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# Trade

# Subjects

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# CROSS CUTTING SUBJECTS

## ENGLISH LANGUAGE SS 3 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Speech	More on consonant sounds in sentences	Practice of rising and falling tones
	Vocabulary	Words associated with culture, development institutions and ceremonies	Students mention and describe cultural ceremonies in their places.
	Comprehension summary	Silent reading of material that are topical	Students read articles and passages from their textbooks. They answer questions and summarise the points.
	Structure	Revision of nouns and noun phrases	Teacher revises nouns, and students give examples.
	Continuous writing	Expository composition reflecting current issues	Teacher and students discuss the topics; students develop their essays based on points raised.
2.	Speech	More practice with intonation The WH questions	Rising tone is indicated with an arrow while falling tone is marked.
	Vocabulary	Words associated with culture continued	Students discuss religions and marriages rites, burial etc in their culture.
	Comprehension summary	Points to note in writing summary	Student's identity main points from a comprehension

			passage. They phrase them into correct sentences.
	Structure	Functions of noun phrases in sentences – subject of sentences	Students identify noun phrases, using definite articles. Eg. <u>The school, the head boy. Mr. president. The Honourable Minister</u> and their functions as subject sentence.
	Continuous Writing	Exposing essays continued	Students write on electronics, drug abuse, examination malpractice or excursion.
3	Speech	Introduction practice using tag – questions	Students learn how to tag questions in rising and falling tones. Eg. <u>You came late, didn't you? today is October the 6<sup>th</sup> isn't it?</u>
	Comprehension/Summary	Reading for contextual meaning of words	Students learn to distinguish words in isolation from words in contextual. Eg. <u>Chair + Man</u> is not the same as <u>chairman</u> .
	Vocabulary	Words associated with motor vehicles	Teacher leads students to mention and discuss the parts and functions of a motor vehicle.
	Structure	Verbs and verb phrases	Teacher revises verbs and verb phrases with students.
	Continuous writing	Narrative Essays	Students narrate factual or fictional stories in a coherent order.

4	Speech	Listening to speeches and taking notes	Students listen to the teachers and note rising and falling tones.
	Vocabulary	Words associated with road travel	Students relate their travel experience using appropriate words.
	Comprehension/Summary	Identifying topic sentence in paragraph	Students read a paragraph of about 5 paragraphs and identify the topic sentence for summary.
	Continuous Writing	Descriptive essays	Students write on the recent journey they undertook by.
5	Speech	More on vowel sounds – monotonys and diphthongs	Students practice to contract/ae/ad/a:/: with /a/
	Vocabulary	Words associated with travelling control	Students and teachers discuss words related to road travel – <u>highway patrol</u> , <u>toll gate</u> , <u>vulcamser</u> , <u>mechanic flat tyre</u> , etc.
	Comprehension/Summary	Textbook passage on travelling generally	Students read, discuss and answer comprehension question.
	Structure	Modal auxiliary verbs forms and uses	Words like <u>can</u> <u>will</u> , <u>shall</u> , <u>would</u> , <u>could</u> , <u>must</u> , <u>may</u> etc are explained by the teacher.
	Continuous writing	Letters – informal letters and features	Address, date, salutation and subscription for informal letters.

6	Speech	Words with 2 consonant dusters occurring or final position	Eg. <u>sports, bags, mops, dolls, tops,</u> etc are practiced aloud.
	Vocabulary	Words associated with government and administration	Students read and pick words from a passage from the textbook on government, or give their own examples of words on administration.
	Comprehension/summary	A passage on government or administration.	Students read and summarize the passage
	Structure	Adjectival clauses	Teacher distinguishes clauses from phrases sentence, etc. student identify main and subordinate clauses, and their functions.
	Continuous writing	Summarizing in a specified number of sentences	Rubrics from examination papers should guide teacher in directing the exercise.
7	Speech	Listening to oral presentation by student on a given topic.	Teacher and students listen and comment on stress and intonation especially rising and falling tones and consonant.
	Vocabulary	Idioma and idiomatic expressions.	Use of phrasal verbs an idiomatic expressions. Eg. <u>take up, take off, take after, take in,</u> etc.
	Comprehension/summary	Reading for implied measuring	Teacher and students read a passage and study the deep meaning.

	Structure	Sentence analysis simple, compound, complex sentences	Students and teachers identify main verbs, finite verbs etc in analysis sentences.
	Continuous writing	Letters-semi-formal letter writing	Address, date, solution and subscription for semi-formal letters.
8	Speech	Test of rhyming	Mineral pairs of homophones, eg. fair/fare/air red/read [pt] maid/made, etcare pronounced alike.
	Vocabulary	Words associated with science and technology	Students mention and discuss current vocabulary <u>cell phone Sms, ping, email</u> <u>browse upload, download,</u> etc.
	Comprehension/summ ary	Reading to identify the writers purpose	Students read a passage from their text or newspapers, if possible on ICT they summarize the writer's purpose.
	Structure	Identify grammatical names and functions	Teachers demonstrates with ample examples adverbial clauses and their functions in selected sentence
	Continuous writing	Article writing for newspaper and magazines'	Students are shown samples of articles from newspapers they try to write theirs on any topic their interests them.
9	Speech	Words with 3 consonants dusters are the final position	Eg. <u>aunts, crafts shifts,</u> <u>principles, elephant, eagles</u> etc.

	Vocabulary	Foreign elements in English, French words	A list of loan words from French <u>vis-a-vis</u> , <u>genre</u> , <u>sachet</u> , <u>bouquet</u> , <u>abattoir</u> , <u>chef</u> etc.
	Comprehension/summary	Reading and listening for main points	Group reading, one group reads the other listens, vice versa.
	Structure	Grammatical names and functions commands	Adverbial clauses underlined in reading passages for identification.
	Continuous writing	Reading and summarizing selected passage	Points in summary writing – paraphrasing, no detrain punctuation etc.
10	Speech	Word stress	Two syllable words stressed on the first syllable, table, comfort, export, import, tailor etc.
	Vocabulary	Identification of more two syllable words stressed on the first syllable	A text book passage for students to read and underline the expected words for oral practice.
	Comprehension/summary	Reading and answer questions on a given passage	Appropriate textbook passage to read and answer questions on.
	Structures	Subjects + verb agreement	Ample examples with present simple tense.
	Continuous writing	Paraphrasing a prose passage	Students paraphrase a textbook passage.
11	Speech	Sentence stress-emphatic stress	Differentiation between normal stress and emphatic stress with ample example.

	Vocabulary	Collocations eg whims and caprices, hook, line and sinker	Teacher lists such collocations as <u>hue</u> and <u>cry</u> , <u>ups</u> and <u>down</u> , <u>pros</u> and <u>cons</u> etc and explains their uses to the students.
	Comprehension/summary	Reading argumentative passage	Students summarize an argumentative passage.
12	Speech	Word-stress on 3 syllable words on the first syllable	Eg Policy, monitor, embassy, argument, interim, analyst, AB domen etc.
	General Revision	Revision	Revision
13	Examination	Examination	Examination

**ENGLISH LANGUAGE  
SS III 2<sup>nd</sup> TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1	Revision	Revision of WAEC, NECO, SSCE general instructions and requirement	Sample or past question papers on English language are reviewed
2.	Speech	Vowels consonant in minimal pairs /i/aw/i:; /ae/aw/a:/	Teacher draws up minimal pairs and drills the students consonant to them eg bit/beat, fit/feet, wick/weak, back/bark, fat/fart, cat/cart.
	Vocabulary	Words associated with law and order	The registers of crime and criminality, law and order are studied, words like <u>accused</u> , <u>suspect</u> , <u>arrest</u> , <u>counsel</u> , <u>prosecutor</u> , <u>defence</u> , <u>lawyer</u> etc.

	Comprehension summary	Reading a passage on law and order	Students read selected passages and answer questions.
	Structure	Revising pronouns and their uses	Subject and object pronouns are consonant and practiced eg I/me, we/us, they/them, he/him, and she/her.
	Continuous writing	Argumentative, Essay, Debates	Features of both forms of writing are treated. Students write according to the form.
3	Speech	Four consonant words occurring at the final position	Ample examples of such words, e.g <u>sixths</u> , <u>glimpsed</u> , <u>prompt</u> , <u>tempts</u> , etc.
	Vocabulary	Register of law and order control	More examples of words from the law – <u>judge</u> , <u>magistrate</u> , <u>bailiff</u> , <u>remand</u> , <u>acquitted</u> , <u>sentence</u> , etc.
	Comprehension/Summary	Guidelines on answering questions on a given passage	Points to note in answering comprehension questions are highlighted. Students summarize the passage.
	Structure	Adjuncts forms and functions	Teacher and students identify and explain the forms and functions of adjuncts in clauses of <u>time</u> , <u>place</u> , <u>manner</u> , <u>comparison</u> , <u>result</u> , etc from sentences.
	Continuous writing	Report writing	Teacher helps to distinguish report from minutes so that students can write each well.

4	Speech	Consonant contrasts	Minimal pairs of the words that high light the different sounds. eg kits/kids, feats/feeds, ferry/very, leaf/leave etc.
	Vocabulary	Registers for ICT	Words such as microchip, data, processing, bytes and software, etc are discussed.
	Comprehension/Summary	Differentiating phrases from clauses	Teacher revises finite and non-infinite verbs, main and subordinate clauses as well as punctuation marks.
	Continuous writing	Writing speeches	Students are guided to write valedictory speeches, welcome address or keynote address.
5	<b>Examination</b>		

**GENERAL MATHEMATICS  
SS 3FIRST TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>MATRICES I</b> i. Definition of matrix ii. Order and notation of matrix iii. Types of matrices (null, unit etc.) iv. Addition and subtraction of matrices v. Scalar multiplication of two by two matrices (2x2) and three by three (3x3) matrix	<b>Teacher:</b> Leads students to define a matrix. Leads students to understand the notations of matrices - identifies the different t types of matrices and performs the addition and subtraction operation - perform scalar multiplication of two by two matrices and three by three matrices. <b>Students:</b> Define matrix, identify matrix notation, identify different types of matrices, perform the operation of addition and subtraction of matrices. Perform the scalar multiplication of 2x2 and 3x3 matrices. <b>Instructional Resources:</b>

		Matrix charts, matrix addition charts, subtraction charts, determinant charts, computer assorted instructional material.
2	<p><b>MATRICES II</b></p> <p>i. Transpose of a matrix</p> <p>ii. Determinant of a matrix (2x2) and (3x3)</p> <p>iii. Solution of simultaneous equations using determinant method (two equations in two unknown and three equations in three unknowns).</p> <p>iv. Inverse of 2 x2 matrix.</p>	<p><b>Teacher:</b></p> <p>Leads students to find transpose of a matrix by interchanging the rows with column</p> <ul style="list-style-type: none"> <li>-calculates the determinant of a matrix or matrices</li> <li>-applies determinant of matrices to solutions of simultaneous equations in two unknown and three unknowns</li> </ul> <p><b>Students:</b></p> <p>Find the transpose of a matrix and calculate the determinant of matrices.</p> <ul style="list-style-type: none"> <li>-applies determinant of matrices to solutions of simultaneous equations.</li> </ul> <p><b>Instructional Resources:</b></p> <p>Matrix charts, matrix additions charts, subtraction charts, determinant charts, computer assorted instructional material.</p>
3	<p><b>ARITHMETIC OF FINANCE</b></p> <p>i. Revision of simple interest</p> <p>ii. Compound interest including arithmetic of finance</p> <p>iii. Definition and calculation of depreciation</p> <p>iv. Definition and determination of annuity.</p>	<p><b>Teacher:</b></p> <p>Guides students to recall formula for calculating interest and derive the formula for computing compound interest and use of table in compound interest.</p> <p>Guides students to define and compute depreciation value of an item.</p> <p>Guides students to define and determine the annuity.</p> <p><b>Students:</b></p> <p>Calculate the simple interest and compound interest with the given formula. And table of logarithm in compound interest.</p> <p>Define and compute the value, compute the annuity.</p> <p><b>Instructional Resources:</b></p> <p>Charts, solution charts of logarithm on compound interest, solution chart on bond and debentures, solution charts of rate, taxes and value added tax.</p>
4	<p><b>ARITHMETIC OF FINANCE II</b></p>	<p><b>Teacher:</b></p> <p>Guides students to define and compute the amortization.</p>

	<p>i. Definition and computation of amortization.</p> <p>ii. Solving problems in capital market e.g. bonds and debentures, shares, rate, income tax and value added tax.</p>	<p>Guides students to calculate interest on bonds and debentures, shares, rate, income tax and value added tax using logarithm table.</p> <p><b>Students:</b>          Compute amortization          Calculate interest on bonds and debentures using logarithm table.</p> <p><b>Instructional Materials:</b>          Solution chart of logarithm on compound interest.          Solution charts on logarithm on bond and debentures, logarithm table.          Solution charts of rates, taxes and value added tax. (Excursion to stock exchange or inland revenue offices could be an added advantage. Stock exchange expert can also be invited to do simple calculations.</p>
5	<p><b>APPLICATION OF LINEAR AND QUADRATIC EQUATION</b></p> <p>i. Revision of solution of simultaneous linear equations and quadratic equations.</p> <p>ii. Word problem on linear equations.</p> <p>iii. Word problem on simultaneous linear equations.</p> <p>iv. Word problem on simultaneous equations one linear one quadratic</p> <p>v. Application to capital market.</p>	<p><b>Teacher:</b>          Displays chart of simple linear and quadratic equation.          -revises the solution of simultaneous linear and quadratic equations.          -guides students to discover how word problems can be interpreted into: linear, quadratic, simultaneous equation and quadratic equations one linear one quadratic.</p> <p><b>Students:</b>          Study the chart; solve the solution of simultaneous linear and quadratic equation. Use steps given by the teacher to solve word problems.</p> <p><b>Instructional Resources:</b>          Solution chart of simultaneous linear and quadratic equation.</p>
6	<p><b>TRIGONOMETRY</b></p> <p>i. Graph of trigonometric functions (sine and cosine graph for angles <math>0 \leq x \leq 360^\circ</math>)</p> <p>ii. Interpretation of graphs of trigonometric functions.</p>	<p><b>Teacher:</b>          Guides students to construct tables of values for sine and cosine.          Plots graphs of sine and cosine for <math>0^\circ \leq x \leq 360^\circ</math>          Interprets the graph and read out given values.</p> <p><b>Students:</b>          Construct table of values for <math>0^\circ \leq x \leq 360^\circ</math>.          Plot the graphs of the tables of values.          Interpret and read out given values.</p>

		<p><b>Instructional Resources:</b> Graph board, graph books, pencil, ruler, broom stick/twine. (graph board and books mandatory)</p>
7	<p><b>SURFACE AREA AND VOLUME OF SPHERE</b></p> <p>i. Volume of a sphere ii. Surface area of a sphere iii. Volume of hemisphere (half of sphere) iv. Surface area of hemisphere.</p>	<p><b>Teacher:</b> Brings cylinders, cone and spheres to the class. Determines the volume of a sphere practically by filling a cone and a cylinder with water/sand and then pouring them in the sphere. Notes the height of the cylinder and the diameter of the sphere. Leads students to find the volume of the sphere by formula and apply to solve problems. Brings a sphere to class and explain the concept of surface area, find the formula and solve problems.</p> <p><b>Students:</b> Study the cylinder, cone and sphere. -participate in finding the volume of the sphere practically. -Find the formula for volume and apply it to solve problems Note the concept and find the surface area.</p> <p><b>Instructional Resources:</b> Cylinder tin, sphere, cone, spherical globe etc.</p>
8	<p><b>THE EARTH AS A SPHERE</b></p> <p>i. Describe the earth as a sphere and identification of the line of longitude (meridian), latitude, equator, north pole and south pole, small circle and great circle. ii. Distance along the great circle iii. Radius of parallel of latitudes iv. Distance along the parallel of latitudes. v. Mathematical problems on earth as sphere.</p>	<p><b>Teacher:</b> Guides students to revise the concepts of circles and spheres. Describes the earth a sphere. Brings skeletal and real globe to class. Leads students to identify the following North and South, Poles, Lines of longitudes and latitude, small circles and great circles, meridian and equator, parallel of latitude, radius of parallel of latitude. Radius of Earth, Deduce the formula for distance along great circle, distance along parallel of latitude. Leads students to solve problems on longitude and latitude.</p> <p><b>Students:</b> Study the skeletal and the real globe;, participate in identification and locations. Solve given problems on longitude and latitude.</p> <p><b>Instructional Resources:</b></p>

		Circles, spheres, real globe, skeletal globe, charts, charts of problems on longitude and latitude.
9	<p><b>CO-ORDINATE GEOMETRY I</b></p> <p>i. Identification of Cartesian rectangular coordinate (x, y).  ii. Drawing and interpretation of linear graph  iii. Distance between two points  iv. Mid- point of line joining two points  v. Practical application of coordinate geometry.</p>	<p><b>Teacher:</b>  Leads students to understand the relative positions of a point in the (x-y) plane. The abscissa (x-axis), ordinate (y-axis) and origin (O) of x-y plane.  -plots linear graph in the (x-y) plane  -determines the distance between two coordinate points  -calculates the midpoint of the line joining two points.</p> <p><b>Students:</b>  Plot linear graph in the x-y plane.  Determine the length and midpoint of a line using the coordinate system.</p> <p><b>Instructional Resources:</b>  Graph board, graph books, and coordinate graph charts. Graph board line, mathematical instrument.</p>
10	<p><b>COORDINATE GEOMETRY II</b></p> <p>1. Gradient of a straight line and y-intercept.  2. Equation of a straight line  3. Angle between two intersecting lines  4. Condition for parallel line and perpendicular line  5. Practical application of coordinate geometry.</p>	<p><b>Teacher:</b>  Leads students to define gradient and intercept of lines and determine them  -writes equation of a straight line.  -calculates the angle between two intersecting straight lines  -leads students to appreciate the application of linear graphs to real life situation.</p> <p><b>Students:</b>  Define and determine gradient and intercepts.  -write the equation of a straight line and calculate the angle between the intersection of two straight lines.  -apply the concept of linear graphs to real life situation.</p> <p><b>Instructional Resources:</b>  Graph board, graph books, graph charts etc.</p>
11	<p><b>DIFFERENTIATION I</b></p> <p>1. Meaning of differentiation  2. Differentiation from first principle</p>	<p><b>Teacher:</b>  Leads students to define differentiation and explain the meaning of derived function, -</p>

	<p>3. Technique of differentiation (General rule)  4. Standard derivative  5. Differentiation of polynomials  6. Rules of differentiation (sum and difference)  7. Differentiation of trigonometrically functions.</p>	<p>Differentiates functions from first principles for functions like <math>y=x</math>, <math>y=x^2</math>, <math>y=x^3</math>, <math>y = x^2+5x+7</math>, etc.  -interprets the standard derivatives of some basic functions.  -solves problems on differentiation using the sum and difference rule.  <b>Students:</b>  Define and explain the differentiation and the meaning of derived function  -perform differentiation from first principles  -apply the rules of differentiation.  <b>Instructional Resources:</b>  Standard derivative charts, computer assisted instructional materials.</p>
12	<p><b>DIFFERENTIATION II</b>  1. Rule of differentiation of sum, difference product, quotient and function- of-function (composite function)  2. Application of differentiation in determining maximum and minimum point. Acceleration, velocity and rate of change.</p>	<p><b>Teacher:</b>  Leads students to solve problems on differentiation using the rules of differentiation  i) <math>\frac{d(u+v)}{dx} = \frac{du}{dx} + \frac{dv}{dx}</math>  ii) <math>\frac{d(u-v)}{dx} = \frac{du}{dx} - \frac{dv}{dx}</math>  iii) <math>\frac{d(uv)}{dx} = v\frac{du}{dx} + u\frac{dv}{dx}</math>  iv) <math>\frac{d\left(\frac{u}{v}\right)}{dx} = \frac{v\frac{du}{dx} - u\frac{dv}{dx}}{v^2}</math>  v) If <math>y = U^n</math>  <math>\frac{dy}{dx} = \frac{dy}{du} \times \frac{du}{dx}</math>  e.g. If <math>y = (3x^2+5)^6</math>  let <math>3x^2 + 5</math>;  <math>\frac{du}{dx} = 6x</math>  <math>y = u^6</math>; <math>\frac{du}{dx} = 6x</math>  <math>\frac{dy}{dx} = \frac{dy}{du} \times \frac{du}{dx}</math>  <math>= 6(3x^2 + 5)^5 \times 6x</math></p>

		<p><b>Students:</b> Apply the rules of differentiation to solve related problems. -apply differentiation in solving life problems and in capital market issues.</p> <p><b>Instructional Resources:</b> Standard derivative charts, computer assisted instructional materials.</p>
13	Revision	Revision
14	Examinations	Examinations

**GENERAL MATHEMATICS  
SS 3 SECOND TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>INTEGRATION I</b></p> <ol style="list-style-type: none"> <li>1. Integration as anti-differentiation</li> <li>2. Techniques of integration (standard intergral)</li> <li>3. Integration of algebraic functions</li> <li>4. Special integrals</li> <li>5. Integration by substitution</li> </ol>	<p><b>Teacher:</b> Guides students to understand that integration is the reverse of differentiation. Leads students to integral functions using (a) Substitution method, (b) integration by parts (c) Integration by partial fractions.</p> <p><b>Students:</b> Perform differentiation of a function and integrate the same function to show the reversed forms of differentiations and interpretation. Leads students to integrate functions using a. Substitution method b. Integration by partial fractions.</p> <p><b>Instructional Resources:</b> Integration charts, standard integral charts etc.</p>
2	<p><b>INTEGRATION II</b></p> <ol style="list-style-type: none"> <li>i. Integration of trigonometric functions</li> <li>ii. Integration by part</li> <li>iii. Integration by partial fraction</li> <li>iv. Application of integration – the use of Simpson’s rule to find area under the curve.</li> <li>v. Integration of exponential function.</li> </ol>	<p><b>Teacher:</b> Guides students to integrate trigonometric functions like sine, cosine, and tangents. Leads students to integrate functions using i. Substitution method ii. Integration by part iii. Integration by partial functions.</p> <p><b>Students:</b> Solve problems on integration using: -substitution method -integration by part method</p>

		-integration by partial functions method -should apply integration to real life situation and capital market issues. <b>Instructional Resources:</b> Integration charts, standard integral charts etc.
3	<p><b>LOGARITHMS</b></p> <p>ai) Revision of law of indices ii) Revision of the use of logarithm table to calculate logarithm of numbers bi) Theory of logarithm ii) Rules connecting logarithm  <math>\text{Log}(pq) = \log p - \log q</math>  <math>\text{Log}(p/q) = \log p - \log q</math></p> <p><math>\text{Log}_a x^n = n \log_a x</math> etc.</p>	<p><b>Teacher:</b> Brings the logarithm rules chart and solution chart of logarithm to the classroom Guides students to revise the use of logarithm rules. - revises the use of logarithm table in problems involving calculations</p> <p><b>Students:</b> Study the two charts. Deduce laws of logarithm especially  <math>\text{Log}_{10}(pq) = \log_{10} p + \log_{10} q</math>  <math>\text{Log}_{10}(p/q) = \log_{10} p - \log_{10} q</math>  <math>\text{Log}_{10} p^n = n \log_{10} p</math>  Verify logarithm laws with simple exercise. Revise the use of logarithm table to solve problems involving calculations.</p> <p><b>Instructional Resources:</b> Logarithm law chart, solution chart of logarithm, logarithm table.</p>
4	Revision	Revision
5	Examinations	Examinations

**CIVIC EDUCATION  
SS 3 FIRST TERM**

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	POPULAR PARTICIPATION Types of popular participation – political, economic	Teacher: Identify the various types of popular participation. Explain and discuss the popular participation to the students.
2	POPULAR PARTICIPATION CONT. Need for popular participation in the society.	Teacher: Explain the meaning of popular participation to the student.

3	POPULAR PARTICIPATION Traditional and modern mode of popular participation.	Teacher: Explain the meaning of popular participation.
4	DEMOCRACY Meaning and definition of Democracy.	Teacher: Define and explain the meaning of democracy. Demonstrate how election is conducted.
5	DEMOCRACY CONTINUED Importance and problems of Democracy	Teacher: Define and explain the meaning of democracy. Demonstrate how election is conducted.
6	DEMOCRACY CONTINUED Process of Democracy.	Teacher: Define and explain the meaning of democracy. Demonstrate how election is conducted.
7	CONSTITUTIONAL DEMOCRACY i. Meaning and types of constitutional democracy ii. Concepts of constitutional democracy.	Teacher: Lead discussion on the meaning of democracy. Lead students to identify the importance and problems of democracy. Guide students to enumerate and explain the process of democracy.
8	CONSTITUTIONAL DEMOCRACY i. Features of constitutional democracy e.g. popular sovereignty, majority rule and minority rights	Teacher: Lead discussion on the meaning of democracy. Lead students to identify the importance and problems of democracy. Guide students to enumerate and explain the process of democracy.
9	CONSTITUTIONAL DEMOCRACY CONT. Advantages of constitutional Democracy.	Teacher: Lead discussion on the meaning of democracy. Lead students to identify the importance and problems of democracy. Guide students to enumerate and explain the process of democracy.
10	CONSTITUTIONAL DEMOCRACY CONT. Disadvantages of constitutional Democracy	Teacher: Lead discussion on the meaning of democracy. Lead students to identify the importance and problems of democracy. Guide students to enumerate and explain the process of democracy.
11	Revision	Revision

12	Examination	Examination
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**CIVIC EDUCATION  
SS 3 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	RULE OF LAW i. Meaning and definition of Rule of Law. ii. Importance of Rule of Law	Teacher: Explain the meaning and importance of rule of law
2	RULE OF LAW CONTINUED Process of Rule of Law	Teacher: State the process of rule of law
3	RULE OF LAW CONTINUED Problems of rule of Law	Teacher: Identify and explain the problems of rule of law.
4	Revision	Revision
	Examination	Examination

## SENIOR SECONDARY SCIENCES

### BIOLOGY

#### SS 3 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>REPRODUCTIVE SYSTEM AND REPRODUCTION IN HUMAN</b>	i). Parts and functions of reproductive part of human ii). Structure of male sperm cell and female egg cell	i). Show charts of male and female reproductive system ii). Show charts of male sperm and female gamete iii). Students should identify and observe them.
2	<b>REPRODUCTIVE SYSTEM IN HUMANS CENTNUES</b>	(i) fertilization – fusion of gametes implantation (ii) development of embrayo – selective exchange between mother and child – removal of excretory products feotus.	i). Show photograph or chart of a developing feotus ii). Show the specimen i.e. Developing feotus in the laboratory.

3	<b>DEVELOPMENT OF SEEDS AND FRUITS</b>	<p>(i) Process of development of Zygote in flowering plants – pistil, stem, fertilization</p> <p>ii). Germination of seeds</p> <p>iii). Types of germination</p> <p>iv). Conditions necessary for germination</p> <p>v). Fruits – structure of fruits – types of fruits and seed – agents of dispersal – differences between fruits and seeds</p>	<p>i). Provides students with dissected flowers to show the parts involved in fertilization</p> <p>ii). Guides students to soak seeds in water and plants some in milk tin to observe types of germination and conditions necessary for germination</p> <p>iii). Show different types of fruits and seeds and let students know their differences</p>
4	<b>REPRODUCTIVE BEHAVIORS</b>	<p>Courtship behaviors in animals pairing – territoriality, display of colours and body parts, seasonal migration – nuptial flight e.g. termites</p>	<p>(i) shows students pictures of colorful birds and preserved specimen of Agama lizard</p> <p>ii). Take students to where lizards, cocks, turkey bask to note the courtship behaviors</p>
5	<b>BIOLOGY OF HEREDITY</b>	<p>i). Definition of heredity</p> <p>ii). Transmission and expression of characters in organisms</p> <p>iii). Variation – Definition</p> <p>iv). Chromosomes – Location and structures</p> <p>v). Process of transmission of heredity tracts from parents to offspring</p> <p>vi). Probability in genetics</p>	<p>i). Discusses with students Mandels experiments with red and white flowered peas</p> <p>ii). Show students a chart depicting products of cross fertilization and self fertilization.</p>
6	<b>BIOLOGY OF HEREDITY CONTINUES</b>	<p>i). Mendels work in genetics</p> <p>ii). Application of the principles of heredity</p> <ul style="list-style-type: none"> <li>- In agriculture for seed improvement, and disease resistance.</li> <li>- In medicine e.g. sickle cell management.</li> <li>- compatibility of blood groups.</li> </ul> <p>iii). Explain the terms -</p>	<p>i). Carry out mendelian cross to explain offspring's genotypes</p> <p>ii). Students carry out mendelian cross to explain offspring's genotypes.</p>

		Gross fertilization self fertilization – out breeding and in breeding using crosses.	
7	<b>VARIATION IN POPULATION</b>	<p>i). Morphological variation (physical appearance of individuals)</p> <p>a). size, height, weight, b) colour (skin hair, eyes, coat of animals) c). finger print</p> <p>ii). Physiological variation</p> <p>a). Behaviour b). Ability to roll tongue c). Ability to taste phenyl thiocarbamide (PTC)</p> <p>iii). Application of variations</p> <p>(a) Crime detection b). Blood transfusion c). Determination of paternity.</p>	<p>i). Teacher measures the height of students of the same age group e.g. 13-15 and 16-17 year</p> <p>ii). Teacher ask students to roll their tongues</p> <p>iii). Ask students if they know their blood group</p> <p>iv). Demonstrates the making of finger prints and identify the different patterns made e.g. Whorl, Arch, loop.</p>
8	<b>EVOLUTION</b>	<p>i). Progressive change in structures and anatomy of organism using example or features from water to land</p> <p>ii). Structural adaptation:- Adaptive coloration and their functions e.g. Camouflage in lions, green snake, in green grass bright colour of flowers to attract pollination</p> <p>iii). Structural adaptation for obtaining food e.g. Proboscis for sucking cell sap insects mimicry colours for security mates for regulating temperature etc.</p> <p>iv). Different castes of termites and their roles.</p>	<p>i). Teacher show life specimens of tadpoles in the external gill stage, fish with internal gills and toad with lungs</p> <p>ii). Provides male Agama Lizard to show colours</p> <p>iii). Discusses with students the reality of the law of use and discuses by referring to boxers or athletes</p> <p>iv). Show termites soldiers king, queen and reproductive males and females.</p> <p>Teacher show a broken pieces of castes of termites to the students</p>
9	<b>THEORY OF EVOLUTION</b>	<p>i). Theories of evolution (Darwins)</p> <p>ii). Larmaks evolutionary law</p>	<p>i). Discusses the possibility of transfer of such acquired characteristics e.g. Can a</p>

		ii). Modern evolution theory iv). Evidence of evolution – fossil record, - Embryology v). forces responsible for evolution, - mutation, gene flow and genetic drift	footballers child have big and developed leg even without training?
10	<b>PRACTICAL ON FOOD TEST</b>	i). Test for presence of starch ii). Test for presence of protein iii). Test for the presence of simple reducing sugar. iv). Test for a complex sugar.	i). Teacher set up the experiment in the laboratory. ii). Allow the students to participate. iii). Students write and draw the inference.
11	<b>PRACTICAL OF FLOWERS AND FRUITS</b>	i). Arrangement of floral parts, placenta ion, types of ovary conditions necessary for photosynthesis e.g. Pride of Barbados, flame of the forest, Hibiscus	i). Show the life flower ii). Show the floral part of the flower
12	<b>Revision</b>		
13	<b>Examination</b>		

**BIOLOGY  
SS 3 SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1	<b>REVISION</b>	i). Revision of all relevant topic in national examination ii). Revision of past WAEC NECO and UME Questions	Teachers using the past questions booklets and other relevant text books to revise with the students.
2	<b>REVISION ON PRACTICAL'S</b>	Revision of past practical questions alternative to practical	Teacher using some relevant practical books, past questions and other relevant specimens.
3	Revision	Revision	Revision
4	Examinations	Examinations	Examinations

**CHEMISTRY  
SS 3 FIRST TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>METALS AND THEIR COMPOUNDS</b></p> <p>1. Metals:</p> <ul style="list-style-type: none"> <li>- chemical characteristics</li> <li>- relative abundance</li> </ul> <p>2. Compounds of metals</p> <p>3. Principles of extraction of metals:</p> <ul style="list-style-type: none"> <li>- electrolysis</li> <li>- reduction of oxides</li> <li>- reduction of chlorides</li> <li>- reduction of sulphates</li> </ul> <p>4. The alkali metal (General properties)</p> <p>5. Sodium:</p> <ul style="list-style-type: none"> <li>- extraction of sodium</li> <li>- properties of sodium</li> <li>- uses of sodium.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>i. Explains the general characteristics of metals.</li> <li>ii. Lead the students to identify parts of the periodic table containing metals.</li> <li>iii. Show on charts the relative abundance of metals in nature with emphasis on the occurrence of certain metals as minerals in Nigeria (i.e. Tin, iron etc).</li> <li>iv. Discuss using diagrams the principles of extraction of metals with tin-mining and iron and steel as examples (emphasis on Nigeria).</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>i. samples of metals and their compounds.</li> <li>ii. periodic table of elements.</li> <li>iii. charts of mineral ore distribution in Nigeria.</li> </ul>
2	<p><b>METALS AND THEIR COMPOUNDS</b></p> <p>6. The alkali earth metals (general properties)</p> <p>7. Calcium:</p> <ul style="list-style-type: none"> <li>- extraction of calcium</li> <li>- properties of calcium</li> <li>- compounds of calcium</li> <li>- uses of calcium</li> </ul> <p>8. Aluminium:</p> <ul style="list-style-type: none"> <li>- extraction of aluminium</li> <li>- uses of aluminium</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>v. list and explain the general properties of alkali and alkali earth metals.</li> <li>vi. Discuss the extraction, properties and uses of sodium, calcium, aluminium and tin.</li> </ul> <p><b>Instructional Resources:</b> list of mining and metal-related industries in Nigeria.</p>
3	<p><b>METALS AND THEIR COMPOUNDS</b></p> <p>9. Tin:</p> <ul style="list-style-type: none"> <li>- extraction of tin</li> <li>- uses of tin</li> </ul> <p>10. Transition metal</p> <ul style="list-style-type: none"> <li>- properties of transition metals</li> </ul> <p>(the first transition series only)</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>vii. Explains the general properties of transition metals: list the 1<sup>st</sup> transition series and explain their electronic configuration. – discuss the oxidation states and complex formation for the 1<sup>st</sup> transition series.</li> </ul>

4.	<b>METALS AND THEIR COMPOUNDS</b> 11. Copper: - extraction of copper - uses of copper	<b>Teacher:</b> viii. Discuss the extraction and uses of copper and iron. ix. explain the rusting of iron and methods of its prevention. x. Discuss the general reaction of metals. xi. Show samples of various metal ores to the students.
5.	<b>IRON</b> 1. Extraction 2. Uses 3. Rusting of iron and methods of prevention	<b>Teacher:</b> perform experiment to show: i. brown ring test ii. rusting of iron iii. corrosion of iron nails iv. Take students to visit the iron and steel industry at Ajaokuta, Nigeria if possible. <b>Instructional Resources:</b> i. iron ii. water iii. paint or oil, grease iv. Rusted nails, keys, spoons, etc.
6	<b>FATS &amp; OIL</b> 1. Sources 2. Physical and Chemical properties 3. Reactions of fats and oil, (saponification) 4. Uses	<b>Teacher:</b> i. guides students to identify the sources of fats and oils ii. perform simple demonstrations to show the properties of fats and oils. iii. takes students on visit to a local vegetable industry. <b>Instructional Resources:</b> i. samples of fats and oils ii. paper.
7	<b>SOAP AND DETERGENTS</b> 1. Soap: - preparation - structure 2. Action of soap as an emulsifying agent.	<b>Teacher:</b> i. demonstrates the preparation of soap ii. explain the cleansing action of soap. <b>Instructional Resources:</b> - Vegetable oil - Caustic soda or potash - Wood ash - Containers/reaction vessels.
8	<b>SOAP AND DETERGENTS</b> 3. Detergents: - Preparation - Mode of action of detergents	<b>Teacher:</b> i. explains the cleansing action of detergents ii. takes students on a visit to a local soap factory and guide them to identify the raw materials and process for making soap and detergents.

