate of change b. gradient c. maximum and minimum values d. equation of motion	<b>Teacher:</b> leads students to use differentiation in finding: rate of change, gradient of a function and optimization involving maximum and minimum values. <b>Students:</b> use differentiation in finding: rate of change, gradient of a function and optimization involving maximum and minimum values. <b>Instructional Resources:</b> chart showing areas of application.
5	<b>DIFFERENTIATION</b> i. Higher derivatives ii. Differentiation of implicit functions.	<b>Teacher:</b> guides students to higher derivative and differentiation of implicit functions <b>Instructional Resource:</b> chart showing areas of application.
6	<b>BINOMIAL EXPANSION</b> i. Pascal triangle ii. Binomial expression of $(a+b)^n$ where $n$ is +ve integer, -ve integer or fractional value	<b>Teacher:</b> guides students to demonstrate the Pascal triangle and write out the binomial expansion. <b>Students:</b> construct the Pascal triangle and write our binomial expansion. <b>Instructional Resource:</b> charts showing Pascal triangle
7	<b>BINOMIAL EXPANSION</b> i. Finding $n$ th term	<b>Teacher:</b> leads students to extend the power of negative integer and fractional values.

	ii. Application of binomial expansion	<b>Students:</b> use the knowledge of expansion of positive expansion to negative and fractional powers. <b>Instructional Resources:</b> charts showing $n^{\text{th}}$ term of a given binomial expansion.
8	<b>CONIC SECTION: THE CIRCLE</b> i. Definition of circle ii. Equation of circle given centre and radius	<b>Teacher:</b> leads students to define circle and explain concept of a circle as conic section . <b>Students:</b> solve various types of problems on circles. <b>Instructional Resources:</b> chart depicting circle as section of a cone.
9	<b>CONIC SECTION: THE CIRCLE</b> 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.	<b>Teacher:</b> guides students to solve various types of problems on circles. <b>Students:</b> solve various types of problems on circle. <b>Instructional Resources:</b> chart showing equation of circle passing through 3 points.
10	<b>CONIC SECTION: THE CIRCLE</b> i. Equation of tangent to a circle ii. Length of tangent to a circle	<b>Teacher:</b> leads students to find the equation of a tangent to circle <b>Students:</b> learn technique of finding equation of tangent to circle <b>Instructional Resources:</b> 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	<b>TRIGONOMETRIC FUNCTION</b> i. Knowledge of six trigonometric functions of angles of any magnitude (sine, 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.	<b>Teacher:</b> leads students to identify and find trigonometric function of angles <b>Students:</b> identify angles of the six trigonometric ratios. <b>Instructional Resources:</b> charts showing relationship between the six trigonometric ratios.
2	<b>TRIGONOMETRIC FUNCTION</b> i. Relationship between graphs of trig ratios e.g. $\sin x$ and $\sin 2x$	<b>Teacher:</b> leads students to identify relationship between graphs of trigonometric ratios.

	<p>graphs of <math>y = a \sin (bx) + c</math>  <math>y = a \cos (bx) + c</math>  <math>y = a \tan (bx) + c</math>  ii. Graphs of inverse by ratio</p>	<p><b>Students:</b> identify relationship between the graphs of trigonometric ratios e.g. <math>\sin x</math> and <math>\sin 2x</math>.  <b>Instructional Resource:</b> charts showing sketches of inverse of <math>\sin x</math>, <math>\cos x</math> and <math>\tan x</math>.</p>
3	<p><b>TRIGONOMETRIC FUNCTION</b>  i. solution of simple equation involving the six trigonometric functions  ii. proofs of simple trigonometric identities e.g. <math>\sin^2 x + \cos^2 x = 1</math>  <math>\sec^2 x = 1 + \tan^2 x</math></p>	<p><b>Teacher:</b> guides them to solve simple equations involving trigonometric ratios.  <b>Students:</b> solve simple trigonometric equation.  <b>Instructional Resources:</b> charts showing sketches of inverse of <math>\sin x</math>, <math>\cos x</math> and <math>\tan x</math>.</p>
4	<p><b>PERMUTATIONS AND COMBINATIONS</b>  i. Permutation on arrangement  ii. Cyclic permutation  iii. Arrangement of identical object.</p>	<p><b>Teacher:</b> guides students to solve problem on cyclic permutation and other types of permutation.  <b>Students:</b> solve various problems on permutation  <b>Instructional Resources:</b> charts showing :  - Functional notation  - <math>{}^n P_r</math>  - <math>{}^n C_r</math></p>
5	<p><b>PERMUTATIONS AND COMBINATIONS</b>  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.</p>	<p><b>Teacher:</b> demonstrates application of combination in probability.  <b>Students:</b> use concept of combination to solve problem on probability.  <b>Instructional Resources:</b> charts showing functional notation.</p>
6	<p><b>DYNAMICS</b>  i. Newton laws of motion  ii. Motion along inclined plane</p>	<p><b>Teacher:</b> explains Newton's law of motion and states the three laws of motion.  <b>Students:</b> write down the laws of motion and solve problems on Newton's laws of motion.  <b>Instructional Resources:</b> Ball and heavy block placed on table to demonstrate 3<sup>rd</sup> law.</p>
7	<p><b>DYNAMICS</b>  i. Motion of connected particles  ii. Work, Energy and Power  iii. Impulse and Momentum</p>	<p><b>Teacher:</b> guides students to solve problem involving application of Newton's law of motion.  <b>Students:</b> solve problem on motion along inclined plane.  <b>Instructional Resources:</b> An inclined plane with object on it.</p>
8	<p><b>DYNAMICS</b>  i. Projectiles  ii. Trajectory of projectiles  iii. Projection along inclined plane.</p>	<p><b>Teacher:</b> guide students to solve various problem on projectiles.  <b>Students:</b> solves various problems on projectile</p>



		<b>Instructional Resources:</b> Light smooth pulley with two blocks connected by string.
9.	<b>INVENTORY MODEL</b> i. Concept of inventory ii. Definitions of important terms in inventory. iii. Holding list iv. Ordering list etc. computation of optimal quantity [EOQ model].	<b>Teacher:</b> guide students to give practical examples on inventory. <b>Students:</b> define various terms on inventory <b>Instructional Resources:</b> charts depicting items on inventory.
10	<b>REPLACEMENT MODEL</b> i. Concept of replacement ii. Individual replacement of sudden failure item iii. Replacement of items that wear out gradually.	<b>Teacher:</b> explains the concept of replacement <b>Students:</b> gives practical examples of item that wear out suddenly and gradually. <b>Instructional Resources:</b> charts showing diagrams of items such as plugs, bulbs, generators, grinding machines etc.
11	Revisions	Revisions
12	Examinations	Examinations
13	Examinations	Examinations

# SENIOR SECONDARY (ARTS)

## LITERATURE

### SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to the "OTHERO" by William Shakespeare	<ul style="list-style-type: none"><li>- Background of the playwright (dramatist)</li><li>- Background and setting of the play</li><li>- Plot summary</li><li>- Shakespearean language and current English on a cardboard sheet</li><li>- Film show on " The Tempest"</li></ul>
2	Reading and explanation of Act One	<ul style="list-style-type: none"><li>- Reading and discussion of scene one</li><li>- Reading and explanation of act one scene two</li></ul>
3	Reading of Act Two	<ul style="list-style-type: none"><li>- Reading and explanation of Act Two, scene One</li><li>- Act Two, scene Two</li><li>- Present action of video</li><li>- Clips on " the Tempest"</li></ul>
4	Reading and explanation of Act Three	<ul style="list-style-type: none"><li>- Reading and discussions one Act Three Scene One</li><li>- Act Three scene Two</li><li>- Act Three scene Three</li><li>- A drawing of a ship on the sea, about to be shipwrecked</li></ul>
5	Reading Act Four of "The Tempest"	<ul style="list-style-type: none"><li>- Reading and discussions on Act four</li><li>- Students to do a weekend assignment by summarizing Act Four in their books.</li></ul>
6	Reading and explanation of Act Five	<ul style="list-style-type: none"><li>- Discussion and reading of scene one</li><li>- Reading and discussion on scene two</li><li>- Teacher to lead discussions on the epilogue</li></ul>
7	Role-play (Drama)	<ul style="list-style-type: none"><li>- Students to role-play the actions of maor characters</li><li>- Role –play the actions of minor characters</li><li>- State the relationship between the characters</li><li>- Watch a video clip of " The Tempest"</li></ul>

8	Introduction to the "NATIVE SON" by Richard Wright	<ul style="list-style-type: none"> <li>- Background of the Novelist</li> <li>- Background and setting of the Novella.</li> <li>- Plot summary/state sequence of events</li> <li>- Show cause effect relationship</li> </ul>
9	Themes and style	<ul style="list-style-type: none"> <li>- Examine the Themes</li> <li>- Analyze the styles</li> <li>- Read out relevant portions that highlight the themes.</li> <li>- Relate the theme to actual life experience or encounters</li> </ul>
10	Character Analysis 1	<ul style="list-style-type: none"> <li>- Examine the major characters</li> <li>- Discussion on their roles and significances</li> <li>- Examine how the characters are related.</li> </ul>
11	Character Analysis 2	<ul style="list-style-type: none"> <li>- Examine the minor characters</li> <li>- Analyze their roles and significances to the plot</li> <li>- Discuss their various relationship</li> </ul>
12	Revision	<ul style="list-style-type: none"> <li>- Revision work on "Native Son" Discussing the themes, characters and plot structure</li> <li>- Sketch picture of combat soldiers at war on a cardboard sheet</li> </ul>
13	Revision	Revision
14	Examinations	Examinations

## LITERATURE

### SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to "FACELESS" by Amma Darko	<ul style="list-style-type: none"> <li>- Background of the novelist</li> <li>- Background and setting of the novel</li> <li>- Plot and summary</li> </ul>
2	The Themes and style	<ul style="list-style-type: none"> <li>- Examine the themes and style</li> <li>- Analyze the themes and style</li> <li>- Relate the themes to personal life encounter</li> <li>- Show a video clip of the boys on coral Island</li> </ul>
3	Character Analysis I	<ul style="list-style-type: none"> <li>- Examine the characters-major</li> <li>- Analyze the major characters-their roles and significance</li> </ul>

4	General overview of the novel-“The Faceless”	<ul style="list-style-type: none"> <li>- The relationship between the major characters.</li> <li>- General discussions/Compete with other students</li> <li>- Give project/pair the students for discussions</li> <li>- Questions and answers session on the novel.</li> </ul>
5	Introduction to “the Blood of a Stranger”by Dele Charlery.	<ul style="list-style-type: none"> <li>- Background of the Play-Wright/dramatist</li> <li>- Background and setting of the play</li> <li>- Plot and summary</li> </ul>
6	The Themes and Style	<ul style="list-style-type: none"> <li>- Examine the themes and style in the play.</li> </ul>
7	Introduction to “She stoops to Conquer” by Oliver Goldsmith	<ul style="list-style-type: none"> <li>- Analyze the themes and style in the play</li> <li>- Relate themes to personal life encounter</li> <li>- Use the text to point out relevant sections e.g the conflict between the western culture VS African culture.</li> </ul>
9	Character Analysis	<ul style="list-style-type: none"> <li>- Background of the Play-Wright/dramatist</li> <li>- Background and setting of the play</li> <li>- Plot and summary</li> </ul>
10	Role –Play “The Blood of a Stranger and “She Stoops to Conquer”	<ul style="list-style-type: none"> <li>- Examine the themes and style in the play.</li> <li>- Analyze the themes and style in the play</li> <li>- Relate themes to personal life encounter.</li> <li>- Examine the characters-major and minor</li> </ul>
11		<ul style="list-style-type: none"> <li>- Analyze the characters</li> <li>- How are the characters related</li> </ul>
12	Revision	<ul style="list-style-type: none"> <li>- Role-play the actions of the major characters</li> </ul>

13	Examinations	Revision  Examinations.
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**LITERATURE**  
**SS 2 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	Introduction to "Ambush" by Gbemisola Adeoti	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> <li>- Background of the poem-subject-matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of Imagery/symbolism</li> <li>- A cardboard / print out picture of someone ambushed.</li> </ul>
2	Introduction to " The Dining Table" by Gbanabam Hallewell.	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> <li>- Background of the poem-subject-matter/summary</li> <li>- Effective use of poeti devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- A cardboard/print out picture of a dining table.</li> </ul>
3	Introduction to "Home-less Not "Hopeless" by Sola Owonibi.	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> <li>- Background of poem subject matter/summary</li> <li>- Effective use of poetic devices/Technique</li> <li>- Effective use of imagery/symbolism</li> <li>- A scenery/picture of beggars or people e.g under the bridge</li> </ul>
4	Introduction to " The Fence" by Lenrie Peters.	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> </ul>

5	Introduction to "The School Boy" by William Blake	<ul style="list-style-type: none"> <li>- Background of the poem-subject matter/summary</li> <li>- Effective use poetic devices/techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- A picture of one wall(fence) of someone in a mood of indecision.</li> <li>- Background and setting of the Poet/Poem</li> <li>- Background of the Poem-subject- matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- Picture of a school boy.</li> </ul>
6	Introduction to "Myopia" by Sly Cheney Coker.	<ul style="list-style-type: none"> <li>- Background and setting of the Poet/Poem</li> <li>- Background of the Poem-subject- matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- Cardboard picture of a medicated glasses/specs</li> <li>- Some things to show lack of future planning.</li> </ul>
7	Introduction to the "Crossing the Bar" by Alfred Tennyson	<ul style="list-style-type: none"> <li>- Background and setting of the Poet/Poem</li> <li>- Background of the Poem-subject- matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- Picture of the Crossing the Bar.</li> </ul>
8	Introduction to "The Soul's Errand" by Walter Raleigh.	<ul style="list-style-type: none"> <li>- Background and setting of the Poet/Poem</li> <li>- Background of the Poem-subject- matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> </ul>

9	Introduction to “ Upon An Honest Man’s Fortune”	<ul style="list-style-type: none"> <li>- A picture of a boy on an errand</li> <li>- Background and setting of the Poet/Poem</li> <li>- Background of the Poem- subject- matter/summary</li> <li>- Effective use of poetic devices/Techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- Picture of stars on the sky</li> </ul>
10	General Overview of the Poems	<ul style="list-style-type: none"> <li>- Discussion in groups by the students of the background and setting of the poems</li> <li>- Discussion in groups by the students on the devices and images in the poems</li> </ul>
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

**GOVERNMENT**  
**SS 2 FIRSTTERM**

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



	<ul style="list-style-type: none"> <li>ii. Types of control: ministerial, parliament and judicial control</li> <li>iii. Problems facing public corporation</li> </ul>	companies Beverages etc to be organised.
7	<b>COMMERCIALIZATION</b> <ul style="list-style-type: none"> <li>i. Definition of commercialization</li> <li>ii. Reasons for commercialization</li> <li>iii. Merits and demerits of commercialization in Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on commercialization</li> <li>2. Invites an expert to give talk on commercialization.</li> </ol>
8	<b>PRIVATIZATION</b> <ul style="list-style-type: none"> <li>i. Definition of privatization</li> <li>ii. Reasons for privatization</li> <li>iii. Merits and demerits of privatization in Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on privatization</li> <li>2. Invites an expert to give talk on privatization.</li> </ol>
9	<b>DEREGULATION</b> <ul style="list-style-type: none"> <li>i. Meaning of deregulation</li> <li>ii. Reasons for deregulation</li> <li>iii. Advantages and disadvantages of deregulation in Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on deregulation</li> <li>2. Invites an expert to give talk on deregulation.</li> </ol>
10	<b>LOCAL GOVERNMENT ADMINISTRATION IN NIGERIA</b> <ul style="list-style-type: none"> <li>i. Meaning of local government administration</li> <li>ii. Reasons for the creation of local government in Britain and France</li> <li>iii. Functions of local government</li> <li>iv. System of local government in Britain and France.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on local government</li> <li>2. Cites, services performance by local government</li> <li>3. Organises an excursion to local government secretariat</li> </ol>
11	<b>THE STRUCTURE OF LOCAL GOVERNMENT</b> <ul style="list-style-type: none"> <li>i. The evolution of local government in Nigeria</li> <li>ii. Structure of local government in Nigeria.</li> <li>iii. Local government sources of finance</li> <li>iv. Relationship among local, state and federal government in Nigeria.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on the evolution and structure of local government.</li> <li>2. Visits local government secretariat.</li> </ol>
12	<b>LOCAL GOVERNMENT REFORMS</b>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on the role of local government and the 1976 local</li> </ol>

	<ul style="list-style-type: none"> <li>i. Roles of traditional rulers in local government administration</li> <li>ii. 1976, local government reforms</li> <li>iii. Problems facing local governments in Nigeria today.</li> <li>iv. Measures or ways to improve local government administration in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>government reforms in Nigeria.</li> <li>2. Organizes debate on the role of traditional rulers in the administration of local government in Nigeria.</li> </ul>
13	Revision	Revision
14	Examination	Examination

