

ENGLISH LANGUAGE

ENGLISH STUDIES

J S S 2 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	RESUMPTION TEST	RESUMPTION TEST	RESUMPTION TEST
2	Reading	Understanding the writer's purpose to persuade, inform, convince.	The teacher should present and discuss selected passages. Teacher to guide students through questions and prompting. Students to read passage and identify keywords that point to the author's intention. Group students to make presentations Teaching and learning resources could be selected passages from textbooks, stories, newspaper cuttings, magazines poems etc.
	Writing (an outline)	Story or passage on adverse effects of some chemicals used in cosmetics or any relevant story or passage Highlight main and supporting ideas.	Teacher to give examples of outlines using story/ passages. Teacher to present story or passage to students. Students to identify outlines from the given story or passage Teaching and learning resources eg articles, supplementary readers etc.
	Listening and Speaking.	Revision of sounds:- Vowels:- a, e, l, o, u Give phonetic symbols and words. containing the sounds e.g. -/i/ sit sip giggle	Guide students to articulate vowels sounds Students to produce vowel sounds at the beginning, middle and end of a word:- <u>a</u> ge, ba <u>g</u> , da <u>t</u> a etc. teaching and learning resources –flash cards.

	Grammatical Accuracy	Parts of speech:- nouns and pronouns. Identification of nouns and pronouns in given passage on environment Identify features of nouns and pronouns Identify functions of nouns and pronouns.	Teacher gets passages for students to read in relation to environment Teacher leads students to identify functions of nouns and pronouns. Students to identify features of nouns and pronouns in given sentences or passages Teaching / learning resources, charts, flash cards.
	Literature: short stories And novel lets.	Short stories/ novelettes based on effects of climate e.g. floods, depletion of the ozone layer, environmental population etc.	1. Teacher to present stories / articles related to climate change 2. Teacher to guide students to identify types of prose:-narrative or descriptive. 3. Students to discuss story line. 4. Teaching/learning Resources e.g. supplementary reader or any relevant text.
3	Reading	Understanding the writer's purpose in a passage e.g. to irritate, annoy, please and entertain.	Teacher to guide students to identify expressions to indicate the author's intention Teacher to guide students to identify keywords that point to author's intentions Students to use varied materials for practice and answer questions on how to identify author's intentions Teaching / learning resources, e.g. poems, prose etc.
	Writing (an outline)	Arrangement of ideas in logical sequence, write appropriate introduction and effective conclusion.	Teacher to lead the students to identify and re- arrange all the ideas produced in logical sequence. Students to produce a draft:- introduction, body and conclusion Review the draft (edit and amend).
	Listening and speaking.	Revision of sounds:- Consonants:-t, g, k	The teacher to lead students to produce consonant sounds in context

		Give phonetic symbols and word containing same symbols. /t/:- <u>t</u> elephone, sea <u>t</u> , set <u>t</u> le.	Students to produce consonant sounds in isolation The teacher to give words for students to identify consonant clusters Teaching/ learning resources:- flash cards, substitution table etc.
	Grammatical Accuracy (VERBS)	Identification of verbs in given passages (from the text or story) as value orientation or any relevant passage. i). identify features of verbs ii). Identify functions of verbs e.g. express action.	Passages to be read to the students that have words/ register to do with value orientation Students to identify features of part of speech taught Teacher leads the students to identify function of parts of speech taught. Teaching / learning resources:- relevant passages, text etc.
	Literature	Short stories/ novelettes based on road crashed or any relevant story/ passage.	1. The students to identify type of prose 2. The teacher guides the students to discuss the features of the story e.g. plot, characterization, theme 3. Students to answer the questions on the story read 4. Teaching/ learning resources:- relevant materials etc.
4	Reading	Reading for meanings of words in various context through Clues provided by surrounding words.	- Teacher leads students to read selected passages and use surrounding words/ sentences to explain meaning of targets words - Teacher explains that sounds of some words can signal meaning - Students use context to figure out the meaning of words - Teaching/ learning resources:- course work, various passages etc.
	Writing (composition)	Types of composition - Narrative	Teacher leads students to identify elements of narrative composition writing

		<ul style="list-style-type: none"> - Identify a narrative composition - Steps in composition writing 1. Introduction 2. Body 3. Conclusion 	<p>use selected topics to illustrate narrative composition</p> <p>Students to write a narrative essay.</p>
	Listening and Speaking.	<p>Vowel sounds: - /i/ and /i:/</p> <p>identify contrast in sounds</p> <p>identify words containing sounds in the beginning, middle and end of word e.g.</p> <p>/i/:- sit, sip giggle.</p>	<ul style="list-style-type: none"> - Teacher guides students produce sounds in context and in isolation. - Students to identify contrast in the two vowel sounds - Learning resources:- flash cards and charts.
	Grammatical accuracy	<p>Adjectives</p> <p>Identification of adjectives from given passage – gender issues</p> <p>Identify features of adjectives</p> <p>Identify functions of adjective eg quality noun/ pronoun</p> <p>Make sentences with adjectives.</p>	<ul style="list-style-type: none"> -Teacher leads students to identify functions / features of adjectives -Students make sentences with adjectives -Students identify adjectives in given sentences -Teaching / learning resources- use charts, sentence strips
	literature	<p>Folktale:- Nigerian and African folktales.</p> <p>Identify features:- didactic, entertaining, magical, riddles etc</p>	<ul style="list-style-type: none"> - Teacher narrates Nigerian and African folktales to students - Teacher lead them to identify features - Students dramatize folk tales Students to identify moral lessons. - Teaching/ learning resources:- relevant literature and supplementary literature.etc.
5	Reading	<p>To identify the meaning of words in various contexts through use of alternative words that can fit into the context.</p>	<ul style="list-style-type: none"> - Teacher to guide students to read selected passages - Teacher leads the students to think about alternative words to replace targert words - Student to list other possible words that can fit the context.

	writing	Composition. Type of composition Descriptive Identify description composition Steps in composition writing:- introduction, body and conclusion.	- Teacher leads students to identify elements of descriptive composition writing - Teacher to use selected topic to illustrate Students to write a descriptive essay.
	Listening and speaking	Vowel sounds:-</>/ </>:/ Identify contrast in vowel sounds Identify words containing sounds in different positions:- beginning, middle and end of a word.	Teacher guides students to produce sounds in context and in isolation Students to identify contrast in vowel sounds Teaching/ learning resources recorded materials (audio and video tapes) sentence strips, flash cards etc.
	Grammar	Parts of speech: - conjunctions. Identification of conjunctions from given passages on:- population/ family life. Identify features of conjunction Give functions of conjunction.	Teacher directs students to identify features and functions of conjunction Students to make sentences using conjunctions Teaching /learning resources: - sentences strips and passages.
	Literature	Popular myths/ legends:- African and non African Identify features of popular myths / legends:- magic, super natural, superstitious etc.	Teacher lead students to identify theme and features of myths / legends Students to identify and state moral lessons taught Students narrate any popular myths/ legends known to them.
6	Reading Selected passage on contemporary issues e.g. Hiv/Aids, mobile communication	Identify purpose in selected passage e.g. dissuade , stimulate through or indoctrinate	Teacher guides student to identify expressions that indicate authors intention or purpose in selected passage. Students practice extensively using varied materials presented by the teacher.

			Learning resources selected passages from textbooks, newspaper magazine writings
	Writing composition	Type of composition: argumentative List elements of composition Arrange ideas generated in logical sequence	Teacher leads students to identify elements selected passage Leads students to generate ideas for an argumentative essay. Students arrange ideas generated in logical sequence. Learning resources selected passages and topics.
	Listening and speaking (Vowel Sounds)	Give phonetic symbol and words containing /ʌ/ and /ə/ e.g. /ʌ/ bus money coming /ə/away tattoo neither Identify contrast	Teacher leads students to produce sound in context and in isolation Students give other words containing the vowed sounds. Learning resources: recorded materials (audio and video types, flash cards.
	Grammar/ Structure (Preposition)	Identify prepositions from selected passage Identify function features of preposition Make sentences with preposition	Teacher lends students to identify preposition in selected passages Students make sentences with preposition. Learning resources: various passages, sentence strips.
	Literature (Prose)	Short story: discuss features plot, characterization, style, theme, language.	Teacher leads students to read and identify types of prose Engages students to discuss story line. Students identify moral lesson of story.
7	Reading (Critical Reading)	Meaning and steps of critical reading: reading to evaluate information presented Surveying: a quick glance of what book or passage contains by looking at table of contents or section by section sub- heading.	Teacher explains the process of critical reading : - i) understanding what the author is writing about li) identifying the authors technique lii) evaluating the authors point of view

			Use selected passage to practice step one: surveying Students engage in extensive practice Learning resources: selected passages, selections from other subject areas.
	Writing: Composition	Type of composition: expository Generate ideas for expository essay Produce a draft	Teacher presents selected topics to students to work on in groups Students arrange ideas generated in logical sequence Student write expository essay Learning resources: selected topics.
	Listening and speaking (Consonants)	Introducing consonants/f/ and /v/ Words containing sounds e.g. /f/ photograph, funny Production of sounds in context and isolation	Teacher leads students to produce sound in context and in isolation Students give other words containing sound Learning resources: recorded materials, flash cards.
	Grammar / structure (Tenses)	Simple present and past tense Identify in given passage Indicate when used e.g. simple present – for action currently going on: he works in the city etc Simple past e.g. regular or repeated action in the past:- the children attended the local primary school.	Teacher guides students to identify simple present and past tenses in passage Students make correct sentences using tense Learning resource: selected passage from textbooks or newspaper cuttings
	Literature (Poetry)	Selected poems – i) discuss meaning and contents of poems ii) Identify language.	- Teacher leads students to discuss and explain meaning and contents of poems - student identify language of poetry - learning resources: poetry books or selected poems.

8	Reading: critical reading step ii, skimming	Identify main points and major sub- theme of selected passages. Identify opinions in selected passage.	Teacher leads students to read passage to get main points and major sub-themes Students engage in extensive practice to establish how to identify items that form the substance of texts. Learning resources: selected passages
	Writing: letter writing: informal letter.	Format of informal letters Situations used	Teacher leads students to discuss format of informal letters. Teacher explains situation informal letter used Students write on informal letter.
	Listening and speaking : consonants /dz/ and /ts/	Words containing sounds e.g. /dz/: judge, rage, range /ts/: recharge, check, chain Produce sound in context and in isolation	Teacher leads students to produce sound in context and in isolation Student give other words containing sound Learning resources: recorded materials, flash cards.
	Grammar/ structure: future tense	- Identify future tense in selected passage - Indicate when used: e.g. to produce or say what is likely to happen in future. Work will begin next week.	Teacher leads students to identify future tense in selected passage Students make correct sentences using tenses Learning resources:-selected passages.
	Literature: drama	Read selected drama text and identify themes, setting, plot, characterization	Teacher leads students to read a play and discuss themes, setting, plot, characterization. Student act the play Learning resources: drama texts.
9	Reading: critical reading steps	Meaning of : iii) line by line reading iv) recall and v) Review. - line by line reading : slow and more concentrated reading of passage in sections and paragraphs	- Teacher guides the students in using steps to identify facts and opinions in selected passages. - Teacher gives additional exercises for practice - Students practice how to identify facts and opinions in given passages.

		- recall: going over what has been read and retained - review: going over previous steps	Learning resources: selected passages.
	Writing: formal letter	Format of formal letters Situations used	Teacher guide students to discuss format of formal letters and situations used. Students write a formal letter.
	Listening and speaking : consonant/θ/ and /ð/	Words containing sounds e.g. /θ/ thief, through, thin /ð/ the , there, therefore Produce sounds in context and in isolation	Teacher guides students to produce sound in context and in isolation. Students give other words containing sound Learning resources: Recorded materials, flash cards.
	Grammar/ structure: adverbs	Identify adverb in selected passages List functions and features of adverbs. Make sentences with adverbs.	Teacher leads students to identify adverbs in selected passages Teacher and students state features of adverbs e.g. time, place, degree etc. Students make sentences with adverbs learning resources: charts, various passages.
	Literature: prose	Read selected passage or text Discuss features: plot, characterization, theme, language.	Teacher guides students in discussing feature of text read. Student identify moral of story Learning resources: story books.
10	Reading: identify meaning of words in context.	Read selected passage Use context to explain meaning of words Give alternative words to target words	Teacher guides students to discover meaning of words through clues provided by surrounding words Students list other possible words that fit the context Learning resources: course books
	Writing: guided composition	Select topic for writing Generate ideas for introduction, body	Teacher presents several topics for students to choose from

		Write a draft	Teacher leads students in generating ideas for composition Students produce a draft. Learning resources.									
	Listening and speaking: consonant /n/and/ŋ/	Words containing sounds e.g. /n/ twenty, nonsense, ninth. /ŋ/ song, bank, spanked. Produced sound in context and in isolation	Teacher guides students to produce sound in context and in isolation Students give other words containing sound Learning resources: recorded materials, charts.									
	Grammar / structure: verb: irregular verb	Categories of irregular verbs Have the same form: <table border="1" data-bbox="618 814 995 1199"> <thead> <tr> <th>In finite</th> <th>Past tense</th> <th>Past participle</th> </tr> </thead> <tbody> <tr> <td>cost</td> <td>cost</td> <td>Cost</td> </tr> <tr> <td>Cut</td> <td>cut</td> <td>cut</td> </tr> </tbody> </table> have two past tense past participle: infinitive past tense past participle burn burned/burnt burned/burnt Spoil spoiled/spoilt spoiled/ spoilt etc.	In finite	Past tense	Past participle	cost	cost	Cost	Cut	cut	cut	Teacher explains the various categories of irregular verbs Teacher guides student to identify various categories in a given passage Students provide other words that full in same categories Learning resources: charts, passage etc
In finite	Past tense	Past participle										
cost	cost	Cost										
Cut	cut	cut										
	Literature : drama	Read selected drama text and identify themes , setting, plot, characterization	Teacher leads students to read a play and discuss themes, setting, plot, characterization Students write play and act Learning resources: drama texts.									
11	Reading : reading to	- Identify purpose of writer from use of certain expressions/key words.	Teac her guide students to identify key words expressions									

	understand purpose	- Select passage on contemporary issue: eg inflation, corruption.	that to the authors intention in selected passage. Students answer teachers question on how to identify the authors intention in s selected passage Students practice extensively using varied materials presented by teacher Learning resources: text books, selected passages.
	Writing: Letter writing: A letter to your father describing your school.	- Identify type of letter - List features of type of letter - Write letter a model format	Teacher leads student to identify type and features of letter Students write letter to their father describing school Learning resources: Sample letters, textbooks etc.
	Listening and speaking : consonants /k/ and /g/	Identify words containing sound e.g. /k/ chemistry, kerosene, cattle /g/ girl, goat, gun. Produce sound in isolation and in context.	Teacher guides students to produce sound in context and in isolation Students give additional words containing sounds Learning resources: recorded materials, charts.
	Grammar/ structure: verb: transitive and intransitive	Transitive verbs: can take direct object:- the men <u>love</u> their <u>children</u> Intransitive verbs: take no object- the situation improved. Make sentences using transitive and intransitive verbs	- Teacher guides students to identify transitive and intransitive verbs from given passages. - Students practice using transitive and in transitive verbs to make sentences - Learning resources: selected passages, charts etc.
	Literature : Prose	Discussion of themes, plot and setting of literature text.	- Teacher and students discuss themes, plot setting of selected text. - Students answer questions, are asked to bring out plot, themes and setting of texts.
12	Reading : reading to	Read passage and identify facts and opinions	Teacher guides students to read the selected material and opinions in selected passage.

	identify facts and opinions	Select passage on: the merits of exclusive breast feeding for infants". Or any relevant passage	Students answer questions to demonstrate understanding of passage Learning resources: selected passage.
	Writing : writing outlines	From a selected passage highlight: Main and supporting ideas Arrangement of ideas in logical sequence Introduction and conclusion.	Teacher exemplifies outlines using passage Students identify main and supporting ideas arrange ideas in logical sequence and write appropriate introduction and conclusion. Learning resources: model essays, passages etc.
	Listening and speaking: consonants	Introducing consonant clusters Identify clusters from selected passage. E.g. l) two consonants= <u>maps</u> , <u>hand</u> li) three consonants = <u>ants</u> , <u>amps</u> <u>masks</u> lii) four consonants = <u>prompts</u> , <u>exempts</u>	Teacher leads students to identify clusters from selected passage Students identify clusters from given words Learning resources. Word strips, passages
	Grammar/ structure: classifying adjectives	Identify classes of adjectives e.g. Colour adjectives- She has light brown hair It was a bright green hat. Compound adjectives: A grey- haired man A part time job etc.	Teacher leads students to identify classes of adjectives from given passage Student make sentences from examples give by teacher Learning resources: charts, passages
	Literature: poetry	Selected poems or text Identify meaning, themes and language used.	Teacher guides students to read and identify meaning and themes in poem read. Students practice extensively with various poems Learning resources: poetry text.
13	Revision	Revision	Revision
14	Examination	Examination	Examination

ENGLISH STUDIES
J S S 2 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Resumption test	Resumption test	Resumption
2	Reading: to identify meaning of words in context.	<ul style="list-style-type: none"> - Read selected passage: identify meaning of words through provided by surrounding words - provide alternative words that fit into the context. 	<ul style="list-style-type: none"> - Teacher guides students to identify meaning of words in context. - Student's give alternative words/ phrases to target words. - learning resources: various passages, course books.
	Writing: an application for employment	<ul style="list-style-type: none"> - write model application for employment - review features of a formal letter. 	<ul style="list-style-type: none"> - Teacher presents model application for employment and reviews features of formal letter. - Student's use model to write application for employment. - Learning resources: - model letters.
	Listening and speaking: diphthongs.	<ul style="list-style-type: none"> - Introducing diphthongs: /ei/ e.g. day - A diphthong has two sounds which are joined together as they are pronounced. - The first of the two sounds, gains more loudness than the second. 	<ul style="list-style-type: none"> - teacher leads students to pronounce sounds in context and in isolation - Student's gave other words that contain sounds. - learning resources: recorded materials, flash cards.
	Grammar/Structure conjunctions	<ul style="list-style-type: none"> - Correlative Conjunctions: usually have two parts . 	<ul style="list-style-type: none"> - Teacher guides the students to identify correlative conjunction in selected passages

		<p>(i) Both And = both the boy and girl</p> <p>(ii) Either or = either the boy are here or the girl is here now.</p> <p>(iii) Neither Nor = neither the boy nor the girl is here.</p>	<p>- Learning resources: recorded materials flash cards.</p>
	Literature: myths and legends.	<p>- Retell popular myths and legends in various Nigerian communities</p> <p>- Find out popular myth/ legend in the FCT</p>	<p>- Teacher guides students to retell myths legends in various communities</p> <p>- Students tell myths/legends from their own communities</p> <p>- Students write on popular mythy/ legend in the F.C.T</p>
3	Reading: reading for speed.	<p>- Condition for reading for speed:</p> <p>- Good eye sight</p> <p>- Avoiding word vocalization during reading</p> <p>- Increasing eye span while reading, Reading pharases instead of words.</p>	<p>- Teacher guides students to apply the speed reading conditions in reading selected passages.</p> <p>- Students apply condition for speed reading.</p> <p>- Learning resources; selected course book.</p>
	Writing: Element of composition.	<p>- Elements of composition: the introduction.</p> <p>- Introductions are made with specific considerations for purpose and audience to which the writing is addressed.</p> <p>- Teacer guideS students to write introductions for</p>	<p>- Teacher presents model introduction of essay writings.</p> <p>- Teacher guides the students to identify what an introduction must contain.</p> <p>- Students write introduction from model given.</p>

		various types of writing.	
	Listening and speaking.	Diphthongs /ai/ as in = mice, tie, eye	- teacher guides students to produce sound in context and isolation. - students give other words containing sounds. Learning resources: recorded materials.
	Grammar /Structure prepositions	- preposition with time and date e.g - on Christmas day - In august 1981 - On the morning of 20 th June.	- Teacher leads students to identify preposition with time and date in selected passages. - Students give other examples of preposition with time and date. Learning resources; select.
	Literature - Prose	- Introduction of literature text (prose) and answer biography.	- Teacher leads student to discuss another biography and introduce text - Students identify type of prose.
4	Reading: Reading for speed	- Techniques of speed reading; - Surveying, scanning, skimming - Techniques employed to obtain the main substance in a text or a particular piece of information.	- Teacher guides students to practice with different kinds of texts. - Reading could be timed and readers ability to comprehend while reading at a first pace measured. - Learning resources; flash cards, reproduced paragraphs, whole chapters.
	Writing – composition	- Element of composition: the body.	- Teacher present model - Teacher guides students to develop

		<p>Building up the main body of a composition</p> <ul style="list-style-type: none"> - Develop main points sub- theme/ points - Arrange ideas in logical sequence. 	<p>ideas to form the body of a composition.</p> <ul style="list-style-type: none"> - Students write out a body of a composition from model given.
	Listening/ speaking: stress pattern	<ul style="list-style-type: none"> - Stress pattern- two syllable word with stress on the first syllable e.g lawyer, tailor, speaker, teacher e.t.c - Two syllable word with stress on the second syllable e.g today, CONNECT, Fifteen e.t.c 	<ul style="list-style-type: none"> - Teacher guides student to put appropriate stress on individual words and in given sentences - Students practice extensively stressing two syllable words.
	Grammar / structure: verbs active and Passive.	<ul style="list-style-type: none"> - A verb is active when the subject performs the action described e.g - The boy threw the ball - I lost the ring. - A verb in passive when the subject is the recipient of the action of the verb e.g: - The ball was thrown by the boy. - He was fatally wounded. 	<ul style="list-style-type: none"> - Teacher guides the students to identify active and passive form of verbs in selected passages - Students make sentences using active and passive forms - Learning resources: passages, course books e.t.c
	Literature: Drama.	<ul style="list-style-type: none"> - Read selected drama text - Identify type- comedy or tragedy - Discuss features: theme, costumes, e.t.c 	<ul style="list-style-type: none"> - Teacher leads students to discuss story line - Students identify costumes - Students dramatize play - Learning resources: drama texts.

5	Reading.	<ul style="list-style-type: none"> - Reading to identify writers intention - Identify the different expressions used by another to point to the readers their intentions. - Select passage on contemporary issues e.g Environmental issues. 	<ul style="list-style-type: none"> - Teacher presents and discusses selected passages - Teacher guides students to identify key words that point to the Authur's intention in a given passage. - Students work in groups to rend and identify the writer's intention and make presentation at the end of the lesson.
	Writing: composition	<ul style="list-style-type: none"> - Elements of composition: the conclusion: contains final points, observation and a stand on issues discussed - Conclusion is not a repetition of points earlier made. 	<ul style="list-style-type: none"> - Teacher present model - Teacher guides students to write outlines with detailed conclusion on given topics.
	Listening and speaking:	<p>Stress pattern- three syllable word e.g Pho/to/graph, mi/ni/mum,. Bro/ther/hood, un/der/stand, bri/ga/dier.</p>	<ul style="list-style-type: none"> - Teacher leads students to pronounce words with stress on appropriate syllable - Students identify syllable which is stressed. <p>Learning resources: flash cards.</p>
	Grammar /structure: adverbials.	<p>Adverbial phrases: when the grammatical function of s single word adverb can be performed by a phrase it in an adverbial phrase e.g</p> <ul style="list-style-type: none"> - I saw both of them very recently. 	<ul style="list-style-type: none"> - Teacher guides students to identify adverbials in selected passades or sentences - Students make sentence with adverbials.

		<ul style="list-style-type: none"> - They live very close - The students are working really hard. 	
	Literature: Poetry.	<ul style="list-style-type: none"> - Read selected poems. - Discuss meaning, theme and language. 	<ul style="list-style-type: none"> - Teacher leads students to read poems - Teacher guides student to discuss, meaning, theme, language. - Students participate in discussion.
6	Reading : Comprehension	<ul style="list-style-type: none"> - Read at the right speed - Give correct answers to Comprehension question that demonstrate improvement in reading speed. 	<ul style="list-style-type: none"> - Teacher guides student to practice faster reading. - Student apply speed reading condition such as avoiding word vocalization while reading. - Learning resources: newspapers, selected passages.
	Writing : writing an outline.	<ul style="list-style-type: none"> - select a topic - generate ideas for introduction, body and conclusion. 	<ul style="list-style-type: none"> - Teacher guides students to make an outline of a essay on a given topic. - Students generate ideas for the introduction, body and conclusion. - Students develop the essay using the outline.
	Listening and speaking.	<ul style="list-style-type: none"> - Stress patterns: number stressing (i) Number in teen have stress on the syllable e.g four, TEEN, SIX TEE. NINE' TEEN. (ii) Numbers in tens have stress on the first syllable e.g. Sixty, fourth, seventy. 	<ul style="list-style-type: none"> - Teacher guides students to pronounce words with stress on appropriate syllable. - Students give other examples of number stressing. Learning resources: charts, flash cards.

	Grammar / structure : adjective-comparative forms.	<ul style="list-style-type: none"> - Comparative forms of adjective used to indicate that something has more of a quality than something else. - Identify comparative adjective in selected passages / sentences e.g She is prettier than her sister. 	<ul style="list-style-type: none"> - Teacher guides students to identify comparative adjectives in sentences/ selected passages - Students make sentences using comparative forms of adjectives.
	Literature: Prose	<ul style="list-style-type: none"> - Reading a literature text. - Discuss story line and characterization. 	<ul style="list-style-type: none"> - Teacher leads students to read text, - Students discuss story line and characterization. - Learning resources: literature text.
7	Reading: Critical evaluation.	<ul style="list-style-type: none"> - Read selected passage - Identify facts presented by author - identify author's techniques - evaluate author's point of view. 	<ul style="list-style-type: none"> - Teacher guides students to read selected passage and work in groups to identify facts, author's technique and opinions. - Students make presentations of their group discussions.
	Writing: formal letter.	<ul style="list-style-type: none"> - Convention of body of formal letters. (i) Formal salutation: eg dear Sir/Madam: dear Mr. present. (ii) Signature of the writer: below the signature writer puts his/her name (iii) Language form used .eg - Carefully structured sentences - Right vocabulary for the particular issue in question. 	<ul style="list-style-type: none"> - Teacher leads students to identify the conventions in selected formal letters. - Students discuss language form used e.g. direct descriptive, full of specifications. - students practice extensively using various letters Learning resources: sample letters.

	Listening and Speaking: diphthong.	- Pronounce sound in context and in isolation (i) /ɔi/ boy, toy, boil, coin.	- Teacher guides students to produce sound in context and in isolation - Students give other words containing sound. - Learning resources: recorded materials.
	Grammar /Structure: active and passive voice.	- More practice on active and passive voice. - Turn sentences where the active voice occurs to passive e.g - The robbers broke the door. - The door was broken by the robbers.	- Teacher guides the student to identify what the main subject is doing in given sentences i.e Whether it carries out some action or in the target of the action expressed. - Students make sentences using active and passive voices. Learning resources: charts, flash cards.
	Literature : Drama	- Reading a drama text. - Discuss plot and characterization	- Teacher leads students to read text - Students discuss plot and characterization - Learning resources: drama text.
8	Reading: Comprehensive.	- Reading and answering questions from recommended text.	- Teacher guides students to read and answer question from recommended text. - Students write out answers to questions from comprehension passage. - Learning resources: recommended text books.
	Writing: composition.	- Write a composition on the topic	- Teacher leads the students to identify what is needed to write on each of the topics

		<p>Poverty and hunger' or 'a day I would never forget'.</p> <ul style="list-style-type: none"> - Keep to the three parts of the composition – introduction, body and conclusion. 	<ul style="list-style-type: none"> - Students generate ideas and write on their chosen topic.
	Listening and Speaking: rhymes.	<ul style="list-style-type: none"> - Rhymes: two words that end with the same sound e.g hat and cat. - Identify words that rhyme with a given word. 	<ul style="list-style-type: none"> - Teacher gives a word and options to choose from e.g bargain. a.begin, b regain, c.begun, d. connive - students practice extensively, - Learning resources: charts,
	Grammar /Structure. Future tense.	<ul style="list-style-type: none"> - The use of 'will' and 'shall' to express future action (i) 'I' and 'we' only can be used with shall e.g I/we shall go to Lagos tomorrow (ii) They, you, he she,. It,- cannot go with shall only will' e.g he./she will go to Lagos tomorrow. 	<ul style="list-style-type: none"> - Teacher leads students to make sentences expressing future action with 'will' and 'shall' -students make sentences as directed - Learning resources: substitution tables. - Teacher leads students to read selected poem
	Literature: Poetry.	<ul style="list-style-type: none"> - Select a poem in which some lines rhyme. - Ask questions to draw out meaning - Identify words/lines that rhyme. 	<ul style="list-style-type: none"> - Teacherleads students to read selected poems. - Students answer questions to discover meaning. - Students identify words/lines that rhyme.
9	Reading: Reading to increase vocabulary	<ul style="list-style-type: none"> - Select passage from a particular field, e.g banking e.t.c - Identify words peculiar to banking sector 	<ul style="list-style-type: none"> - Teacher guides students to read selected passage - Students identify words peculiar to banking.

		- Use such words in sentences.	- Students make sentences with new words.
	Writing: Informal Letter.	- Write a letter to your uncle who has just received a national award. - Review feature of an informal letter	- Teacher leads students to review features of an informal letter - Students write a congratulatory letter to their uncle.
	Listening and Speaking.	Stress patterns: words that are not stressed. (i) Pronouns and possessives e.g he, she, it, my, his, (ii) Auxiliary verbs e.g can, may, was, are, has. (iii) Articles e.g a, an, the.	- Teacher guides students to read the given words in sentence without putting stress on them - Student practice extensively.
	Grammar /Structure.	- Adverb, conjunctions and preposition in selected passages - Identify in selected passages.	- Teacher leads students to read selected passage and identify adverbs, conjunctions and prepositions - Students make sentences with adverbs, conjunctions and prepositions. - Learning resources: selected passages.
	Literature prose	- Read recommended literature text - discuss story line and characterization.	- Teacher leads student to read literature text. - Students discuss story line and characterization. Learning resources: literature text.
10	Reading: Reading for speed.	- Select passage in relevant issues of interest.	- Teacher gives selected passage

		<ul style="list-style-type: none"> - Practice rapid reading - Ask question to measure comprehension. 	<ul style="list-style-type: none"> - Teacher gives time within which it should be read - Student answer questions passage read Learning resources: selected passages.
	Writing: a narrative essay.	<ul style="list-style-type: none"> - Write a narrative essay on any chosen topic - Ensure ideas follow a logical sequence. 	<ul style="list-style-type: none"> - Teacher leads students to make an outline on a chosen topic - Students write out a narrative following outline.
	Listening and speaking.	<p>Introducing intonation patterns</p> <p>(i) Falling intonation: when a tone falls e.g she is beautiful</p> <p>(ii) Rising intonation: when a tone rises from low and gets to highest level e.g can I see you please?</p>	<ul style="list-style-type: none"> - Teacher use sentences or recorded materials to demonstrate rising and falling intonation - Students practice with examples given by teacher. - Learning resources: recorded materials, flash cards.
	Grammar / structure.	<ul style="list-style-type: none"> - Nouns number possessive form and gender - Nouns forming a regular plural e.g kiss- kisses Bush – bushes e.t.c - Possession e.g Joe's shoes, the peoples wishes - Gender: <ul style="list-style-type: none"> - Masculine e.g. king, boy, father, bull, lord - feminine e.g. queen, girl, cow, lady - Common –may be either male or female e.g. - Reuter- nouns that are neither male nor 	<ul style="list-style-type: none"> - Teacher explains number, possessive form and gender of nouns - leads student to identify same in selected passages. - Students give other examples. - Leaving resources: selected passages, charts.

		female e.g. table, house, money airport.	
11	Revision	Revision	Revision
12	Examination	Examination	Examination

ENGLISH STUDIES

J S S 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Resumption test	Resumption test	Resumption test
2	READING	<ul style="list-style-type: none"> - Identifying topic sentences - Identifying key ideas - Identifying words/expressions that redirect attention to main points in paragraphs and passages that reflect on issues of national concern e.g. population explosion, youth unemployment. 	<ol style="list-style-type: none"> 1). The teacher select materials or text that contain topic sentences and key ideas. 2). Guides the students to identify topic sentences in given text/material. 3). Students identify topic sentences and key ideas in materials/text used. 4). Students to practice identifying key sentences/ideas in group.
	WRITING	<p>Summary writing on selected passage/materials. On contemporary issues such as</p> <ul style="list-style-type: none"> - the roles of consumer in the market e.g. <ol style="list-style-type: none"> i). buying goods and services ii). Providing teed back in goods and services. 	<ol style="list-style-type: none"> 1). The teacher provides and reaches appropriate passage on selected topic. 2). Students to identify key topic sentence. 3). Guides students to identify key ideas in the passage/materials read.