	4. Differences between soap and detergents.	iii. assign students in groups to make soaps from locally available materials. <b>Instructional Resources:</b> <ul style="list-style-type: none"> <li>- Water</li> <li>- Thermometer</li> <li>- NaCl</li> </ul>
9	<b>GIANT MOLECULES</b> Sugars: 1. sources 2. classification as: a. monosaccharide - disaccharides - polysaccharides. b. as reducing and non-reducing sugars.	<b>Teacher:</b> i. guides students to: - identify sources of sugar and starch - classify sugars as mono-, di-and polysaccharides. - differentiate between reducing and non-reducing sugars. - state the uses of sugar and starch. <b>Instructional Resources:</b> i. samples of glucose ii. starch iii. sugarcane iv. dilute acids v. Source of heat
10	<b>GIANT MOLECULES</b> 3. Hydrolysis of sucrose and starch.	<b>Teacher:</b> i. performs simple experiments to demonstrate the hydrolysis of starch and sucrose to produce glucose. ii. takes students on a visit to a local sugar factory. iii. guides students to test for sugars and starch. <b>Instructional Resources:</b> i. containers e.g. beaker ii. iodine iii. Fehlings solution iv. Benedict's solution v. Concentrated H <sub>2</sub> SO <sub>4</sub>
11	<b>GIANT MOLECULES</b> 4. Test for starch and sugars 5. Uses of starch and glucose: - proteins - sources - structure and properties - test for protein - uses of proteins	<b>Teacher:</b> i. Guides students to: - list sources of protein - give examples of proteins - state the uses of proteins ii. Explains the structure of proteins to students iii. Performs simple experiments to: - Illustrate the chemical and physical properties of proteins - Test for proteins.

		<b>Instructional Resources:</b> 1. Samples of food containing protein 2. Test reagents: - million's reagent - HNO <sub>3</sub> 3. Biuret 4. Test – tubes 5. Source of heat etc.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

**CHEMISTRY**  
**SS 3 SECOND TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>ETHICAL, LEGAL AND SOCIAL ISSUES</b> 1. Chemical wastes 2. Industrial pollutant 3. Roles of governments in preventing chemical degradation: - legislation - setting of minimum standard - Enforcement of stand.	<b>Teacher:</b> i. Name some chemical industries in Nigeria. ii. Teach students about the adverse effects of chemical waste on the environment. iii. Sensitize the students about the hazards of working in chemical industries. iv. Take students on a visit to chemical industry. v. Guide the students to discuss: - ways of preventing chemical degradation - The role of government in preventing chemical degradation.
2	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> 1. Acid/Base titrations (neutralization) continued. 2. Redox titrations involving KMnO <sub>4</sub> , Fe <sup>2+</sup> , C <sub>2</sub> O <sub>4</sub> , I <sub>2</sub> , KI, S <sub>2</sub> O <sub>3</sub> <sup>2-</sup> 3. Test for oxidants and reductants.	<b>Teacher:</b> i. Carry out titration to determine: - percentage purity - heat of neutralization - water of crystallization etc. ii. Guide students to test for oxidants in redox reactions. <b>Instructional Resources:</b> i. Indicator extract from flowers ii. Bomb calorimeter iii. Relevant acids and bases.
3	<b>QUANTITATIVE AND QUALITATIVE ANALYSIS</b> 4. Identification of ions (Fe <sup>2+</sup> , NH <sub>4</sub> <sup>+</sup> , Fe <sup>3+</sup> , Cu <sup>2+</sup> , Pb <sup>2+</sup> , etc);	<b>Teacher:</b> i. Guides students to identify ions (cations and anions)

	chlorides, nitrates, sulphates, sulphide, bicarbonates, carbonates, sulphate etc. 5. Test for hydrogen NH <sub>3</sub> , HCl, NO <sub>3</sub> , Oxygen, CO <sub>2</sub> , Cl (bleaching action).	ii. Guides students to test for simple sugars, fats and oils, proteins, starch, etc. iii. Identification of fats & oils, simple sugar, proteins, starch.  <b>Instructional Resources</b> i. Relevant salts ii. Relevant acid and bases iii. Starch, fats and oils, protein etc. iv.
4	<b>Revision of SS 1 work</b>	
5	<b>Revision of SS 1 work</b>	
6	<b>Revision of SS 1 work</b>	
7	<b>Revision of SS 1 work</b>	
8	<b>Revision of SS 2 work</b>	
9	<b>Revision of SS 2 work</b>	
10	<b>Revision of SS 2 work</b>	
11	<b>Revision of SS 2 work</b>	
12	<b>Examinations</b>	
13	<b>Examinations</b>	

## PHYSICS

### SS 3 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>SIMPLE A.C CIRCUITS</b> -Nomenclature in A.C circuits -Peak and r.m.s values -Resistance in a.c circuit -Capacitance in a.c circuit -Inductance in a.c circuit	The teacher uses vectors to show the directions of resistance, inductance and capacitance in an a.c circuit
2	<b>SIMPLE A.C CIRCUITS</b> -Reactance and impedance -Series circuit containing resistance, inductance and capacitance -Power in a.c circuit.	The teacher leads the students on how to calculate current in a simple a.c circuit

3	<p><b>MODELS OF THE ATOM</b></p> <ul style="list-style-type: none"> <li>-Concept of the atom</li> <li>-The various models of the atom: Thomson, Rutherford, Bohr, Electron cloud models</li> <li>-Limitations of physical models</li> </ul>	The teacher leads discussion on the scattering experiment and its analogue using charts etc.
4	<p><b>NUCLEUS</b></p> <ul style="list-style-type: none"> <li>-Radioactivity-natural and artificial: <ul style="list-style-type: none"> <li>i) Isotopes</li> <li>ii) Radioactive elements</li> <li>iii) Radioactive emission</li> <li>iv) Half-Life and decay constant</li> </ul> </li> </ul>	The teacher leads discussion on random event and probability of decaying atoms
5	<p><b>NUCLEUS</b></p> <ul style="list-style-type: none"> <li>-Transformation of elements</li> <li>-Nuclear reaction: <ul style="list-style-type: none"> <li>i) Fission</li> <li>ii) Fusion</li> <li>iii) Nuclear energy</li> </ul> </li> <li>-Applications of radioactivity</li> <li>-Nigeria nuclear energy programme.</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher leads discussion on nuclear fission and fusion</li> <li>-The teacher leads discussion on the applications of radioactivity in medicine, agriculture, science, industry, etc</li> </ul>
6	<p><b>ENERGY QUANTIZATION</b></p> <ul style="list-style-type: none"> <li>-Energy level in atoms <ul style="list-style-type: none"> <li>i) Ground state</li> <li>ii) Excited state</li> <li>iii) Emission of light energy on return to ground state(Atomic spectra)</li> </ul> </li> </ul>	
7	<p><b>ENERGY QUANTIZATION</b></p> <ul style="list-style-type: none"> <li>-Photo-electric effect</li> <li>-Einstein photo-electric equation and its explanation</li> <li>-X-ray: <ul style="list-style-type: none"> <li>i) Production</li> <li>ii) Characteristics and properties</li> <li>iii) Uses</li> </ul> </li> </ul>	Excursion to x-ray unit in any hospital or centre for the students to observe the operation of the X-ray equipment
8	<p><b>DUALITY OF MATTER</b></p> <ul style="list-style-type: none"> <li>-Wave nature of matter: <ul style="list-style-type: none"> <li>i) Electron diffraction</li> </ul> </li> <li>-Particle nature of matter: <ul style="list-style-type: none"> <li>i) Photoelectric effect</li> <li>ii) Compton effect</li> </ul> </li> <li>-The uncertainty principle</li> </ul>	The teacher leads discussion using simple illustrations, theories of nature of light particle theory and wave theory

9	<b>PHYSICS IN TECHNOLOGY</b> -Constructing a battery -Electroplating	The teacher leads the students to construct a battery of at least 3 cells and use it to light a bulb
10	<b>PHYSICS IN THE REAL WORLD(or Technology)</b> -Application of electromagnetic field i) Construction of a galvanometer, an electric motor and generators	The teacher guides the student s on the construction of any of the following -A galvanometer -An electric motor -D.C and A.C generator.
11	<b>PHYSICS IN THE REAL WORLD(PHYSICS IN TECHNOLOGY)</b> -Construction of a model transmission system using a transformer	The teacher to guides the students to construct a model transmission system using a transformer
12	<b>PHYSICS IN TECHNOLOGY</b> -Need for use of machines in doing work: i) Easier ii) Quicker iii) More conveniently -Instances of the use of machines i) At home ii) In offices iii) In industry iv) In agriculture v) In transportation, etc -Repairs and maintenance of machines i) Need for repairs of machines ii) Need for regular maintenance of machines iii) Maintenance schedule of machines.	-Teacher leads discussion on the need for the use of machines  -The teacher leads discussion on various instances for the uses of machines
13	Revision	Revision
14	Examination	Examination

## PHYSICS

### SS 3 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>ENERGY AND SOCIETY</b> -Dams and Energy production i) Location of dams for producing electricity in Nigeria ii) Principle of production of electricity from a dam	Teacher lead discussion on how electricity is produced from a dam
2	<b>ROCKETS AND SATELLITES</b> -Component parts of rockets and satellites -Functions of rockets and satellites -Uses of rockets and satellites	The teacher lead the discussion on the functions of rockets and satellite, using charts
3	<b>NIGERIAN SATELLITE</b> -Nigeria Sat-1 i) Features of Niger Sat 1 ii) Its operation and uses -NICOM-SAT 1 i) Features of NICOM-SAT 1 ii) Its operation and uses	The teacher to provide pictures and charts and watch film on Niger-SAT 1 to facilitate learning
4	Revision and Examination	Revision and Examination

**FURTHER MATHS  
SS 3 FIRST TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>PARTIAL FRACTIONS</b> i. Basic definition ii. Proper rational function with denominators as linear factors (distinct and repeated) and others.	<b>Teacher:</b> leads students to resolve rational functions into partial fraction. <b>Students:</b> practice and solve different types of partial fractions. <b>Instructional Resources:</b> charts of problems involving partial fractions etc.
2	<b>INTEGRATION</b> i. Understand integration as reverse process of differentiation. ii. Integration of algebraic polynomial iii. Integration of logarithmic functions.	<b>Teacher:</b> guides students to understand integration as the reverse process of differentiation. <b>Students:</b> identify integration as the reverse process of differentiation.

		<b>Instructional Resources:</b> charts, showing integration as the reverse process of differentiation etc.
3	<b>INTEGRATION</b> i. Definite integrals and application to kinetics ii. Application of definite integral to v-t and s-t graph.	<b>Teacher:</b> guide students to integration algebraic polynomials and logarithmic function. <b>Students:</b> solve problems on integrate of algebraic polynomials and logarithmic function. <b>Instructional Resource:</b> charts of problems on integration of polynomial etc.
4	<b>INTEGRATION</b> i. Area under the curve ii. Trapezoidal rule iii. Volume of solids of revolution	<b>Teacher:</b> guide students to solve problems on area bounded by two curves. <b>Students:</b> Solve problems on integration including areas bounded by two curves <b>Instructional Resources:</b> charts showing integration, including area bounded by curves etc.
5	<b>MATRICES AND DETERMINANTS</b> i. Matrices as linear transformations ii. Determinants	<b>Teacher:</b> leads students to identify concept of matrices as linear transformation <b>Students:</b> Work out examples on matrices <b>Instructional Resources:</b> charts showing different types of matrices etc.
6	<b>MATRICES AND DETERMINANTS</b> i. Solution of 2 simultaneous equation ii. solution of 3 simultaneous equation	<b>Teacher:</b> leads students to solve systems of 2 and 3 simultaneous equations <b>Students:</b> engage in solving systems of 2 and 3 simultaneous equations. <b>Instructional Resources:</b> charts showing 2 and 3 simultaneous equation etc.
7	<b>CONIC SECTION</b> i. Equation of parabola, ellipse, hyperbola in rectangular Cartesian coordinates. ii. Parametric equations	<b>Teacher:</b> introduces the equation of parabola, ellipse and hyperbola. <b>Students:</b> use the equation to solve practical problems <b>Instructional Resources:</b> the solid shapes of parabolic, elliptic and hyperbolic types etc.
8	<b>CORRELATION</b> i. Concept of correlation as measure of relationships ii. Rank correlation iii. Scatter diagrams	<b>Teacher:</b> guides the students to identify the concept of correlation from scatter diagram. <b>Students:</b> solve practical problem on correlation

	iv. Product moment v. Tied rank	<b>Instructional Resources:</b> Real life data i.e. scores, ages etc.
9	<b>PROBABILITY DISTRIBUTION AND APPROXIMATIONS</b> i. Binomial ii. Poisson iii. Binomial approximation by poisson iv. Normal distribution v. Normal approximation by binomial distribution.	<b>Teacher:</b> Exposes students to the shapes and properties of the normal, poisson and Binomial distributions. <b>Students:</b> solve simple problems and apply probability distribution for approximation.
10	<b>VARIANCE OF THE DIFFERENT PROBABILITY DISTRIBUTIONS</b> a. Mean b. Variance c. Coefficient of variance	<b>Teacher:</b> defines the terms under consideration <b>Students:</b> write down mean, variance and coefficient of variance. <b>Instructional Resources:</b> chart showing variance of probability distribution.
11	<b>INEQUALITIES</b> i. Quadratic inequalities ii. Inequalities in two variables	<b>Teacher:</b> guides students to solve quadratic inequalities. <b>Students:</b> solve problems on quadratic inequalities. <b>Instructional Resources:</b> chart showing quadratic inequalities and inequalities in two variables.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

**FURTHER MATHS  
SS 3 SECOND TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>STATICS</b> i. Forces in equilibrium ii. Resultant of parallel forces (in the same direction) and (in opposite directions) acting on a rigid body iii. Moment of a force (2 and 3 forces) acting as a point.	<b>Teacher:</b> defines forces and their effect on a body leads the students to resolve forces. <b>Students:</b> appreciate the concept of forces and their action on a rigid body. Find the moment of forces. <b>Instructional Resources:</b> chart showing various component of forces.

	iv. Polygon of forces v. Resolution of forces of friction.	
2	<b>MODELLING</b> i. Introduction to modeling ii. Dependent and independent variable in mathematical modeling. iii. Construction of models iv. Methodology of modeling v. Application to physical, biological, social and behavioural services.	<b>Teacher:</b> explains and gives practical examples of model. <b>Students:</b> construct some simple mathematical models. <b>Instructional Resources:</b> chart showing various types of model, i.e. symbolic, conic, mental models etc.
3	<b>GAMES THEORY</b> i. Introduction to games theory ii. Description of types of games iii. Solution of two person, zero sum games using pure and mixed strategies iv. Matrix games.	<b>Teacher:</b> Represents games in matrix form. <b>Students:</b> describes the various types of games. <b>Instructional Resources:</b> chart of various types of games.
4	<b>General Revision (SS 1 work)</b>	
5	<b>Revision (SS 2 work)</b>	
6	<b>General Revision (SS 3)</b>	
7	<b>Solving past questions I</b>	
8	<b>Solving past questions II</b>	
9	<b>Solving past questions III</b>	
10	<b>Examinations</b>	
11	<b>Examinations</b>	

**AGRICULTURAL SCIENCE  
SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Crop Improvement</b> a. Meaning and aims of crop improvement b. Mendelian Laws	Growing of local and improved (exotic) varieties of crops in the school farm.
2	<b>Crop Improvement continues</b> c. Processes of crop improvement i. Introduction ii. Selection iii. Breeding	Display of pictures of improved varieties of crops and their yield pattern (performance).

3	<b>Principles of Animal Health Management</b> <ol style="list-style-type: none"> <li>a. Susceptibility and resistance to diseases</li> <li>b. Predisposing factors: <ol style="list-style-type: none"> <li>i. Health status of the animals</li> <li>ii. Environment</li> <li>iii. Nutrition.</li> </ol> </li> </ol>	Collection of farm animals and inspection of animal body for lice, ticks etc.
4	<b>Principles of Animal Health Management Continues</b> <ol style="list-style-type: none"> <li>c. Symptoms, effects and mode of transmission e.g. <ol style="list-style-type: none"> <li>i. Viral-foot and mouth diseases, rinder pest, new castle disease</li> <li>ii. Bacteria-anthrax, brucellosis, tuberculosis</li> <li>iii. Fungal-scabbies, ringworm</li> <li>iv. Protozoa-trypanosomiasis, coceidiosis.</li> </ol> </li> </ol>	Display pictures of disease infested animals and visit a veterinary
5	<b>Principles of Animal Health Management Continues</b> <ol style="list-style-type: none"> <li>d. Ecto-Endo parasites, life cycles and mode of transmission.</li> <li>e. Methods of: <ol style="list-style-type: none"> <li>i. Preventing – quarantine, inoculation, vaccination, hygiene, breeding.</li> <li>ii. Control – treatment by a veterinary doctor, destruction.</li> </ol> </li> </ol>	Display specimens of common ecto-endo parasites e.g. fleas, ticks, lice, tapeworm, roundworms.  Demonstrate spraying or dipping.
6	<b>Fish Farming and Fishery Regulations</b> <ol style="list-style-type: none"> <li>a. Establishment and maintenance of fish pond.</li> </ol>	An aquarium can be used to demonstrate this or a fish pond.
7	<b>Fishery Regulations</b> <ol style="list-style-type: none"> <li>b. Fishery regulations.</li> </ol>	Excursion to a fish pond
8	<b>Animal Improvement</b> <ol style="list-style-type: none"> <li>a. Aims and Meaning of animal improvement</li> <li>b. Methods of animal improvement; <ol style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Selection</li> </ol> </li> </ol>	Identify the different types of breeds and their similarities and performance.

9	<b>Animal Improvement continues</b> iii. Breeding-inbreeding, line-breeding, cross breeding.	Display pictures on outcomes of cross breeding animals.
10	<b>Irrigation and Drainage</b> a. Importance of irrigation and drainage b. Irrigation system; channel, sprinklers, underground etc. c. Drainage system- channel, underground etc.	Display pictures of Dams, Irrigated fields.  Use waste water to demonstrate channel drainages.
11	<b>Irrigation and Drainage continues</b> d. Merit and Demerit of each; irrigation and drainage systems. e. Problems associated with irrigation: - High cost of maintenance - Water availability - Build up of pest and diseases	Display pictures of drainage systems e.g. channels.
12	Revision	Revision
13	Examination	Examination

**AGRICULTURAL SCIENCE  
SS 3 SECOND TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Marketing of Agricultural Produce</b> a. Meaning and importance of marketing b. Marketing agents: i. Marketing Boards.	Display marketing board produce and their structural organization
2	<b>Marketing of Agricultural Produce continues</b> ii. Cooperative societies iii. Middlemen – Wholesalers, Retailers iv. Producers etc.	Excursion to a co-operative society organization.
3	<b>Agricultural Extension</b> a. Agricultural extension as a teaching and learning process. b. Agricultural extension programmes e.g. ADP c. Diffusion of new ideas and techniques (innovations) to farmers.	Display of teaching aids used by Extension workers (agents)
4	Revision	Revision
5	Examination	Examination

**PHYSICAL EDUCATION  
SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Greek Festival And The Olympic Games</b> -Greek festivals -Ancient Olympics games -Modern Olympic games	-Teacher explains the significance of Greek festival -Discusses the origin of the Olympic games -Highlights the values of the Olympic games -Discuss the role of Pierre de Coubertin in the revival of the Olympic games -Students note the significance of Greek festivals -Take parts in class discussion and ask questions -List the value of the Olympics games -Note the roles of Pierre the Coubertin in the revival of the modern Olympic games -Instructional Resources:- text books, posters, charts, CD-ROMs
2	<b>International Competition</b> -The FIFA world cup -Olympics games -Para-Olympics games -World secondary school soccer championships -The world volley ball league	-Teacher explains various acronyms -Identifies various secretariats and their locations -List various symbols on the Olympic flag -Students listen and take notes -Ask questions and answer questions -Identity symbols on the Olympic flag in group -Instructional Resources;- textbook, manganese, flags of the governing bodies
3	<b>Sports Governing Bodies</b> -National and international Sports governing bodies e.g. FIFA,NSC,IOC,SCSA -Administrative structures and function at national state and local government levels -Administrative structure at primary, secondary and Tartary -Instructional	-Teacher discusses various sports governing bodies -Invites a guest speaker to give talk on the administrative structures and functions at the national state and local government levels -Students participate in class discussions actively and copy notes from the board -Listen to teacher, ask and answer questions -Instructional Resources:- textbooks, chart, flags of the sports governing bodies, video-documentaries
3&4	<b>Ball Game Hockey</b> -History of hockey game -Nature of hockey game -Basic skills in hockey -Types of hockey pitch	-Teacher narrate brief history -Explains nature of the game -Narrate basic skills in the game -Explain and demonstrate and supervises the skills in hockey -Mention the two types of hockey pitch -Students listen to teacher

		<ul style="list-style-type: none"> <li>-Demonstrate and practice skills</li> <li>-Participate in class discussion</li> <li>-Ask and answer questions</li> <li>-Instructional Resources:- hockey sticks, balls</li> <li>-Diagram of the pitch textbooks</li> </ul>
6	<b>Hockey</b> <ul style="list-style-type: none"> <li>-Facilities and equipment officials</li> <li>-Rules and regulations</li> <li>-Terminologies</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher lists the facilities and equipment</li> <li>-Enumerates the officials and their functions</li> <li>-State the rules and regulations of the games</li> <li>----- the terminologies of the games as used</li> <li>-Students listen and take notes down participate in the class discussions</li> <li>-Instructional Resources:- textbooks, charts balls, and the pitch</li> </ul>
7&8	<b>Gymnastics Box Work</b> <ul style="list-style-type: none"> <li>-Definition of gymnastics</li> <li>-Description of box work in gymnastics</li> <li>-Various box work</li> <li>-Astride vault through vault</li> <li>-Long arm over string treat under approach,</li> <li>-Execution and handing techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher defines gymnastics</li> <li>-Describes box work in gymnastics</li> <li>-Enumerates the various vaults</li> <li>-The students practice the venous gymnastics activities under the supervision of the teacher</li> <li>-Instruction Resource:- valut, maitresses posters etc.</li> </ul>
9&10	<b>Field Events</b> <ul style="list-style-type: none"> <li>-Long jump (Practical)</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher demonstrates</li> <li>-The students practice the skills</li> <li>-Instructional Resources –take off board, landing pit, whistle flags,</li> </ul>
11	Revision	Revision
12-13	Examinations	Examinations

## PHYICAL EDUCATION SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Ball games (Basket ball)</b> <ul style="list-style-type: none"> <li>-Practical basketball game skills</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher demonstrates the skills</li> <li>-The students practice the skills under the supervision of the teacher</li> <li>-Instructional Resources:- basketball,</li> <li>-Basketball count, net, whistle, canvas</li> </ul>
2	<b>Volley Ball Game</b> <ul style="list-style-type: none"> <li>-Practical in volleyball game – skills</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher demonstrates the skills</li> <li>-The students practice the skills</li> <li>-Instructional Resources:-</li> </ul>

		-Volleyball, volleyball court, whistle, canvas, net etc
3	<b>Tennis Game</b> -Practical in tennis skills	-The teacher demonstrates the skills -The students practice the skill -Instructional Resources:- -Tennis rackets -Tennis balls -Canvas -Tennis court etc
4	<b>Soccer Game</b> -Practical in soccer -Skills in soccer	-The teacher demonstrates some of the skills in soccer -The students practice the skills -Instructional Resources -Soccer ball/ Football -Whistle -Soccer pitch -Flags Stop watchers
5	Revision	Revision
6	Examination	Examination

## HEALTH EDUCATION

### SS 3 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>PIONEERS OF HEALTH EDUCATION IN NIGERIA</b> -Profile of pioneers of health education like: Z.A Ademuwagun, J.A Ajala, C.O Udoh, J. Fawole, Owie Oshodin Folawiyo, O.C Nwana, G.B Onuha, J.O Adeniyi, Ogundeji, etc.	Teacher leads students to discuss the profile of notable pioneers of health education in Nigeria.  <b>INSTRUCTIONAL RESOURCES:</b> Film clips.

2	<b>ENDOCRINE SYSTEM</b> -Endocrine system -Disease of the endocrine system	Students draw and label the endocrine system  <b>INSTRUCTIONAL RESOURCES</b> Posters, charts, CDs showing endocrine system
3	<b>POSTURE AND POSTURAL DEFECTS</b> -Definition of posture -Correct postures for human activities -Determinant of correct postures(nutrition and exercise)	Demonstrate correct sitting, walking, pushing, pulling, standing and lifting postures  <b>INSTRUCTIONAL RESOURCES:</b> Posters, charts and students.
4	<b>HEALTH MAINTENANCE AND PROMOTION</b> -Definition of: i) health maintenance ii) health promotion -Essentials for health maintenance and promotion i) exercise ii) nutrition iii) regular medical check up -Health screening i) visual ii) auditory	Teacher leads the students to discuss the essential health maintenance and promotion programs.  <b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, etc showing health maintenance and promotion programs.
5	<b>DENTAL HEALTH EDUCATION</b> -Definition: i) meaning ii) types -Types of human teeth(incisor, canine, premolar and molar -Teeth diseases e.g. dental caries gingivitis.	Teacher guides students to compare children and adult dentition and state the differences.  <b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, students and a child.
6	<b>EPIDEMIOLOGY AND VITAL STATISTICS</b> -Definition of terms: i) epidemiology ii) vital statistics iii) population dynamics - Components of vital statistics: i) fertility rates ii) mortality rates iii) morbidity rates	<b>INSTRUCTIONAL RESOURCE</b> Posters, charts and magazines illustrating vital statistics, population, etc

	-Major components of vital statistics and their uses.	
7	<p><b>PESTS AND VECTORS CONTROL</b></p> <p>-Pests and vector:</p> <p>i) meaning</p> <p>ii) differences between pest and vector</p> <p>iii) habitats</p> <p>iv) harmful effects</p> <p>v) control</p>	<p>-Teacher guides students on how to use materials for pest and vector control in their community.</p> <p>-Students draw diagrams of some pests and vectors in their community.</p> <p><b>INSTRUCTIONAL RESOURCES</b></p> <p>Insect treated nets, pesticides, insecticides, rat, cockroach, etc</p>
8	<p><b>FOOD HYGIENE, PRESERVATION AND STORAGE</b></p> <p>-Principles and meaning of food hygiene</p> <p>-Food preservation, storage and poisoning.</p>	<p>Students visit kitchens and restaurants to observe principles of food hygiene and practice.</p> <p><b>INSTRUCTIONAL RESOURCES</b></p> <p>Empty cans, containers, apron, detergent, flask, salt, food items, etc.</p>
9	<p><b>DISABILITY AND REHABILITATION</b></p> <p>-Meaning and prevention of disability</p> <p>-Types of disability(primary, secondary and tertiary)</p> <p>-Meaning of rehabilitation</p> <p>-Types of rehabilitation(medical, vocational, social and psychological)</p>	<p>Students dramatize types of rehabilitation strategies.</p>
10	<p><b>PATHOGENS AND PARASITES</b></p> <p>-Define pathogens and parasites with examples(e.g. bacteria, fungi, ricketsia, helminthes, worms)</p> <p>-Differences between pathogens and parasites.</p> <p>-Characteristics of each non-communicable disease in relation to causation.</p>	<p>Teacher guides students to discuss the activities of pathogens and parasites and tabulate them into different disease causation.</p>
11	<p><b>POPULATION EDUCATION</b></p> <p>-Meaning of population and population education</p> <p>-Census and its problems in Nigeria</p> <p>-Small and large population</p>	<p>Field trip to National Population Commission and find out their activities.</p> <p><b>INSTRUCTIONAL RESOURCE</b></p> <p>Charts, posters, films, etc.</p>

	-Advantages and disadvantages of different types of population	
12	Revision	Revision
13	Examination	Examination

## HEALTH EDUCATION

### SS 3 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>HEALTH INSURANCE AND ADVERTISEMENT OF HEALTH PRODUCTS AND SERVICES</b> -Meaning and importance of health insurance -Health insurance in Nigeria -Advertisement of health products and consumer services	Students compile the list of organizations handling operations of health insurance scheme in Nigeria and assemble print media cuttings on health products and consumer services.  <b>INSTRUCTION RESOURCES</b> Charts, posters, collections, etc
2	<b>NOSTRUM</b> -Definition of nostrum -Types of nostrum i) Health tonic ii) Miracle substances iii) Magic portions iv) Amulates and talisman	Teacher guides the students to discuss types of nostrum.  <b>INSTRUCTIONAL RESOURCES</b> Charts, posters, collections, etc.
3	<b>NOSTRUM</b> -Classification of nostrum -Reasons for avoiding nostrum	Teacher leads students to discuss why nostrum should be avoided.  <b>INSTRUCTIONAL MATERIAL</b> Charts, posters, etc.
4	Revision	Revision
5	Examination	Examination

## COMPUTER STUDIES

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>NETWORK</b> -Definition of networking -Types of networking -Network topology -Network devices -Benefits of networking	-Teacher leads students to define and list types of networking e.g. Ethernet, Token ring, Arcnet. -Displays each network topology in class -Drawing of flow diagram for each network topology in the class