## GOVERNMENT

### SS 2 SECOND TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	<b>PRE-COLONIAL ADMINISTRATION</b> <ul style="list-style-type: none"> <li>i. System of administration in pre-colonial Hausa-Fulani government</li> <li>ii. Structure of the system of government</li> <li>iii. Roles of the system</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite resource person to give talk on governments in pre-colonial days</li> <li>2. Guide students to compare different pre-colonial administrations.</li> <li>3. Organise visits to museums and sites of traditional kingdoms.</li> </ul>
2	<b>PRE-COLONIAL ADMINISTRATION</b> <ul style="list-style-type: none"> <li>i. Igbo pre-colonial political system of government</li> <li>ii. The structure of the government in pre-colonial Igbo political system.</li> <li>iii. The roles of the system.</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite resource person to give talk on Igbo pre-colonial political system of government</li> <li>2. Guide students to compare the pre-colonial administrations.</li> <li>3. Organise visits to museums and sites of traditional kingdoms.</li> </ul>
3	<b>PRE-COLONIAL POLITICAL SYSTEM OF GOVERNMENT IN YORUBA LAND</b> <ul style="list-style-type: none"> <li>i. System of government in pre-colonial Yoruba days.</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite resource person to give talk on the Yoruba pre-colonial system of government.</li> </ul>

	<ul style="list-style-type: none"> <li>ii. The structure of the system of government</li> <li>iii. Roles of the system</li> </ul>	<ul style="list-style-type: none"> <li>2. Guide students to compare different pre-colonial administrations.</li> <li>3. Organise visits to museums and sites of traditional kingdoms.</li> </ul>
4	<p>COMPARISONS OF DIFFERENT PRE-COLONIAL ADMINISTRATION IN NIGERIA.</p> <ul style="list-style-type: none"> <li>i. Hausa-Fulani system of government</li> <li>ii. Igbo system of government</li> <li>iii. Yoruba system of government</li> </ul>	<ul style="list-style-type: none"> <li>1. Guide students to compare the different pre-colonial political system of government in Hausa-Fulani, Igbo and Yoruba</li> <li>2. Organise visits to museums and sites of traditional kingdoms.</li> </ul>
5	<p>COLONIAL ADMINISTRATION</p> <ul style="list-style-type: none"> <li>i. Definition of indirect rule</li> <li>ii. Reasons for introducing indirect rule in Nigeria</li> <li>iii. Principles and structures of indirect rule.</li> </ul>	<ul style="list-style-type: none"> <li>1. Provide students with materials on British colonial administration</li> <li>2. Invite resource persons to give talk on British colonial administration</li> <li>3. Organise debate on the merits and demerits of colonial rule.</li> </ul>
6	<p>INDIRECT RULE IN NORTHERN NIGERIA</p> <ul style="list-style-type: none"> <li>i. Reasons for the success of indirect rule in northern Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite resource persons to give talk on indirect rule in northern Nigeria.</li> <li>2. Lead debate on the success of indirect rule in northern Nigeria.</li> </ul>
7	<p>INDIRECT RULE IN SOUTHERN NIGERIA.</p> <ul style="list-style-type: none"> <li>i. Reasons for the failure of indirect rule in southern Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>1. Lead discussion on the failure of indirect rule in southern part of Nigeria</li> <li>2. Organise a debate on the reasons for the failure of indirect rule in southern part of Nigeria (merits and demerits of indirect rule)</li> </ul>
8	<p>COLONIAL ADMINISTRATION</p> <ul style="list-style-type: none"> <li>i. French administration policy of assimilation and association.</li> <li>ii. Meaning of assimilation and association.</li> <li>iii. Problems of policy of assimilation</li> <li>iv. Reasons for change from assimilation to association</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite resource persons to give talk on the French system of administration in West Africa.</li> <li>2. Organise debate on the merits and demerits of colonial rule.</li> </ul>
9	<p>COLONIAL ADMINISTRATION CONTINUED</p>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on colonial rule in West Africa</li> </ul>

	<ul style="list-style-type: none"> <li>i. Comparison of British and French colonial policies of administration</li> <li>ii. The effect/impacts of British and French administration in West Africa</li> </ul>	<ul style="list-style-type: none"> <li>2. Organises a drama/debate on the merits and demerits of colonial rule in West Africa.</li> </ul>
10	<p><b>NATIONALISM</b></p> <ul style="list-style-type: none"> <li>i. Definition of nationalism</li> <li>ii. Factors that led to the rise and growth of nationalism in Nigeria.</li> <li>iii. Effects of nationalism in Nigeria</li> <li>iv. The activities of Nigerian nationalists e.g. <ul style="list-style-type: none"> <li>a. Dr. Nnamdi Azikiwe</li> <li>b. Chief obafemi Awolowo</li> <li>c. Sir Abubakar Tafawa Balewa</li> <li>d. Sir Ahmadu Bello</li> <li>e. Ernest Ikoli etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Guide students to explain the definition/concept of nationalism</li> <li>2. Invite a resource person to give a talk on nationalism in Nigeria.</li> <li>3. Organise a drama on nationalist struggle in Nigeria.</li> <li>4. Show video clips documentary on nationalist activities in Nigeria.</li> </ul>
11	Revision	Revision
12	Examination	Examination

## GOVERNMENT

### SS 2 THIRD TERM

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>CONSTITUTIONAL DEVELOPMENT IN NIGERIA</b></p> <ul style="list-style-type: none"> <li>i. Hugh Clifford's constitution of 1922</li> <li>ii. Features</li> <li>iii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Lead students to name different constitutions in Nigeria</li> <li>2. Organize a visit to the nearest office of national archives</li> <li>3. Guide the students to identify the common feature of the constitutions</li> </ul>
2	<p><b>ARTHUR RICHARDS CONSTITUTION OF 1946/47</b></p> <ul style="list-style-type: none"> <li>i. Features</li> <li>ii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Lead students to name different constitutions in Nigeria</li> <li>2. Organize a visit to the nearest office of national archives</li> <li>3. Guide the students to identify the common feature of the constitutions</li> </ul>
3	<p><b>CONSTITUTIONAL DEVELOPMENT IN NIGERIA</b></p> <ul style="list-style-type: none"> <li>i. Macpherson Constitution of 1951</li> </ul>	<ul style="list-style-type: none"> <li>1. Lead students to name different constitutions in Nigeria</li> <li>2. Organize a visit to the nearest office of national archives</li> </ul>

	<ul style="list-style-type: none"> <li>ii. Features</li> <li>iii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>3. Guide the students to identify the common feature of the constitutions</li> </ul>
4	<p>CONSTITUTIONAL DEVELOPMENT IN NIGERIA</p> <ul style="list-style-type: none"> <li>i. Oliver Lyttleton's Constitution of 1954</li> <li>ii. Features</li> <li>iii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Lead students to name different constitutions in Nigeria</li> <li>2. Organize a visit to the nearest office of national archives</li> <li>3. Guide the students to identify the common feature of the constitutions</li> </ul>
5	<p>MAJOR CONSTITUTIONAL CONFERENCES OF 1950, 1953, 1957 AND 1958</p>	<ul style="list-style-type: none"> <li>1. Invite a resource person to give talk on the conferences held</li> <li>2. Organise a debate or drama on the merits and demerits of the conference.</li> </ul>
6	<p>INDEPENDENCE CONSTITUTION OF 1960</p> <ul style="list-style-type: none"> <li>i. Features</li> <li>ii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite a resource person to give talk on the 1960 constitution</li> <li>2. Organise a debate or drama on the merits and demerits of the 1960 constitution.</li> </ul>
7	<p>REPUBLICAN CONSTITUTION OF 1963 PARLIAMENTARY</p> <ul style="list-style-type: none"> <li>i. Features</li> <li>ii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher lead discussion on Republican constitution of 1963</li> <li>2. Organise a debate or drama on the merits and demerits of the 1963 Republican Constitution.</li> </ul>
8	<p>1979 PRESIDENTIAL CONSTITUTION</p> <ul style="list-style-type: none"> <li>i. Features</li> <li>ii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite a resource person to give talk on the presidential constitution</li> <li>2. Organise a drama on the organs of government</li> </ul>
9	<p>1999 CONSTITUTION: PRESIDENTIAL</p> <ul style="list-style-type: none"> <li>i. Features</li> <li>ii. Merits and demerits</li> </ul>	<ul style="list-style-type: none"> <li>1. Invite a resource person to give talk on the 1999 constitution</li> <li>2. Guide the students to identify the merits and demerits of 1999 constitution and discuss it.</li> <li>3. Organise an excursion to the state/national assembly to see the process of law making and court for judicial interpretation of the law made.</li> </ul>
10	<p>FEDERALISM</p> <ul style="list-style-type: none"> <li>i. The emergence of federalism in Nigeria</li> <li>ii. Factors that necessitate the formation of federal government in Nigeria.</li> <li>iii. Features of Nigerian federalism</li> <li>iv. Problems of Nigerian federalism e.g.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on the reasons that led to the adoption of federalism in Nigeria.</li> <li>2. Discusses the major constitutional conferences of 1950, 57, and 58 as a prelude to the adoption of federalism and the issues involved.</li> </ul>

	<ul style="list-style-type: none"> <li>a. Revenue allocation formula</li> <li>b. Minority issues</li> <li>c. State creation</li> <li>d. Ethnicity rivalry problems.</li> </ul>	
11	<p><b>NATURE AND STRUCTURE OF NIGERIAN FEDERALISM</b></p> <ul style="list-style-type: none"> <li>i. Federalism before independence from 1914 to 1959</li> <li>ii. 1960 – 1966</li> <li>iii. 1967 – 1975</li> <li>iv. 1976 – to date</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on the political structure and division of powers in Nigeria federalism</li> <li>2. Leads debate on the advantages and disadvantages of federalism</li> </ul>
12	Revision	Revision
13	Examination	Examination

## CHRISTIAN RELIGIOUS STUDIES

### SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	The Sovereignty of God	<ul style="list-style-type: none"> <li>a. Meaning of sovereignty of God</li> <li>b. God the Creator <ul style="list-style-type: none"> <li>- first account of creation</li> <li>- Second account of creation</li> <li>- Both accounts compared (Genesis 1&amp;2, Psalm 19:1)</li> </ul> </li> <li>c. Sovereignty of God over individual lives. (Daniel 4:4-37, Isaiah 45:10)</li> </ul>	<ul style="list-style-type: none"> <li>• Students to distinguish between things created by God and those made by man.</li> <li>• Discuss the implication of God's Sovereignty over student's lives.</li> </ul>
2	God the Controller of the Universe	<ul style="list-style-type: none"> <li>a. God's control of the universe (Genesis 1:26-31, Amos 9:1-6)</li> <li>b. God controls the affairs of Nations (Jeremiah 18:1-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students to imagine what happen if God withdrew from the world.</li> <li>• Discuss how human beings are dependent on God.</li> </ul>

3	The apostles Creed	<p>a. Meaning of creed (Credo) 'I Believe'</p> <p>b. B. content of the Apostles creed. See the Curriculum page 21. Or the Internet</p> <p>c. Trinitarian nature of apostles creed</p>	<ul style="list-style-type: none"> <li>• Students to memorize the Apostles Creed.</li> </ul>
4.	Leadership	<p>a. Meaning of Leadership</p> <p>b. Joseph as a leader</p> <ul style="list-style-type: none"> <li>- Joseph's early life and arrival in Egypt (Genesis 37:1-28)</li> <li>- Joseph the governor of Egypt. (Genesis 41:1-57)</li> <li>- Joseph reconciles with his brothers. (Genesis 45:1-15)</li> </ul>	<ul style="list-style-type: none"> <li>• Students to list personal and leadership attributes of Joseph</li> <li>• Compare Joseph's leadership style with that of present-day club, school or state leader.</li> </ul>
5.	Moses as a Leader	<p>a. The early life and call of Moses. (Exodus 1:1-3)</p> <p>b. 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)</p> <p>c. Moses leads his people out of Egypt. (Exodus 14:1-31, 32:1-14, Numbers 13:1-33, 14:1-19)</p>	<ul style="list-style-type: none"> <li>• Students are to list Moses's leadership qualities and show how he used them.</li> <li>• Compare Moses leadership style with that of a leader with whom they are familiar.</li> </ul>
6.	Joshua as a Leader	<p>a. Joshua is chosen and equipped to lead Israel. (Numbers 13:16, 14:10, 27:15-23)</p> <p>b. Deborah as a Leader; Deborah leads the people to victory. (Judges 4:1-24)</p>	<ul style="list-style-type: none"> <li>• Discuss the advantages and disadvantages that those who succeed great leaders have.</li> </ul>
7.	Guidance	<p>a. God guided the people of Israel. (Exodus 13:17-22, Joshua 8:1-22).</p> <p>b. God guided His people today through the teaching of Jesus Christ in the Bible. (Hebrews 1:1, Matthew 11:27-30)</p>	<ul style="list-style-type: none"> <li>• The students are to discuss various factors that help in decision making.</li> <li>• Discuss various ways in which God</li> </ul>

			guided His people in the past and today.
8.	Protection	<ul style="list-style-type: none"> <li>a. God's protection over the Israelites (Exodus 14:10-30,)</li> <li>b. God's protection over individual (Daniel 6:16-23)</li> <li>c. God's protection available for all people at all times. (Psalm 91)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the significance of identity cards in the society.</li> <li>• Identify incidents that illustrate God's protective powers in the passages.</li> </ul>
9.	Provisions	<ul style="list-style-type: none"> <li>a. God provided for his people: <ul style="list-style-type: none"> <li>- Food (Exodus 16:1-21)</li> <li>- Water (Exodus 17:1-7)</li> <li>- Light for night journey (Exodus 13:20-22)</li> <li>- Shade for sunny days journey (Exodus 13:20-22)</li> </ul> </li> <li>b. God provided sustenance for Elijah and Zarephath widow during drought (I Kings 17:1-16).</li> <li>c. God requires our obedience to effect his provisions <ul style="list-style-type: none"> <li>- Abraham (Genesis 22:1-13)</li> <li>- Elijah (I Kings 17:10-16)</li> <li>- Israelites (Exodus 16:19)</li> <li>- Zarephath widow (I Kings 17:10-16)</li> </ul> </li> <li>d. Why provision were stopped (Joshua 5:11-12, I Kings 4:1-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the basic needs of man and how God provides for them.</li> <li>• Outline the conditions laid down by God for giving provisions.</li> </ul>
10.	Parental Responsibility	<ul style="list-style-type: none"> <li>a. The irresponsible behaviour of Eli and the sons (I Samuel 2:12-25)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the misbehaviour of the children of Eli and</li> </ul>



		<p>b. The irresponsible behaviour of Samuel's Sons (I Samuel 8:1-9)</p> <p>c. God's pronouncement of judgement on Eli and his Sons (1 Samuel 2:27-36, 3:1-18)</p> <p>d. The fulfilment of God's judgement on Eli and his family ( I Samuel 4:10-22).</p>	Samuel, and God's reaction.
11.	Parental Responsibility of Asa	<p>a. King Asa pleased God. ( I Kings 15:9-15)</p> <p>b. King Jehoshaphat follows his father's way of life. (I Kings 22:41-44)</p>	<ul style="list-style-type: none"> <li>• Discuss the role of parents in the upbringing of their children.</li> <li>• Students to write an essay on how parent's ways of life influence the lifestyle of their children.</li> </ul>
12.	Revision		
13-14	Examination		

**CHRISTIAN RELIGIOUS STUDIES  
SS 2 SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1	Consequences of Obedience	<p>a. Joseph was rewarded for obeying God's law (Genesis 39:7-12)</p> <p>b. David was rewarded for respecting a civil rule (Exodus 20:13, Psalms 26:1-12)</p> <p>c. The three Hebrew youths escaped death for obeying God to avoid idolatry (Exodus 20:3, Daniel 3:1-30)</p> <p>d. Esther obeyed Mordecai (Esther 4:1-16)</p>	<ul style="list-style-type: none"> <li>• Cite some examples of those who obeyed God and got rewarded</li> <li>• Discuss what seeming 'advantage' is given up in each case of obedience</li> </ul>
2	Consequences of Disobedience	<p>a. Saul's disobedience (I Samuel 15:1-19)</p>	<ul style="list-style-type: none"> <li>• List acts of disobedience</li> </ul>

		<p>b. Consequences of Saul's disobedience</p> <ul style="list-style-type: none"> <li>- Rejection as King (I Samuel 15:20-26)</li> <li>- The Spirit of god left Saul (I Samuel 16:14-23)</li> <li>- Saul and his son died same day (I Samuel 31;1-13)</li> </ul>	<p>that is common among SS students.</p> <ul style="list-style-type: none"> <li>• Discuss situations at school and home where disobedience leads to unpleasant consequences.</li> </ul>
3	Consequences of Disobedience Continues	<p>a. Others who suffered for their disobedience</p> <ul style="list-style-type: none"> <li>- Disobedient Prophet (I Kings 13:11-24)</li> <li>- The Sons of Eli (I Samuel 2:22-25, 4:10-11)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between delayed and immediate consequences of disobedience in life today.</li> </ul>
4	Friendship	<p>a. Meaning of Friendship</p> <p>b. Types of Friendship</p> <ul style="list-style-type: none"> <li>- Faithful and unconditional Friendship</li> <li>- Unfaithful and conditional Friendship</li> </ul> <p>c. The Friendship between Jesus, Martha and Mary (Luke 10:32-42)</p> <p>d. Friendship between Jesus and Lazarus (John 11:1-44)</p> <p>e. David, Saul and Jonathan (I Samuel 18:19)</p> <p>f. Characteristics of good and bad friends</p>	<ul style="list-style-type: none"> <li>• Guides students to list examples of good and bad friends.</li> <li>• Discuss types of friendships that exist among their peer-group.</li> </ul>
5	Trust in God	<p>a. David submits to the will of God (I Samuel 26:1-25, II Samuel 12:15-25)</p> <p>b. Jonah submits to the will of God (Jonah 1-2)</p>	<ul style="list-style-type: none"> <li>• Guide students to explain the terms 'Submission' and 'Will of God'</li> <li>• Guide students to debate whether David should have killed Saul or not</li> </ul>