	GRAMMATICAL ACCURACY	<p>Adverbial clauses:-</p> <p>1). Adverbial clause of purpose e.g. He went to bed early so that he will not be late to school.</p> <p>2). Identification of adverbials in given passages on:-</p> <p>i) Our culture</p> <p>ii) Human Right</p>	<p>1). The teacher leads students to read given passages.</p> <p>.2). Guides them to identify adverbial clauses.</p> <p>3). Make sample sentences with the students.</p> <p>4). Students construct sentences using adverbial clause of purpose.</p>
	LISTENING/SPEAKING	<p>Vowel - /a/ and /a:/</p> <p>/a:/ = fart, cart, harm</p> <p>/a/ = man, rag, batch.</p>	<p>1). The teacher to guide the students in vowel sound articulation.</p> <p>2). Guide the students to produce words watch these sounds.</p>
	LITERATURE	<p>Types of poetry:-</p> <p>Epic, lyric, ballads and dirge.</p>	<p>1). The teacher discusses different types of poetry.</p> <p>2). The teacher gives examples of types of poetry.</p> <p>Students to write types of poetry and give example of each.</p>
3	READING	<p>Summary reading techniques:-</p> <p>1). Identifying topic sentences key and words and expression that signal attention to the main points from paragraphs and passages that reflect issues of national concern e.g. hunger/poverty or any relevant topic.</p>	<p>1). The teacher asks the students questions to direct them to provisions lesson on this topic.</p> <p>2). The students to identify the three techniques.</p> <p>3). The teacher guides the students to draw out the techniques from given passage/paragraph.</p>

	WRITING	<p>Summary writing on selected passages on contemporary issues such as:-</p> <p>i) Factors that influence buying decisions.</p> <p>ii) Consumer decision making process</p> <p>- impulse buying</p> <p>-rational buying</p>	<p>1). The teacher recaps the previous lesson on this topic.</p> <p>2). The teacher leads the students to discuss factors that influence buying decisions.</p> <p>3). Teacher guides the students to explain impulse and rational buying.</p>
	GRAMMATICAL ACCURACY	<p>Adverbial clause:-</p> <p>Forms of expressing conditions e.g. if, unless, provided, as long as etc.</p> <p>- introduces a possible situation and its consequences e.g.</p> <p>i). <u>if you do well in your exams</u>, you will easily get into University.</p>	<p>1. The teacher leads students to identify Adverbial clause of condition in given passages/text</p> <p>2. Students to construct sentences using Adverbial clause of condition.</p> <p>3. Teaching/learning resources: sentences, ships, charts, passages etc.</p>
	LISTENING/SPEAKING	<p>Intonation</p> <p>i. rising tone</p> <p>- rises from low pitch slowly until it gets to the highest level.</p> <p>Uses:</p> <p>- For making request</p> <p>- for asking yes or no questions.</p> <p>- for making controversial statements.</p>	<p>1). The teacher guides the students to make sentences with rising tonation</p> <p>2). Provides passages with varied tonation for students to identify rising tone.</p> <p>3). Teaching/learning resources:- sentence, strips, charts etc.</p>
	LITERATURE	<p>Language of poetry:- concise, unique, high.</p>	<p>1. The teacher leads the students to read a</p>

			<p>selection of poems from the recommended poetry text/supplementary book.</p> <p>2. The students discuss the meaning and contents of the poem.</p> <p>3. Teacher guides the students to identify the language used.</p> <p>4. Leads the students to write a poem.</p> <p>5. Teaching and learning resources:- recommended and supplementary text or poetry.</p>
4	READING	<p>Reading to identify facts and opinions e.g. “The merits of exclusive breastfeeding for infants” or any other topic of interest.</p>	<p>1. Teacher to select and present an appropriate passage</p> <p>2. Teacher guides students to read selected materials in group to identify facts and opinions in given passage.</p> <p>3. Teacher guides additional practice/exercises to students</p> <p>4. Teaching/learning resources: selected passages, selection from other subjects area etc.</p>
	WRITING	<p>Speeches or materials (live or recorded) based on any of the following:</p> <p>1). The family</p> <p>a. nuclear</p> <p>b. extended</p>	<p>1. The teacher reads or plays selected materials identify and explain the main ideas in the materials listed to.</p>

		<p>2). Discipline in schools</p> <p>3). Our environment</p> <p>4). Examination malpractice etc.</p>	<p>2. Teacer guides them to identify speaker's mood and intentions.</p> <p>3. Teaching/learning resources:- recorded speeches/materials etc.</p>
	GRAMMATICAL ACCURACY	<p>Tenses:-</p> <p>- Present Perfect – an action that has been completed e.g. They <u>have heard</u> the news of his death.</p> <p>- Past perfect tense – action had been concluded e.g. They <u>had heard</u> the news of his death.</p>	<p>1. The teacher present passages and paragraphs containing the two tenses.</p> <p>2. Teacer guides the students to identify present and past perfect tenses in the passage/paragraph provided.</p> <p>3. Teacer leads students to make sentences with the present and past perfect tenses.</p> <p>4. Teaching/learning resources:- passages/paragraphs presented or supplementary readers, charts, or sentence strips etc.</p>
	LISTENING/SPEAKING	<p>Intonation: falling tone</p> <p>1. This represents the pitch that falls.</p> <p>Its functions:-</p> <p>- For making commands (imperative statement) e.g. walk out of here!</p> <p>- For making questions starting with interrogative adverbs; WH questions e.g. How many are they?</p>	<p>1. The teacher guides students to make sentences with falling tone.</p> <p>2. Provides passages/text for students to identify falling tone.</p> <p>3. Students to write sentences indicating falling tone.</p> <p>4. Teaching/learning resources:- charts, sentences strips</p>

		Who saw them? Why are you here?	
	LITERATURE	<p>Poetry:-</p> <p>i. Narrative</p> <p>ii. Ballads</p> <p>- Identify each of these poems</p> <p>- Identify language used in each of them.</p> <p>- Identify the theme of the poem.</p>	<p>1. The teacher discusses the two types of poetry with the students.</p> <p>2. The teacher presents samples of the poems for discussion.</p> <p>3. Students to identify each of the poems given.</p> <p>4. Students to be grouped to write sample of any of the two types of poems.</p> <p>5. Teaching/learning resources:- sample poems presented, recommended poetry book.</p>
5	READING	<p>1. Identify key points/ideas in different passages/paragraphs presented.</p> <p>2. Write summary of passage/paragraph given.</p>	<p>1. The teacher presents selected materials/passages to student.</p> <p>2. Group students to identify key points/ideas in a given passage or paragraph.</p> <p>3. Students to identify words, expressions or sentences that direct attention to the main points in the passage/material.</p> <p>4. Teaching/Learning Resources:- Course book, other relevant materials e.t.c.</p>
	WRITING	1. Speeches and materials (recorded or live) based on selected	1. Teacher provides recorded or live materials for student use.

		<p>topics e.g examination malpractice.</p> <p>2. Identify possible interpretations based on material presented</p>	<p>2. The students listen to provided material and give interpretation.</p> <p>3.The teacher guides the students to summarise given material.</p> <p>4. Teaching and learning resources recorded speeches/materials, course book e.t.c.</p>
	GRAMMATICAL ACCURACY	<p>Tenses:-Past Continuous</p> <p>Tenses:- refers to a continuing action that happened in the pasty.</p> <p>i. Sentences/paragraphs with the Past Continuous Tense.</p> <p>ii. Identify the given tense from passage e.g.</p> <p>I <u>was sewing</u> the dress until midnight.</p> <p>We <u>were doing</u> it.</p>	<p>1. The teacher provides paragraphs/ sentences.</p> <p>2. The students to underline the given tenses from the paragraphs/sentences.</p> <p>3. Teaching/Learning Resources:- Course book, charts or sentence strip.</p>
	LISTENING/SPEAKING	<p>Intonation:- Rising Tone and Falling Tones</p> <p>-Present sentences/ passages with rising and falling tones.</p> <p>-identify the tones in the given sentences/passages.</p>	<p>1. The teacher provides paragraphs/ sentences.</p> <p>2. The students to identify the tones in the given material.</p> <p>3. Teaching/Learning Resources:- Charts, sentence strip e.t.c.</p>
	LITERATURE	<p>1. Drama Text:-</p> <p>- Kings of Drama:- Comedy and Tragedy.</p> <p>- Features of Drama:- Theme, stage costumes e.t.c.</p>	<p>1. The teacher leads the students to state kinds and features of Drama.</p> <p>2. The students to identify and discuss different types of drama.</p>

			3. Teaching and Learning Resources:- Selected plays from recommended texts, supplementary readers e.t.c.
6	READING	<p>Reading to answer questions:-</p> <p>1. Reading and answering other types of questions that require</p> <ul style="list-style-type: none"> -Conclusion to be drawn -To make projections -To elicit students opinion. 	<p>1. Teacher selected suitable contemporary passages.</p> <p>2. The teacher drawn suitable comprehension questions on selected passages to cover all levels of comprehensive e.g. where, when, how, why, what e.t.c.</p> <p>3. The students respond to teacher's questions on passages read.</p> <p>4. Answer questions on all levels of comprehension</p> <p>5. Teaching/Learning Resources:- Selection from other subject areas, Newspaper/Magazine cutting, recommended text.</p>
	WRITING	<p>Writing a composition:-</p> <p>1. Write a composition on the topic</p> <ul style="list-style-type: none"> -My favorite subject/teacher or any other topic of your choice. -Bear in mind the three elements of composition writing. -Using appropriate words and expression. 	<p>1 .The teacher guides the students by using a selected topic.</p> <p>2. The students generate ideas and write on the selected topic.</p> <p>3. Students discuss the ideas in the selected topics.</p>

	GRAMMATICAL ACCURACY	<p>Tenses:- Present continuous tense:-</p> <p>-Usually carry “ing”</p> <p>-Used when action is happening.</p> <ol style="list-style-type: none"> 1. Selected appropriate texts/passages with the required tenses. 2. Identify the tense (Present Continuous) in the given text or passages. 3. Make sentences using the present continuous tense. 	<ol style="list-style-type: none"> 1. The teacher present a passage or texts with the present continuous tense 2. Leads the students to identify the tenses in the passage/text. 3. The students to identify the tenses in the passage/text. 4. Teaching/Learning Resources:- Sentence Strips, passages/text from course book e.t.c.
	LISTENING/SPEAKING	<p>Question Tags:- a very short clause at the end of a statement which changes a statement into a question e.g.</p> <p>T. Today is Monday, isn't it?</p> <p>S. Yes, it is.</p>	<ol style="list-style-type: none"> 1. The teacher engages the students in pair activities with reference to questions and their tags. 2. Teacher initiates activities. 3. Students participates in activities. 4. Teaching/learning resources:- Charts and sentences strip.
	LITERATURE	<p>Drama text:- From recommended text book.</p> <ol style="list-style-type: none"> 1. Message of the text. 2. Essential props/costumes 	<ol style="list-style-type: none"> 1. The teacher guides the students to read the selected play. 2. Leads them to identify the message in the play/discuss the story line. 3. Lead them to identify props/costumes. 4. Act the play.

			5. Teaching/learning Resources:- Selected play, props/costumes required e.t.c.
7	READING	<p>Reading for meanings of words in various context through</p> <p>-Clues provided by surrounding words</p> <p>-Alternative words that can fit into the context using presented passage/material</p>	<p>1. Teachers guide students to think of alternative words in place of target words.</p> <p>2. Teacher guides students to use previous experience to identify the meaning of target words.</p> <p>3. The students to use previous experiences to figure out the meaning of words.</p> <p>4. The students to give alternative words/phrases to target words.</p> <p>5. Teaching/learning Resources:- Various passages/materials. Course books.</p>
	WRITING	<p>Written composition:- “My Future career” Or any topic chosen include:-</p> <p>- Introduction</p> <p>- Main body</p> <p>- Conclusion</p>	<p>1. The teacher guides the students on the given/individual topics</p> <p>2. The students plan their composition.</p> <p>3. Students to write out the given composition.</p>
	GRAMMATICAL ACCURACY	<p>Conditional statements:- Contrasting conditional statement using</p> <p>a) even though b) at least E.g. I may go to school, even though I might be late.</p>	<p>1. The teacher guides the students by giving them sample sentences.</p> <p>2. Teachers present a passage or paragraph for students to identify the conditional statements.</p>

		From a given passage/paragraphs identify conditional statement.	3. Lead students to make conditional statements. 4. Teaching/learning Resources:-Passages course book, sentence strips e.t.c.
	LISTENING/SPEAKING	Question tags:- e.g. :- Joy : Grace is dutiful, isn't she? Fati: Yes, she is. Isah: Ibrahim is a Christian isn't he? John: No, he isn't Use appropriate stress and intonation in questions and their tags	1. Engage students in pairs and guides them to make their own questions and sentences using appropriate intonation. 2. Teacer guides them to produce questions tags. 3. Teacer leads them to give appropriate responses. 4. Teaching/Learning resources:-Recorded materials, supplementary reader e.t.c.
	LITERATURE	Prose:- Reading of literature text. 1. Identify type of prose. 2. Discuss features of the prose e.g. plot, characterization, style, setting, language, and theme.	1. The teacher presents the text. 2. Engage the students in the discussion of the features of the prose. 3. Students to identify the type of prose. 4. Teaching/learning Resource:- Course book.
8	READING	Reading to acquire new words. - Present a passage/text that has specific register of words on:- 1.Agriculture 2.Medicine	1. The teacher presents passages/materials on chosen topic. 2. Teacer guides the students to read and identify specific register of words.

			<p>3. Students to read and identify register of words in a given passage.</p> <p>4. Teaching /learning Resources:- passages/text or any relevant materials.</p>
	WRITING	<p>Organizing main ideas correctly into paragraphs:- From a given text or passage or relevant material.</p> <p>1. Identify the different ideas presented.</p> <p>2. Organise each of the ideas identified into paragraphs</p>	<p>1. The material/text to be used to be presented by the teacher.</p> <p>2. Discuss the text/material with students.</p> <p>3. Students to identify the main ideas and organize them into paragraphs.</p> <p>4. Teaching learning resources:- Text/passage, Newspaper cutting e.t.c.</p>
	GRAMMATICAL ACCURACY	<p>Qualifiers:- Adjectives:-</p> <p>1. Identification of adjectives in a given passage.</p> <p>2. Functions of adjectives.</p> <p>3. Making sentences with Adjectives.</p>	<p>1. Teacher gets students to read passages.</p> <p>2. Leads them to identify and state functions of Adjectives used in the passage.</p> <p>3. students to identify and make sentences with Adjectives</p>
	LISTENING/SPEAKING	<p>Vowel sounds (Diphthongs) /au/ - know, go, sow.</p> <p>Sentences, Paragraphs, passages, poems and plays should form the content for highlighting the sounds indicated.</p>	<p>1. The teacher produces materials highlighting the pronunciation of target sound.</p> <p>2. Emphasizes the correct articulation movements in the pronunciation.</p> <p>3. Students listen to the teachers and practice the articulation of the sounds in context.</p>

			4. Teaching/learning resources:- flash cards, recorded material e.t.c.
	LITERATURE	<p>Drama Text:- Short play</p> <ul style="list-style-type: none"> - Identify the essential language features of the play. - Identify the major character(s). - Act out the play 	<ol style="list-style-type: none"> 1. The teacher guides the students to read selected play. 2. Teacher selects students to act out the play and read aloud. 3. Listens to their diction. 4. Students to identify language and major characters of the play. 5. Teaching /learning resources:- a short play.
9	READING	<ul style="list-style-type: none"> -Read selected passage to identify facts and opinion. -Identify authors techniques 	<ul style="list-style-type: none"> -Teacher explains what facts and opinions are in given passages. -Students practice critical evaluation through extensive discussion in groups. -Learning resources: selected passages.
	WRITING	<p>Write on any of the following topics:-</p> <ul style="list-style-type: none"> -Why I chose to become a doctor. -Why I chose to become a teacher. -Make out an outline for introduction, body, and conclusion. -Write out essay. 	<ul style="list-style-type: none"> -Teacher guides students to make an outline on choosing topic. -Students identify type of essay. -Students write out essay

	GRAMMATICAL ACCURACY	<p>Turning sentences into questions e.g.</p> <p>-The boys went away = Did the boys go away?</p> <p>-They have done the work = Have they done the work?</p> <p>Note the tense of the verbs in the question.</p>	<p>-Teacher guides students to ask questions correctly</p> <p>-Students identify the tenses of the verbs in the questions</p> <p>-Learning resources: charts, flash cards.</p>
	LISTENING/SPEAKING	<p>Oral comprehension: listen to speech or recorded material on a selected topic.</p>	<p>-Students identify and explain main ideas from material listened to.</p> <p>-Teacher leads students to identify possible interpretations of material they have listened to.</p> <p>_ Learning resources: recorded speeches/materials</p>
	LITERATURE	<p>-Definition of irony: using words to suggest the opposite of their literal meaning in a humorous way. e.g. when a fat woman is described as a very thin woman, that is an irony.</p> <p>-Identify irony in literature text.</p> <p>-Construction of correct sentences with irony.</p>	<p>-Teacher explains the meaning of irony and gives examples.</p> <p>-Teacher guides students to identify irony in literature text.</p> <p>- Students make correct sentences with irony.</p>
10	READING	<p>Reading to acquire new words:- Selected passage on any chosen topic that has register or words e.g. Engineering, Lawyers e.t.c.</p>	<p>1. The teacher presents the selected passage.</p> <p>2. Guides the students to read and identify the words.</p>

		<p>1. Read and identify register of the given passage.</p> <p>2. Explain meaning of the words.</p> <p>3. Make sentences with the words.</p>	<p>3. Students to make sentences using the words identified.</p> <p>4. Teaching/learning Resources:- Selected passage</p>
	WRITING	<p>Write an essay on the topic "my school"</p> <p>-Identify the topic of the essay</p> <p>-Write outline of the essay.</p>	<p>1. Teacher guides the students to write an outline.</p> <p>2. Students to write out the essay.</p>
	GRAMMATICAL ACCURACY	<p>Modifiers (Adverbs) e.g. easily, simply.</p> <p>Passage/paragraphs, text and other reading materials.</p> <p>-Identify adverbs</p> <p>-Functions of Adverbs</p> <p>-Make sentences with adverbs.</p>	<p>1. Teacher states the relevant article.</p> <p>2. Leads students to identify and state functions of adverbs used in the passage.</p> <p>3. Students are to make sentences with adverbs</p>
	LISTENING/SPEAKING	<p>Vowels sounds (Diphthongs): two sounds that have been joined together when pronounced. /ia/ = as in rear, idea, here, tear</p>	<p>-Teacher guides students to produce sounds in context and in isolation.</p> <p>2. Students give other words that have the sound /ia/.</p> <p>3. Teaching/learning resources: recorded materials, flash cards, sentences strips</p>
	LITERATURE	<p>Figure of speech: Hyperbole:- deliberate and obvious exaggeration</p>	<p>1. The teacher explains the meaning of hyperbole.</p>

		<p>e.g. I can drink 10 gallons of water a day.</p> <p>-Identification of hyperbole in literature text.</p> <p>-construction of correct sentences with hyperbole.</p>	<p>2. Teacher leads students to identify hyperbole in text.</p> <p>3. Teacher guides students to construct sentences with hyperbole.</p> <p>4. Students ask and answer questions.</p> <p>5. Teaching/learning resources: passage, poem, sentences strip, e.t.c.</p>
11	READING	<p>-Reading to obtain main substance in selected text.</p> <p>-Time reading and measure reader's ability to comprehend while reading at first pace.</p>	<p>-Teacher organizes within-class competition e.g. boys and girls.</p> <p>-Teacher gives questions to be answered before the reading.</p> <p>-Students read to obtain answer to questions</p> <p>-Learning resources: Newspapers, reproduced paragraphs.</p>
	WRITING	<p>-List Requirement for writing a formal letter and an informal letter. e.g.</p> <p>-Formal letter requires two addresses e.t.c</p> <p>-Write outline for introduction, body and conclusion of a letter to a friend.</p>	<p>-Teacher guides students to review requirements for letter writing, formal and informal.</p> <p>-Students write outline of a letter to a friend.</p>
	GRAMMATICAL ACCURACY	<p>i. Direct statements e.g. commands and request:</p> <p>-I am no longer a child he said.</p>	<p>-Teacher gives exercises to do orally and in writing.</p> <p>-Students turn direct speech to indirect speech</p>

		<p>-“Can I have an orange please” Toyin requested.</p> <p>ii. Indirect statement e.g.</p> <p>-He said that he was no longer a child.</p> <p>Toyin asked if she could have an orange.</p>	<p>sentences both orally and in writing.</p>
	LISTENING/SPEAKING	<p>-Contrast the following sounds: /f/ and /p/; /r/ and /l/; /ch/ and /s/.</p> <p>-Produce sounds in words and in context.</p> <p>-Use sounds in sentences and identify correct sound used.</p>	<p>-Teacher guides students to produce sounds in words and context.</p> <p>-Students identify correct sound used in context.</p> <p>-Student makes sentences using sounds.</p>
	LITERATURE	<p>-Characterization and summary of the literature texts</p>	<p>-Teacher guides students to discuss: characters and to summarize literature texts.</p> <p>-Students engage in discussion.</p> <p>-Learning resources- literature texts</p>
12	Revision	Revision	Revision
13	Examination	Examination	Examination

MATHEMATICS

MATHEMATICS
FIRST TERM JSS TWO

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p>LARGE AND SMALL NUMBERS</p> <p>i. Practical representation of numbers using</p> <p>a. words only</p> <p>b. digits only</p> <p>c. mixture of digits and words</p> <p>ii. Identification of small numbers/fractions</p> <p>iii. Place value of digits.</p>	<p>Students:</p> <p>a. Write and read large numbers</p> <p>b. Write numbers using mixture of digits and words</p> <p>c. Read newspaper articles involving large numbers.</p> <p>Instructional Resources:</p> <p>Flash cards, chart showing place values of digits of a given large and small number.</p>
2	<p>STANDARD FORM OF NUMBERS</p> <p>i. Expressing whole numbers in standard form</p> <p>ii. Expressing decimal numbers in standard form.</p> <p>iii. Quantitative reasoning (QR) involving standard form</p>	<p>Students:</p> <p>a. Express whole numbers in standard form</p> <p>b. Express decimal fractions in standard form</p> <p>c. Change numbers given in standard form to ordinary form.</p> <p>Instructional Resources:</p> <p>Cut-out of newspaper articles involving large and small numbers written in standard form.</p>
3	<p>APPROXIMATION</p> <p>i. Approximation to a required degree of accuracy: tens, hundred, tenth etc.</p> <p>ii. Approximation to decimal places</p> <p>iii. Approximation to significant figures.</p> <p>iv. Quantitative Reasoning involving approximation</p>	<p>Students:</p> <p>a. Round off numbers to required degree of accuracy.</p> <p>b. Round off numbers to 1 d.p, 2 d.p, 3 d.p.</p> <p>c. Round off numbers to significant figures.</p> <p>Instructional Resources:</p> <p>Rounding off number chart.</p>
4	<p>FACTORS AND MULTIPLES</p> <p>i. Factors of numbers</p> <p>ii. Prime factors of numbers not greater than 200</p> <p>iii. Expressing numbers as product of its prime factors</p> <p>iv. Rules of divisibility</p> <p>v. H.C.F of numbers.</p>	<p>Students:</p> <p>i. Express numbers as product of prime factors.</p> <p>ii. Find prime factors of numbers</p> <p>iii. Find the H.C.F of a set of given whole numbers.</p> <p>Instructional Resources:</p> <p>Multiplication tables/chart.</p>
5	<p>FACTORS AND MULTIPLES</p> <p>i. Multiples of numbers</p> <p>ii. Common multiples and LCM</p> <p>iii. Squares and square roots</p>	<p>Students:</p> <p>a. Write common multiples of given numbers</p> <p>b. Identify perfect squares</p>

	iv. finding square roots of numbers by factors.	c. Find square roots of perfect squares by factor method Instructional Resources: Multiplication tables/charts, squares and square root tables.
6	DIRECTED NUMBERS i. Addition and subtraction of directed numbers. ii. Multiplication and division of directed numbers iii. Simplifying expression with directed numbers.	Students: i. Add 2 or more directed numbers ii. Multiply and divide directed numbers. iii. Apply the sign rule in simplifying expressions with directed numbers. Instructional Resources: i. Multiplication and division charts ii. a chart showing multiplication and division of signs (sign rules).
7	INVERSE IDENTITY i. Additive inverse ii. Multiplicative inverse iii. Use of inverse operation solving simple equations.	Students: a. Obtain the additive inverse and multiplicative inverse of given numbers b. Solve simple equations by performing inverse operations. Instructional Resources: Chart showing inverse operations.
8	SIMPLE EQUATIONS IN ONE VARIABLE Solving equations of the form i. $2x = 8$ (ii) $3n - 4 = 5$ iii. $3x - 4 = 2x + 1$ (iv) $\frac{2y+4}{7} = 2$	Students: Solve simple equations to obtain the unknown. Instructional Resources: Chart showing inverse operations
9	GRAPHS i. Introduction to the Cartesian plane ii. Identifying the X and Y axis iii. Plotting points on the Cartesian plane (coordinates) iv. Construct shapes from given coordinates.	Students: a. Identify the X and Y axis b. Draw the Cartesian plane c. Plot given points d. Join plotted points to form shapes. Instructional Resources: Graph board, mathematical set.
10	LINEAR INEQUALITIES i. Identifying linear inequality in one variable ii. Solving linear inequalities iii. Graphical representation of solution of linear inequalities iv. Word problems involving linear inequalities.	Students: a. Solve an inequality b. Represent an inequality using a number line c. Show the region of solution for a given inequality. Instructional Resources: Flash cards showing some inequalities.
11	EVERYDAY ARITHMETIC i. Percentage and ratio	Students: a. Convert fractions to ratio

	ii. Conversion of fractions to ratio, decimals, percentages. iii. Quantitative Reasoning on fractions, ratios and percentages.	b. Convert fractions to decimals and vice-versa c. Convert fractions to percentages d. Convert percentages to fractions. Instructional Resources: Multiplication/Division charts.
12	EVERYDAY ARITHMETIC (TRANSACTION IN HOMES AND OFFICES) i. Profit and loss ii. Simple interest iii. Discount iv. Commission	Students: a. Compute loss or gain/profit for transactions made. b. Calculate simple interest given principal, time and rate. Instructional Resources: Collection of objects with price tag. Create a mini shop.
13	Revision	
14	Examinations	

**MATHEMATICS
SECOND TERM JSS TWO**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	EXPANSION OF ALGEBRAIC EXPRESSION i. Expansion of the form $a(b+c) = ab + ac$. ii. Expansion of the form $(a+b)(c+d) = ac+ad+bc+bd$ iii. Quantitative Reasoning involving expansion.	Students: Expand given algebraic expressions. Instructional Resources: Flash cards.
2	FACTORIZATION OF ALGEBRAIC EXPRESSION i. Factorization of the form $ax+ay = a(x+y)$ ii. Factorisation of the form $abc+abd = ab(c+d)$.	Students: a. Factorize given algebraic expression b. Find missing factor in given sample.
3	ALGEBRAIC FRACTION i. Algebraic fractions with monomial denominators (addition, subtraction, multiplication and division) ii. word problems leading to simple algebraic fractions.	Students: a. Simplify algebraic expression of fractions b. Interpret word problems leading to algebraic fractions and solve the resulting algebraic fraction. Instructional Resources: Flash cards.
4	SIMPLE EQUATIONS	Students:

	<ul style="list-style-type: none"> i. Solving simple equations ii. Word problems on simple equations. 	<ul style="list-style-type: none"> a. Obtain the solution of a simple equation b. Translate word problems to simple equations and solve them.
5	<p>LINEAR INEQUALITIES IN ONE VARIABLE</p> <ul style="list-style-type: none"> i. Solution of linear inequalities ii. Graphical representation of linear inequalities. iii. Word problems involving linear inequalities in one variable. 	<p>Students:</p> <ul style="list-style-type: none"> a. Solve given linear inequalities b. Represent the solution of an inequality graphically using number line. <p>Instructional Resources: Flash card, charts showing number lines.</p>
6	<p>PLANE SHAES AND FIGURES</p> <p>Properties of:</p> <ul style="list-style-type: none"> i. Parallelogram ii. Rhombus iii. Kite 	<p>Students:</p> <ul style="list-style-type: none"> a. Draw parallelograms, rhombus and kite. b. Give any two properties of the indicated plane shape. <p>Instructional Resources: Models of plane shapes.</p>
7	<p>ANGLES IN A POLYGON</p> <ul style="list-style-type: none"> i. Revision of angles in a triangle ii. Identification and naming of polygons (up to 10 sides) iii. sum of angles in a quadrilateral iv. The sum of interior angles in a polygon using $(n-2) 180^\circ$ or $(2n-4)90^\circ$. 	<p>Students:</p> <ul style="list-style-type: none"> a. Find sum of angles in a triangle b. Find sum of angles in a quadrilateral c. Find the sum of the interior angles of a polygon. <p>Instructional Resources:</p> <ul style="list-style-type: none"> a. Models of polygon b. Cut-out shapes of triangles, quadrilateral and other polygons.
8	<p>SCALE DRAWING</p> <ul style="list-style-type: none"> i. Drawing plane objects to scale ii. Converting actual lengths to scale. iii. Calculation from scale drawing iv. Combination of plane shapes to produce design. 	<p>Students:</p> <ul style="list-style-type: none"> a. Draw actual lengths to scale b. Convert actual lengths to scale c. Calculate from scale drawing. <p>Instructional Resources: Mathematical set.</p>
9	<p>GRAPHS</p> <ul style="list-style-type: none"> i. Revision of plotting of points on the Cartesian plane. ii. solutions of linear equations in two variables using graphs iii. Linear graphs from real life situations. 	<p>Students:</p> <ul style="list-style-type: none"> a. Complete table of values b. Plot the graph of given linear equation c. Interpret information presented on the graph. <p>Instructional Resources: Graph board, graph paper.</p>

10	ANGLES OF ELEVATION AND DEPRESSION i. Identifying angles of elevation and depression. ii. Distinguishing between angles of elevation and depression iii. Measuring angles of elevation and depression. iv. Using angles of elevation and depression in calculating distances and heights.	Students: a. Distinguish between angle of elevation and depression. b. Calculate angles of elevation and depression. Instructional Resources: Charts showing angles of elevation and depression.
11	Revision	
13	Examinations	

**MATHEMATICS
THIRD TERM JSS TWO**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	BEARING i. Identifying the cardinal points. ii. Compass/acute and 3-digit bearing iii. Locating the position of objects iv. Finding the distance between objects using scale drawing.	Students: a. Identify the primary and secondary cardinal positions. b. Give bearings as (i) acute angle bearing (ii) 3-figure bearing. c. Find distance of objects by scale drawing. Instructional Resources: Compass, charts showing bearing of objects from a fixed reference point.
2	THE PYTHAGORAS RULE i. The right-angled triangle ii. Using Pythagoras rule to solve right-angled triangles. iii. Pythagoras triples.	Students: Identify the hypotenuse. Instructional Resources: - A chart showing the right-angled triangle. - Flash cards of Pythagoras triples.
3	CYLINDERS AND CONES i. Curved surface area of cylinders ii. Curved surface area of cones iii. Total surface area of cylinders iv. Total surface area of cones.	Students: a. Calculate the surface area of cylinders and cones. b. Calculate the total surface area of cylinders and cones. Instructional Resources: - Models of cylinders and cones - Nets of cylinders and cones.

4	<p>VOLUME OF CYLINDERS AND CONES Deriving formulae for</p> <ul style="list-style-type: none"> i. volume of cylinders ii. volume of cones iii. compound shapes i.e. a cone mounted on a cylinder. 	<p>Students:</p> <ul style="list-style-type: none"> i. Derive formula for volume of cylinders and cones. ii. Apply derived formula in calculating volume of cylinders and cones. <p>Instructional Resources:</p> <ul style="list-style-type: none"> - Models of cylinders and cones - Flash cards showing formulae for volume.
5	<p>APPROXIMATION II Problems using the basic arithmetic operations involving</p> <ul style="list-style-type: none"> i. Money (ii) population iii. Exports (iv) Imports v. Quantitative Reasoning involving the above. 	<p>Students: Performs simple calculation and give result to a required</p> <p>Instructional Resources: Flash cards, approximation charts.</p>
6	<p>READY RECKONERS</p> <ul style="list-style-type: none"> i. Obtaining squares and square root of given numbers from tables. ii. Interpreting and using tables and schedules iii. Multiplying and dividing directed numbers. 	<p>Students:</p> <ul style="list-style-type: none"> i. Obtain squares and square roots from tables ii. Multiply and divide directed numbers. <p>Instructional Resources:</p> <ul style="list-style-type: none"> - Typical ready reckoners - Tables and schedule.
7	<p>STATISTICS</p> <ul style="list-style-type: none"> i. Data presentation in ordered form ii. Frequency tables iii. Pie chart 	<p>Students:</p> <ul style="list-style-type: none"> a. Rank a set of numbers b. Calculate angles to represent given information and represent it on a pie chart. <p>Instructional Resources:</p> <ul style="list-style-type: none"> 1. Frequency charts 2. Model pie chart.
8	<p>PROBABILITY</p> <ul style="list-style-type: none"> i. Examples which illustrate the occurrence of chance events in everyday life. ii. Determining the probability of certain events. iii. Application of probability in everyday life. 	<p>Students:</p> <p>Instructional Resources: Dice, ball, and coloured balls.</p>
9	<p>SIMPLE PROPORTION</p> <ul style="list-style-type: none"> i. Direct proportion ii. Inverse proportion 	<p>Students:</p> <ul style="list-style-type: none"> i. identify direct proportion ii. identify indirect proportion

		<p>iii. solve problems on direct and inverse proportion.</p> <p>Instructional Resources:</p> <p>i. flash cards, ii. charts showing direct and inverse proportionality.</p>
10	<p>CONSTRUCTION</p> <p>i. Construction of angles 90° and 45° etc. ii. Bisection of given angles.</p>	<p>Students:</p> <p>i. Construct angle 90° and 45° ii. Construct angle 60° iii. Bisect given angles.</p> <p>Instructional Resources:</p> <p>a. Graph board b. Mathematical set.</p>
11	<p>CONSTRUCTION</p> <p>Construction of triangles given</p> <p>i. 2 sides and an included angle ii. 2 angles and a side between them iii. All the 3 sides.</p>	<p>Students:</p> <p>Construct triangles using a protractor and ruler.</p> <p>Instructional Resources:</p> <p>a. Graph board b. Mathematical set.</p>
12	Revision	
13	Examinations	

NIGERIAN LANGUAGES (NL)

HAUSA LANGUAGE L1 FIRST TERM ZANGO NA DAYA AJI BIU

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'anar furuci da gabobinsa. Misali – handa, hanKa, ganda, dasashi, makwallato ds.	
2	HARSHE: Ma'ana da ire-iren jimla. Misali- jimla bayanau, jimla tambayoyi, jimla umarni, jimla korewa.	
3	ADABI: Misalan labarai masu tushen Karin Magana. Misali – in kunne yaji jiki ya tsira, kunne ya girmi kaka ds.	
4	ADABI: Ma'ana da rukunonin adabin baKa. Misali – waKoKin baKa, tatsuniyoyi, labarin gargajiya, ds	
5	FURUCI: Cikakken bayani akan gabobin furuci masu motsi da marasa motsi. Misali – harshe, handa, ganda, dasashi, ds.	
6	HARSHE: Bayan akan jimla umarni da jimla tambaya. Misali – tafi !, zauna!, me Ali ya saya?, way a mari binta? ds.	
7	ADABI: Gabatar da rubutaccen wasan KwaiKwayo.	

8	ADABI: Ci gaba da labari mai tushen Karin Magana.	
9	ADABI: Cikakken bayani akan nau'o'in adabin baka. Misali – Tatsuniya, labarin gargajiya, zaurance, barkwanci, Karin Magana, waKoKi makada, take da kirari, ds.	
10	ADABI: Nazari akan rubutaccen wasan kwaikwayo. Misali – Jigo, salo, zubi da tsar, jarumi, ds.	
11	ADABI: Muhimmancin adabin baka ga al'umma	
12	ADABI: Muhimmancin wasan KwaiKwayo ga al'umma	
13	Bitan aikin baya/maiamitawa	
14	Jarabawa	

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

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'ana da ire-iren rukunonin kalmomi. Misali – suna, wakilin suna, aikatau, bayanau ds.	
2	HARSHE: Ma'anar insha'i da misalansa. Misalign – insha'i siffantawaninsha'in labari, insha'in muhawara, ds.	
3	ADABI: Aiwatar da karatun gajerun rubutaitun waKoKi.	