		<ul style="list-style-type: none"> <li>-List network devices e.g. (Hubs, Modems, Switches, Router)</li> <li>-State benefits of networking e.g. Sharing resources, easy communication, etc.</li> </ul>
2	<p><b>INTRODUCTION FOR WORLD WIDE WEB</b></p> <ul style="list-style-type: none"> <li>-Definitions and full meaning of www</li> <li>-Brief history of www</li> <li>-Introduction to www</li> <li>-Basic terminologies protocols</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads students to define and gives full meaning of www.</li> <li>-Brief history of www in the class</li> <li>-Basic terminologies: www, website, webpage, home page.</li> <li>-Lists the protocols with full meaning, e.g. HTTP, html</li> <li>-Hypertext transfer protocols</li> <li>-Hypertext markup language</li> </ul>
3	<p><b>USES/BENEFIT OF WWW</b></p> <ul style="list-style-type: none"> <li>-Navigating through websites</li> <li>-Software for web development, cables and connectors</li> <li>-Network cables and connectors</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads students to display and demonstrate a website on the internet(H.O.E)</li> <li>-Navigate through websites e.g. finegoving.org</li> <li>-Displaying network cables and connectors in the class, e.g. twisted pair, fiber option, telephone</li> <li>-Displays data cables</li> <li>-Power cables, data cables: Printer, USB, monitor etc.</li> <li>-List types of connectors: e.g. male, female.</li> </ul>
4	<p><b>DATA BASE</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Examples of DBMS</li> <li>-Basic technologies</li> <li>-Forms of data base organization</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads students to define database and D.B packages</li> <li>-Mention examples of database packages: e.g. DbaseIII, DbaseIV, Foxbase.</li> <li>-Basic technologies: e.g. file, record, field, keys.</li> <li>-List different forms of data base organization</li> <li>-Displays an existing data base (file) in the system and features e.g. file designed as tables</li> <li>-Tables composed of rows and columns (field) contains specific types of information.</li> </ul>

5	<b>DATABASE</b> -Creating database -Basic operations	- Teacher guides students to create a database in the system(H.O.E) -Define the structure -Indicate field type -Enter and save data -Basic operations: i) Searching ii) Sorting iii) Modifying iv) Generating report
6	<b>GRAPHICS(INTRODUCTION TO COREL DRAW)</b> -Definition of graphics, examples of graphics -Features in CorelDraw e.g. environment: tools, color pallets.	- Teacher leads students to define graphics -Examples of graphics packages: i) Paint ii) Harvard graphics iii) Photoshop iv) Corel draw, etc -Features: Tools, and color pallets -Opening Corel; draw from programs(H.O.E)
7	<b>GRAPHICS(COREL DRAW)</b> -Simple design -Basic programming III (one-dimensional array) -DIM statement	-Application to make simple design e.g. i) Complimentary card, Business card ii) Birthday and congratulatory cards iii) School logo, Nigeria flag. -Guide students to close and exit Corel draw -Define one dimensional array (i.e. using DIM statement) -Operations on array: input of an array, output of an array, arithmetic array.
8	<b>BASIC PROGRAMING III</b> -Review of the for next statement, while end statement -Write BASIC program	- Teacher guides students to write simple program segments on each operation and program using FOR-NEXT and WHILE-END statement. -State data in vector of 10 integer with and without a FOR-NEXT statement -Calculate the average of one dimensional array with 100 numeric value.
9	<b>BASIC PROGRAMMING III</b>	- Teacher guides students to calculate area of 10 different

	<ul style="list-style-type: none"> <li>-Calculate the area of 10 different rectangles with and without while-end statements.</li> <li>- High Level Language (HLL)</li> <li>Definition of HLL</li> <li>Examples:- BASIC, FORTRAN, ALGOL etc.</li> </ul>	<ul style="list-style-type: none"> <li>rectangles with and without the WHILE-END statement</li> <li>-Output the sum of the first 100 integers</li> <li>-Output the value elements of a given array</li> <li>-Define high level language(HLLs)</li> <li>-BASIC, FORTRAN, ALGOL, C, PASCAL, P/I, PROLOG, COBOL, as given examples</li> <li>-BASIC, FORTRAN, ALGOL(scientific)</li> </ul>
10	<p><b>HIGH LEVEL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>-Classification of (HLLs)</li> <li>-Features of BASIC, C, PASCAL, COBOL.</li> <li>-Advantages of HLL over ML, LLL</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher leads students to classify HLLs based on suitable application of C, PASCAL, P/I (General Purpose), LISP, PROLOG(Artificial Intelligent AI), SNOBOL(Special Purpose Programming Language), COBOL(Business)</li> <li>-Interpreted Language: BASIC</li> <li>-Compiled Language: PASCAL, COBOL, FORTRAN</li> <li>-State the advantages of HLLs over ML, LLL</li> <li>-State features of HLLs, BASIC, C,L PASCAL, COBOL, etc</li> </ul>
11	<p><b>OVERVIEW OF NUMBER BASES</b></p> <ul style="list-style-type: none"> <li>-Review of number bases: decimal, hexadecimal.</li> <li>-Conversion in number bases</li> </ul>	<ul style="list-style-type: none"> <li>-List digits in each number bases:</li> <li>i) Binary-2, Octal-8, Decimal-10, Hexadecimal-12</li> <li>ii) Leads students to carry out conversion of a given number to another number base. E.g.  <math>8_{10}</math> to binary number  <math>=8_{10} = 1000_2</math></li> </ul>
12	<p><b>OVERVIEW OF NUMBER BASES</b></p> <ul style="list-style-type: none"> <li>-Basic arithmetic in number bases</li> <li>-Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>-Carry out simple arithmetic operation using each number bases.</li> <li>i) Addition operation e.g.  <math>110_2 + 111_2, 004_5 + 234_5</math></li> <li>ii) Subtraction operation e.g.  <math>122_4 - 032_4, 1110_2 - 0101_2</math> etc.</li> </ul>

13	Revision	Revision
14	Examination	Examination

## COMPUTER STUDIES

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>DATA REPRESENTATION</b> -Definition of data representation. -Description of data representation. -Character set.	-Teacher leads students to define and list methods of data representation. -Description of data representations method: Bits, BCD, EBCDIC, -ASCII -Display character sets. ASCII: American Standard Code for Information Interchange.
2	<b>SECURITY AND ETHICS</b> -sources of security breaches -virus, worm and Trojan horse. -Poorly implemented or lack of ICT Policy.	Teacher leads students to list out the sources of security branches. E.g Virus, worms and Trojan horse. - Poorly implemented or lack of ICT Policy -poorly implemented network -careless giving out of personal and vital information on the net without careful screening.
3	<b>SECURITY AND ETHICS</b> - Preventive measures - Legal issues - Web content - Piracy - Cyber-Crime - Hacking. - Crime, etc	Leads students to list preventive and discuss preventive measures against security breaches: -use of anti-virus software -use of fire fox -exercising care in giving out personal and vital information -encryption, proper network, implementation and policy, using sites with web certificates, exercising care in opening e-mail attachments.
4	<b>SECURITY AND ETHICS</b> -legal issue -web content -piracy -cyber crimes Hacking	legal issues: -Copy right -Ownership right to: text, image, audio, video -Web content. Subject to existing laws of host country -piracy: software, audio, video

		-Cyber crimes: identify theft, internet fraud. -Hacking: gaining authorized access to resources with the intention to cause harm.
5	Revision	Revision
6	Examination	Examination

## SENIOR SECONDARY BUSINESS

### FINANCIAL ACCOUNTING

#### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>1</b>	<b>PURCHASE OF BUSINESS ACCOUNT;</b> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Terminologies</li> <li>- Preparation of purchase of business in purchaser's books; journal entry.</li> </ul>	<p>Teacher explains the meaning of purchase of business, lists and explains the terminologies used in purchase of business account, guides the learners in preparing the journal entries and the ledgers. Students write short note on purchase of business account, practice some exercises on purchases of business account.</p> <p>Resources; charts, purchase of business account format.</p>
<b>2</b>	<b>FURTHER TREATMENT OF PURCHASE OF BUSINESS</b> <ul style="list-style-type: none"> <li>- Vendor's account</li> <li>- Balance sheet</li> <li>- Preparation</li> </ul>	<p>Teacher explains the meaning of purchase of business, lists and explains the terminologies used in purchase of business account, guides the learners in preparing the journal entries and the ledgers. Students write short note on purchase of business account, practice some exercises on purchases of business account.</p>

		Resources; charts, purchase of business account format.
<b>3</b>	<b>HIRE PURCHASE AND INSTALLMENT PAYMENT ACCOUNTS;</b> <ul style="list-style-type: none"> <li>- Definition, types of goods on hire purchase</li> <li>- Terminologies</li> <li>- Operation of hire purchase system</li> <li>- Calculation of interest charge.</li> </ul>	<p>Teacher guides the students, explains their term hire purchase, types of goods on hire purchases, the operation and importance of hire purchase to the vendor and the hirer, prepare hire purchase and installmental payment account.</p> <p>Students write short notes on the operation and importance of hire purchase, group discussion on hire purchase and installmental payment transaction, prepare hire purchase and installmental payment accounts.</p> <p>Resources; charts, pictures, invoice documents.</p>
<b>4</b>	<b>HIRE PURCHASE ACCOUNT</b> <ul style="list-style-type: none"> <li>- Preparation of hire purchase account</li> <li>- The hirer's books</li> <li>- The vendor's books</li> </ul>	<p>Teacher guides the students, explains their term hire purchase, the operation and importance of hire purchase to the vendor and the hirer, to prepare hire purchase and installmental payment account.</p> <p>Students write short notes on the operation and importance of hire purchase, group discussion on hire purchase and installmental payment transaction, prepare hire purchase and installmental payment accounts.</p> <p>Resources; charts, pictures, invoice documents.</p>
<b>5</b>	<b>CONSIGNMENT ACCOUNT;</b>	Teacher discusses consignment account and its terminologies, guide

	<p>Meaning/definition</p> <p>Terminologies</p> <p>Preparation of account sales.</p>	<p>students to prepare consignment account.</p> <p>Students listen and react by asking questions, take part in the preparation of the consignment account.</p> <p>Resources; chart, pictures, and invoice documents.</p>
<b>6</b>	<p><b>CONSIGNMENT ACCOUNT;</b></p> <p>Entries in the books of consignor (preparation).</p> <ul style="list-style-type: none"> <li>- Goods sent on consignment acct.</li> <li>- Consignee's account</li> <li>- Trading, profit and loss account.</li> </ul>	<p>Teacher discusses consignment account and its terminologies, guide students to prepare consignment account.</p> <p>Students listen and react by asking questions, take part in the preparation of the consignment account.</p> <p>Resources; chart, pictures, and invoice documents.</p>
<b>7</b>	<p><b>JOINT VENTURES ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning/definition</li> <li>- Differences between partnership and joint ventures</li> </ul>	<p>Teacher guides the students to explain joint ventures account, distinguish between joint ventures and partnership, prepare joint venture account.</p> <p>Students write short notes on joint ventures, differentiate between joint ventures and partnership, and prepare joint venture account.</p> <p>Resources; chart, flash card.</p>
<b>8</b>	<p><b>JOINT VENTURES ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of joint venture accounts</li> <li>- Individual's account</li> <li>- Joint venture memorandum account.</li> </ul>	<p>Teacher guides the students to explain joint ventures account, distinguish between joint ventures and partnership, prepares joint venture account.</p> <p>Students write short notes on joint ventures, differentiate between joint ventures and partnership, and prepare joint venture account.</p> <p>Resources; chart, flash card.</p>

<p><b>9</b></p>	<p><b>DEPARTMENTAL ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning/definition</li> <li>- Basis for apportionment of expenses</li> <li>- Advantages of departmental account.</li> </ul>	<p>Teacher guides the students to explain joint ventures account, distinguish between joint ventures and partnership, prepare joint venture account.</p> <p>Students write short notes on joint ventures, differentiate between joint ventures and partnership, and prepare joint venture account.</p> <p>Resources; chart, flash card.</p>
<p><b>10</b></p>	<p><b>DEPARTMENTAL ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of trading, profit and loss account</li> <li>- Stressing departmental transfer</li> <li>- Preparation of departmental balance sheet.</li> </ul>	<p>Teacher explains the meaning of departmental accounts discusses the advantages and the need for departmental account, prepares departmental account.</p> <p>Students write short notes on the meaning, need and advantages of departmental account, participate in the preparation of departmental account.</p> <p>Resources; chart, flash card.</p>
<p><b>11</b></p>	<p><b>BRANCH ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Description of branch organization</li> <li>- Types of branch; local and foreign</li> <li>- Importance of branch account</li> <li>- Difference between branch and departmental organization.</li> </ul>	<p>Teacher guides the students to explain and differentiate between departmental and branch accounts, explain the difference between local and foreign branch, state the importance of branch account, prepare branch account.</p> <p>Students listen to teacher and react by taking notes, distinguish between local and foreign branch, observe and prepare branch account.</p> <p>Resources; chart, pictures, invoice and document.</p>
<p><b>12</b></p>	<p><b>BRANCH ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of branch account</li> <li>- Head office books</li> </ul>	<p>Teacher guides the students to explain and differentiate between departmental and branch accounts, explain the difference between local and foreign</p>

	- Branch office books.	branch, state the importance of branch account, prepare branch account.  Students listen to teacher and react by taking notes, distinguish between local and foreign branch, observe and prepare branch account.  Resources; chart, pictures, invoice and document.
<b>13</b>	Revision	Revision
<b>14</b>	Examination	Examination

## FINANCIAL ACCOUNTING

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>1</b>	<p><b>CONTRACT ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning of contract account</li> <li>- Terminologies used</li> <li>- Preparation in the proprietor's book for each contract</li> <li>- Preparation in the contractor's books.</li> <li>-</li> </ul>	<p>Teacher guide the students to explain contract account items, prepare contract account.</p> <p>Students participate during explanation, work examples on contract account.</p> <p>Resources; charts, diagrams.</p>
<b>2</b>	<p><b>PUBLIC SECTOR ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Sources of government revenue</li> <li>- Terminologies used;</li> <li>- Head, sub-head, estimate etc</li> <li>- Classification of expenses.               <ul style="list-style-type: none"> <li>a. Capital expenditure</li> <li>b. Recurrent expenditure</li> </ul> </li> </ul>	<p>Teacher guides the students to identify various sources of government revenue, explain and distinguish between capital and recurrent expenditures, list the items in capital and recurrent expenditures, explain the uses of revenue by the government, prepare public sector accounts.</p>

	<ul style="list-style-type: none"> <li>- Preparation of public sector account</li> <li>- Capital expenditure account</li> <li>- Revenue account</li> <li>- Recurrent expenditure account.</li> </ul>	<p>Students identify sources of government revenue, write the differences between capital and recurrent expenditures, state at least five ways government uses its revenue, list the items on capital and recurrent expenditures, participate in the preparation of public sector accounts.</p> <p>Resources; charts, pictures, federal/states government's budget, publications on revenue allocation by federal government, publications by federal, state and local government.</p>
<p><b>3</b></p>	<p><b>INTRODUCTION TO DATA PROCESSING</b></p> <ul style="list-style-type: none"> <li>- Meaning/definition</li> <li>- The computer; <ul style="list-style-type: none"> <li>a. Hard ware system</li> <li>b. Soft wares</li> </ul> </li> <li>- Installation; factors to be considered.</li> <li>- Application in an accounting environment</li> <li>- Advantages/disadvantages of computer</li> <li>- Intranets and internet;- advantages and disadvantages.</li> </ul>	<p>Teacher explains the meaning of data processing , discusses the computer hardware and software, ask the students to mention the factors to be considered in computer installation, list the application in an accounting environment, explain the advantages and disadvantages of computers, differentiate between intranet and internet, state the advantages and disadvantages of intranet.</p> <p>Students pay attention to the meaning of data processing, write short notes on the following; hardware and software application in an accounting environment, factors to be considered in computer installation, intranet and internet.</p> <p>Resources; pictures, computer set/laptop computer, resource person.</p>

4	Revision	Revision
5	Examination	Examination

## STORE MANAGEMENT

### SS 3 TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p><b>Revision and documents used in foreign trade:</b></p> <ol style="list-style-type: none"> <li>1. Revision on SS 2 work.</li> <li>2. Documents used in foreign trade. Meaning of foreign trade –               <ol style="list-style-type: none"> <li>a. Certificates of company’s registration.</li> <li>b. Letter of credit.</li> <li>c. International credit card.</li> </ol> </li> <li>3. Documents used in foreign trade:               <ol style="list-style-type: none"> <li>d. Credit guarantee</li> <li>e. Bill of lading.</li> </ol> </li> </ol>	<p>Teacher discusses questions with students, defines, list and discusses foreign trade and document for foreign trade.</p> <p>Students listen and participate.</p> <p><b>Teaching Resources</b></p> <p>Past question paper, samples of company registration certificate, Cardboard showing documents for foreign trade.</p>
2	<p><b>Documents used in foreign trade.</b></p> <ol style="list-style-type: none"> <li>f. Air way bill</li> <li>g. indent</li> <li>h. Certificate of insurance</li> <li>i. Consular invoice</li> <li>j. Certificate of origin</li> <li>k. Mate receipt</li> <li>l. Ship manifest</li> <li>m. Certificate of insurance.</li> </ol>	<p>List and discusses foreign trade and document for foreign trade.</p> <p>Students listen and participate.</p> <p><b>Teaching Resources</b></p> <p>Past question paper, samples of company registration certificate, Cardboard showing documents for foreign trade.</p>
3	<p><b>Document used in foreign trade:</b></p> <ol style="list-style-type: none"> <li>n. Bill of exchange</li> <li>o. Weight note</li> <li>p. Bill of sight</li> <li>q. Dock warrant</li> <li>r. Bill of entry</li> <li>s. Entry for free goods</li> <li>t. Dock lading account</li> </ol>	<p>List and discusses foreign trade and document for foreign trade.</p> <p>Students listen and participate.</p> <p><b>Teaching Resources</b></p> <p>Past question paper, samples of company registration certificate, Cardboard showing documents for foreign trade.</p>

	<p>u. Export invoice v. Entry for ware house w. Bill of health.</p>	
4	<p><b>Documents used in foreign trade:</b> x. Freights note y. Custom specification z. Import license - NAFDAC registration number for food and drug. Standard organisation of Nigeria (SON) for other products</p>	
5	<p><b>Documents used in foreign trade cont.</b> I. Means of payment in foreign trade (a) telegraph transfer (b) Guaranteed mail transfer (c) mail transfer II.(d) foreign bill of exchange (e) Traveller cheque (f) Bank draft, factoring III. Letter of hypothetication, letter of credit</p>	
6	<p><b>Document used in home trade</b> I. Certificate of company registration, NAFDAC for food and drug products, SON for other products. II.Licences- meaning state government and local government</p>	<p>Teacher lists certificates for home trade and discusses them. Students listen and participate. <b>Teaching Resources</b> Cardboard showing home trade documents.</p>
7	<p><b>Documents used in home trade cont.</b> I.Licences- importance 2.Licences- uses 3.Licences- benefits</p>	<p>Teacher discusses importance, uses and benefits. Students participate. <b>Teaching Resources</b> Cardboard showing importance, uses and benefits.</p>
8	<p><b>Basic computer literacy</b> I. Meaning of computer and components of computer II. Components of computer cont III. Characteristics of a computer</p>	<p>Teacher discusses meaning, components, parts and characteristics. Students listen and participate, ask questions <b>Teaching Resources</b> Visit to school computer room</p>
9	<p><b>Basic computer literacy cont.</b></p>	<p>Teacher identifies classes of computer, defines software, discusses classes of</p>

	I. Classification of computers (a) Mainframe (b) minicomputer (c) microcomputer II. softwares- meaning, classes (a) system software- meaning, classes- translators, opening systems etc. III. software- (b) application programmes- meaning, Division- ready made package (application packages) programme that we write our selves.	software. Students listen, take notes, participate. <b>Teaching Resources</b> Computer room, different types of software.
10	<b>Basic computer literacy cont.</b> I. What is word processing, types of word processing package (a) word star, (b) word perfect (c) Microsoft word (iv) note pad II. Common features of word processing. III. Creating and editing documents e.g. writing of simple business letter	Teacher discusses types of word processing, common features, writing simple business letters. Students practice writing and editing. <b>Teachers Resources</b> Software packages, sample of business letters.
11	Revision	Revision
12	Examination	Examination

## STORE MANAGEMENT

### SS 3 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>TOPICS/CONTENT</b> <b>1.Revision and basic computer literacy</b> - Revision on last terms work. - Printing of letters. - Storing of information in computer.	Teacher discusses printing of letters. Students practice. <b>Teaching Resources</b> Sample of printed works.
2	<b>2. Basic computer literacy.</b> - Retrieving files and documents. - Moving and copying texts. - Text formatting.	Teacher discusses retrieving files and documents, moving and coping text. <b>Teaching Resources</b> Computer with stored files.
3	<b>3. Basic computer literacy.</b> - Deleting of document already stored in the computer. - Functions of computer.	Teacher discusses documents stored and how to delete. Students participate. <b>Teaching Resources</b>

	- Importance of computer.	Computer with stored files.
4	REVISION	
5	ERC MOCK SSCE EXAMINATIONS	

## OFFICE PRACTICE

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MEETINGS – Meaning</b> - Types; board meeting - Management meeting.	Students write down notes on meetings, participate in discussion on types of meetings.
2	<b>TYPES OF MEETINGS CONTD;</b> - Emergency meeting - Annual general meeting - Staff meeting - Committee meeting	Resources; pictures of officers holding meetings.
3	<b>PROCEDURES FOR MEETING</b> - Opening prayer - Agenda - Matters arising - AOB etc	Notice of meetings, minutes of meetings.
4	<b>MEETING TERMINOLOGIES;</b> - Agenda, adoption, quorum, motion etc	
5	<b>ROLE OF A CHAIRMAN IN A MEETING</b> - Presiding over a meeting - Taking a decision etc	Pictures of officers holding meetings in a conference room.
6	<b>ROLE OF A SECRETARY IN MEETING</b> - Calling for a meeting - Writing of minutes of a meeting.	Students will roll play meeting and write down the minutes of the meeting.

7	<ul style="list-style-type: none"> <li>- <b>REPORT WRITING;</b> Meaning</li> <li>- Types- formal and informal.</li> </ul>	Students participate in the discussion on types of reports and take notes from the chalkboard.
8	<p><b>REQUIREMENTS FOR EFFECTIVE REPORT</b></p> <ul style="list-style-type: none"> <li>- Gathering data and facts</li> <li>- Interpreting data.</li> <li>- Writing a draft report etc</li> </ul>	Visit ongoing trade fair and write report on the event.
9	<p><b>IMPORTANCE OF WRITING REPORTS</b></p> <p>General rules/guidelines in writing reports.</p>	<p>Students participate in the discussion.</p> <p>Resources; a sample of report written on an event.</p>
10	Qualities of a Good Report	Qualities of a Good Report
11	Revision	Revision
12	Examination	Examination

### OFFICE PRACTICE

#### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>INFORMATION – Meaning,</b></p> <p><b>TYPES;- primary, secondary, tertiary.</b></p>	Students write down definition, participate in the discussion on the types of information.
2	<p><b>SOURCES OF INFORMATION;</b></p> <p>Periodicals, radio, TV, textbooks, dictionary, diaries etc</p>	Resources; periodicals, magazines, newsletters, textbooks, dictionaries, diaries, computer, newspapers, journals, mobile phones, radio, TV.
3	<p><b>USES OF INFORMATION;</b></p> <p>Planning, decision making, future reference etc.</p>	Resources; files, cassettes, VCD, memory cards, floppy disc.

	<b>STORAGE OF INFORMATION;</b> files, Tapes—cassettes, disc (VCD/DVD) Electronic—flash drives, floppy disc, memory card.	
4	Revision	Revision
5	Examination	Examination

## INSURANCE

### SS 3 FIRST TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	General insurance:- Special features of life insurance; i. Long term contract ii. Level of premium iii. Surrender value iv. State recognition v. Paid-up policy with profit policies	Teachers explain the special features of life assurance non life assurance do not have. Students participate in the discussion. Instructional recourses: card board displaying these features.
2.	General use of life assurance:- i. Difference between life and non life assurance ii. Benefits of life assurances to the individual; -educating ones children -investment -collateral -monetary estate -protection etc.	Teacher explains importance of life assurance. Students participate in discussion. Instructional recourses:- Use of card board displaying benefits of life assurance to the individual.
3.	General use of life assurance cont)benefit of life assurance to the -Society -Government State its suitability to various needs.	Teacher explains benefits of life assurance to the society and government. Students participate in the discussion. Instructional recourses:-

		Cardboard displaying this benefits
4.	<p>Meaning of Insurance Market:-</p> <ol style="list-style-type: none"> <li>i. Meaning of insurance market</li> <li>ii. Insurance companies(giving examples</li> <li>iii. Insurance intermediaries e.g. Brokers, agents, loss adjusters</li> <li>iv. Roles of insurance intermediaries</li> <li>v. Why you should deal with a registered intermediary</li> </ol>	<p>Teacher explains with example. Students participate in the discussion. Students list three insurance intermediaries.</p> <p>Instructional resources:- Costume (each students with tag broker, agents, loss adjuster).</p>
5.	<p>Insurance Market( cont)</p> <ol style="list-style-type: none"> <li>i. Insurance sellers</li> <li>ii. Insurance buyers e.g. Individual/private, cooperate and public institutions</li> <li>iii. Insurance supporting services.</li> </ol>	<p>Teacher explains the following :- Insurance sellers, buyers, insurance supporting services. Students list example of each.</p> <p>Instructional resources- costumes.</p>
6.	<p>Nigeria Insurance Association(NIA):-</p> <ol style="list-style-type: none"> <li>i. Meaning and purpose of (NIA)</li> <li>ii. Roles of the association</li> <li>iii. Membership requirement of the association</li> </ol>	<p>Teacher explains purpose of the association, membership requirement.</p> <p>Student listing, state a purpose of setting up the association and requirement.</p> <p>Instructional resources: Word cards.</p>
7.	<p>Nigeria council of registered insurance brokers (NCRIB)</p> <ol style="list-style-type: none"> <li>i. Meaning of NCRIB</li> <li>ii. PURPOSE /ROLES</li> <li>iii. Membership of NCRIB</li> </ol>	<p>Teacher explains the content one after the others.</p> <p>Student state the purpose/roles of NCRIB.</p> <p>Teacher explains NCRIB.</p>
8.	<p>Institute of Lose Adjusters of Nigeria (ILAN):-</p>	<p>Teacher explains establishment of ILAN.</p>

9.	<ul style="list-style-type: none"> <li>i. MEANING and establishment of ILAN</li> <li>ii. Functions of ILAN, how loss adjusters aid insurance claim settlement</li> <li>iii. Membership of ILAN</li> <li>iv. International institute of Loss Adjusters (ILAN)</li> </ul>	<p>Teacher introduces a resource person (insurance personnel) to discuss the operation of NAICOM.</p> <p>Students participate in the discussion.</p> <p>Instructional resources; resource person, specimen document- registration certificate.</p>
10.	<p>National insurance commission(NAICOM)</p> <ul style="list-style-type: none"> <li>i. Meaning of NAICOM</li> <li>ii. Establishment of NAICOM</li> <li>iii. Regulatory body of NAICOM</li> <li>iv. Functions of NAICOM.</li> </ul>	
11.	<p>Chartered Insurance Institute of Nigeria (CIIN) cont.</p> <ul style="list-style-type: none"> <li>i. Meaning of CIIN</li> <li>ii. Establishment of CIN</li> <li>iii. Functions of CIIN</li> </ul>	<p>Teacher explains the establishment of CIIN, Functions of CIIN.</p> <p>Students participates</p> <p>Instructional resources: Word cards</p>
12	Chartered Insurance:- Institute of Nigeria (CIIN) cont.	<p>Revision</p> <p>Examination.</p>
13.	Revision	

## INSURANCE

### SS 3 SECOND TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1.	<p>Common Insurance Terminologies:</p> <ul style="list-style-type: none"> <li>1. Concealment</li> <li>2. Disclosure</li> </ul>	Teachers explains the terminologies,

2.	<p>3. Day of grace 4. Ex-gracia payment 5. Extra premium 6. Endorsement</p> <p>Excepted subject matter of insurance:-</p> <ul style="list-style-type: none"> <li>- Under insurance</li> <li>- Subject matter of contract</li> <li>- Return of premium (Insurance terminologies Cont.)</li> </ul>	<p>Students participates in the discussion, list five terms used in insurance and state their meaning. Instructional resources: Word cards.</p> <p>Teachers explains the terminologies, Students participates in the discussion, list five terms used in insurance and state their meaning. Instructional resources: Word cards.</p>
3-13	Revision/Mock and Examination.	

## COMMERCE

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>CONSUMER PROTECTION</b></p> <ul style="list-style-type: none"> <li>- Meaning, need/reasons for protection.</li> <li>- Consumer right and consumption.</li> <li>- Instrument/agencies for consumer protection e.g rent tribunal, manufacturers association of Nigeria (SON),</li> <li>- Professional bodies e.g KAN, ANAN, NBA, NUT etc</li> </ul>	<p>Teacher discusses consumer right and consumerism, and agencies responsible for consumer protection.</p> <p>Students provide newspaper cuttings of advertised products.</p> <p>Resources; paper cuttings of advertised products.</p>
2	<p><b>BUSINESS DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>- Essential business documents; letter of inquiry, quotation catalogue, order.</li> <li>- Invoice, receipt, delivery notes, statement of account, debit note, credit note, etc</li> </ul>	<p>Teacher provides buying and selling documents, explains the functions of the documents.</p>

	<ul style="list-style-type: none"> <li>- Trade terms and abbreviations; meaning of trade terms – FOB, FOR, CWO, EXSHIP, COD, CIF, FAS.</li> </ul>	Students are encouraged to provides documents used in buying and selling.
3	<p><b>TERMS OF TRADE/SALES--</b></p> <ul style="list-style-type: none"> <li>- Cash, credit, or payment in arrears etc</li> <li>- Means of payments—legal tender e.g coins, bank notes.</li> <li>- Through bank e.g cheque, western union, money gram, electronic money transfer, transfer credit card.</li> <li>- Standing order</li> <li>- Bank draft.</li> </ul>	<p>Teacher describes various means of payments, explains payment through banks.</p> <p>Students copy notes from the board.</p> <p>Resources; bankdraft, cheques etc</p>
4	<p><b>MEANS OF PAYMENT</b></p> <ul style="list-style-type: none"> <li>- Through post office, stamps, money order, postal order, promissory note.</li> </ul>	
5	<p><b>COMMERCIALIZATION</b></p> <ul style="list-style-type: none"> <li>- Meaning, reasons, advantages and disadvantages.</li> <li>- Privatization- meaning, reasons, advantages and disadvantages.</li> <li>- Deregulation; meaning, reasons, advantages and disadvantages.</li> <li>- Nationalization;</li> <li>- Meaning, reasons, advantages and disadvantages.</li> </ul>	<p>Teacher leads students in discussing commercialization, privatization, deregulation and nationalization.</p> <p>Students participate actively in the class discussion.</p> <p>Resources; pamphlets, newspaper articles.</p>
6	<p><b>CAPITAL MARKET;</b></p> <ul style="list-style-type: none"> <li>- Capital market; meaning.</li> <li>- Historical development; 1946 (development loan stock first issue) 1960; Lagos stock exchange act- 1962, capital issue committee, 1979- capital issue commission.</li> <li>- 1979 securities and exchange commission decree no. 71.</li> </ul>	Teacher outlines evolution of Nigeria capital market from 1946 to date. Students copy notes from the board on the topic.