			<ul style="list-style-type: none"> <li>• Students to recount the story of Jonah</li> </ul>
6	The Wisdom of Solomon	<ol style="list-style-type: none"> <li>a. Solomon's request for wisdom of God (I Kings 3:3-15)</li> <li>b. How Solomon applied his wisdom (I Kings 3:16-23, 4:29-34)</li> <li>c. Building of the temple and its dedication (I Kings 5:1-12, 8:1-53)</li> </ol>	<ul style="list-style-type: none"> <li>• Define the concepts 'Wisdom' and 'Decision'</li> <li>• Guide students to suggest different ways of taking right decisions.</li> <li>• Ask how one can get wisdom from God and other sources (James 1:5-8).</li> </ul>
7	Unwise Decision of Solomon and Rehoboam	<ol style="list-style-type: none"> <li>a. Solomon's unwise decision (I Kings 9:15-23, 11:1-13)</li> <li>b. Rehoboam unwise decision and its consequences (I Kings 12:1-20)</li> </ol>	<ul style="list-style-type: none"> <li>• Mention some consequences of wrong decisions.</li> <li>• Explain the relevance of going for counselling before taking major decisions.</li> <li>• Video clip depicting the disastrous consequences of wrong decisions e.g. War films.</li> </ul>
8	The Effect of greed ( Ahab and Gehazi)	<ol style="list-style-type: none"> <li>a. Meaning of Greed</li> <li>b. Ahab seizes Naboth's vineyard (I Kings 21:1-2, 16)</li> <li>c. The effects of Ahab's greed. (I Kings 21:17-29)</li> <li>d. Gehazi's greed and its consequences (II Kings 5:1-27)</li> </ol>	<ul style="list-style-type: none"> <li>• Lead discussion on greed and how in Nigeria it has led to massive corruption</li> </ul>
9	The supremacy of God	<ul style="list-style-type: none"> <li>- Definition of Supremacy</li> <li>- Situation that leads to the pronouncement of the period of drought. (I</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the students to identify areas of religious tension in Nigeria.</li> </ul>

		Kings 16:29-34, 17:1-7, 18:1-19) - Elijah pronounces the period of drought (I Kings 19:1-18) - Obadiah protected the prophets of God.	<ul style="list-style-type: none"> <li>Discuss the courage of Elijah and Obadiah.</li> </ul>
10	Revision		
11-12	Examination		

## CHRISTIAN REELIGIOUS STUDIES

### SS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Elijah at Mount Carmel	a. The contest on mount Carmel (I Kings 18:20-46) b. Failure of Baal in the contest to the success of the true God. c. God's (Ark of God) supremacy over Dragon of Philistine (I Samuel 5-12)	<ul style="list-style-type: none"> <li>Let the students describe the god or gods worshipped in their areas</li> <li>Point out the reason for the failure of Baal</li> <li>Discuss the Supremacy of God.</li> </ul>
2	Religious Reforms	a. Prevalent religious evils at the time of Josiah (II Kings 22) b. Josiah's reforms in Judah (II Kings 23:4-14, 21-30)	
3	Religious Reforms Continues	a. Religious reforms in the North (II Kings 23:15-30) b. Some areas of religious reforms in Nigeria e.g. Removal of adulterous Priests, Pastors, Spiritualists, homosexual, lesbians, tribalism etc.	<ul style="list-style-type: none"> <li>Leads a discussion on areas that need reformation in the Churches and the society as a whole.</li> <li>Allow the students to examine selves to know if their religious and social lives tally with the Word of God.</li> </ul>
4	Concerns for one's Nation	a. The captivity and destruction of Jerusalem (II Kings 24; 25:1-17)	<ul style="list-style-type: none"> <li>A paper chart containing the National Anthem and National Pledge.</li> </ul>

		<p>b. Report on the condition of the Nation. (Nehemiah 1:3)</p> <p>c. 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)</p>	
5	Concerns for one's Nation continues	<p>a. Reconstruction of the Nation in the face of opposition (Ezra 4; 5:1-2, 6:13-22, Nehemiah 4:1-23)</p> <p>b. Responsibility to our Nation Nigeria</p> <ul style="list-style-type: none"> <li>- Political and Economic stability</li> <li>- Spiritual reawakening etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
6	Faith in God	<p>a. The command to worship King Nebuchadnezzar's image ( Daniel3:1-7)</p> <p>b. Refusal of Shadrach, Meshach and Abednego to worship the King's image</p> <p>c. Punishment of the refusal and God's deliverance</p> <p>d. Effects of their faith and courage on the people of Babylon and Jews.</p>	<ul style="list-style-type: none"> <li>• Let the students identify where God gave the command not to worship other god in the Bible.</li> </ul>
7	Faith and Power of God	<p>a. A decree to worship the King (Daniel 6:1-9)</p> <p>b. Daniel expresses his faith in God (Daniel 6:10-15)</p> <p>c. Daniel in the lion den. (Daniel 6:11-18)</p>	<ul style="list-style-type: none"> <li>• Lead the students to identify the circumstances under which Daniel expressed absolute faith in God.</li> </ul>

		<p>d. The power of God manifested (Daniel 6:19-24)</p> <p>e. Effects of Daniel's faith (Daniel 6:25-28)</p> <p>f. Qualities of Daniel (Daniel 1:3-8, 6:3-5,10, 16:6; 22-23)</p>	
8	True Religion and Social Justice	<p>a. 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)</p> <p>b. Social vices at the time of Amos (Amos 2:6-8, 4:1-2, 5:7-13)</p>	<ul style="list-style-type: none"> <li>• Lead students to discuss what true religion is and what is not.</li> </ul>
9	True Religion and Social Justice	<p>a. Opposition against Amos by Amaziah Priest of the royal sanctuary (Amos 2:10-17)</p> <p>b. Divine judgement of the evil doers (Amos 4:2-3, 4:6-10, 5:14-20, 6, 7:16-17, 8:9-10)</p> <p>c. Risks often faced by those who carry out divine messages:- persecution, death, denial of promotion, loss of job etc.</p> <p>d. The need to remain steadfast.</p>	<ul style="list-style-type: none"> <li>• Lead students to identify social evils in Nigeria today.</li> </ul>
10	Divine Love	<p>a. God asks Hosea to marry Gomer a harlot and raise children by her.</p> <p>- To illustrate Israel harlotry in forsaking God and following idols (Hosea 1)</p> <p>b. The unfaithfulness of Israel to God and</p>	<ul style="list-style-type: none"> <li>• Identify Hosea's theme message.</li> <li>• Explain the symbolic nature of Hosea's marriage and the significances of</li> </ul>

		<p>continuous love for her (Hosea 2:3)</p> <p>c. Israel's superficial response to God's love (Hosea 6:1-11)</p> <p>d. God's demands steadfast love and knowledge of Him (Hosea 6:6)</p> <p>e. Positive responses to God's love requires penitence (Hosea 6:1-4)</p> <p>f. God promises restoration for those who return to Him in repentance (Hosea 14)</p>	<p>the names of his children.</p> <ul style="list-style-type: none"><li>• Lead students to respond positively to God's love before it is too late</li></ul>
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**HISTORY**  
**SS 2 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>THE SOKOTO CALIPHATE;</b></p> <ul style="list-style-type: none"> <li>- The state of Hausa land at the beginning of the 19<sup>th</sup> century.</li> <li>- The role of Islam at the beginning of 19<sup>th</sup> century.</li> </ul>	<p>The teacher describes and explains the Sokoto caliphate to the students, the maps and charts are used.</p> <p>The students should be able to explain introduction of the caliphate.</p>
2	<p><b>THE SOKOTO CALIPHATE CONTINUED;</b></p> <ul style="list-style-type: none"> <li>- Usman Dan Fodio lived and worked in Gobir.</li> <li>- Why Sarkin Gobir and the Muslims fell out.</li> </ul>	<p>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.</p> <p>Maps and pictures as teaching aids.</p> <p>The students state and explain the reasons and why Gobir and Muslims fell out.</p>
3	<p><b>THE SOKOTO CALIPHATE CONTINUED;</b></p> <p>The various reasons why Dan Fodio engaged or embarked on Jihad or Holy war.</p>	<p>The teacher states and explains the reasons why Dan Fodio embarked on jihad or Holy war.</p> <p>Maps containing the movement of Dan Fodio.</p> <p>Students should be able to enumerate the various reasons.</p>
4	<p><b>THE SOKOTO CALIPHATE CONTINUED;</b></p> <ul style="list-style-type: none"> <li>- The birth of the Sokoto caliphate.</li> <li>- The administration of the caliphate.</li> </ul>	<p>How the caliphate came into existence and how it was administered are described and explained.</p> <p>Teaching aids; pictures and maps.</p> <p>The students should be able to describe and explain the birth and administration.</p>
5	<p><b>JIHAD- HOLY WAR;</b></p>	<p>The advantages and disadvantages of Jihad on political social and economics</p>



	Political, social and economic impact.	are stated and explained by the teacher.  Maps, pictures as teaching aids.
6	<p><b>BORNU UNDER THE SHEHUS;</b></p> <ul style="list-style-type: none"> <li>- The emergence of El-kanemi.</li> <li>- Rebellion and the crisis in Bornu, and invitation of El-kanemi.</li> <li>- Social, political and economic development during the reign of El-kanemi.</li> </ul>	<p>The emergence of El-kanemi is traced and explained to the students.</p> <p>The students should be able to state and explain on the crisis, emergence and economic development of El-kanemi.</p>
7	<p><b>YORUBA LAND IN 19<sup>TH</sup> CENTURY</b></p> <ul style="list-style-type: none"> <li>- Oyo Empire and final collapse of Oyo Empire.</li> </ul>	<p>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.</p>
8	<p><b>BENIN IN 19<sup>TH</sup> CENTURY;-</b></p> <p>The abolition of Trans-Atlantic slave trade on Benin economy in political crisis, problems of succession and emergence of weak rulers.</p>	<p>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.</p> <p>This is done with the aid of wall charts illustrating the Benin political system.</p>
9	<p><b>THE FIRST PHASE OF BRITISH CONQUEST 1851-1900;</b></p> <ul style="list-style-type: none"> <li>- Occupation of Lagos.</li> <li>- British conquest of Benin.</li> <li>- Other interior of Yoruba land.</li> </ul>	<p>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.</p>
10	<p><b>THE SECOND PHASE OF BRITISH CONQUEST OF 1900-1914;</b></p> <p>Occupation of North-Sokoto.</p>	<p>The students should be able to describe and explain the occupation of British occupation of North.</p>

		Pictures and maps.
11	<b>THE BRITISH CONQUEST CONTINUED;</b> <ul style="list-style-type: none"> <li>- Occupation of Igbo land.</li> <li>- Reasons for occupation and impacts.</li> </ul>	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	<b>THE EARLY PHASE OF BRITISH RULE 1900-1914;</b> <ul style="list-style-type: none"> <li>- Native courts of the southern protectorate.</li> <li>- Native authority system of the North.</li> <li>- Establishment of network- roads, water ways etc.</li> </ul>	The students should be able to discuss on the native courts and the authority of the Northern protectorate.  The teacher directs and explains the various networks- roads, water ways established during the British administration of the North.  Map of the period should be used.
2	<b>AMALGAMATION OF NIGERIA AND ITS SIGNIFICANCE</b>	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	<b>COLONIAL RULE;</b> <ul style="list-style-type: none"> <li>- Nature of indirect rule.</li> <li>- Social development and inter-group relations.</li> </ul>	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	<b>COLONIAL ECONOMY;</b> <ul style="list-style-type: none"> <li>- The role of government on the colonial economy.</li> <li>- The British policy on the economy and the effects.</li> </ul>	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	<b>ORIGIN OF NATIONALISM;</b> <ul style="list-style-type: none"> <li>- Definition and explanation.</li> <li>- Origin and early resistance to the imposition of British rule; Jaja of Opobo, Awujale of Ijebuode and Ovonrenwem of Benin.</li> </ul>	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	<b>NATIONALISTS MOVEMENT AFTER SECOND WORLD WAR.</b>	The activities of the nationalists are explained, formation of political parties, newspapers and conferences- 1950, 1953, 1957, etc
7	<b>DECOLONIZATION;</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Process of decolonization and attainment of Nigerian Nationalists in the administration.</li> </ul>	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	<b>THE FIRST REPUBLIC 1960-1966;</b>  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	<b>THE FIRST REPUBLIC AND SOCIAL ECONOMIC DEVELOPMENT;</b>  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	<b>1966 COUP D' ETAT AND THE NIGERIAN CIVIL WAR CONTINUED;</b>  The causes of the war.	Explanation and stating the causes of the war.  Display of relics of war as teaching aids.
11	<b>1966 COUP D' ETAT AND THE NIGERIAN CIVIL WAR CONTINUED;</b>  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	<b>THE MILITARY RULE AND RECONSTRUCTION IN NIGERIA;</b>  <ul style="list-style-type: none"> <li>- The nine point program of Yakubu Gowon.</li> <li>- Achievements and failure of the Gowon regime.</li> </ul>	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	<b>THE MILITARY RULE CONTINUED;</b>	The teacher states and explains the factors that led to 1975 coup, the land use decree- land tenure system,

	<ul style="list-style-type: none"> <li>- Factors that led to the 1975 coup.</li> <li>- The land use decree</li> <li>- The structure of the administration/indigenization programme.</li> </ul>	<p>the structure of the regime and the indigenization programme.</p> <p>Pictures and land maps are used.</p> <p>The students are permitted individually to explain them.</p>
3	<p><b>THE SECOND REPUBLIC 1979;</b></p> <ul style="list-style-type: none"> <li>- 1979 republican constitution.</li> <li>- Presidential system.</li> <li>- Socio economic programmes.</li> </ul>	<p>The teacher discusses the difference between the first and the second republic, the problems of economy and the introduction of presidential system of government.</p> <p>Teaching aids; copy of the 1979 constitution calendar of the executive etc.</p> <p>Students differentiate the republic and discuss the programmes – 1979's.</p>
4	<p><b>THE SECOND REPUBLIC 1979 CONTINUED;-</b></p> <p>Federal character and federal structure</p> <p>Adoption of bicameralism.</p> <p>Practice of multi- party democracy.</p>	<p>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.</p> <p>Students explain individually.</p>
5	<p><b>THE RETURN OF THE MILITARY;</b></p> <ul style="list-style-type: none"> <li>- The factors that led to 1983 coup.</li> <li>- The programmes of the regime and the anti-corruption programme- Buhari/Idiagbon regime.</li> </ul>	<p>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.</p> <p>The students explain on the WAI.</p>
6	<p><b>THE RETURN OF THE MILITARY CONTINUED;</b></p> <ul style="list-style-type: none"> <li>- Economic Policy of 1983</li> </ul>	<p>The teacher discusses on the economic policy of 1983,</p>

	<ul style="list-style-type: none"> <li>- Implications.</li> </ul>	<p>advantages and disadvantages.</p> <p>Aids; maps/pictures</p> <p>The students are made to state and explain the various merits and demerits of the 1983 economic policy.</p>
7	<p><b>IBRAHIM BABANGIDA REGIME 1985-1993;-</b></p> <ul style="list-style-type: none"> <li>- Structure of the regime and transition programme.</li> </ul>	<p>The teacher enumerates on the Babangida programme; military president, supreme military council.</p> <p>Transition programme and the regime conceptualization of democracy.</p> <p>Map of Nigeria showing the new state structure of 1993.</p> <p>The students individually outline the structures of the regime.</p>
8	<p><b>IBRAHIM BABANGIDA REGIME 1985-1993 CONTINUED;-</b></p> <ul style="list-style-type: none"> <li>- Socio-economic programme of the regime</li> <li>- Women empowerment programme.</li> </ul>	<p>The teacher discusses on the economic conditions of 1993 and women empowerment programme.</p> <p>Teaching materials; government policy papers/maps.</p> <p>The students explain the economic and women programmes.</p>
9	<p><b>THE CHALLENGES OF DEMOCRACY-</b></p> <p>The governance;</p> <ul style="list-style-type: none"> <li>- Interim National Government.</li> <li>- The return of the military 1993-1998.</li> </ul>	<p>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.</p> <p>The students explain what they understand by interim government.</p>

10	<p><b>THE CHALLENGE OF DEMOCRATIC GOVERNMENT CONTINUED</b></p> <p>The policies and implementation of the 1993-1998 return of the military.</p>	<p>The teacher takes comparative analysis of the 1999 constitution with the previous constitution and discusses the economic policies paying attention to; liberalization of the economy.</p> <p>Material aids; charts/maps/pictures.</p> <p>The students are guided to identify the differences in the various constitutions.</p>
11	<p><b>THE TRANSITION; FOURTH REPUBLIC;</b></p> <ul style="list-style-type: none"> <li>- Constitutional conference and policy thrust of the fourth republic.</li> <li>- The 1999 constitution and the commencement of the fourth republic.</li> </ul>	<p>The teacher explains the events leading to the emergence of the Abdulsalam Abubakar's transition.</p> <p>The 1999 constitution in focus, the economic policy and social policies of the fourth republic.</p> <p>Maps and pictures are used.</p> <p>Students explain extensively on the fourth republic.</p>
12	Revision	Revision
13	Examination	Examination