4	ADABI: Ma'anar rubutaccen adabi da rukunonin sa. Misali rubutun zube, waKa, wasan KwaiKwayo.	
5	AL'ADA: Ma'ana shugabanci da muhimmancinsa. Misali – jagoranci, gudanar da mulki, tabbatar da bin doka, zaman lafiya, tsaro, adaki, ds.	
6	HARSHE: Bayani akan misalan rukunonin kalmomi. Misali - suna, wakilin suna, aikatau, sifa, bayanau, ds.	
7	HARSHE: Cikakken bayani akan nau'o'in insha'i. misali – na siffantawa, na labari, na muhawara, na bayyanawa, na Karin Magana, na wasiKa, ds.	
8	ADABI: Ci gaba da nazarin gajarun rubutattun waKoK'in Hausa. Missal – jigo, salo zubi, tsari, ds.	
9	ADABI: Cikakken bayani akan rukunonin ruutaccen adabi. Misali - rubutun zube, waKa, wasan, KwaiKwayo.	
10	AL'ADA: Misalan shugabanci, mata kai uku na gwamnati da hawa uku na mulki	
11	Maimaitawa/bitun aikin baya	
12	Jarabawa	

**HAUSA LANGUAGE L1 THIRD TERM
ZANGO NA UKU AJI BIU**

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'ana da ire-iren rukunonin kalmomi. Misali – suna, wakilin suna, aikatau, bayanau ds.	
2	HARSHE: Cikakken bayani akan wasiƙan neman aiki	
3	AL'ADA: Ma'anar ibada da muhimmancinta. Misali – Karfafa imani, kyautata mu'amala, samun tarbiyya, ds.	
4	AL'ADA: Hanyoyin kyautata tattalin arziki da misalansa. Misali - noma, kiwo, sana'o'in hannu, cinikayya, ds.	
5	HARSHE: Ci gaba da bayanin ginin kalma (tilo da jam'i)	
6	AL'ADA: Ci gaba da rubutun wasiƙa (yan uwa da abokin)	
7	AL'ADA: Cikakken bayani akan ire-iren ayyukan ibada. Misali – sallah, azumi, zakkah, hajj/ziyara, sada zumunci, sadaka, kyauta, tarbiyya, mu'amala, ds.	
8	AL'ADA: Cikakken bayani akan hanyoyin kyautata tattalin arziki. Misali – noma da kiwo na zamani, sarrafa kayan abinci, sana'o'in hannu, ds.	
9	AL'ADA: Tasarin cinikayyar zamani akan ta gargajiya.	
10	AL'ADA:	

	Kyawawan dabi'u da munana. Misali – fadin gaskiya, rikon amana, zumunci, sata, gulma, shaye-shaye, ds.	
11	AL'ADA: Ingancin tsaftar jiki da ta tufafi. Misali – wanka, wanki, aski, kitso, yanke farce, goge hakori, ds.	
12	Bitar akin baya/maimaitawa	
13	Jarabawa	

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

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: Ma'nar furuci da sunayen garaben furuci (Labba, HanKa, Handa, Ganda, Makwallato ds)	
2	HARSHE: Yanayin furuci. Misali- Labba: /b/, /b/, /m/ HanKa: /d/, /e/, /t/, /n/, ds.	
3	AL'ADA: Tantance sunayen amfani gona. Misali- dawa, gero, masara, doya, ds.	
4	HARSHE: Koyar da lissafi a saukake. Misali – Tarawa (+), debewa (-), sau (x), rabawa (/)	
5	HARSHE: Ma'anr ginin kalma da ire-iresa (Jinsin namiji da na mace)	
6	HARSHE:	

	Tilo da jami. Misali – yaro –yara, makaranta – makarantu, kujera- kujeru ds.	
7	ADABI: Hanyoyin tafiye-tafiye na da dana zamani. Misali- doki, jaki, rakumi, keke, babur, mota, jirgi ds.	
8	ADABI: Koyar da waKoKin yara na dandali. Misali yar fade, shalle ds.	
9	ADABI: Ci gaba aikin mako na takwas.	
10	ADABI: Kalmomin saye da sayarwa a kasuwa. Misali farashi, yayi, bashi, araha, tsada, ds	
11	AL'ADA: Ma'anar biki da rabe-rebensa. Misali – sallah, aure, suna.	
12	AL'ADA: Bikin naɗin sarauta, kirisimeti, bikin shakara-shekara. Misali- kalankuwa, dambe, kokawa, ds.	
13	Bitu/maimaita akin baya	
14	Jarabawa	

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

MAKO	BATU/KUMSHIYA	AYYUKA
1	HARSHE: KirKirar Kananna jimloli. Misali – zani kasuwa, ya sunauka?	
2	HARSHE:	

	Koyar da sifa da bayanau	
3	AL'ADA: Koyar da sunayen mutane na al'ada. Misali – Tanko, Talle, Azumi, Audi, MAto, Marka ds	
4	AL'ADA: Koyar da sunayen mutane na ranaku. Misali- Liti, Asabe, Talatu, Larai, Jummai, Dan asabe ds.	
5	ADABI: Koyar Da Sunayen Shiyoyi. Misali- Kudu, Arewa, Gabas, Yamma, Sma da Kasa	
6	HARSHE: Ma'anar jimla da nau'o'inta. Misali- jimlar bayani, tambaya, umarni ds.	
7	ADABI: Takaitaccen tarihin bayajidda.	
8	ADABI: Abinci da lokutan cinsu a Huasa. Misali – koko da kosai (safe), fura (rana) tuwo, (dare) ds.	
9	ADABI: Ma'anar shugabanci da ire-irensu. Misali shugabaancin gida, unguwa, gari, kasa, addini, sana'a ds.	
10	ADABI: Muhimmancin shugabanci.	
11	Bitu/maimaita aikin baya	
12	Jarabawa.	

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

MAKO	BATU/KUMSHIYA	AYYUKA
1	<p>AL'ADA: Ma'anar ibada da ire-iren ayyukan ibada. Misali – sallah, azumi, zakka, hajj, sada zumunci, sadaka ds.</p>	
2	<p>AL'ADA: Muhimmancin ibada.</p>	
3	<p>AL'ADA: Koyar Da Kayan Kidan Hausawa Ta Hanyar Amfani Da Hotuna. Misali – Kalangu, Gange, Kanzagi, Algaita, Gurmi, Goge ds.</p>	
4	<p>AL'ADA: Ma'anar tarbiyya da ire-irenta. Misali – tarbiya ta zamantakewa, tsare amana, taimakon juna, bin dokoki, cinikayya ds.</p>	
5	<p>AL'ADA: Muhimmancin tarbiya.</p>	
6	<p>AL'ADA: Yanayin al'adun bikin aure. Misali auren buduruwa da na bazawara ds.</p>	
7	<p>ADABI: Bayyana halin da zuciya da jiki suke. (Labarin zuciya a tambayi fuska)</p>	
8	<p>AL'ADA: Tsafta da ado. Misali- tsaftar jiki , aji, muhalli, abinci ds.</p>	
9	<p>AL'ADA: Yanayin tufafin maza. Misali riga, hulla, yar-shara, ds.</p>	
10	<p>AL'ADA: Yanayin tufafin mata. Misali – zane, kallabi, ds.</p>	

11	ADABI: Labari daga hotuna	
12	Bitá/máimáita ákin báya	
13	Jarabawa	

ASỤSỤ IGBO (L1)

JSS 2 TAM NKE MBỤ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME Na NGWA NKỤZI
1.	EKWUMEKWU a) Nkọwa nrubeisi na ndebeiwu b) Inye omụmaatụ nrubeisi na ndebeiwu dika iga ozi, ikwụ ụtụisi, ibia akwụkwọ n’oge, dgz c) Uru na Oghom di na nrubeisi na ndebeiwu	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Ikowa ihe bu nrubeisi na ndebeiwu 2. Ikwu uru na oghom di n’erubeghi isi/edebeghi iwu 3. Mkpaitaika n’isiokwu ndi a NGWA NKỤZI Akwukwo ogugu, eseres ndi na-agbanari ikwu ugwo utuisi ha, ugbo ojii, tepu rekoda, umuka n’onwe ha.
2.	AGUMAGU: IDUUAZI i) Ogugu akwukwo iduuazi a hoputara ii) Nkowa aha ode, isiokwu na ndi n’isiokwu akuko iii) Nkowa usoro okwu na okwu ohuru ndi batara n’ihe a guru	IHE ỤMỤAKWỤKWỌ GA-EME: 1. Igu akwukwo iduuazi 2. Ikwu aha ode, isiokwu na ndinisiokwu akuko ya 3. Ikowa okwu ohuru 4. Iju na iza ajuju NGWA NKỤZI Akwukwo iduuazi a hoputara
3.	NKỤZI IZU NA OGE DI N’AFỌ a) Nkuzi izu Igbo, Eke, Ori, Afọ na Nkwọ b) Nkuzi izuuka (Monda ruo Sonda) c) Nkuzi Onwa di n’afọ (Months of the year)	IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige nti 2. Ikpoputa, igosiputa izu ndi di n’onwa 3. Ikwuputa onwa ole di n’ime afọ 4. Iza ajuju. NGWA NKỤZI: Kalenda Igbo, tepurekoda, akwukwo ogugu, ugbo ojii, kaadi mgbubam.
4.	AGUMAGU: IDUUAZI	IHE ỤMỤAKWỤKWỌ GA-EME

	<p>Ai) Oḡuḡu akwukwọ iduuazi</p> <p>ii) Nkọwa usoro okwu na okwu oḡurụ ndị batara n'ihe a ḡurụ</p>	<p>1. Iḡu akwukwọ iduuazi</p> <p>2. Iḡowa okwu oḡurụ</p> <p>3. Iḡu na iza aḡuḡu</p> <p>NGWA NKUZI</p> <p>Akwukwọ iduuazi a ḡoḡutara</p>
5.	<p>AGUMAGU: IDUUAZI</p> <p>i) Oḡuḡu akwukwọ iduuazi a ḡoḡutara</p> <p>ii) Nkọwa usoro okwu na okwu oḡurụ ndị batara n'ihe a ḡurụ</p>	<p>HE UMUKWUKWỌ GA-EME</p> <p>1. Iḡu akwukwọ iduuazi</p> <p>2. Inye nkọwa okwu oḡurụ ndị batara na ya</p> <p>3. Iḡu na iza aḡuḡu</p> <p>NGWA NKUZI:</p> <p>Akwukwọ iduuazi a ḡoḡutara</p>
6.	<p>NSOROEDIDE</p> <p>A. Mkpọḡuta mkpuruokwu na odide ihe iḡi ḡosi na ha amutala abidij</p> <p>B. Iḡu oḡuḡuḡu site n'otu nde ruo na nde abo</p>	<p>IHE UMUKWUKWỌ GA-EME</p> <p>1. Iḡe ntij</p> <p>2. Iḡpọḡuta mkpuruokwu</p> <p>3. Ideḡuta oḡuḡuḡu n'usoro</p> <p>4. Iḡu na iza aḡuḡu</p> <p>NGWA NKUZI</p> <p>Tepurekoda, akwukwọ oḡuḡu, umuaka n'onwe ha.</p>
7.	<p>AGUMAGU: IDUUAZI</p> <p>Oḡuḡu akwukwọ iduuazi a ḡoḡutara na aḡarij</p>	<p>IHE UMUKWUKWỌ GA-EME</p> <p>1. Iḡu akwukwọ iduuazi</p> <p>2. Iḡowa okwu oḡurụ</p> <p>3. ide ihe</p> <p>NGWA NKUZI</p> <p>Akwukwọ iduuazi a ḡoḡutara</p>
8.	<p>ONUOGUGU</p> <p>a) Oḡuḡuḡu bido n'otu nde ruo na nde ise</p> <p>b) Ntineye oḡuḡuḡu n'ahirjokwu</p>	<p>IHE UMUKWUKWỌ GA-EME</p> <p>1. Iḡu oḡuḡuḡu</p> <p>2. Iḡosiputa oḡuḡuḡu</p> <p>3. Ideḡuta oḡuḡuḡu</p> <p>4. Itinyelita ha n'ahirjokwu</p> <p>NGWA NKUZI</p> <p>Uḡbo okwe, mkpuruokwe, kaadi mgbubam, mkpuru osisi, uḡbo ojii.</p>
9.	<p>AGUMAGU: IDUUAZI</p> <p>1. Oḡuḡu akwukwọ iduuazi a ḡoḡutara</p> <p>2. Nkọwa usoro okwu na okwu oḡurụ ndị bata n'ihe a ḡurụ</p>	<p>IHE UMUKWUKWỌ GA-EME</p> <p>1. Iḡu akwukwọ iduuazi a ḡoḡutara</p> <p>2. Inye nkọwa okwu oḡurụ</p> <p>3. Iḡi okwu oḡurụ mebe ahirimfe</p> <p>NGWA NKUZI</p>

10.	<p>3. Ntule agwa ndi kara p̄ta ihe n'idiuazi</p> <p>4. Nchik̄ota akw̄kw̄o ejije na ihe mm̄ta sitere n'ak̄k̄o</p> <p>AHIRIOKWU</p> <p>Ai) Nk̄wa Ahir̄jokwu</p> <p>ii) Om̄m̄ Ahir̄imfe na ̄di ya gasi</p> <p>iii) Ahir̄imfe ndinugbua</p> <p>Bi) AHIRIOKWU na agar̄i</p> <p>ii) Ahir̄imfe ndiniihu</p> <p>iii) Ahir̄imfe ndinaazu</p>	<p>Akw̄kw̄o iduuazi a h̄p̄tara, kaadi mgbubam, dgz.</p> <p>IHE UM̄AKW̄KW̄O GA-EME</p> <p>1. Inye nk̄wa ihe ahir̄jokwu b̄</p> <p>2. Ime nken̄di ahirimfe</p> <p>3. Imebe ahir̄i mfe ndinihu</p> <p>4. Imep̄ta ahir̄imfe ndinazu</p> <p>NGWA NK̄ZI</p> <p>Tep̄rek̄oda, akw̄kw̄o oḡḡ, um̄aka n'onwe ha, dgz.</p>
11.	MMUGHARI IHE A K̄ZIRI NA TAM	
12.	ULE NA MMECHI	

ASUSU IGBO (L1)

JSS 2 TAM NKE ABUO

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NK̄ZI
1.	<p>AGUMAGU: EJIJE EDEREDE</p> <p>i) Oḡḡ akw̄kw̄o ejije a h̄p̄tara</p> <p>ii) Nk̄wa aha odee, isiokwu na ndi n'isiokwu ejije ya</p> <p>iii) Nk̄wa usoro okwu na okwu oh̄r̄ ndi batara n'ihe a gur̄</p>	<p>IHE UM̄AKW̄KW̄O GA-EME:</p> <p>1. Iḡ akw̄kw̄o ejije a h̄p̄tara</p> <p>2. Ikwu aha odee, isiokwu na ndinisiokwu ak̄k̄o ya</p> <p>3. Ik̄wa okwu oh̄r̄</p> <p>4. Iju na iza ajuju</p> <p>NGWA NK̄ZI</p> <p>Akw̄kw̄o ejije a h̄p̄tara</p>
2.	<p>OTU NZUZO N'ULOAKW̄KW̄O</p> <p>Ai) Nk̄wa ihe b̄ otu nzuzo na om̄maat̄ ha</p> <p>ii) Otu nzuzo ndi na-ap̄takari ihe n'uloakw̄kw̄o</p> <p>iii) Ogh̄m̄ iba n'otu nzuzo n'uloakw̄kw̄o</p>	<p>IHE UM̄AKW̄KW̄O GA-EME:</p> <p>1. Ik̄wa otu nzuzo na om̄maat̄ ha</p> <p>2. Ik̄p̄sita otu nzuzo ndi na-ap̄ta ihe n'uloakw̄kw̄o gasi</p> <p>3. Ikwu ogh̄m̄ na-adi n'ibanye n'otu nzuzo</p> <p>NGWA NK̄ZI</p> <p>Akw̄kw̄o oḡḡ, uḡ oji, tep̄rek̄oda, um̄aka n'onwe ha.</p>

3.	<p>B) IJI MMADU ATU MGBERE AHIA</p> <p>i) Nkwa ita ahia mgbere na iji mmadu atu mgbere ahia</p> <p>ii) Uzo di iche iche e si e ji mmadu atu ahia mgbere</p> <p>iii) Oghom di n'iji mmadu atu mgbere ahia</p> <p>iv) Ihe ndi nwere ike ibute igba mgbere ahia mmadu</p>	<p>IHE UMUAKWUKWO GA-EME:</p> <p>1. Ikwata ita mgbere ahia mmadu</p> <p>2. Ikwaputa etu e si eji mmadu atu Mgbere ahia</p> <p>3. Ikwu oghom di n'ita mgbere ahia mmadu</p> <p>4. Ikwu uzo mgbochi ya</p> <p>NGWA NKUZI</p> <p>Akwukwo ogugu, ugbo ojii, tepurekoda, umuaka n'onwe ha.</p>
4.	<p>AGUMAGU: EJIJE</p> <p>i) Ogugu akwukwo ejije a hoputara</p> <p>ii) Nkwa usoro okwu na okwu ohuru ndi batara n'ihe a guru</p>	<p>IHE UMUAKWUKWO GA-EME:</p> <p>1. Igu akwukwo ejije a hoputara</p> <p>2. Ikwata okwu ohuru</p> <p>3. Iju na iza ajuju</p> <p>NGWA NKUZI</p> <p>Akwukwo ejije a hoputara</p>
5.	<p>A) NKEJIASUSU</p> <p>i) Nkwa nkejasusu na ndeputa udi nkejasusu di iche iche</p> <p>ii) Mkpoha</p> <p>iii) Omumaatu ha gasi n'ahirjokwu</p>	<p>IHE UMUAKWUKWO GA-EME</p> <p>1. Ikwata ihe bu nkejasusu</p> <p>2. Ikposita udi nkejasusu ndi e nwegasiri</p> <p>3. Ikwata mkpoha na inye omumaatu ya</p> <p>4. Irugosi mkpoha n'ahirjokwu</p> <p>NGWA NKUZI:</p> <p>Akwukwo ogugu, kaadi mgbubam, ugbo ojii, dgz.</p>
6.	<p>B) NKEJIASUSU</p> <p>i) Nkwa Ngwaa na omumaatu ya</p> <p>ii) Nkwa Nkwaaha na omumaatu ya.</p>	<p>IHE UMUAKWUKWO GA-EME</p> <p>1. Ikwata ngwaa na nkwaaha</p> <p>2. Inye omumaatu ha</p> <p>3. Irugosi ha n'ahirjokwu</p> <p>NGWA NKUZI:</p> <p>Akwukwo ogugu, kaadi mgbubam, ugbo ojii, dgz.</p>
	<p>AGUMAGU: EJIJE EDEREDE</p> <p>i) Ogugu akwukwo ejije a hoputara</p> <p>ii) Nkwa usoro okwu na okwu ohuru ndi batara n'ihe a guru</p>	<p>IHE UMUAKWUKWO GA-EME</p> <p>1. Igu akwukwo ejije a hoputara</p> <p>2. Ikwata okwu ohuru</p> <p>3. Iju na iza ajuju</p> <p>NGWA NKUZI</p> <p>Akwukwo ejije a hoputara</p>

7.	<p>NKEJIASUSU i) Nkọwa njikọ na omụmaatụ ya ii) Nkọwa mbuuzọ na omụmaatụ ya.</p>	<p>IHE UMỤAKWUKWỌ GA-EME 1. Ikọwa njikọ na mbuuzọ 2. Irugosi ha n'ahiriokwu 3. Inye omụmaatụ hagasi n'ime ahiriokwu NGWA NKUZI: Akwukwọ ogugụ, ugbo ojii, umuaka n'onwe ha, kaadi mgbubam, dgz.</p>
8.	<p>NKEJIASUSU i) Nkwuwa na omụmaatụ ya ii) Mgbakwunye na omụmaatụ ya</p>	<p>IHE UMỤAKWUKWỌ GA-EME 1. Ikọwa nkwuwa na mgbakwunye 2. Inye omụmaatụ ha gasi 3. Irugosi ha n'ahiriokwu NGWA NKUZI Kaađi mgbubam, akwukwọ ogugụ, ugbo ojii, dgz.</p>
10.	<p>ONUOGUGU (2,000,000 -3,000,000) a) Igu onuogugụ site nde abuo ruo na nde ato</p>	<p>IHE UMỤAKWUKWỌ GA-EME 1. Ige ntị 2. Igu onuogugụ 2. Irugosi ha 3. Idetu ihe 4. Iju na iza ajuju NGWA NKUZI Ugbo okwe, mkpuruokwe, kaadi mgbubam, mkpuru osisi, ugbo ojii.</p>
11.	<p>AGUMAGU: Ejije ederede 1. Ogugụ ejije a hoputara 2. Nchikota akwukwọ ejije 3. Ntule agwa, omenala na asusu nka ndi kara puta ihe n'ejije 4. Nchikota akwukwọ ejije na ihe mmuta sitere n'ejije</p>	<p>IHE UMỤAKWUKWỌ GA-EME 1. Igu ejije a hoputara 2. Ikọwa okwu oheru 3. Ikọwa ihe ha ma gbasara agwa ndi batara n'ejije ha gurụ. 1. Ikwuputa asusu nka odee NGWA NKUZI Akwukwọ ejije a hoputara</p>
10.	<p>MKPARITAUKA: IKWADO NA INYE UMUNWAANYI IKIKE IBU IHE O BULA HA CHORO IBU</p>	<p>IHE UMỤAKWUKWỌ GA-EME 1. Ige ntị 2. Ikparitauka gbasara isiokwu a 3. Iju na iza ajuju NGWA NKUZI teprekoda, akwukwọ ogugụ, umuaka n'onwe ha</p>

11.	IKPACHAPURU AHUIKE ANYA: i) Nkwa ahuike ii) Ihe a ga-eme iji nwee ahuike iii) Etu e si amata ogwu ndi meruru emeru iv) Oghom di n'inu ogwu aghara aghara.	IHE UMUAKWUKWO GA-EME 1. Ikwu ahuike 2. Ikwu ihe ha ga-eme iji nogide n'ahuike 3. Ikwu etu e si amata ogwu meruru emeru 4. Ikwu oghom di n'inu ogwu aghara aghara
12.	MMUGHARI IHE A KUZIRI NA TAM	NGWA NKUZI Tepu rekoda, akwukwo ogugu, umuaka n'onwe ha
13.	ULE MMECHI	

ASUSU IGBO (L1)

JSS 2 TAM NKE ATQ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	<p>IKPOCHAPU UBIAM NA AGUU N'ALA ANYI Ai) Nkwa isiokwu ii) Ihe di iche iche na-ebute ubiam na aguu iii) Uzo di iche iche e si ekpochapu maobu egbochi ubiam na aguu.</p> <p>B) UBIAM NA AGUU na-agariri Mparitauka: Ka ubiam na aguu si emetuta ezinulo na obodo</p>	<p>IHE UMUKWUKWO GA-EME: 1. Ikwu ibe bu ubiam na aguu 2. Ikwu ihe ndi ha chere na-ebute ubia na aguu 3. Ikparitauka uka 4. Igu ihe ogugu</p> <p>NGWA NKUZI Akwukwo ogugu, ugbo ojii, tepurekoda, umuaka n'onwe ha.</p> <p>IHE UMUKWUKWO GA-EME: 1. Ikparitauka 2. Ikwu uche ha gbasara isiokwu 3. Ide ihe odide</p> <p>NGWA NKUZI Akwukwo ogugu, ugbo ojii, umuaka n'onwe ha, eserese na-egosi ndi aguu ji</p>
2.	<p>AGUMAGU: ABU EDEREDE i. Ogugu abu abuo a hoputara ii. Nguputa abu iii. Ntule isiokwu na ihe abu na-ako maka ya iv. Nkwa usorookwu na okwu ohuru batara n'abu a guru</p>	<p>IHE UMUKWUKWO GA-EME 1. Igu abu abuo a hoputara 2. Ikwa ihe abu na-ekwu maka ya 3. Ikwa okwu ohuru</p> <p>NGWA NKUZI Akwukwo abu a hoputara</p>
3.	<p>A) AKUNUBA Mparitauka: Uzo di iche iche obodo si enweta akunuba dika orugbo, itu mgbere ahia, iru ulo mpeputa ahia di iche iche (industries)</p> <p>B) AGHOTAAZAA i) Nkwa aghotaazaa ii) Usoro ajuju /aziza aghotaazaa</p>	<p>IHE UMUKWUKWO GA-EME 1. Ikparita uka 2. Igu na ide ihe 3. Iju na iza ajuju.</p> <p>NGWA NKUZI: Akwukwo ogugu, ugbo ojii, kaadi mgbubam.</p> <p>IHE UMUKWUKWO GA-EME 1. Ige nti, 2. Igu aghotaazaa</p>

<p>4.</p>	<p>EDEMEDE Ai) Nkọwa edemede ii) Ụdị edemede dị iche iche (dịka Kọmpozishọn leta)</p> <p>B) ODIDE EDEMEDE i) Nkọwa Edemede ogologo na ụdị ya gasị. ii) Nkọwa edemede leta na ụdị ya abụọ</p>	<p>4. Iza ajujụ sitere n’aghọtaazaa NGWA NKỤZỊ: Akwụkwọ ọgụgụ, ụgbọ ojii, umụaka n’onwe ha, kaadi mgbubam, dgz.</p> <p>IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige ntị 2. Ikwuputa usoro edemede ogologo 3. Ikwuputa ụdị leta abụọ NGWA NKỤZỊ: Akwụkwọ ọgụgụ, kaadi mgbubam, ụgbọ ojii, dgz.</p>
<p>5.</p>	<p>ỌNỤỌGỤGỤ (4,000,000- 5,000,000) i) Igu ọnụọgụgụ site na nde anọ ruo na nde ise</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME 1. Ige ntị 2. Iru gosị ihe 3. Ide ihe 4. Igu ọnụọgụgụ 5. Iju na iza ajujụ NGWA NKỤZỊ Ugbọ okwe, mkpuruokwe, kaadi mgbubam, mkpuru osisi, ụgbọ ojii.</p>
<p>6.</p>	<p>AGUMAGỤ: ABỤ EDEREDE i. Ọgụgụ abụ abụọ a hoputara ii. Nguputa abụ iii. Ntule isiokwu na ihe abụ na- akọ maka ya iv. Nkọwa usorokwu na okwu ohuru batara n’abụ a gurụ</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME 1. Igu abụ abụọ a hoputara 2. Ikwọwa ihe abụ na-ekwu maka ya 3. Ikwọwa okwu ohuru NGWA NKỤZỊ Akwụkwọ abụ a hoputara</p>
<p>7.</p>	<p>AHỤIKE NDỊ NTORỌBIA i) Nkọwa isiokwu ii) Mgbanwe na-adị n’ahụ ndi ntorobia na agboghobia iii) Orịa ufodu na-emetuta ndi ntorobia iv) Uzo mgbochi oria ndi a</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME 1. Ikwuputa njirimara mgbanwe n’ahụ ndi ntorobia 2. Ikwuputa oria na-emetuta ndi ntorobia</p>

8.	<p>AHỤIKE na-agarịrị i) Mkpārịtaụka: Ụzọ e si amata ezigbo nri na nri mebiri emebi ii) Iḡu aghọtaazaa metutara isiokwu a iii) Iza ajujụ so aghọtaazaa</p>	<p>3. Ikwaputa ụzọ mgbochi orịa NGWA NKỤZI Kaadị mgbubam, akwukwo ogugu, ugbo ojii, tepu rekoda, dgz.</p> <p>IHE ỤMỤAKWUKWỌ GA-EME 1. Ikpārịtaụka 2. Iḡu aghọtaazaa 3. Iza ajujụ na-esote aghọtaazaa NGWA NKỤZI Ụmụakwukwo n'onwe ha, akwukwo ogugu maobu ederede metutara isiokwu</p>
9.	<p>AGUMAGU: ABU EDEREDE i. Ogugu abu abuo a hoputara ii. Nguputa abu iii. Ntule isiokwu na ihe abu na-akọ maka ya iv. Nkwa usorokwu na okwu ohuru batara n'abu a guru</p>	<p>IHE ỤMỤAKWUKWỌ GA-EME 1. Iḡu abu abuo a hoputara 2. Ikwawa ihe abu na-ekwu maka ya 3. Ikwawa okwu ohuru na iji ha mebe ahirjokwu NGWA NKỤZI Akwukwo abu a hoputara</p>
10.	<p>AGUMAGU: ABU EDEREDE 1. Ogugu abu a hoputara 2. Nchikota abu na ihe abu na-akuzi 3. Nkwa usorokwu na okwu ohuru batara n'abu</p>	<p>IHE ỤMỤAKWUKWỌ GA-EME 1. Iḡu abu abuo a hoputara 2. Ikwawa ihe abu na-ekwu maka ya 3. Ikwawa okwu ohuru NGWA NKỤZI Akwukwo abu a hoputara</p>
11.	<p>ULE</p>	
12.	<p>MMECHI</p>	
13.	<p>MMECHI</p>	

ASỤSỤ IGBO (L2)

JSS 2 TAM NKE MBỤ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NaANGWA NKUZI
1.	<p>IHE NDI A NA-AHU NA GBURU-GBURU ANYI</p> <p>1) Nkọwa ihe bụ gburugburu</p> <p>2) Nrugosi ihe ndi di na gburu-gburu ụlọakwukwo, dika okoloto Najirja, ogboegwuregwu, ugbo ojii, dgz.</p> <p>3) Ihe ndi a na- ahụ na gburu-gburu ebe obibi dika ite, oche, tiivii, radio, dgz.</p>	<p>IHE UMUKWUKWO GA-EME:</p> <p>1. Ige ntị</p> <p>2. Ikwuputa ihe ndi di na gburugburu na ulo obibi</p> <p>3. Ijjeputa onodu ndi a</p> <p>NGWA NKUZI</p> <p>Akwukwo ogugu, foto/eserese ihe ndi e nwereike ihu n'uloakwukwo na ulo obibi, umuka n'onwe ha, tepu rekoda, dgz.</p>
2.	<p>AKUKO NKENKE</p> <p>i) Ogugu akuko nkenke abuo ndi a hoputara</p> <p>ii) Ntule aha odee, isiokwu/ ihe akuko na-ako, asusu nka na ihe mmuta di n'akuko.</p> <p>iii) Itule agwa ndi putara n'akuko a guputara.</p>	<p>IHE UMUKWUKWO GA-EME:</p> <p>1. Iguputa akuko nkenke</p> <p>2. Ikwu aha odee, isiokwu na ihe akuko na-ako</p> <p>3. Ikaritauka banyere agwa ndi batara n'akuko, etu ha siri masi/amasighi ha</p> <p>4. Ndeputa asusu nka odee</p> <p>NGWA NKUZI</p> <p>Akwukwo ogugu a hoputara.</p>
3a.	<p>NKOWA ONWE</p> <p>a) Ikwawa onye ebe i bu</p> <p>b) Ebe/obodo ha si</p> <p>c) Afọ ole ha di</p> <p>d) Aha nne na nna ha, dgz.</p> <p>d) Oruka nne na nna ha</p>	<p>IHE UMUKWUKWO GA-EME:</p> <p>1. Ikwawa onwe ha</p> <p>2. Ikwu aha nne na nna ha</p> <p>3. Ikwosita oru aka ha gasi</p> <p>NGWA NKUZI</p> <p>Umuka n'onwe ha, akwukwo ogugu, dgz.</p>
3b.	<p>ONU OGUGU (101-130)</p> <p>Igu onu ogugu</p>	<p>IHE UMUKWUKWO GA-EME</p> <p>1. Igu onugugu</p> <p>2. Ideputa onugugu</p> <p>3. Iruosi onugugu</p> <p>NGWA NKUZI:</p> <p>Chaati, kaadi mgbubam, osisi, okwuchi karama, ugbo ojii, dgz.</p>
4.	<p>AGUMAGU: AKUKO NKENKE</p>	<p>IHE UMUKWUKWO GA-EME:</p>

	<p>Ọgugụ akukọ nkenke abụọ gbasara ime ngana na ọghom ya</p> <p>i) Iguputa akukọ nkenke</p> <p>ii) Nkọwa aha odee, isiokwu na ihe mmụta sitere n'akukọ na asụsụ nka odee</p> <p>iii) Itule agwa ndi putagasiri n'akukọ a gurụ.</p> <p>iv) Ikowa mkpuruokwu oheru</p>	<p>1. Iguputa akukọ nkenke abụọ</p> <p>2. Ikowa aha onyere dere akukọ, isiokwu na ihe ha mutara n'akukọ</p> <p>3. Itule agwa ndi batara n'akukọ, ndi masiri ha na ndi amasighi ha</p> <p>NGWA NKUZI Akwukwo akukọ a horo</p>
<p>5.</p>	<p>MPỤ ULE</p> <p>A.i) Nkọwa ihe ime mpụ ule putara</p> <p>ii) Uzo di iche iche e si eme mpụ ule</p> <p>iii) Oghom na-esote ime mpụ ule</p> <p>Bi) Aghotaazaa metutara ime mpụ ule</p> <p>ii) Nkọwa mkpuruokwu oheru na iza ajuru ndi na-eso aghotaazaa.</p>	<p>IHE UMUKWUKWO GA-EME</p> <p>1. Ige nti</p> <p>2. Ikwuputa ihe ha maara gbasara Ime mpụ ule</p> <p>3. Ikwu oghom na-adi n'ime mpụ ule</p> <p>4. Igu aghotaazaa metutara mpụ ule</p> <p>NGWA NKUZI Akwukwo ogugu, eserese, tepu-rekoda, dgz.</p>
<p>6.</p>	<p>AGUMAGU: AKUKO NKENKE</p> <p>a) Igu akukọ nkenke abụọ na-akowa maka nupuisi na oghom ya</p> <p>b) Ikowaputa ihe mmuta di n'akukọ nkenke</p> <p>c) Itule agwa ndi batara n'akukọ</p> <p>d) Ikowaputa mkpuruokwu oheru ndi batara n'akukọ a guputara.</p>	<p>IHE UMUKWUKWO GA-EME</p> <p>1. Igu akuku nkenke</p> <p>2. Ikwu ihe ha mutara n'akukọ ha gurụ</p> <p>3. Ikowaputa uche ha gbasara agwa ndi ha gurụ banyere ha n'akukọ</p> <p>4. Iji mkpuruokwu oheru mebe ahirimfe</p> <p>NGWA NKUZI Akwukwo akukọ a horo, umuaka n'onwe ha, kaadi mgbubam.</p>
<p>7.</p>	<p>EKWUMEKWU</p> <p>a) Ikowa etu obi di mmadu dika: obi utu, iwe, onuma, obi ojoo, dgz.</p> <p>b) Iji ahirimfe di iche iche gosiputa etu obi di mmadu</p> <p>b) Irijo mmadu ihe dika</p> <p>i) Irijo enyemaka (dk.Biko, nnyere m aka...</p> <p>ii) Ekpere arijo (dk. Ka anyi rijo</p>	<p>IHE UMUKWUKWO GA-EME</p> <p>1. Ikwu ka obi di ha</p> <p>2. Iji ahirimfe kowaa ka obi na ahụ di ha</p> <p>3. Iriji onwe ha ihe</p> <p>4. Ide ihe odide</p> <p>NGWA NKUZI Akwukwo ogugu, umuaka n'onwe, kaadi mgbubam, dgz.</p>

	Chineke)	
8.	<p>NCHEKWA GBURUGBURU</p> <p>a) Nkọwa nchekwa gburugburu</p> <p>b) Ụzọ dị iche iche e si echekwa gburu gburu</p> <p>c) Idebe gburugburu ọcha</p> <p>d) Ngwa ndị e ji edobe gburugburu ọcha</p> <p>e) Uru na ọghom dị n'edobe maọbụ edobeghi gburugburu ọcha.</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME</p> <ol style="list-style-type: none"> 1. Ige ntị 2. Ikwu ụzọ ndị ha nwere ike isi chekwaa gburugburu ha 3. Ikposita ihe ndị e ji echekwe/edebe gburugburu ọcha 4. Ideputa uru na ọghom na-adi n'edobe/edobeghi gburugburu ọcha <p>NGWA NKỤZỊ</p> <p>Ngwa mmetụaka dị iche iche ndị e ji echekwa ma ndị e ji edobe gburugburu ọcha dika: Ọgụ, nkocha, reeki, nkata, abọ, aziza, dgz.</p>
9.	<p>AGỤMAGỤ: AKỤKỌ NKENKE</p> <p>a) Igu akụkọ abuo na-akọ maka idinotu, uru na ọghom ya</p> <p>i) Ntule akụkọ nkenke</p> <p>ii) Isiokwu/Ihe akụkọ na-akọ maka ya na nkenke.</p> <p>iv) Ihe mmụta dị n'akụkọ</p> <p>v) Nchikọta isiokwu akụkọ niile ha gurụ, aha odee na ihe mmụta sitere n'akụkọ yagasi</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME:</p> <ol style="list-style-type: none"> 1. Igu akụkọ nkenke a hoputara 2. Itule akụkọ 3. Ikwu n'isi, aha odee akụkọ, na ebe a mụrụ ya 5. Ikwu ihe ha mụtara n'akụkọ ya. <p>NGWA NKỤZỊ</p> <p>Akwukwo akuko a hoputara</p>
10.	<p>ỌNỤỌGỤGỤ</p> <p>i) Akara ndị e ji agụ ọny n'Igbo (Arithematical Signs) dika: Nwepu (-), Mgbako (+), Mmuba (X) na Okike (÷)</p> <p>ii) Mgbako na mwepu di mfe (1-10)</p>	<p>IHE ỤMỤAKWỤKWỌ GA-EME:</p> <ol style="list-style-type: none"> 1. Ikposita aka ndi e ji agụ ọnyogugu n'Igbo 2. Irugosi ha n'ederede 3. Iji akara ndi ziputa ọnyogugu n'Igbo
11.	MMUGHARỊ IHE A KUZIRI	
12.	ULE	
13.	MMECHI	

ASỤSỤ IGBO (L2)

JSS 2 TAM NKE ABUỌ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	<p>NRUGOSI</p> <p>a) Aha umu anumanu i) Anu ulo ii) Anu ohia iii) Anu ndi na-ebi na mmiri iv) Aha umu nnunu ufodu v) Iji aha anu ndi a mebe ahirimfe</p>	<p>IHE UMUAKWUKWO GA-EME:</p> <p>1. Ikposita aha anu ndi a 2. Igosiputa ha n'eserese 3. Iji ha mebe ahirimfe</p> <p>NGWA NKUZI</p> <p>Akwukwo ogugu, iche iche, foto/eserese, umuaka n'onwe ha, dgz.</p>
2.	<p>A) IZU NA IRE AHIA</p> <p>i) Mkpuruokwu ndi metutara ngwa ahia dika: ji, akwa, akpa, akpukpoukwu, osikapa, dgz. ii) Mkpuruokwu metutara izu na ire ahia dika: ego, ufo ego, shoopu, onye ahia, oreahia, igba ipara ahia, dgz. iii) Ndoko okwu dika: Ole, Ego ole? I nwere?</p> <p>B) IZU NA IRE AHIA na-agariri EKELE DABARA ADABA N'ORIRE NA OZUZU AHIA</p> <p>i) Kedu maka ahia? ii) Ahia o na-agakwa? dgz.</p>	<p>IHE UMUAKAWUKWO GA-EME:</p> <p>1. Ikposita mkpuruokwu metutara izu na ire ahia 2. Iji mkpuruokwu ndi a meputa ahirimfe</p> <p>1. Ikele ekele dabara adaba NGWA NKUZI</p> <p>1. Foto/ eserese, ngwa mmetuaka gasi dk. ite, oche, mma, aziza, akwukwo ogugu, ugbo ojii, dgz.</p>
3.	<p>AGUMAGU: ABU ODINALA</p> <p>1. Iguputa abu na uri Igbo di iche iche dika. i) Abu e ji eku nwa (Onye muru nwa na-ebe akwa?) ii) Abu agha (Nzogbu nzogbu) iii) Abu e ji akuzi akuku ahụ mmadu (dika kpa n'isi kpa, kpa na nti kpa) iv) Abu oru</p> <p>2. Nkwa okwu na nkebiokwu ndi di n'abu a ndi a guputara</p>	<p>IHE UMUAKWUKWO GA-EME:</p> <p>1. Igu abu odinala di iche iche 2. Iju a uju</p> <p>NGWA NKUZI</p> <p>Umuaka n'onwe ha, akwukwo ogugu, eserese, dgz.</p>
6.		