	<ul style="list-style-type: none"> <li>- 1985; second tier securities market (SSM) 1999 investment and securities act.</li> </ul>	
7	<p><b>STOCK EXCHANGE</b></p> <ul style="list-style-type: none"> <li>- Stock exchange; meaning and functions, importance, organizational set-up, membership of the stock exchange, procedure of transaction at the stock exchange.</li> </ul>	<p>Teacher discusses in detail the meaning, functions and the organizational set up of the stock exchange in Nigeria.</p> <p>Students copy notes on the topic.</p>
8	<p><b>STOCK EXCHANGE</b></p> <ul style="list-style-type: none"> <li>- Securities; meaning, types, shares, stocks, bonds, gilt-edged and debentures.</li> <li>- Capital market; method of raising fund, offer for sale, offer/subscription, right issue, private placement.</li> <li>- Speculation; meaning, speculators, bull, bear and stage.</li> </ul>	<p>Teacher guides students to role play the transaction on the stock exchange, invites a speculator to talk to students.</p> <p>Students participate fully, listen, and ask questions.</p>
9	<p><b>STOCK EXCHANGE</b></p> <ul style="list-style-type: none"> <li>- Bodies that can access the capital market, public companies, government.</li> <li>- Second tier security market, meaning, advantages to companies, advantages to the investing public.</li> <li>- Second tier security market; operating regulation, primary and secondary market, first tier and second tier (differentiate).</li> </ul>	<p>Teacher guides students to role play the transaction on the stock exchange, invites a speculator to talk to students.</p> <p>Students participate fully, listen, and ask questions.</p>
10	<p><b>ECONOMIC GROUPING</b></p> <ul style="list-style-type: none"> <li>- ECOWAS, meaning, history, and member countries.</li> <li>- Objectives</li> <li>- Organs</li> <li>- Achievements</li> <li>- problems</li> </ul>	<p>Teacher shows map of West Africa to locate member countries of ECOWAS.</p> <p>Students copy notes.</p> <p>Resources; maps.</p>

11	<b>NIGER BASIN COMMISSION</b>  <ul style="list-style-type: none"> <li>- History,</li> <li>- Member countries</li> <li>- Objectives</li> <li>- Achievements</li> <li>- Problems</li> </ul>	
12	<b>LAKE CHAD BASIN COMMISSION (LCBC)</b>  <ul style="list-style-type: none"> <li>- History</li> <li>- Member countries</li> <li>- Objectives</li> <li>- West African clearing house (WACH); history, member countries, objectives.</li> </ul>	
13	Revision	Revision
14	Examination	Examination

## COMMERCE

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MANO RIVER BASIN COMMISSION</b>  <ul style="list-style-type: none"> <li>- History</li> <li>- Member countries.</li> <li>- Objectives.</li> </ul>	
2	<b>MANO RIVER BASIN COMMISSION</b>  <ul style="list-style-type: none"> <li>- Achievements</li> <li>- Problems.</li> </ul>	
3	<b>REVISION OF WAEC PAST QUESTIONS</b>	
4	<b>NECO PAST QUESTIONS REVISION</b>	
5	<b>ERC MOCK</b>	

## LITERATURE

### SS 3 FIRST TERM 2014/2015

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to "purple Hibiscus" by Chimamanda N. Adichie	<ul style="list-style-type: none"><li>- Background of the Novelist</li><li>- Background and setting of the Novel</li><li>- Plot summary /structure</li></ul>
2	Themes and style in the Novel	<ul style="list-style-type: none"><li>- Identify those portions of the Novel where the themes are featured.</li><li>- Analyse the themes and relate them to human aspirations and fulfillment.</li><li>- Analyse the style used</li></ul>
3	Characterization	<ul style="list-style-type: none"><li>- Examine the major characteristics in the Novel</li><li>- State their various roles and significances in the story.</li><li>- Discuss their relationships in the text.</li><li>- Use a family chart on a cardboard sheet to indicate relationships.</li></ul>
4	Characteristics	<ul style="list-style-type: none"><li>- Examine the minor characters in the Novel</li><li>- Analyze their roles and significances</li><li>- Discuss their relationships</li></ul>
5	General Overview of the Novel	<ul style="list-style-type: none"><li>- Compete with : give project or pair students to discuss</li><li>- Lead discussion on how to relate with parents, children and fellow siblings in the family.</li></ul>
6	Introduction to "The Negro Speaks of Rivers" by Langston Hughes.	<ul style="list-style-type: none"><li>- Background of the poet</li><li>- Background information on the poem.</li><li>- Subject matter and themes in the poem.</li></ul>

7	Introduction to "Strange Meeting" by Wilfred Owen.	<ul style="list-style-type: none"> <li>- Language, imagery and structure of the poem</li> <li>- Relate the poem to life experiences.</li> <li>- Analyse the poem stanza by stanza.</li> </ul>
8	Introduction to "Daffodils" by William Wordsworth.	<ul style="list-style-type: none"> <li>- Background of the poet</li> <li>- Background of the poem.</li> <li>- Subject matter, theme, language and structure of the poem.</li> <li>- Read poem and relate it to life experiences</li> </ul>
9	Answering Questions	<ul style="list-style-type: none"> <li>- Attempting WAEC questions and NECO questions on prose.</li> </ul>
10	Answering Questions	<ul style="list-style-type: none"> <li>- Attempting WAEC/NECO questions on drama and poetry</li> <li>- Use past question papers</li> </ul>
11	Contextual questions	<ul style="list-style-type: none"> <li>- Attempting WAEC/NECO questions on "The Tempest"</li> <li>- Use past question papers</li> </ul>
12	Revision work on first Term scheme	<ul style="list-style-type: none"> <li>- Revision work on first term scheme</li> </ul>
13-14	Examinations	<ul style="list-style-type: none"> <li>- Conduct of examinations on work done.</li> </ul>

## LITERATURE

### SS 3 SECOND TERM 2014/2015

WEEK	TOPIC	CONTENTS/ACTIVITIES
1	General Revision	<ul style="list-style-type: none"> <li>- Discussions on the literary Terms</li> </ul>

2	General Revision on the Prescribed Shakespearean Text	<ul style="list-style-type: none"> <li>- Students to mention as many as can be recalled.</li> <li>- Teacher leads a discussion on how the literary terms are used and their relevance to life.</li> <li>- Analysis of the language of Shakespeare.</li> <li>- The themes explored in the prescribed text</li> <li>- Comprehending and attempting contextual subjective questions on Shakespeare</li> </ul>
3	Answering WAEC/NECO questions	<ul style="list-style-type: none"> <li>- Attempting objectives or multiple choice questions in WAEC and NECO</li> <li>- Attempting theory questions in WAEC/NECO Examinations.</li> <li>- Questions that demand: <ul style="list-style-type: none"> <li>-Discuss</li> <li>-Analyse</li> <li>-Compare and contrast</li> <li>-Explain, as well as character analysis</li> </ul> </li> <li>- Use past questions and marking schemes to explain.</li> </ul>
4	MOCK/SSCE	<ul style="list-style-type: none"> <li>- Conduct of MOCK/SSCE for the students.</li> </ul>

## LITERATURE

### SS 3 FIRST TERM 2015 - 2020

WEEK	TOPIC	CONTENT/ACTIVITIES
1	Introduction to "the Pulley" by George Herbert	<ul style="list-style-type: none"> <li>- Background and setting of the poet and poem</li> <li>- Subject-matter, theme language and structure of the poem.</li> <li>- Read poem and relate it to life experiences.</li> </ul>
2	Themes and style	<ul style="list-style-type: none"> <li>- Examine the themes and style of the poem</li> <li>- Analyze the themes and style</li> </ul>

		<ul style="list-style-type: none"> <li>- Relate the themes to personal life encounter</li> </ul>
3	"Piano and Drums" by Gabriel Okara	<ul style="list-style-type: none"> <li>- Background and setting of the poet and poem</li> <li>- Subject-matter, theme language and structure of the poem.</li> <li>- Read poem and relate it to life experiences.</li> </ul>
4	Themes and style	<ul style="list-style-type: none"> <li>- Examine the themes and style of the poem</li> <li>- Analyze the themes and style</li> <li>- Relate the themes to personal life encounter</li> </ul>
5	General overview of the poems: "the Pulley" and "Piano and Drums"	<ul style="list-style-type: none"> <li>- Discussion in groups by the students of the background and setting of the poems</li> <li>- Discussion in groups by the students on the devices and images in the poems</li> </ul>
6	"A Raisin In The Sun" by Lorraine Hansberry"	<ul style="list-style-type: none"> <li>- Background of the Play Wright</li> <li>- Background and setting of the Play</li> <li>- Plot and Summary</li> </ul>
7	Theme(s) and style	<ul style="list-style-type: none"> <li>- Examine the Theme(s) and style in the play.</li> <li>- Analyze the themes and style in the play.</li> <li>- Relate the Themes to personal life encounters</li> <li>- Analyze the style</li> <li>- Use portions of the text to point out relevant sections.</li> </ul>
8	Character Analysis I	<ul style="list-style-type: none"> <li>- Examine the characters-major</li> <li>- Analyze the major characters – their roles and significances</li> <li>- How are the characters related?</li> </ul>
9	Character Analysis II	<ul style="list-style-type: none"> <li>- Examine the characters – minor</li> <li>- Analyze the minor characters</li> <li>- How are the characters related?</li> </ul>

10	Role Play “A Raisin in the Sun” by Lorraine Hansberry	<ul style="list-style-type: none"> <li>- Role play the actions of the major characters</li> <li>- Role play the actions of minor characters</li> <li>- The relationship between the characters (major and minor)</li> <li>- List of major and minor characters on a cardboard paper.</li> </ul>
11	Revision	<ul style="list-style-type: none"> <li>- General review of the term’s work</li> </ul>
12	Examination	<ul style="list-style-type: none"> <li>- Conduct of examinations</li> </ul>

## LITERATURE

### SS 3 SECOND TERM 2015 - 2020

WEEK	TOPIC	CONTENT/ACTIVITIES
1	“The Proud King” by William Morris	<ul style="list-style-type: none"> <li>- Background of poet</li> <li>- Background of poem</li> <li>- Subject matter, theme, language and structure of the poem.</li> <li>- Read the poem and relate it to life experiences.</li> </ul>
2	“The Anvil And The Hammer”	<ul style="list-style-type: none"> <li>- Background of poet</li> <li>- Background of poem</li> <li>- Subject matter, theme, language and structure of the poem.</li> <li>- Read the poem and relate it to life experiences.</li> </ul>
3	“Birches” by Robert Frost	<ul style="list-style-type: none"> <li>- Background of poet</li> <li>- Background of poem</li> <li>- Subject matter, theme, language and structure of the poem.</li> <li>- Read the poem and relate it to life experiences.</li> </ul>
4	“Shall I Compare Thee to a Summer’s Day (Sonnet 105) by William Shakespeare	<ul style="list-style-type: none"> <li>- Background of poem</li> <li>- Subject matter, theme, language and structure of the poem.</li> <li>- Read the poem and relate it to life experiences</li> </ul>
5	Answering questions and general revision	<ul style="list-style-type: none"> <li>- Attempting objectives or multiple choice questions in WAEC and NECO</li> </ul>

		<ul style="list-style-type: none"> <li>- Attempting theory questions in WAEC/NECO Examinations.</li> <li>- Questions that demand: <ul style="list-style-type: none"> <li>-Discuss</li> <li>-Analyse</li> <li>-Compare and contrast</li> <li>-Explain, as well as character analysis</li> </ul> </li> <li>- Use past questions and marking schemes to explain.</li> </ul>
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## GEOGRAGHY

### SS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTITIVIES
1	<b>Earth Internal Process (Earth's Quakes)</b> <ul style="list-style-type: none"> <li>- Definition of earth quakes and explanation of terms (origin, tremor, epicenter, and shock waves)</li> <li>- Causes and region of earthquakes</li> <li>- Effects of earthquakes (displacement of earth's crust, rising and lowering of coastal rocks, rising and lowering of ocean flows, landslides and cracks, etc</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Use elementary films to guide discussions on (meaning, origin/focus of earthquakes, causes of earthquake, earthquake regions and their characteristics features, effects of earthquakes on earth's environment</li> <li>- Supervise and guide student to visit earthquake regions</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>- Watch documentary films</li> <li>- Listen attentively to teachers explanation, ask questions and answer questions</li> <li>- Draw and insert earthquake regions on a world map</li> </ul> <b>Instructional Material :</b> <ul style="list-style-type: none"> <li>- Documentary, Video films, world Map, Diagrams and sketches, Drawing paper, Tracing Paper, stencil.</li> </ul>
2	<b>Volcanicity:</b> <ul style="list-style-type: none"> <li>- Meaning, processes (crystal disturbances, Intrusion and extrusion, eruption and emission,etc) and regions of occurrence.</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Use documentary films to guide discussions on (volcanicity processes, volcanic regions of the world</li> </ul>

	<ul style="list-style-type: none"> <li>- Characteristic features of landform in regions: Intrusive features/landforms</li> <li>- Extrusive features /landform</li> </ul>	<ul style="list-style-type: none"> <li>- Intrusive features/landforms in volcanic regions, extrusive features and effect of volcanicity</li> <li>- Supervise and guide the students</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Watch documentary films</li> <li>- Listen attentively to teachers explanation, ask questions and answer questions</li> <li>- Draw and insert volcanic regions on a world map.</li> </ul> <p><b>Instructional Material :</b></p> <ul style="list-style-type: none"> <li>- Documentary, Video films, world Map, Diagrams and sketches, Drawing paper, Tracing Paper.</li> </ul>
3	<p><b>Karst (Limestone) Topography</b></p> <ul style="list-style-type: none"> <li>- Meaning and characteristics of karst topography</li> <li>- Surface features of karst regions</li> <li>- Underground features and importance of karst topography</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students for field experience of karst regions (where possible)</li> <li>- Use simple experiments, pictures, maps and documents</li> <li>- Helps and guides discussion on surface and underground water</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Go on field experience where possible</li> <li>- Watch documentary films</li> <li>- Listen attentively to teacher's demonstration, explanation, ask questions and answer questions</li> <li>- Draw diagrams of karst regions</li> </ul> <p><b>Instructional Material :</b></p> <ul style="list-style-type: none"> <li>- Samples of limestone Documentary, Video films, pictures, Map,</li> </ul>
4	<p><b>Denudational Process</b></p> <ul style="list-style-type: none"> <li>- Meaning , types (weathering and mass movement) sequence and factors affecting denudation.</li> <li>- Weathering: Definition and factors affecting it.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses pictures, films and models to explain the meaning of denudation.</li> <li>- Takes students on field work</li> <li>- Guide class discussions on denudaional processes and factors affecting it.</li> <li>- Guide and supervise students on field work.</li> </ul>

	<ul style="list-style-type: none"> <li>- Types of weathering, physical and mechanical weathering</li> </ul>	<p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Watch documentary films</li> <li>- Participate in class discussion and guided field work</li> </ul> <p><b>Instructional Materials :</b></p> <p>Films, pictures, models, diagrams and sketches. Quarry sites</p>
5	<p><b>Denudational Processes Cont.</b></p> <ul style="list-style-type: none"> <li>- Weathering : Chemical weathering</li> <li>- Mass movement or mass wasting.</li> <li>- Definition and factors affecting it</li> <li>- Types and effects of mass movement</li> <li>-</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students on field work to observe weathering effects</li> <li>- Use pictures, films and models to explain the meaning of weathering</li> <li>- Guide and supervise students</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in field work</li> <li>- Watch documentary films, ask and answer questions.</li> <li>- Draw sketch diagrams showing effects of weathering in landforms</li> </ul> <p><b>Instructional Materials :</b></p> <p>Films, pictures, models, diagrams and sketches. Drawing paper.</p>
6	<p><b>Climatic Change</b></p> <ul style="list-style-type: none"> <li>- Meaning and causes(human and natural causes); human causes/green house effect, ozone layer depletions, chloro-floro carbon (CPC) gasses, carbon emission and deforestation and gas flaring</li> <li>- Natural causes: movement of continents(plate tectonics, solar output of radiation, variation in the orbit of the earth, volcanism, ocean variability, etc)</li> <li>- Consequences (effects) of climatic change. Melting of ice carps, high rain fall, increasing temperature,</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Use documentary /pictures to explain climatic changes on human environment.</li> <li>- Discuss causes and consequences of changes on human environment.</li> <li>- Give examples of observed consequences (Lagos and Port-Harcourt etc)</li> <li>- Guide students to identify preventive measures/remedies to the problem</li> </ul> <p><b>Student :</b></p> <ul style="list-style-type: none"> <li>- Watch documentary films</li> <li>- Listen to teacher, ask and answer questions</li> <li>- Participate in class discussion</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Documentary films, posters, photographs, model, government</li> </ul>

	<p>submergence of coastal cities</p> <p>-</p>	<p>publications e.g environmental protection laws.</p>
7	<p><b>Climate change Contd.</b></p> <ul style="list-style-type: none"> <li>- Consequences (effects) of climate change; desertification, flooding, drought, eye contacts, etc</li> <li>- Solutions (Remedies) to climatic change: afforestation, re afforestation, zero carbon emission</li> <li>- Solution to climate change: population reduction, legislation etc.</li> </ul>	<p>“</p>
8	<p><b>Satellites Remote sensing</b></p> <ul style="list-style-type: none"> <li>- Definition of the concepts ' Remote Sensing, satellite (Nigeria's Sat 1, 1 KONOS, SPDT, RADAR, NICON, SAT 1, ERs- 1, etc) and satellite remote sensing</li> <li>- Application of satellite remote sensing; forest environment, agriculture, telecommunication, transportation, emergency responses, etc</li> <li>- Relationship between GIS and remote sensing.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explains the following with examples- Remote sensing, satellite e.g Nigeria Sat1, IKONOS, SPOT, Radar, NICOM SAT 1, ERs -1, etc. satellite remote sensing</li> <li>- Takes students on field work</li> <li>- Supervising students on field work</li> <li>- Guide discussion on application of remote sensing and the relationship between GIS</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Go on field work</li> <li>- Listen to the teacher, ask and answer questions</li> <li>- Participate in class discussions</li> <li>- Write reports</li> </ul> <p><b>Instructional Materials:</b> Slides, satellite images, multimedia CD on satellite, posters etc.</p>
9	<p><b>Geographic Information system (GIS)</b></p> <ul style="list-style-type: none"> <li>- Areas of use: defence and agriculture</li> <li>- Area of use: Urban development and mapping</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explain the applications of GIS in various activities like agriculture, defence, mapping, urban development, etc.</li> <li>- Initiates and guides class discussion on problems</li> </ul>

	<ul style="list-style-type: none"> <li>- Area of use: surveying, transportation and census</li> </ul>	<p>militating against implementation in Nigeria</p> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Listen to the teacher, ask questions and answer questions</li> <li>- Participate in class discussion</li> </ul> <p><b>Instructional Materials:</b></p> <p>Slides, satellite images, multimedia CD on GIS published materials.</p>
10	<p><b>Problems with GIS Implementation in Nigeria</b></p> <ul style="list-style-type: none"> <li>- Power problem</li> <li>- Personal problem</li> <li>- Capital (cost of software and hardware)</li> </ul>	“
11	<p><b>Economic Community of West African States (ECOWAS)</b></p> <ul style="list-style-type: none"> <li>- Meaning, member countries and purpose/mandate of ECOWAS</li> <li>- Achievements/advantages of ECOWAS</li> <li>- Problems of ECOWAS and their solutions.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explain the meaning of ECOWAS</li> <li>- Gives students assignment on the internet to obtain information on ECOWAS member states purpose and mandate, merits and problems of ECOWAS</li> <li>- Guide class discussion and supervise students visit to internet cafe</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- visit internet café, write reports of their findings</li> <li>- Participate in class discussion.</li> <li>- Draw a map of West Africa and insert the countries on the map</li> </ul> <p><b>Instructional Materials:</b></p> <p>Slides, diagrams and sketches, internet, documentaries, drawing paper tracing.</p>
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## GEOGRAGHY

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTITIVIES
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1	<p><b>Trade :</b></p> <ul style="list-style-type: none"> <li>- Definition and types of trade (national and International)</li> <li>- Reasons for trade</li> <li>- Importance of trade (social, political and economics).</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students to visit places where trading of different types take place</li> <li>- Uses documentaries , illustrations, pictures and photographs</li> <li>- Guide class discussions</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Watch films on world trade centres</li> <li>- Listen to teacher ask and answer questions</li> <li>- Participate in class discussions</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Documentary films, markets, banks, maps etc.</li> </ul>
2	<p><b>Tourism (World)</b></p> <ul style="list-style-type: none"> <li>- Meaning of tourism /tourist centers</li> <li>- Justification for tourism(leisure, recreation and education) and importance of tourism.</li> <li>- Problems of tourism and their solutions.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students to visit recreational facilities in the locality.</li> <li>- Uses documentaries , illustrations, pictures and photographs to explain</li> <li>- Helps students to locate world tourist centres</li> <li>- Guide class discussions</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Visit recreational centres, watch films, listen to teachers, ask and answer questions.</li> <li>- Participate in class discussions, locate tourist centres on maps.</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Documentary films, diagrams pictures, maps etc.</li> </ul>
3	<p><b>Agriculture in Nigeria:</b></p> <ul style="list-style-type: none"> <li>- Cattle rearing in Nigeria: Areas of cattle rearing, consumption areas, factors that favour cattle rearing, importance and problems.</li> <li>- Fishing : Meaning, fishing areas, methods of fishing and types of fishes caught.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Takes students on field work to observe Fulani cattle rearers where possible.</li> <li>- Uses maps, pictures, documentaries, films and slide to guide class discussion.</li> <li>- Guide and supervise students as they draw the map of Nigeria</li> <li>- Asses students field work reports.</li> </ul>

	<ul style="list-style-type: none"> <li>- Importance of fishing, problems of fishing in Nigeria and their solutions</li> </ul>	<b>Students :</b> <ul style="list-style-type: none"> <li>- Participate in outdoor activities</li> <li>- Make reports/record of observations</li> <li>- Identify and classify various items</li> <li>- Participate in class discussions</li> <li>- Draw maps of Nigeria and insert the major area of production</li> </ul> Resources; maps, illustrative diagrams and sketches, pictures and slides, documentaries etc.
4-13	<b>Revision and Examinations</b>	

## GOVERNMENT

### SS 3 FIRSTTERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>FEDERALISM</b> <ul style="list-style-type: none"> <li>i. Emergence of federalism in Nigeria</li> <li>ii. Factors that necessitated the formation of federalism</li> <li>iii. Conferences organised by the colonial powers</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on adoption of federalism in Nigeria.</li> <li>2. Discusses the major constitutional conferences</li> <li>3. Students take notes. .</li> </ol>
2	<b>NATURE AND STRUCTURE OF NIGERIAN FEDERALISM</b> <ul style="list-style-type: none"> <li>i. Federalism before independence from 1914 to 1959</li> <li>ii. 1960 – 1966</li> <li>iii. 1967 – 1975</li> <li>iv. 1976 – to date</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on the political structure and division of powers in Nigeria federalism</li> <li>2. Leads debate on the advantages and disadvantages of federalism</li> <li>3. Leads identification of the characteristics of Nigerian federalism</li> </ol>
3	<b>PROBLEMS OF NIGERIAN FEDERALISM</b> <ul style="list-style-type: none"> <li>i. Revenue allocation formula in Nigeria</li> <li>ii. Need for revenue allocation in a federal state.</li> </ul>	<ol style="list-style-type: none"> <li>1. Lead students to recognise revenue allocation as a major problem of Nigeria federalism.</li> <li>2. Lead discussion on the controversy over any adopted formula. <ol style="list-style-type: none"> <li>a. Derivation</li> <li>b. Population</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>iii. Conflict over each adopted revenue allocation formula.</li> </ul>	<ul style="list-style-type: none"> <li>c. National interest etc</li> </ul>
4	<p><b>MINORITY ISSUE AND THE CREATION OF STATES</b></p> <ul style="list-style-type: none"> <li>i. The major and minor ethnic groups in Nigeria</li> <li>ii. Reasons for the demand of more states</li> <li>iii. Complexity and endless nature of the state creation</li> <li>iv. Recommendation of willink's commission</li> <li>v. Solution to minority problems in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on minority issues</li> <li>2. Leads by students on the advantages of creating more states in Nigeria.</li> <li>3. Students will debate on the solutions to minority issues</li> </ul>
5	<p><b>INTER-ETHNIC RIVALRY AND ISSUE OF STATE CREATION</b></p> <ul style="list-style-type: none"> <li>i. The nature of ethnic conflicts and rivalry in Nigeria.</li> <li>ii. Problems of secession in Nigeria.</li> <li>iii. Measures to avoid secession in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion regionalism and ethnic conflicts in Nigeria.</li> <li>2. Explains the factors underlying the attempts by eastern Nigeria to secede.</li> </ul>
6	<p><b>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA.</b></p> <ul style="list-style-type: none"> <li>i. National democratic party (NNDP)</li> <li>ii. Nigerian youth movement (NYM)</li> <li>iii. National council of Nigeria and Cameroun citizens (NCNC)</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on: <ul style="list-style-type: none"> <li>a. Origin of the political parties.</li> <li>b. Organisational structure</li> <li>c. Sources o finance</li> <li>d. Aims/objectives</li> <li>e. Performance</li> <li>f. Common features among the political parties.</li> </ul> </li> </ul>
7	<p><b>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA (Cont.).</b></p> <ul style="list-style-type: none"> <li>i. Action group (AG)</li> <li>ii. Northern people's congress (NPC)</li> <li>iii. Northern elements progressive Union (NEPU)</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on the formation, structure, sources of revenue, performance, objective of the parties.</li> <li>2. Explains the reasons for rivalries among the parties.</li> </ul>
8	<p><b>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA (Cont.).</b></p>	<ul style="list-style-type: none"> <li>1. Teacher leads students on the discussion of</li> </ul>

	<ul style="list-style-type: none"> <li>i. National Party of Nigeria (NPN)</li> <li>ii. Unity Party of Nigeria. (UPN)</li> <li>iii. Nigerian People's Party (NPP)</li> </ul>	<p>emergence/formation, structure, sources of finance, objectives and achievements of the parties.</p> <p>2. The class discuss the crisis in the NPP. Students will take notes.</p>
9	<p>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA (Cont.).</p> <ul style="list-style-type: none"> <li>i. Great Nigerian people's party (GNPP)</li> <li>ii. People's Redemption party (PRP)</li> <li>iii. Nigerian Advance Party (NAP)</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on origin, structure, source of finance, objectives of the parties.</li> <li>2. Teacher explains the electoral performance of the parties.</li> <li>3. Students will take notes</li> </ul>
10	<p>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA (Cont.).</p> <ul style="list-style-type: none"> <li>i. Social Democratic Party (SDP)</li> <li>ii. National republican Convention (NRC)</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on origin, structure, source of finance, objectives and performance of SDP and NRC</li> <li>2. Teacher explains the reasons government form the political parties.</li> </ul>
11	<p>DEVELOPMENT OF POLITICAL PARTIES IN NIGERIA (Cont.).</p> <ul style="list-style-type: none"> <li>i. People's Democratic Party (PDP)</li> <li>ii. All Nigerian Peoples' Party (ANPP)</li> <li>iii. Alliance for Democracy (AD)</li> <li>iv. Action Congress (AC) and small political parties.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on origin, structure, source of finance, objectives and electoral performance.</li> <li>2. Students will debate on the performance of the ruling party</li> <li>3. Teacher explains the relationship between the political parties.</li> </ul>
12	<p>MAJOR POLITICAL CRISIS IN NIGERIA</p> <ul style="list-style-type: none"> <li>i. Kano riot 1953</li> <li>ii. Eastern region constitution 1953</li> <li>iii. Census crisis 1962/63</li> <li>iv. Action group Crisis</li> <li>v. Nigerian Civil War 1967 – 1970</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on main courses of political crisis, examine the consequences, the political implication and suggest ways of preventing political crisis.</li> <li>2. Teacher leads discussion on immediate and remote causes of civil war,</li> </ul>

		consequences and how to stop civil war.
13	Revision	Revision
14	Examination	Examination

## GOVERNMENT

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTORAL CRISIS IN NIGERIA</b> i. Federal election 1964 ii. Western Nigerian election 1965 iii. General election 1979 iv. Executive vs legislative crisis in Kaduna v. General election 1983 vi. General election 1993	1. Teacher leads discussion on major causes of electoral crisis in Nigeria, examine consequences, political implication and suggest ways of preventing electoral crisis in Nigeria. 2. Shows films on electoral crisis in Nigeria.
2	<b>MILITARY RULE IN NIGERIA</b> i. 1966 – 1975 ii. 1975 - 1979 iii. 1983 – 1985 iv. 1985 – 1993 v. 1993 – 1999	1. Teacher explains the features, causes, consequences and structures of military rule in Nigeria. 2. Evaluates justifications for military intervention 3. Students take note.
3	<b>CONFLICT RESOLUTION AND MANAGEMENT</b> i. Definition and meaning of conflict ii. Types of conflicts iii. Causes of conflicts iv. Conflicts resolution Peace Evaluation i. Meaning of peace ii. Mechanism for promoting peace.	1. Teacher leads discussion on conflict and conflict management. 2. Organises debate on conflict resolution 3. Teacher leads students on discussing peace education 4. Students take notes
4	<b>INTER-DEPENDENCE OF NATION AND GLOBALIZATION</b> i. Community of nations ii. Purpose for interaction	1. Teacher leads discussion on inter-dependence of nations.

	iii. Nigeria's interaction – economic, political and socio-cultural	2. Students debate on the merits and demerits of international interactions 3. Students take notes
5-13	Revision	Revision

## CHRISTIAN RELIGIOUS STUDIES

### SS 3 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	The Baptism of Jesus Christ	a) Meaning and purpose of baptism. b) Purpose of Jesus' baptism. c) Synoptic account of the baptism of Jesus. Matt. 3:13-17, Mk. 1:9-11, Luke 3:21-22. d) Significance of the baptism of Jesus Christ.	<ul style="list-style-type: none"> <li>• Guide the students to clarify the meaning and purpose of baptism.</li> <li>• Explain the purpose of Jesus' baptism since Jesus had no sin.</li> <li>• Meaning and types of baptism though they have the same purpose.</li> <li>• Pictorial chart showing Jesus' baptism by John the Baptist.</li> </ul>
2.	Temptation of Jesus	a) Synoptic account of the temptation of Jesus. Matt. 4:1-11, Mk. 1:12-13, Lk. 4:1-13. b) Significance of each of the three temptations. c) Temptations in the world today. d) Ways of overcoming temptation to sin today – prayer, self control, etc. e) Means Jesus used to overcome	<ul style="list-style-type: none"> <li>• Compare and contrast the different accounts of the temptation of Jesus Christ in the synoptic.</li> <li>• Suggest ways of overcoming temptations in the world today.</li> <li>• Picture of Jesus being tempted by Satan.</li> </ul>

		three temptations – by using words of God.	
3.	Call to Discipleship	<p>a) Importance of call of disciples to Jesus' ministry. Matt. 28:19-20, Mk. 16:15-19, Lk. 5:10.</p> <p>b) Attitude of Christians today to God's call.</p> <p>c) Call of the disciples and their responses. Matt. 4:18-25, 9:9-13, 10-14, Mk. 1:16-20, 2:13-17, Lk. 5:1-11.</p> <p>d) Factors that militate against discipleship. Matt. 8:18-22, Lk. 9:51-63, 14:25-33.</p>	<ul style="list-style-type: none"> <li>• Guide the students to read the reference passages.</li> <li>• Discuss what their reactions should be if God calls them.</li> <li>• Lead them to discuss the different responses some gave to Jesus and how Jesus reacted to them. E.g. "Lord let me first go and bid my people bye", Lord let me first go and bury my father".</li> </ul>
4.	Mission of the Twelve and the Seventy	<p>a) Mission of the Twelve. Matt. 10:1-15, Mk. 6:7-13, Lk. 9:1-16.</p> <p>b) Achievement of the Twelve Disciples.</p> <p>c) Mission of the Seventy. Lk. 10:1-20.</p> <p>d) Achievement of the Seventy Disciples.</p> <p>e) Differences in the Synoptic Accounts of The Mission of the Twelve: Mathew had The Jewish audience in mind. Luke had a more universal outlook.</p>	<ul style="list-style-type: none"> <li>• Guide the students to read the gospel passages.</li> <li>• Note the instructions Jesus gave to each group.</li> <li>• Discuss the report of the group.</li> <li>• Outline the differences in the synoptic accounts concerning the instructions given to the disciples.</li> <li>• Lead the students to discuss the similarities and differences between the mission of the twelve and the seventy.</li> </ul>

		<p>f) Differences and similarities in the mission of the twelve and seventy disciples.</p> <p>g) Significance of each mission.</p>	
5.	Trial of Jesus Christ and His Death.	<p>a) Jesus before the high priest. Math. 26:36-75, Mk. 14:53-75, Lk. 22:66-71.</p> <p>b) Jesus before pirate. Math. 27:11-31, Mk. 23:1-25, Lk. 23:1-5.</p> <p>c) Jesus before Herod. Lk. 23:6-12.</p> <p>d) The crucifixion and burial of Jesus.</p> <p>e) The significance of Jesus' death on the cross for the salvation of human beings.</p>	<ul style="list-style-type: none"> <li>• Guide the students to read the reference passages.</li> <li>• Guide the students to watch the video clip on the trials and temptations of Jesus Christ.</li> <li>• Pause at intervals to explain the topic and salient points.</li> </ul>
6.	The Resurrection of Jesus Christ.	<p>a) The accounts of the resurrection of Jesus. Math. 28:1-8, Mk. 16:1-8, Lk. 24:1-11.</p> <p>b) Women activities in the story of resurrection.</p> <p>c) Compare and contrast the three accounts of resurrection in the synoptic.</p> <p>d) Importance of the resurrection of Jesus to Christian faith</p>	<ul style="list-style-type: none"> <li>• Discuss the activities of women in the resurrection.</li> <li>• Compare and contrast the synoptic accounts of resurrection.</li> <li>• Explain the importance of resurrection.</li> <li>• Pictorial charts showing the empty tomb, the women at the tomb, the angels watch the tomb, etc.</li> </ul>