## SENIOR SECONDARY (SCIENCE)

### BIOLOGY SS 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	<b>DIGESTIVE SYSTEM</b>	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.	<b>TRANSPORT SYSTEM</b>	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.	<b>TRANSPORT SYSTEM CONTINUES</b>	i)media of transportation e.g blood, latex, cell, sap, cytoplasm e.t.c ii) components and structure of blood;- white blood, red blood cells, platelets and plasma	i)instruct students to detach, the leaves of pawpaw, cassava, allemande or robber ii)observe and make inference on the materials the plants detached above
4.	<b>TRANSPORT SYSTEM CONTINUES</b>	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.	<b>RESPIRATORY SYSTEM</b>	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.	<b>RESPIRATORY SYSTEM CONTINUES</b>	i) Mechanism of respiration in higher animals (inhalation and	i). Mouth prepared slides showing respiratory organs of the earthworm,



		exhalation) ii) mechanism of respiration in lower animals	tilapia, toad, grasshopper and rats. ii). Observe that respiratory organs of various animals
7.	<b>EXCRETORY SYSTEM</b>	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.	<b>NUTRIENT CYCLING IN NATURE</b>	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.	<b>DECOMPOSITION IN NATURE</b> <b>ECOLOGICAL MANAGEMENT: TOLERANCE</b>	i). Micro and macro decomposers ii). Importance and roles of decomposers to man iii). Concept of minimum and maximum of tolerance. iv). Geographic range-graph illustrating maximum and minimum range tolerance.	i). The teacher shall mount experiment to show that carbon dioxide, ammonia 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.	<b>ECOLOGICAL MANAGEMENT CONTINUES</b>	i)types of association; symbiosis (mutualism), parasitism, commensalism ii) features of biological importance possessed by organisms to an association	i). Ask students to collect ticks from cows and dogs and were possible the hermit crab .ii)students collect ticks from cow and dogs

	<b>(B) ADAPTATION</b>	<ul style="list-style-type: none"> <li>i). In form and functions; due to environmental conduction</li> <li>ii). Effect of water availability to adaptive modification</li> <li>iii). Structural adaptation of tadpole and fish to life in water</li> <li>iv). Structural adaptation in birds</li> </ul>	<ul style="list-style-type: none"> <li>i). Places chameleon against different back ground</li> <li>ii). Ask students to observe and record color change</li> </ul>
11.	<b>POLLUTION</b>	<ul style="list-style-type: none"> <li>i). Atmospheric pollution – nature, names, and sources of air pollution</li> <li>ii). Effect of air and noise pollutants</li> <li>iii). Water and soil pollution – types, composition and side effects</li> </ul>	<ul style="list-style-type: none"> <li>i). Lead students to an industrial estate</li> <li>ii). Students observe the effect of industrial waste on the environment.</li> </ul>
12	Revision	Revision	Revision
13	Examination	Examination	Examination

**BIOLOGY**  
**SS 2 SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1.	<b>CONSERVATION OF NATURAL RESOURCES</b>	<ul style="list-style-type: none"> <li>i). Definition</li> <li>ii). Needs or importance of conservation</li> <li>iii). Methods or ways of conserving natural resources (legislation Education, Erection of parks, and reserves).</li> <li>iv). Agencies responsible for conservation</li> <li>v). Problems associated with conservation.</li> </ul>	<ul style="list-style-type: none"> <li>i). Pass round the Law of conservation document</li> <li>ii). Proffer solutions to photocopy of conservation by students.</li> </ul>
2.	<b>PEST AND DISEASES OF CROPS</b>	<ul style="list-style-type: none"> <li>i). Definition of pest</li> <li>ii). Classification of pest by               <ul style="list-style-type: none"> <li>(a) the pest of the plants they attacks e.g. (stem borers, root feeders, leaf feeder, plants and seed feeder)</li> <li>ii). The animals types (invertebrates e.g. nematodes, arthropode, locust etc)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(i) the teacher together with the students should create a table showing the relationship of crop disease, their agents and method of control.</li> </ul>

		(c) Vertebrate pests (bird) e.g. gull, weaver bird, mammal e.g. rodent monkey)	
3.	<b>PEST AND DISEASES OF CROP</b>	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.	<b>REPRODUCTIVE SYSTEM IN FISH AND REPTILES</b>	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.	<b>REPRODUCTIVE SYSTEM IN BIRD AND MAMMALS.</b>	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 sperm cell.
6.	<b>REPRODUCTIVE SYSTEM IN BIRD AND MAMMALS CONTINUES</b>	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 sperm cell
(B)	<b>REPRODUCTIVE SYSTEM IN PLANTS</b>	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.	<b>REPRODUCTIVE SYSTEM IN PLANTS CONTINUE</b>	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.	<b>POLLINATION IN PLANTS</b>	i). Definition and types,	i). Teacher to ask students to relate the

		ii). Features of self pollinated flower iii). Features of cross pollinated flowers; iv). Agents of pollination – Water, wind, insect animals.	position of stigma and stamens to the type of pollination students also to examine the nature of the pollen grain.
9.	<b>REGULATION OF INTERNAL ENVIRONMENT</b>	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.	<b>THE LIVER</b>	i)The structure, function and diseases of liver ii). Effects of liver diseases and remedies iii). Processes and metabolism of deamination, and metabolism of carbohydrate and lipids.	i). Make labelled diagram of the liver and the organs around it.
11.	<b>PLANT HORMONES</b>	i). Definition and types ii). Functions of the plant hormones iii). Effects axin on lateral development, leaf fall and initiation of adventitious roots iv). Modern application of axin and other hormones, and with reference to early flowering, 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	<b>REGULATION OF INTERNAL ENVIRONMENT CONTINUES ENDOCRINE GLANDS</b>	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.	<b>THE SKIN</b>	i). Structure of mammalian skin	i). The teacher shall mount the skin of a

		<p>ii). Functions of the mammalian skin</p> <p>iii). Care of the mammalian skin</p>	<p>mammal on the microscope and students should observe and identify the different parts</p>
3.	<b>NERVOUS COORDINATION</b>	<p>i). Organization of the nervous system</p> <p>ii). The central nervous system (CNS)</p> <p>iii). Peripheral nervous system (PNS)</p>	<p>i). The students shall be asked to draw the dorsal part of the brain of rabbit and the diagram of a neurone</p>
4.	<b>THE CENTRAL NERVOUS SYSTEM (CNS)</b>	<p>i) Position, structure and function of the brain</p> <p>ii) The position, structure and function of the spinal cord</p>	<p>i) The students shall be asked to draw and label the diagram of a simple reflex act</p>
5.	<b>THE PERIPHERAL NERVOUS SYSTEM (PNS)</b>	<p>i) The flow chart representing the different part of the P.N.S</p> <p>ii) The somatic NS</p> <p>(iii) Autonomic NS</p> <p>iv) Sympathetic N.S and parasympathetic N.S</p>	<p>i) The differences between sympathetic and parasympathetic N.S in tabular form</p>
6.	<b>STRUCTURE AND FUNCTION OF A NEURONE</b>	<p>i). Types of neuron (motor, sensory and relay)</p> <p>ii). Structure of a neuron.</p> <p>iii). Transportation of nerve impulse</p> <p>iv). Reflex actions voluntary actions (examples)</p> <p>v). Pavlov experiment on dog, food and bell</p>	<p>i). Guides students to perform experiment show reflex action: flicked a hand kerchief across the student eyes.</p>
7.	<b>SENSE ORGANS</b>	<p>A) Organ of smell (ii) Mechanism of smelling with the help of olfactory chemoreceptor (iii) adaptation for survival e.g. animals (dog) sniff during hunting</p> <p>Presence of chemoreceptors in insects (butterflies). Antenna for sensing the environment.</p> <p>Taste buds on tongue and part played in testing.</p> <p>Sensory nerve ending/receptors associated with skin touch, deep pressure, heat and pain</p> <p>Structure of the ear and part played by the various parts.</p>	<p>i) Smell a released cooking gas</p> <p>ii) Note the area of tongue, which are sensitive to sweetness and bitterness etc</p>

8.	<b>SENSE ORGANS CONTINUES</b>	<ul style="list-style-type: none"> <li>i) Organs of sight (eye) and its parts</li> <li>ii) Functions of the different parts of the eyes</li> <li>iii) The role of the eyes in image formation and accommodation</li> <li>iv) Eye defects: Myopia, hypermetropia, presbyopia, astigmatism</li> <li>Eye problem/diseases: Cataract, night blindness, colour blindness etc.</li> </ul>	i) Using model, students are made to identify the various part of the eye.
9.	<b>ECOLOGY OF POPULATION</b>	<ul style="list-style-type: none"> <li>(a) Succession <ul style="list-style-type: none"> <li>i). meaning of succession</li> <li>ii). Structural change in species composition, variety and increase in number</li> <li>iii). Primary succession in an aquatic habitat</li> <li>iv). Secondary succession : meaning and examples</li> <li>v) characteristics of a stable community</li> </ul> </li> <li>(b) Overcrowding <ul style="list-style-type: none"> <li>i). Population density studies and available resources</li> <li>ii). Importance of factors affecting population space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i) Take a the students to a nearby pond to observe colonizers</li> <li>ii) Ask students from other classes to join your class and find out the effect of the increased population on students.</li> </ul>
10.	<b>ECOLOGY OF POPULATION CONTINUES</b>	<ul style="list-style-type: none"> <li>i) Relationship between competition and succession</li> <li>ii) Factors that cause overcrowding</li> <li>iii). Ways of avoiding overcrowding .</li> <li>Effect of food shortage: competition, reproduction, emigration rate</li> </ul>	i) Observe the activities of grasshopper in two boxes
11.	<b>BALANCE IN NATURE</b>	<ul style="list-style-type: none"> <li>i) Factors affecting population <ul style="list-style-type: none"> <li>- biotic - Abiotic</li> </ul> </li> <li>ii) Dynamic equilibrium in nature</li> <li>iii) Factors that maintain dynamic equilibrium such as availability of food</li> <li>Natural disaster</li> <li>iii) Family planning</li> </ul>	<ul style="list-style-type: none"> <li>i) Map out an area in the school</li> <li>ii) Plant seedling to show inter-specific and intra-specific competition</li> <li>iii) Display a chart showing the family planning methods</li> </ul>

		- Natural and artificial methods of population control (sex education)	
12.	Revision	Revision	Revision
13	Examination	Examination	Examination

**CHEMISTRY**  
**SS 2 FIRST TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>ALKANOLS</b> <ol style="list-style-type: none"> <li>Types and properties</li> <li>Preparation and properties of alkanols</li> <li>Industrial production of alkanols by fermentation</li> <li>Etherification</li> <li>Uses of alkanols</li> </ol>	<b>Teacher</b> <ol style="list-style-type: none"> <li>Perform experiment to show oxidation of an alkanols with <math>\text{KMnO}_4</math></li> <li>Show action of sodium on methanol</li> <li>Show that methanol and ethanol are soluble in water</li> <li>Explains the chemical reactions of alkanols: <ul style="list-style-type: none"> <li>-dehydration</li> <li>-oxidation to: <ol style="list-style-type: none"> <li>alkanol</li> <li>alkanoic acids.</li> </ol> </li> </ul> </li> </ol> <b>Instructional Resources:</b> <ol style="list-style-type: none"> <li>Ethanol</li> <li><math>\text{KMnO}_4</math></li> <li>Water</li> <li><math>\text{H}_2\text{SO}_4</math></li> <li>Test tubes, test-tube racks, etc.</li> </ol>
2	<b>PERIODIC TABLE</b> <ol style="list-style-type: none"> <li>Periodic law</li> <li>Blocks of elements:- Metals, non-metals, metalloids and transition metals.</li> <li>Families: s-p-d-f (according to group I-VIII, i.e. group IA-Alkali metals, Group IIA – Alkali Earth and other family names).</li> </ol>	<b>Teacher:</b> 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.  <b>Instructional Resource:</b> <ol style="list-style-type: none"> <li>Periodic table chart of elements</li> <li>Blank periodic table template.</li> </ol>
3	<b>PERIODIC TABLE</b> <ol style="list-style-type: none"> <li>Properties: <ul style="list-style-type: none"> <li>-changes in sizes and changes down the group and across</li> </ul> </li> </ol>	<b>Teacher:</b> Initiates and guide class discussions on: <ul style="list-style-type: none"> <li>-Atomic and ionic sizes</li> <li>-Ionization energy and electron affinity</li> </ul>

	<p>periods and accompanying changes in properties.</p> <p>5. Diagonal relationships</p> <p>6. Ionization energy and electron affinity; changes down the group and across the period</p>	<p>-Gradation in properties of elements down the groups and across periods.</p> <p>-Diagonal relationships.</p> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Sodium metal</li> <li>2. Magnesium ribbon</li> <li>3. Aluminium metal</li> <li>4. Heat source</li> <li>5. Water</li> <li>6. Glass trough</li> <li>7. Beakers.</li> </ol>
4	<p><b>CHEMICAL REACTIONS</b></p> <ol style="list-style-type: none"> <li>1. Basic concepts: Reactants, products, reaction time and reaction rate.</li> <li>2. Introduction to collision theory.</li> </ol>	<p><b>Teacher:</b></p> <p>-Guide the students to identify reactants and products of chemical reaction</p> <p>-Use simple experiments to illustrate:-the concept of reaction rates.</p> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Common reagents like HCl, CuSO<sub>4</sub>, NaCl, NH<sub>4</sub>OH, NH<sub>4</sub>Cl, etc.</li> <li>2. Source of heat, water, test tubes and beakers.</li> </ol>
5	<p><b>CHEMICAL REACTIONS</b></p> <ol style="list-style-type: none"> <li>3. Factors affecting the rate of chemical reactions: <ul style="list-style-type: none"> <li>- Nature of substance</li> <li>-Concentration</li> <li>-Pressure</li> <li>-Temperature</li> <li>-Catalyst</li> </ul> </li> <li>4. Types of chemical reactions: <ul style="list-style-type: none"> <li>-Endothermic reaction</li> <li>-Exothermic reaction</li> </ul> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Effects of the nature of substances, concentration/pressure, temperature and catalyst on reaction rates, using simple experiments to illustrate.</li> <li>2. Use simple experiments also to illustrate endothermic and exothermic reactions.</li> <li>3. Initiate class discussion of the energy relationships in endothermic and exothermic reactions i.e. <math>\Delta G = \Delta H - T\Delta S</math> (graphical representations only).</li> </ol> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Common reagents like HCl, CuSO<sub>4</sub>, NH<sub>4</sub>Cl, NaCl, NH<sub>4</sub>OH, etc.</li> <li>2. Heat source, water, test-tubes and beakers.</li> </ol>
6	<p><b>CHEMICAL REACTIONS</b></p> <ol style="list-style-type: none"> <li>5. Chemical equilibrium: Introduction using simple equations; Le chatellier's principles.</li> <li>6. Factors affecting equilibrium of chemical reactions: <ul style="list-style-type: none"> <li>-concentration</li> <li>-temperature</li> </ul> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Explain Le chatellier's principle</li> <li>2. Demonstrates the effects of changes in temperature, concentration and pressure on chemical reactions.</li> <li>3. Guides students to write and balance equations for chemical reactions on equilibrium.</li> </ol>



	-pressure.	<b>Instructional Resources:</b> Common chemical equations.
7	<b>MASS VOLUME RELATIONSHIPS</b> 1. Basic concepts: -Mole, molar quantities, molality. -Standard temperature and pressure (s.t.p). -Relative densities and relative molar mass.	<b>Teacher:</b> 1. Explain the concept of mole, molar, s.t.p. relative densities and relative molecular mass etc and their units. 2. Guide students to calculate: -masses of reactants and products -number of moles of reacting substances and products.  <b>Instructional Resources:</b> 1. Students' textbooks and workbooks. 2. HCl, NaOH, magnesium ribbons, copper, copper oxide, etc.
8	<b>MASS VOLUME RELATIONSHIPS</b> 2. Calculations involving mass and volume 3. SI units of quantities i.e. length, mass, volume etc.	<b>Teacher:</b> 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.  <b>Instructional Resources:</b> Students' textbooks and workbooks.
9	<b>ACID, BASE REACTIONS</b> 1. Common indicators and their pH ranges 2. Simple acid-base titrations.	<b>Teacher:</b> 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.  <b>Instructional Resource:</b> 1. Distilled water or deionized water 2. Titration apparatus. Retort stand, beaker, burette conical flask, pipette, white tile, etc. 3. Indicator. 4. Weighing balance 5. Acids, Bases 6. Petri-dish

		7. Practical notebooks 8. Measuring cylinder and funnel.
10	<b>ACID, BASE REACTIONS</b> 3. Simple acid-base titration continued.	<b>Teacher:</b> Same as above. <b>Instructional Resources:</b> Same as above.
11	<b>ACID, BASE REACTIONS</b> 4. Heat of neutralization (introductory) 5. Construction of wooden retort stand.	<b>Teacher:</b> 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**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>WATER</b> 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.	<b>Teacher:</b> -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.  <b>Instructional Resources:</b> 1. Samples of hard water 2. washing soda 3. source of heat 4. sodium chloride 5. kerosene
2	<b>WATER</b> 5. Hardness of water and removal of hardness 6. Purification of water 7. Municipal water supply 8. Production of distilled water	<b>Teacher:</b> -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.