7.	<p>AGHỌTAAZAA: IJI MMADU ATU MGBERE AHIA i) Nguputa aghotaazaa ii) Nkwa ihe bu itu mgbere ahia (exportation of goods) iii) Nkwa ihe bu itu mgbere ahia mmadu iv) Oghom di n'iji mmadu atu ahia mgbere</p> <p>EKWUMEKWU: AHUIKE i) Ikpachapuru ahụ ike anyi anya ii) Ihe ufodu anyi ga na-eme iji nwee ahuike dk: idebe gburuburu ebe obibi anyi ocha, isa ahụ oge dum, ita atu, anughị ogwu/nri ndi meruru emeru, dgz. iii) Etu e si amata nri/ogwu ndi meruru emeru.</p> <p>AGUMAGU: ABU EDEREDE 1) Igu abu abuo sitere n'akwukwo abu a hoputara 2) Ntule odee abu, asusu nka na isiokwu/ ihe abu ya na-ako maka ya 3) Ichoputa ihe mmuta di n'ab a guru</p> <p>MPU ULE 1.a) Nkwa ihe ime mpu ule putara b) Uzọ di iche iche e si eme mpu ule c) Oghom na-esote ime mpu ule</p> <p>2. AGUMAGU: ABU EDEREDE a) Igu abu ederede abuo a hoputara b) Nchikota abu ndi a guru na ihe mmuta ha gasi d) Ikwaputa mkpuruokwu oheru ndi batara n'abu a guputara.</p>	<p>IHE UMUAKWUKWO GA-EME: 1. Igu aghotaazaa 2. Iza ajuju na-esote ya 3. Ikwu oghom itu mgbere ahia mmadu</p> <p>NGWA NKUZI: Akwukwo ogugu, ederede, dgz.</p> <p>IHE UMUAKWUKWO GA-EME 1. Ikwu ihe ha ga-eme iji nodu n'ahuike 2. Ikwa ogwu/nri meruru emeru na etu e si amatagasi ha</p> <p>NGWA NKUZI: Akwukwo ogugu, tepu rekoda, dgz.</p> <p>IHE UMUAKWUKWO GA-EME 1. Igu abu 2. Ikwu aha onye dere abu na isiokwu abu ya 3. Ikwu ihe mmuta di n'abu.</p> <p>NGWA NKUZI Akwukwo abu a hoputara,</p> <p>IHE UMUAKWUKWO GA-EME 1. Ikwa mpu ule na oghom ya</p> <p>NGWA NKUZI Akwukwo ogugu, tepurekoda, umyaka n'onwe ha, dgz.</p> <p>IHE UMUAKWUKWO GA-EME 1. Igu abu 2. Ikwu ihe abu na-akwu maka Ya 3. Ikwu ihe mmuta di n'abu</p> <p>NGWA NKUZI</p>
8.		

9.	<p>EKWUMEKWU</p> <p>a) Ikwowa etu obi di mmadu dika: obi utu, iwe, onuma, obi ojoo, dgz.</p> <p>b) Iji ahirimfe di iche iche gosiputa etu obi di mmadu</p> <p>b) Irijo mmadu ihe dika</p> <p>i) Irijo enyemaka (dk.biko, nnyere m aka...</p> <p>ii) Ekpere arijo (dk. Ka anyi rijo Chineke)</p>	<p>Akwukwo abu a horo</p> <p>IHE UMUAKWUKWO GA-EME</p> <ol style="list-style-type: none"> 1. Ikwowa ka obi di ha 2. Irijoita onwe ha ihe 3. Imebe ahirimfe <p>NGWA NKUZI</p> <p>Akwukwo ogugu, umuaka nonwe ha, ugbo ojii, tepu-rekodu, dgz.</p>
10.	<p>NCHEKWA GBURUGBURU</p> <p>a) Nkwowa nchekwa gburugburu</p> <p>b) Uzọ di iche iche e si echekwa gburu gburu</p> <p>c) Idebe gburugburu ocha</p> <p>d) Ngwa ndi e ji edobe gburugburu ocha</p> <p>e) Uru na oghom di n'idob/edobeghi gburugburu ocha</p>	<p>IHE UMUAKWUKWO GA-EME</p> <ol style="list-style-type: none"> 1. Ige nti 2. Ikwu uzọ di iche iche e si echekwa gburugburu 3. Ikpọsita ngwa ndi e ji edobe gburugburu ocha 4. Ikwu uru/oghom di n'idebe gburu gburu ocha. <p>NGWA NKUZI</p> <p>Ngwa mmetuaka di iche iche ndi e ji echekwa ma ndi e edobe gburugburu ocha dika: Ogụ, nkocha, keeki, nkata, abo, aziza, dgz.</p>
11.	<p>MMUGHARI IHE A KUZIRI</p>	
12.	<p>ULE</p>	
13.	<p>MMECHI</p>	
14.		

ASUSU IGBO (L2)

JSS 2 TAM NKE ATỌ

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	<p>A) EZINULO 1. Nrugosi ndi no n'ezinulo site n'aha, umunne na etu ha si metuta dk. Nne, nna, ada, okpara, nne ochie, ndi ogo, dgz.</p> <p>B) ETU AHU DI MMADU 1. Nkwa etu ahu di mmadu dika ahu mgbu, ike ogwugwu, aguu, akpiri ikpo nku, dgz. 2. Nkwa ihe mmadu choro na ihe ndi na-akpa ya dk: Achoro m iri nri, Achoro m ihi ura, dgz.</p>	<p>IHE UMUKWUKWO GA-EME: 1. Ige nti 2. Iza ajuju 3. Ide ihe odide NGWA NKUZI Akwukwo ogugu, foto/eserese iche iche na-egosi udi ezinulo e nwegasiri, dgz.</p> <p>IHE UMUKWUKWO GA-EME: 1. Ige nti 2. Irugosi eserese 3. Ikwuputa ihe na-akpa ha na ka ahu di ha NGWA NKUZI Ugbo ojii, akwukwo ogugu, eserese, kaadi mgbubam, umukwukwo n'onwe ha, dgz.</p>
2.	<p>ONUOGUGU 1. Ihe ndi e nwere ike igu onu di na gburugburu anyi 2. Ihe ndi e nweghi ike igu onu dika: nnu, mmiri, aja, dgz. 3. Onuogugu mpekele dk. $\frac{1}{2}$, $\frac{1}{4}$, $2\frac{1}{2}$,dgz. 4. Iji onuogugu mebe ahirimfe</p>	<p>IHE UMUKWUKWO GA-EME: 1. Igu onuogugu 2. Irugosi onuogugu 3. Ideputa onuogugu NGWA NKUZI Chaati, kaadi mgbubam, osisi, okwuchi karama, ugbo ojii, okwute, dgz</p>
3.	<p>A) INU OGWU AGHARA AGHARA 1. Nkwa ihe ogwu bu 2. Udi ogwu di iche iche dk. ogwu mmiri, mkpurugwu, ogwu otite 3. Ndi kwesiri inye ogwu 4. Oghom di n'ime ogwu aghara aghara</p>	<p>IHE UMUKWUKWO GA-EME 1. Ikwu ogwu na ihe inu ogwu aghara putara aghara 2. Ikposita aha ogwu di iche iche 3. Ikwu ndi kwesiri inye ogwu 4. Ideputa uru na oghom inu ogwu aghara aghara NGWA NKUZI Akwukwo ogugu, ugbo ojii,</p>

<p>4.</p>	<p>B) IWU GBASARA OKPOROUZO</p> <ol style="list-style-type: none"> 1. Iguputa na nkowa iwu metutara okporouzo 2. Akara/eserese ndi metutara okporouzo awaraawa. 3. Iji ha mebe ahiri mfe 	<p>foto/eserese umuogwu di gasi iche iche, kaadi mgbubam, dgz</p> <p>IHE UMUKWUKWO GA-EME</p> <ol style="list-style-type: none"> 1. Iguputa na ikowa iwu ndi a 2. Ikowa akara/eserese ndi a na-ahu n'okporouzo <p>NGWA NKUZI: Akwukwo ogugu. akara/eserese di iche iche metutara okporouzo</p>
<p>5.</p>	<p>MGBA ANO DI N'UWA (The four cardinal points)</p> <ol style="list-style-type: none"> 1. Nkowa na ntuziaka iji gosiputa mgba ano di n'owa dk. Ugwu (North), Odida (West), Owuwa anyanwu (East) na Ndidaanyanwu (South) 2. Okwu ndi e ji eziputaa ha n'igbo dika: mgbada ugwu (valley), n'ihu na azu (front and back), dgz. 3. Steeti ndi nogasi na mgba ano ndi a 	<p>IHE UMUKWUKWO GA-EME</p> <ol style="list-style-type: none"> 1. Ikwu mgba ano ndi e nwere 2. Ikposita okwu nji e ji egosiputa ha 3. Ikwu Steeti ndi nogasi na mgba ano ndi a <p>NGWA NKUZI Maapu Najirja, akwukwo ogugu, foto/ eserese, kaadi mgbubam, dgz.</p>
<p>6.</p>	<p>1. IKWALITE ONODU AGUM-AKWUKWO UMU NWAANYI</p> <ol style="list-style-type: none"> i) Nkowa agumakwukwo na uru o bara ii) Agumakwukwo umunwaanyi n'oge gboo ma n'ugbu a iii) Ikike umunwaanyi nwere gbasara agumakwukwo <p>MKPARITAUKA</p> <ol style="list-style-type: none"> iv) Uru agumakwukwo umu nwaanyi na-ewetara ala anyi v) Mkpa o di na nwaanyi ga-agulite akwukwo n'ogo di elu tupu o luo di 	<p>IHE UMUKWUKWO GA-EME</p> <ol style="list-style-type: none"> 1. Ikwu uru agumakwukwo bara 2. Ikparitauka gbasara uru di n'agumakwukwo umuaka nwaanyi <p>NGWA NKUZI: Akwukwo ogugu, foto/ eserese umunwaanyi ndi guru akwukwo aha ha na-ada uda.</p>
<p>7.</p>	<p>AGUMAGU: EJJE EDEREDE</p> <p>Igu ejije a hoputara</p> <ol style="list-style-type: none"> i) Nkowa odee ejije, isiokwu, ndi nisiokwu ejije ya ii) Ogugu akwukwo ejije 	<p>IHE UMUKWUKWO GA-EME:</p> <ol style="list-style-type: none"> 1. Igu ejije 2. Ikwu aha odee, isiokwu na ihe ejije ya na-akowa

	<p>c) Nkọwa asụsụ nka odee, mkpuru-okwu na okwu ọhuru batara n'ihe a guru</p> <p>a) Iji okwu ọhuru ndi a guta mebe ahiriokwu</p> <p>9. IDI OCHA NKE ONWE</p> <p>1. Nkọwa ihe idi ocha nke onwe putara</p> <p>2. Ihe ndi na-ebute adighi ocha</p> <p>3. Uzo di iche iche anyi si edobe onwe anyi ocha</p> <p>4. Uru idi ocha na-ewetara anyi</p> <p>5. Oghom adighi ocha na-ewetara anyi</p> <p>10. AGUMAGU: EJIJE EDEREDE</p> <p>a) Igu akwukwo ejije a hoputara</p> <p>b) Ikowaputa ihe mmuta di n'akuko</p> <p>c) Nkọwa okwu ọhuru putara n'ihe a guru</p> <p>11. AGUMAGU: EJIJE na-agariri</p> <p>a) Itule agwa ndi batara n'akuko</p> <p>b) Ikowaputa mkpuruokwu ọhuru ndi batara n'akuko a guputara.</p> <p>c) Itule omenala ndi batara n'ejije</p> <p>e) Nchikota ejije na ihe ejije na-ako maka ya</p> <p>12. MMUGHARI IHE A KUZIRI</p> <p>ULE/MMECHI</p>	<p>3. Ikowa okwu ọhuru ha guta</p> <p>4. Iji okwu ọhuru meputa ahiriokwu</p> <p>IHE UMUAKWUKWO GA-EME</p> <p>1. Ikwuputa uzo ha ga-esi edebe onwe ha ocha</p> <p>2. Ikwu uru na oghom adighi ocha na-ebute.</p> <p>NGWA NKUZI</p> <p>Akwukwo ogugu, eserese nri adighi ocha, mmiri adighi ocha, uwe adighi ocha, tepurekoda, dgz.</p> <p>IHE UMUAKWUKWO GA-EME</p> <p>1. Igu akwukwo ejije</p> <p>2. Ikwu ihe mmuta sitere n'ejije</p> <p>3. Ikowa okwu ọhuru</p> <p>NGWA NKUZI</p> <p>Akwukwo ejije a horo</p> <p>IHE UMUAKWUKWO GA-EME</p> <p>1. Inye nkowa gbasara agwa ndi di n'ejije</p> <p>2. Idepota omenala ndi putara ihe n'ejije</p> <p>3. Ikowa okwu ọhuru na iji ha mebe mkpuruokwu</p>
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ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÉ ISĚ
1.	<p>ÈDÈ: Sílèbù Èdè Yorùbá</p> <p><u>ÀKÓÓNÚ ISĚ</u></p> <p>1. Oríkì sílèbù .</p> <p>2. Ìhun sílèbù (F, KF, Kos (N)</p> <p>3. Pípín òrõ sí sílèbù</p>	<p>OLÙKÖ</p> <p>1. Sô oríkì sílèbù</p> <p>2. Śe àlàyé ìhun sílèbù</p> <p>3. Sç õpõlõpõ àpççrç pínpín òrõ sí sílèbù sójú pátákó</p> <p>AKĚKÖÖ</p> <p>1. Tètì sí àlàyé olùkô</p> <p>2. Śe àpççrç pípín òrõ sí sílèbù fúnra rê</p> <p>3. Kô ohun tí olùkô kô saju pátákó sínú ìwé</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>Pátákó ìkõwé.</p>
2.	<p>ÀSÁ: Êsin Ìbílê Yorùbá</p> <p><u>ÀKÓÓNÚ ISĚ</u></p> <p>1. Pàtàkì Êsin Láwùjô Yorùbá</p> <p>2. Ìgbàgbö Àti Èrò Àwôn Yorùbá Nípa Olódùmarè</p> <p>3. Ipò Olódùmarè</p> <p>4. Òrìsà Ilê Yorùbá</p> <p>5. Êsin òde òní:</p> <p>* Mùsùlùmí</p> <p>* Ômôlèyìn Jésù</p>	<p>OLÙKÖ</p> <p>1. Śe àlàyé ipa ti êsin ní kó láwùjô</p> <p>2. Śe àlàyé ipò Olódùmarè nínú êsin</p> <p>3. Śàlàyé nípa àwôn òrìsà ilê Yorùbá àti bí a ti ní sìn wôn.</p> <p>4. Śe àlàyé àjôse àárin àwôn çlèsin ìbílê, Mùsùlùmí àti Ômôlèyìn Jésú</p> <p>AKĚKÖÖ</p> <p>1. Sô ohun ti wôn mō nípa êsin ìbílê Yorùbá àti êsin ìgbàlódé</p> <p>2. Jíròrò nípa àjôse Olódùmarè, àwôn òrìsà àti olùsin wôn.</p> <p>3. Jíròrò lórí ìjà êsin àti bí a se lè dékun rê.</p> <p>OHUN-ÈLÒ ÌKÖNI</p>

		<p>1. Àwòrán àwôn çlèsìn orísíí mètêêtà níbí isìn.</p> <p>2. Fídìò</p> <p>3. Sinimá</p>
3.	<p>LÍTIRÈSÕ: Àsàyàn Ìwé Itàn Àròsò Òlörö Geere</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <p>1. Ìsônísókí isèlê inú itàn abáyému</p> <p>2. Êkò àti kókó òrö tó sùýò àti Ìbáyému òrö tó ní ló lówùjò, (bí àpçççç ipò/ ipín obìnrin lówùjò, ikòlura èsìn, òmòlúàbí, itòjú àyíká, ìlera, ààrùn èèdì/ rómòlówòlèsè abbl)</p> <p>3. Êdá itàn àti ifiwàwèdá</p> <p>4. Ilò èdè:</p> <p>(a) Ònà èdè</p> <p>- Àfiwé</p> <p>- òwe</p> <p>- Àkànìò èdè</p> <p>(b) Àwítúnwí</p> <p>- Ìfirómòrisí</p> <p>- ifohungbohùn abbl</p>	<p>OLÜKÖ</p> <p>1. Še ifààrà lórí òýkòwé àti ohun tí itàn náà dálé.</p> <p>2. darí akèkòò láti tún itàn sò</p> <p>3. Še àlàyé lórí àwôn kókó-òrö tó sùýò àti Ìbáyému wôn</p> <p>4. Še àlàyé nípa àwôn èdá itàn àti ifiwàwèdá wôn</p> <p>5. darí ijíròrò nípa ilò èdè nínú itàn náà.</p> <p>AKÈKÖÖ</p> <p>1. Ka ìwé náà</p> <p>2. tún itàn náà sò ní sókí</p> <p>3. jíròrò lórí kókó-òrö inú ìwé náà àti Ìbáyému wôn</p> <p>4. Tètí sí àlàyé olükö nípa èdá itàn àti ifiwàwèdá wôn.</p> <p>5. Kópa nínú ijíròrò lórí ilò èdè.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ìwé tí a yàn fún kíkà.</p> <p>2. Àwòrán díê lára isèlê tó köni lèkòò nínú ìwé náà.</p>
4.	<p>ÒÝKÀ: Oókanléláàádöjò dé igba (151 – 200). Kíka owó Náírà</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <p>Òýkà láti Oókanléláàádöjò dé igba (151-200). Òýkà owó náírà b.a. náírà kan, náírà méjì, ogún náírà, ògbò náírà abbl.</p>	<p>OLÜKÖ</p> <p>1. Tò àwôn akèkòò sònà láti ka òýkà - Oókanléláàádöjò dé igba (151 – 200).</p> <p>2. Še àlàyé igbésè òýkà ní kíkún.</p> <p>3. Tò akèkòò sònà láti ka owó náírà pèlú òýkà Yorúbá.</p> <p>AKÈKÖÖ</p>

		<p>1. Ka òyà láti Oókanléláàádöjô dé igba (151 – 200).</p> <p>2. Dá òyà tí a kô sójú pátákó mō ní òkōōkan</p> <p>3. Dá owó náírà mō àti bí a še ní pè wōn ní ìlàà òyà Yorùbá</p> <p>4. Kô òyà tí olùkô kô sójú pátákó sínú ìwé.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Kádíböödù tí a kô òyà láti Oókanléláàádöjô dé igba (151 – 200).</p> <p>2. Káàdi pélébé pélébé tí a kô òyà kōōkan sí.</p> <p>3. Owó náírà lóríírísi.</p>
5.	<p>ÈDÈ: Oríírísi Gbólóhùn (Ìhun)</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Oríkì Gbólóhùn</p> <p>2. Oríírísi Gbólóhùn</p> <p>* Alábödé</p> <p>* Alákànpō</p> <p>* Oníbō</p>	<p>OLÙKÖ</p> <p>1. Fún gbólóhùn ní oríkì</p> <p>2. Še àlàyé ìhun òkōōkan àwōn orísi gbólóhùn mètêêta</p> <p>3. Še àpççrç òkōōkan irú àwōn gbólóhùn náà, kô wōn sára pátákó, kí o sì kà wōn fún akèkōō.</p> <p>4. Darí akèkōō láti še àwōn àpççrç mìiràn yàtō sí èyí tí olùkô še.</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí àlàyé olùkô nípa oríkì gbólóhùn àti ìhun òkōōkan àwōn orísi gbólóhùn mètêêta náà.</p> <p>2. Da àwōn àpççrç tí olùkô kô sára pátákó kô sínú ìwé rç.</p> <p>3. Pe àwōn gbólóhùn náà télé olùkô</p> <p>4. Še àwōn àpççrç mìiràn yàtō sí èyí tí olùkô še.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <ul style="list-style-type: none"> • Kádíböödù tí a kô àpççrç gbólóhùn alábödé, oníbō àti alákànpō sí.

<p>6.</p>	<p>ÈDÈ: Àmì Ohùn</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <ol style="list-style-type: none"> 1. Oríkì àmì ohùn 2. Àlàyé lórí orísí ohùn Yorùbá mètêêta àti àmì wôn <ol style="list-style-type: none"> i. Ohùn àárin – (a kì í fi í hàn lórí òrò) ii. Ohùn ìsàlê – \ iii. Ohùn òkè - / 3. Fáwèlì àti orísírísí àmì ohùn kǒǒkan lórí fáwèlì kǒǒkan. Bí àpççrç: à, a, á, è, e, é, abbl 4. Àmì ohùn lórí òrò onísílèbù kan. B.a: bá, dà, kan abbl. 	<p>OLÙKÖ</p> <ol style="list-style-type: none"> 1. Fún àmì ohùn ní oríkì 2. Śe àlàyé orísí àmì ohùn mètêêta 3. Kò àwôn fáwèlì pèlú ohùn orí wôn 4. Kò òrò onísílèbù kan àti òlöpö sílèbù sára pátákó 5. pè wôn fún akèkǒö. <p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. Tètí sí àlàyé olùkò lórí oríkì àmì ohùn àti àwôn àmì mètêêta. 2. Śe àdàkò fáwèlì àti àwôn òrò tí olùkò kò. 3. Pe àwôn fáwèlì àti òrò náà bí olùkò śe pè wôn. <p>OHUN-ÈLÒ ÌKÖNI</p> <ul style="list-style-type: none"> • Kádíböödù tí ó ñ śe àfihàn àwôn àmì ohùn lórí fáwèlì, òrò onísílèbù kan àti òlöpö sílèbù.
<p>7.</p>	<p>ÀŚÀ: Ìranra-çni-löwö</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <ol style="list-style-type: none"> 1. Èsúsú 2. Àjò 3. Òwê 4. Àáró 5. Àrokodóko 6. Çgbè aláfôwösowöpö òde òní. 	<p>OLÙKÖ</p> <ol style="list-style-type: none"> 1. Śe àlàyé orísírísí àśà ìranra-çni-löwö àti àyfaàní wôn 2. Śe àlàyé ipò àśà ìranra-çni-löwö nínú isè àjùmöśe àti òrò-ajé 3. Darí akèkǒö láti jíròrò lórí çgbè aláfôwösowöpö. 4. Kó akèkǒö lô sò ìdí çbu níbi tí wôn ti ñ jò fôwö-so-wöpö síśè <p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. Tètí sí àwôn àlàyé olùkò, sì śe àkòsilê kókó-òrò bí ó ti yç. 2. Śe ìbèèrè lórí ohun tí kò bá yé e.

		<p>3. Kópa nínú ìjíròrò tí olùkò darí lórí ẹgbẹ̀ aláfòwòsowöpö lóde òní</p> <p>4. Tèlé olùkò lô sí ẹbu láti lô wo àwôn òsìsẹ̀ bí wòn ẹ́e ní sísẹ̀.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Fídìò</p> <p>2. Fíìmù</p> <p>3. Àwòrán</p>
8.	<p>LÍTÍRÈSÖ: Àsàyàn ìwé eré-onítàn</p> <p>ÀKÓÓNÚ ISË</p> <p>1. Ibùdó ìtàn</p> <p>2. Àhunpö ìtàn</p> <p>3. Àsà tó súyô</p> <p>4. Kókó-örö</p> <p>5. Ìfiwàwêdá</p> <p>6. Ìlò èdè</p>	<p>OLÜKÖ</p> <p>1. Darí akèköö láti ka eré-onítàn náà.</p> <p>2. Ẹ́e ìfáàrà lórí òyókówé àti ohun tí eré náà dá lé.</p> <p>3. Fa àwôn kókó örö yô</p> <p>4. Jíròrò lórí èdá ìtàn àti ìfiwàwêdá wôn</p> <p>5. Ẹ́e àfiwé ìsélê inú ìtàn pèlú örö tó ní lò lówùjò.</p> <p>6. Ẹ́e àlàyé lórí ilò èdè</p> <p>7. Darí ìseré ní kíláásì, ìbá à jẹ̀ ìran kan àbí méjì</p> <p>AKÈKÖÖ</p> <p>1. Ka eré-onítàn náà.</p> <p>2. Ìjíròrò lórí ìsélê tí wòn ti gbö rí/ kà rí, tí ó fi ara pè èyí tí wòn kà.</p> <p>3. Fa êkò tí wòn rí kö yô.</p> <p>4. Töka sí orísírísí ilò èdè</p> <p>5. Jíròrò lórí àwôn èdá ìtàn àti ìfiwàwêdá wôn</p> <p>6. Kópa nínú ìseré tí olùkò darí ní kíláásì.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ìwé ìròyìn</p>

		<p>2. ìwé ìròyìn tí ìsèlê tó fara pè ti inú ìwé ti wáyé.</p> <p>3. fìimù tó bá eré mu (tí ó bá wà)</p> <p>4. Aṣô eré</p> <p>5. Ohun èlò ìseré</p>
9.	<p>ÀṢÀ: Òyàkà òjò àti osù ní ilé Yorùbá</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Òyàkà àwôn òjò tí ó wà nínú òsè. Ìtàn tí ó rǒ mǒ òn. Òjò Ajé, Ìsègun, Òjörú, Òjòbǒ, Çtì, Àbámèta.</p> <p>2. Àwôn osù tí ó wà nínú òdún: Sèrè, Èrèlé, Erénà, Igbe, Èbìbí, Okúdù, Agçmô, Ògun, Òwèwè, Òwàrà, Belu, Òpç.</p>	<p>OLÙKÖ</p> <p>1. Śe àlàyé iye òjò tí ó wà nínú òsè fún akèkǒ</p> <p>2. Kò akèkǒ láti kò orin tí ó rǒmò àwôn òjò tó wà nínú òsè</p> <p>3. Śe àlàyé iye osù tí ó wà nínú òdún fún akèkǒ.</p> <p>4. Darí akèkǒ láti kò orin tí ó rǒmò àwôn osù tó wà nínú òdún.</p> <p>AKÈKÖ</p> <p>1. Tètí sí àwôn àlàyé olùkò nípa iye òjò tí ó wà nínú òsè àti iye osù tí ó wà nínú òdún.</p> <p>2. Kópa nínú orin tí olùkò darí ní kíláási.</p> <p>3. Śe àkòsílè ohun tí olùkò kò sójú pátákó sí inú ìwé.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Kádíböödù tí a kò àwôn òjò tí ó wà nínú òsè àti osù tí ó wà nínú òdún sí.</p> <p>2. Káàdì pélébé pélébé tí a kò àwôn òjò àti osù sí</p>
10.	<p>ÈDÈ: Aáyan Ògbufǒ</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Oríkì aáyan ògbufǒ</p> <p>2. Ìtónisònà lórí bí a śe ní śe aáyan ògbufǒ</p> <p>3. Śíśe aáyan ògbufǒ çlèyô òrǒ láti èdè Gèèsì sí Yorùbá</p>	<p>OLÙKÖ</p> <p>1. Fún aáyan ògbufǒ ní oríkì.</p> <p>2. Śe àlàyé bí a śe ní śe aáyan ògbufǒ.</p> <p>3. Śe aáyan ògbufǒ çlèyô òrǒ láti èdè Gèèsì sí Yorùbá.</p> <p>4. Túmǒ gbólóhùn kèèkèkèké láti èdè Gèèsì sí Yorùbá</p>

	<p>4. Túmõ gbólóhùn kéèkèèké láti èdè Gêèsì sí Yorùbá.</p>	<p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. Tètí sí bí olùkò sé ń tùmõ àwôn çyô òrõ àti gbólóhùn 2. Kò àwôn çyô òrõ àti àwôn gbólóhùn tí olùkò kò sí ojú pátákó sí inú ìwé wôn. <p>OHUN-ÈLÒ ÌKÖNI</p> <ul style="list-style-type: none"> • Pátákó ìkõwé • Síse àmúlò àwôn ohun èlò tó wà nítòsì bí i owó, àga, omi, pátákó ìkõwé, síbí, abbl
<p>11.</p>	<p>ÀSÀ: Oúnjç Ilê Yorùbá</p> <p>ÀKÓÓNÚ ISÈ</p> <ol style="list-style-type: none"> 1. Oríkì oúnjç 2. Orísírísí oúnjç 3. Bí a sé ń sé oúnjç kōōkan. 4. Ìsōrí Ìsōrí oúnjç afáralókun àti amáradán 5. Àfiwé oúnjç àtijö àti ti òde òní. 	<p>OLÙKÖ</p> <ol style="list-style-type: none"> 1. Sô oríkì oúnjç 2. Sô orísírísí oúnjç 3. Sé àlàyé bí a sé ń sé oúnjç kōōkan 4. Kò àwôn oúnjç tí ó bö sí Ìsōrí kan náà sójú pátákó 5. Sōrõ lórí àyfaàní oúnjç láti oko àti ewu oúnjç inú agolo <p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. Tètí sí àlàyé olùkò. 2. Sô èrò tiwôn lórí oúnjç 3. Kò ohun tí olùkò kò sójú pátákó sínú ìwé. 4. Ya àtç tí olùkò yà sójú pátákó. <p>OHUN-ÈLÒ ÌKÖNI</p> <ul style="list-style-type: none"> • Orísírísí oúnjç tútù • Àwòrán • Ohun èlò ìseunjç: ìkòkò, epo, iyõ, irú, ewébê, sítòòfù àdògán abbl
<p>12.</p>	<p>ÈDÈ: Gbólóhùn</p> <p>ÀKÓÓNÚ ISÈ</p> <ol style="list-style-type: none"> 1. Ìbéèrè 	<p>OLÙKÖ</p> <ol style="list-style-type: none"> 1. Sé àlàyé ìhun òkōōkan àwôn orísí gbólóhùn mètêêta náà.