7.	Communal Living in the Early Church.	<p>a) Election of the successor of Judas Iscariot. Acts 1:15-26.</p> <p>b) Characteristics of the early Christian community. Acts 2:41-47, 4: 32-37.</p> <p>c) Problems of the early Christian community. Acts 5:1-11, 6:1.</p> <p>d) Solutions to the problems of the early church community.</p>	<ul style="list-style-type: none"> <li>• Explain the differences between the Hellenistic and native Hebrew/Jews.</li> <li>• Guide the students to read the reference passages.</li> <li>• Lead the students to relate the problems of early Christians to the problems of discrimination in our contemporary world.</li> </ul>
8.	Holy Spirit and the Mission to the Gentiles.	<p>a) The promise of the Holy Spirit. Jn. 14:15-31.</p> <p>b) The coming of the Holy Spirit. Acts 2:1-13.</p> <p>c) Peter's speech. Acts 2:14-41.</p>	<ul style="list-style-type: none"> <li>• Lead the students to read Acts 2:1-13.</li> <li>• Note the vital points in Peter's speech.</li> </ul>
9.	Mission to the Gentiles and Opposition to the Gospel Message.	<p>a) Saul's conversion. Acts 9:1-19.</p> <p>b) Damascus and Jerusalem. Acts 9:20-30.</p> <p>c) Peter's ministry in Lydda and Joppa. Acts 10:44-48, 11:1-18.</p> <p>d) Arrest and imprisonment of the Apostles. Acts 4:1-31, 5:17-42.</p> <p>e) Opposition against Stephen. Acts 6:8, 7:10.</p> <p>f) Saul's opposition to the gospel. Acts 12:1-24.</p>	<ul style="list-style-type: none"> <li>• Discuss the conversion of Saul.</li> <li>• Identify the key points in Peter's mission to Lydda and Joppa.</li> <li>• Outline the charges against Stephen.</li> <li>• Discuss Saul's and Herod's opposition to the early church.</li> </ul>

10.	Paul's Missionary Journey.	<p>a) Paul and Barnabas are called by the Holy Spirit. Their missionary journey activities in the first missionary journey. Acts 13.</p> <p>b) Paul's activities at Macedonia in second missionary journey. Acts 15:40-41, 16:1-9, Acts 16:10-40.</p>	<ul style="list-style-type: none"> <li>• Lead the students to discuss the biblical references with aid of map.</li> <li>• Note the important events that took place at any place they visited.</li> </ul>
11.	Revision		
12-13	Examination		

## CHRISTIAN RELIGIOUS STUDIES

### SS3 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	The need for order in the society.	<p>a) Submission to those in legitimate authority.</p> <p>b) People in authority to serve with the fear of God. Rom. 13:1-7. Discuss the meaning of "civic responsibilities", "constitution", "charter" and human right.</p> <p>c) The constitution of Nigeria.</p> <p>d) The African charter on human and people's rights.</p>	<ul style="list-style-type: none"> <li>• Guide the students to discuss the meaning of "civic responsibilities", "constitution", "charter" and "human rights".</li> </ul>
2.	Civic Responsibilities	<p>a) The U.N. declaration on</p>	<ul style="list-style-type: none"> <li>• List the characteristics of a good citizen and</li> </ul>

		<p>human rights – Good citizenship.</p> <p>b) Peter’s message on the duties of a good citizen. 1Pet. 2:13-17.</p> <p>c) Definition of HIV/AIDs.</p> <p>d) Different ways of contracting HIV/AIDs and the symptoms.</p> <p>e) Prevention of HIV/AIDs.</p> <p>f) People were sick and Jesus care for them and healed them. Jn 4:46-54, Jn. 5:1-8, Jn. 9:1-7.</p>	<p>guide the students to enumerate ways of maintaining law and order.</p> <ul style="list-style-type: none"> <li>• Lead students to define HIV/AIDs.</li> <li>• Guide students to identify ways of contracting HIV/AIDs and the symptoms and lead the students to describe how HIV/AIDs can be prevented.</li> <li>• Pictures of those infected by HIV/AIDs in a hospital with people sitting beside.</li> <li>• Guide students to narrate the love and compassion of Jesus to the sick using biblical passage.</li> </ul>
3.	Dignity of Labour	<p>a) The obligation to work.</p> <p>b) Enumerate different types of labour. Thess. 3:6-15, 2:9, Col. 3:23-25, Eph. 6:5-8, Titus 3:1.</p> <p>c) Jesus the carpenter’s son. Math. 13:55, Mk. 6:3.</p> <p>d) The Apostles as fishermen. Jn. 21:1-8.</p> <p>e) Discussion on the concepts of skill acquisition “empowerment and creativity”.</p>	<ul style="list-style-type: none"> <li>• Guide the students to enumerate different types of labour and lead students to study the biblical passages.</li> <li>• Video films of people at their different work places.</li> <li>• Guide students to list things they can do with their hands, pictures of farmers, fishermen, etc.</li> <li>• Lead discussions on the concepts of</li> </ul>

			“skill acquisition and empowerment and creativity”.
4.	Revision/Mock Examinations.	•	

**ISLAMIC RELIGIOUS STUDIES  
SS 3 FIRST TERM**

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	The Glorious Quran.	<ul style="list-style-type: none"> <li>i. Suratul Nasr</li> <li>ii. Suratul Lahab</li> <li>iii. Suratul Ikhlas.</li> <li>iv. Suratul Falaq.</li> <li>v. Suratul Nas.</li> </ul>	Revision of the chapter as they appear on content the table.
2	Al-Hadith.	Al-hadith Nos 23, 25 & 26 of Al-Nawawi and lessons learnt.	Revision of work on the hadith as they appear on the content table.
3	Islamic History.	<p>The contributions made by some selected Muslim philosophers/ Educationists in world civilization.</p> <ul style="list-style-type: none"> <li>(i).Jabir Ibn Hayyah (721-1815 ce).</li> <li>(ii).Muhammad Ibn Ar-Razi (805-925 ce).</li> <li>(iii).Ibn Seria (980-1037 ce).</li> <li>(iv).Muhammad bn Muhammad Al-Ghazali (1058-1111 ce).</li> </ul>	Revision of work done on the selected philosophers/ Educationists on the development of world civilization.
4	Fiqhu	An-Nikah: Definitions, Importance, Purpose, rules & regulations governing its validity, rights, and duties of both husband and wife.	Explain what NIKAH is all about and what it entails.
5	Al-Hadith	Al-hadith 32 & 34 of al-Nawawi and lessons learnt.	Reading, meaning and explanation of the two hadith.
6	Tahdhib	<p>Moral Education:</p> <ul style="list-style-type: none"> <li>i. Kindness to parents.</li> <li>ii. Honesty in words &amp; deeds.</li> <li>iii. Dignity of labour.</li> </ul>	Explain to the students what is meant, by kindness in general and to parents in particular. Honesty as a concept & in words & deeds as well as concrete examples as it connects

			dignity of labour in different types of work.
7	Fiqhu	The status of women in most society. i) Polygamy, rules that govern it.	Narrate the status of women in different societies and compare it with that of Islam. Bring out the wisdom behind polygamous marriage in Islam.
8	Fiqhu	Divorce: i. Definition, attitude, kinds. ii. Iddah. Types & variations. iii. Custody of children after divorce.	Explain the meaning of divorce and state the procedure for divorce as well as its kinds. So also explain what Iddah is in general and its types & conditions for it list in order of priority the people to take care of children after divorce.
9	Al-Hadith	Modesty in dressing and behaviour, perseverance. Allah's consciousness in thought, words & deeds.	Explain dressing for both male & female, state the requirements for both in terms of dressing (Islamic) and behaviours. Explain and give examples of act of perseverance, so also Allah's consciousness with practical examples .eg trustfulness, piety, good deeds, cleanliness, avoidance of sins.
10	Fiqhu	Trust, Leadership, Followership and Justice.	Explain the concept of trust in general and Islamic in particular, so also define leadership as well as the implication of lack of good leadership and followership so also the roles justice plays in human existence.
11	Fiqhu	i) Unity & Brotherhood. ii) Religious tolerance and peaceful co-existence.	Explain with practical examples the importance of unity as well as lack of it. on brotherhood. Quate hadith or Qur'anic verse to show importance. Explain that Islamic religion regards

			human beings with utmost respect. So tolerance for one another is condoned.
12-13	Revision and Examination.	Revision and Examination.	Revision and Examination.

**ISLAMIC RELIGIOUS STUDIES  
SS 3 SECOND TERM**

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Fiqh/ Tahdhib	<ul style="list-style-type: none"> <li>i. Personal hygiene and environmental sanitation.</li> <li>ii. Smoking cigarette</li> <li>iii. Prohibition of bribery, corruption and stealing.</li> </ul>	Let the students take care of their personal hygiene e.g. cleanliness of the body,(especially head) and the whole environment. Show the danger of bribery and corruption in the society so also the end result of cigarette smoking.
2	Al-Hadith.	Al-hadith 38 & 41 and lessons from them.	Reading translation and explanation of the Alhadith as they appear in the content table.
3&4	Islamic History.	<b>Project Work On:</b> <ul style="list-style-type: none"> <li>i. Ibn Khaldun</li> <li>ii. Ibn Rushd</li> <li>iii. Ibn Sina</li> <li>iv. Ar-Razi</li> <li>v. Jabir Bn Hayyan</li> <li>vi. Uthman Dan Fodio</li> <li>vii. Al-Ghazali.</li> </ul>	Let students read and explain their project works. Asking relevant important questions from the project by both the teachers and the students. The teacher to point out possible corrections.
5	Fiqhu	<b>Inheritance:</b> <ul style="list-style-type: none"> <li>i. Definition</li> <li>ii. General principle of inheritance with relevant Qur'anic version.</li> </ul>	Explain and write formula for inheritance with examples on the black board for students. Ask relevant questions and answers.
6	Fiqhu	<b>Inheritance:</b> Implications underlining the principles of inheritance in Islam.	Explain the pre-requisites, before sharing the inheritance and the possible changes in the position of the heirs.
7	Tahdhib	Prohibition of gambling, intoxication and drug abuse.	With examples on the implication of dealing with drugs and intoxicants point out the bad effect of

			gambling and general intoxicants.
8	Tahdhib	Arrogance, extravagance, Miserliness.	Explain and point out to the students the consequences of being arrogant and stingy.
9 &10	<b>Revision and Examination</b>	Revision and Examination.	Revision and Examination.

## HISTORY

### SS 3 FIRST TERM

WEEK	CONTENT/TOPIC	ACTIVITIES
1	<p><b>ISLAMIC MOVEMENT AND ESTABLISHMENT OF ISLAMIC STATES IN WEST AFRICA ;</b></p> <p>I; Islam in Hausa land and of jihad reasons ;socio – political and religious</p> <p>II; Sokoto jihad and Gobir under Sarki Bawa and Yunfa.</p> <p>III; Usman Dan Fodio; His background education and work in Gobir.</p> <p>IV; Dan Fodio’s jihad, hijra, organization and causes of jihad.</p> <p>V; The impact of the jihad and the spread of Islam in Hausa land.</p> <p>VI; The inauguration of the Sokoto caliphate.</p>	<p>I; Leads discussion on Hausa land and the jihad of Usman Dan Fodio of 1804\05</p> <p>II; Organizes a debate\drama on the jihad of Usman Dan Fodio and effects of Islam in Hausa land and other parts of west Africa.</p> <p>III; Visits museum archives in Hausa land/ kingdoms.</p>

<p>2</p>	<p><b>THE JIHAD OF SEKU AHMADU ;</b></p> <p>I; Masina before the emergence of Seku Ahmadu politics, economy and religion.</p> <p>II; Seku Ahmadu inspired by Usman Dan Fodio his teaching and jihad.</p> <p>III; The establishment of a theocratic state of masinas.</p> <p>IV; The effects of the jihad on the peoples of masina and their neighbours.</p>	<p>I ; Illustrates how Usman Dan Fodio inspired Seku Ahmadu and the rise of Seku Ahmadu, His preaching Jihad and the impact on Jihad on the masina people and their neighbours.</p> <p>II; Organizes a debate /drama on the impact of Seku Ahmadu Jihad in masina.</p>
<p>3</p>	<p><b>THE JIHAD OF ALHAJI UMAR;</b></p> <p>I; The Tukuler people before the emergences Alhaji Umar and Tijjaniyya brotherhood doctrine inspired by Usman Dan Fodio jihad.</p> <p>II; Alhaji Umar’s military campaign and the emergence of Tukuler empire and its organization.</p> <p>III; The effect of the jihad and the initiation of people in to the Tijjaniyya brotherhood.</p> <p>IV; The French invasion and the collapse of the empire.</p>	<p>I; Guide the students to identify and discuss Alhaji Umar and the Tukuler empire.</p> <p>II; Organize debate and drama on the effect and impact of Alhaji Umar jihad on Tukuler people and their neighbours.</p>
<p>4</p>	<p><b>THE ACTIVITIES OF SAMORI-TOURE</b></p> <p>I; samori-toure’s religious economic and political activities.</p> <p>II; The establishment of the mandinka empire.</p>	<p>I ; Leads discussion on the rise of religions, political and economic activities of the sameri - toure</p> <p>II; Organize a debates/drama on the establishment and organization, conflicts and fall of Mandinka empire.</p>

	<p>III; His conflict with the French and the fall of Mandinka empire.</p>	
5	<p><b>THE MUSLIM STATE IN THE FACE OF EUROPEAN COLONIZATION</b></p> <p>I; Muslim states in West Africa and early contact with European explorers, and traders</p> <p>II; changing pattern of relationship trade and treaties conquest and occupations.</p> <p>II; Reactions to Muslim leaders and people.</p> <p>IV; Consequences of European imperialism, collapse of Muslim states and the beginning of colonialism and infiltration of western culture.</p>	<p>I; Organizes excursion to some Muslim states of Kano, Zaria, Sokoto, Borno, Katsina etc.</p> <p>II; list major European powers e.g. Britain, France, Germany etc.</p> <p>III; Leads discussion on the political traditional rulers and people in Muslim states.</p> <p>IV; Organize drama on the Muslim leaders, people and Europeans.</p>
6	<p><b>CHRISTIAN MISSIONARY ACTIVITIES IN WEST AFRICA;</b></p> <p>I; The role of evangelical movement in the suppression of slave trade.</p> <p>II; The foundation of Sierra Leone and Liberia.</p> <p>III; Missionary activities in Sierra Leone and other West African states in charge of French West African states.</p> <p>IV; The impact of Christian missionary activities in west Africa on education, socio-political, economic, health, humanitarian and colonization of west Africa.</p>	<p>Leads the discussion on the abolition of slave trade in west Africa. Humanitarian education, health etc activities.</p> <p>; Organizes a drama on missionary, political economic, social, religious, health activities in West Africa.</p>

7	<p><b>EMPIRES IN WESTERN SUDAN;</b></p> <p>i. The geography and the growth of empires in Western Sudan.</p> <p>ii. The rise of Ghana, Mali, Songhai empires and the nature of their governments.</p> <p>iii. The achievement of Mansa Musa and Askia the great.</p> <p>iv. Internal problems, decline and fall of Western Sudan Empires.</p>	<p>I; Leads the discussion and identify the western Sudan empires on the map of Africa.</p> <p>II; Organizes a drama on the factors that led to rise, growth, decline fall and achievements of Mansa Musa and Askia the Great of Western Sudan empires.</p>
8	<p><b>THE INDUSTRIAL REVOLUTION, NEW IMPERIALISM, BERLIN CONFERENCE AND SCRAMBLE FOR AND PARTITION OF AFRICA BY EUROPEAN POWERS;</b></p> <p>I; The impact of industrial revolution large scale production of goods, accumulation of capitals and drift from rural to urban centers.</p> <p>II; The new imperialism economic exploitation.</p> <p>III; The Berlin conference and European competition for colonies in Africa (Britain, France, Germany, etc) Rivalry over Congo and Bismack's attempt to resolve the question of colonial rivalry in Africa.</p> <p>IV; The agreement at the Berlin conference and its effects on Africa, effective occupation, freedom of trade and navigation, free access into the hinterland and partition.</p>	<p>I; Leads discussion on the impact of industrial revolution, reasons for Berlin conference and the reasons for British occupation of Nigeria</p> <p>II; Organizes a debate\drama on the scramble and partition of Africa by Britain, France, Belgium, Germany etc.</p>

	V; Features and nature of the partition of the establishment of artificial boundaries.	
9	<p><b>COLONIAL SUBJUGATION, OCCUPATION AND AFRICAN REACTION;</b></p> <p>I; Methods and features of the of subjugation of military conquest in Algeria, Egypt Ashanti, and Treaties and peaceful occupation of Tunisia, Nigeria etc.</p> <p>II; African reaction, peaceful and military confrontation.</p> <p>III; British indirect rule of Uganda and Nigeria.</p> <p>IV; French assimilation policy in Senegal, Portuguese assimilation policy of Angola, German paternalism policy in Tanzania, Belgian paternalism policy in Congo.</p> <p>VI; Comparison of various colonial rule in Africa.</p>	<p>I; Leads discussion on the objective of imperial powers in Africa.</p> <p>II; Organizes debate on colonial subjugation and gun boat diplomacy.</p> <p>III; Examines African reactions to colonial subjugation.</p> <p>IV; Defines the concepts; indirect rule, Assimilation and paternalism policies in Africa.</p> <p>V; Leads the discussion on the features, similarities, differences and the effects of colonial rule and it “pattern” Africa.</p>
10	<p><b>CONSOLIDATION OF EUROPEAN CULTURE IN AFRICA, AND COLONIAL ECONOMY AND THE UNDER DEVELOPMENT OF AFRICA.</b></p> <p>I; The establishment of western education, emergence of Africa elites and the adoption of European languages as lingua – franca in the colonies.</p> <p>II; Promotion of European culture, architecture and transportation system</p>	<p>I; Leads discussion on western education and consolidation of European culture in Africa.</p> <p>II; Guides the students on how African economy was replaced by European economy.</p> <p>III; Organizes a drama\debate on the negative and positive effects of European culture and the economy.</p>

	<p>among Africans (mode of dress, eating/food habits and social habits.)</p> <p>III; The nature of the colonial economy i.e. production of raw materials, cash crops, banking, marketing etc.</p> <p>IV; The effects of European economy i.e. subordination of African traders to European trading firms and the emergence of urban centres.</p>	
11	<p><b>COLONIAL AFRICA AND THE TWO WORLD WARS, POLICIES AND AFRICAN DISCONTENT;</b></p> <p>I; The causes of the first &amp; second world wars and the re-division of colonial Africa.</p> <p>II; African soldiers' participation in the world war besides being soldiers of their colonial masters.</p> <p>III; The impact of the world wars on political and social economy development of Africa</p> <p>IV; The colonial political policy e.g. exclusion of Africa education elites from government and establishment of privileges for Europeans.</p> <p>V; The economic policy e.g. exploitation of African resources both material and, human forced labour and taxation.</p> <p>VI; Social policy establishment of government reserved areas, racism, discrimination and pervasion of Africa culture.</p>	<p>I; Leads discussion on the cases of the two world wars and their consequences on Africa, reasons for colonization and its discriminatory policies</p> <p>II; Organizes debates\drama on the world wars, colonialism and emergence of U.S.A and U.S.I.R as world powers.</p> <p>III; Visits G.R.As where colonial buildings are located on the hills.</p>

12	<p><b>FORMATION OF POLITICAL PARTIES, EXTERNAL INFLUENCE ON NATIONALIST MOVEMENT AND THE PATTERNS OF NATIONALIST MOVEMENT AND REGAINING OF INDEPENDENCE;</b></p> <p>I; Formation of political parties and associations, objectives, and strategies employed to fight colonial rule in Africa</p> <p>II; The effects of these organizations on decolonization process and attainment of independence</p> <p>III; Negro world and the pan African movement. NEB Dubris, Marcus, Garvey etc</p> <p>Concept of self determination.</p> <p>IV; The Atlantic charter by President Rosevelt of U.S.A and prime minster Churchill of Britain and the Indian independence.</p> <p>V; Armed confrontation by nationalist movement e.g. Kenya, Angola, and Zimbabwe</p> <p>VI; Adoption of peaceful negotiations e.g. Ghana, Uganda, Nigeria, and Guinea.</p> <p>VII; The effects of the two movements on the granting of independence to African countries.</p>	<p>I; Guides the student on the effects of the parties , associations as arms NNDP, NCNC, GGLC, CPP, RDA, WASU for self determination struggle for independences.</p> <p>II; Organize a drama \debate on the effects of the external influences and Indian independences on nationalist movement in Africa that examines the needs to attainment of independence by African countries.</p>
13	Revision	Revision
14	Examination	Examination

## HISTORY

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1A	<p><b>PRELUDE TO APARTHEID LEGISLATION AND SUPPRESSION OF AFRICAN NATIONALIST MOVEMENT</b></p> <p>I; Economic developments in south Africa from 1870s discovery of mineral resources.</p> <p>II; British in South Africa and boer intransigence and the courses of boer war.</p> <p>II; Britain public opinion on the war and the decline of the liberal spirit in south Africa, the Union of 1910 and the exclusion of non – white population from government</p> <p>IV; Legislation on marriage, landownership, education, forced labour and representation in parliament.</p> <p>VI; The anti –communist suppression act and the trial and imprisonment of ANC leaders.</p> <p>VII; Police brutality , spy network and the presentation of African resistance.</p>	<p>I; Leads discussion on the economic development land and political power struggle between the boer and Africans and the British intervention in south Africa.</p> <p>II; Organizes a debate\ drama on central instrument of law and Africans’ reaction, their arrest detention and suppression in South Africa by the white minority.</p>

<p><b>B</b></p>	<p><b>EXTERNAL REACTION TO APARTHEID, OAU AND THE APARTHEID IN SOUTH AFRICA</b></p> <p>I; Those who oppose; common wealth association and explosion of South Africa, Olympic committee, and ban of South Africa from the games, U.N.O, U.S.S.R.</p> <p>II; Those who support the Britain and apartheid, New Zealand and supporting links with south Africa, UNO members and implementation of sanctions.</p> <p>III; The OAU charter, African reaction to apartheid and work of frontline states.</p> <p>IV; OAU and liberation movement in southern Africa, resolution of OAU on the multi national trading with south Africa.</p>	<p>I; Leads discussion on common Britain link with south Africa and the reaction of world public opinion to south Africa withdrawal from common wealth and the ban from Olympic games.</p> <p>II; Organizes a debate\drama on the evils of racism and apartheid, liquidation of colonization, racism in other African countries to access the military strength of south African countries and Africa's armed resistance.</p>
<p><b>C</b></p>	<p><b>NEO – COLONIALISM POLITICAL DEVELOPMENT AND ECONOMIC UNDER DEVELOPMENT</b></p> <p>I; The definition and features of neo – colonialism e.g. political instability, constitutional crisis.</p> <p>II; The effect of neo –colonialism on Africa political development e.g. adoption of foreign political systems of government foreign backing for stay – put of political leaders and the continuing imperialism e.g. the effect of the struggle between the super power on Africa and the Chad crisis.</p> <p>III; The meaning of under development , nature and the effects of under</p>	<p>I; Leads discussion on the definition of neo –colonialism and under development, features of neo colonialism e.g. pressures and influence on political leaders by foreign powers.</p> <p>II; Organizes a debate\drama on the effects of neo colonialism on political development on constitution making, electoral malpractice, violence, police brutality, emergence of stay-put politicians and economic</p>

	<p>development on Africa economy e.g The single crop economy on states where it exists, foreign debts, drought and famine in Africa.</p>	<p>under development and drought and famine in Africa.</p>
D	<p><b>UNEQUAL DEVELOPMENT WITHIN STATES AND INSTABILITY, MILITARY IN AFRICAN POLITICS, BOUNDARY DISPUTE AND THE THREAT TOP OF AFRICAN UNITY;</b></p> <p>I; Aspects of unequal development among African states e.g. colonial legacy and ethnicity as factors for unequal distribution of social services , access to political power and infrastructural development in Africa</p> <p>II; The effects of unequal development between states e.g. on the working of OAU , ECOWAS etc.</p> <p>III; Reason for military intervention in Africa politics.</p> <p>IV; Problems and effects of military intervention in African politics e.g. the impact on political culture unwillingness of the army to relinquish power.</p> <p>VI; Reasons for boundary dispute in Africa e.g. colonial artificial division during the scramble of Nigeria and Camerouns, Ethiopia and Somalia etc, and the effects of such disputes on African unity of Inter- State conflicts.</p>	<p>I; Leads discussion on unequal development and reasons for military intervention into Africa politics.</p> <p>III; Organizes a debate\drama on unequal development reasons and effects, problems of military intervention into African politics.</p> <p>III; And the boundary disputes in Africa.</p>
2A	<p><b>THE COMMON WEALTH, OAU (AU) ECOWAS AND OPEC</b></p>	<p>Leads discussion on why peoples join clubs and societies relate it to Nigeria reason of joining</p>

	<p>I; The formation of and membership common wealth, OAU/AU ECOWAS and OPEC, aims and objectives and their organizational structure.</p> <p>II; Nigeria's role in these organizations.</p> <p>III; Achievements, failures and the role of ECOWAS</p>	<p>international and regional organization of common wealth OAU/AU, ECOWAS and OPEC.</p> <p>II; Organizes debate/drama on the aims objectives, achievements and failure of these organizations.</p>
<b>B</b>	<p><b>AFRICANS IN DIASPORA IN WORLD ISSUES</b></p> <p>I; Definition of Africans in Diaspora and contact with other outside world before the 19<sup>th</sup> century.</p> <p>II; The Atlantic slave trade and the shipment of Africans to the new world.</p> <p>III; The contribution of Africans, Europe, Asia, and the Americas. E.g. in Diaspora to development of their host countries.</p>	<p>I; Leads discussion on the definition of Africans in Diaspora and her contact with outside world.</p> <p>II; Organize a debate/drama on how Africans were moved to other parts of the world and their contribution to the development of Asia, Europe and America.</p>
<b>C</b>	<p><b>RACISM AND THE AFRICANS</b></p> <p>I; The meaning of racism and the origin of racist ideas.</p> <p>II; Racism in the U.S.A, Europe and Asia.</p> <p>III; Apartheid and racial segregation in South Africa up to 1990 and the African responses to racism</p>	<p>I; Leads discussion on the definition and origin of racism and racial discrimination in Europe , Asia and the U.S.A</p> <p>II; Organize a debate /drama on how apartheid was stopped in south Africa and effect of racism in sport and politics in the world</p>
<b>D</b>	<p><b>HISTORY OF DEVELOPED SOCIETIES</b></p> <p>I; The Renaissance period in Europe.</p> <p>II; The industrial Revolution.</p>	<p>I; Guides the discussion on the definition and impact of the renaissance</p>

	<p>III; The French revolution and the nationalism.</p> <p>IV; The Asian Tigers and Rapid economic transformation.</p> <p>V; Lessons Nigeria can learn from the above.</p>	<p>II; Discuss the origin and impact of the industrial revolution</p> <p>III; Organizes a debate /drama on how the Asian Tiger revolutionalized their economics and how Nigeria can benefit from the above experiences.</p>
3	<p><b>DEBT RELIEF AND INTERNAL AIDS</b></p> <p>I; Meaning of debt relief and international Aids.</p> <p>II; Poverty and Africa indebtedness.</p> <p>III; Debts emanating from corrupt leadership.</p> <p>IV; Need for debt relief cancellation.</p> <p>V; Aspects of International Aids and continuation of poverty in Africa.</p>	<p>I; Leads discussion on the meaning of international Aids and debt relief, poverty and Africa indebtedness.</p> <p>II; Organize a debate on corrupt leadership and Africa indebtedness and the need for debt relief.</p> <p>III; Indicate aspect of international Aids and explains Aids and continued poverty in Africa.</p>
B	<p><b>PEACEMAKING AND SOGO POLITICAL INTEREST OF THE DEVELOPED SOCIETIES</b></p> <p>I; The definition, aims objectives of peacekeeping and examples of international and regional peacekeeping initiatives.</p> <p>III; Peacekeeping and the socio political interest of the developed societies</p> <p>IV; Nigeria's role in peacekeeping programmes.</p>	<p>I; Leads discussion on the definition, aims, objectives of peacekeeping and give examples of international and regional peacekeeping institutes.</p> <p>II; Organizes a debate/drama on peacemaking and socio political interest of the developed societies and the Nigeria's role in peace keeping programmes.</p>

C	<p><b>ARMAMENTS, NUCLEAR SCIENCE AND WORLD PEACE</b></p> <p>I; The origin and causes of cold war, the break of world war 11 and the potency of the atomic bomb.</p> <p>II; Armaments, acquisition of arms and arms trade</p> <p>III; Nuclear science and the proliferation of arms</p> <p>IV The strategic arms limitation treaty (SALT).</p>	<p>I; Leads discussion on the causes of cold war and the break of world war.</p> <p>II; Explain the meaning of armaments, acquisition of arms and arms trade.</p> <p>III; Access the evolution of SALT.</p> <p>IV; Organizes a debate/drama on how armaments, Nuclear science and Arms trade can affect world peace.</p>
D	<p><b>MILLENNIUM DEVELOPMENT GOALS (MDGS AND NEEDS)</b></p> <p>I; The definition of MDGs and NEEDs</p> <p>II; Aims and objectives of the MDGs and the seven –point Agenda of the MDGs.</p> <p>III; Aims and objectives of NEEDs.</p> <p>Iv; NEEDs and economic empowerment in Nigeria.</p>	<p>Leads discussion on the definition, aims and objectives MDGs and NEEDs.</p> <p>II; Highlights the seven points Agenda of MDGs.</p> <p>III; Identify and discuss NEEDs and economic empowerment in Nigeria.</p>
4	Revision	Revision
5	Examination	Examination

## VISUAL ART

### SS 3 FIRST TTERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>LIFE DRAWING AND PAINTING</b></p> <p>1.anatomical studies relation of the whole body</p>	<p>Explains the standard proportion of human heads to the whole body. Draw and paint a human figure with water colour, coloured pencils, etc. Resource; cardboard, colours etc.</p>

	2. drawing and painting of portraits and quick action poses .long poses for detailed drawing and painting.	
2	<b>STILL LIFE DRAWING AND PAINTING</b> 1.drawing and painting of objects -furniture -utensils -flowers -tools -machinery	Draw and paint the arranged still life objects. Resources; cardboards, colours, brushes etc.
3	<b>LANDSCAPE OR SEASCAPE PAINTING</b> 1. Composition of trees houses, sky, rocks, mountain etc. 2. Seascape scenery consist: sea, boats, ship, waves, fishermen, harbor, etc.	Draw and paint from landscape or seascape scenery. Resources: pen and ink, crayon, colour ink etc.
4	<b>SCULPTURE, WOOD CARVING RELIEF</b> 1. definition 2. function of craving tools: carve , chisel, etch , remove ,etc., 3. 2 dimensional relief carving 4. relief carving: register type -door -plaque -verandah posts -divination tray 5.carving tools: -gouge -rasps -steel -sand paper -sharpening stone -oil for sharpening stone -rifflers - mallets -scrappers -steel wool	1. Define and explains sculpture. 2. describes types of reliefs and different carving tools. 3. explains carving in the round 4. illustrates by carving an object in the round for students to see. 5.practice how to carve a figure in the round 6. produce a life form on wood.
5	<b>CARVING IN THE ROUND (SIMPLE AND LIFE FORMS)</b> 1.types of reliefs: -low relief	1. practice carving with a chosen object. 2. list four objects that can be carved in the round.