		<b>Instructional Resources:</b> <ol style="list-style-type: none"> <li>1. Weighing balance</li> <li>2. Evaporating dish</li> <li>3. Water bath</li> <li>4. Distillation apparatus</li> <li>5. Bath water</li> </ol>
3	<b>AIR</b> <ol style="list-style-type: none"> <li>1. Air: <ul style="list-style-type: none"> <li>- constituents</li> <li>- percentage composition</li> </ul> </li> <li>2. Properties of air</li> <li>3. Flame</li> </ol>	<b>Teacher:</b> Teacher should perform experiments to show: <ul style="list-style-type: none"> <li>-composition of air</li> <li>- properties of air</li> <li>-lights the Bunsen burner, regulate the flame so as to produce the different zones of flame.</li> <li>-guides students to draw and label the flame correctly.</li> </ul> <b>Instructional Resources:</b> <ul style="list-style-type: none"> <li>-Bunsen burner</li> <li>-Sources of gas</li> <li>-Match stick/box</li> <li>-Candle stick</li> <li>-magnesium ribbon</li> <li>-alkaline pyrogallol.</li> </ul>
4	<b>HYDROGEN</b> <ol style="list-style-type: none"> <li>1. Hydrogen: <ul style="list-style-type: none"> <li>-configuration and possible oxidation numbers</li> <li>-isotopes of hydrogen</li> <li>-unique position of hydrogen in the periodic table</li> </ul> </li> <li>2. Laboratory preparation of hydrogen</li> <li>3. Industrial preparation of hydrogen</li> <li>4. Physical and chemical properties of hydrogen</li> <li>5. Uses of hydrogen.</li> </ol>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>-Should guide students to write and draw the electronic configuration of hydrogen.</li> <li>-should guide students to: Name isotopes of hydrogen and write their electronic configuration.</li> <li>-Explain the unique position of hydrogen on the periodic table.</li> <li>-Sets up apparatus for the laboratory preparation of hydrogen using an active metal (e.g. zinc) and an acid (e.g. H<sub>2</sub>SO<sub>4</sub>)</li> <li>-Performs simple experiments to show the physical and chemical properties of hydrogen</li> <li>-Guides class discussion of the uses of hydrogen.</li> </ul> <b>Instructional Resource:</b> <ul style="list-style-type: none"> <li>-periodic table</li> <li>-charts (hydrogen ballon, welders at work, etc.)</li> <li>-laboratory apparatus for the preparation of hydrogen.</li> </ul>
5	<b>OXYGEN</b> <ol style="list-style-type: none"> <li>1. General properties of oxygen group</li> <li>2. The electronic structure and bonding capacity of oxygen</li> </ol>	<b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Explain the general properties of oxygen group in the periodic table</li> <li>2. Guides students to: <ul style="list-style-type: none"> <li>-write and draw the electronic configuration of oxygen.</li> </ul> </li> </ol>

	<p>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.</p>	<p>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.</p> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Periodic table</li> <li>2. Picture showing a welder at work</li> <li>3. Laboratory apparatus and reagents for the preparation of oxygen.</li> <li>4. Matches</li> <li>5. Splint.</li> </ol>
6	<p><b>HALOGENS</b></p> <ol style="list-style-type: none"> <li>1. Electronic configuration of halogens</li> <li>2. Physical properties of halogens and gradation down the group.</li> <li>3. Chemical properties of halogens and gradation down the group.</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Guides the students to write and draw the electronic configuration of some halogens</li> <li>2. Set up the apparatus and demonstrate the laboratory preparation of chlorine</li> <li>3. Performs simple experiments to illustrate the physical and chemical properties of halogens.</li> </ol> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Periodic table</li> <li>2. Table showing physical properties of halogens and similarities among halogens</li> <li>3. Litmus paper (red and blue).</li> </ol>
7	<p><b>HALOGENS</b></p> <ol style="list-style-type: none"> <li>4. Compounds of halogens</li> <li>5. Uses of halogens (<math>\text{Cl}_2</math>, <math>\text{Br}_2</math>, <math>\text{I}_2</math>)</li> <li>6. Preparation of chlorine.</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Explains the gradation of these properties down the group</li> <li>2. Illustrate the bleaching action of chlorine.</li> <li>3. Leads class discussion on the uses of halogens.</li> </ol> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Water</li> <li>2. Apparatus and reagents for the preparation of chlorine gas.</li> <li>3. Bromine</li> <li>4. Iodine.</li> </ol>
8	<p><b>NITROGEN</b></p> <ol style="list-style-type: none"> <li>1. General properties of nitrogen family group V elements</li> <li>2. Laboratory preparation of nitrogen.</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Explains the general properties of the nitrogen family</li> <li>2. Demonstrates the laboratory preparation of nitrogen.</li> </ol>

		<b>Instructional Resources:</b> 1. Charts tabulating the properties of nitrogen group, laboratory preparation of nitrogen, nitrogen cycle 2. Periodic table.
9	<b>NITROGEN</b> 1. Industrial preparation of nitrogen from liquid air 2. Properties of nitrogen	<b>Teacher:</b> 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. <b>Instructional Materials:</b> Same as above wk.
10	<b>NITROGEN</b> 1. Uses of nitrogen 2. Nitrogen cycle	<b>Teacher:</b> 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.  <b>Instructional Resources:</b> Books, virtual libraries (internet).
11	<b>NITROGEN</b> 1. Compounds of nitrogen: a. oxides of nitrogen b. ammonia 2. Test for ammonia.	<b>Teacher:</b> 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.  <b>Instructional Resources:</b> -Glass with grease -Painted wood work -Samples of fertilizer -Chemicals containing nitrogen e.g. HNO <sub>3</sub> , conc. HCl etc.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

**CHEMISTRY**  
**SS 2 THIRD TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>SULPHUR</b> 1. General properties of group VI A elements 2. Electronic structure of sulphur 3. Allotropes of sulphur 4. Uses of sulphur	<b>Teacher:</b> 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.  <b>Instructional Resources:</b> 1. Chart showing the allotropes of sulphur 2. Sulphur ointment 3. Sulphur pellets or flower of sulphur
2	<b>SULPHUR</b> 1. Compounds of sulphur 2. Industrial preparation of H <sub>2</sub> SO <sub>4</sub> 3. Uses of H <sub>2</sub> SO <sub>4</sub>	<b>Teacher:</b> 1. Guides the students to draw correctly and explain the contact process for the manufacture of H <sub>2</sub> SO <sub>4</sub> 2. Lead students on excursion to a tyre manufacturing industry.  <b>Instructional Resources:</b> i. chart on the contact process for the preparation of H <sub>2</sub> SO <sub>4</sub> ii. H <sub>2</sub> SO <sub>4</sub> (car battery acid). iii. Matches
3	<b>OXIDATION-REDUCTION (REDOX) REACTIONS</b> 1. Oxidation: definition 2. Reduction: definition 3. Redox Reactions 4. Oxidation numbers of central elements in some compounds.	<b>Teacher:</b> 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 <sub>2</sub> SO <sub>4</sub> , HNO <sub>3</sub> , KClO <sub>3</sub> ) and hence give their IUPAC names.  <b>Instructional Resources:</b> i. Students textbooks ii. chalk board iii. flip-charts
4	<b>OXIDATION-REDUCTION (REDOX) REACTIONS</b> 1. Connection of oxidation numbers with IUPAC name 2. Oxidizing and Reducing agents 3. Redox equation	<b>Teacher:</b> i. Name inorganic compounds x e.g. Pb(NO <sub>3</sub> ) <sub>2</sub> , FeSO <sub>4</sub> , 7H <sub>2</sub> O, [Cu(NH <sub>3</sub> ) <sub>4</sub> ] <sup>2+</sup> 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).

		<p>-identify reductants and oxidants in a redox reaction.</p> <p>-Write equations for half reactions and overall reactions using IUPAC system.</p> <p>-Balance redox equations.</p> <p><b>Instructional Resources:</b></p> <p>i. Iron(ii) oxide</p> <p>ii. <math>\text{KMnO}_4</math>, etc.</p>
5	<p><b>IONIC THEORY</b></p> <p>1. Electrovalent and covalent compounds.</p> <p>2. Electrolytes and non-electrolytes</p> <p>3. Weak and strong electrolytes</p> <p>4. Electrochemical series</p> <p>5. Factors affecting the preferential discharge of ions.</p>	<p><b>Teacher:</b></p> <p>i. Guides students to distinguish between:</p> <p>-electrovalent and covalent compounds.</p> <p>-electrolytes and non-electrolytes</p> <p>ii. Demonstrates experiments on:</p> <p>-movement of ions in solution</p> <p>-strong and weak electrolytes</p> <p>iii. Guide students in the discussion of the relationship between the nature of ions and their ranking in the electrochemical series.</p> <p>iv. Explain the factors affecting the preferential discharge of ions in solution.</p> <p><b>Instructional Resources:</b></p> <p>1. Samples of electrovalent and covalent compounds.</p> <p>2. Apparatus for electrolytes</p> <p>3. Sample of weak and strong electrolytes.</p>
6	<p><b>ELECTROLYSIS</b></p> <p>1. Meaning of electrolysis</p> <p>2. Terminologies:</p> <p>-electrodes</p> <p>-electrolyte</p> <p>-electrolytic cell</p> <p>-electrochemical cells, etc.</p> <p>3. Electrolysis of acidified water, copper (ii) sulphates (<math>\text{CuSO}_4</math>) and brine.</p>	<p><b>Teacher:</b></p> <p>1. Guide students to:</p> <p>-define electrolysis</p> <p>-distinguish between strong and weak electrolytes.</p> <p>-construct electrolytic and electrochemical cells.</p> <p>2. Demonstrates electrolytes of:</p> <p>-acidified water using Hoffmans' voltammeter</p> <p>-brine</p> <p>-copper sulphate.</p> <p><b>Instructional Resources:</b></p> <p>1. An electrolytic cell apparatus</p> <p>2. Hoffman's voltammeter</p> <p>3. An electrochemical cells apparatus.</p> <p>4. Copper sulphate solution</p> <p>5. Dilute <math>\text{H}_2\text{SO}_4</math></p> <p>6. Brine</p>
7	<p><b>ELECTROLYSIS</b></p> <p>1. Faraday's laws of electrolysis and the calculations</p>	<p><b>Teacher:</b></p> <p>1. Explain the Faraday's first and second laws of electrolysis</p> <p>2. Demonstrate the uses of electrolysis</p>

	2. Uses of electrolysis: purification, extraction and electroplating of metals.	3. Guide students to calculate amount of substances liberated or deposited at electrodes during electrolysis.  <b>Instructional Resources:</b> i. Student textbooks ii. Students workbook iii. Copper sulphate solution
8	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> 1. Acid-base titrations (neutralization) continued. 2. Redox titrations involving $\text{KMnO}_4$ , $\text{Fe}^{2+}$ , $\text{C}_2\text{O}_4$ , $\text{I}_2$ , $\text{KI}$ , $\text{S}_2\text{O}_3^{2-}$	<b>Teacher:</b> 1. Carryout titrations to determine: -percentage purity -heat of neutralization -water of crystallization, etc.  <b>Instructional Resources:</b> i. Indicator extract from flowers. ii. Bomb calorimeter iii. Relevant acids and base.
9	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> Test for oxidants reductions.	<b>Teacher:</b> i. Analyze substances and test for: -cations and anions (e.g. $\text{Fe}^{2+}$ , $\text{Cu}^{2+}$ , $\text{NH}_4^+$ , $\text{SO}_4^{2-}$ , $\text{SO}_3^{2-}$ , etc. ii. Guides students to: -test for oxidants in redox reactions  <b>Instructional Resources:</b> Relevant salts.
10	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> 1. Identification of ions ( $\text{Fe}^{2+}$ , $\text{NH}_4^+$ , $\text{Fe}^{3+}$ , $\text{Cu}^{2+}$ , $\text{Pb}^{2+}$ , etc) chlorides nitrates, sulphates, sulphide, bicarbonates, carbonates, sulphite, etc.	<b>Teacher:</b> Guide students to identify ions (cations and anions)  <b>Instructional Resources:</b> Relevant salts.
11	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> 1. Test for hydrogen, $\text{NH}_3$ , $\text{HCl}$ , $\text{NO}_3$ , Oxygen, $\text{CO}_2$ , $\text{Cl}$ (bleaching action) 2. Identification of fats and oils, simple sugar, proteins, starch.	<b>Teacher:</b> Guide students to: -test for oxidants and reductants in redox reactions -test for simple sugars. fats and oils, proteins, starch etc.  <b>Instructional Resources:</b> -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	<b>HEAT ENERGY</b> -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	<b>HEAT ENERGY MEASUREMENT</b> -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	<b>HEAT ENERGY MEASUREMENT</b> -Latent heat -Evaporation, boiling and sublimation -Relative humidity and dew 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	<b>GAS LAWS</b> -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	<b>PRODUCTION AND PROPAGATION OF WAVES</b> -Production of mechanical waves -Pulsating system i) Energy transmitted with definite speed, frequency and wave length -Wave form i) Description and graphical representation -Mathematical relationships among: $f$ , $\lambda$ , $T$ and $V$	-Students to generate mechanical waves using ropes and springs. -The teacher to set up the ripple tank and demonstrate how it is used to generate various waves
6	<b>TYPES AND PROPERTIES OF WAVES</b> -Longitudinal waves -Transverse waves -Wave equation: $Y = A \sin(\omega t - 2\pi x/\lambda)$ -Properties of waves: Reflection, Refraction, Diffraction, Interference, Polarization	The teacher to use the ripple tank to demonstrate the interference of water waves.
7	<b>LIGHT WAVES</b> -Sources of light -Light and matter	Project: Students to be guided on how to construct a pinhole camera

	-Transmission of light shadows, Eclipse, the pinhole camera	
8	<b>LIGHT WAVES</b> -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	<b>LIGHT WAVES</b> -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	<b>LIGHT WAVES</b> -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	<b>LIGHT WAVES</b> -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	<b>APPLICATION OF LIGHT WAVES</b> -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	<b>REVISION</b>	
14	<b>EXAMINATION</b>	

## PHYSICS

### SS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>SOUND WAVES</b> -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	<b>SOUND WAVES</b> -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	<b>APPLICATION OF SOUND WAVES</b> -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	<b>MOLECULAR THEORY OF MATTER</b> -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	<b>ELECTROMAGNETIC WAVES</b> -Electromagnetic spectrum	The teacher leads the students on different types of radiation in electromagnetic spectrum
6	<b>GRAVITATIONAL FIELD</b> -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	<b>GRAVITATIONAL FIELD</b> -Solar system -Kepler's laws -Natural and artificial satellites	The teacher to show films on the launching of satellite
8	<b>ELECTRIC FIELDS</b>	The teacher leads the students on how to arrange cells in series and in

	-Production of continuous charges: primary cells, secondary cells -Electric Circuit: series and parallel arrangement of cells and resistors	parallel and determine the resultant e.m.f
9	<b>ELECTRIC FIELDS</b> -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	<b>ELECTRIC FIELD</b> -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	<b>ELECTRIC FIELD</b> -Electrical conduction through liquids(Electrolysis) i) Electrolytes and non-electrolytes ii) Dynamics of charged particles(ions) in electrolytes iii) Voltmeter 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	<b>ELECTRIC FIELD</b> -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	<b>ELECTRIC FIELD</b> -Electric force between point charges(coulomb's law)	The teacher guides the students on how to calculate the electric force between two points

	<ul style="list-style-type: none"> <li>-Concept of electric field</li> <li>i) Electric field intensity</li> <li>ii) Electric potential</li> </ul>	charges in free space and to compare this force with the gravitational force between two protons
4	<p><b>ELECTRIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Capacitors and Capacitances</li> <li>i) Definition</li> <li>ii) Arrangement of capacitors</li> <li>-Energy stored in a capacitor</li> <li>-Application of capacitors</li> </ul>	The teacher leads the students to determine the equivalent capacitance for; series and parallel arrangement of capacitors
5	<p><b>MAGNETIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Concept of magnetic field</li> <li>i) Properties of magnet</li> <li>ii) Magnetic flux and flux density</li> <li>-Magnetic field around: <ul style="list-style-type: none"> <li>i) A bar magnet</li> <li>ii) A straight conductor carrying current</li> <li>iii) A solenoid</li> </ul> </li> <li>-Methods of making magnets</li> <li>-Methods of demagnetization</li> </ul>	The teacher demonstrate how to distinguish between magnetic and non-magnetic materials
6	<p><b>MAGNETIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Magnetic properties of iron and steel</li> <li>-Magnetic screening or shielding</li> <li>-Electromagnets and application of electromagnet</li> <li>-Temporary magnet <ul style="list-style-type: none"> <li>i) The electric bell</li> <li>ii) Telephone earpiece, etc</li> </ul> </li> </ul>	The teacher guides the students on how to investigate the field around a conductor by using a compass needle and iron fillings
7	<p><b>MAGNETIC FIELD</b></p> <ul style="list-style-type: none"> <li>-The earth's magnetic field</li> <li>i) Magnetic elements of a place <ul style="list-style-type: none"> <li>*Angle of declination</li> <li>*Angle of dip</li> <li>*Horizontal component of the earth's magnetic field</li> </ul> </li> <li>-Bar magnet in earth's field: Neutral point</li> <li>-Mariner's compass</li> </ul>	The teacher leads the students on how to suspend a bar magnet horizontally and locate the earth's N-S direction
8	<p><b>ELECTROMAGNETIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Magnetic force on a charge moving in a magnetic field</li> <li>-Concept of electromagnetic field</li> <li>-Interaction between magnetic field and currents in: <ul style="list-style-type: none"> <li>i) A current –carrying wire in a magnetic field;</li> <li>ii) A current-carrying solenoid in a magnetic field</li> </ul> </li> <li>-Applications of electromagnetic field:</li> </ul>	The teacher guide the students to investigate the effect of passing current through a solenoid in a magnetic field

	i) Electric motor ii) Moving coil galvanometer	
9	<b>ELECTROMAGNETIC FIELD</b> -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	<b>ELECTROMAGNETIC FIELD</b> -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