	<p>2. Àlàyé</p> <p>3. Àsç</p>	<p>2. Da àwôn àpççrç tí olùkò kò sójú pátákó kò sínú ìwé rç</p> <p>3. Pe àwôn gbólóhùn náà télé olùkò</p> <p>4. Śe àwôn àpççrç mìíràn yàtõ sí àwôn èyí tí olùkò ti śe</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <ul style="list-style-type: none"> • Kádíböödù tí a kò àpççrç gbólóhùn ìbéèrè, àlàyé àti àsç sí.
13.	ÀTÚNYÈWÒ ÈKÖ	
14.	ÌDÁNWÒ	

YORÙBÁ JSS 2 TÁÀMÙ KEJÌ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÈ ISÈ
1.	<p>LÍTÍRÉSÕ: Àsàyàn ìwé (Ewì Àpilêkô)</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Àwôn ewì tó wà nínú ìwé tí a yàn</p> <p>2. Kókó òrô b.a. iwà èniyàn; àwôn êdá miiran tí kì í sé èniyàn, òrô tó ní lô lówùjô,, ikôlura êsin, ipò obinrin, ètò òrô-ajé, ísakô/ ísabo – gbogbolômô, éèdì.</p> <p>Àkíyèsí: Ó pôn dandan láti yan iwé ewì tí ó ní àwôn àkóónú kókó òrô wõnyí</p> <p>3. Ònà èdè àti isôwôlo-èdè.</p>	<p>OLÙKÖ</p> <p>1. Ka ewì sí etígbõõ àwôn akèkõõ</p> <p>2. Sé àlàyé lórí ewì tí a kà</p> <p>3. Kô àwôn kókó òrô jáde</p> <p>4. Sé àlàyé ní kíkún lórí;</p> <p>* ònà èdè àti isôwôlo-èdè.</p> <p>* kókó òrô</p> <p>* Êkô tó kôni</p> <p>* Darí ìjíròrò nípa àwôn kókó inú êkô yíí ní kíláásì</p> <p>AKÈKÖÖ</p> <p>1. ka ewì tí olùkô kà fúnra rç</p> <p>2. kô àwôn kókó tí olùkô kô sójú pátákó sínú iwé</p> <p>3. kópa nínú ìjíròrò tí olùkô sé nínú kíláásì.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ìwé tí a yàn</p> <p>2. Àwòrán àwôn ohun tí ewì dá lé lórí.</p>
2.	<p>ÀSÀ: Ogun àti Àlàáfíà</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. kí ni ogun? Kí sì ni ìdí tí ó fi máa ní wáyé?</p> <p>2. Ogun Yorùbá láyé àtijö</p> <p>- orúkô ogun b.a. jálumi, kírijí abbl</p>	<p>OLÙKÖ</p> <p>1. Sé àlàyé ohun tí ogun jè àti ìdí tí ó fi máa ní wáyé</p> <p>2. Sé àlàyé nípa orísírísí ogun Yorùbá</p> <p>3. Sé àlàyé àyfaàní tí ó wà nínú ogun jija. (jè kí akèkõõ mō pé èyí mō níba. Àwôn èniyàn péréte sì ní ó máa ní sába kàn).</p>

	<p>- Àwôn jagunjagun b.a. Ìbíkúnlé, Ògúnmolá, Ògèdèygbé abbl</p> <p>- Ohun èlò ogun b. a. ôfà, ôkô, idà, ìbôn, oògùn.</p> <p>3. Àyfaàní ogun jíjà; ònà ìdáàbòbo ilú çni, láti kó ilú çni lèrú, abbl</p> <p>4. Àléébù ogun nípa ôsè tó ń sè</p> <p>- Dá òtá sílê</p> <p>- Run ilú</p> <p>- Fa ìyàn, abbl</p> <p>5. Ònà láti dèkun ogun jíjà.</p> <p>- Yíyàgò fún aáwõ.</p>	<p>4. Sè àlàyé àléébù tí ó wà nínú ogun (jè kí akèkõõ mō pé èyí máa ń kan èniyàn púpõ ju ti àyfaàní rē lō).</p> <p>5. Sè àlàyé pé kò sí ifòkànbalê àti idàgbàsókè ní àkókò ogun.</p> <p>AKÈKÕÕ</p> <p>1. Tètí sí àwôn àlàyé olùkò</p> <p>2. sè àkòsílê sínú iwé rç bí ó ti yç.</p> <p>3. Wo àwòrán fîmù, fídìò abbl tí olùkò fihàn</p> <p>4. kópa nínú ìjíròrò tí olùkò darí</p> <p>OHUN-ÈLÒ ÌKÕNI</p> <p>1. Téèpù</p> <p>2. kásèêtì</p> <p>3. Fídìò</p> <p>4. fîmù</p> <p>5. Àwòrán</p> <p>6. Tçlifisàn</p>
3.	<p>ÈDÈ: Àtúnýèwò Ìsòrí Òrõ - Òrõ-Orúkò àti Òrõ-Ìsè</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <p>1. Àlàyé lórí òrõ-orúkò</p> <p>2. Isè tí òrõ-orúkò ń sè nínú gbólóhùn</p> <p>3. Àlàyé lórí orísírísí òrõ-orúkò</p> <p>4. Àlàyé lórí òrõ-ìsè</p> <p>5. Isè tí òrõ-ìsè ń sè nínú gbólóhùn.</p>	<p>OLÙKÒ</p> <p>1. Sè àlàyé lórí òrõ-orúkò</p> <p>2. Sè àlàyé isè tí òrõ-orúkò ń sè nínú gbólóhùn. B.a olùwà, àbõ àti èyán.</p> <p>3. Dárúkò orísírísí òrõ-orúkò pèlú àpççrç wôn. B.a, orúkò èniyàn, çranko, aseékà, çlèmií abbl.</p> <p>4. Sè àlàyé lórí òrõ-ìsè</p> <p>5. Sè àlàyé isè tí òrõ-ìsè ń sè nínú gbólóhùn. (jè kí akèkõõ mō pé òun ni òpómúléró àti kókó gbólóhùn)</p>

		<p>AKĒKŌÖ</p> <ol style="list-style-type: none"> 1. Tētí sí àlàyé olùkò lórí isōrí òrō-orúkò àti òrō-ìsé. 2. Kò àwôn àpççrç tí olùkò sé sínú ìwé. 3. Sé àwôn àpççrç tìrç lábè ìdarí olùkò. <p>OHUN-ÈLÒ ÌKŌNI</p> <ol style="list-style-type: none"> 1. kádìböödù 2. káàdì pélébé pélébé.
4.	<p>ÀSÀ: Òyà- Òtálénígba-ó-dín mèsàn-án dé òödúnrún</p> <p>ÀKÓÓNÚ ISĒ</p> <p>Òyà láti Òtálénígba-ó-dín mèsàn-án dé òödúnrún (251 – 300). Kíkà</p> <p>260 = Òtálénígba</p> <p>280 = Òrìnlénígba</p> <p>300 = Òödúnrún</p>	<p>OLÙKŌ</p> <ol style="list-style-type: none"> 1. Tò akéköö sònà láti ka òyà láti Òtálénígba-ó-dín mèsàn-án dé òödúnrún (251-300) 2. Sé àlàyé ìgbésè òyà ní kíkún. <p>AKĒKŌÖ</p> <ol style="list-style-type: none"> 1. ka òyà láti Òtálénígba-ó-dín mèsàn-án dé òödúnrún (251 – 300) 2. Dá òyà tí a kò sójú pátákó mō ní òkōkan. 3. kò òyà tí olùkò kò sójú pátákó sínú ìwé. <p>OHUN-ÈLÒ ÌKŌNI</p> <ol style="list-style-type: none"> 1. kádìböödù tí a kò òyà láti Òtálénígba-ó-dín mèsàn-án dé òödúnrún (251 – 300) sí. 2. káàdì pélébé pélébé tí a kò òyà kōkan sí.
5.	<p>ÈDÈ: Fónètíki – Àpèjúwe ìró Kòńsónáyì</p> <p>ÀKÓÓNÚ ISĒ</p> <ol style="list-style-type: none"> 1. Kòńsónáyì: b, d, f, g, gb, h, j, k, l, abbl 2. Àpèjúwe ìró kòńsónáyì <p>- ibi ìsçnupè</p>	<p>OLÙKŌ</p> <ol style="list-style-type: none"> 1. Kò kòńsónáyì Yorùbá lápapō sójú pátákó fún akéköö 2. Sé àpèjúwe ìró kòńsónáyì fún akéköö lórí àtç kòńsónáyì <p>- ibi ìsçnupè b.a. Àfèji-ètèpè, Àfáfásépè, àfèrigipè abbl</p>

	<p>- ònà ìsçnupè</p> <p>Ipò tán-án-ná</p>	<p>- ònà ìsçnupè b.a. àrèhön, àfúnnupè, àsenupeè abbl</p> <p>- ipò tán-án-ná b.a akùnyùn tàbí àikùnyùn</p> <p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. fetí sí bí olùkò sé pe àwôn ìró kòńsónáyti náà 2. pe àwôn ìró kòńsónáyti náà bí olùkò sé pe wön. 3. Ya àtç ìró kòńsónáyti tí olùkò fi sé àpèjúwe ibi ìsçnupè, ònà ìsçnupè àti ipò tán-án-na 4. Sé àdàkò àwôn ohun tí olùkò kò sójú pátákó sínú iwé <p>OHUN-ÈLÒ ÌKÖNI</p> <ol style="list-style-type: none"> 1. Kádíböödù tí ó sé àfihàn àwòrán èyà ara ifö 2. Kààdi pélébé pélébé tí a kò àwôn lètà sí.
<p>6.</p>	<p>ÀSÀ: Ogun àti Àlàáfíà</p> <p>ÀKÓÓNÚ ISÈ</p> <ol style="list-style-type: none"> 1. Àyfaàní ogun jíjà; ònà ìdàábò bo ìlú çni, láti kó ni lèrú abbl 2. Àléébù ogun nípa ôsé tí ó ní sé <p>- Dá òtá sílê</p> <p>- Run ìlú</p> <p>- Fa ìyàn abbl</p> <ol style="list-style-type: none"> 3. Ònà láti dèkun ogun jíjà <p>- Yíyàgò fún aáwö.</p>	<p>OLÙKÖ</p> <ol style="list-style-type: none"> 1. Sé àlàyé àyfaàní tí ó wà nínú ogun jíjà. (jè kí akèköö mö pé èyí mö níba. Àwôn èniyàn péréte sì ní ó máa ní sábà kàn). 2. Sé àlàyé àléébù tí ó wà nínú ogun (jè kí akèköö mö pé èyí máa ní kan èniyàn púpö ju ti àyfaàní ré lô). 3. Sé àlàyé pé kò sí ifökànbalê àti ìdàgbàsókè ní àkókò ogun. <p>AKÈKÖÖ</p> <ol style="list-style-type: none"> 1. Tètí sí àwôn àlàyé olùkò 2. sé àkòsílê sínú iwé rç bí ó ti yç. 3. Wo àwòrán fîmù, fídìò abbl tí olùkò fihàn 4. kópa nínú ìjíròrò tí olùkò darí <p>OHUN-ÈLÒ ÌKÖNI</p> <ol style="list-style-type: none"> 1. Téèpù

		<p>2. kásèètì</p> <p>3. Fídìò</p> <p>4. fîmù</p> <p>5. Àwòrán</p> <p>6. Tçlífisàn</p>
7.	<p>ÈDÈ: Òwe</p> <p><u>ÀKÓÓNÚ ISĚ</u></p> <p>1. Oríkì òwe</p> <p>2. Orísírísí òwe</p> <p>3. ilò òwe</p> <p>4. Ìwúlò òwe</p>	<p>OLÙKÖ</p> <p>1. Sô ìtumõ owe</p> <p>2. jè kí akèkõö pa orísírísí òwe. B.a. ìbáwí, ìkilõ, ìmõràn abbl</p> <p>3. Kô ìbèrê àwôn òwe kan sójú pátákó ìkõwé fún àwôn akèkõö láti parí wôn</p> <p>4. Śe àlàyé ìwúlò òwe fún akèkõö; b.a òwe ní jè kí èdè Yorùbá dùnún gbé kalê, ó wúlò fún láti sõrõ àsírí abbl.</p> <p>AKÈKÕÖ</p> <p>1. Tètí sí àlàyé olùkõ</p> <p>2. Pa orísírísí òwe gègè b olùkõ śe darí</p> <p>3. kô ìparí àwôn òwe tí olùkõ kô sí ojú pátákó sí inú ìwé wôn.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ìwé owe</p> <p>2. pátákó ìkõwé</p>
8.	<p>ÈDÈ: Àtúnyêwò ìsõrí õrõ-ìsè</p> <p><u>ÀKÓÓNÚ ISĚ</u></p> <p>1. Isè tí õrõ-ìsè ní śe nínú gbólóhùn</p> <p>* õrõ- ìsè çlèlà</p>	<p>OLÙKÖ</p> <p>1. śe àlàyé isè tí õrõ-ìsè ní śe nínú gbólóhùn fún àwôn akèkõö b.a. òun ni kókó inú gbolohun.</p> <p>2. Śe àkòsílê orísírísí õrõ-ìsè pèlú àpççrç fún òkõõkan wôn. Bí àpççrç;</p>

	<p>* òrò-ìsẹ alálìlẹ̀lẹ̀</p> <p>* òrò-ìsẹ agbàbò</p> <p>* òrò-ìsẹ alàìgbàbò</p> <p>* òrò-ìsẹ alápẹpadà</p> <p>* òrò-ìsẹ asẹbẹ̀èrẹ̀, abbl</p>	<p>Òrò-ìsẹ alápẹpadà – Ç rò mi rò ire</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí àlàyé olùkò lórí isẹ̀ tí òrò-ìsẹ́ ń sẹ̀ àti àwôn orísírísí òrò-ìsẹ́ tí ó wà.</p> <p>2. kò àwôn àpççrç tí olùkò sẹ̀ sínú iwé</p> <p>3. sẹ̀ àwôn àpççrç tí rç lábẹ̀ ìdarí olùkò.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Kádíböödù</p> <p>2. Kààdì pélébẹ̀ pélébẹ̀</p>
9.	<p>ÈDÈ: Fónètíkì – Àpẹjúwe Ìró Fáwẹ̀lì</p> <p><u>ÀKÓÓNÚ ISÈ</u></p> <p>1. Fáwẹ̀lì:</p> <p>* Àránmúpẹ̀ – an, çn, in, un, òn</p> <p>* Àìránmúpẹ̀ – a, e, ç, i, o , ò, u</p> <p>2. Àpẹjúwe ìró fáwẹ̀lì</p> <p>* ipò ahön</p> <p>* ipò ètẹ̀</p> <p>* ipò àfàsẹ̀</p>	<p>OLÜKÖ</p> <p>1. kò fáwẹ̀lì Yorùbá lápapò sójú pátákó fún akèköö</p> <p>2. sẹ̀ àpẹjúwe ìró fáwẹ̀lì fún àwôn akèköö lórí àtç ìró fáwẹ̀lì. Bí àpççrç:</p> <p>- ipò ahön: iwájú ahön, àárin ahön àti èyìn ahön</p> <p>- ipò ètẹ̀: pçrçsç tábí roboto</p> <p>- ipò àfàsẹ̀: Àránmúpẹ̀ àti Àìránmúpẹ̀</p> <p>AKÈKÖÖ</p> <p>1. Fetí sí bí olùkò sẹ̀ pe àwôn ìró fáwẹ̀lì nàà.</p> <p>2. pe àwôn ìró fáwẹ̀lì nàà bí olùkò sẹ̀ pẹ̀ wön.</p> <p>3. Ya àtç ìró fáwẹ̀lì tí olùkò fi sẹ̀ àpẹjúwe ìró fáwẹ̀lì àìránmúpẹ̀ àti àránmúpẹ̀</p> <p>4. sẹ̀ àdàkò àwôn ohun tí olùkò kò sójú pátákó sínú iwé.</p> <p>OHUN-ÈLÒ ÌKÖNI</p>

		<p>1. kádíböödù tí ó sé àfihàn àtç ìró fáwèlì àránmúpè àti àìránmúpè</p> <p>2. káàdì pélébé pélébé tí a kò àwôn lètà sí.</p>
10.	<p>ÀSÀ: ìpolówó Ôjà</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Ìdí tí a fi ní polówó ôjà</p> <p>2. Bí a sé ní polówó ôjà: b. a. êkô tútù, ç ç jçran êkô.</p> <p>3. Ôgbön ìpolówó ôjà ní ayé àtijö àti òde òní. B.a. ìpolówó ôjà lórí rédíò, tçlifisàn, ìwé ìròyìn, ìpàtç, ìkiri abbl.</p>	<p>OLÙKÖ</p> <p>1. Tç ìpolówó ôjà tí a ti tē sórí téèpù fún àwôn akèköö gbö.</p> <p>2. fún àwôn akèköö ní àyfaàní láti sé ìpolówó ôjà ní kíláási.</p> <p>3. kó akèköö lô sé àbêwò sí ôjà tàbí ìdíkö.</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí téèpù tí olùkö tē</p> <p>2. kópa nínú síse ìpolówó ôjà nínú kíláási.</p> <p>3. sé àbêwò sí ôjà tàbí ìdíkö láti gbö orísírísi ìpolówó ôjà.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Àtç</p> <p>2. Fídìò</p> <p>3. Rédíò</p> <p>4. Êrô agbörö sílê</p> <p>5. Téèpù</p> <p>6. ìpolówó ôjà lórísírísi nínú ìwé ìròyìn abbl.</p>
11.	ÀTÚNYÈWÒ ÈKÖ	
12.	ÌDÁNWÒ	

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YORÙBÁ JSS 2 TÁÀMÙ KĒTA

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÉ ISĚ
1.	<p>ÀSÀ: Ìsômôlórúkô</p> <p>ÀKÓÓNÚ ISĚ</p> <p>1. Ìgbàgbö Yorùbá nípa bí orúkô sê sê pàtàkì tó (orúkô òmô ni ijánu òmô, orúkô a máa ro òmô) orúkô rere.</p> <p>2. Ètò Ìsômôlórúkô b.a lílo ìrèké, oyin, àádùn, abbl (àwôn ohun èlò Ìsômôlórúkô).</p>	<p>OLÙKÖ</p> <p>1. Sê àlàyé Ìgbàgbö Yorùbá nípa pàtàkì orúkô.</p> <p>2. Dárúkô àwôn ohun-èlò Ìsômôlórúkô bí i àádùn, orógbó, ataare, oyin abbl fún àwôn àfihàn swo èyí tí ó bá wà ní àröwötó.</p> <p>3. Dari àwôn akèköö láti sê eré Ìsômôlórúkô nínú kíláásì</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí àlàyé olükö nípa pàtàkì orúkô àti ètò Ìsômôlórúkô, sì sê àkôsílê kókó kókó òrõ bí ó ti yç.</p> <p>2. Sô ohun tí wôn mǒ nípa Ìsômôlórúkô sáájú ìdánìlèköö</p> <p>3. Dárúkô àwôn ohun-èlò Ìsômôlórúkô pèlú didá òkǒǒkan wôn mǒ</p> <p>4. Sê eré Ìsômôlórúkô</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ohun èlò Ìsômôlórúkô; oyin, ataare, orógbó, obì, çja, omi, ìrèké</p> <p>2. Àwòrán ohun èlò Ìsômôlórúkô</p> <p>3. Fídìò ètò Ìsômôlórúkô.</p>
2.	<p>ÈDÈ: isörí òrõ</p> <p>Òrõ aröpò orúkô àti òrõ aröpò afarajorúkô.</p> <p>ÀKÓÓNÚ ISĚ</p> <p>1. Oríkì òrõ aröpò-orúkô</p> <p>2. Àbùdá òrõ aröpò-orúkô</p>	<p>OLÙKÖ</p> <p>1. Fún òrõ aröpò-orúkô ní oríkì. Òrõ aröpò-orúkô ni àwôn òrõ tí a lò dípò òrõ-orúkô nínú gbólóhùn.</p> <p>2. Sê àlàyé àbùdá òrõ aröpò-orúkô fún akèköö. Bí i, ó máa ní tóka sí iye (çyô àti òpǒ), ó tóka sí ipò (çnikíní, kejì, kèta). B.a. <u>Mo</u> jç èbà: çnikíní çyô</p>

	<p>3. Àlàyé lórí òrò aròpò-afarajorúkò àti wúnrèn rē.</p>	<p>3. Śe àlàyé lórí òrò aròpò-afarajorúkò àti àwôn wúnrèn rē fún akèkòò. (jè kí akèkòò mǒ pé ó n tǒka sí iye àti ipò). Wúnrèn tàbí òrò atoka rē ni; Èmi, iwô, êyin, òun àti àwôn.</p> <p>AKÈKÒÒ</p> <p>1. Śe àdàkò àwôn gbólóhùn tí olùkò kò sójú pátákó sí inú iwé wôn.</p> <p>2. Tètí sí àlàyé olùkò.</p> <p>OHUN-ÈLÒ ÌKÒNI</p> <p>1. Kádíbòòdù tí a kò àpçççç gbólóhùn tí a ti lo òrò aròpò-orúkò àti òrò aròpò-afarajorúkò sí.</p> <p>2. Àwòrán àtç òrò aròpò-orúkò àti òrò aròpò-afarajorúkò.</p>
<p>3.</p>	<p>ÒYKÀ: Òödúnrún dé Êédëgbêta (300 – 500)</p> <p>ÀKÓÓNÚ ISĚ</p> <p>Òyà láti Òödúnrún dé Êédëgbêta (300–500)</p> <p>320 = Okòólélöòödúnrún</p> <p>400 = Irínwó</p> <p>460 = Òtálénírínwó, abbl</p>	<p>OLÙKÒ</p> <p>1. Tò akèkòò sònà láti ka òyà Òödúnrún dé Êédëgbêta (300 – 500).</p> <p>2. Śe àlàyé igbésè òyà ní kíkún.</p> <p>AKÈKÒÒ</p> <p>1. Ka òyà láti Òödúnrún dé Êédëgbêta (300 – 500)</p> <p>2. Dá òyà tí a kò sójú pátákó mǒ ní òkòòkan.</p> <p>3. kò òyà tí olùkò kò sí ojú pátákó sínú iwé.</p> <p>OHUN-ÈLÒ ÌKÒNI</p> <p>1. Kádíbòòdù tí a kò òyà Òödúnrún dé Êédëgbêta (300 – 500) sí.</p> <p>2. Káàdi pélébé pélébé tí a kò òyà kòòkan sí.</p>
<p>4.</p>	<p>ÀŚÀ: Isòmólórúkò</p> <p>ÀKÓÓNÚ ISĚ</p>	<p>OLÙKÒ</p> <p>1. śe àlàyé ètò isòmólórúkò fún àwôn akèkòò</p>

	<p>1. Ètò ìsòmólórúkò, bí a ́e ní lo àwôn ohun èlò ìsòmólórúkò bí i obi, orógbó, ataare, oyín, ìrèké abbl fún iwúre</p> <p>2. Orí́sírí́sì orúkò</p> <p>* Àbísò</p> <p>* Àmútõrunwá</p> <p>* Oríkì</p> <p>* Àbíkú</p> <p>* Ìnágijç, abbl.</p>	<p>2. kò orí́sírí́sì orúkò sí ojú pátákó</p> <p>3. Darí akèkõ látì ́e eré ìsòmólórúkò nínú kíláásì</p> <p>AKÈKÕ</p> <p>1. Tètí sí àlàyé olùkò nípa ètò ìsòmólórúkò àtì bí a ́e ní lo òkõõkan àwôn ohun èlò ìsòmólórúkò fún iwúre, kí ó sì kò àwôn kókó kókó òrõ b ó ti yç</p> <p>2. ́e àwòkò orúkò tí ó wà lójú pátákó</p> <p>3. ́e eré ìsòmólórúkò</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ohun èlò ìsòmólórúkò bí i obi, orógbó, ataare, oyín, ìrèké, àádùn</p> <p>2. Kádíbõõdù tí a to orúkò òmò àtì ìtõjú wôn sí.</p> <p>3. Fídìò ètò ìsòmólórúkò.</p>
5.	<p>ÈDÈ: Aáyan Ògbufõ (òlörõ geere àtì ewì)</p> <p>ÀKÓÓNÚ ISÈ</p> <p>1. Títúmõ àyòlò òlörõ geere kèèkèèké ní èdè Gèèsì sí èdè Yorùbá</p> <p>2. Títúmõ àyòlò òlörõ geere ní èdè Yorùbá sí èdè Gèèsì.</p> <p>3. Títúmõ ewì ní èdè Gèèsì sí èdè Yorùbá.</p>	<p>OLÙKÖ</p> <p>1. Tò akèkõ sònà látì tùmõ àyòlò òlörõ geere kèèkèèké ní èdè Gèèsì sí èdè Yorùbá.</p> <p>2. Tò akèkõ sònà látì tùmõ àyòlò òlörõ geere kèèkèèké ní èdè Yorùbá sí èdè Gèèsì.</p> <p>3. Tò akèkõ sònà látì tùmõ ewì kúkurú ní èdè Gèèsì sí èdè Yorùbá.</p> <p>AKÈKÕ</p> <p>1. Tùmõ àyòlò òlörõ geere kèèkèèké ní èdè Gèèsì sí èdè Yorùbá.</p> <p>2. Tùmõ àyòlò òlörõ geere kèèkèèké ní èdè Yorùbá sí èdè Gèèsì.</p> <p>3. Tùmõ ewì kúkurú ní èdè Gèèsì sí èdè Yorùbá.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Ìwé àyòkà òlörõ geere ní èdè Gèèsì sí èdè Yorùbá.</p>

		<p>2. Ìwé àpílèkò ní èdè Gèèsì àti Yorùbá</p> <p>3. Pátákó ìkōwé</p> <p>4. Ìwé atúmō èdè</p>
6.	<p>LÍTÍRÈSÕ: Lítírèsõ Alohùn</p> <p>ÀKÓÓNÚ ISĚ</p> <p>1. ògangan ipò:</p> <p>- ìtumō</p> <p>- Àbùdá rè</p> <ul style="list-style-type: none"> • Akópa (òsèré/ olùgbö) • Àkókò ìsèré • Ibi ìsèré • Ìwúlò • Ohun èlò – orin • Ìsèlê • Ìfarafojúsörö <p>2. Öörö-ìsè tí a fi gbé wôn jáde bí i pípè, sísun, kíkò, dídá, mímu abbl.</p>	<p>OLÙKÖ</p> <p>1. Śe àlàyé pé akèkōö nílò láti ní ìmō nípa àwôn àbùdá ògangan ipò Lítírèsõ alohùn kan bí àgbéyèwò rè tó kún.</p> <p>2. Śe àlàyé nípa àbùdá ògangan ipò Lítírèsõ alohùn díè bí àpççrçç (ìjálá, çkún iyàwó, àlò onítàn).</p> <p>3. Śe àlàyé öörö-ìsè tí wôn fi máa ní gbé àwôn ewi alohùn kan jáde. Bí àpççrçç; Ìjálá – sísun, Ègè – dídá, orin – kíkò abbl</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí àlàyé olùkò</p> <p>2. Śe àkòsílê kókó inú àlàyé náà</p> <p>3. Bèèrè ohun tí ó ná rú ô lójú</p> <p>4. Śe àpççrçç àbùdá òganganipo Lítírèsõ alohùn mìíràn yàtò sí èyí tí olùkò śe.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Fîmù</p> <p>2. Rédíò</p> <p>3. Téèpù</p> <p>4. Kásèètì</p> <p>5. Ìwé Lítírèsõ alohùn àdàkò.</p>
7.	<p>ÈDÈ: Ìsörí - Öörö</p> <p>Öörö-Atókùn àti öörö-àsopö</p> <p>ÀKÓÓNÚ ISĚ</p>	<p>OLÙKÖ</p> <p>1. Śe àlàyé öörö-atókùn àti àwôn wúnrèn rè fún akèkōö bí àpççrçç; si, ni abbl</p> <p>2. Sô ìtumō öörö-àsopö fún akèkōö</p>

	<ol style="list-style-type: none"> 1. Òrò-Atökùn 2. Òrò – àsopõ 3. Àwôn wúnrên òrò-àsopõ 	<ol style="list-style-type: none"> 3. Dárúkô àwôn wúnrên òrò-àsopõ bí i; pèlú, òun, sùgbòn, àyàfi abbl fún akèkõõ. 4. Sé àlàyé bí a sé lè dá isòrí òrò kòõkan mō nínú gbólòhùn. <p>AKÈKÕÕ</p> <ol style="list-style-type: none"> 1. Tètí sí àlàyé olùkõ. 2. Kò àwôn isòrí òrò tí olùkõ kò sí ojú pátákó sínú iwé wôn. <p>OHUN-ÈLÒ ÌKÖNI</p> <ol style="list-style-type: none"> 1. Ìwé gírámà òde-oni 2. Ìwé Èdè-Ìperí Yorùbá 3. Kádíböõdù tí a kò àpçççç àwôn wúnrên òrò-àsopõ àti òrò-atökùn sí
8.	<p>ÀSÀ: Itèsiwájú Lórí Èkõ-Ilé</p> <p>ÀKÓÓNÚ ISÈ</p> <ol style="list-style-type: none"> 1. Ìwà òmòlùàbí <ul style="list-style-type: none"> • Ìkíni, ìbòmòwí • Ìbõwõfágba • Ìgböràn • Níní sùúrù • Isè inú ilé síse • Jíjè òmòlùàbí sí òbí àti àwùjò 2. Dídèkun iwà ìkà sí òmòlàkejì <ul style="list-style-type: none"> • Gbígba àlàáfíà láàyè • Fífi ara çni sí ipò òmòlàkejì • Agbófinró abbl 	<p>OLÙKÕ</p> <ol style="list-style-type: none"> 1. Sé àlàyé lórí iwà òmòlùàbí àti orísírísí iwà òmòlùàbí tí a lè bá löwõ òmò tí ó ní èkõ-ilé. 2. Sé àlàyé àwôn ònà tí a lè gbà dèkun iwà ìkà sí òmòlàkejì láwùjò. 3. Darí ìjíròrò lórí ònà tí a lè gbà dèkun iwà ìbàjè sí òmòlàkejì. <p>AKÈKÕÕ</p> <ol style="list-style-type: none"> 1. Tètí sí àlàyé olùkõ 2. Sé àfihàn ìkíni lórísírísí ònà, iwà òmòlùàbí àti itöjù ilé. 3. Kò ohun tí olùkõ kò sí ojú pátákó sí inú iwé rç. 4. Kópa nínú ìjíròrò tí olùkõ darí <p>OHUN-ÈLÒ ÌKÖNI</p> <ol style="list-style-type: none"> 1. Àwòrán 2. Fímù

		<p>3. Téèpù</p> <p>4. Pátákó ikōwé</p> <p>5. Ìwé ìròyìn àtigbà-dé-gbà</p> <p>6. Tçlìfìsàn/ Rédìò.</p>
9.	<p>ÌBÁSEPŌ LÁÀRIN ÈDÈ ÀTI ÀSÀ</p> <p><u>ÀKÓÓNÚ ISĔ</u></p> <p>1. Ìwúlò èdè</p> <p>2. Èdè gēgē bí òpómúléró àsà</p>	<p>OLÙKÖ</p> <p>1. Še àlàyé ìwúlò èdè fún akèkōö (jè kí akèkōö mō pé mō-yà-mí ni èdè àti àsà jè fún àwùjô àti pé bí kò sí èdè àwùjô kò sí).</p> <p>2. Še àlàyé fún akèkōö pé bí èdè še ní dàgbà ni ìgbéláruçç ní bá àsà.</p> <p>3. Jè kí akèkōö mō pé èdè ni a fi ní sörö tí a fi ní gbé èrò inú çni jáde.</p> <p>AKÈKÖÖ</p> <p>1. Tètí sí àlàyé olùkō</p> <p>2. Kô ohun tí olùkō kô sí ojú pátákó sí inú ìwé rç.</p> <p>OHUN-ÈLÒ ÌKÖNI</p> <p>1. Pátákó ikōwé</p> <p>2. Àwòrán tí ó še àfihàn àsà ìgbéyàwó tàbí ìsômòlórúkô.</p>
10.	<p>ÀSÀ: Oge Síše</p> <p><u>ÀKÓÓNÚ ISĔ</u></p> <p>1. Pàtàkì oge sis</p> <p>2. Oríšíríši ònà tí a ní gbà sóge</p> <p>Ayé àtijö;</p> <ul style="list-style-type: none"> • Ara fínfín • Eyín pípa • Tiròò lílé • Làálì/ osùn kíkùn 	<p>OLÙKÖ</p> <p>1. Tö akèkōö sònà nípa ìdí tí àwôn Yorúbá fi máa ní sóge.</p> <p>2. Še àfihàn ohun èlò oge síše</p> <p>3. Tö akèkōö sònà láti dárúkô irúfē oge síše tí ó wà ní òde òní àti àléébù tí ó wà ní bē fún òkùnrin àti obìnrin.</p> <p>AKÈKÖÖ</p> <p>1. Sô ohun tí o sàkíyèsí nípa oge síše ní àwùjô àti ìdí pàtàkì tí àwôn èniyàn fi ní še oge.</p>

	<ul style="list-style-type: none"> • Irun dídì, irun fífá, irun gígé, irun kíkó • Ilà kíkô abbl <p>3. Oge síse lóde òní;</p> <ul style="list-style-type: none"> • Ètè kíkùn • Irun dínín • Ihò méjì lílu sí etí kan • Imú lílu • Asô tó fara sílê • Bàtà gogoro abbl 	<p>2. Sô irúfě oge síse tí wòn mǒ mǒ obìnrin sáájú ìdánìlèkǒ.</p> <p>OHUN-ÈLÒ ÌKǒNI</p> <p>1. Ohun èlò gidì bí i; tìròò, làáli, bèbè-ídí, ìlèkè, osùn, wîgì, lèèdì, èékáná abbl</p> <p>2. Àwòrán orísírísí irun dídì, irun gígé abbl</p> <p>3. Àwòrán tí ó sé àfihàn àwôn ilà ojú tí àwôn Yorùbá máa n kǒ.</p>
11.	<p>ÈDÈ: Isǒrí Òrǒ</p> <p>Òrǒ-àpǒnlé àti òrǒ-àpèjúwe</p> <p>ÀKÓÓNÚ ISÈ</p> <ol style="list-style-type: none"> 1. Oríkì òrǒ-àpǒnlé 2. isè tí òrǒ àpèjúwe n sé nínú gbólóhùn. 	<p>OLÙKǒ</p> <p>1. Sô oríkì tàbí ìtumǒ òrǒ-àpǒnlé fún akèkǒ, kí o sì fi àpççrç rê han nínú gbólóhùn. Bí àpççrç: Igi náà ga <u>fíofío</u>.</p> <p>2. Sé àlàyé isè tí òrǒ-àpèjúwe n sé nínú gbólóhùn fún akèkǒ. B.a.</p> <p>Asô <u>pupa</u> ni Bòla wǒ</p> <p>AKÈKǒ</p> <ol style="list-style-type: none"> 1. Tètí sí àlàyé olùkǒ 2. Kǒ àwôn isǒrí òrǒ tí olùkǒ kǒ sí ojú pátákó sínú ìwé. 3. Sé àpççrç àwôn gbólóhùn mǐràn tí ó ní òrǒ-àpǒnlé àti òrǒ-àpèjúwe yàtǒ sí èyí tí olùkǒ kǒ. <p>OHUN-ÈLÒ ÌKǒNI</p> <ol style="list-style-type: none"> 1. Ìwé gírámà òde òní 2. pátákó ikǒwé <p>Káàdì pélébé pélébé tí a kǒ òrǒ-àpǒnlé àti òrǒ àpèjúwe sí.</p>
12.	ÀTÚNYÈWÒ ÈKǒ	

13.	ÌDÁNWÒ	

BUSINESS STUDIES

BUSINESS STUDIES

JSS 2 FIRST TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	<p>AIDS TO TRADE Definition and explanation of aids to trade</p> <ul style="list-style-type: none"> - Different aids to trade <ul style="list-style-type: none"> • Transport - Means of transportation (air, rail, road, water, pipeline) - Importance of transportation to commerce. 	<p>Teacher: Define and explain the term aids to trade. State various aids to trade. Explain various means of transportation Students: Define trade and mention the means of transport they know. Material: A photograph showing Aeroplane, car, ship train etc</p>

2	<p>AIDS TO TRADE</p> <p>Advertisement</p> <ul style="list-style-type: none"> • Types of advertisement • Means of advertisement (newspapers, radio, television etc) • Communication <ul style="list-style-type: none"> - Meaning - Importance - Communication firms 	<p>Teacher: Define and explain advertisement. Explain how advertisement aids trade. Explain various means of advertisement and types of advertisement. Discuss communication and communication firms. Importance to trade</p> <p>Students: list communication firms they know, also define communication.</p> <p>Material: A slot of advertisement pictures from newspapers, magazine etc. photographs of communication gadgets to be displayed.</p>
3	<p>AIDS TO TRADE</p> <p>Banking</p> <ul style="list-style-type: none"> • Definition and explanation • Examples of bank (UBA, GTB, etc) <ul style="list-style-type: none"> - Types of Banks - Bank as aid to trade <p>Insurance</p> <ul style="list-style-type: none"> - Definition - Types of insurance policies - Importance of insurance to trade. 	<p>Teacher: Define and explain bank. State the examples of banks. Discuss types of banks e.g. Central , commercial, development banks etc</p> <p>Students: Define banks; take an excursion to a bank.</p> <p>Materials: Pictures of banks activities.</p> <p>Teacher: Define and explain insurance. Discuss types of insurance policies. State the importance of insurance.</p> <p>Students: Define insurance; take an excursion to an insurance company.</p> <p>Materials: Pictures of insurance firms and things they can insure such as vehicles, houses etc.</p>
4	<p>AIDS TO TRADE</p> <p>Warehouse</p> <ul style="list-style-type: none"> • Definition • Types of warehouse • Functions of customs and exercise duty • Importance of warehouse to trade <p>Tourism</p> <ul style="list-style-type: none"> - Definition - Tourism centres in Nigeria - Importance of tourism to trade 	<p>Teacher: explain warehouse, types of warehouse and functions of customs and exercise duty in relation to warehouse. Discuss tourism, tourism centres in Nigeria and importance of tourism .</p> <p>Students: define warehouse and say where they have seen warehouse before. Mention tourism centres they have visited.</p> <p>Materials: A photograph of custom officers and warehouse, tourist centres.</p>

5	<p>MARKET</p> <ul style="list-style-type: none"> - Definition - Types of market (money, capital and commodity) - Career opportunities in the stock exchange market - Functions of stock exchange operators e.g. brokers and jobbers. 	<p>Teacher: Define and explain the term market. Discuss types of market, career opportunities in stock exchange market. Examples of commodity market, functions of brokers and jobbers.</p> <p>Students: Mention the types of market they know with definitions.</p>
6	<p>MARKET (cont.)</p> <ul style="list-style-type: none"> - Definition of buying and selling - Meaning of cash and credit sales - Advantages of cash and credit sales - Document used when credit/cash sales or purchase is made. 	<p>Teacher: explain buying and selling, the meaning of cash and credit sales, advantages of cash and credit sales. Sales documents involved.</p> <p>Students: Define market, mention some marketing activities.</p> <p>Materials: A sample of cash receipt, debit and credit invoices.</p>
7	<p>MARKET (cont.) Calculation of</p> <ul style="list-style-type: none"> - Cost of sales - Mark-up - Turn over - Gross profit/loss - Net profit/loss 	<p>Teacher: Discuss and calculate cost of sales, mark-up etc.</p> <p>Students: Define and calculate cost of sales, mark-up, turn over, gross/net profit.</p> <p>Materials: A chart of trading, profit and loss account.</p>
8	<p>DISTRIBUTION</p> <ul style="list-style-type: none"> - Meaning of distribution - Channels of distribution - Handling of chemicals in distribution process - Licensed chemical distributors/vendors. 	<p>Teacher: Define and explain the word distribution, stating and explaining the channels of distribution. also discuss how chemicals are to be handled when on sales.</p> <p>Students: Mention some chemical producing and distributing firms. Define channel of distribution</p> <p>Materials: A photographs, charts, video clips of regulatory agencies.</p>
9	<p>DISTRIBUTION (cont.) Functions of Channels of distribution:</p> <ul style="list-style-type: none"> - Producer - Wholesaler - Retailer - Consumer 	<p>Teacher: Discuss the functions of each of the channels of distribution with examples.</p> <p>Students: Go for an excursion to a whole to a wholesale or retail shop.</p> <p>Material: A photograph of retail and wholesale activities</p>
10	<p>SALES DOCUMENT Sales Document</p> <ul style="list-style-type: none"> - Invoice - Performa invoice - Receipt - Sales daybook - Quotation; debit note 	<p>Teacher: Define and explain invoice, Performa invoice, receipt etc</p> <p>Students: Define and explain sales document and other sales documents as taught</p> <p>Materials: Samples of invoice, receipt, sales day book to be shown to students.</p>