	<p>-high relief</p> <p>2.objects that can be carved in the round:</p> <ul style="list-style-type: none"> <li>-wooden shoes</li> <li>-paddles</li> <li>- ash tray</li> <li>-pestles</li> <li>-sancer</li> <li>-walking stick</li> </ul> <p>3.carving in the round :</p> <ul style="list-style-type: none"> <li>-volume</li> <li>-plane</li> <li>-mass</li> </ul> <p>4.practical</p> <p>i. make a simple relief carving on wood</p> <p>ii. produce a life form on wood.</p>	<p>3. produce one carving.</p> <p>Resources: wood, chisel, market, vice, riffles, iron sponge, rasps, sand paper oil for sharpening. sharpening stone.</p>
6	<p><b>WESTERN ART</b></p> <p>1.styles and periods:</p> <ul style="list-style-type: none"> <li>-pre-history art</li> <li>-mesopotaamia</li> <li>-greek art</li> <li>-roman art</li> <li>-early Christain art</li> <li>-Islamic art</li> <li>-medival art</li> <li>-renaissance art</li> </ul> <p>2. the differences in style e.g. Islamic and Christian art and the style of leornado da vinci and that of greek vase painters</p>	<p>1. discusses the origin, stages of development, nature and characteristic styles of western art.</p> <p>2. discusses the achievements of the leadning artists of the periods, styles and movements.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>-photographs</li> <li>-maps</li> <li>-slides, projector</li> </ul>
7	<p><b>IMPACT ON AFRICAN ART ON WESTERN ART AND VICE VERSA</b></p> <p>1. 19<sup>th</sup> of 20<sup>th</sup> century art of Europe:</p> <ul style="list-style-type: none"> <li>- impressionism</li> <li>-expressionism</li> <li>-abstraction</li> <li>-cubism</li> <li>-new concept and media for Africa</li> </ul> <p>2.neglect of African art education destruction of many artifacts</p>	<p>1. discusses the artistic revolution in western art due to contact with African art.</p> <p>2.explains the origin and development of mainstream art.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>-slides</li> <li>-photographs.</li> </ul>
8	<p><b>IMPACT OF NIGERIAN ART ON WESTERN ART.</b></p>	<p>Discusses the influence of these artworks/artifacts on western artworks.</p>

	<p>1. benin primitive and looted art works</p> <p>2. Ife bronze heads Iron ceremonial screens.</p> <p>3. Yoruba carved doors, back and pillar post</p>	<p>Resource:-Slides</p> <p>-Photographs</p>
9	<p><b>CONTEMPORARY WORLD ART</b></p> <p>New art terms and direction in art:</p> <ul style="list-style-type: none"> <li>-visual culture</li> <li>-installation art</li> <li>-performance art</li> <li>-video art</li> </ul>	<p>Lead class discussion on new terms and directions in world art.</p> <p>RESOURCES: Slides, projector, photographs etc.</p>
10	<p><b>MAKING MODELS FOR ART PRODUCTS</b></p> <p>1. Designs of objects:</p> <ul style="list-style-type: none"> <li>-cars</li> <li>Bottles</li> <li>-cell phone</li> <li>-buildings</li> <li>-air planes</li> <li>-gliders</li> </ul>	<p>Introduces the general process of industrial design-model, photographs and tests, functionality, production.</p> <p>RESOURCES: Selected objects for design and models</p>
11	<p><b>LETTERING: BLOCK AND CALLIGRAPHY</b></p> <p>1. Block lettering exercise</p> <ul style="list-style-type: none"> <li>-Roman</li> <li>-Bothic</li> </ul> <p>2. calligraphy Lettering</p> <ul style="list-style-type: none"> <li>-san- serifs</li> <li>Ornamental</li> </ul> <p>3. Qualities of lettering:</p> <ul style="list-style-type: none"> <li>-legibility</li> <li>-suitability</li> <li>-spacing</li> </ul>	<p>Explains the characteristics features of block and Calligraphy letterings.</p> <p>Practice block lettering</p> <p>Resource: Drawing set, calligraphy pen, etc.</p>
12	<p><b>COMPUTER ASSISTED DESIGN</b></p> <p>1. Coreldraw environment</p> <ul style="list-style-type: none"> <li>-task bar</li> <li>-menu bar</li> <li>Tools bar</li> <li>-page view</li> </ul> <p>2. Clip Art for illustration</p> <p>3. Texts</p> <ul style="list-style-type: none"> <li>-Dialogue boxes</li> <li>-pop-up menu</li> <li>-interactive fill tools</li> </ul> <p>4. Layout features</p>	<ul style="list-style-type: none"> <li>-Identify and explains the features of the Corel draw environment.</li> <li>-Guides students on how to import clip arts for illustration.</li> </ul> <p>Resource:</p> <p>Computer set, compact disk/flash, paper, cardboard</p>

13	Revision	Revision
14	Examination	Examination

## VISUAL ART

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>-STENCILS</b>  <b>-LAYOUT AND BOOK ILLUSTRATION</b>            1.Paper Stencil cutting            2.Screen stencils laying and cutting            3.Layout features:            -columns            -margin            -Spine            -Bleeding            -Blurb, etc.            4. Illustration techniques on computer using free hand tools.</p>	<p>1. Prepare a simple stencil and apply them in a design.            2. Make simple layout and some illustrations.            Resources: Cardboard paper, wax, knives etc            -Computer set, magazines etc.</p>
2	<p><b>SPINING AND WEAVING</b>            1.Basic principles of weaving            -warp            -weft            Color            -pattern            2.Spining process</p>	<p>Explains and demonstrate weaving technique            2. Spin some raw cotton into thread.            Resource: Twilling wool, simple loom.</p>
3	<p><b>PHOTOGRAPHY</b>            1.Types of camera            -double lens reflex            -single lens reflex            -box camera            2. Terminologies in photography            -focus            -snap            -view            -panning            3. Parts of a SLR Camera            -aperture            -Lens            -view finder            4.Photographic materials and Equipments:            -camera</p>	<p>1. Identify the functions of a Camera            2.Discusses with the aid of photograph, terminologies of photograph            3. States photographic equipment's and materials.            4.Explains photographic process            5. Demonstrate loading, focusing and shooting.            Resources:            -still camera            -Video camera            -Digital camera            -photographs</p>

	-film 5. Photographic processes: -loading -shooting	
4	<b>REVISION</b>	
5	<b>EXAMINATION</b>	

## MUSIC

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES/EVALUATION
1-	<b>Harmony</b> Two-parts harmony	1- Harmonize the following melody in two parts. 2- Analyze the chords used in the piece of music.
2-	<b>Harmony</b> (continued) Four-part harmony.	1- Harmonize the following melody in two parts. 2- Analyze the chords used in the piece of music.
3-	<b>Composition</b> 1- Setting words to a- Syllables b- melody	1- Write a simple 8 bar passage for soprano and alto voices. 2- Arrange a folk song for the xylophone and accompaniment of each other instruments named by the teacher.
4-	<b>Composition</b> (Two part writing) Two part writing	1- Write a simple 8 bar passage for soprano and alto voices. 2- Arrange a folk song for the xylophone and accompaniment of each other instruments named by the teacher.
5-	<b>Composition</b> (Four part harmony) Four part harmony	1- Write a simple 8 bar passage for soprano and alto voices. 2- Arrange a folk song for the xylophone and accompaniment of each other instruments named by the teacher.
6-	<b>Transposition</b> 1- Musical instruments 2- Maintenance 3- Transposing instruments	1- List 3 transposing instruments and their ranges e.g. B $\flat$ trumpets. 2- Explain the term transposing instruments.

7-	<b>Music of the romantic period</b> (western period) History and romantic composers	<ol style="list-style-type: none"> <li>1- Discuss the lives and works of the 2 named composers of the romantic period.</li> <li>2- Identify the musical characteristics and styles used in the romantic period.</li> </ol>
8-	<b>Music dictation</b> <ol style="list-style-type: none"> <li>1- Listening and appreciation</li> <li>2- Ear training</li> </ol>	<ol style="list-style-type: none"> <li>1- Listen to several playing by the teacher and write.</li> </ol>
9-	<b>Trends in Nigerian music</b> (post independence till date) Modern trends in Nigerian music	<ol style="list-style-type: none"> <li>1- List 5 Nigerian contemporary musicians and two works by each of them.</li> <li>2- Write 3 differences between Nigerian music of the colonial era and that of the contemporary era.</li> </ol>
10-	<b>Nigerian musical instruments of different ethnic groups</b> Nigerian musical instruments e.g. <ol style="list-style-type: none"> <li>1- Eyo- Lagos (Yoruba)</li> <li>2- Swange- Benue (Tiv)</li> <li>3- Atili-ogwu</li> </ol>	<ol style="list-style-type: none"> <li>1- List 12 different musical instruments and group them into their various ethnic groups.</li> </ol>
11-	<b>Nigerian dance styles</b> <ol style="list-style-type: none"> <li>1- Dance Improvisation.</li> <li>2- Dance Composition</li> <li>3- Dance Techniques</li> </ol>	<ol style="list-style-type: none"> <li>1- Choreography a contemporary dance on any theme of their choice.</li> <li>2- Analyze the differences between modern dance and traditional dance.</li> </ol>
12-	<b>Ensemble</b> Group performance.	<ol style="list-style-type: none"> <li>1- Play their musical instruments.</li> <li>2- Organize themselves in performance groups.</li> <li>3- Develop improvisational skills.</li> </ol>
13-	<b>Revision.</b>	
14-	<b>Examination.</b>	

**No SS 3 second term work**

**FRENCH LANGUAGE**

**SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
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1	<p>Contrôle continu          Culture et civilisation: éducation          Vie sociale un pays Francophone.          Le système d'éducation – école maternelle,          Ecole primaire, école secondaire, école avancée, vie publique, vie privée, les célèbres, un pays Francophone</p>	<p>Avec l'aide de carte et d'un tableau, le professeur va donner le système éducatif et la vie sociale d'un pays Francophone. A l'aide d'une carte et d'un tableau, les élèves découvrent le système d'éducation et la vie sociale et les célèbres.  <b>Resource pédagogique</b>          La carte, CD/cassettes audio, document authentique.</p>
2	<p>La possibilité          Expression oral : c'est possible que + subjonctif, peut-être, c'est possible, on verra, c'est peu certain, bien sur.          Maîtrise de la langue : conjugaison au présent du verbe 'assurer', être au subjonctif, voir au futur simple.</p>	<p>Le professeur donne aux élèves les expressions pour exprimer la possibilité. Jeux de rôles, un entretien.  <b>Resource pédagogique</b>          Cassette audio/CD</p>
3	<p>Le but          Expression orale : les expressions qui renvoient au but : afin de, pour que, afin que, dans le but de, croyant/pensant que exemple : on a fait une fête pour que tout le monde soit content.</p>	<p>Le professeur fait compléter des phrases par des expressions de but. Trois élèves jouent respectivement les rôles d'accusé, d'avocat et de juge tout en mettant l'accent sur leur action. Ils parlent en conséquence.  <b>Resource pédagogique</b>          Textes de jeux de rôles.          Textes de « vrai/faux » etc.</p>
4	<p>L'opposition          Expression orale : par contre, au contraire, contrairement à..., vis-à-vis, cependant, mais, alors que..., tandis que...</p>	<p>Le professeur proposé un sujet de débat comme : une fille est plus que le garçon. La classe est divisée en deux groupe : l'un parle pour et l'autre parle contre.  <b>Resource pédagogique</b>          Textes de jeux de rôles, cassette audio/CD</p>
5	<p>Contrôle continu          La concession          2eme Epreuve          Expressions destinées à réaliser la concession : bien que... + subj., même si, malgré...          Expressions écrite : exercice écrits.</p>	<p>Le professeur propose des exercices structuraux à compléter par des expressions de concession. Les élèves répondent aux questions.  <b>Resource pédagogique</b>          Textes basés sur la concession, CD/cassettes audio.</p>
6	<p>La condition          Expression écrite : expression qui renvoient à la condition, à condition de..., à condition que + subj, sous condition de, tant que...</p>	<p>Le professeur propose des exercices structuraux pertinents. Les élèves relèvent dans une coupures de journaux. Jeux de rôles vous êtes</p>

	+ indicatif, aussi longtemps que + indicatif.	père, votre fils veut sortir. Vous précisez les conditions <b>Resource pédagogique</b> CD/cassettes audio, textes audio.
7	La vérité générale Expression écrite : expression permettant d'exprimer la vérité générale : proverbe (exemple : c'est en forgeant, qu'on devient forgeron). Dictions (exemple : voir c'est croire) le temps présent, le futur.	Le professeur donne des dictées ou figurent de telles expressions. Les élèves copient et s'en servent éventuellement dans leurs présentations. <b>Resource pédagogique</b> Textes audio.
8	Culture et civilisation et culture de l'Afrique de l'ouest. Le mariage traditionnel, les nourritures, les salutations, les habilles, la mode.	Comparer la culture d'un pays Francophone avec le Nigeria. Les élèves discutent de culture qu'ils ont chez eux
9	Le sport 3ème Épreuve Le football, le tennis, le gymnastique, Verbes jouer, sauter, gagner, au présent.	Le professeur parle d'équipe différente. Quel sport aiment ils et pourquoi <b>Resource pédagogique</b> Images/photos de joueurs
10	La santé Expression écrite : la maladie, les malades, mal, médicament, hôpital, guérir. Comment est ta sante ? j'ai mal à la..., avoir + mal. Je vous souhaite bonne santé, la fièvre, le SIDA	Le professeur demande aux élèves de nommer des maladies qu'on connaît. Ils parlent de maladies et des médicaments. <b>Resource pédagogique</b> Les images/photos d'hôpital.
11	Revision	Revision
12	Revision	Revision
13	Examen	Examen
14	Examen	Examen

## FRENCH LANGUAGE

### SS 3 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Contrôle continu Revue, s'excuser, se justifier, se défendre 1ere Epreuve Etude de maîtrise de la langue : l'emploi des expressions de	Le professeur montre l'action de s'excuser, s'amuser, avec jesse et dit : je vous accuse (jeu de rôle). Le professeur met la cassette audio. Le professeur pose des questions.

	<p>s'excuser, se justifier, s'amuser, se défendre, au présent.  Compréhension écrite : lecture sur l'acte de s'excuser etc.  Expression orale : entretien entre le professeur et l'étudiant, l'étudiant et l'étudiant.</p>	<p>Le professeur accuse l'étudiant d'un mal fait.  (Jeu de rôle)  Les étudiants regardent curieusement d'abord.  Puis, ils se défendent, s'excusent, se justifient.  Les étudiants écoutent,  Les étudiants répondent à l'écrit.  L'étudiant s'excuse, se justifier, se défendre avec les expressions : je m'excuse, c'est en raison de, c'est pour (s'amuser) c'est par erreur.  <b>Resource pédagogique</b>  Texte de dialogues adapter, texte de production orale etc.  Cassette audio, texte audio, CD.</p>
2	<p>Revue  Exprimer une obligation direct/implicite.  Maîtrise de la langue : emploi des verbes : falloir, aller, devoir, être, vouloir, pouvoir au conditionnelle, au futur simple, et à l'imparfait.  Emploie des expressions : il faut..., il doit..., va... allez... tout de suite, un instant, j'allais, vous demander, pourriez / voudriez – vous, je serais obligé etc.  Expression orale : exercices oraux sur exprimer obligation direct/implicite.  Compréhension orale : écoute à la radio, réponse aux questions posées sur ce qu'on entend.</p>	<p>Le professeur met les verbes en phrases avec le temps correspondent. Le professeur explique le sens de mot nouveaux.  Jeu de rôle : le professeur divise la classe en deux groupes.  Le professeur pose des questions sur l'image.  Les étudiants copient dans leurs cahiers. Ils font des exercices écrites (font des phrases) au conditionnelle au futur simple et à l'impératif, en exprimant une obligation directe/implicite exemple : il faut, il doit.  Le premier groupe s'adresse aux deuxième groupes en utilisant ces expression d'obligation direct exemple : il faut, il doit, va, viens tout de suite. Le deuxième s'adresse à l'aide des expressions implicite e.g je serais, pourriez vous, j'allais, vous demande, etc.  <b>Resource pédagogique</b>  L'art de conjugué, le dictionnaire, extrait de texte, image, photo. Cassette, texte de dialogue, adapté une radio, un film, coupures de journaux.</p>

3	Revue L'opposition Expression orale : par contre, au contraire, contrairement à.... vis-à-vis, cependant ; mais, alors que....., tandis que.	Le professeur propose un sujet de débat comme école mixte est plus meilleure que..... Le professeur montre des films et des photos. La classe est divisée en deux groupes : l'un parle pour, l'autre parle contre Les étudiants font textes de simulations. <b>Resource pédagogique</b> Textes de jeux de rôles, cassette audio, CD
4	Revue La concession Expressions destinées à réaliser la concession : bien que... + subjectif, même si, malgré... Expression écrite : Exercice écrits.	Le professeur propose des exercices structure à compléter par d'expression de concession. Les étudiants répondent aux questions. <b>Resource pédagogique</b> Textes bases sur la concession. CD, Cassettes Audio.
5	Révision	Révision
6	Révision	Révision

## المنهج الدراسي للسنة الثالث الثانوية

### SCHEME OF WORK FOR S.S THREE

#### الفترة الأولى FIRST TERM

المحتويات	الموضوع	الأسبوع
يطلب من المدرس أن يختار نصا من نشرات أو الجرائد أو من كتب القصصية.	الترجمة من العربية إلى الإنجليزية أو العكس	الأول
يطلب من المدرس أن يختار نصا من نصوص الأدبية أخلاقية أو إجتماعية أو من كتب تاريخية إسلامية في شريط قاضي.	الإملاء	الثاني
يطلب من المدرس أن يأتي بنص الأنشودة المختارة :- كل شئى فانى# إلا الله باقى. كل شئى فانى # إلا الله الباقى. أحد صمد # لايموت أبدا. صلوا على محمد# صلوا على محمد. الصلاة والسلام# على رسول الله. الصلاة والسلام # على رسول الله.	الأنشودة	الثالث
	الكتابة الإنشاء	الرابع

<p>يطلب من المدرس أن يختار ألفاظ أو كلمات أو عبارات مناسبة لكتابة إنشاء في مختلف موضوعات :- وصف مكتب. - أيهما أفضل؟ الزراعة أو الصحافة؟ - عن إستقلال الدولة أو المفردات, كالحقل, والأمن, سلامة, التعاون, التفاهم, علاقات تجارية, إستيراد, إصدار, ثروات. - عن الأم, الطفل, الصبي, الدعاء, ولادة, فأس, الأرز, - عن الأطعمة, العلم, التعليم, - الجريدة أفضل أو المزياع... وما إلى ذلك.</p> <p>يطلب من المدرس أن يختار نصا تحتوى على جمل مفيدة تبرز المفعول به وموقعه الإعرابي كما في الأمثلة الآتية: - شد التلمذ الحبل. - طوت البنت الثوب. - أكل الذئب الخروف. - حاز السابق جائزة. - يصيد الثعلب دجاجة - يبيع الجزار اللحم. ثم قاعدة نحوي. المفعول به إسم منصوب وقع عليه فعل الفاعل.</p>	<p>النحو - (مفعول به)</p>	<p>الخامس</p>
<p>يطلب من المدرس أن يختار الجمل المفيدة تحتوى على المفعول المطلق مثل - أنامسروربك مسرورا. - يشرب الطفل اللبن شربا. - أكل أحمد أكلتين. - إستريح في كل يوم مرحلة إستراحا. ثم قاعدة نحوية:- " المفعول المطلق إسم منصوب موافق للفعل في لفظ وجئ بعد الفعل لتأكيد أو لبيان نوعه أو عدده.</p>	<p>المفعول المطلق</p>	<p>السادس</p>
<p>من المدرس أيضا أن إختيار الجمل المفيدة تحتوى على المفعول فيه ثم القاعدة أو كما يقال أنه (الظرف) مثل - مكثت بأبوجا شهرا. - تجمع النملة قوتها صيفا. - قام الكلب خلف الباب. ثم القاعدة :- " المفعول فيه إسم منصوب يبين الزمن الفعل الذى حصل فيه الفعل ويسمى ظرف الزمان أو المكان.</p>	<p>المفعول فيه</p>	<p>السابع</p>
<p>من المدرس أن إتيان بجمل فيها العدد بأنواعه ثم القاعدة . ١- الأعداد من ثلاثة إلى عشرة تذكر مع المؤنث وتؤنث مع المذكر ٢- الأعداد المركبة المبنية الجزئية على الفتح ماعدا إثنا عشر فالجزء الأول يعرب إعراب المثني وأما الجزء الثاني فيبنى على الفتح.</p>	<p>العدد</p>	<p>الثامن</p>
<p>من المدرس أن إتيان بجمل فيها العدد بأنواعه ثم القاعدة . ١- الأعداد من ثلاثة إلى عشرة تذكر مع المؤنث وتؤنث مع المذكر ٢- الأعداد المركبة المبنية الجزئية على الفتح ماعدا إثنا عشر فالجزء الأول يعرب إعراب المثني وأما الجزء الثاني فيبنى على الفتح.</p>	<p>المنادى</p>	<p>التاسع</p>

<p>من المدرس أن إتيان بجمل المفيدة مشتمل على المنادى كما فى الأمثلة : - يا إبراهيم. ٢- ياصلاح الدين!. ٣- يا مسافر! إلى الورى - يا مسرعا فى العجل. - يالاعبون!</p> <p>إسترحوا. قاعدة نحوية: المنادى إسم يذكر بعد يا وأخواتها, طلبا إقبال مدلوله, بنصب المنادى إذا كان مضافا أو شبيها بالمضاف, أو نكرة غير مقصودة, ويبنى علمايرفع به إذا كان نكرة مقصودة, أو علما مفردا. والمراد بالمفرد هنا ما ليس مضاف لإشبهها بالمضاف.</p> <p>من المدرس إتيان بنص مشتمل على تاريخ حياة الشيخ عبد الله ابن فودي فى رثاء المصطفى كالآتى:</p> <p>عفت عندى منازل أهل كبير # وحل على معارفها نكير لفقد المصطفى فيها بليل # لتصبح فى صباح قمطير هو ابن الحاج أي عثمان عبا # سراج الحين مأوى للفقير لقد زرئت قبيلتنا جميعا لفقد الصالح الفطن المجير.</p> <p>من المدرس إتيان بمشتمل على تاريخ حياة القاضى عمر إبراهيم أبيات شعر الأحبة (ض149) وقصيدة من كدونا إلى أهل ميدغورى.</p> <p>من المدرس إتيان بما اشتمل على تاريخ حياة الدكتور عيسى ألبى أبوبكر وبعض أبيات شعره - إلى الشعراء - وصف القرآن. يطلب من المدرس أن يختار نص يحتوى على كلمات وعبارات تتعلق بتربية البنين والبنات منها تهذيب عادات وتقاليد, قدوة, إمتثال, إرشاد, خلق, رضا, طاعة, تثقيف. يطلب من المدرس أن يختار نصا من نشرات أو الجرائد أو من الكتب القصصية ويترجمه حسب مستوى الطلاب.</p>	<p>أ- الأدب. - من شعر الشيخ عبد الله بن فودي (تزيين الورقات)</p> <p>ب- الأدب- شعر القاضى عمر إبراهيم</p> <p>ج- من شعر الدكتور عيسى ألبى أبى بكر</p> <p>الترجمة من الإنجليزية إلى العربية أو العكس.</p> <p>المراجعة ثم الإمتحانات .</p>	<p>العاشر</p> <p>الحادى عشر</p> <p>الثانى عشر</p> <p>الثالث عشر</p>
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## المنهج الدراسي للسنة الثالث الثانوية

### SCHEME OF WORK FOR S.S THREE

#### SECOND TERM الفترة الثانية

المحتويات	الموضوع	الأسبوع
قطعة مناسبة بالإيجاز يمكن قراءته بالسهولة للطلاب.	القراءة والكتابة	الأول
يطلب من المدرس أن ينظر إلى ما قد سبق من الدروس ماله حاجة للمراجعة.	المراجعة عن بعض الموضوعات السابقة	الثاني
يطلب من المدرس أن ينظر إلى ما سبق الموضوعات وتيقينها جيدا قبل بداية الإمتحان.	المراجعة عن بعض الموضوعات السابقة.	الثالث

### HAUSA LANGUAGE SS 3 FIRST TERM ZANGO NA DAYA AJI UKU

MAKO	JIGO/MAKASUDI	AYYUKA
1	<p><b>Nazari akan rubutacciyar waka:</b> Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>• wakoki dangane da:</li> <li>• jigo,</li> <li>• zubi da tsari kamar;</li> <li>• kar biyar da yawan baitoci da budewa da rufewa</li> </ul>	A duba litattafan da NECO/WASSCE ts amince
2	<p><b>Ci gaba da nazari akan rubutacciyar waka:</b> Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>• salon sarrafa harshe; kamar</li> <li>• dabarun jawo hankali,</li> </ul>	A duba litattafan NECO/WASSCE

	<ul style="list-style-type: none"> <li>• amfani da karin magana ds.</li> </ul>	
3	<p><b>Nazari akan littafin wasan kwaikwayo:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>• Ma'anar wasan kwaikwayo. Misali, ana yin wasan kwaikwayo na radiyo, talabijin dandali, silima da bidiyo ds.</li> </ul>	A duba liitittifan NECO/WASSCE
4	<p><b>Ci gaba da nazari akan littafin wasan kwaikwayo;</b></p> <p>Malami zai koyar da; rubutaccen wasan kwaikwayo na zaɓaɓɓen littafi. Nazari akan; (a) Jigo misali</p> <ul style="list-style-type: none"> <li>• Wayar da kai,</li> <li>• Gyaran hali,</li> <li>• Gargadi,</li> <li>• Nasuha,</li> <li>• Nishadi ds.</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
5	<p><b>Ka'idojin Rubutu:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>• Alamomin tayar da amagana na keɓe zance</li> <li>• Alamar keɓe Magana, wato baka biyu</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
6	<p><b>Ci gaba da ka'idojin Rubutu:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Kalmomi masu gaba daya ta hanyar aikace-aikace kamar shifta</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
7	<p><b>Fassara a aikace:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Fassara Jawabi da labari</li> <li>- Fassara waka</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince

8	<p><b>Ci gaba da fassara a aikace:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Yin fassara mai yanci</li> <li>- Gujewa yin fassarar kalma da kalma</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
9	<p><b>Dangantakar iyali:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Ma'anar dangantakar iyali.</li> <li>- Dangantakar iyali da dangi a Hausa; Kaka, Uba, Uwa, Kawu, Gwaggo.</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
10	<p><b>Ci gaba da dangantakar iyali:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Dangantakar iyali da dangi kamar; Wa, Kane, Ya, Kanwa, Yan maza biyu, Ya'yan yan uwa ds.</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
11	<p><b>Bukukuwa:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Ma'anar bukukuwa</li> <li>- Ire-iren bukukuwa. Misali bikin aure, suna, cika-ciki, Sallah, nadin sarauta, takutuha, kalankuwa ds.</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
12	<p><b>Ci gaba da bukukuwa:</b></p> <p>Malami zai koyar da;</p> <ul style="list-style-type: none"> <li>- Yadda ake yin bukukuwa da lokacin da ake yinsa da masu yin bukukuwan da kuma muhimincinsa ga jama'a. misali; nishadi, zumunci, raha, da raya al'ada.</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
13	<b>Maimaitawa:</b> Maimaita ayyukan zangon karatu	
14	<b>Jarabawa</b>	

MAKO	JIGO/MAKASUDI	AYYUKA
1	<b>Tsarin sarautu da mukamai:</b> Malami zai koyar da; <ul style="list-style-type: none"> <li>- Ma'anar tsarin sarautu da mukamai</li> <li>- Ire-iren sarautun gargajiya</li> </ul>	A duba liitittifan da NECO/WASSCE soka amince
2	Nazarin littafin zube: malami zai koyar da; <ul style="list-style-type: none"> <li>- Nazarin littafin kagaggen labari</li> <li>- Iya sarrafa harshe. Misali; jigon littafi,               <ul style="list-style-type: none"> <li>• jarunta</li> <li>• soyayya</li> <li>• ban tausayi</li> <li>• gyaran hali da</li> <li>• dabarun zaman duniya</li> </ul> </li> </ul>	A duba liitittifan da NECO/WASSCE soka amince

## ASUSU IGBO

### SS THREE TAM NKE MBU

IZUUKA	ISIOKWU /NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	<b>UTASUSU:</b> EKWUMEKWU – Nkwa ihe bu nzikortaozi keteknoloji. <b>OMENALA:</b> Ikwughari ihe bu agumagu odinala, nkenudi na uru ya <b>AGUMAGU:</b> Nkwa nsala/ibeene, imatu akuko	<b>IHE UMUKWUKWO GA-EME:</b> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwana nzikortaozi keteknoloji</li> <li>3. Ikwana agumagu odinala na nkenudi ya</li> <li>4. Ikwu uru di igu agumagu odinala</li> <li>5. Ikwu ihe nsala na ibeene</li> </ol>

	<p>na-akọ etu ụfọdụ nsọala siri bido.</p>	<p>putara <b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ, ụgbọ ojii, tepaurekọda, redio, chaati, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Uru na ọghọm dị na nzikọrịta ozi keteknọloji <b>OMENALA:</b> Igu agumagu ọdinala dị iche iche ndị a họtara <b>AGUMAGU:</b> Ọrụ dị iche iche nsọala na-arụ n’obodo, ntaramaahụhụ dijiri ndi mebiri iwu nsolala , uru idebe nsọala obodo bara.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b> 1. Ikwu uru na ọghọm dị na nzikọrịta ozi keteknọloji 2. Igu agumagu ọdinala ndi a họtara 3. Ikwu ọrụ nsọala na-arụ n’obodo 4. Ikwesita ntaramaahụhụ a na-enye ndi mebiri nsọala. 5. Ikwu uru idebe nsọala na-abara obodo . <b>NGWA NKỤZỊ</b> Ụgbọ ojii, akwụkwọ ọgụgụ, chaati, foto/eserese, tepau rekọdụ, redio,dgz.</p>
3.	<p><b>ỤTỌASỤSỤ:</b> Omumu chaati ụdaume, ebe mkpọpụta di iche iche. <b>OMENALA:</b> Mmughari echichi ọdinala dika nkowa njirimara onye chiri echichi ọdinala dk. Eze, nze, ọzọ na lofo. <b>AGUMAGU:</b> Inyocha na itule ndina na njirimara agumagu ọdinala.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b> 1. Ige nti 2. Iru gosi n’eserese ebe mkpọpụta di iche iche 3. Ikwuputa ihe ụfọdụ e ji ama onye chiri echiche 4. Itule ndina na njirimara agumagu ọdinala <b>NGWA NKỤZỊ</b> Chaati, akwụkwọ ọgụgụ, ugbo ojii, redio, tepu rekoda,dgz.</p>
4.	<p><b>ỤTỌASỤSỤ:</b> Omumu Chaati Mgbochiime – Ebe Mkpọpụta <b>OMENALA:</b> Uru na ọghọm dijiri onye e chiri echichi. <b>AGUMAGU:</b> Nnyocha akwụkwọ agumagu ọdinala ndi a họtara.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b> 1. Ige nti 2. Iru gosi ebe mkpọpụta ụda di iche iche 3. Ikwu uru na ọghọmdijiri onye e chiri echichi 4. Inyocha na itule ndina akwụkwọ agumagu ọdinala ha gurụ <b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ, akwụkwọ agumagu ọdinala horo, ụgbọ ojii, tiivi, redio, tepurekoda, dgz.</p>
5.		<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p>

	<p><b>ỤTỌASỤSỤ:</b> Mmughari chaati mgbochiume - Udi mkpoputa</p> <p><b>OMENALA:</b> Ikowaputa mgbanwe ndi batara n'echichi na echimechi ufodu</p> <p><b>AGUMAGU:</b> Mmughari ihe bu agumagu ederede, nkenudi na uru ikowaputa ya.</p>	<ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Iza ajuju gbasara udi mkpoputa mkpuruuta ufodugasi</li> <li>3. Ikwu mgbanwe ndi batara nechichi ufodu.</li> <li>3. Ikwu ihe bu agumagu ederede</li> <li>4. Ikewaputa agumagu ederede na nkenudi ya</li> <li>5. Ikwu uru di n'agumagu ederede.</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu, ugbo ojii, foto/eserese</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Nkwa na omumu nkeji okwu, nkewasi mkpuruokwu na nkeji na nkeji tinyere mkpuruokwu nwere myiriudaume</p> <p><b>OMENALA:</b> Mmughari ihe gbasara alumdina nwunnye.</p> <p><b>AGUMAGU:</b> Nchikota na ntuleghari iduuzi niile a guru</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwa ihe bu nkejiokwu</li> <li>2. Ikwa mkpuruokwu n nkeji na nkeji</li> <li>3. Ikwa ihe bu alumi na nwunye</li> <li>5. Iza ajuju gbasara alumi na nwunye</li> <li>6. Ituleghari iduuzi ha guru</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi, akwukwo iduuzi, ugbo ojii, kaadi mgubam, dgz.</p>
7.	<p><b>ỤTỌASỤSỤ:</b> Mmughari ahiriokwu mfe na nkenudi</p> <p><b>OMENALA:</b> Omumu ihe gbasara inu iyi maabu idu isi</p> <p><b>AGUMAGU:</b> Ntuleghari na nchikota akwukwo abu ederede a guru</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Imebe ahiri mfe</li> <li>2. Ikwa ahiri mfe na nkenudi ya</li> <li>3. Ikwa ihe inu iyi /idusi putara</li> <li>4. Igu abu ederede na iza ajuju sitre na ya</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo abu, ugbo ojii, kaadi mgubam, dgz.</p>
8.	<p><b>ỤTỌASỤSỤ:</b> Mmughari ahiriokwu ukwu na nkenudi</p> <p><b>OMENALA:</b> Mmughari akpalaokwu na usoro nkwa ya</p> <p><b>AGUMAGU:</b> Ntuleghari na nchikota akwukwo abu ederede a guru</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Imebe udiri ahiriokwu di iche iche</li> <li>2. Iruosi udiri ahiriokwugasi</li> <li>3. Ikwa akpalaokwu</li> <li>4. Igu na itule abu ndi ha guru</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi na akwukwo abu a horo, ugbo ojii, kaadi mgubam, dgz.</p>
9.	<p><b>ỤTỌASỤSỤ:</b> Mmughari ahiri nha na nkenudi ya</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Imebe ahiriha di iche iche</li> <li>2. Ideputa nkenudi ahiriokwu gasi</li> </ol>