## ELECTIVES

### AGRICULTURAL SCIENCE SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Agricultural Laws and Reforms</b> Land ownership and tenure systems in Nigeria	State the different land tenure systems in Nigeria.
2	<b>Land Use Act of Nigeria</b> Land use Act of 1978: i. Features of the Act ii. 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	<b>Role of Government in Agricultural Production</b> 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	<b>Forest Management</b> Forest management techniques: - Forest regulation	Students should visit forest reserves

	<ul style="list-style-type: none"> <li>- Selective exploration</li> <li>- Deforestation</li> <li>- Regeneration</li> <li>- Afforestation</li> <li>- Taungya system</li> </ul>	
5	<p><b>Diseases of crops</b> Diseases of major crops: e.g.</p> <ol style="list-style-type: none"> <li>i. Cereals-smut, rice blast, leaf rust</li> <li>ii. Legume-cercosporal leaf spot, rosette</li> <li>iii. Beverages-cocoa blackpod, coffee leaf rust</li> <li>iv. Tuber – cassava mosaic virus, bacterial blight. etc.</li> </ol>	<ol style="list-style-type: none"> <li>i. Diseased crop items should be observed to identify some crop diseases</li> <li>ii. field observation and identification of different types of crop diseases and mouldy grains in storage.</li> </ol>
6	<p><b>Symptoms and economic importance of crop diseases</b></p> <ol style="list-style-type: none"> <li>i. Symptoms of diseases: e.g. spots, yellowing, rots, wilting, stuntedness etc.</li> <li>ii. Economic importance: e.g. increase cost of production, reduces quality of crops, reduces farmers income etc.</li> </ol>	Describe the disease symptoms and damage done to crops
7	<p><b>Preventive and Control Measures of diseases</b> Preventive and control measures:</p> <ul style="list-style-type: none"> <li>- Cultural methods</li> <li>- Biological methods</li> <li>- Chemical methods</li> </ul>	<ol style="list-style-type: none"> <li>i. State the control measures</li> <li>ii. Identify some chemicals used</li> </ol>
8	<p><b>Pests of crops</b> Important insect pests of major crops:</p> <ol style="list-style-type: none"> <li>i. Cereal – System borer, army-worm, ear-worm</li> <li>ii. Legume – pod borer, aphids, sucki bugs, leaf beetle</li> <li>iii. Beverage – cocoa myrids (capsids)</li> </ol>	<ol style="list-style-type: none"> <li>i. Students should collect and preserve some insect pests</li> <li>ii. Definition of pest</li> </ol>
9	<p><b>Other important pests</b> Other important pests e.g.</p> <ul style="list-style-type: none"> <li>- Birds</li> <li>- Rodents</li> <li>- Man</li> <li>- Monkey</li> </ul> <ol style="list-style-type: none"> <li>iv. Nature of damages done <ul style="list-style-type: none"> <li>- Destruction of leaves</li> <li>- Destruction of tender stems</li> </ul> </li> </ol>	Observe some damaged crops by rodents and monkey

	- Destruction of root/tubers	
10	<b>Economic importance of selected pests</b> 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	<b>Pasture and forage crops</b> 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	<b>Types of Pastures</b> 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	<b>Range Management and Improvement</b> i. Definition of rangeland ii. Importance of rangeland iii. Characteristics of rangeland	State importance of rangeland to livestock production.
2	<b>Rangeland Improvement</b> Methods of rangeland improvement: - Controlled stocking - Rotational grazing - Use fertilizers - Reseeding etc.	Describe the methods of improvement



3	<b>Animal Nutrition</b> <ol style="list-style-type: none"> <li>i. Definition and meaning of nutrition</li> <li>ii. Sources and functions of nutrients e.g. carbohydrates, fats, minerals, vitamins, water and proteins.</li> </ol>	Collect and identify samples of feeding stuff.
4	<b>Rations</b> <ol style="list-style-type: none"> <li>i. Types of ration: balanced ration etc.</li> <li>ii. Malnutrition</li> <li>iii. Effects of malnutrition</li> </ol>	Students should feed animals on the farm using various feeds.
5	<b>Environmental factors affecting Agricultural Production</b> Climatic factors: rainfall, temperature, light, and wind.	Grow plants under different conditions of moisture and light, for comparison purpose.
6	<b>Biotic factors affecting agricultural production</b> 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	<b>Edaphic Factors affecting agricultural production</b> Edaphic factors: soil types, soil PH, soil texture etc.	Grow plants under different conditions of moisture and light, for comparison purpose.
8	<b>Plant nutrients</b> <ol style="list-style-type: none"> <li>i. Definition of micro and macro nutrients, functions and deficiency symptoms.</li> </ol>	Prepare water/sand culture to demonstrate deficiency of various elements in different crops.
9	<b>Factors influencing availability of nutrients</b> Factors: soil PH, excess of other nutrients, leaching, crop removal, oxidation etc.	
10	<b>Methods of replenishing plant nutrients in the soil</b> Methods of replenishing plant nutrients: <ul style="list-style-type: none"> <li>- Rotational cropping, organic manuring, inorganic manuring, fallowing, liming, cover cropping etc.</li> </ul>	Apply fertilizers to field crops.
11	<b>Nutrients cycles</b> <ol style="list-style-type: none"> <li>i. Nitrogen cycle</li> <li>ii. Carbon cycle</li> <li>iii. Water cycle</li> </ol>	Prepare charts of the nutrient cycles
12	<b>Effects of farming practices on the soil</b> 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**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Farm Machinery</b> Farm machinery: i. Tractor ii. Bulldozer	Visit agro-service centres or mechanized farms and identify these farm machinery and implements.
2	<b>Farm machinery continues</b> iii. Shellers iv. Dryers v. Incubators vi. Milling machines etc.	Visit agro-service centres or mechanized farms and identify these farm machinery and implements.
3	<b>Tractor – coupled implements</b> Tractor-coupled implements: Ploughs, harrows, ridgers, planters, harvesters, sprayers.	Name the major parts of tractor-coupled implements and their functions.
4	<b>Surveying and planning of farmstead</b> i. Definition of surveying and planning ii. Importance of farm surveying and planning.	Carry out the layout of the school farm.
5	<b>Surveying equipment</b> Common surveying equipment e.g. ranging pole, measuring tape, peg, gunter's chain, theodolite etc.	Identify simple survey equipment
6	<b>Planning of farmstead</b> i. Definition of planning ii. Importance of farmstead planning iii. Principles of farmstead planning.	Class discussion
7	<b>Basic Economic Principles</b> i. Law of diminishing returns ii. Principles of demand and supply.	Use graphs to show response of prices to supply and demand.

8	<b>Demand and Supply</b> Inter-relationship of demand and supply as it affects prices and profits	
9	<b>Farm Accounts</b> Entries of sales and purchases.	Prepare entries of sales and purchases
10	<b>Farm Accounts</b> Profit and loss accounts	Prepare profit and loss account
11	<b>Practicals</b> i. Identification of pests ii. Identification of soils iii. Identification of rocks iv. Identification of farm machines and their parts.	Collect pests, soil samples, rocks and identify them.
12	Revision	Revision
13	Examination	Examination

## COMPUTER STUDIES

### SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>CENTRAL PROCESSING UNIT(CPU)</b> -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	<b>MEMORY UNIT</b> -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	<b>MEMORY UNIT</b> -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	<b>MEMORY UNIT</b> 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	<b>LOGIC CIRCUITS</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>ALTERNATIVE LOGIC GATES II</b> -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.
10	<b>ALTERNATIVE LOGIC GATE II</b> -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	<b>COMPUTER DATA CONVERSION</b> -Definition -Types of registers -Function of each register and main memory	- Teacher leads students to define: i) Register ii) Address iii) Bus - Teacher guides students to list types of MDR, CIR, and SQR. -State the functions of each register and main memory.
12	<b>COMPUTER DATA CONVERSION</b> -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	<b>CONCEPT OF COMPUTER FILES</b> -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	<b>CONCEPT OF COMPUTER FILES</b> -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	<b>HANDLING COMPUTER FILE:</b> -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	<b>HANDLING COMPUTER FILES</b> -Basic file processing -Effect of file insecurity -Methods of file security	-Describes file insecurity and its effects i) Data loss and its 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	<b>HANDLING COMPUTER FILES</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>LOGIC CIRCUITS</b> -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	<b>ALTERNATIVE LOGIC GATES II</b> -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.

10	<b>ALTERNATIVE LOGIC GATE II</b> -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	<b>COMPUTER DATA CONVERSION</b> -Definition -Types of registers -Function of each register and main memory	-Leads students to define: i) Register ii) Address iii) Busness -Guides students to list types of MDR, CIR, and SQR. -State the functions of each register and main memory.
12	<b>COMPUTER DATA CONVERSION</b> -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	<b>ALGORITHMS AND FLOW CHART</b> -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	<b>ALGORITHM AND FLOW CHART</b> -Writing algorithm for solving a given problem.	Teacher guides students to write a simple algorithm for: -Computing average of a given set of numbers



		<p>-Evaluation of equation:  <math>Y = a(b-c)^2/d+2</math>.</p> <p>-Printing out the first ten odd numbers etc.</p>
3	<p><b>ALGORITHMS AND FLOW CHART</b></p> <p>-Flow chart symbols          -Use of each flow chart symbol</p>	<p>-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.</p>
4	<p><b>BASIC PROGRAMING II</b></p> <p>-Build in functions          -Basic notations</p>	<p>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)</p>
5	<p><b>BASIC PROGRAMMING II</b></p> <p>-Basic notation</p>	<p>-Basic notation of algebraic expressions          i) <math>\sqrt{b^2 - 4ac}/2a</math>          ii) <math>(x-y)(x+y)</math>          iii) <math>(a+b)+c/\sin d</math>          iv) <math>b=1/4ac</math>          v) <math>e^{x+y}</math> -Sin(x+ny), etc.</p>
6	<p><b>BASIC PROGRAMING II</b></p> <p>Write a basic program to compute algebraic equations</p>	<p>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.</p>
7A	<p><b>INTERNET</b></p> <p>Definition and some computer internet terms</p>	<p>-Teacher leads students to define:          i) Internet          ii) Some basic terms:          Browse, browser, chat room, cyber café, cyber space, download.</p>
7B	<p><b>INTERNET</b></p> <p>Definition of internet and some basic terms</p>	<p>- Teacher guides students to define some basic terms:          Home page, HTML, HTTP, Intranet, Internet service provider, upload, protocol, web browser, web page, web site.</p>

8	<b>INTERNET</b> 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	<b>INTERNET</b> Internet services	-Teacher 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	<b>ELECTRONIC MAIL(E-MAIL SERVICES)</b> -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	<b>ELECTRONIC MAIL(E-MAIL SERVICES)</b> -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) <a href="mailto:finemail@finegoving.org">finemail@finegoving.org</a> e-mail address ii) <a href="http://www.finegoving.org">www.finegoving.org</a> website -Definition of chatting -Steps involved in chatting.
12	Revision	Revision
13	Examination	Examination

**GEOGRAGHY**  
**SS 2 FIRST TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTITIVIES</b>
1	<p>Action of Waves</p> <ul style="list-style-type: none"> <li>- Definition and terms associated with waves. waves tide, currents, coast, swash etc and erosional processes (corrosion, attrition, solution and hydraulic action)</li> <li>- Erosional features of waves cape, bay cliff, caves, stock, etc</li> <li>- Coastal deposition (beaches, spit bar etc)</li> <li>- Coastal deposition (beaches, spit, bar etc)</li> </ul>	<p>Teacher : Uses pictures, films and models to explain</p> <ul style="list-style-type: none"> <li>- Meaning and characteristics of waves, tides and currents</li> <li>- guide discussions of erosional processes and coastal landforms</li> <li>- help students identify and describe features of coastal erosion and deposition.</li> <li>- Guides and supervises students as they make annotated diagrams of landforms</li> <li>- Takes students on field work to observe features of wave erosion and deposition</li> </ul> <p><b>Students</b> : Draw annotated diagrams of the landforms</p> <ul style="list-style-type: none"> <li>- Bring pictures of coastal landforms to school</li> <li>- Participate in guided tour to observe coastal landforms.</li> </ul> <p><b>Instructional Materials</b> : Films, Pictures, Models, slides, Sketches and Annotated diagrams.</p>

2	<p><b>Climate 2</b></p> <ul style="list-style-type: none"> <li>- Climatic types (hot, temperate, cold, desert etc)</li> <li>- Characteristics(temperature, rainfall, etc)</li> <li>- Geographical distribution</li> </ul>	<p><b>Teacher</b> : uses maps diagrams and sketches to help students identify major climatic types</p> <ul style="list-style-type: none"> <li>- Uses the globe, maps, diagrams and sketches to explain climatic factors and their influence on weather and climate</li> <li>- Guides class discussions on :</li> <li>- characteristics of major climatic types</li> <li>- their geographic distribution and influence of climatic types on human activities</li> <li>- classification of climate</li> <li>- Takes students on a study trip to a meteorological stations</li> </ul>
3	<p><b>Climatic Classification :</b></p> <ul style="list-style-type: none"> <li>- Greek classification(torrid, temperate and frigid), geographical distributions merits and elements.</li> <li>- Koppen classification (A, B, C, D, E and sub categories Af, Am, Aw, Bs, Bw, Cw, Cs, CF, DF, ET and EF )</li> <li>- Advantage and disadvantages of Koppen classification</li> </ul>	<p><b>Students-</b> Visit a meteorological station</p> <ul style="list-style-type: none"> <li>- Draw diagrams and sketches to show the effects of latitude, planetary winds, pressure, ocean currents, distance from the sea etc on climate.</li> <li>- Draw a map of the world showing the distribution of climatic types/ regions</li> <li>- Draw a map of the world showing Greek climatic classification system, and that, showing koppen's classification</li> </ul> <p><b>Instructional Materials :</b>  Atlas,  Maps, slides/power points, drawing paper, sketches and diagrams. Colour pencils ,  Tracing paper</p>

4	<p><b>Environmental Resources (Contd.)</b></p> <ul style="list-style-type: none"> <li>- Meaning of environmental resources and types (atmospheric-sun, wind, rain, gases etc,)</li> <li>- Water resources-meaning, types/examples and uses</li> <li>- Vegetation resources ; meaning types example and uses</li> </ul>	<p><b>Teacher</b> : Initiates and guides discussions on ;</p> <ul style="list-style-type: none"> <li>- Components of each type of environmental resources</li> <li>- Quality of human resources in relation to size, skilled and unskilled human resources, education and health etc,</li> <li>- uses and importance of environmental resources</li> <li>- Uses pictures, charts and maps to explain the meaning of environmental resources</li> </ul>
5	<p><b>Environmental Resources (Cont)</b></p> <ul style="list-style-type: none"> <li>- Mineral resources; meaning, types, uses and the problem of mineral exploitation.</li> <li>- Land resources; meaning, types soils, plateau, etc and their uses.</li> <li>- Human resources: meaning, types human capital, population, technology etc), uses etc</li> </ul>	<p><b>Students</b> :</p> <p>Draw a table indicating the types of resources</p> <ul style="list-style-type: none"> <li>- Components of the resources, their sources and uses.</li> </ul> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- illustrative diagrams and sketches</li> <li>- Documentaries</li> <li>- Maps</li> <li>- Video clips/tapes</li> </ul>
6	<p><b>Renewable and Non-Renewable Resources :</b></p> <ul style="list-style-type: none"> <li>- Meaning and types of renewable and non-renewable resources</li> <li>- Advantages of renewable and non-renewable resources</li> <li>- Disadvantages of renewable and non-renewable resources</li> </ul>	<p><b>Teacher</b> : uses pictures, charts and documentaries to explain renewable and non-renewable resources.</p> <ul style="list-style-type: none"> <li>- Initiates and guide students discussions on advantages and disadvantages of the types.</li> <li>- Takes students on field tour to identify renewable and non renewable resources in their community.</li> </ul> <p><b>Students</b> : Participate in field work</p> <ul style="list-style-type: none"> <li>- Watch documentaries of renewable and non-renewable resources</li> <li>- Tabulate resources as renewable and non renewable resources.</li> </ul> <p><b>Instructional Materials</b> :</p> <ul style="list-style-type: none"> <li>- illustrative diagrams and sketches</li> <li>- Documentaries</li> <li>- Maps</li> <li>- Video clips/tapes</li> </ul>