11	PURCHASE DOCUMENTS <ul style="list-style-type: none"> - Letter of inquiry - Order letter - Open and close indent - Purchases daybook - Credit note 	<p>Teacher: Define and explain purchases documents with worked examples. Explain letter of inquiry, order letter etc.</p> <p>Students: Define and explain purchase documents.</p> <p>Sample of letter of enquiry, purchases day book etc.</p>
12	THE RECEPTIONIST <ul style="list-style-type: none"> - Meaning and qualities - Duties of a receptionist - How to receive and treat visitors. - Appropriate dress code 	<p>Teacher: Define and explain reception and receptionist. State the importance, qualities and duties of a receptionist and how to receive and treat visitors.</p> <p>Charts/diagrams of a receptionist. Sample of visitors book, telephone etc.</p>
13	REVISION	
14	EXAMINATION	

BUSINESS STUDIES

JSS 2 SECOND TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	THE RECEPTION OFFICE Documents Handled by a Receptionist <ul style="list-style-type: none"> - Visitors book - Request form - Telephone pad - How to answer telephone 	<p>Teacher: Discuss these documents used by a receptionist</p> <p>Students: Explain how to receive a visitor in their various homes.</p> <p>Sample of telephone pad request form an visitors book.</p>
2	OFFICE CORRESPONDENCE Correspondence records: <ul style="list-style-type: none"> - Outgoing mail - Departing - Use of postage book and franking machine. - Handling of mails 	<p>Teacher: Discuss type of records, procedures for handling mail. How to use franking machine.</p> <p>Students: Explain how to handle mails design, mail register and practice filling of document.</p> <p>Samples of mail register and franking machine picture should be shown to students</p>
3	OFFICE DOCUMENTS <ul style="list-style-type: none"> - Meaning - Types - Uses - Preparation 	<p>Teacher: Discuss office documents, types and their uses also how to prepare them.</p> <p>Students: mention any office document they know.</p> <p>Samples of files, register.</p>

4	<p>BANK SERVICES Define Bank Mention and explain :</p> <ul style="list-style-type: none"> - Types of banks: Commercial, Central, Development Banks 	<p>Teacher: Define and explain what bank is. Mention and briefly explain types of banks. Students: Define bank and tell the activities of a bank. Photographs of banks and banking activities</p>
5	<p>BANK SERVICES (cont.) Commercial bank</p> <ul style="list-style-type: none"> - Explain the services of commercial banks - Define and explain various accounts kept in the bank (fixed, current, saving) 	<p>Teacher: Define and explain commercial banks, their services, particularly accounts kept. Students: mention commercial banks they know. Pictures/samples of savings, passbook, cheque book etc.</p>
6	<p>BANK SERVICES (cont.) Modern Banking Services</p> <ul style="list-style-type: none"> - ATM - Western Union Money transfer - Money gram etc 	<p>Teacher: explain these modern banking services. Students: Describe how ATM card can be used. Samples of ATM card and picture of western Union Money transfer form.</p>
7	<p>BANK SERVICES</p> <ul style="list-style-type: none"> - Overdraft - Loans - Travellers cheque - Bank draft - Forex (foreign exchange) - Ethical issues in the bank. 	<p>Teacher: Explain these services. Students: define loans, overdraft etc Photograph of these bank documents.</p>
8	<p>INSURANCE</p> <ul style="list-style-type: none"> - Definition, principles - Service of insurance companies - Types of insurance; marine, vehicle, aviation etc 	<p>Teacher: Define and explain insurance, services provided. Types of insurance existing. Students: Define insurance. Chart of insurance companies.</p>
9	<p>INSURANCE (cont.)</p> <ul style="list-style-type: none"> - Functions of insurance - Insurance policies - Types of motor vehicle insurances (3rd party/comprehensive) 	<p>Teacher: define and explain the functions of insurance, insurance policies. Students: Mention the names of insurance companies they know. A photocopy of insurance paper.</p>
10	<p>INSURANCE (cont.) Fire insurance Burglary insurance Theft insurance</p>	<p>Teacher: Discuss fire insurance, burglary and theft insurance Students: Tell how a house can be burgled or a theft case witnessed.</p>
11	<p>INSURANCE (cont.)</p> <ul style="list-style-type: none"> - Definition of marine insurance - Types of marine insurance 	<p>Teacher: Define and explain marine insurance. State types of marine insurance and its policies.</p>

	- Marine insurance policies	Students: Mention objects that can sail on water. Pictures of boat/ship
12	INSURANCE (cont.) Life Assurance <ul style="list-style-type: none"> - Definition - Types of life Assurance - Reasons for taking life Assurance 	Teacher: Define and explain life assurance. Students: Define life assurance. Photocopy of life assurance document to be used.
13	REVISION	
14	EXAMINATION	

BUSINESS STUDIES

JSS 2 THIRD TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	INSURANCE (cont.) Insurance Documents <ul style="list-style-type: none"> - Policy note - Cover notes - Insurance certificates - Claim forms 	Teacher: Mention and explain Insurance documents Students: Describe how a certificate looks like. Sample of insurance certificate
2	INSURANCE (cont.) Insurance Schemes <ul style="list-style-type: none"> - Pension scheme - Health Insurance scheme (NHIS) - Benefits of insurance 	Teacher: Define and explain insurance schemes, benefits of insurance. Students: Discuss what they understand by NHIS Photocopy of NHIS form
3	INSURANCE (cont.) Types of Policies <ul style="list-style-type: none"> - Accident insurance - Fidelity guarantee - Agricultural insurance - Export credit insurance. - 	Teacher: Discuss these policies with benefits. Students: Define accident insurance Photograph of agricultural products and accidents scene to be shown to the students
4	LEDGER ENTRIES <ul style="list-style-type: none"> - Meaning of ledger - Ledger items - Ledger format - Types of ledger - Preparation of ledger 	Teacher: Define a ledger and prepare one. Students: draw a ledger format Samples of ledger account to be used.

5	LEDGER ENTRIES <ul style="list-style-type: none"> - Cash receipt and payment - Recording of cash receipt and payments - Discount received and discount allowed. 	<p>Teacher: Discuss cash receipts, prepare accounts that involves cash receipt. Explain discount allowed and received.</p> <p>Students: Define the word discount.</p> <p>A photocopy of receipts cash book</p>
6	PETTY CASH BOOK <ul style="list-style-type: none"> - Meaning - Columns in petty cash book - Entry balances carried down and brought down. 	<p>Teacher: define and explain petty cash book. Teach how to make entries and extract balances.</p> <p>Students: Draw the format of a petty cash book</p> <p>Photocopy or real sample of petty cash book as used in the office should be used.</p>
7	PETTY CASH BOOK (cont.) <ul style="list-style-type: none"> - Imprest system - Petty cash retirement, reimbursement of cash 	<p>Teacher: Draw the format of petty cash book making relevant entries. Also explain how the petty cashier can be reimbursed or retire money given to him.</p> <p>Sample of petty cash book from an accountant</p>
8	CASH BOOK/LEDGER Meaning of Cash Book <ul style="list-style-type: none"> - Types of cash book (single entry) - Preparing ledger account from single cash book. 	<p>Teacher: define cash book, draw the format of cash book. Prepare a ledger account making entries through the cash book.</p> <p>Students: Draw the format of ledger and single column cash book.</p> <p>Sample of ledger account from the school bursar.</p>
9	CASH BOOK/LEDGER <ul style="list-style-type: none"> - Double column cash book - Items of double column cash book - Contra entries - Identifying debit and credit entries. 	<p>Teacher: Prepare 2 column cash book emphasizing contra entry cases.</p> <p>Students: Define the word contra entry and prepare a double column cash book.</p> <p>A photocopy of cash book and ledger entries.</p>
10	CASH BOOK/LEDGER (cont.) <ul style="list-style-type: none"> - Three column cash book - Items of 3 column cash book - Types of discount - Preparation of 3 column cash book 	<p>Teacher: Draw the format of 3 column cash book. Prepare 3 column cash book and make entries into the ledger.</p>
11	CASH BOOK/LEDGER (cont.) <ul style="list-style-type: none"> - Differences between cash book and petty cash book - Further treatment on discount 	<p>Teacher: State the differences between cash book and petty cash book.</p> <p>Students: Point out the differences in the cash book and petty cash book.</p> <p>Photo of cashbook and petty cash book prepared for one year.</p>

12	CASH BOOK/LEDGER (cont.) - Preparation of 3 column cash book with particular reference to credit and debit balances	Teacher: Prepare detailed cash book. Teach the students how to identify balances (credits/debit) Students: Explain what credit and debit balances of an account means. A sample of cash book that has a credit balance.
13	REVISION	
14	EXAMINATION	

BASIC SCIENCE AND TECHNOLOGY (BST)

BASIC SCIENCE AND TECHNOLOGY JSS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	LIVING THINGS (I) 1.Habitat and examples 2.Adaptation of living things to their habitat 3. Relationship between organisms in the same habitat.	Take student to visit different habitats.
2	LIVING THINGS (II) 1. Uniqueness of human beings. Measurement of growth and developmental changes 3.Growth changes in height, weight and size 4. Characteristics features of different developmental features. 5. Classification of growth and developmental changes.	Follow teacher's instructions to carry out listed measurement
3	FIRST AID AND SAFETY EDUCATION (I) 1. Meaning of first aid 2.Contenst of a good "First Aid Box" 3.Application of simple first aid 4.Qualities of good First Aider	-Inspects the First Aid box and name the contents. -Explains ABC of First Aid

4	FIRST AID AND SAFETY EDUCATION (II) 1. Definition of accident and injuries 2. Safety measures at home play ground, on the road. 3. Sport injuries 4. Domestic accidents 5. Road accidents and First Aid 6. Measures of preventing sports injuries, domestic injuries and road traffic injuries.	-Practice simple First Aid -Show posters of application of ABC of First Aid
5.	RESCUE OPERATION 1. Meaning of rescue operations 2. Different aspects of rescue operation 3. Securing the environment vehicle and victims 4. Steps involved in rescue operations.	-Explain the meaning of rescue operation. -Using pictures of rescue scenes, leads student to identify different aspects of rescue operation.
6	COMPUTER ETHICS AND SAFETY MEASURES 1. Responsible uses of Computer and internet. 2. Abuse and misuse of Computer 3. Safety measures -sitting posture -using anti-glare protector e.t.c	Guides students on identify ways of using -Computer -Internet -Write note on the board
7	CHEMICAL (I) 1. Measuring chemicals 2. Classes of chemical -based on use -base on hazardous nature 3. Safety measure when using chemical	-Demonstrated the uses of some safety devices when holding chemical
8	CHEMICALS (II) 1. Guide students to identify hazardous chemicals. 2. Demonstrate the use of some devices when handling chemical	-Display samples of chemicals to class. -Match chemical with appropriate storage containers
9	PERSONAL SCHOOL AND COMMUNITY HEALTH 1. Meaning of school health programme	Teacher: Explains the concept of school health Student: Listen attentively to teacher's explanation.

	<p>2. Meaning of personal health and community health.</p> <p>3. Components of school health programmes</p> <p>4. Types of environment pollution</p> <p>5. Effect of personal health</p> <p>6. Preventive measures</p> <p>7. Fresh approach to school health programmes.</p>	
10	<p>NON-COMMUNICABLE DISEASES AND THEIR PREVENTION</p> <p>1. Meaning of non-communicable diseases</p> <p>2. Nature of:</p> <ul style="list-style-type: none"> -Sickle cell -Obesity -Asthma -Anemia -Kwashiorkor e.t.c <p>3. Preventive measures.</p>	<p>Teacher: Describe the nature of sickle cell, obesity, Asthma e.t.c</p> <p>Students: Recall what they have learnt about non-communicable diseases such as sickle cell, obesity, asthma e.t.c</p>
11	<p>POSTURE AND POSTURAL DEFECTS</p> <p>1. Meaning of posture and postural defects.</p> <p>2. Kinds of postures e.g. Sitting, standing, walking, lifting e.t.c</p> <p>3. Postural defects e.g. Kyphosis, lordosis, scoliosis, flat feet, bow leg e.t.c</p> <p>4. Explain the causes of postural defects.</p>	<p>Teacher: Demonstrates appropriate posture in sitting, standing, lifting.</p> <p>Students: Explains causes of postural defects.</p>
12	<p>COMPUTER SOFTWARE OPERATING SYSTEM (I)</p> <p>1. Definition and examples of software.</p> <p>2. Definition of an operating system</p> <p>3. Types of software</p> <p>4. Functions of operating system.</p>	<p>Teacher: Guides students to describe Computer system</p> <p>Student: Boot the Computer and identify types of software in the system</p>
12	Revision	Revision
13	Examination	Examination

BASIC SCIENCE AND TECHNOLOGY

JSS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	ENERGY 1.Types of energy a. Kinetic energy b.Assumption 2.Explanationof some phenomena using kinetic theory 3Explanation of boiling and evaporation using kinetic theory. 4. Factors that affect evaporation. 6. Practical: measuring temperature using thermometer in boiling water.	Teacher; Guides students to carry out activities on boiling and evaporation and discuss findings. Students: Deduce the factors that affect evaporation from their observation.
2	THERMAL ENERGY 1.Heat flow 2.Heat a. Transfer conduction b.Convention and c.Radiation 3.Practical using a spoon for instance for heat flow.	Teacher: Guides students to illustrate thermal energy with activity Student: Heat one end of iron rod while holding the other. The palm gets warm with time.
3	WORK ENERGY AND POWER(I) 1.Measuring work, energy and power 2. Measuring of potential and kinetic energy. 3. Calculation on work done. 4. Energy transfer when work is done.	Teacher: Leads the students to solve examples. Students: Study and practice solving similar problem
4	WORK ENERGY AND POWER(II) 1. Use material e.g. Ball, a stone for activity on the potential kinetic energy. 2. Lead student to illustrate potentials of kinetic energy. 3. Initiates and leads discussion to show that energy transfer occur when work is done.	Teacher: Leads the students to solve some examples. Students: Study and practice solving problems.
5.	WORK ENERGY AND POWER(III) 1. Calculations involving energy i.e. energy transfer when work is done. 2. More calculations on energy transfer should be done.	Teacher: Leads students to solve some example. Student: Study and practice solving problems.
6	MATERIALS AND THEIR COMMON USES	Teacher: Display ceramics and rubber.

	<p>1. Wood, furniture, building construction.</p> <p>2. Handling of implements</p> <p>3. Metals.</p>	<p>Student: Examine articles made of wood, ceramics, metal e.t.c</p>
7	<p>GEOMETRIC CONSTRUCTION</p> <p>1.Circle</p> <p>i. Definition of circle</p> <p>ii. Part of circle e.g. diameter, radius, chord, sector e.t.c</p>	<p>Teacher: Demonstrate the construction of tangent and normal to a circle</p> <p>Students: Construct a tangent and normal to a given circle.</p>
8	<p>GEOMETRIC CONSTRUCTION (I)</p> <p>1. Circle drawing: uses of set squares, Tee squares and compasses to divide a circle into 4, 8, and 12 equal parts.</p> <p>2. Construction of tangent and normal circle, tangent at a point 'o' the circle, tangent from a point outside the circle and to one or two equal circles.</p>	<p>Teacher: Names, defines, describe and draw the parts of a circle.</p> <p>Students: Watch teacher's demonstration.</p>
9	<p>GRAPHIC PACKAGES</p> <p>Meaning of graphic packages</p> <p>2.Examples of graphic packages, paint, corel draw, instant artist e.t.c</p> <p>3. Features: Tool bar, menu bar, printable area, color palette etc. (Practical activities for graphic packages.</p>	<p>Teacher: Explains graphic packages</p> <p>Student: Listen to teachers' explanation.</p>
10	<p>PAINT ENVIROMENT</p> <p>1.The paint: Paint environment, paint tools and their functions (Practical)</p>	<p>Teacher: Explains the functions of the various tools.</p> <p>Students: Draw and color simple objects using paint package.</p>
11	<p>BELT AND CHAIN</p> <p>1.Definition of belt and chain drives</p> <p>2. Examples of belt and chain drives</p> <p>3. Application of belt and chain drives</p> <p>4. Advantages and disadvantages of chain drives and belt.</p>	<p>Teacher: Moderate class discussion of the advantages and disadvantages of belt and chain drives.</p> <p>Students: Prepare field trips report.</p>
12	Revision	Revision
13	Examination	Examination

BASIC SCIENCE AND TECHNOLOGY

JSS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	UNIT OF STORAGE IN COMPUTER 1. Unit of storage i. Nibble ii. Byte iii. Kilobyte iv. Megabyte iv. Gigabyte 2. Conversion from one unit to another 3. Differentiate between the unit of storage.	-Teacher leads students to convert from one unit to another. -Guides students to state the unit of storage and their values.
2	PLANE FIGURE (I) 1. Definition of plane figures 2. Identification of plane figures 3. Types of plane figure 4. Examples of plane figures.	-Explain the term plane figure --Name and illustrate the different plane figures -Draw the plane figures.
3	PLANE FIGURE (II) 1. Constructions of regular plane figures eg (Triangles and rectangles of equal areas) 2. Construction of polygons.	-Guides student to construct regular plane figure. -Demonstrate
4	WORK ENERGY AND POWER(II) 1. Use material eg. Ball, a stone for activity on the potential kinetic energy. 2. Lead student to illustrate potentials of kinetic energy. 3. Initiates and leads discussion to show that energy transfer occur when work is done.	Teacher: Leads the students to solve some examples. Students: Study and practice solving problems.
5.	WORK ENERGY AND POWER(III) 1. Calculations involving energy i.e. energy transfer when work is done. 2. More calculations on energy transfer should be done.	Teacher: Leads students to solve some example. Student: Study and practice solving problems.
6	MATERIALS AND THEIR COMMON USES 1. Wood, furniture, building construction.	Teacher: Display ceramics and rubber. Student: Examines articles made of wood, ceramics, metal e.t.c

	2.Handling of implements 3. Metals.	
7	GEOMETRIC CONSTRUCTION 1.Circle i. Definition of circle ii. Part of circle e.g. diameter, radius, chord, sector e.t.c.	Teacher: Demonstrate the construction of tangent and normal to a circle Students: Construct a tangent and normal to a given circle.
8	GEOMETRIC CONSTRUCTION (I) 1. Circle drawing: uses of set squares, Tee squares and compasses to divide a circle into 4, 8, and 12 equal parts. 2. Construction of tangent and normal circle, tangent at a point 'o' the circle, tangent from a point outside the circle and to one or two equal circles.	Teacher: Names, defines, describe and draw the parts of a circle. Students: Watch teacher's demonstration.
9	GRAPHIC PACKAGES Meaning of graphic packages 2.Examples of graphic packages, paint, coral draw, instant artist e.t.c 3. Features: Tool bar, menu bar, printable area, color palette etc. (Practical activities for graphic packages.	Teacher: Explains graphic packages Student: Listen to teachers' explanation.
10	PAINT ENVIROMENT 1.The paint: Paint environment, paint tools and their functions (Practical's)	Teacher: Explains the functions of the various tools. Students: Draw and color simple objects using paint package.
11	BELT AND CHAIN 1.Definition of belt and chain drives 2. Examples of belt and chain drives 3. Application of belt and chain drives 4. Advantages and disadvantages of chain drives and belt.	Teacher: Moderate class discussion of the advantages and disadvantages of belt and chain drives. Students: Prepare field trips report.
12	Revision	Revision
13	Examination	Examination

PRE-VOCATIONAL STUDIES (PVS)

HOME ECONOMICS

FIRST TERM JSS 2

WEEK	TOPIC	ACTIVITIES
1-	Resource and decision making Meaning of family resources. 1- Types of family resources.	1- Explain the meaning of family resources. 2- List the different types of family resources.
2-	Resource and decision making 1- Meaning of decision making. 2- Steps in decision making	1- Explain the meaning of decision making. 2- Mention steps in decision making Guide students in personal decision.
3-	Resource and decision making 1- Simple decision making 2- Personal decision making	1- Guide students in personal decision.
4-	Care of family clothing and household linen. 1- Methods of storing family clothing. 2- Types of household linen.	1- Facilitate discussion on method of storing clothes. 2- Mention types of household linen
5-	Care of family clothing and household linen.	1- Discuss the different types of household linen. 2- Show different household linen.

	1- Factors that enhance selection of household linen	
6-	Care of family clothing and household linen. 1- Maintenance of household linen. 2- Enumerate the procedures for maintaining household linen.	1- Explain maintenance of household linen. 2- Guide the students on the way to take care of household linens.
7-	Clothing repairs 1- Meaning of clothing repairs. 2- Techniques in clothing repairs	1- Explain the meaning of clothing repairs. 2- Enumerate the procedure of clothing repairs
8-	Patching 1- Meaning of patching. 2- Types of patching.	1- Explain and list types of patching.
9-	Patching 1- Types of darns, practical on darns and patch work.	1- Guide students in making patches in socks, skirts etc.
10-	Basic pattern, drafting techniques. 1- Meaning of pattern drafting. 2- Basic pattern drafting tools and equipments.	1- Explain the meaning of pattern drafting. 2- Tools and equipments for taking body measurement.
11-	Fashion Designing 1- Using instructions to sketch the styles. 2- Taking body measurements.	1- Demonstrate body measurement.
12-	Revision	Revision
13 /14	Examination	Examination

**HOME ECONOMICS
SECOND TERM JSS 2**

WEEK	TOPIC/CONENT	ACTIVITIES
Week 1-	Basic pattern drafting 1- Listing terms in pattern drafting . 2- Drafting basic bodice	1- Teacher guides students as they work. 2- Adapt the basic block in different styles
2-	Basic pattern 1- Drafting skirts bodice. 2- Steps in drafting bodice	1- Adapt the skirt bodice to pattern drafting.
3-	Meals and snacks 1- Meaning of snacks 2- Types of snacks 3- List the ingredients used in different snacks.	1- Explain the meaning of snacks. 2- Guide the class to discuss on the different types of snacks.
4-	Preparation of meals and snacks. 1- Guidelines for washing up after meals. 2- Practical work on snacks e.g. chin - chin, buns etc	1- Explain the guidelines after meal. 2- Demonstrate steps in the preparation of snacks
5-	Preparation of meals 1- Guidelines for serving meals. 2- Different methods of cooking e.g. boiling, frying etc	1- Explain ways of serving meals. 2- Identifying of methods of food presented.
6-	Food hygiene 1- Meaning of food hygiene 2- Importance of food hygiene. 3- Guidelines for food hygiene.	1- Explain the meaning of food hygiene. 2- Guide students in the importance of food hygiene.
7-	Food nutrients 1- Meaning of nutrient, nutrition, food etc 2- Sources of food nutrients.	1- Explain the terms of nutrients, food etc. 2- List types of food nutrients.
8-	Food Nutrients 1- Classification of food nutrients. 2- Functions of each nutrient.	1- Exhibit samples of food that contains these nutrients e.g. fish, bread, rice etc.

9-	Food Nutrients 1- Deficiency diseases. 2- Signs and symptoms of these diseases.	1- Discuss the signs and symptoms of these diseases. 2- Show pictures of these diseases
10-	Food Nutrients 1- Prevention and treatment 2- Care of the diseases	1- Guide on discussion on how to care for these diseases
11-	Revision	Revision
12-	Examination	Examination

HOME ECONOMICS

THIRD TERM JSS 2

WEEK	TOPIC/CONENT	ACTIVITIES
1-	Healthy Feeding habits. 1- Meaning of eating habits. 2- Functions of food.	1- Explain the meaning of eating habits. 2- Mention steps in functions of food.
2-	Healthy Feeding habits. 1- Good feeding habits 2- Table manners	1- Demonstrate ways of eating on the table.
3-	Entertainment 1- Meaning of entertainment. 2- Importance of entertainment 3- Preparation of entertainment.	1- Explain the meaning of entertainment and importance. 2- Simple ways for entertaining guests
4-	Entertainment 1- Meaning of table- laying 2- Importance of table laying. 3- Practical on how to set a table.	1- Demonstrate on table laying.
5-	Food purchasing, processing, preservation and safety.	1- Discuss tips on how to purchase food items.

	<ul style="list-style-type: none"> 1- Meaning of food purchasing. 2- Guidelines in food purchasing. E.g. meat, fruits and vegetables, expiring dates. etc 	
6-	<p>Food purchasing, processing, preservation and safety.</p> <ul style="list-style-type: none"> 1- Meaning of perishable and non-perishable foods. 2- Different perishable and non-perishable foods. 3- Factors to consider when buying food. 	<ul style="list-style-type: none"> 1- Explain the meaning of perishable and non-perishable foods 2- Discuss the factors in buying food.
7-	<p>Food Purchasing, processing, preservation and safety</p> <ul style="list-style-type: none"> 1- Meaning of food preservation. 2- Reason for food preservation. 3- Reasons for food preservation, 	<ul style="list-style-type: none"> 1- Explain meaning of food preservation. 2- Discuss preservation for perishable and non-perishable food.
8-	<p>Preservation</p> <ul style="list-style-type: none"> 1- Methods of preservation e.g. freezing, sun, drying, salting etc. 2- Practical on how to dry vegetables e.g. tomatoes, okro, ginger etc. 	<ul style="list-style-type: none"> 1- Demonstrate on food preservation/storage.
9-	<p>Food Processing</p> <ul style="list-style-type: none"> 1- Meaning of processing. 2- Methods of food processing. E.g. milling, fermentation, etc e.g. cassava, Guinea corn, sweet potato. 3- How to keep food safe. 	<ul style="list-style-type: none"> 1- Explain how to ensure safety of food e.g. food labeling.
10-	<p>Meal Planning</p> <ul style="list-style-type: none"> 1- Meaning of meal planning. 2- Guidelines for meal planning. 	<ul style="list-style-type: none"> 1- `1233

	3- Meals for different groups.	
11-	Meal planning 1- Meaning of menu card. 2- Practical on making a menu card.	1- Demonstrate the menu card which can be used in restaurants.
12-	Revision	Revision
13-	Examination	Examination

**AGRICULTURAL SCIENCE
FIRST TERM JSS TWO**

WEEK	TOPIC / CONTENT	ACTIVITIES
1		
2	Farm structures and buildings i. Definition of farm structures and buildings ii. Description of farm structures and farm building iii. Farm structures e.g. barn, silos, rhombus etc. - paddock, fish pond etc.	Arrange for learners to visit commercial farm
3		
4	Farm structures and buildings Farm buildings:- Poultry house, pen, store, office, utility building, security post etc.	Teacher gives a board summary
5		
6	Farm structures and buildings Uses of farm structures and farm buildings.	
7		
8	Farm structures and buildings Maintenance of farm structures and buildings	
9		
10	Crop Propagation and cultural practices	i. Teacher displays charts and pictures on crop propagation

	<p>1. Meaning of crop propagation</p> <p>2. Methods of crop propagation – by seed (sexual), - by vegetative organs (asexual)</p>	<p>ii. Collects and displays samples of seeds and vegetative organs of names crop plants</p>
11		
12	<p>Crop propagation and cultural practices</p> <p>Advantages of propagation by:</p> <p>(a) Seed (easy to carry, store, procurer, sow) etc.</p> <p>(b) Vegetative organs:- more resistant to diseases and pests, matures and produces early, withstand adverse soil and weather conditions etc.</p>	<p>Teacher demonstrates some of these operations e.g.</p> <ul style="list-style-type: none"> - Thinning, supplying, mulching etc.
13	<p>Crop propagation and cultural practices</p> <p>Disadvantages of propagation by:</p> <p>(a) seed:</p> <ul style="list-style-type: none"> - reduce the amount for consumption - seed does not germinate easily due to dormancy <p>(b) vegetative organs:</p> <ul style="list-style-type: none"> - Diseases of stock is manifested on the offsprings easily stored. - easily stored etc. 	<p>Teacher gives a board summary</p>
14	Examination	

**AGRICULTURAL SCIENCE
SECOND TERM JSS TWO**

WEEK	TOPIC / CONTENT	ACTIVITIES
1		
2	<p>Agricultural Practices</p> <p>1. Pre-planting operations:</p> <ul style="list-style-type: none"> - Choice of site - Clearing - Stumping - Tilling etc - Nursery and nursery practices 	<p>i. Teacher displays charts and pictures on the board</p> <p>ii. Guides students to identify and describe different pre-planting operations.</p>

	<p>2. Planting operations:</p> <ul style="list-style-type: none"> - Seed treatment - Spacing and planting 	
3		
4	<p>Agricultural practices</p> <p>3. Post-planting operations:</p> <ul style="list-style-type: none"> - Thinning - Supplying - Mulching/fertilizer application - Harvesting <p>4. Effect of timely harvesting versus late harvesting.</p>	<p>iii. Teacher demonstrates some of these operations</p> <p>iv. Teacher gives a board summary</p>
5	<p>Agricultural Practices</p> <p>5. Post-harvest operations:</p> <ul style="list-style-type: none"> - Processing of crops into useable forms - Storage etc. 	
6	<p>Animals feeds and feeding</p> <p>1. Meaning of feed</p> <p>2. Types of feed:</p> <ul style="list-style-type: none"> - Energy-yielding feeds - Protein-yielding feeds <p>3. Feeding tools:</p> <ul style="list-style-type: none"> - Troughs - Drinker set etc. 	<p>i. Teacher exhibit samples of feed stuffs such as groundnut cake, palm kernel cake, cotton seed cake, forage, silage, hay etc.</p> <p>ii. Display feeding tools</p> <p>iii. Give a board summary</p>
7		
8	<p>Animal pests and diseases control</p> <p>1. Farm animal diseases:</p> <p>a. Bacterial:</p> <ul style="list-style-type: none"> - Mastitis - Contagious abortion in ruminant, pigs etc. <p>b. Fungal:</p> <ul style="list-style-type: none"> - Ring worm (call farm animals) <p>c. Viral:</p> <ul style="list-style-type: none"> - Foot and mouth disease (all animals except poultry) <p>d. Protozoan:</p> <ul style="list-style-type: none"> - Coccidiosis in poultry and rabbit - Trypanosomiasis (Nagana) (cattle) 	<p>i. Teacher displays pictures and charts of:</p> <ul style="list-style-type: none"> - Disease organisms like worms, - Death animals <p>ii. Develops chart on causal organisms symptoms and animals affected</p> <p>iii. Invites veterinary personnel as a guest speaker</p> <p>iv. Give a board summary</p>

	e. Worms (all farm animals) f. Nutritional – bloat (cattle)	
9		
10	Animal pests and diseases control 2. Modes of transmission of farm animals' diseases: - Contact with the infected animals, or discharges, or vector (tsetse-fly) etc. 3. The symptoms of farm animal diseases e.g. enlarge udder, sores, high fever, blood stained, diarrhea, loss of weight, loss of hair, reduced productivity, abortion death.	
11		
12	Animals pests and diseases control 4. Effect of diseases on farm animals: - Reduce productivity - Loss of weight - Death 5. Methods of prevention and control: - Adopting good sanitation - Medication/vaccination - Isolation/dispersal etc.	
13	Examination	

**AGRICULTURAL SCIENCE
THIRD TERM JSS TWO**

WEEK	TOPIC / CONTENT	ACTIVITIES
1		
2	Fishery 1. Definition of fishery 2. Classes of fish based on: a. Habitat – fresh water fish and salt water fish b. Morphology e.g. Bony fish, and Cartilaginous fish	i. Teacher arrange a visit to a nearby fish farm ii. Presents pictures and chart on fish and fish products
3		

4	Fishery c. Other types of aquatic organisms are Shell fish – crab, prawn. Reptile – turtle, crocodile. Mammals – hippopotamus, whale.	iii. Displays fish and fish products iv. Practice how to mend fishing net
5		
6	Fishery 3. Uses of fish and fish products 4. Methods of fishing	v. Teacher displays fish and fish products
7		
8	Fishery 5. Risk factors in water and fish farming: - Polluting water with chemicals/industrial effluents - Contaminating fish with chemicals used for catching fish	vi. Discuss the effect of chemicals on fish and their environment vii. Give a board summary
9		
10	Forests and forest uses Description of forest. 1. Types of forests: - Mangrove (swampy) - Rain forest (many trees) - Derive forest (few trees) 2. Forest resoruces: - Trees - Wildlife (animals) - Fruits (food stuffs) - Various herbs - Shelter	i. Teacher facilitate guided discussion on: - Resources - Potentials of the forest - Forest products e.g. fruit, gum animals ii. Visit to the saw mill or carpenter.
11		
12	Forests and forest uses 3. Uses of forest resources 4. Effects of forest on the environment 5. Human activities that affect the forest: - Clearing/deforestation - Hunting, bush burning,	iii. Teacher give a board summary

	farming/depletion of wildlife etc.	
13	Examination	



**ISLAMIC RELIGIOUS STUDIES
JSS 2 FIRST TERM**

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Suratul Jinn.	Chapter 72 Verse (1-5).	Reading, Meaning & Memorisation. The Glorious Qur'an.
2	The Prophets of Allah.	The need for Prophet, their roles and qualities, the 25 Prophets mentioned in the Glorious Quran. (Ulul Azim) and the seal of the Prophethood.	Narration, explanation and examples
3	As-Salat (Prayers) in Islam.	Definitions, importance and times of salat.	Mention the names of the five daily prayers.
4	Hadith.	Hadith one of An-nawawi's collection.	Reading, meaning and memorisation.
5	The Angels.	Definition and nature of the angels. Their roles and duties.	Explain with examples
6	Environmental Sanitation.	Bathing, washing, cleaning environment etc.	Explain with examples
7	Child's right in Islam.	Protection, participation, education, guidance and good name. etc.	Explain with examples
8	Muhammad's Prophethood.	Early public preaching by the Holy Prophet (S.A.W) reaction and large scale of persecution of the Muslims by the Makkans.	Explanation, pictures of important places of Makka e.g. Cave of Hira
9	Hadith.	Hadith two of An-nawawi's collection.	Reading meaning and memorisation.
10	Kinds and Times of Salat (Prayers).	Obligatory, non obligatory and special prayers	Chart showing obligatory, non obligatory and special prayers.
11	Suratul Jinn.	Chapter 72 Verse (6-10).	Reading, Meaning & Memorisation.
12	The Prophet's preaching at Ta'if & hijira to Absiniya.	Migration of Muslims to Abyssinia.	Narration and Explanation
13	Revision.	Revision.	Revision.
14	Examination.	Examination.	Examination.