<p>10.</p>	<p><b>OMENALA:</b> Mmughari onodu otu ogbo /uke/Ebiri, usoro e si aba ya, uru na oghom</p> <p><b>AGUMAGU:</b> Mmughari itu ilu na nkowa ilu di iche iche.</p> <p><b>UTOASUSU:</b> Ogugu na aghotaazaa – lme mpu ule, mkpatara ya na oghom di n'ime mpu ule n'oge ule</p> <p><b>OMENALA:</b> Onodu otu ogbo n'oge ugbo a</p> <p><b>AGUMAGU:</b> Omumu ilu gbasara alimdi na nwunye dika :Ogori luo di abuo, o mara nke ka ya mma.</p>	<p>3. Ikowa otu n'usoro abamaba ya</p> <p>4. Ikwu uru na oghom di n'iba n'otu ogbo</p> <p>5. Itu na ikowa ilu lgbu di iche iche</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi, ugbo ojii, kaadi mgbubam, dgz.</p> <p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Igu aghotaazaa na iza ajuju so ya</p> <p>2. Ikparitauka gbasara onodu otu ogbo n'oge ugbo a.</p> <p>3. Itu ilu na ikowa ilu ndi metutara alimdi na nwunye</p> <p>4. Iju na iza ajuju</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi, ugbo ojii, tepu rekoda, redio, dgz.</p>
<p>11.</p>	<p><b>MMUGHARI IHE A KUZIRI NA UIE</b></p>	
<p>12.</p>	<p><b>ULE</b></p>	
<p>13.</p>	<p><b>ULE/MMECHI</b></p>	

## ASỤSỤ IGBO

### SS THREE TAM NKE ABỤỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZỊ
1.	<p><b>ỤTỌASỤSỤ:</b> Ọgụgụ na aghọtaazaa “Agụmakwụkwọ dika ihe na-eme ụzọ agamnihu”, uru na ọghọm dī n’agughī akwụkwọ.</p> <p><b>OMENALA:</b> Aha na udī chi dī iche iche dk. Amadiọha, lbiniukpabī, dgz. Ndī Igbo nwere. Ọrụ chi ndī a na-arurū ndī Igbo</p> <p><b>AGỤMAGỤ:</b> Mmugharī na ileba anya n’akwụkwọ e weputara n’ule</p>	<p><b>IHE ỤMỤAKWỤWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Igụ aghọtaazaa na iza ajụjụ na-esote ya</li> <li>2. Ikpọsịta aha na udī chi dī iche iche</li> <li>3. Ikwu ọrụ ụmụ chi ndī a na-arugasī</li> <li>4. Ijụ na iza ajụjụ sitere n’akwụkwọ ule, akwụkwọ ule</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ, ụgbọ ojii, kaadī mgbubam, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Mmugharī tensī na aspektī na nkenudī ha</p> <p><b>OMENALA:</b> Nkọwa echichi ndī Igbo gbasara ndū na-esote ọnwụ dika ọgbanje na ọnwụ</p> <p><b>AGỤMAGỤ:</b> Mmugharī na ileba anya n’akwụkwọ agụmagụ e weputara n’ule.</p>	<p><b>IHE ỤMỤAKWỤWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikwu nkenudī tensī na aspektī</li> <li>2. Imebe ahiriokwu ndī na-eziputa tensī na aspektī</li> <li>2. Ikwaputa echiche ndī Igbo gbasara ọgbanje na ọnwụ</li> <li>3. Ikwu uche ha gbasara ndū na-esote ọnwụ</li> <li>4. Ijụ na iza ajụjụ sitere n’akwụkwọ ule</li> </ol> <p><b>NGWA NKỤZỊ</b> Ụgbọ ojii, akwụkwọ ọgụgụ, chaati, kaadī mgbubam, foto/eserese, dgz.</p>
3.	<p><b>ỤTỌASỤSỤ:</b> Mmugharī nka edemede na udī edemede dī iche iche okachasī leta anamachoihe</p> <p><b>OMENALA:</b> Nkọwa echiche ndī Igbo gbasara ndū na-esote ọnwụ “ilọ ụwa”.</p> <p><b>AGỤMAGỤ:</b> Mmugharī na ileba anya n’akwụkwọ ụlọ e weputara.</p>	<p><b>IHE ỤMỤAKWỤWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikwu udī edemede dī iche iche</li> <li>2. Ikwọwa nkwenye ndī Igbo gbasara ilọ ụwa</li> <li>3. Ileba anya n’akwụkwọ ụlọ e weputara</li> <li>4. Ide ihe edemede leta anomachoihe</li> </ol> <p><b>NGWA NKỤZỊ</b></p>

		akwukwo ogugụ, ugbo ojii, tepu rekoda, redio, dgz.
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**YORÙBÁ SS 3 TÁÀMÙ KÌN-ÍN-NÍ**

<b>ÕSÊ</b>	<b>ORÍ ÒRÕ/ ÀKÓÓNÚ</b>	<b>ÀMÚSÉ ISĚ</b>
1.	<p><b>ÀSÀ:</b> Ìwà Òmòlúàbí</p> <p><b>ÀKÓÓNÚ ISĚ</b></p> <p>Òtítò síṣò, níní sùúrù, ìkíní, ìbõwõ fágba, síṣe ojúṣe nínú ilé, iwàpèlè, ìgbòràn àti bēè bēè lô.</p>	<p><b>OLÙKÕ</b></p> <p>a. Sò irú çni tí à n pè ní òmòlúàbí</p> <p>b. Sò èrè tó wà nínú jìjè òmòlúàbí láwùjò</p> <p>d. Lo òwe, orin, ewi, àṣàyàn òrò àti itàn láti fi kò akèkõ nípa adùn tó wà nínú iwà rere</p> <p>e. Sò ìṣòro tí òmòlúàbí lè dojúkò àti bí ó ṣe lè borí wòn.</p> <p><b>AKÈKÕ</b></p> <p>a. Àwòn iwà tó n mú ni jè òmòlúàbí</p> <p>b. Sò àpççrç iwà òmòlúàbí</p> <p>d. Àyfaàní tó wà nínú híhu iwà bēè</p> <p>e. Àpççrç iwà tó lòdì sí iwà òmòlúàbí</p> <p>ç. Irú ewu tí iwà bēè lè fà</p> <p>f. Wàhálà tó lè dé bá òmòlúàbí àti bí ó ṣe lè borí ìṣòro yíí.</p> <p><b>OHUN-ÈLÒ ÌKÕNI</b></p> <ul style="list-style-type: none"> <li>• Àwòn iwé lítirèsõ tó dá lóri iwà òmòlúàbí</li> <li>• Fídìò, fìmù tó ṣe eré nípa iwà òmòlúàbí</li> </ul>
2.	<p><b>ÀTÚNYĒWÒ LĒTÀ ÀÌGBAGBĒFĒ</b></p> <p><b>ÀKÓÓNÚ ISĚ</b></p> <p>a. Rán àwòn akèkõ létí ìgbésè kíkò lètà àìgbagbēfē</p>	<p><b>OLÙKÕ</b></p> <p>a. Tò àwòn akèkõ sònà láti kò lètà àìgbagbēfē.</p> <p>b. Kò lètà sí ilé-ìṣe rēdìò kan nípa ire àti ibi tó wà nínú àṣà ìgbàlódé tí àwòn òdò n kó.</p> <p><b>AKÈKÕ</b></p>

	<p>b. Fún àwôn akèkõõ ní orí-õrõ lètà àìgbàgbèfè</p>	<p>a. Sô orísírísí lètà tó wà</p> <p>b. Tèlé ìlàna olùkò láti kô lètà àìgbàgbèfè</p> <p>d. Sô ìyàtò tó wà láàrin lètà gbèfè àti àìgbàgbèfè</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Pátákó tí a kô ìlàna lètà kíkò sí</li> <li>• Ìwé àpilèkò lórí àròkò</li> </ul>
<p>3.</p>	<p><b>ÈDÈ:</b> Ìsõrí òrõ</p> <p><b>Àkóónú isè</b></p> <p>a. Àlàyé lórí òrõ-àpèjúwe, òrõ-àpönlé, òrõ-atòkùn àti òrõ-àsopõ</p> <p>b. Sísò ipò tí òkõõkan máa ní wà nínú ìhun gbólóhùn</p>	<p><b>OLÙKÖ</b></p> <p>a. Sô isè tí òkõõkan àwôn òrõ wõnyí máa ní sè nínú gbólóhùn</p> <p>b. Kô àpçççç irúfè òrõ wõnyí sókè</p> <p>d. Pe àwôn òrõ náà fún akèkõõ</p> <p><b>AKÈKÖÖ</b></p> <p>a. Dá àwôn isõrí òrõ yíi mǒ nínú ìhun gbolohun</p> <p>b. Pe àwôn òrõ náà bí olùkò sè pè wön.</p> <p>d. Sè àwòkò àwôn òrõ tí olùkò kô sójú pátákó.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Kádíböõdù pélébé pélébé tí a kô àpçççç àwôn isõrí òrõ sí.</li> <li>• Ìwé atúmõ èdè Yorùbá</li> <li>• Pátákó ìkõwé àti çfun.</li> </ul>
<p>4.</p>	<p><b>LÍTIRÈSÕ:</b> Kíkò ní mímõ: Isè Òykwé Alátinúdà (Ewì, ìtàn àròsò, eré-onítàn)</p> <p><b>ÀKÓÓNÚ ISÈ</b></p> <p>a. Àtúnýèwò àwôn ìlàna tí òykwé ní láti kíyèsí fún kíkò ìwé alátinúdà</p> <p>b. Gbígbiyànjú láti kô ewì, ìtàn àròsò àti eré-onítàn kékèkèké</p>	<p><b>OLÙKÖ</b></p> <p>a. Sè àlàyé kíkún lórí kíkò ìwé alátinúdà.</p> <p>b. Sô ìlàna ìgbékalè ìwé alátinúdà</p> <p>d. Sô àwôn èròjà tó mú kí ìwé dùn</p> <p>e. Jè kí akèkõõ gbìyànjú àtikò ìwé àtinúdà</p> <p>ç. Pípe àwôn gbajúmõ òykwé láti wá dá akèkõõ lèkõõ</p> <p><b>AKÈKÖÖ</b></p>

		<p>a. Tětí sí àlàyé olùkò lórí kíkò ewì àtinúdá: ilànà ìgbékalê, àtinúdá àti èròjà tó n mú adùn bá ewì</p> <p>b. Tětí sí ìdánilèkòò láti òdò gbajúmò òyókòwé</p> <p>d. Kò eré-onítàn àti ewì kékèèké.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Ìwé ìtàn àròsò</li> <li>• Ìwé eré-onítàn</li> <li>• Ìwé ewì</li> </ul>
5.	<p><b>ÀSÁ:</b> Ètò Çbí</p> <p><b>ÀKÓÓNÚ ISË</b></p> <p>a. Àlàyé lórí ohun tí à n pè ní çbí</p> <p>b. Bàbá gëgë bí olórí çbí</p> <p>d. Isë òbí sí òmò àti isë òmò sí òbí</p> <p>e. Ìbásèpò láàrin òmò iyá sí òmò iyá àti òbàkan sí òbàkan.</p> <p>ç. Ìbásèpò pèlú ìdílé iyá çni àti bàbá çni</p> <p>f. Ipò àti isë tí çnikòòkan n se nínú çbí.</p>	<p><b>OLÙKÖ</b></p> <p>a. Sò oríkì çbí</p> <p>b. Sàlàyé kíkún lórí ojúse çnikòòkan nínú çbí</p> <p>d. Kò kókó pàtàkì pàtàkì sójú pátákó</p> <p><b>AKÈKÖÖ</b></p> <p>a. Tětí sí àlàyé olùkò</p> <p>b. Béèrè ìbéèrè löwö olùkò</p> <p>d. Dáhùn ìbéèrè olùkò</p> <p>e. Se àkòsílè ohun tí olùkò kò sí ojú pátákó</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Àwòrán</li> <li>• Fídìò</li> <li>• Tçlifísàn</li> <li>• Téèpù</li> </ul>
6.	<p><b>ÈDÈ:</b> Aáyan Ògbufò</p> <p><b>ÀKÓÓNÚ ISË</b></p> <p>a. Itònisònà lórí bí a se n se aáyan ògbufò.</p> <p>b. Túmò àwôn òrò àti èdè ewì láti èdè Gëèsì sí Yorùbá.</p>	<p><b>OLÙKÖ</b></p> <p>a. Sàlàyé bí a se n se aáyan ògbufò</p> <p>b. Darí akèkòò láti túmò àwôn òrò àti èdè ewì tí a kò sójú pátákó láti èdè Gëèsì sí èdè Yorùbá</p> <p>d. Kò àwôn òrò àti ewì tí a túmò sí ojú pátákó.</p> <p><b>AKÈKÖÖ</b></p>

		<p>a. Tètí sí bí olùkò sé ní tùmò àwôn ǒrǒ àti ewì.</p> <p>b. Tùmò àwôn ǒrǒ tí olùkò fún un sí èdè Yorùbá.</p> <p>d. Kò àwôn ohun tí olùkò kò sí ojú pátákó sí inú iwé.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Ìwé tí a yàn</li> <li>• Ìwé atúmò</li> <li>• Pátákó ikǒwé</li> </ul>
7.	<p><b>LÍTÌRÈSŌ:</b> Ewì Àpilèkò</p> <p><b>ÀKÓÓNÚ ISÈ</b></p> <p>a. Kókó ǒrǒ</p> <p>b. Ìhun (ètò)</p> <p>d. Ìlò èdè</p> <p>e. Àsà àti ìsè tí ó sáyô</p> <p>ç. Àmúyç àti àléébù inú rê</p>	<p><b>OLÙKÖ</b></p> <p>a. Jè kí akèkǒò ka àsàyàn ewì tí ó mǒ</p> <p>b. Jè kí akèkǒò ka àsàyàn ewì síta</p> <p>d. Sàlàyé nípa àkóónú isè bí ó sé sáyô nínú ewì</p> <ul style="list-style-type: none"> <li>• Kókó ǒrǒ</li> <li>• Ìhun</li> <li>• Ìlò èdè</li> <li>• Àsà tó sáyô</li> <li>• Àmúyç àti àléébù</li> </ul> <p>e. Kò àwôn ǒrǒ tí ó sé pàtàkì tí ó sáyô sójú pátákó pèlú àlàyé itumò wôn</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Àsàyàn iwé àpilèkò</li> <li>• Pátákó ikǒwé.</li> </ul>
8.	<p><b>Ìtèsíwájú Eré Ìdàrayá</b></p> <p><b>ÀKÓÓNÚ ISÈ</b></p> <p>a. Orísírísi eré Ìdàrayá</p> <ul style="list-style-type: none"> <li>• Eré òsúpá, bojúbojú...</li> <li>• Eré abèlé – àlò pípa</li> <li>• Eré ìta gbangba, òkòtó títa, àrìn títa, ìjàkadì/ çkç àti bēē bēē ló</li> </ul> <p>b. Eré òde òní</p> <ul style="list-style-type: none"> <li>• Bòǒlù gbígá</li> </ul>	<p><b>OLÙKÖ</b></p> <p>a. Sàlàyé bí a ti ní sé díè nínú eré Ìdàrayá tí a mēnubà</p> <p>b. Tò akèkǒò sònà láti sé àwôn eré Ìdàrayá náà</p> <p>d. Kò àwôn orin inú eré Ìdàrayá tó lórin sójú pátákó</p> <p>e. Tò akèkǒò sònà láti sò àwôn àyfaàní àti ewu tí ó wà nínú eré náà</p> <p><b>AKÈKÖÖ</b></p> <p>a. Tètí sí àlàyé olùkò</p>

	<ul style="list-style-type: none"> <li>• Eré síṣá</li> <li>• Díráfítì títa</li> <li>• Káàdì títa</li> <li>• Lúdò àti bēē bēē lô</li> </ul>	<p>b. Sô ohun tí o mǒ nípa eré ìdáráyá ṣáájú ìdánìlèkǒò</p> <p>d. Kópa nínú síṣe eré ìdáráyá náà</p> <p>e. Bèèrè ìbèèrè</p> <p>ç. Śe àkòsílê ohun tí olùkò kò sójú pátákó sínú ìwé</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Àwòrán ohun èlò gidi: ôpön ayò, lúdò, díráfítì àti bēē bēē lô</li> <li>• Àwòrán agbáböölù àti bēē bēē lô</li> </ul>
9.	<p><b>ÌTÊSÍWÁJÚ LÓRÍ ÀRÀNMÖ</b></p> <p><b>ÀKÓÓNÚ ISĔ</b></p> <p>a. Oríkì àràn mö</p> <p>b. Àràn mö ohùn</p> <p>d. Àràn mö Fáwèlì</p> <p>e. Àràn mö iwájú</p> <p>ç. Àràn mö èyìn</p> <p>f. Àràn mö aláifòró àti àràn mö afòró</p>	<p><b>OLÙKÖ</b></p> <p>a. Śàlàyé fún àwôn akèkǒò ohun tí àràn mö jē</p> <p>b. Sô orísírísì àràn mö tí ó wà pèlú àpçççç tí ó múná dóko</p> <p>d. Bèèrè ìbèèrè löwö akèkǒò</p> <p>e. Śe àkòsílê sójú pátákó</p> <p><b>AKÈKÖÖ</b></p> <p>a. Tètí sí olùkò</p> <p>b. Bèèrè ìbèèrè löwö olùkò</p> <p>d. Dáhùn ìbèèrè olùkò</p> <p>e. Śe àkòsílê sínú ìwé rç</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkǒwé</li> </ul>
10.	<p><b>ÀTÚNYÊWÒ ÈTÒ ÌSÈLÚ</b></p> <p><b>ÀKÓÓNÚ ISĔ</b></p> <p>a. Àtò agbo-ilé</p> <p>b. Ètò oyè jíç</p> <ul style="list-style-type: none"> <li>• oyè ìdílé</li> <li>• Oyè ifidánìlölá</li> </ul> <p>d. Ètò ìsèlú òde òní:</p>	<p><b>OLÙKÖ</b></p> <p>a. Śàlàyé àtò agbo-ilé</p> <p>b. Śàlàyé ní kíkún lóri oyè jíç àti orísírísì tó wà</p> <p>d. Sô nípa ìsèlú òde òní fún àwôn akèkǒò</p> <p><b>AKÈKÖÖ</b></p> <p>a. Sô àwôn tó ní kópa nínú àtò agbo-ilé</p>

	<ul style="list-style-type: none"> <li>• Ìjôba àpapõ</li> <li>• Ìjôba ìpínlê</li> <li>• Ìjôba ìbílê</li> </ul>	<p>b. Sô ipa akópa kǒǒkan tí wǒn dárúkô ní (a)</p> <p>d. Sô orísírísí oyè tí ó wà ní àwùjô</p> <p>e. Sàlàyé ìjôba àpapõ àti ìbílê</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Fídìò ayççç ifinijoyè</li> </ul>
11.	<p><b>LÍTÍRÈSÕ:</b> Àtupalé àsàyàn ìwé ìtàn àròsô méjì</p> <p><b>ÀKÓÓNÚ ISË</b></p> <p>a. Kókó òrǒ</p> <p>b. Àhunpõ ìtàn</p> <p>d. Ìfiwàwêdá</p> <p>e. Ibùdó ìtàn</p> <p>ç. Ôgbön isõtàn</p> <p>f. Àsà tí ó sáyô</p> <p>g. Àmúyç àti àléébù</p>	<p><b>OLÜKÖ</b></p> <p>a. Mójú tó àwǒn akékǒö láti kàwé ìtàn àròsô</p> <p>b. Sàlàyé àhunpõ ìtàn, ìfiwàwêdá, ibùdó ìtàn, ôgbön isõtàn àti ti àsà tó sáyô.</p> <p>d. Jíròrò pèlú akékǒö láti sô àmúyç àti àléébù inú àwǒn ìtàn tí wǒn kà.</p> <p><b>AKÉKÖÖ</b></p> <p>a. Ka ìwé ìtàn àròsô méjèèjì</p> <p>b. Sè àtúnsô ìtàn inú ìwé ìtàn àròsô tí wǒn kà ní sókí</p> <p>d. Jíròrò lórí ìfiwàwêdá, ibùdó ìtàn àti ôgbön isõtàn.</p> <p>e. Sô àwǒn àsà tó sáyô nínú ìtàn tí wǒn kà.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Ìwé ìtàn àròsô tí a yàn</li> <li>• Àwòrán tí ó bá lè jèwö isélê inú ìwé ìtàn àròsô tí a yàn.</li> </ul>
12.	<p><b>ÌTÈSÍWÁJÚ LÓRÍ ÌGBÉYÀWÓ, ÌSÌNKÚ ÀTI OGÚN JÍJÇ</b></p> <p><b>ÀKÓÓNÚ ISË</b></p> <p>a. Àtúnyêwò ìsìnkú ìbílê</p> <p>b. Ìsìnkú òmòlèyìn Kírísítì, Mùsùlùmí àti bèè bèè lô</p> <p>d. Àtúnyêwò ogún jíjç ní ìlàná ìbílê</p>	<p><b>OLÜKÖ</b></p> <p>a. Jíròrò pèlú àwǒn akékǒö lórí ìsìnkú ìbílê</p> <p>b. Sàlàyé ìsìnkú òmòlèyìn Kírísítì, Mùsùlùmí àti bèè bèè lô</p> <p>d. Sàlàyé ogún jíjç ní ìlàná ìbílê</p> <p>e. Sàlàyé ogún jíjç ìgbàlódé</p> <p><b>AKÉKÖÖ</b></p> <p>a. Sè àbèwò sí ibi ìsìnkú ìbílê</p>

	e. Ogún jíjç ní ilàna ìgbàlódé	<p>b. Sé àbêwò síbi ìsìnkú òmòlèyìn Kírísítì àti ti Mùsùlùmí</p> <p>d. Sé iròyìn ojúmi to fún àwôn çlçgbè wôn lórí àbêwò wôn sí irúfè ìsìnkú mètêêta.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Àwòrán ìjókòó àwôn àgbà níbi tí wôn ti ní pín ogún</li> <li>• Àwòrán àwôn tó gbé òkú tí wôn ní tu adìyç ìràna níwájú ré.</li> <li>• Fídìò ìsìnkú àti àsìkò ogún pínpín.</li> </ul>
13.	<b>ÀTÚNYÈWÒ ÈKÖ</b>	
14.	<b>ÌDÁNWÒ</b>	

YORÙBÁ SS 3 TÁÀMÙ KEJÌ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÉ ISĚ
1.	<p><b>ÈDÈ:</b> Àtúnyêwò gbogbo ìsòrí gbólóhùn, ìpàrójç àti ìsúnkì</p> <p><b>ÀKÓÓNÚ ISĚ</b></p> <p>a. Gbólóhùn abödé, gbólóhùn oníbõ, aláláyé, ìbèèrè àti àşç, gbólóhùn alákànpõ, oníròyìn, alátçnumö àti gbólóhùn iyísòdì</p> <p>b. Oríkì ìpajç, òfin ìpajç, fáwèlì àti kònsónáyti pípajç</p> <p>d. Ìyöpõ fáwèlì</p> <p>e. Oríkì ìsúnkì</p> <p>ç. Ìbásèpõ tí ó wà láàrin ìpajç àti ìsúnkì.</p>	<p><b>OLÙKÖ</b></p> <p>a. Şàlàyé orísírísì ìsòrí gbólóhùn</p> <p>b. Şàlàyé iyàtõ tí ó wà láàrin gbólóhùn kõõkan</p> <p>d. Sô oríkì ìpajç, ìsúnkì àti ìyöpõ fáwèlì</p> <p>e. Sô òfin tí ó de ìpajç, ìsúnkì àti ìyöpõ fáwèlì</p> <p>ç. Bèèrè ìbèèrè lõwõ akèkõõ</p> <p>f. Yán kókó sójú pátákó</p> <p><b>AKÈKÕÕ</b></p> <p>a. Tètí sí àlàyé olùkõ lórì orísírísì ìsòrí gbólóhùn àti iyàtõ wôn.</p> <p>b. Da àwôn àpççrç ìsòrí gbólóhùn tí olùkõ kô sójú pátákó kô sínú iwé</p> <p>d. Bèèrè ìbèèrè lõwõ olùkõ</p> <p>e. Dáhùn ìbèèrè olùkõ</p> <p>ç. Şe àkòsílê sínú iwé rç</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkõwé</li> </ul>
2.	<p><b>ÀŞÁ:</b> Àtúnyêwò àwôn õnà ìbánisõrõ</p> <p>i. Àrokò: orísírísì</p> <p>ii. Orísírísì õnà tí a lè gbà pàrokò</p> <p>iii. Ìyàtõ láàrin ìpàrokò láyé àtijö àti òde òní</p> <p>iv. Ìwúlò àrokò</p> <p><b>ÀKÓÓNÚ ISĚ</b></p>	<p><b>OLÙKÖ</b></p> <p>a. Şàlàyé ohun tí ìbánisõrõ jè</p> <p>b. Şàlàyé orísírísì õnà ìbánisõrõ tí ó wà láyé àtijö àti òde òní</p> <p>d. Şàlàyé ìdí tí síşõ èdè abíníbì fì pôn dandan.</p> <p><b>AKÈKÕÕ</b></p>

	<p>a. Ohun tí ìbáńisõrõ jẹ</p> <p>b. Oríńíríńi ònà ìbáńisõrõ láyé àtíjõ</p> <p>d. Oríńíríńi ònà ìbáńisõrõ láyé òde òńí.</p> <p>e. Pàtàkì síńsò èdè abíníbí</p>	<p>a. Sô ohun tí ìbáńisõrõ jẹ</p> <p>b. Sô oríńíríńi ònà ìbáńisõrõ láyé àtíjõ àtí òde òńí</p> <p>d. Sô õrõ láwùjõ</p> <p>e. Jíròrò lórí ìdí tí a fi gbõdõ máa sô èdè Yorùbá.</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <ul style="list-style-type: none"> <li>• Àwòrán àmì ìpàrokò bí i owó çyô, ìkarahun ìgbín, ìgbálê, ìyarun àtí bēē bēē lô</li> <li>• Àwòrán àwôn àmì àrokò tòde òńí</li> <li>• Fídìò çni tí ó rí sõrõ láwùjõ.</li> </ul>
3.	<p><b>LÍTÍRÈSÕ:</b> Àsàyàn àwôn ìwé ewì alohùn (ìwé méjì)</p> <p><b>ÀKÓÓNÚ ISĚ</b></p> <p>a. Kókó õrõ ínù àwôn ewì alohùn náà</p> <p>b. Ìlò èdè ínù àwôn ewì alohùn náà</p> <p>d. Àsà àtí ìse Yorùbá tó súyô nínù àwôn ewì alohùn náà</p> <p>e. ògangan ìró ewì alohùn tí a kà.</p> <ul style="list-style-type: none"> <li>• Àwôn akéwì (êsin/ isē wôn)</li> <li>• Ìlù, ijó ti wôn ní lù sí i.</li> <li>• Àkókò tí wôn máa ní lo ewì náà</li> <li>• Kíké àwôn ewì alohùn náà</li> </ul>	<p><b>OLÜKÖ</b></p> <p>a. Še àlàyé kókó õrõ àwôn ewì alohùn náà fún akékõõ</p> <p>b. Še àlàyé ìlò èdè ínù àwôn ewì náà</p> <p>d. Tç êrõ fídìò fún wôn tàbí darí akéwì alohùn láti ké àwôn ewì náà</p> <p>e. Tõ akékõõ sònà láti ké ewì bí i méjì tàbí mēta láti ínù àwôn ewì alohùn ìwé wôn</p> <p>ç. Fa àsà Yorùbá tó jçyô nínù ewì náà</p> <p><b>OHUN-ÈLÒ ÌKÖNI</b></p> <p>Ìwé ewì alohùn tí a yàn</p> <p>Fídìò àtí fõnrán tí a gba ewì alohùn sí</p> <p>Akéwì alohùn</p>
4.	<p><b>Ìdánwò</b></p>	

## TECHNICAL DRAWING

### SSS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>FREE HAND SKETCHING AND DRAWING</b></p> <p>principles of free hand sketching of hand tools used by builders and engineers e.g. hammer pliers saws, spanners etc</p>	<p>Teacher explain the principle of free hand sketching guides student in sketching in stitching hand tools</p> <p><b>students:</b> make free hand sketches of hand tool</p> <p><b>teaching materials:</b> hand tools posters.</p>
2	<p><b>ENGINEERING DESIGNS AND WORKING DRAWING</b></p>	<p>engineering design process and preparation of working drawing e.g. plans elevations etc</p> <p><b>teacher:</b> explains engineering design processes guides students to design useable engineering items e.g. funnels, opener sparer etc guides student in the preparation of engineering working drawings</p> <p><b>student:</b> select and design a useable engineering item preparer the working drawing of chosen item</p> <p><b>teaching materials</b> drawing instruments and model</p>
3	<p><b>SCREW THREADS, FASTENER AND DEVICES</b></p> <p>type of screw threads e.g. v-threads, square buttress and active etc</p> <p>type of fastener and their user e.g. bolt, nuts, studs screws etc</p>	<p><b>teacher:</b> display and describes type of screw threads and fasteners</p> <p><b>students:</b> identify type of screw threads and fasteners</p> <p><b>teaching materials</b> bench vice, bolts, screws nuts etc .</p>
4	<p><b>SCREWS THEADS FASTENERS AND DEVICES</b></p> <p>Type of locking devices and their application e.g. lock nut washers, slotted nut keys, spines</p>	<p><b>Teacher:</b> Guides student in the conventional represent of locking devise fastener and screw threads</p> <p><b>Students:</b></p>

		<p>Draw screw threads fasteners and locking devices using conventional symbols</p> <p><b>Teaching Materials:</b> Lock nut scooped nut keys, spines and pins</p>
5	<p><b>ENGINEERING WORKING DRAWINGS.</b> Example of machine parts e.g. brackets, sleeves cylinders etc</p>	<p><b>Teacher:</b> Guides student to prepare working drawing of simple machine parts e.g. crank and pedal</p> <p><b>Student;</b> Prepare working drawing of simple machines part</p> <p><b>Teaching materials</b> Crank and pedals</p>
6	<p><b>ENGINEERING WORKING DRAWINGS</b> Example of machine parts e.g. block piston, connecting rod etc</p>	<p><b>Teacher:</b> Guides students to prepare working drawings of simple machine parts eg piston, crank and connecting rod</p> <p><b>Student :</b> Prepare work drawing of simple machines parts</p> <p><b>Teaching Materials:</b> Piston, connecting rod crank</p>
7	<p><b>ENGINEERING WORKING DRAWINGS</b> Machine assemblies e.g. parallel clamps, water taps</p>	<p><b>Teacher:</b> Guides students to prepare working drawings of machine assemblies to incorporate bolts and nuts.</p> <p><b>Students;</b> Prepare working drawing of machine assemblies</p> <p><b>Teaching materials:</b> Parallel clamps. Water tap.</p>
8	<p><b>ENGINEERING WORKING DRAWINGS</b> Machine assemblies e.g. bearing bracket and pulley</p>	<p><b>Teacher:</b> Guides student to prepare working drawings of machine assemblies to incorporate locking devices e.g. keys</p> <p><b>Students:</b> Prepare working drawings of machine assemblies</p> <p><b>Teaching Materials:</b> Bearing bracket and pulley</p>

9	<b>SECTIONS AND SECTION L VIEWS</b> Type of section revolving section off centre etc.	<b>Teacher:</b> Guides the students to draw sectional view of machine part and assemblies <b>Students:</b> draw various sectional views of machine parts and assemblies. <b>Teaching materials.</b> Diagrams, figures and charts.
10	<b>SECTION AID SECTION L VIEWS</b> Sectional view of buildings	<b>Teacher:</b> Guild student to draw sectional view of a building <b>Students</b> draw the sectional views of a building <b>Teaching materials:</b> Building drawings and models.
11	<b>SECTION AND SECTIONAL VIEW</b> Sectional view of machine components	<b>Teacher:</b> Guilds student to draw sectional views of a machine component <b>Student:</b> Draw the sectional views of a machine component <b>Teaching material:</b> Machine parts and models.
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## TECHNICAL DRAWING

### SSS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>COMPUTER AIDED DRAWING</b> Building designs using Corel draw and Harvard graphics etc.	<b>Teacher:</b> Guides the students to use the computer to design buildings. <b>Student</b> Design buildings using the computer <b>Teaching material</b> Computer and appropriate soft ware.
2	<b>COMPUTER AIDED DRAWING</b>	<b>Teacher:</b> Guides the students to use the computer to <b>students:</b>

	Engineering drawing using Corel draw and herald graphics etc.	Design engineering item using the computer. <b>Teaching materials</b> computer and appropriate soft ware
3	<b>BELIEVE PRINT READING</b> Reading and interpretation of building drawings	<b>Teacher:</b> Guides students to read and interpreted building drawings. <b>Student:</b> Read and interpret building drawings and visits to sites <b>Teaching material</b> Blue print of building drawings
4	<b>BLUE PRINT READ</b> Reading and interpretation of engineering drawings.	<b>Teacher</b> Guides students to read and interprets machine details. <b>Students</b> Read and interpret machine details and visits to machine shops. <b>Teaching materials</b> Blue print of engineering drawing.
5	Revision	Revision
6	Examination	Examination