7	<p><b>Environmental Problems (HAZARDS)</b></p> <ul style="list-style-type: none"> <li>- Meaning and types (drought, desert encroachment, pollution, deforestation, soil erosion; meaning, causes, effects and solutions.</li> </ul>	
8	<p><b>Environmental Problems (HAZARDS) Cont.</b></p> <ul style="list-style-type: none"> <li>- Coastal Erosion: Meaning, areas affected, causes effects and solutions</li> <li>- Flooding; meaning, causes, effect and solutions.</li> <li>- Deforestation; Meaning, area affected, causes, effects and solutions.</li> <li>-</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses pictures and documentaries to guide students discussion of ;</li> <li>- Environmental problems and their effect on human activities</li> <li>- Solution to the problems</li> <li>- Takes students on field work to observe environmental problems and their causes.</li> </ul>
9	<p><b>Environmental Problems (HAZARDS) Cont.</b></p> <ul style="list-style-type: none"> <li>- Pollution : Meaning and types (land pollution)</li> <li>- Water Pollution; meaning, causes, effects and solutions.</li> <li>- Air and noise Pollution; Meaning, causes, effect and solutions.</li> </ul>	<p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Observe environmental problems in their community</li> <li>- Watch documentary films of environmental problems</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Documentaries</li> <li>- Maps</li> <li>- Photocopies</li> <li>- Video clips/tapes</li> </ul>
10	<p><b>Environmental Conservation</b></p> <ul style="list-style-type: none"> <li>- Meaning and types/methods, afforestation/re-afforestation,, cover cropping improved farming techniques, environmental education, recycling</li> <li>- Methods of environmental conservation, improved farming methods.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses pictures, charts and maps to explain the meaning of environmental conservation</li> <li>- Initiates and guides discussions on ;</li> <li>- Types of environmental conservation</li> <li>- Needs and importance of environmental conservation</li> </ul> <p><b>Students :</b> Listen to teacher and participate in discussion</p>

11	<b>Environmental Conservation Cont.</b> Environmental education : - Recycling - Importance of environmental education	<b>Students</b> : 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	<b>AGRICULTURE IN NIGERIA</b> - Meaning and types of agricultural practice (subsistence, mechanized, pastoral farming, crop rotation, mixed farming, shifting cultivation) - Mechanized Agriculture - Pastoral farming	<b>Teacher</b> : - 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
2	<b>Types of Agriculture in Nigeria:</b> - Crop rotation - Mixed farming - Shifting Cultivation	students as they draw map of Nigeria and locate major agricultural produce on map.
3	<b>Agriculture in Nigeria Cont.</b> - Food and cash crops (locate the areas on the map) - Importance of agriculture in Nigeria and their solutions	<b>Students</b> : - 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. <b>Instructional Materials</b> - Maps , Illustrative diagrams and sketches, farms in the locality, pictures, slides etc - Documentaries, Drawing paper and Tracing paper.
4	<b>Transportation in Nigeria :</b>	<b>Teacher</b> :

	<ul style="list-style-type: none"> <li>- Meaning and types/modes of transportation (road, rail, water, air, pipeline, aerial rope ways, human and animal portorage)- road transport; meaning-types merits, demerits problems and solutions</li> <li>- Rail transport and pipeline, meaning, types, merits, demerits, problems and solutions.</li> <li>- Water transport; meaning types, merits, demerits, problems and their solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Helps students identify and describe major modes of transportation in Nigeria</li> <li>- Guides students discussion on: <ul style="list-style-type: none"> <li>- Advantages and disadvantages of various modes of transportation.</li> <li>- Transportation problems in Nigeria</li> <li>- Influence of transportation on human activities.</li> </ul> </li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Draw maps of Nigeria showing the road and rail transportation system</li> <li>- Participate in class discussions</li> </ul> <p><b>Instructional Materials :</b> Atlas, Maps, Documentary, films/slides, Diagrams and sketches. Drawing and tracing paper</p>
5	<p><b>Transport and Communication in Nigeria</b></p> <ul style="list-style-type: none"> <li>- Problems of transportation and their solutions</li> <li>- Communication: meaning and types of communication networks (telecommunications, telephones services, cellular phones, voice mails etc; postal services, radio, television, newspapers internet, face book etc)</li> <li>- Telecommunication and postal services meaning, merits and demerits</li> </ul>	<p><b>Teacher:</b> Guides students to draw maps of road and rail transportation systems in Nigeria</p>
6	<p><b>Communication in Nigeria</b></p> <ul style="list-style-type: none"> <li>- Types of communication network. Radio and television( merits and demerits)</li> <li>- Newspapers and magazines meaning, types, merits and demerits</li> <li>- Internet, face book etc; meaning, merits and demerits.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Helps students identify and describe major communication elements in Nigeria through use of pictures, films etc</li> <li>- Takes students to visit communication industries in the community</li> <li>- Guides students discussions on ; advantages and</li> </ul>



7	<p><b>Communication in Nigeria Cont.</b></p> <ul style="list-style-type: none"> <li>- Importance of communication</li> <li>- Problems of communication</li> <li>- Solutions</li> </ul>	<p>disadvantages of communication system,</p> <ul style="list-style-type: none"> <li>- Problems of communication</li> <li>- Influence on human activities</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Visit communication companies/industries in locality</li> <li>- Watch documentaries and films</li> <li>- Participate in discussions</li> </ul> <p><b>Instructional Materials :</b> Documentary, film/slides, posters, pictures</p>
8	<p><b>Manufacturing Industry in Nigeria</b></p> <ul style="list-style-type: none"> <li>- Definition and types of industry; primary, secondary, tertiary and quaternary</li> <li>- Major industrial zones in Nigeria; types of industry within each zones and their products.</li> <li>- Factors affecting locations of industries</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students on tour of manufacturing industries in the locality.</li> <li>- Uses of pictures, films maps etc to guide the discussions on industries.</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Draw sketches maps of Nigeria showing major industrial zones</li> <li>- Carry out field work and write reports on field work</li> </ul> <p><b>Instructional Materials :</b> Map of Nigeria showing industrial zones</p>
9	<p><b>Industry in Nigeria Cont.</b></p> <ul style="list-style-type: none"> <li>- Local craft in Nigeria</li> <li>- Importance of manufacturing industries.</li> <li>- Problems of manufacturing industries and their solutions.</li> </ul>	<p><b>Teacher :</b> guide discussions on: type of manufacturing industries</p> <ul style="list-style-type: none"> <li>- Major industrial zones</li> <li>- factors affecting location of manufacturing industries</li> <li>- Problems and solutions.</li> </ul>
10	<p><b>Commercial Activities in Nigeria</b></p> <ul style="list-style-type: none"> <li>- Meaning and major commercial activities (trade, transportation and commercialization)</li> <li>- Trade and major commercial area in Nigeria</li> <li>- Importance of commercial activities</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students on field work to identify commercial activities in the locality</li> <li>- Use pictures, films, documentaries, maps etc to guide class discussions on ;</li> <li>- Nigeria's trade, stock exchange, capital market</li> <li>- Major commercial zones</li> <li>- Importance of commercial activities</li> </ul> <p><b>Students :</b></p>

		<ul style="list-style-type: none"> <li>- Draw sketch-maps of Nigeria showing commercial cities</li> <li>- Carry out field work</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Map of Nigeria showing commercial cities</li> <li>- pictures , films showing trading on stock exchange</li> </ul>
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

**GEOGRAGHY**  
**SS 2 THIRD TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTITIVIES</b>
1	<p><b>Map Reading</b></p> <ul style="list-style-type: none"> <li>- Direction and bearing: The major cardinal points(true/magnetic north and magnetic variations)</li> <li>- Compass direction</li> <li>- Angular bearings</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explains the use of angular bearings and compass bearings</li> <li>- Leads students to locate the major cardinal points</li> <li>- Guides students to solve problems using examples from topographical maps</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Draw diagrams showing major cardinal points and their bearings</li> <li>- Determine the directions and bearings from topographical maps</li> </ul> <p><b>Instructional Materials :</b> Topographical maps, Atlas, Plans, Compass.</p>
2	<p><b>Representation of Relief Forms :</b></p> <ul style="list-style-type: none"> <li>- Conventional signs and symbols.</li> <li>- Physical features (relief); valleys, spur pass, knoll and hill.</li> <li>- Physical features (relief); escarpment, plateau,</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses maps, models, sketches on the board to help students to recognize relief features on maps</li> <li>- Uses sand trays and ashes to demonstrate formation of contour lines</li> </ul>

	dissected plateau, ridge, cliff etc	<p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- observe topographical maps to identify sets of physical features</li> <li>- Constant topographical maps by using contour lines to represent relief in their discrete forms</li> </ul> <p><b>Instructional Materials:</b> Maps, atlas, models, Rulers, colours, sand, ashes, trays</p>
3	<p><b>Methods of representing Relief</b></p> <ul style="list-style-type: none"> <li>- Contour and hills shading</li> <li>- Relief colouring, spot heights, hachures</li> <li>- Bench marks, boundary pillars, trigonometrical stations etc</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Guide discussions on methods of representing relief features on maps.</li> </ul>
4	<p><b>World population</b></p> <ul style="list-style-type: none"> <li>- Definition, size and distribution patterns</li> <li>- Density (meaning, calculation, merits and demerits of high and low population densities and world population structure</li> <li>- Factors affecting population distribution (climate relief, water, minerals etc</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses maps, diagrams, pictures, documentary films etc to guide students to discuss world population with respect to size, density structure and distributions patterns</li> <li>- Guide class discussions on influence of climate, relief, soil, water etc on population density and distribution</li> </ul>
5	<p><b>World Population Cont.</b></p> <ul style="list-style-type: none"> <li>- Reason for rapid growth of world population</li> <li>- Migration; meaning and types of migration</li> <li>- Factors responsible for migration, merit and demerits of migration</li> </ul>	<ul style="list-style-type: none"> <li>- Leads students to make sketches of world population distribution on a map.</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Draw sketch maps showing distribution of world's population</li> <li>- Watch films on population distribution.</li> </ul> <p>Resources; population maps, sketches and diagrams, GIS maps on population.</p>
6	<p><b>Settlement</b></p> <ul style="list-style-type: none"> <li>- Meaning and types of settlement (urban and rural settlements; population, economy, administration etc</li> <li>- Factors of settlement (soil, weather, topography etc)</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Guide students discussion of ;</li> <li>- Settlement types</li> <li>- Characteristics of urban and rural settlements</li> <li>- Factors of settlement location</li> <li>- Settlement patterns and their developmental factors.</li> </ul>
7	<b>Settlement Cont.</b>	

	<ul style="list-style-type: none"> <li>- Settlement patterns; dispersed, linear, isolated etc</li> <li>- Factors that aid the development of each patterns</li> <li>- Classification of settlement according to size</li> </ul>	<ul style="list-style-type: none"> <li>- Uses maps and sketches to help students identify human settlements</li> <li>- Takes students on field work to observe human settlements patterns in the locality.</li> </ul> <p><b>Student :</b></p> <ul style="list-style-type: none"> <li>- Read topographical maps and identify human settlements on the map</li> <li>- Draw sketch diagrams showing settlement patterns in their locality</li> <li>- Participate in field work and write reports</li> </ul>
8	<p><b>Settlement cont.</b></p> <ul style="list-style-type: none"> <li>- Classifications according to functions</li> <li>- Differences between urban and rural settlements</li> <li>- Settlement interactions; types of interactions (commercial, cultural, administrative etc)</li> </ul>	
9	<p><b>Settlement cont.</b></p> <ul style="list-style-type: none"> <li>- Interaction patterns within settlement urban-rural and rural-urban</li> <li>- Urban-urban and rural-rural etc</li> <li>- Functions of settlement</li> </ul>	<p><b>Instructional materials:</b> Top-maps, Aerial photographs of human settlements, satellite images, diagrams and sketches.</p>
10	<p><b>Geo-Political issues (Land Reclamation)</b></p> <ul style="list-style-type: none"> <li>- Meaning of land reclamation and methods: Afforestation, construction of barriers, erosion control etc</li> <li>- Methods of land reclamation: Sand, fillings, constructions of drainage, erosion control etc</li> <li>- Importance of land reclamation</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Guide students discussions on;</li> <li>- Methods of Land reclamation</li> <li>- Importance of land reclamation</li> <li>- Uses photographs of reclamation sites to explain the concept of land reclamation</li> <li>- Take students on field work to land reclamation sites</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Participate in field work and write reports</li> <li>- Carry out community development project on land reclamation</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Photographs, Documentary, films, Diagrams and sketches</li> </ul>
11	<p><b>Geographic Information System (GIS) Data</b></p> <ul style="list-style-type: none"> <li>- Data sources: Land survey and remote sensing</li> <li>- Data sources; map digitalization and scanning</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explains GIS data sources</li> <li>- Takes students on field work to collect geographic data using various methods</li> <li>- Supervises students on field work</li> </ul>

	- Data sources: field investigation and tabler data etc	<b>Students</b> : Participate in a guided field work <b>Instructional Materials</b> GPS, Satellite images, Maps
12	<b>Revision and Examination</b>	

## ECONOMICS

### SS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	TOOLS OF ECONOMIC ANALYSIS i. Simple linear equations ii. Measures of dispersion iii. Pie chart	1. 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) 2. Learning material; Graph paper and other relevant materials.
2	TOOLS OF ECONOMIC ANALYSIS i. Bar charts ii. Calculation of charts	1. 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) 2. Learning material; Graph paper and other relevant materials.
3	CONCEPT OF DEMAND AND SUPPLY i. Meaning of demand and supply ii. Laws of demand and supply i. Factors affecting demand and supply.	1. 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. 2. Learning materials; Graphs.
4	CONCEPT OF DEMAND AND SUPPLY i. Distinguish between factors that cause shift in demand and supply curves and those causing movement along demand and supply curves ii. Types of demand and supply (with curves)	1. Teacher to emphasize the role of price system in resource allocation in economics. 2. Learning materials; Graphs.

5	<p>THE PRODUCTION POSSIBILITY CURVE</p> <ul style="list-style-type: none"> <li>i. Meaning of production possibility curve (PPC)</li> <li>ii. Plotting the PPC from possible data</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>
6	<p>THE PRODUCTION POSSIBILITY CURVE</p> <ul style="list-style-type: none"> <li>i. Concept of total, average and marginal productivity.</li> <li>ii. Laws of variable proportion</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher to guide students to plot graphs, calculate average, total and marginal productivity</li> <li>2. Learning materials: Graphs and tables</li> </ol>
7	<p>COST CONCEPTS</p> <ul style="list-style-type: none"> <li>i. Basic cost concepts: total, average, marginal, fixed and variable cost.</li> <li>ii. Different cost curves</li> </ul>	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Learning materials; Graphs.</li> </ol>
8	<p>COST CONCEPTS</p> <ul style="list-style-type: none"> <li>i. Short-run and Long-run Costs</li> <li>ii. Distinction between economist's and accountant's view of cost</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Learning materials; Graphs.</li> </ol>
9	<p>REVENUE CONCEPTS</p> <ul style="list-style-type: none"> <li>i. Concept of revenue – total, average and marginal revenue</li> <li>ii. Revenue schedules and curves</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher to explain the concepts of total, average and marginal revenue to students and use raw relevant revenue schedules and curves.</li> <li>2. Learning materials; Graphs.</li> </ol>
10	<p>TYPES AND FEATURES OF ECONOMIC SYSTEM</p> <ul style="list-style-type: none"> <li>i. Basic features of economic system (Capitalism, Socialism, Mixed economy etc)</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher to explain the features of the various economic system, drawing examples from defunct USSR, United States and Nigeria.</li> <li>2. Learning materials: Political Map of the world.</li> </ol>
11	<p>LABOUR MARKET</p> <ul style="list-style-type: none"> <li>i. Supply of and demand for labour</li> <li>ii. Wage determination</li> </ul>	<ol style="list-style-type: none"> <li>1. 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</li> </ol>

		<p>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.</p> <p>2. Learning materials: Newspaper clippings, hypothetical price level wage rate and productivity data. Graph paper and pencil.</p>
12	<p>LABOUR MARKET</p> <p>i. Trade Unions and other related institutions.</p>	<p>1. 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.</p> <p>2. Learning materials: Newspaper clippings</p>
13	Revision	Revision
14	Examination	Examination