**ISLAMIC RELIGIOUS STUDIES
JSS 2 TERM**

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Suratul Jinn	Chapter 72 Verses 11-15	Reading, meaning and memorisation
2	The Glorious Qur'an	The definition, importance, the four holy books revealed by Allah, the difference between Qur'an and other books revealed by Allah (S.W.T)	
3	The Hadith	Hadith 3 & 7 of An-nawawi's collection	Reading, meaning and the lessons from them
4	Sawn (fasting in Islam)	Time and how to fast, significance of fasting (Ramadan)	
5	Suratul Jinn	Chapter Verses (16-20)	Reading, meaning and memorisation.
6	Belief in Angels	Definition and nature Example and their duties.	
7	Hadith	Hadith 6 of An-nawawi's collection	Reading, meaning and the lessons from it.
8	The jinn	Satan and his disobedience to Allah (S.W.T)	
9	Belief in prophet Muhammad (S.A.W).	Muhammad (S.A.W. the seal of the Prophets.	
10	Hijrah to Madinah	Hijra to medina and its importance to Islam.	
11	Salatul Jumu'ah (Congregational prayer)	i. Congregational prayer, its form, moral objectives, social values. ii. Description and conditions.	
12	Revision.	Revision.	Revision.
13	Examination.	Examination.	Examination.

ISLAMIC RELIGIOUS STUDIES

JSS 2 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Suratul Jinn (Qur'an)	Chapter Verses 21-28	Reading, meaning and memorisation.
2	Hadith	Hadith 4 of An-nawawi collections.	Reading, meaning and lessons learnt from it.
3	Environmental sanitation in Islam	The significance of environment sanitation in Islam (bathing, washing, cleaning environment).	The teacher explains the meaning of cleanliness and some anti-social habits.
4	The foundation of the Ummah in Medina.	The establishment of Ummah in Medina and the battle of Badr.	Map showing the Mosque of the Prophet (S.A.W.) in Medina.
5	Hadith	Hadith 8 of An-nawawi's collection.	Reading, meaning and lessons learn from it.
6	The Battles	The battle of Uhud and Khandaq. Their causes and effects.	Map showing mountain Uhud in Makka.
7	Hadith	Hadith 9 of An-nawawi's collection.	Reading, meaning and lessons learnt from it.
8	The Treaty of Hudaibiyah	What led to the treaty of Hudaibiyah?	The teacher explains what led to the treaty and its circumstance
9	The Conquest of Makkah.		
10	Hadith	Hadith 10 of An-nawawi's collection	Reading, meaning and lessons learnt from it.
11	Revision.	Revision.	Revision.
12	Examination.	Examination.	Examination.

CHRISTIAN RELIGION STUDIES

J S S TWO 1ST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	The birth of Jesus. A. The annunciation (Isaiah 9:6-7, Matthew. 1:22&23, Luke 1:2-35.	<ol style="list-style-type: none"> 1. Initiates and lead class discussion on annunciation. 2. Leads students to read the story from the bible. <p>Teaching & learning resources (the holy bible).</p>

2	<p>The birth of Jesus. Matthew 1:18-25, Luke 2:1-7</p>	<ol style="list-style-type: none"> 1. Initiates & leads class discussion on the birth of Jesus. 2. Leads students to read the story from the bible. Teaching and learning resources. <ol style="list-style-type: none"> i. Drama on the birth of Jesus. ii. The holy bible.
3	<p>The birth of Jesus continues</p> <ul style="list-style-type: none"> - The visit of the wise men. - The birth of Jesus continues. - Significance of the visit of the wise men 	<p>Initiates and leads class discussion on the visit of the wise men.</p> <p>Leads the students to read the story from the bible.</p> <p>Teaching and learning resources</p> <ol style="list-style-type: none"> i. Gift items. ii. The holy bible. <p>Explain the meaning of each gift item.</p> <p>Teaching and learning resources</p> <ol style="list-style-type: none"> i. Gift items. ii. The holy bible.
4	<p>The birth of Jesus continues</p> <ul style="list-style-type: none"> - The shepherds visit. Luke 2:8-20 - The birth of Jesus continues. Significance of the visit of shepherds. 	<p>Lead students to dramatize the visit of the shepherds.</p> <p>Lead the students to read the story from the bible.</p> <p>Teaching and learning resources</p> <ul style="list-style-type: none"> - Bible story book or pictures showing the visit of the shepherd.
5	<p>The birth of Jesus continues</p> <p>The value of virginity before marriage: e.g. free from STDs, HIV/AIDS, Guilt, Unwanted</p>	<p>Lead the students to discuss dangers of sex before marriage.</p> <p>Teaching and learning resources: flash cards containing the dangers of sex before marriage.</p>

	pregnancy, Abortion, Death.	
6	Jesus and his family. Jesus and his siblings. Matthew 13:53-56, Matthew 12:46-50.	Lead class discussion on Jesus and his siblings. Lead students to read the bible passages. Teaching and learning resources: i. Bible story book showing the pictures of Jesus family. ii. The holy bible.
7	Jesus and his family continue. Jesus obeyed his parents Luke 2:51-52. Jesus understanding of family. Matthew 12:46-50 Qualification as members of Jesus family.	Lead class discussion on the need to work for a living in our society. Discuss various aspects of professions. Teaching & learning resources: pictures/posters of different professions.
8	The baptism and temptation of Jesus: The fore runner of Jesus. Mark 1:1-8, Luke 3:1-20	Lead class discussions on meaning of a forerunner and the activities of Jesus forerunner. Lead students to read the story of the forerunner of Jesus from the bible. Teaching and learning resources: bible story book showing the pictures of baptism of Jesus. The holy bible.
9	The baptism and temptation of Jesus continues. The baptism of Jesus Matthew 3:13-17, Mark 1:9-11, Luke 3:21-22	Lead class discussion on the baptism of Jesus. Lead students to read the story from the bible. Teaching & learning resources: bible storybook or drawing showing pictures on the baptism of Jesus. The holy bible.
10	The baptism and temptation of Jesus	Lead class discussion on the temptation of Jesus.

	continues: the temptation of Jesus Matthew4:1-11, Mark1:12-13, Luke4:1-13.	Lead students to read story from the bible. Teaching & learning resources: bible story book showing the picture of the temptation of Jesus. The holy bible.
11	The baptism and temptation of Jesus continues The significance of the baptism and temptation of Jesus.	Lead class discussion on the significance of the baptism and temptation of Jesus.
12	The baptism and temptation of Jesus continues: Temptation in Nigeria today and ways of overcoming them.	Lead class discussion on the various types of temptation in Nigeria and ways of overcoming them. Teaching & learning resources: Flash cards containing various areas of temptation in Nigeria.
13	Revision	Revision
14	Examination	Examination

CHRISTIAN RELIGION STUDIES

J S S TWO 2ND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Call of the disciples: Jesus calls his first 4 disciples. Matthew 4:18-22, Mark1:16-18, Luke5:1-11. Call of the disciples continues Jesus	Lead the class discussion on calling of the disciples/apostles. Lead students to read the story from the bible Teaching and learning resources Flash cards containing the disciples. The holy bible.
2	Call of the disciples continues: the demands of discipleship. Matthew 8:12-	Lead the class on discussion on the demand of discipleship.

	22, Luke9:57-62, Luke14:25-34.	Lead students to read the bible passages and compare them. Teaching and learning resources: flash cards containing the demands for discipleship. The holy bible.
3	Sermon on the mount; The beatitudes. Matthew 5:1-12.	Lead the class on discussion on the beatitudes. Lead students to read the bible passages containing the beatitudes. Teaching and learning resources: flash cards containing the beatitudes. The holy bible.
4	Sermon on the mount continues. Christian as salt and light of the world. Matt.5:13-16 (b) Forgiveness matt. 6:14-15	Lead the class on discussion on Jesus teaching on Christians as light of the world and its implication. Teaching and learning resources: Real objects (salt, candle, matches). The holy bible. Lead the class on discussion on the meaning of forgiveness. Lead the students to read the bible passages. Teaching and learning resources: Bible story showing the prodigal son begging his father for forgiveness. The holy bible.
5	Sermon on the mount continues: Revenge matt. 5:38-42 Prayer and fasting matt.6:5-18	Initiates and lead class on discussion on Jesus teaching on revenge and prayer and fasting. Lead students to read the bible passages. Teaching and learning resources. Chart (people fighting/praying) The holy bible.

6	<p>Sermon on the mount continues:</p> <p>Love of money matt. 6:14-24</p> <p>(b) worrying matt. 6:25-34</p>	<p>Initiates and lead class on discussion on Jesus teaching on love for money and worrying.</p> <p>Teaching and learning resources.</p> <p>Real object (money)</p> <p>Picture of a person in worrisome mood.</p> <p>The holy bible.</p>
7	<p>Some parable of Jesus</p> <p>Meaning of parables</p> <p>Why Jesus taught in parables Matt13:34-35.</p>	<p>Lead class discussion on the parable of the sower.</p> <p>Lead students to read the bible passage.</p> <p>Teaching and learning resources:</p> <p>The holy bible.</p>
8	<p>Some parable of Jesus continues: - parable about the kingdom</p> <p>The sower.</p> <p>Matt13:1-19,18-23</p>	<p>Initiates and lead class on discussion on the parable of the sower.</p> <p>Lead students to read the bible passages.</p> <p>Teaching and learning resources.</p> <p>Picture of a farmer showing seeds.</p> <p>The holy bible.</p>
9	<p>Some parable of Jesus continues: - the wheat and tares.</p> <p>Matt13:24-30, Lk15:11-34, 15:3-7, 15:8-10</p>	<p>Lead class discussion on Jesus parable on wheat and tares.</p> <p>Lead students to read the bible passages.</p> <p>Teaching and learning resources</p> <p>The holy bible.</p>
10	<p>Some parable of Jesus continues;</p> <p>The prodigal son Luke 15:11-32</p> <p>The lost sheep Luke 15;3-7</p> <p>The lost coin Luke 15;8-10</p>	<p>Initiates and lead class on discussion on the parable of the prodigal son, the lost coin and the lost sheep.</p> <p>Lead students to read the bible passages.</p> <p>Teaching and learning resources.</p> <p>Bible story book showing the pictures of the prodigal son.</p> <p>Bible story book showing the lost sheep or a drawing.</p>

		Money (real). The holy bible.
11	Revision	Revision
12	Examination	Examination

CHRISTIAN RELIGION STUDIES

`JSS TWO 3rd TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	The passion of Christ The triumphant entry. Matthew 21:1-11, Mark 21:1-11, Luke 28-44	Lead class discussion on the triumphant entry and its significance. Lead students to read bible passages and compare them. Teaching and learning resources: Bible story book showing Jesus triumphant entry into Jerusalem. The holy bible.
2	The passion of Christ continues. The last supper. Matthew 26:57-68. Significance of the last supper.	Lead class discussion on the story of the last supper and its significance. Guides the students to read the bible passages. Teaching and learning resources: Pictures of Jesus at the table with his disciples. The holy bible
3	The passion of Christ continues. The betrayal and arrest. Mark 14:43-652, matt. 26;47-56	Lead class discussion on the story of the betrayal and arrest of Jesus. Guides the students to read the bible passages and compare them Teaching and learning resources. The holy bible.

4	The passion of Christ continues. The trail and peter denial. Matt. 26; 47-68, 69-75.	Lead class discussion on the story of trial of Jesus and how peter denied him three times. Lead students to read the bible passages. Teaching and learning resources: The holy bible
5	The passion of Christ continues: Instance which can lead to a Christian denial of Christ and his/her neighbor.	Lead the class to discuss various issues that can lead to a Christian's denial of Christ and his/her neighbor. Teaching and learning resources: Flash cards with a list issues that can lead to Christ denial as well as denial of a neighbor.
6	The death and burial of Jesus Christ continues;- The crucifixion. Matt 27:32-44	Lead class discussion on the story of the crucifixion of Jesus. Guide the students in reading the bible passages. Teaching and learning resources; The holy bible.
7	The death and burial of Jesus Christ continues: The death matt 27:45-56 Seven words of Jesus on the cross.	Leads discussion on the death of Jesus Christ, bringing out the seven words of Jesus on the cross. Guides the students in the reading of the bible passage. Teaching and learning resources: Flip chart containing words of Jesus on the cross\picture of Jesus on the cross. The holy bible.
8	The death and burial of Jesus Christ continues: The burial matt 27:57-61	Lead class discussion on the burial of Jesus and the significance of the crucifixion, death and burial of Jesus. Guide students in reading of the bible passages.

	The significance of the crucifixion, death and burial of Jesus.	Teaching and learning resources: The holy bible.
9	The resurrection and appearance of Jesus: The resurrection. Matt 28:1-10, mark: 16:1-8, luke 24:1-12.	Lead class discussion on the story of the resurrection of Jesus Christ. Guide students in the reading of the bible passages and compare them. Teaching and learning resources: Bible story book showing the picture of resurrection of Jesus Christ. The holy bible.
10	The resurrection and appearance of Jesus: Appearances matt 28:16-20,mark 16:9-18,john 21:1-end,luke 24:13-49	Lead class discussion on the story of various appearance of Jesus to his disciples. Guide the students in reading of the bible passages and comparing them. Reading and learning resources: The holy bible.
11	The resurrection and appearance of Jesus: Significance of Jesus resurrection to Christians today.	Lead class discussion on the relevance of Christ resurrection to Christians today. Teaching and learning resources: Flip chart.
12	Revision.	Revision
13	Examination.	Examination

SOCIAL STUDIES

JSS 2 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
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1	<p>GENERAL OBJECTIVES OF SOCIAL STUDIES: Objectives of social studies:</p> <ul style="list-style-type: none"> - Developing the ability to adapt to changing environment. - Inculcate national consciousness and National unity - Becoming good citizen - Inculcate right values and attitudes 	<p>Teacher: Lead students to identify the general objectives of social studies. Active participation by the students. List of general objective on cardboard paper.</p>
2	<p>FAMILY BOND AND LIVING TOGETHER AS ONE FAMILY Advantages of living together as one family</p> <ul style="list-style-type: none"> - Protection - Happiness - Unity - Education of children - Maintaining good family name and Reputation. 	<p>Teacher: Explanation of the advantages of living together as one family Active participation by the students with contributions. Pictures of happy moments of people living together as one. List of advantages of living together as one on a cardboard paper.</p>
3	<p>FAMILY BOND AND LIVING TOGETHER AS ONE FAMILY Meaning of family bond.</p>	<p>Teacher: Ask questions on real life situations. Students participates by asking and answering questions, demonstrate family bond. Learners.</p>
4	<p>FAMILY BOND AND LIVING TOGETHER AS ONE FAMILY Importance of good family reputation.</p> <ul style="list-style-type: none"> - Good name - Respect for each other 	<p>Teacher: Explain and discuss the importance of good family reputation. Active participation by students. Use cardboard to write out the importance of good family reputation.</p>
5	<p>PURPOSE OF MARRIAGE Definition and types of marriage</p>	<p>Teacher: Explanation and identification of marriage and types of marriage. Students participate actively by contributing. Use marriage pictures, charts, etc.</p>
6	<p>PURPOSE OF MARRIAGE Purpose of marriage:</p> <ol style="list-style-type: none"> i. Procreation ii. Satisfying economic and social needs, etc. 	<p>Teacher: Discuss on the purpose of marriage while students make contributions by giving practical examples. Cut outs of cardboard identifying the purpose of marriage.</p>

7	PURPOSE OF MARRIAGE - Sexual satisfaction - Growth in mutual love, etc.	Explanation of purpose of marriage while the students participate actively. Cut outs of purpose of marriage using card board paper.
8	READINESS IN MARRIAGE Conditions for marriage: - Physiological fitness - psychological fitness	Teacher: Discuss conditions for marriage with learners. Active participation by students through role play.
9	READINESS IN MARRIAGE Conditions for marriage - Social stability - Financial readiness	Teacher: Discuss conditions of marriage. Allow participation of students. Use cardboard.
10	READINESS IN MARRIAGE Effects of lack of readiness on marriage relationship. - Constant fight - Instability - Divorce and broken home.	Teacher: Discussion on the effect of lack of readiness. Active participation by the students Learners (Role play)
11	POSITIVE GROUP BEHAVIOUR Types of group behaviour: - Mass action - Communal labour - Protest march	Teacher: Explanation of types of group behaviour. Active participation of students. Use cardboard paper to write out types of group behaviour
12	POSITIVE GROUP BEHAVIOUR Types of group behaviour: - Participation in a fight - Acting patriotically	Teacher: Explain and discuss types of Group behaviour with concrete examples. Use cardboard paper to outline types of group behaviour.
13	Revision	Revision
14	Examination	Examination

SOCIAL STUDIES

JSS 2 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	POSITIVE GROUP BEHAVIOUR Characteristics of different types of group behaviour:	Teacher: Discuss and explain the characteristics of different types of group behaviour.

	<ul style="list-style-type: none"> - Constructive – positive - Destructive – negative 	Active participation by learners. Identify the characteristics on a cardboard paper.
2	<p>POSITIVE GROUP BEHAVIOUR Benefits of positive group behaviour:</p> <ul style="list-style-type: none"> - Companionship - Survival - Security 	Teacher: Discussion and explanation of terms. Students participate actively. A cardboard paper containing the benefits of positive group behaviour.
3	<p>POSITIVE GROUP BEHAVIOUR Benefits of positive group behaviour</p> <ul style="list-style-type: none"> - Affiliation and status - Power and control - Achievement 	Teacher: Discuss and explain the benefits of positive group behaviour. Use cut outs of cardboard to write the benefits of positive group behaviour.
4	<p>MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Meaning of drug and drug abuse.</p>	Teacher: Explanation of drug and drug abuse. Student participate by answering questions. Use charts, pictures showing abuse of drugs or showing effect of drug abuse on victims.
5	<p>MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Types of drug abuse:</p> <ul style="list-style-type: none"> - Indian hemp- Heroin - Marijuana - Cola nuts - alcohol - Caffeine 	Teacher: Discuss types of drug abuse and give room for students to participate actively. Samples of alcohol, cola nuts, charts, pictures of these hard drugs.
6	<p>MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Forms of drugs abuse</p>	Teacher: Group the students to discuss, outline and present their points on forms of drugs abuse. Pictures, posters of victims of self medication.
7	<p>MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Consequences of drug abuse on the quality of individual.</p>	Teacher: Guide students to discuss how people abuse drugs. Pictures, charts and learners.

8	MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Consequences of drug abuse on the community	Teacher: Guide students to discuss \ and identify the consequences of drug abuse on the community. Charts, pictures, video clips etc.
9	MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Consequences of drug abuse on the International community	Teacher: Explain the consequences of drug abuse on the international community Use cardboard paper to outline the consequences of drug abuse on the international community
10	MEANING AND CONSEQUENCES OF DRUG ABUSE AND HARMFUL SUBSTANCES. Ways of discouraging drug abuse: - Choose good friends. - Form drug free clubs. - Acquire coping skills like assertiveness, refusal skills, problem solving, decision making skills, communication skills, constructive use of time e.g. sports and religious activities.	Teacher: Discussion on ways of discouraging drug abuse, use demonstration methods video clips, arrange visit to rehabilitation centre and supervise activities Of drug free club. Students should participate actively by asking and answering questions. Pictures and posters of
11	Revision	Revision
12	Examination	Examination

SOCIAL STUDIES

JSS 2 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	DANGERS OF DRUG TRAFFICKING Meaning and reasons for drug trafficking - Poverty - Ignorance/illiteracy - Greed	Teacher: Explain meaning and reasons for drug trafficking. Organize an excursion to NAFDAC, NDLEA with students to be actively involved Use posters, fliers, newspapers Magazines that are relevant to the subject matter.
2	DANGERS OF DRUG TRAFFICKING Dangers of drug trafficking	Teacher: Visit any relevant Agencies like NDLEA EFCC, police station prisons to inquire and discuss drug

	<ul style="list-style-type: none"> - Bad image for the country - Imprisonment - Death penalty 	<p>trafficking problems and suggest ways of solving the problem. Learners and Agencies. Also get pictures of victims in prison.</p>
3	<p>DANGERS OF DRUG TRAFFICKING Dangers of drug trafficking:</p> <ul style="list-style-type: none"> - It affects National security - Negative impact on the economy 	<p>Teacher: Explain and discuss the dangers of drug trafficking with concrete examples. Pictures, charts, video clips.</p>
4	<p>DANGERS OF DRUG TRAFFICKING Prevention of drug trafficking:</p> <ul style="list-style-type: none"> - Education - Creating awareness - Use of the mass media - Civil societies/NGO - Legislation - Religious institutions - Rehabilitation. 	<p>Teacher: Discussion and explanation of ways of preventing drug trafficking. Active participation by students. Use print and electronic media e.g. radio, magazines, newspaper</p>
5	<p>OBSERVING AND REPORTING COMMON CRIMES. Ways of observing and reporting common crimes</p>	<p>Teacher: Brain storm on different ways of observing and reporting crime by both the teacher and learner. Use cardboard papers, makers to be shared in groups to present their points by their representatives.</p>
6	<p>OBSERVING AND REPORTING COMMON CRIMES. Ways of observing and reporting common crimes</p>	<p>Teacher: Teacher/student discuss ways of observing and reporting common crime. Use the internet, documentaries, textbooks, etc.</p>
7	<p>OBSERVING AND REPORTING COMMON CRIMES Appropriate response to crimes</p>	<p>Teacher: Lead learners on how to respond appropriately to crime sc Use pictures, cut outs, newspapers, posters of crime scenes, video clips, etc.</p>
8	<p>OBSERVING AND REPORTING COMMON CRIMES Meaning of emergency management.</p>	<p>Teacher: Explain and discuss types or example of emergency management. Guide students to identify different types of emergencies.</p>

	E.g. fire outbreak, accidents, collapsed building, food poisoning, fake drugs, drowning, etc.	Use posters, pictures, charts, video clips, immediate environment
9	OBSERVING AND REPORTING COMMON CRIMES. E.g. drowning, food poisoning, fake drugs, flood and erosion, desertification, etc.	Teacher: Discussion and explanation on examples of emergencies. Students participate actively. Visit to any troubled side. Learners, posters, pictures, etc.
10	OBSERVING AND REPORTING COMMON CRIMES. Appropriate response to emergency management	Teacher: Guide learners to discuss and brain storm on appropriate response to emergency management. Learners use cardboard paper to write out the responses.
11	OBSERVING AND REPORTING COMMON CRIMES. Appropriate actions	Teacher: Lead students on how to act promptly to any emergency case and situations. Form groups to discuss and note down points on the following emergency cases: car accident, fire outbreak, collapse building, food poisoning group representatives to present their points. Use cardboard papers, cellotape, etc.
12	Revision	Revision
13	Examination	Examination

CIVIC EDUCATION
JSS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	NATIONAL VALUES – INTEGRITY - Meaning of integrity and attributes. - Attributes of integrity: probity, honesty and contentment.	Teacher: Lead students to define and discuss integrity and some attributes of integrity. Guide students to discuss some attributes of integrity. Students: Identify various attributes of integrity. Instructional Material: Use pictures/old calendar of people of integrity.
2	NATIONAL VALUES – INTEGRITY - Attributes of integrity – Truthfulness, fair play	Teacher: Guide students to discuss some attributes of integrity. Students: Ask and answer questions

	and non-compromise of principles etc	Instructional Material: Use pictures of people of integrity.
3	NATIONAL VALUES – INTEGRITY <ul style="list-style-type: none"> - Examples of people of Integrity in the society 	Teacher: Ask students to identify and mention some people of integrity. Students: Ask students some contributions people of integrity make in the society Instructional Material: Give assignment to list down some people of integrity they know in their society.
4	NATIONAL VALUES – INTEGRITY <ul style="list-style-type: none"> - Need for people of integrity in the society: community development - Peaceful co-existence for the young ones. - 	Teacher: Guide students to citation of people of integrity they know. Discuss the importance of community development and peaceful co-existence for the young ones. Instructional Material: Use pictures of people of integrity.
5	NATIONAL VALUES – CONTENTMENT <ul style="list-style-type: none"> - Meaning of contentment and attributes of contentment – satisfaction and lack of envy 	Teacher: Define contentment and ask students the attributes of contentment. Lead students to discuss how a contented person feels. Students: Dramatize contented persons in different ways of contentment. Or act as those that are not contented in the society Instructional resources: A chart showing all the Nigerian national symbols.
6	NATIONAL VALUES – CONTENTMENT <ul style="list-style-type: none"> - Attributes of contentment – rejection of greed, corruption and humility. 	Teacher: Define contentment and ask students the attributes of contentment. Lead students to discuss how a contented person feels. Students: Dramatize contented persons in different ways of contentment. Or act as those that are not contented in the society Instructional resources: A chart showing all the Nigerian national symbols.
7	NATIONAL VALUES – CONTENTMENT <ul style="list-style-type: none"> - Effects of lack of contentment society – corruption, greed, envy, theft, prostitution, robbery, cheating etc. 	Teacher: Discuss what lack of contentment can bring to the society. . Students: ask questions and take home assignment to write. Instructional Resources: Specimen of Nigerian currency
8	NATIONAL VALUES – DISCIPLINE <ul style="list-style-type: none"> - Meaning and attributes of discipline. Self control 	Teacher: Lead discussion on the meaning of discipline and some attributes of discipline. Discuss with students why these attributes of discipline are important in the school, home and society

	<p>moderation and modesty.</p> <ul style="list-style-type: none"> - Respect for legitimate authority 	<p>Students: dramatize discipline Instructional material; Nigerian constitution.</p>
9	<p>NATIONAL VALUES – DISCIPLINE</p> <ul style="list-style-type: none"> - Attributes of discipline - Respect for rules and regulations - Perseverance and dedication etc - 	<p>Teacher: Lead discussion on the meaning of discipline and some attributes of discipline. Discuss with students why these attributes of discipline are important in the school, home and society Students: dramatize discipline Instructional material; Nigerian constitution.</p>
10	<p>NATIONAL VALUES – COURAGE</p> <ul style="list-style-type: none"> - Meaning of courage e.g. exercises boldness in carrying out positive activities in the community. - Types of courage – physical courage (the willingness to exercise physical energy to get things done. 	<p>Teacher: Discuss on the need for courageous people in the society. Students: Participate in class discussion ask questions and tell stories of some courageous people in the society. Instructional Material: Pictures from old calendars, recorded radio and TV programmes, newspapers etc. .</p>
11	<p>NATIONAL VALUES – COURAGE</p> <ul style="list-style-type: none"> - Types of courage – Spiritual and Moral courage. - Attributes of courageous person – commitment, endurance, determination, steadfastness, diligence, boldness, bravery 	<p>Teacher: Discuss on the need for courageous people in the society. Students: Participate in class discussion ask questions and tell stories of some courageous people in the society. Instructional Material: Pictures from old calendars, recorded radio and TV programmes, newspapers etc.</p>
12	<p>NIGERIA AS A FEDERATION</p> <ul style="list-style-type: none"> - Meaning of a Federation and Nigeria as a Federation during the colonial era. - Need for a Federation – National Integrity, Unity in diversity and 	<p>Teacher: Define federation and federalism. Give a short story on how Nigeria was amalgamated and what the amalgamation brought to Nigeria as a country. Discuss needs for federation. Students: Ask questions on what federalism involves. Instructional Resources: textbooks, map (political map) and the Nigerian constitution(s)</p>

	controlling activities of state.	
13	REVISION	
14	EXAMINATION	

CIVIC EDUCATION
JSS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p>NIGERIA AS A FEDERATION</p> <ul style="list-style-type: none"> - Characteristics of a Federation - Sharing of powers between central and state governments - States have constitutionally defined control over their affairs. - Central government controls states and states control local governments - 	<p>Teacher: Lead students to how powers are shared between the central and state governments</p> <p>Students: Identify some constitutional rights of a state and local governments.</p> <p>Instructional Material: Textbook and the Nigerian constitution.</p>
2	<p>RELATIONSHIP BETWEEN FEDERAL, STATE AND LOCAL GOVERNMENTS.</p> <ul style="list-style-type: none"> - Relationship – perform functions according to constitutional provision - Power to legislate and carry out functions in accordance with constitutional provisions 	<p>Teacher: Lead students to identify some performed functions of Federal government (powers of federal government).</p> <p>Students: Participate in the discussion and ask questions</p> <p>Instructional Material: Textbook and the Nigerian constitution.</p>
3	<p>RELATIONSHIP BETWEEN FEDERAL, STATE AND LOCAL GOVERNMENTS.</p> <ul style="list-style-type: none"> - Provide form of governance - Differences among the three tiers of government – functions and legislative powers - Executive, concurrent and exclusive powers 	<p>Teacher: Ask students to identify and mention some people of integrity.</p> <p>Students: Ask students some contributions people of integrity make in the society</p> <p>Instructional Material: Give assignment to list down some people of integrity they know in their society.</p>

4	<p>RULE OF LAW</p> <ul style="list-style-type: none"> - Meaning of law and the rule of law - Benefits of the rule of law as against arbitrary rule. - Some rule of law and their benefits. 	<p>Teacher: Guide students through class discussion to define law and rule of law. Identify some benefits of rule of law against arbitrary law.</p> <p>Students: Take part in the discussion and ask questions</p> <p>Instructional Material: Textbook, Nigerian constitution, law books and government gazettes.</p>
5	<p>RULE OF LAW</p> <ul style="list-style-type: none"> - Benefits of the rule of law as against arbitrary rule. - Punishment for breaking the law. - Equality of all citizens before the law. 	<p>Teacher: Discuss with the students on the meaning of equality of citizen before the law.</p> <p>Students: Identify what makes citizens equal before the law.</p> <p>Instructional resources: Nigerian constitution and the law books.</p>
6	<p>PROTECTION OF HUMAN RIGHTS AND THE RUE OF LAW</p> <p>Ways of protecting Human Rights</p> <ul style="list-style-type: none"> - Representing the affected person in court. - Drawing attention to cases of Human Rights Violation through <ul style="list-style-type: none"> • Protest march • Media coverage • Hunger strike 	<p>Teacher: Guide students through discussion to define and identify what Human Rights violation means and explain how individuals and groups can assist to protect citizen's rights.</p> <p>Students: Do assignments</p> <p>Instructional Resources: Publications of civil society organizations, textbooks and newspapers. .</p>
7	<p>CONSUMER RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> - Universal rights of a consumer - Rights to satisfaction of basic needs, safety, information, choice and redress. <p>Consumers rights to education, representation, to be heard, healthy environment</p>	<p>Teacher: Explain each of the eight universal consumer rights.</p> <p>Students: Ask questions and write notes on each of the universal rights of a consumer</p> <p>Instructional material; Textbooks, newspapers and the Nigerian constitution.</p>
8	<p>CONSUMER RIGHTS AND RESPONSIBILITIES</p> <p>Responsibilities of Consumer:</p> <ul style="list-style-type: none"> - Be aware - Demand <p>Keep proof of transactions e.g. receipts invoice warranty.</p>	<p>Teacher: Lead students to identify and discuss the various responsibilities of consumer.</p> <p>Students: Dramatize and participate in class discussion.</p> <p>Instructional material: textbooks, flash cards.</p>

9	CONSUMER RIGHTS AND RESPONSIBILITIES Responsibilities of Consumer: <ul style="list-style-type: none"> - Thinking independently, speak out - Respect the environment 	Teacher: Discuss with students on thinking independently and speaking boldly. Discuss with students how they respect the environment Students: identify the importance of independent thinking, speaking boldly and respecting the environment. List and explain each. Instructional Material: Textbooks, newspapers etc.
10-11	REVISION	
12	EXAMINATION	

CIVIC EDUCATION
JSS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	DEMOCRACY <ul style="list-style-type: none"> - Meaning and features of democracy - Democratic institutions and their functions – INEC, Political Parties - Pressure group 	Teacher: Lead students to define and identify features of democracy. Discuss some institutions of democracy. Students: Enumerate some features of democratic institutions. Instructional Material: textbooks, Nigerian constitution and pictures of democratic institutions
2	DEMOCRACY <ul style="list-style-type: none"> - Arms of Government - Importance of democracy. 	Teacher: Guide the discussion on the three arms of government. Students: Students participate in the discussion and take notes. Instructional materials: Nigeria constitution and textbooks
3	PILLARS OF DEMOCRACY <ul style="list-style-type: none"> - Meaning and Explanation of pillars of democracy - Pillars of democracy – people, democratic institutions - 	Teacher: Guide students to define and explain the pillars of democracy Students: Ask questions Instructional material: Nigeria constitution and textbooks
4	PILLARS OF DEMOCRACY <ul style="list-style-type: none"> - Pillars of democracy – Rule of law 	Teacher: Differentiate for students majority rule and minority rights Students: Ask questions

	<ul style="list-style-type: none"> - Transparent electoral process - Majority rule and minority rights 	Instructional material: Nigeria constitution and textbooks
5	<p>ELECTION AND VOTER RESPONSIBILITY</p> <ul style="list-style-type: none"> - Concepts of election, voter and voting - Differentiate between various types of elections. 	<p>Teacher: help students to define and discuss the concepts of election, voter and voting. Identify the procedures for election and voting.</p> <p>Students: Take home assignment</p>
6	<p>ELECTION AND VOTER RESPONSIBILITY</p> <ul style="list-style-type: none"> - Enumerate the basic qualifications of election - Describe the procedures for voting and the importance of election. 	<p>Teacher: Discuss with students the basic qualifications. Procedures and importance of election.</p> <p>Students: Dramatize, debate and take notes.</p> <p>Instructional Resources: Nigeria constitution and textbooks</p>
7	<p>ELECTORAL MALPRACTICES</p> <ul style="list-style-type: none"> - Meaning and forms of electoral malpractices. - Forms of electoral malpractices – fake ballot papers, manipulation of votes and multiple voting. 	<p>Teacher: Define electoral malpractices and some forms of electoral malpractices. Discuss fake ballot paper, manipulation of votes and multiple voting – causes and effects.</p> <p>Instructional Resources: Textbooks, INEC publication and newspaper</p>
8	<p>ELECTORAL MALPRACTICES</p> <ul style="list-style-type: none"> - Forms of electoral malpractices - Artificial scarcity of electoral materials. - Underage voting, thuggery and intimidation 	<p>Teacher: Define electoral malpractices and some forms of electoral malpractices. Discuss fake ballot paper, manipulation of votes and multiple voting – causes and effects.</p> <p>Instructional Resources: Textbooks, INEC publication and newspaper</p>
9	<p>ELECTORAL MALPRACTICES</p> <p>Forms of Electoral Malpractices</p> <ul style="list-style-type: none"> - Financial inducement and other corrupt practices. 	<p>Teacher: Define electoral malpractices and some forms of electoral malpractices. Discuss fake ballot paper, manipulation of votes and multiple voting – causes and effects.</p>

	- Fake manifest	Instructional Resources: Textbooks, INEC publication and newspaper
10	<p>ELECTORAL MALPRACTICES Causes of Electoral Malpractices</p> <ul style="list-style-type: none"> - Greed, poverty, ethnicism, ignorance - Favouritism, lack of political awareness, inadequate arrangement by the INEC office 	<p>Teacher: Discuss the causes of electoral malpractices and enumerate some causes of electoral malpractices.</p> <p>Students: Ask questions and take notes.</p> <p>Instructional Material: Nigeria constitution and textbooks</p>
11	<p>ELECTORAL MALPRACTICES Causes of Electoral Malpractices</p> <ul style="list-style-type: none"> - Looting of National wealth, neglect of people's welfare, attraction of violence - Danger in the society leading to breaking of law and order and the rule of law etc. <p>Preventing Electoral Malpractices</p> <ul style="list-style-type: none"> - Training and educating both the officials and electorates. - Non-interference from the political elite and government etc. 	<p>Teacher: Involve students in the discussion on consequences of Electoral malpractices. Discuss with students on how to present electoral malpractices.</p> <p>Students: Debate on the consequences of electoral practices. List some (five) ways preventing electoral malpractices.</p> <p>Instructional Materials: Textbooks, pictures of affected areas due to the consequences of Electoral Malpractices.</p>
12	REVISION	
13	EXAMINATION	

SECURITY EDUCATION

JSS 2 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1.	Observing and Reporting Common Crimes	Teacher leads discussion on Ways of observing and reporting crimes Sensitivity to your environment Always being alert Installation of CCTV in our streets etc.
2.	Response to Crimes	Teacher leads students in the discussions of how to response to crime and criminality. Report to security agents Report to Traditional rulers Report to school authorities etc.