## ECONOMICS

### SS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>LABOUR MARKET</b></p> <ul style="list-style-type: none"> <li>i. Concept of unemployment</li> <li>ii. Types of unemployment, causes, effects and solutions.</li> <li>iii. Concept of self employment, job creation and dignity of labour.</li> </ul>	<ul style="list-style-type: none"> <li>1. 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.</li> <li>2. Learning materials: Newspaper clippings, hypothetical price level wage rate and productivity data.</li> </ul>
2	<p><b>ELEMENTARY TREATMENT OF UTILITY THEORY</b></p> <ul style="list-style-type: none"> <li>i. Concept of utility – average, marginal and total utility.</li> <li>ii. The law of diminishing marginal utility.</li> </ul>	<ul style="list-style-type: none"> <li>1. 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.</li> <li>2. Learning material; drinkable water/soft drinks and cups. graphs</li> </ul>
3	<p><b>PRICE DETERMINATION</b></p> <ul style="list-style-type: none"> <li>i. Determination of equilibrium price and quantity</li> <li>ii. Effects of changes in demand and supply</li> <li>iii. Types of demand and supply e.g. joint demand, joint supply etc.</li> </ul>	<ul style="list-style-type: none"> <li>1. 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</li> <li>2. Learning material; Appropriate illustrations e.g. bread and butter, petrol and car. Illustrate complimentary demand and other types of demand and supply. Use graphs and diagrams.</li> </ul>
4	<p><b>PRICE DETERMINATION</b></p> <ul style="list-style-type: none"> <li>i. Concept of elasticity and its application</li> <li>ii. Simple application of price theory e.g. minimum and</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to recall Nigeria's experiences with fuel price/wage increases. Give students examples and calculate elasticity values.</li> </ul>



	maximum price legislation.	2. Learning material; Use graphs to illustrate the elasticity of demand and supply.
5	<p>MARKET STRUCTURE</p> <p>i. Concept and types of markets</p> <p>ii. Review of cost and revenue curves.</p>	<p>1. Teacher to emphasize the distinction between market and market place. Revise cost and revenue concepts..</p> <p>2. Learning materials; Graphs.</p>
6	<p>MARKET STRUCTURE</p> <p>i. Price and quantity determination under perfect competition and monopoly.</p>	<p>1. Teacher to identify and explain the basic features of the perfect and monopoly market using real life examples.</p> <p>2. Learning materials; Graphs.</p>
7	<p>MARKET STRUCTURE</p> <p>i. Price and quantity determination under duopoly and monopoly.</p>	<p>1. Teacher to identify and explain the basic features of the perfect and imperfect market using real life examples.</p> <p>3. Learning materials; Graphs.</p>
8	<p>INDUSTRIES IN NIGERIA</p> <p>i. Definition of industrial concept – plant, factory, firm, industry and industrial estate.</p>	<p>1. 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</p> <p>2. Learning materials; map of Nigeria showing industrial activities.</p>
9	<p>INDUSTRIES IN NIGERIA</p> <p>i. Location and localization of industries in Nigeria.</p> <p>ii. Advantage and disadvantages of localization of industries.</p> <p>iii. Factors that influence location and localization of industries.</p>	<p>1. 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.</p> <p>2. Learning materials; map of Nigeria showing industrial activities.</p>
10	<p>AGRICULTURE</p> <p>i. Problems of agriculture</p> <p>ii. Agricultural policies in Nigeria.</p>	<p>1. 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.</p> <p>2. Learning materials: Display agricultural commodities. Pie charts to show the contributions of</p>

		agriculture to the economy over the years. Visit large scale farms.
11	<b>AGRICULTURE</b> i. Marketing of agricultural commodities ii. Prospects of agriculture in Nigeria.	1. Teacher to invite agricultural extension worker or agricultural science teacher to give talk on agriculture generally. Suggest ways to solve agricultural problems in Nigeria. 2. 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	<b>ELEMENTARY TREATMENT OF FISCAL POLICY</b> i. Meaning of fiscal policy in public finance ii. Objectives of public finance iii. Revenue allocation (including resource control) iv. Sources of government revenue	1. Teacher to illustrate discussions with Nigeria data at different stages of teaching. 2. Budget statement of any year.
2	<b>ELEMENTARY TREATMENT OF FISCAL POLICY</b> i. Direct and indirect taxation ii. Effects and incidence of taxation iii. Structure of effects of public expenditure on government budget	1. Teacher to use demand and supply curves to analyze the incidence of taxation 2. Learning Material: Budget statement of any year.
3	<b>BALANCED AND UNBALANCED BUDGET</b> i. Meaning of balanced budget	1. Teacher to use a budget statement to illustrate government fiscal operations and students to list their own sources

	<ul style="list-style-type: none"> <li>ii. Reasons for balanced budget</li> <li>iii. Meaning of surplus and deficit budget</li> </ul>	<p>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.</p> <p>2. Learning material; List of government fiscal operations.</p>
4	<p><b>BALANCED AND UNBALANCED BUDGET</b></p> <ul style="list-style-type: none"> <li>i. Ways of financing deficit budget and their effects (e.g. debt burden, debt relief and debt buy back)</li> </ul>	<p>1. 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.</p> <p>2. Learning material; List of government fiscal operations.</p>
5	<p><b>ELEMENTS OF NATIONAL INCOME ACCOUNTING</b></p> <ul style="list-style-type: none"> <li>i. Meaning of national income concepts and their uses</li> <li>ii. Ways of measuring national income and their limitations</li> </ul>	<p>1. 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.</p> <p>2. Learning materials; Charts to illustrate components of National Income.</p>
6	<p><b>ELEMENTS OF NATIONAL INCOME ACCOUNTING</b></p> <ul style="list-style-type: none"> <li>i. Uses and limitations of National income estimates</li> <li>ii. Trends and structure of national income</li> </ul>	<p>1. 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.</p> <p>2. Learning materials; Charts to illustrate components of National Income.</p>
7	<p><b>TYPES OF FINANCIAL INSTITUTIONS AND THEIR FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>i. Money Market institutions</li> <li>ii. Capital Market institutions</li> <li>iii. Other Market agencies.</li> </ul>	<p>1. 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</p>

		<p>bank/development bank and stock exchange where possible.</p> <p>2. Learning materials; Cheque books, pass books, teller etc and quarterly annual and periodical publications of the Central bank, NDIC, Stock Exchange Commission etc.</p>
8	<p><b>TYPES OF FINANCIAL INSTITUTIONS AND THEIR FUNCTIONS</b></p> <p>i. Functions of capital market institutions</p> <p>ii. How the stock exchange operates</p> <p>iii. Secondary and primary markets</p>	<p>1. 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.</p> <p>2. Learning materials; Cheque books, pass books, teller etc and quarterly annual and periodical publications of the Central bank, NDIC, Stock Exchange Commission etc.</p>
9	<p><b>MONEY: DEMAND FOR AND SUPPLY OF MONEY</b></p> <p>i. Determinants of supply and demand for money.</p> <p>ii. Value of money and the price level.</p>	<p>1. 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.</p> <p>2. Learning materials; Coins, cheques, paper money and commodity money.</p>
10	<p><b>MONEY: INFLATION AND DEFLATION</b></p> <p>i. Meaning and types of inflation</p> <p>ii. Causes, effects of inflation/deflation</p>	<p>1. 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.</p>

		2. Learning materials; Time series data on prices, consumer price index information published by the Central bank of Nigeria and their institutions. .
11	MONEY i. Control of inflation/deflation ii. Inflation in Nigeria.	1. Teacher to ask students to narrate their experience of inflation in their environment. 2. Learning materials; Time series data on prices.
12	Revision	Revision
13	Examination	Examination

## ENTREPRENEURIAL SUBJECTS

### DATA PROCESSING

#### SS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Data Models</b> -definition of data models -types of data models	- <b>Defines Data Model</b> -Discusses the concept of data modeling -Give example ties of data models Instructional Resources: charts, software package.
2	<b>Data Modeling</b> -creating tables -creating forms -creating queries -creating reports	- <b>Demonstration how to Create Table, Form, Queries and Reports</b> watch teachers demonstration Instructional Resources: computer set, software packages.
3	<b>Data Modeling</b> -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	<b>Normal Forms</b> -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	<b>Normal Forms</b> -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	<b>Entity Relationship Entities</b> attributes and relationships	Explain the main components of an entity relationship (er) model with examples -illustrate relationship between entity and attribute with (er) diagrams *listen and participate Instructional Resources: Charts and computer set
7	<b>Entity – Relationship Model</b> -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	<b>Relational Model</b> -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	<b>Relational Model</b> -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	<b>Relational Model</b> enforcing integrity constraints	-The SQL to show how to enforce integrity constraints e.g. no action Instructional Resources: SQL software, computer set
11	<b>Relational Model</b> -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	<b>File Organization</b> -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	<b>Revision</b>	
14	<b>Examination</b>	

## DATA PROCESSING

### SS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Internet</b> -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	<b>Internet</b> -requirements for internet connection -internet security -abuses of internet	Names requirements for internet connection e.g. modem, computers etc. -Defines internet security and list examples AVG, Avast, Nortons -Students to mention the abuses of internet
3	<b>Internet</b> -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	<b>Presentation Package</b> -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 package -The teacher loads PowerPoint presentation and guides the students to identify the tool bars and its contents.
5	<b>Creating Presentation</b> -inserting slides -applying design	Lead the students to -Work with slides, applying designs e.g. design template, color scheme, animation scheme
6	<b>Modifying Slides</b> <b>Formatting Text On The Slides</b> -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	<b>Final Presentation</b> -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	<b>Web Design Packages</b>	-Define web design packages -State uses of web design package

	-meaning of web design packages -uses of web design packages	-Participate in clan room discussion Instructional Resources: charts pictures
9	<b>Web Design Packages</b> -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	<b>Creating Websites</b> -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	<b>REVISION</b>	
12	<b>EXAMINATION</b>	

## DATA PROCESSING

### SS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Graphic Packages</b> -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	<b>Graphic Packages</b> -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	<b>Corel Draw Environment</b> -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	<b>Object Transformation</b> -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	<b>Object Transformation</b> -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	<b>Object Editing/Arrangement</b> -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	<b>Object Editing / Arrangement</b> -object envelop -blending	-Draws an 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	<b>Working With Layout</b> -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	<b>Working With Layout</b> -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	<b>Maintenance Of Computer</b> -general cleaning of the workshop and computers.	-Explain and demonstrates how to make computer dust free

	-basic maintenance procedure	-Students to clean the computers and the 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(scrap)
11	<b>Maintenance Of Computers</b> -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	<b>REVISION</b>	
13	<b>EXAMINATION</b>	

## 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	<ul style="list-style-type: none"> <li>i. Definition of animal nutrition</li> <li>ii. importance of animal nutrition</li> <li>iii. Classification of farm animal feeds</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher displays charts and pictures</li> <li>- Students are asked to make collection of common animal feeds</li> </ul>
5	Sources of animal feed stuff	<ul style="list-style-type: none"> <li>i. Carbohydrates and their sources</li> <li>ii. Protein and their sources</li> <li>iii. Fats and oils and their sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are asked to make collection of feed stuff and classify them</li> </ul>
6	Sources of animal feed stuff	<ul style="list-style-type: none"> <li>i. Vitamins and their sources</li> <li>ii. Minerals and their sources</li> <li>iii. Water and their sources</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher displays charts and pictures of various sources of feed stuff</li> <li>- Live specimens to be displayed by the teacher</li> </ul>
7	Values and functions of various animal feed stuff	<ul style="list-style-type: none"> <li>i. Supply of energy</li> <li>ii. Help in milk production</li> <li>iii. Help in tissue formation</li> <li>iv. Repair of worn out tissues</li> <li>v. Help in temperature regulation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads discussion in the classroom</li> <li>- Students participate in the classroom discussion</li> </ul>
8	Values and function of various animal feed stuff	<ul style="list-style-type: none"> <li>i. Insulates the body</li> <li>ii. For growth and development</li> <li>iii. Aid resistance to diseases</li> <li>iv. Used in acid base balance</li> <li>v. Essential for digestion of food.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads classroom discussion and ensures that students participate actively in the class</li> </ul>
9	Practical on animal products processing	<ul style="list-style-type: none"> <li>i. Meat processing</li> <li>ii. Milk processing</li> <li>iii. Egg processing</li> <li>vi. Hide and skin processing</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher demonstrates meat processing stages</li> <li>ii. Teacher organizes field trip to abattoir</li> <li>iii. Teacher provides videos of animal product processing for students to watch in the laboratory.</li> </ul>

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.	<ul style="list-style-type: none"> <li>- Students to produce their individual feed stuff album</li> <li>- Teacher displays charts and pictures of various sources of feed stuff</li> </ul>
11	Practical on animal nutrition	i. Preparation of hay, silage etc ii. Preparation of poultry feeds iii. Milling of animal feeds	<ul style="list-style-type: none"> <li>- Teacher demonstrates Preparation of hay, silage etc</li> <li>- Students work in groups to produce hay and silage</li> </ul>
12	Revision	Revision	Revision
13 & 14	Examination	Examination	Examination

**ANIMAL HUSBANDRY  
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	<ul style="list-style-type: none"> <li>- Teacher leads the classroom discussion and ensures that students participate actively</li> </ul>
2	“	i. Distinguish between the various rations ii. Identify the nutrients that constitute the various types of ration	<ul style="list-style-type: none"> <li>- Teacher leads the classroom discussion and ensures that students participate actively</li> </ul>
3	Formulation of livestock ration	i. Methods of ration formulation ii. Identification of ingredients for ration	i). Students to make collection of various feed ingredients.

		<p>formulation e.g. blood meal, fish meal, cotton seed meal, bone meal, oyster shell, ground nut cake, maize grain, palm kernel cake etc.</p> <p>iii. Factors to consider in formulation of animal ration.</p>	<p>ii). Students to work in group to formulate animal ratio.</p>
4	Malnutrition in livestock production	<p>i. Definition of malnutrition</p> <p>ii. Symptoms of malnutrition</p> <p>iii. Causes of malnutrition</p> <p>iv. Effects of malnutrition on livestock production</p>	<p>i. The teacher provides malnourished farm animals for students to watch.</p>
5	Practical on formulation of livestock ration	<p>i. Formulation of poultry feeds</p> <p>ii. Preparation of hay, silage and husk</p> <p>iii. Build an album of various ingredients used for formulation of animal feeds.</p>	<p>i. The teacher guides the students on the preparation of hay, silage, husk etc</p>
6	Practical on formulation of livestock ration	<p>i. Formulation of ration for pigs, rabbit, sheep and goats</p> <p>ii. Build an album of different feed stuff used for formulation of feeds for pigs, rabbit, sheep and goats.</p>	<p>The teacher groups the students into project groups to formulate rations for different classes of livestock</p>
7	Pasture management practices	<p>i. Meaning of pasture</p> <p>ii. Meaning of forage crop</p> <p>iii. Distinguish between pasture and forage crops</p>	<p>The teacher guides classroom discussion and ensure that students participate actively</p>
8	“	<p>i. Types of pasture</p> <ul style="list-style-type: none"> <li>- natural pasture</li> <li>- artificial pasture</li> </ul>	“
9	Characteristics of pasture grasses legumes	<p>Examples of pasture grasses e.g. guinea grass, elephant grass, bahama grass, northern gamba, giant star grass, spear grass.</p>	<p>The teacher exhibits the different pasture grasses for students to observe and identify them</p>
10	Characteristics of pasture legumes	<p>Examples of pasture legumes e.g. centro, tropical kudzu, stylo, calapo etc.</p>	“

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	i. Definition of range land ii. Characteristics of range land	i. The teacher guides classroom discussion ii. Provides pictures/videos of a typical rangeland iii. Field trip to a rangeland
2	Importance of range land	i. 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	<ul style="list-style-type: none"> <li>i. Reseeding</li> <li>ii. Padlocking</li> <li>iii. Controlled stocking</li> <li>iv. Avoidance of overgrazing</li> <li>v. Fertilizer application</li> <li>vi. Pest control</li> <li>vii. Controlled burning</li> </ul>	The teacher guides classroom discussion
4	Practical	<ul style="list-style-type: none"> <li>i. Field trip to a range land</li> <li>ii. Collection of common pasture grasses from a range land</li> <li>iii. Collection of common pasture legumes from a rangeland.</li> </ul>	Students exhibit their collections of pasture grasses and legumes in the laboratory
5	Factors affecting production of herbage in a range land	<ul style="list-style-type: none"> <li>i. Rainfall</li> <li>ii. Grazing pattern</li> <li>iii. Grasses and legumes</li> <li>iv. Weed control</li> <li>v. Disease and pest control</li> <li>vi. Drought resistance</li> <li>vii. Controlled burning</li> <li>viii. Irrigation</li> </ul>	The teacher guides classroom discussion
6	Practical on animal feeds and feeding	<ul style="list-style-type: none"> <li>i. Formulation of balanced feeds in the laboratory</li> <li>ii. Feeding of the school farm animals with the formulated feeds in the laboratory</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher demonstrates stages involved in formulation of balanced diet</li> <li>ii. Students are assigned to feed different farm animals available in the school farm</li> </ul>

7	Practical on animal feeds	<ul style="list-style-type: none"> <li>i. Expose students to diet formulation for different classes of farm animals e.g. <ul style="list-style-type: none"> <li>a. Starter</li> <li>b. Grower</li> <li>c. Finisher</li> </ul> </li> <li>ii. Students to identify different feed ingredients used for diet formulation e.g. <ul style="list-style-type: none"> <li>a. Blood meal</li> <li>b. Fish meal</li> <li>c. Cotton seed cake</li> <li>d. System shell</li> <li>e. Groundnut cake</li> <li>f. Maize grains e.t.c</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i. The teacher guides classroom discussion</li> <li>ii. The teacher provides formulated animal diet for students to observe</li> <li>iii. Students are asked to make a collection of feed ingredients</li> </ul>
8	Practical ways of checking malnutrition in animal husbandry	<ul style="list-style-type: none"> <li>i. Feeding balanced diet</li> <li>ii. Feeding weaker animals separately</li> <li>iii. Deworming of animals</li> <li>iv. Giving supplementary feeds and feeds additives to stimulate appetite</li> <li>v. Adjust stock rate</li> </ul>	<ul style="list-style-type: none"> <li>i. The teacher guides discussion in the laboratory</li> <li>ii. Teacher demonstrates deworming and feeding of weaker animals</li> </ul>



9	Practical on processing and marketing of animal products	<ul style="list-style-type: none"> <li>i. Slaughtering and dressing of poultry, goat, sheep etc.</li> <li>ii. Marketing of processed animal products</li> </ul>	<ul style="list-style-type: none"> <li>i. The teacher demonstrates slaughtering and dressing of farm animals</li> <li>ii. Provides videos of farm animal processing for students to watch</li> </ul>
10	Field trips	<ul style="list-style-type: none"> <li>i. Visit to a modern abattoir</li> <li>ii. Visit to meat shops in the market</li> <li>iii. Visit to cold room where animal products are stored</li> </ul>	<ul style="list-style-type: none"> <li>i. The teacher organizes a trip</li> <li>ii. Students are asked to write report on their visits to abattoir</li> </ul>
11	Revision	Revision	Revision
12	Examination	Examination	Examination