SECURITY EDUCATION

JSS 2 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<u>Emergency Management</u> Reasons for emergency management agencies	<ol style="list-style-type: none"> 1. Teacher leads the learners to define/explain the meaning of emergency management. 2. Students take notes. 3. Guides students to identifying reasons for creation of emergency management agencies.
2.	Types of emergency management	<ol style="list-style-type: none"> 1. The teacher guides the students to identifying the different types of emergency management: <ol style="list-style-type: none"> i. Accident

		<ul style="list-style-type: none"> ii. Fire iii. Renewing iv. Building collapse v. Food poisoning and fake drugs. vi. Armed Robbery <p>2. Students take notes.</p>
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SECURITY EDUCATION

JSS 2 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1.	Appropriate Response to emergency	<p>Teachers will help students to state the appropriate response to emergency management</p> <p>Response by the Police, SSS, armed forces, Civil defense etc</p> <p>Intervention by NEMA</p> <p>Intervention from fire services</p> <p>General Aids from the public etc.</p>
2.	Appropriate Action in Emergency Management	<p>Teacher guides students to appreciate the appropriate actions taken in emergency management e.g</p>

		Food for victims Drugs for the wounded Bedding for all Shelter for the homeless Other materials as appropriate
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CULTURAL AND CREATIVE ARTS (CCA)

CULTURAL AND CREATIVE ARTS

JSS 2 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Elements of design 1. Meaning of elements of design. ii. The elements of design eg line, colour, form, space and texture.	Teacher act: explain the meaning and component of elements of design. Students act: list and write the four elements of design. Learning resource: charts textbook, notebook, pictures.
2	Practical work on element of design. i. Application of elements of design using types of lines.	Teachers act: draw one/two component of elements of design in the board. Students act: use any two component eg. Lines to produce a design Teacher resources: card board pencil, colour, picture.

3	Principles of design i.meaning of principles of design ii.the principles of design -harmony -balance -dominance -variety - proportion -rhythm.	Teacher act:explains the meaning and principles of designs. Students act: list and write four principles of design Teaching resources: drawing sheet, pencil, colour, ruler.
4	Uses of principles of design and its practical work. -explain the uses of principles of design -application of these principles in still life drawing.	Teacher act:explains the uses of the principles of design -draw or paint any one /two principles of design on the board. Students act:list and write two uses of the principles of design -draw an object showing principles of design balance /dominance to create an effect
5	Craft making -defintion of craft -the material needed for craft making i.paper-paper, gum etc ii.fabric iii.modelling using clay/paper made iv. palm front.	Teacher act: explain the meaning of craft making ii. list/mention the materials needed for craft making. Students act:list and identify four essential materials used for craft work. Teaching resources: Card board, clay particles, colour, knife, seeds, bark 9 th of tree.
6	Practical on craft making i.production of woven mat using paper ii.Production of plate using mud.	Teachers acts: demonstrates how to produce materials woven. ii. Illustrate how to use paper machine to produce a plate /pot. Teaching resources:paper gum ,sample of craftwork, spatula, scissors etc.
7	Colour i.definition of colour ii. sources of local colours iii. classification of colour -primary - secondary, intermediate, Harmony etc.	Teacher act:explain the meaning of colours. ii. classifies the different aspect of colours. Students act:observed as the teacher explain and identify colour types and uses. Teacher resources:paint brush ,poster , cardboard sheet etc.

8	Practical work on colour i. mixing of colours ii. Produce a colour wheel.	Teacher act: demonstrate the mixing of colour to get tone, tint, tertiary colour. ii. show how to produce colour wheel. Students act: draw a colour wheel and paint. Teacher resources: paint, cardboard, pigment etc.
9	Colour application Meaning of colour application on craft ii. types of craft in which colour can be apply to create beauty	TEACHER ACT: explain the meaning of colour application. ii mention the materials craft that needed colour application -basketry -paper machine -pottery etc.
10	Practical on colour application i. apply colour on a named craft. ii. colour mixing	Teacher act: mix the colour appropriately a get a desire result. ii. show how to apply colours on a named craft (paper machine) students act –craft any eg paper machine and paint. Teacher resources : cardboard, pencil, colour, palette etc.
11	Painting i. definition of painting ii. types of painting iii. still-life painting iv. nature painting v. landscape painting	Teacher act: explain the meaning and types of painting Students act: draw an object and paint. Teacher resources i. palette, drawing, red, cardboard, brush etc.
12	Revision	Revision
13	Examination	Examination

CULTURAL AND CREATIVE ARTS

JSS 2 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	PRODUCTION OF PATTERN 1. meaning of pattern 2. types of patterns i. simple repeat ii. diamond repeat iii. mirror repeat	Teacher activities defines pattern and the types. Students activities: Menti work on 3 types of pattern Learning resources: Drawing book, pencil colours.

2	Practical work on pattern making 1.producing designs using any of the types of pattern	Teacher's activities- Illustrates how to use objects eg yam to create a design. Students activities:create a design using simple repeat with a yam or potatoe.produce a pattern using halfdrop repeat with poster colour leaving resources:drawing book, colours, pencil etc.
3	Bead work 1.define bead work 2.explain the methods needed for bead making ii.roll paper iii. seeds	Teacher's activities- Definition/explains bead work. Lists all the materials needed to produce to produce a bead. Students activites- Get a pallet and mix the colour needed apply it on beads. Learning resources ,colour roll paper seeds bead etc.
4	Production of bead work jewellery using -roll paper -seeds -small pieces of wood	Teacher activities –assits students in preparing materials for making .makes jewellery with paper and colour. Students activities- List material/tools produce a jewellery using seeds or roll paper Learning resources bottle tops ,roll paper elastic thread , scissors etc.
5	Uses of bead work - ornamental -aesthetyic -decoration -functional purposes	Teacher activites :explain the uses of bead .brings some bead to class Students activities- List and mention four uses of beads making using of beads making using found objects. Learning resources :jewelleries, scissors thred, seeds, strew etc.
6	History of mucic1.definition of music 2. origin of music eg i.natural sounds , ocean wave rhythm, clapping etc.	Teacher activities Defines music , enumerates the origin of music Students- List and explain five origin of music Learning resources

		Textbook, chalkboard history of music
7	Early forms of music 1.definition of forms of music eg baroque, egyptain romans and African music 2. mention the early forms of music and where they are found	Teacher activities defines and explain the early forms of music Students activities List 3 forms of early music. Draw one African Learning resources Textbook, musicians and instruments
8	Music practices;listening i.aural skills reflecting ability to listen 2. some popular music: i.high life ii. fuji iii.juju iv.makoss v.afrobeat vi. gospel vii rock etc	Teachers activities provides CDS to listen and appreciate different music Gives examples of each music Students activities-listen and name various instruments used in a particular piece of music. Leraning rsources Piano, CDS with different music.
9	MUSICAL STYLES 1.examples of musical syles. I African ii. western iii. instruments used in playing music	Teacher's activities; gives examples styles either in African or western Student activities-describe the components of African and western and western music and their instruments with their similarities and differences. learning resources:pinao, cds and tapes recorder different song and music of the year.
10	Singing Singing in solfa notation eg d:r:m:f:s:l:d: 2.running of scale 3. sing the national arthem	Teacher;s activities Composes the solfa of the national runs the scale of 'c'major. Students activities identify and sing the tonic solfa Exercise their voices in accordance with a set tune. Learning resources Recorders, cds or tapes piano etc.
11	Revision	Revision
12	Examination	Examination

. CULTURAL AND CREATIVE ARTS

JSS 2 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p>Pitch identification 1.define the concept pitch identification 2. voice training exercises.</p>	<p>Teacher act;demonstrate how to sing and run the scales. ii. differentiate blw pitches and voice ranges. Students act;sing notes and pitches played. Iii exercises their voice in line to set time. Learning resources:CDS, cassette player recorder etc.</p>
2	<p>Design in the theatre Definition of theatre design. ii. areas of theatre design. -set -costumes -light - makeups -sounds etc</p>	<p>Teachers act;defines the concept theatre design ii.list and explains area of designs in the theatre students act:state the meaning of design in the theatre. ii.list two aspect of theartre design. Textbook, notebook,pictorial aspect of a design.</p>
3	<p>Elements of design theatre. 1.define elements design 2.design elements like set ,customes lght etc.</p>	<p>Teacher acts:explain the concept elements of design. ii.explain the elements of theatre design students act:list three elements of desin in theatre. Learning resources:textbook, notebook pictorials aspect of design in theatre.</p>
4	<p>Rehearsal Definition of reheasel i.state the activities involved in -reading -movements Acting -expression /communication voice production, promoting cues etc.</p>	<p>Teacher act:explain the meaning and purpose of rehearsel. ii.list and explain the activities involved in a rehearsal. Students act:define reharsel ad discuss activities in a reharsel Learning resources: 1.chalkboard, stage</p>

5	Stages in rehearsal Definition of stages in rehearsal ii.state the stages in rehearsal. -reading the script	Teacher's act:explain the meaning stages in rehearsal . ii.explain the stages in rehearsal . iii.shows the students through a rehearsal. Learning resources chalkboard , stage props. Textbook.
6	Dance Definition of dance ii.state the different types of dance. i.pure dance ii.dance dance iii.dramatic dance iv.comic dance.	Teacher ;mention ad explain the meaning and types of dance Students act:list for types of dance Learning resources:textbook, notebook,pictorial aspect of design.
7	Aspect of dance 1.differentiate the various aspect of dance	Teacher act:explain the differences b/w the various aspect of dance ii.ask students to create and perform any one of the types learning rsources:textbook, notebook , pictures.
8	Dance as a career. What is a career?as it refers to a dance ii. dance as a career - dance as a career -choreographic -dance -educator/consultant	Teacher act:explain the concepts dance. ii.explain dance as a good profession and cite some career in dancing student act;identitfy the meaning of career in dancing ii.participate in discussion in dance as a profession learning resources. Text ,chalkboard ii.different categories of dancer.
9	Aspect of dance as a career. Appreciate dance as a profession. -ask students to discuss aspect of dance as a career	Teacher act: explain the concept dance as a profession students act; I mention the imagination of dance ii.mention any 3 kinds of job . learning resources 1. textbook, notebook ii.chalkboard .

10	Self control Meaning of self control. -show moderation Be modest Be truthful etc	Teacher act:explain the concept self control ii. explain how to exercise self control students act\;write the meaning of self control iii. list and explain way of exercising self control. Learning resources. 1.cahsrty, textbook, notebook etc
11	Aspect of self control. State how to practices self control lin demonsrate self control.	Teacher act:explains benefit of self control ii.list explain 3 benefit of self –control. Students act:parcticipate in drama on self control. Learning resources Chart, textbook,notebook
12	Revision	Revision
13	Examination	Examination

FRENCH LANGUAGE (FL)

FRENCH LANGUAGE

JSS 2 1st TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu: 1ère épreuve. Parler du caractère des gens. -Maîtrise de la langue: le verbe “Etre” + les vocabulaire et expression comme: honnête/malhonnête, ruse, intelligent(e), poli(e), impoli(e), timide, courageux(se), etc. exemple : - il est honnête. - Elle est intelligent. - Ils sont gentils	L’enseignant répond le leçon en verbe « Etre » aux étudiant. Après il demandé des questions qui provoquent certaines réactions des caractère des gens. Il commence à expliquer les qualités et défauts des gens, premièrement L’enseignant enseigne les défauts ou les contrait de qualités des gens en écrivent au tableau. Le professeur

	<p>- Les qualités et les défauts : exemples Honnête – Malhonnête Polie - impolie Timide - courageux etc. -Expression écrite : Elle écrit au tableau pour les étudiants les qualités et défaut des gens. - Décrivez quelqu'un.</p>	<p>aide les apprenants a décrire quelqu'un. Les apprenants écoutent et répondent aux questions du professeur. Les apprenants copient les notes au tableau. Les apprenants décrivent quelqu'un d'autres. Resource Pédagogique Document authentique image, videos.</p>
2	<p>Se Décrire Expression orale : - un document ou texte qui se décrit une personnel. - Description du corp (physique) - Description des caractéristiques personnelles. - Maitrise de la langue. - L'adjectif – masculin/féminin, singulier/pluriel. Exemple: Elle est timide Il est timide Elle est intelligente Il est intelligent.</p>	<p>L'enseignant commence à écrire lui – même sur ses caractéristiques et aussi physiquement. Après, il demande quelques étudiants de se décrire un a un. L'enseignant pose des questions aux étudiants sur des contrait des qualités des gens. Les apprenants écoutent et applique ses expériences aux gens qu'il connaît. Resource Pédagogique Images, photo, vidéo, autres document.</p>
3	<p>Exprimer les attitudes. Maitrise de la langue: - Le verbe Aimer + l'infinitif de verbe qui suggère l'attitude de quel qu'un. Ex. Je n'aime pas manger tôt le martin. - J'aime aller au cinéma. - Le verbe Détester + nom/l'infinitif de verbe. - Je déteste l'orange - Je déteste regarder la télévision, etc. Compréhension orale : - Dire les choses quel qu'un aime et déteste.</p>	<p>L'enseignant propose quelques scènes qui provoquent certains réactions de goûts et préférence. Le professeur enseignant l'emploi du verbe. « Aimer et Détester + l'infinitif de verbe » Les apprenants écoutent répondent et participent activement a la mise en scène des situations données par l'enseignant. Resource Pédagogique Videos, photos, documents authentiques</p>
4	<p>Juger les attitudes des gens. Maitrise de la langue :</p>	<p>L'enseignant propose quelques scènes qui provoquent certains réactions des attitudes des gens pour leurs jugers.</p>

	<p>Expression et vocabulaire utiles : méchant, horrible, beau, amusant, souriant, drôle. Ex. - Il est méchant - Elle est drôle - Elle est souriante. Etc.</p> <p>Expression orale : Entretien entre les professeurs et étudiant ou étudiant et étudiant.</p> <p>Contrôle continu : 2ème Épreuve.</p>	<p>Les apprenants participent activement a la mise en scène des situations données par l'enseignant. Resource Pédagogique Videos, photos, documents authentiques</p>
5	<p>Apprécier les choses et quelqu'un. Maîtrise de la langue de expression et vocabulaire comme ; excellent, fantastique, bonne, mauvaise, exemple : c'est bon(ne) Quelqu'un ; merci, Je vous reconnaissance, Tu es gentil(le). Compréhension orale : Lecture sur un texte de l'appréciation. Jeu de rôle.</p>	<p>L'enseignant propose quelques scènes qui provoquent certaines réactions qui suggèrent l'appréciation. L'enseignant lit un texte à haut voix aux étudiants, propose quelques jeux qui provoquent la réactions de dire : merci, tu es gentil etc. Les apprenants participent activement. Ils écoutent et répondent. Les apprenants écoutent attentivement et ils participent activement au jeu de rôle. Resource Pédagogique Videos, photos, un document authentique.</p>
6	<p>Exprimer l'opinion. Maîtrise de la langue des expressions comme: Je crois que, je pense que, a mon a vie, à mon opinion, etc. Exemple : je crois que c'est une bonne idée. A mon opinion, c'est bonne d'avoir trois leçons par semaine à l'école secondaire.</p>	<p>L'enseignant propose quelques scènes qui provoquent certaines phrases pour exprimer l'opinion de quelqu'un d'autres. Le professeur lit aussi le document ou un texte sur le sujet. Les apprenants écoutent, répondent et participent activement en classe. Resource Pédagogique Un document authentique.</p>
7	<p>Savoir s'excuser. Expression orale : Pardon monsieur/madame. Excusez – moi madame/monsieur/mademoiselle etc. Je m'excuse S'il vous plaît...</p>	<p>L'enseignant propose quelques scènes et jeux qui provoquent certaines expressions au sujet. Les apprenant écoutent, répondent et participent activement aux jeux.</p>

	<p>Exemple : s'il vous plaît, je voudrais aller manger. Pardon madame, donne-moi</p> <p>Jeu de rôle : Dialogue entre deux ou trois personnes.</p>	
8	<p>Dégager les caractéristiques de la vie rurale.</p> <p>Compréhension orale :</p> <ul style="list-style-type: none"> - Un texte qui parle de la vie rurale. - Les champs, la chasse, les routes de sable, l'air frais, beaucoup de nourriture, beaucoup de moustiques, peu d'école, peu de jeunes, pas d'électricité. - Raconte une méthode de chasse au village. - Dit les choses qu'on s'amuse au village. <p>Contrôle continu : 3ème épreuve.</p>	<p>L'enseignant lit un texte d'un village qui parle beaucoup de la vie rurale. L'enseignant pose des questions aux apprenant comme : nommez la chose qu'on voit au village? Quel sorte de la route qu'on voit au village? Est – ce qu'il y a électricité au village? Etc. Les apprenant écoutent attentivement et répondent aux questions du professeur.</p> <p>Les apprenants se sent motive pour proposer en français des caractéristiques de la vie au village.</p> <p>Resource Pédagogique Image, photos, un document authentique</p>
9	<p>Parler des avantages de la vie rurale.</p> <p>Compréhension orale: Un texte de la vie rurale.</p> <ul style="list-style-type: none"> - parler de la souffrance des habitants au village ou la vie rurale ; comme beaucoup de moustiques, pas l'hôpital de standard, pas beaucoup de voiture pour de placer, pas d'électricité. Etc. - pas d'école standard etc. 	<p>L'enseignant aide les apprenants à utiliser les mots pour expliquer ou dire quelques désavantages ou souffrance dans la vie rurale.</p> <p>Il lit aussi un texte – Elle pose quelques questions aux étudiants. Les apprenants écoutent et répondent aux questions du professeur.</p> <p>Resource Pédagogique Image, photos, document authentique</p>
10	<p>Parler d'avantage de la vie rurale.</p> <p>Compréhension orale :</p> <ul style="list-style-type: none"> -Un texte/document authentique de la ville rurale. - Dit quelques choses qu'on s'amuse au village comme ; - beaucoup de nourriture - beaucoup de la viande à manger à cause des arbres partout. - beaucoup de fruit et des légumes etc. 	<p>L'enseignant aide les apprenants à utiliser les mots et les expressions pertinents a raconter dire et faire quelques phrases, histoire sur des avantages d'une vie rurale.</p> <p>Les apprenants écoutent attentivement, répondent aux questions et participent activement en classe.</p> <p>Resource Pédagogique</p>

		Videos, photos, image, document authentique.
11	Révision	Révision
12	Examen	Examen

FRENCH LANGUAGE

JSS 2 2nd TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>Contrôle continu: 1ère Épreuve</p> <p>Dégager les caractéristiques de la vie rurale:</p> <ul style="list-style-type: none"> - Les champs, la chasse, le gibier, les routes de sable, l'air frais, beaucoup de nourriture, beaucoup de moustiques peu de jeunes, pas d'électricité. - Expression orale : les choses qu'on trouve dans la vie rurale. - Expression écrite : écrivez les choses qu'on trouve dans la vie rurale. 	<p>L'enseignant pose des questions aux apprenants tel que :</p> <p>Nommez les choses qu'on voit dans la vie rurale. Le professeur les aide de trouver les mots.</p> <p>L'apprenant réponds aux questions de professeur.</p> <p>Resource Pédagogique Image, videos, photos, extrait, des journaux, autres document.</p>
2	<p>Parler d'avantage et désavantage de la vie rurale</p> <p>Expression orale : quel sont les avantages et désavantage de la vie rurale? Les champs, l'air frais, beaucoup de nourriture.</p> <p>Vocabulaire et expressions: la paix, pas d'accident routier, pas d'embouteillage, etc.</p> <p>Expression écrite : écrivez les désavantages de la vie rurale.</p>	<p>L'enseignant pose questions aux apprenants.</p> <p>Les apprenants répondent aux questions de l'enseignant.</p> <p>Resource Pédagogique Image, videos, photos, extrait, des journaux, autres document.</p>
3	<p>Dégager les caractéristique de la vie urbaine.</p> <p>Maîtrise de la langue</p> <p>vocabulaire et expression utiles : les grandes routes, les voitures, la mode, l'électricité, l'hôpital, les choses coutent chères, les gens sont toujours presses, embouteillage accidents routiers.</p>	<p>L'enseignant présente les caractéristiques de la vie urbaine avec des illustrations claires.</p> <p>L'apprenant apporte son expérience. Il nomme les choses qu'on trouve en ville.</p> <p>Resource Pédagogique Image, videos, photos, extrait, des journaux, autres document.</p>

	<p>Expression orale : Nommez-les qu'on voit dans la vie urbaine.</p> <p>Expression écrite : écrivez les choses qu'on voit dans la vie urbaine.</p>	
4	<p>Parler des ressemblance entre la ville et le village.</p> <p>Maîtrise de la langue.</p> <p>Vocabulaire et expressions utiles comme : bien que, mais, à la différence de</p> <p>- Les ressemblances : les moyens de communication (la radio, le portable, l'église, la mosquée, le carburant, les vêtements, les maisons en tôle.</p> <p>Expression orale : Quelles sont des ressemblances entre la ville et le village.</p> <p>Expression écrite : écrivez les ressemblances entre la ville et le village. Décrivez la ville ou le village.</p> <p>Contrôle continu : 2eme Epreuve.</p>	<p>L'enseignant improvise des situations de communication pour permettre l'utilisation des mots et expression clés ex. bien que..., mais ..., à la différence de.</p> <p>A l'aide de l'enseignant l'apprenant exprime ses idées en français.</p> <p>Resource Pédagogique</p> <p>Image, videos, photos, dessins, mimes.</p>
5	<p>Parler des différences entre la ville et le village.</p> <p>Expression orale :</p> <p>Dits les différences entre la ville et le village exemple : en ville il y a beaucoup de bruits mais à la ville il y a beaucoup de calme. Etc.</p> <p>Maîtrise de la langue.</p> <p>Vocabulaire et expression: il y a , mais ..., bien que, etc.</p> <p>Expression écrite : écrivez les différences entre la ville et le village.</p>	<p>L'enseignant pose des questions aux étudiants.</p> <p>Les étudiants répondent aux professeurs.</p>
6	<p>Décrire les grandes fêtes de la communauté.</p> <p>Maîtrise de la langue :</p> <p>Vocabulaire et expression tels que : chez moi/nous, une grande</p>	<p>Le professeur aide les apprenants à parler des fêtes locales en présentant des énonces modèles.</p> <p>Les apprenants suivent attentivement l'exemple du</p>

	<p>animation, les ancêtres, les superstitions, les spectacles, beaucoup à manger et à boire, s’amuser, au passé, depuis longtemps, le roi du village, le chef etc.</p> <p>Expression orale : les apprenants font des phrase avec les mots, mots clés et ils nomment les fêtes chez – eux</p> <p>Expression écrite : lisez et répondez aux questions.</p>	<p>professeur qui se sert des mots et expressions signales. Ils reproduisant et adaptent.</p> <p>Resource Pédagogique Jeux de rôle, mime, dialogue.</p>
7	<p>Parler des fêtes principales dans son pays.</p> <p>Maîtrise de la langue, vocabulaire et expression utiles : les fêtes au Nigeria ; la fête chrétiens et la fête musulman. La paques, le noel, edel – fitri, id – el- malude, etc.</p> <p>La journée des enfants, journée des ouvriers, journée de l’Independence etc.</p> <p>Expression orale : mentionnez les fêtes aux Nigeria.</p> <p>Expression écrite : compréhension écrite sur une fête.</p>	<p>Le professeur aide les apprenants à parler des fêtes locales en présentant des énonces modèles. Les apprenants suivent attentivement l’exemple du professeur qui se sert des mots et expressions signales. Ils reproduisant et adaptent.</p> <p>Resource Pédagogique Jeux de rôle, mime, dialogue.</p>
8	<p>Identifier la chose nouvelle dans la communauté.</p> <p>Maitrise de la langue ; vocabulaire et expression utiles : le pont, les routes, l’électricité, le commerce, les usines, la banque, la santé, la communication (radio, téléphone, télévision, technologie) l’éducation.</p> <p>Expression orale : parlez les choses nouvelles dans la communauté.</p> <p>Expression écrite : écrivez les choses nouvelles dans la communauté.</p> <p>Contrôle continu : 3ème Épreuve.</p>	<p>e professeur aide les apprenants à parler des fêtes locales en présentant des énonces modèles. Les apprenants suivent attentivement l’exemple du professeur qui se sert des mots et expressions signales. Ils reproduisant et adaptent.</p> <p>Resource Pédagogique Jeux de rôle, mime, dialogue</p>

9	Identifier les étrangers. Maîtrise de la langue, vocabulaire et expression utiles : personnes, familiers, étrangers, un ami, un homme honnête, un terroriste, un voleur a main armée, un trafiquant.	L'enseignant décrits personnes familières : donne des conseils aux apprenants comme celui d'éviter la fréquentation de personne nuisibles. Les apprenants écoute, écrit et parle des expériences quotidiennes dans la communauté, des rencontres avec des personnes qui peuvent nuire à leur bien-être.
10	Discuter les vices sociaux dans la communauté.	
11	Révision	Révision
12	Examen	Examen

FRENCH LANGUAGE

JSS 2 3rd TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>Contrôle continu: 1ère Épreuve. Expliquer l'importance du sport. - Compréhension orale: un texte du sport, expliquer le sport. - Place du sport comme le stade, à de l'école. - comment on fait quelques sport(entre 2, 21, plus de personnes) - L'importance ce; santé. Maîtrise de la langue : Le verbe « faire », « jouer » Ex. Je fais du sport. Il joue au football, etc. - Posez quelques questions sur le sport.</p>	<p>L'enseignant lit un texte et explique ce que c'est le sport aux apprenants. Il enseigne le verbe « faire » et « jouer ». L'apprenant écoute attentivement et répondent aux questions du professeur. Resource Pédagogique Images, photos divers équipements du sport.</p>
2	<p>Parler des avantages du sport. Compréhension orale: Un document authentique en classe. - mentionnez quelques avantages du sport ; Amitié, discipline, honnêteté, - concurrence</p>	<p>L'enseignant lit le texte et enseigne les avantages du sport. Il présente en français simple les avantages de faire du sport. L'apprenant écoute, répète et reproduit les avantages du sport en français simple. Resource Pédagogique</p>

	<ul style="list-style-type: none"> - voyages etc. - gagner la vie, de l'argent. 	Divers équipements du sports, photos du tennis, ballon, les joueurs, etc.
3	<p>Nommer les sports principaux au Nigéria.</p> <ul style="list-style-type: none"> - Un texte qui parle des sports principaux au Nigeria, comme: le tennis, le football, - la boxe, le pingpong, le judo, le karate, la natation, la lutte, l'athlétisme, etc. 	<p>L'enseignant aide les apprenants à savoir et nommer les sports principaux au Nigéria.</p> <p>Il répète les sport plusieurs fois et montre les photos aux étudiants</p> <p>L'apprenant écoute attentivement, répète et nomme les sports principaux au Nigéria.</p> <p>Resource Pédagogique Divers équipement du sport, image, photos, video, etc.</p>
4	<p>Parler des désavantages du sport</p> <ul style="list-style-type: none"> - Casser les jambes - La maladie sévère - La lutte/crise entre les joueurs, les pays ou états <p>Contrôle continu: 2ème Épreuve</p>	<p>L'enseignant guide les apprenants en apprendront les avantages du sport.</p> <p>L'apprenant explique son expérience relativement aux désavantages du sport</p> <p>Resource Pédagogique Exercice d'énumération de production, orale/écrite.</p>
5	<p>Parler des sports préférer</p> <p>Révision des sports divers, tennis, lutte etc. maîtrise de la langue</p> <p>Le verbe, "Aimer, et Préférer + Nom du sport Exemple ; J'aime le tennis, mais je préfère le football etc.</p> <p>Les équipe différents du football, tennis etc. comme, Super Eagles, etc.</p> <p>Les équipes préférer</p>	<p>L'enseignant révise les sujet "les sports Principaux aux Nigeria"</p> <p>Il pose des questions aux étudiant pour savoir les sports qu'ils préfèrent il demandé aux étudiants de nommer les équipes et leurs préférence</p> <p>L'apprenant écoute répète et répond aux questions en nous disant leur préférence du sport.</p> <p>Resource pédagogique Photos du joueur Nigerian, etc. Document</p>
6	<p>Parler du sport comme profession</p> <p>Nommer les sports divers</p> <p>Nommer les autres professions ; professeur, avocat, journaliste etc.</p> <p>Même footballeurs, lutteurs, karateurs et d'autres gens qui</p>	<p>L'enseignant aide l'étudiant à savoir nommer, identifier les sports, les personnalités en sports au Nigéria.</p> <p>L'apprenant écoute, nomme correctement.</p> <p>Resource pédagogique Photos du personnalité du sport</p>

	font les sports différent comme profession Nommer les personnalités du sport Exemple : Okocha, Kanu Nwankwo, Mike Tyson etc Raison de gagner la vie : Okocha gagne l'argent en sports	
7	Demander poliment Compréhension orale ; Un petit leste qui provoque les demandes politesse comme, Pouvez-vous Je voudrais, je peux vous demander S'il vous plaît Exemple : pouvez-vous dansez?, je voudrais savoir Roland/Sylvie etc. Jeu de rôle Entre professeur et étudiant, étudiant et l'autre étudiant Maîtrise de la langue Le verbe vouloir.	L'enseignant propose de situations de communication appropriées pour demander poliment ca peut-être entre Jeu de rôle et dialogue L'apprenant écoute et participe activement au jeu de rôle en classe Resource pédagogique Document/Exercice authentique et reconnaissance, en orale/écrite
8	Demander son/le chemin poliment Compréhension orale; un texte sur le sujet Vocabulaire et expression ; Turner à gauche, A droit, tout droit enfance de, traverser où se trouve, exemple S'il vous plait madame, je voudrais savoir on se trouve l'assemble nationale ? Jeux de rôle Contrôle continu 3ème éprouve.	L'enseignant guide l'apprenant comment utiliser les expressions de demander son/le chemin poliment Il leurs guide aussi a jouer le rôle. L'apprenant écoute et participe aux jeux de rôle Resource pédagogique Document/Exercice Dialogue authentique
9	Employer les expressions : J'ai honte (de) J'ai peur (de) J'ai horreur (de) etc. Compréhension orale Un texte sur le sujet	L'enseignant aide les étudiants à découvrir ces expressions et à les utiliser correctement dans les situations de communication authentique.

	<p>Expliquer les expressions au niveau des étudiants Maîtrise de la langue Phrase sur les expressions ; exemple Ma mère a peur de voir un serpent J'ai peur de la nuit J'ai horreur de prendre des médicaments etc.</p>	<p>L'apprenant écoute, essayer d'appliquer ces expressions dans la classe et leur vie réelle Resource pédagogique Exercice de production</p>
10	<p>Exprimer les sentiments; Compréhension orale : Un texte sur les expressions comme ; Quelle horreur Quelle fille ! quelle est belle! Que c'est laid comme tu</p>	<p>L'enseignant propose des situations de communication appropriées pour utiliser les expressions. L'apprenant écoute, répète et participe aux jeux de rôle ou dialogue Resource pédagogique Document authentique</p>
11	Révision	Révision
12	Examen	Examen

ARABIC LANGUAGE (AL)

المنهج الدراسي للسنة الثانية الإعدادية

SCHEME OF WORK FOR J.S.S 2

FIRST TERM الفترة الأولى

المحتويات	الموضوع	الأسبوع
مثل: قرأ, كتب, قام يقرأ, يكتب, ويجلس, يقوم, إقرأ, وما أشبه ذلك	الفعل: تعريف الفعل وأقسامه	الأول

الإنجليزية إلى اللغة العربية أو عكس حسب ما يراه المدرس. مثل: ذهب, جلس, قرأ. بذهب, بجلس, بقرأ. إذهب, إجلس, إقرأ. مثل: قمر, شمس, بحر, نجم, بئر, سماء, أرض. الخ سؤال وجواب. مثل, حمزة: السلام عليكم يابلال! بلال: وعليكم السلام يا حمزة. حمزة: إلى أين تذهب؟ بلال: أذهب إلى الحديقة. الخ. مايناسب التلاميذ من القطعة مثل: المسلم أخ المسلم. افتشاء على ما يناسب التلاميذ من القطعة إما من الكتاب المقرر أو ما يراه المدرس. قصص قصيرة على العدل والمساعدة والتواضع. بناء الجملة العربية المفيدة مثل: يدرس الأستاذ التلاميذ, فتح محمد بابيه. قراءة كتاب العربية من الكتاب المقررة. مثل: كرة القدم, كرة اليد, كرة السلة, وكرة الطاولة. أنظر لتلك الشجرة # ذات الغصون النضرة كيف نمت من حبة # وكيف صارت شجرة للدروس السابقة	الترجمة الفعل: أقسام الفعل. الفعل الماضي, الفعل المضارع, الفعل الأمر. التعريف بالأشياء (أشياء طبيعية). المحادثات (فى الحديقة) الخط العربى الإنشاء المطالعة تكوين الجملة القراءة والفهم الإملاء (أسماء الألعاب) الأناشيد العربية المختارة (شجرة) المراجعة العمه الإمتحانات والتصحيح	الثانى الثالث الرابع الخامس السادس السابع الثامن التاسع العاشر الحادى عشر الثانى عشر الثالث عشر الرابع عشر
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المنهج الدراسي للسنة الثانية الإعدادية

SCHEME OF WORK FOR J.S.S 2

الفترة الثانية
SECOND TERM

المحتويات	الموضوع	الأسبوع
مايناسب التلاميذ من القطعة من كتاب المقرر تعريف فعل ماضى مثل: فتح, غلق, دخل, خرج. مثل هذا ولد, هذه بنت, هؤلاء التلاميذ, وغيرها	الخط العربى معرفة فعل ماضى أسماء الإشارة وأقسامها	الأول الثانى الثالث

قراءة كتاب العربية. كتابة قطعة يسيرة. مايناسب التلاميذ من العربية إلى الإنجليزية تعريف فعل مضارع: مثال: يفتح. يغلق, يدخل, يخرج, الخ مايناسب التلاميذ من القطعة من كتاب المقرر أو ما يختاره المدرس نفسه. الماء للشرب وللطهارة وللطبخ وللغسل... قصص قصيرة عن بر الوالدين.	القراءة والفهم الترجمة معرفة الفعل المضارع مع أمثلتها الإشياء الحوار البسيط (أهمية الماء) المطالعة الإستمرار بتكوين الجملة المراجعة الإمتحانات والتصحيح	الرابع الخامس السادس السابع الثامن التاسع العاشر الحادى عشر والثانى عشر
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المنهج الدراسي للسنة الثانية الإعدادية

SCHEME OF WORK FOR J.S.S 2

THIRD TERM الفترة الثالثة

المحتويات	الموضوع	الأسبوع
ترجمة من العربية إلى الإنجليزية أو العكس	الترجمة	الأول
قراءة الكتاب العربية المقرر	القراءة والفهم	الثانى
مايناسب التلاميذ من القطعة	الخط المطالعة	الثالث الرابع

قصص قصيرة عن الصدق والعدل والإحسان	أقسام الجمع	الخامس
مثل: جمع المؤنث السالم, جمع المذكر السالم, وجمع التكسير. مثل جمع المؤنث السالم: مسلمات, صالحات, قانتات. مثل جمع المذكر السالم: مسلمون, صالحون, قانتون. مثل جمع جمع التكسير: أقلام, أعلام. بناء الجملة العربية المفيدة	إستمرار بتكوين الجملة.	السادس
ما يراه المعلم مناسباً أو الكتب المقرر	الإنشاء	السابع
مثل: مسلمون, معلمون, مدرسون الخ.	جمع المذكر السالم	الثامن
مسلمات, مؤنثات, معلمات, مدرسات الخ.	جمع المؤنث السالم	التاسع
ما يراه المعلم مناسباً مثل: المحادثة بين تلميذين من تلاميذ الفصل ما يناسب لمستوى التلاميذ من القطعة مثل: إيمان المرء يعرف بأماناته للدروس السابقة	المحادثة	العاشر
	الخط	الحادى عشر
	المراجعة العامة	الثانى عشر
	الإمتحان والتصحيح	الثالث عشر