**METAL WORK  
SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC AND CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Principle of casting,</b> 1. Definition and importance of casting .	1. Defines casting –importance of casting
2	<b>2.Methods of casting:</b> I sand casting li die casting lii plaster mould cast and shell moulding.	2. Leads discussion on different method of casting. -Explains the factors for selecting any method of casting. -compares and contrast casting methods. -takes students to visit a metal workshop (foundry works).
3	<b>Material and equipment for casting.</b> 1. Type of casting equipment -sand casting	Teacher lists casting equipment. -explains the set up of equipment for sand, die, and shell casting to students

	<p>-die casting -shell casting 2.skekches of typical casting mould .</p>	<p>-students are involved in practical, while teacher walk round to supervise their work, and correct, when necessary,</p>
4	<p><b>Pattern making</b> 1.Type of pattern; simple piece, split, flat back. 2.core making ; boxes, sand etc. 3. processes; making pouring of ferrous and non ferrous metals, finishing</p>	<p>1.explains types of pattern 2.demonstrates the process of core making. 3.explains the terms, meting, pouring, gating, and finishing to the students 4.demonstrates the process of casting a simple article e.g. cutter. 5.The students will be involved practically</p>
5	<p><b>Casting defects.</b> 1.Types of defects: blown air, holes, complete run out, cold short, core fault.</p>	<p>1.The teacher names different types of defects. 2. list and explain different causes of defect. 3.explains the corrective measure or remedies for defects. 4.students listen, take notes and ask questions.</p>
6	<p><b>Buffing,</b> 1.buffing and its uses. 2. types of buffing wheels; felt, leather, wool, cotton, cloth, cotton flannel, goblet etc. 3.types of buffing compound; lime, rouge, stone, crocus, tripolit, etc.</p>	<p>Explains buffing as an element of finishing. -state and explain the uses of buffing. -guides students to discuss various types of buffing wheels and compounds. 2.demonstrates buffing operations. -students carry out simple buffing operation on a given article, e.g. metal spoon.</p>
7	<p><b>Polishing:-</b> 1 polishing and its uses 2 types of polishing abrasive; flint; garment; emery crocus, boron carbide, etc 3 polish methods; hand , machine.</p>	<p>1.teacher explain the meaning polishing 2.state and explain uses of polishing abrasives. 3. lists various types of polishing abrasives. 4.demonstrates polishing methods.</p>
8	<p><b>Spot facing:-</b> 1 meaning of spot facing 2 spot facing tools 3 items that can be spot faced 4 spot facing operation</p>	<p>1.Explains spot facing and its uses. 2.decribes spot facing tool and machines. 3.decribes items that can be spot faced. 4.demonstrates spot facing operation. -the students observe and participate activity</p>
9	<p><b>Plannishing:-</b> 1 meaning of plannishing</p>	<p>1.Explain the meaning and purpose of plannish</p>

	<p>2 purpose - to level, stiffen, harden etc</p> <p>3 plannishing hammer and stakes.</p> <p>4 performs so many operations</p>	<p>2.Display and explain the uses of plannishing hammer and stake</p> <p>3.Plannished a bowl</p>
10	<p><b>Colouring :-</b> Meaning of colouring Colouring materials e.g., hydrochloric acid, carbonic acid and ammonium sulphate etc Coloring operations</p>	<p>1.Explains colouring state the important.</p> <p>2.List and explains colouring materials.</p> <p>3.Decribe the methods of colouring.</p> <p>4.Demonstrates colouring operations, while student participate in colouring, exercise.</p>
11	<p><b>Enameling,</b> 1.meaning/importance of enameling. 2.types of enamels. 3.equipment for enameling e.g. brush, spray gun, etc. 4.methods of enameling: hand and machine methods. 5.eanmelling operation</p>	<p>1. Explain enamels and its importance.</p> <p>2. .discusses types of enamels.</p> <p>3. Discusses enameling equipment .</p> <p>4. Explains the method of enameling with various method</p> <p>5. Demonstrates the process of enameling a metal product.</p> <p>6. Organizing industrial visits. To students for practical exposure.</p>
12	<p><b>Picking,</b> 1.meaning of picking 2.picking materials, e.g. sulphuric acid, water etc. 3.picking processes. Picking operation.</p>	<p>1.explains picking</p> <p>2.displays and explains picking materials.</p> <p>3.describes picking operations.</p> <p>4.picking a metal rod -the students participate in picking operations.</p>
13	Revision	Revision
14	Examination	Examination

## METAL WORK

### S S 3 SECOND TERM.

#### Theme Computer Application In Metal Work.

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>Introduction of computer Aided design (CAD).</b> 1. Meaning of computer aided design (CAD).</p>	<p>1. Explains the meaning of computer aided design.</p> <p>2. Lists out uses of computer aided design in stages.</p>

	<p>2. Stages in computer aided design; data collection, data analysis, sketches/drawing, simulation.</p> <p>3. Computer design of parts/ product</p>	<p>3. Demonstrate the application of CAD in design work</p>
2	<p><b>Introduction to computer aided manufacturing/machining (CAM)</b></p> <p>1. Meaning of CAM, manufacturing, machining and production.</p>	<p>1. Explains the meaning of CAM.</p> <p>2. Explain the uses of CAM</p> <p>3. Operates automated machine</p> <p>4. Organizes industrial visits – student listen attentively, take note, and participate actively In the demonstration of CADS</p>
3	<p><b>Entrepreneurial skills.</b></p> <p>1. Meaning of entrepreneurial skills</p> <p>2. Importance of entrepreneurial skills</p> <p>1. Setting up a small scale workshop; land, acquisition, erecting a workshop, equipping the workshop.</p> <p>Manufacture of small scale metal workshop</p> <p>1. Management of small scale workshop; sourcing of funds, material procurement, job execution, joint partnership.</p>	<p>2. Explain the meaning of entrepreneurial skills</p> <p>3. Describes the importance of entrepreneurial skills.</p> <p>1. Enumerates steps in setting up small scale workshop.</p> <p>2. Student undertake visits to small scale workshop.</p> <p>3. Student ask questions, take note for more understanding.</p> <p>1. Outline ways of efficient management of a small scale workshop</p> <p>2. Highlight source of SME Funds.</p> <p>3. Students set up a small scale workshop, and practice what they were thought.</p>
4	<p><b>Practical / project works.</b></p> <p>1. State in practical / project design; working drawing, bill of quantities, use of produced items.</p>	<p>1. Supervises practical/ project works.</p> <p>2. Re – emphasizes safe working habit.</p> <p>3. Explains preparation of bill of quantities.</p> <p>4. Student execute project works individually and in group if necessary.</p>
5	Revision	Revision

6-13	Examination	Examination
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## BASIC ELECTRICITY

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>TRANSFORMERS</b></p> <ul style="list-style-type: none"> <li>-Identification of a basic constructional feature of a transformer.</li> <li>-Working principles of a transformer.</li> <li>-Calculation of a transformer ratio.</li> </ul>	<p>Display a transformer, draw its diagram, and identify the parts.</p> <ul style="list-style-type: none"> <li>-Connect a transformer and read the input and output voltage/current.</li> <li>-Illustrate calculation of transformer ratio.</li> </ul>
2	<p><b>TRANSFORMER EFFICIENCY</b></p> <ul style="list-style-type: none"> <li>-Classification of transformer by phase and by core.</li> <li>-Definition of transformer efficiency.</li> <li>-Calculation of transformer efficiency.</li> </ul>	<p>Display sample types of transformer, illustrate calculation of transformer efficiency using formulae.</p>
3	<p><b>TRANSFORMER AND LOSSES &amp; TRANSFORMER COOLING.</b></p> <ul style="list-style-type: none"> <li>-Sources of transformer losses.</li> <li>-Types of transformer losses.</li> <li>-Effects of transformer losses.</li> </ul>	<p>Calculation of transformer losses, illustrate various cooling methods, use a type of energy to explain.</p>
4	<p><b>ENERGY AND ENERGY CONVERSION</b></p> <ul style="list-style-type: none"> <li>-Definition of energy</li> <li>-Types of energy</li> <li>-Symbol and unit of energy</li> <li>-Concept of energy conversion</li> </ul>	<p>Illustrate various cooling method, use a type of energy to explain, demonstrate energy conversion e.g mechanical to electrical as in electric motor.</p>

	-Relationship between various types of energy.	
5	<b>ILLUSTRATION TEST</b> Types of illustration test.	Carry out tests on completed installation.
6	<b>ELECTRICAL INSTALLATION FAULTS</b> -Fault location in completed installation. -Fault remedy in completed installation.	Illustrate common faults e.g open circuits, short circuits, earth faults etc.
7	<b>EARTHING</b> -Importance of earthing -Methods of earthing. -Earthing accessories.	Describe various methods of earthing using samples of accessories.
8	<b>PROTECTIVE DEVICES</b> -Definition of electrical protective devices. -Purpose of protective devices in electrical installation. -Types of protective devices. -Identification of protective devices.	Display various types of protective devices.
9	<b>PROTECTIVE DEVICES</b> -Principles of operation of protective devices. -Function of protective devices.	Install fuses and circuit breakers in a given installation.
10	<b>ELECTRICAL APPLIANCES</b> -Definition of electrical appliances. -Classes of electrical appliances.	Display functional electrical appliances.
11	Practical	Practical
12	Revision	Revision

13	Examination	Examination
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## BASIC ELECTRICITY

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTRICAL APPLIANCES</b> -Electrical appliances trouble-shooting. -Electrical appliances maintenance. -Electrical appliance repairs.	Demonstrate steps in trouble-shooting electrical appliances, methods of proper handling of electrical appliances, repair simple electrical appliances.
2	<b>NUMBER SYSTEM</b> -Number base -Calculation involving number bases. -Conversion from one number base to another.	Carry out mathematical operations in different bases.
3	<b>LOGIC GATES</b> -Definition of logic gates. -Symbols of logic gates. -Application of logic gates.	Display samples of logic gates.
4-5	<b>REVISION</b>	GENERAL REVISION
6-7	<b>MOCK EXAMINATION</b>	

## BASIC ELECTRONICS

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
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1	<p><b>AMPLIFIER</b></p> <p>Concept and principles of amplifier.</p>	<p>The teacher defines and explains the principle of amplifier. The students participate in discussion.</p> <p><b>Intructional Materials:</b> Pictures of amplifier circuits.</p>
2	<p><b>AMPLIFIERS</b></p> <p>Classes of amplifier; bipolar, JFET, MOSFET, etc</p>	<p>The teacher discusses the classes of amplifier, based on operating characteristic.</p> <p>Students copy notes.</p> <p><b>Intructional Materials:</b> Pictures of amplifier.</p>
3	<p><b>AMPLIFIER</b></p> <p>Applications of amplifier, e.g radio frequency, audio and intermediate frequency.</p>	<p>The teacher lists the applications of amplifier. Students copy notes.</p> <p><b>Intructional Materials:</b> Chart of applications of amplifiers.</p>
4	<p><b>FEEDBACK CIRCUIT</b></p> <p>Principles of feedback and types of feedback amplifiers e.g positive and negative feedback.</p>	<p>The teacher discusses types of feedback amplifier.</p> <p>Students ask questions and copy notes.</p> <p><b>Intructional Materials:</b> Chart of diagrams of feedback amplifiers.</p>
5	<p><b>OSCILLATOR</b></p> <p>Concept of oscillator and feedback.</p>	<p>The teacher explains the principles of oscillator.</p> <p><b>Intructional Materials:</b> Chart of oscillator.</p>
6	<p><b>OSCILLATOR</b></p> <p>Types of oscillator e.g. tuned collector, Hartley oscillator and colpitt oscillator etc.</p>	<p>Teacher lists and explains types of oscillator.</p> <p>Students copy notes. Diagram of oscillator.</p>
7	<p><b>OSCILLATOR</b></p>	<p>Teacher guides students to state the applications of oscillator.</p>

	Applications of oscillator e.g. telecom, alarm clock, computer etc.	
8	<b>SATELLITE</b> Concept and principles of transmission and reception system in satellite.	The teacher explains the concept of satellite communication and the principles of transmission and reception system.
9	<b>SATELLITE</b> Principle of operation of satellite receiver section e.g. dish/LNB, decoder, MPV, audio section.	The teacher explains the principles of operation of dish/ LNB, frequency change, video crystal. <b>Instructional Materials:</b> Charts
10	<b>SATELLITE</b> Types of satellite dish and LNB	The teacher leads the discussion on types of satellite dish and LNB. Students identify sections of a telephone. <b>Instructional Materials:</b> Pictures of different GSM phones.
11	<b>INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)</b> Principle of operation of telephone.	The teacher explains the operation of telephone. Students identify sections of a telephone. <b>Instructional Materials:</b> Pictures of different GSM phones.
12	Revision	Revision
13	Examination	Examination

## BASIC ELECTRONICS

### SS 3 2ND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
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1	<p><b>INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)</b></p> <p>Operation of internet system.</p>	<p>The teacher explains the operation of internet system. Students ask and answer questions.</p> <p><b>Intructional Materials:</b> Chart of operation of internet system.</p>
2	<p><b>INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)</b></p> <p>Operation of global system mobile (GSM) phones.</p>	<p>The teacher explains the operation of Global System Mobile (GSM) phones.</p> <p>Students draw the block diagram of GSM phones, pictures of different GSM phones.</p> <p><b>Intructional Materials:</b> Pictures of web connection.</p>
3	<p><b>CONTROL CIRCUITS</b></p> <p>Concept of control circuits and types of control circuits.</p>	<p>The teacher explains the concept of control circuits, state types of control circuit.</p> <p>Students participate in discussion.</p> <p><b>Intructional Materials:</b> Charts and software on control circuits.</p>
4	<p><b>CONTROL CIRCUITS</b></p> <p>Principles of operation of control circuits.</p>	<p>The teacher explains principle of operation of control circuits. Students participate in discussion.</p> <p><b>Intructional Materials:</b> Charts and software on control circuits.</p>
5	<p><b>SERVO-MECHANISM</b></p> <p>Operation of servo-system.</p>	<p>The teacher explains the operation of servo-system.</p> <p>Students participate in discussion.</p> <p><b>Intructional Materials:</b> Charts of objects that operate on the principles of servo- system e.g. car doors, boots, and relays.</p>

6	<p><b>SERVO-MECHANISM</b></p> <p>Application of servo-system, e.g. in car doors, and boots reflects photo-electric rays etc</p>	<p>The teacher explains applications of servo-system, e.g. car doors and boots, reflects photo-electric rays etc.</p> <p>Students ask and answer questions. Copy notes.</p> <p><b>Intructional Materials:</b> Charts of objects that operate on the principles of servo- systems, e.g. car doors, boots and relays.</p>
7	<p><b>ENTREPRENEURSHIP IN ELECTRONICS</b></p> <p>Business opportunities in electronics.</p>	<p>The teacher explains business opportunities In electronics.</p> <p>Students listen attentively.</p> <p><b>Intructional Materials:</b> Video clip.</p>
8	<p><b>ENTREPRENEURSHIP IN ELECTRONICS</b></p> <p>Sources of fund for business take-off.</p>	<p>The teacher explains sources of fund for business take-off. Students ask questions.</p> <p><b>Intructional Materials:</b> Business proposal.</p>
9	<p><b>ENTREPRENEURSHIP IN ELECTRONICS</b></p> <p>Budgeting.</p>	<p>The teacher explains budgeting.</p> <p>Students copy notes.</p> <p><b>Intructional Materials:</b> Visit to electronic business premises.</p>
10	<p><b>ENTREPRENEURSHIP IN ELECTRONICS</b></p> <p>Business management.</p>	<p>The teacher explains business management. Students copy notes.</p> <p><b>Intructional Materials:</b> Visit to electronic business premises.</p>
11	Revision	Revision
12	Examination	Examination

## AUTO MECHANICS WORK

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>ROUTINE MAINTENANCE OF THE CHASSIS—</b></p> <ol style="list-style-type: none"> <li>1. Chassis alignment, maintain and adjust coupings.</li> <li>2. Chassis joints e.g permanent joints, temporary joints.</li> <li>3. Engine mountings, suspension units.</li> </ol>	<p>The teacher explains and carries out chassis alignment process, explain the procedures of joining chassis, identifies the procedures of supporting various components.</p> <p>The students will observe and practice the procedures involved in alignment process, examine the methods of supporting/joining chassis, examine and observe method of supporting various components.</p> <p>Resources; live vehicle, complete vehicle, chassis, tool box, charts, poster, etc.</p>
2	<p><b>ENGINE—DEFINITION AND TYPES</b></p> <p>We have turbine engine, wankel rotary engine.</p>	<p>The teacher will define, list and explain types of engine, firing order. He will explain the operational sequence in gas turbine and wankel engine.</p> <p>The students will listen to the definitions, observe the procedures involved in determining firing order, observe the operational sequence in gas turbine and wankel engine.</p> <p>Resources; live vehicle, posters, and charts.</p>
3	<p><b>ENGINE--- COMBUSTION CHAMBERS, MAINTENANCE, OVERHAULING AND DECARBONIZATION</b></p>	<p>The teacher identifies types of combustion chambers, types of engine firing order, and explain the term decarbonization.</p> <p>The students identify the types of combustion chambers, visit a medium workshop, observe the firing order.</p>

		Resources; live vehicle, fluid fly wheel, gear box, propeller shaft.
4	<b>FLUID FLY WHEEL AND TRANSMISSION COMPONENTS—FLUID FLY WHEEL, GEARBOX, PROPELLER SHAFT.</b>	<p>The teacher will explain the operation and constructional details of a fluid fly wheel. He will also explain the principle of synchronization and gearbox and propeller shaft.</p> <p>The students will make free hand sketches and label fluid fly wheel, propeller shaft, types of universal joint, gearbox.</p> <p>Resources; live vehicle, fluid fly wheel, gearbox, propeller shaft.</p>
5	<b>FLUID FLY WHEEL AND TRANSMISSION COMPONENTS— UNIVERSAL JOINTS, REAR AXLE.</b>	<p>He teacher will dismantle, inspect and reassemble a rear axle. He will test the propeller shaft for straightness (using dial indication and vee-block). He will reassemble component parts of the gear box. The students will identify and examine types of rear axle assembly; semi- floating, three- quarter floating, fully floating.</p> <p>Resources; live vehicle, rear axle, tools, posters, charts, universal joints.</p>
6	<b>SUSPENSION SYSTEM MAINTENANCE— MAINTENANCE OF SUSPENSION SYSTEM.</b>	<p>The teacher will explain the need for suspension maintenance, carry out maintenance on suspension.</p> <p>The students will participate in the maintenance, and also state the need for maintenance.</p> <p>Resources; real objects, suspension system, spanner, screw drivers, hammers, charts.</p>
7	<b>STEERING SYSTEMS— POWER ASSISTED STEERING</b>	<p>The teacher will sketch and explain the principles of operation of the power assisted steering.</p>

		<p>The students will observe the teacher's demonstration, and practice the sketches of steering geometry.</p> <p>Resources; power assisted steering unit, types of suspension, charts, posters etc.</p>
8	<p><b>STEERING SYSTEMS—</b></p> <p>-Principles of operation and construction of a steering system.</p> <p>-Principle of operation of ackerman linkage.</p> <p>-Camber angle</p> <p>-Castor angle</p> <p>-Toe-in and toe-out</p> <p>-Kingpin inclination.</p> <p>-Under-steer and over-steer.</p>	<p>The teacher will explain with sketches, the principle of steering geometry.</p> <p>The students will observe and explain the principle of operation of manual steering and power assisted steering.</p> <p>Resources; power assisted steering unit, manual steering, types of suspension, charts, posters, toolbox etc.</p>
9	<p><b>ADDITIVES AND TYPES OF COOLING SYSTEM---</b></p> <p>Oil additives,</p> <p>air cooling system,</p> <p>water cooling system,</p> <p>Comparison of air and water cooling system.</p>	<p>The teacher will define additives, explain types of additives, state the reason for additives, demonstrate the reason for grease gum, carry out flushing of a radiator.</p> <p>The students will carry out radiator flushing, observe and demonstrate operation of grease gum.</p> <p>Resources; radiator, grease gum, charts, posters, etc.</p>
10	<p><b>FUEL PUMP AND MUFLEL DESIGN—</b></p> <ul style="list-style-type: none"> <li>• Functions of fuel pump.</li> <li>• Advantages and disadvantages of</li> </ul>	<p>The teacher will display specimen of types of fuel pump, dismantle and explain the parts in a fuel pump, emphasize the importance of each part.</p>

	mechanical and electrical fuel pump.	The students will examine specimen of fuel pump types, carry out simple test of fuel delivery.  Resources; live vehicle, types of fuel pump, charts, etc
11	<b>FUEL PUMP AND MUFFLER DESIGN—FUNCTIONS AND TYPES OF MUFFLER</b>	The teacher will display specimen of silencer unit.  The students will examine various types of muffler.  Resources; live vehicle, silencers, muffler, charts.
12	<b>ANTI-LOCK BRAKING SYSTEM (ABS)</b>  -Functions of anti-lock braking system.  -Advantages and disadvantages of anti-lock braking system.	The teacher will explain the importance and the principles of operation of anti-lock braking system, He will demonstrate ABS, and also list the components of ABS system.  The students will examine and observe teachers demonstration, and also identify various ABS components.  Resources; live vehicle with ABS system.
13	<b>REVISION AND EXAMINATION</b>	

### AUTO MECHANICS WORK

#### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>BRAKING SYSTEM FAULTS TRACING.</b>  -Types of brake faults.  -Remedy of faulty brakes.	The teacher will explain the meaning of brake faults, identify various brake faults, demonstrates the effect of faulty brake in a vehicle, carry out maintenance on faulty brakes.

		<p>The students will participate in class workshop activities, observe teacher's demonstration, and practice the techniques, observe various faults as identified, participate in the maintenance of faulty brakes.</p> <p>Resources; complete brakes, tools and equipments, brake fluid, charts, and posters.</p>
2	<p><b>WHEELS AND TYRE BALANCING—</b></p> <ul style="list-style-type: none"> <li>-Light alloy RIMS</li> <li>-Pressed steel disc</li> <li>-Wire wheels</li> <li>-Interchanging tyres</li> <li>-Types of tyre balancing.</li> </ul>	<p>The teacher will emphasize on the importance of wheel and tyre balancing, display types and RIMS for identification, carry out wheel balancing and alignment.</p> <p>The students listen attentively and observe types of RIMS, observe the interchanging of tyre, and the balancing of alignment.</p> <p>Resources; live vehicle, wheel balancing, wheel alignment gauge, balancing weight, wire brush, posters, charts etc.</p>
3	<p><b>ENTERPRISE—</b></p> <ul style="list-style-type: none"> <li>• Types of enterprise</li> <li>• Advantages &amp; disadvantages of different types of enterprise in automobile, e.g</li> <li>• Vulcanizing</li> <li>• Suspension</li> <li>• Brake</li> <li>• Steering</li> </ul>	<p>The teacher lists and identifies types of business organization, he also emphasizes the objectives of auto mobile business organization.</p> <p>The students listen to the teacher attentively and participate in class discussion.</p> <p>Resources; visits to different types of automobile business organization.</p>

## BUILDING CONSTRUCTION

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
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1	<p><b>SCALING ENLARGEMENT AND REDUCTION</b></p> <ul style="list-style-type: none"> <li>- Drawing of special detail (enlargement and reduction)</li> <li>- Pictorial and prospective view drawings</li> <li>- Auto CADD</li> </ul>	<p>Teacher enlarges a special point on a building plan to show detail, guides students to use scale in enlarging and reducing drawings, introduces students to pictorial perspective drawings, and computer aided drawings.</p> <p>Students use scale rule to enlarge given special detail area, practice the pictorial drawing, operate an auto CAD environment and at least draw a line diagram of a garage.</p> <p>Resources; scale rule, T-square, drawing board, existing plan, desktop and laptop computer etc.</p>
2	<p><b>ROOF COVERING</b></p> <ul style="list-style-type: none"> <li>- Roof covering materials</li> <li>- Fixing of roof covering materials.</li> <li>- Protection of roof from rain, wind, lightening etc</li> </ul>	<p>Teacher explains roof covering materials and the procedures of fixing roof materials, explains reasons for protecting roofs.</p> <p>Students state roof covering materials and identify reasons for protecting roof. Visit any site under construction.</p> <p>Resources; sample roof materials, aluminum, flashing concrete, facial boards etc.</p>
3	<p><b>CEILING</b></p> <ul style="list-style-type: none"> <li>- Purpose of ceiling</li> <li>- Identification of ceiling parts</li> <li>- Materials used for ceiling etc</li> </ul>	<p>Teacher discusses purposes of ceiling, parts of ceiling, explains materials used for ceiling e.g. abbestors, cellotex, nail boards etc</p> <p>Students state the purpose of ceiling and its functions, identify parts of ceiling, visit any construction site.</p> <p>Resources; nails, ceiling board, barthers etc.</p>

4	<p><b>PLUMBING AND DRAINAGE SYSTEM</b></p> <ul style="list-style-type: none"> <li>- Quality of good drainage</li> <li>- System of drainage pipe work</li> <li>- Description of septic tank and soakaway</li> <li>- Detailed drawing required.</li> </ul>	<p>Teacher states quality of good drainage, system of pipe work e.g. one pipe, two pipe, and single stack system, illustrate with sketches the system of pipe work, list advantages and disadvantages of each system.</p> <p>Students state the quality of good drainage system, identify the system of drainage pipe work, sketch the system of drainage pipe work, state the purpose of septic tank and soakaway.</p> <p>Resources; pipes with accessories, gum, diagram etc.</p>
5	<p><b>SOLAR SYSTEM</b></p> <ul style="list-style-type: none"> <li>- Definition of solar system energy</li> <li>- Functions of solar system</li> <li>- Components of solar system.</li> </ul>	<p>Teacher defines solar energy, states the functions of solar system, and its components.</p> <p>Students define solar energy, state the functions of solar system, and its components.</p>
6	<p><b>PLASTERING AND RENDERING</b></p> <ul style="list-style-type: none"> <li>- Definition and</li> <li>- Materials for plastering.</li> <li>- Tools and equipments used for plastering and rendering</li> <li>- Coats in plastering</li> <li>- Procedures used in plastering.</li> </ul>	<p>Teacher explains plastering and rendering, and state it differences, functions of plastering and rendering, tools used for plastering and rendering, and the mixing ratio.</p> <p>Students explain plastering and rendering, state it differences, functions of plastering and rendering, identify tools used for plastering and rendering, and the mixing ratio.</p> <p>Resources; finishing tools e.g. angle trowel, float, steel etc.</p>
7	<p><b>PLASTERING AND RENDERING</b></p>	<p>Teacher explains plastering and rendering, and state it differences, functions of plastering and rendering,</p>

	<ul style="list-style-type: none"> <li>- Explain method of detecting defects in plastering and rendering.</li> <li>- Demonstrate methods of detecting plastering and rendering defects.</li> <li>- List and explain ways of preventing plastering and rendering defects.</li> <li>- Explain differences between plastering and rendering.</li> </ul>	<p>tools used for plastering and rendering, and the mixing ratio.</p> <p>Students explain plastering and rendering, state it differences, functions of plastering and rendering, identify tools used for plastering and rendering, and the mixing ratio.</p> <p>Resources; finishing tools e.g. angle trowel, float, steel etc</p>
8	<p><b>FLOOR FINISHES</b></p> <ul style="list-style-type: none"> <li>- Description of floor finishing materials e.g. cement, cement screed, terrazzo, PVC, etc</li> <li>- Preparation of floor for finishing</li> <li>- Mix for floor finishing e. screed, PVC, etc.</li> </ul>	<p>Teacher explains mixing, laying and curing of floor finishes, demonstrates how floor finishes can be constructed, explain durability, noise level, and safety of floor finishing materials, take students to any construction site.</p> <p>Students identify types of materials used for floor finishes, prepare mixes for cement, sand screed, terrazzo, etc, visit any construction site on floor finishes.</p> <p>Resources; materials for floor finishing e.g. cement, sand, gravel, granite, chipping, ebonite stripe, tools and equipments, shovel, head pan, spirit level etc.</p>
9	<p><b>CEILING FINISHES</b></p> <ul style="list-style-type: none"> <li>- Learning of finishes</li> <li>- Explain different types of materials for ceiling finishes</li> <li>- Emphasizes; particular materials for specific functions.</li> </ul>	<p>Teacher explains ceiling finishes, and the materials used for ceiling finishes, functions of ceiling finishes.</p> <p>Students explain different types materials used for ceiling finishes, functions of ceiling.</p> <p>Resources; samples of different materials used for ceiling finishes. finishes.</p>

10	<b>FENCE AND FENCING</b> <ul style="list-style-type: none"> <li>- Explanation of types of fence</li> <li>- Materials for fencing</li> <li>- Construction of fence.</li> </ul>	<p>Teacher identifies different types of fence, explain its functions and materials, visit any construction site.</p> <p>Students identify functions of fence, and materials used, visit any construction site.</p> <p>Resources; blocks, bricks, timber etc.</p>
11	<b>GATES</b> <ul style="list-style-type: none"> <li>- Types of gates</li> <li>- Production of gates</li> <li>- Fixing of gates.</li> </ul>	<p>Teacher explains types of gates in terms of materials and functions, explain how gates can be fixed.</p> <p>Students identify different types of gates and materials used for construction, and procedures to follow when fixing gates.</p> <p>Resources; steel sheet, timber, plank etc.</p>
12	Revision	Revision
13	Examination	Examination

## BUILDING CONSTRUCTION

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ACCESS ROAD</b> <ul style="list-style-type: none"> <li>- Types of access roads.</li> <li>- Materials for construction of access roads.</li> <li>- Construction techniques.</li> </ul>	<p>Teacher explains types of access roads and the materials used for its construction, demonstrate the methods in which access roads can be constructed.</p> <p>Students identify types of access roads and the materials used for the construction, visit any construction site.</p> <p>Resources; charts, video clips, pictures, photographs, sample materials used for road construction.</p>

2	<p><b>LANDSCAPING</b></p> <ul style="list-style-type: none"> <li>- The need for a beautiful environment</li> <li>- Ways of beautifying an environment</li> <li>- Materials for landscaping</li> <li>- Procedures for landscaping.</li> </ul>	<p>Teacher states the materials needed for landscaping, leads students to building site for physical identification of landscaping.</p> <p>Students state the importance of landscaping, and the materials that can be used for landscaping, visit any construction site.</p> <p>Resources; flowers, trees, shrubs, concrete, kerbs, top soil etc</p>
3	<p><b>LOCALLY SOURCED BUILDING MATERIALS</b></p> <ul style="list-style-type: none"> <li>- Definition of locally sourced building materials</li> <li>- Factors militating against use of these materials</li> <li>- New building materials development.</li> </ul>	<p>Teacher explains the locally sourced materials of building, lists and explains factors affecting integration of these materials, discuss various development in building materials.</p> <p>Students identify various types of locally sourced building materials, list factors affecting the locally sourced materials, identify factors affecting integration of these materials.</p> <p>Resources; materials such as rise husk ash (RHA), pulverized fuel (PFA).</p>
4	Examination	Examination

**WOOD WORK**

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>PROJECT DESIGN AND CONSTRUCTION;</b></p> <p>Concept of design, fundamentals, process factors and basic draftsmanship skills.</p>	<p>Teacher guides students to select appropriate design problem, supervise preliminary free hand sketching, preparation of working drawings, cutting list and bill of materials, casting, etc</p> <p>Plan and execute projects.</p>
2	<p><b>PROJECT SELECTION AND DESIGN PREPARATION OF WORKING DRAWINGS CUTTING LIST, BILL OF MATERIALS, CONSTRUCTION AND APPLICATION OF FINISHES.</b></p>	<p>Select projects and prepare working drawing, cutting list, bill of materials etc.</p> <p>Prepare preliminary free hand sketching, working drawing etc.</p> <p>Resources; magazines, catalogs, internet, showrooms, etc</p>
3	<p><b>UPHOLSTERY TOOLS AND MATERIALS;</b></p> <p>Types, uses, of upholstery tools, materials and their sketches.</p>	<p>Display common upholstery materials.</p> <p>Take students to upholstery workshop, state uses upholstery tools and materials. Use upholstery tools and materials</p> <p>Resources; upholstery materials, tools etc.</p>
4	<p><b>PROCESSES AND TECHNIQUES</b></p>	<p>Demonstrate preparation of upholstery platforms, padding and covering.</p> <p>Prepare upholstery platforms, pad and cover platform.</p> <p>Resources; platforms, padding and covering materials, upholstery tools.</p>
5	<p><b>WOOD TURNING;</b></p> <p>Parts of the lathe machines and their uses, wood turning tools,</p>	<p>Display diagrams showing parts of wood lathe. State uses of wood turning tools.</p>

	uses, sketches, and how to prepare wood for turning.	Identify parts of wood lathe, sketch and state uses of wood turning tools.  Resources; turned items, wood lathe, turning tools, wood etc.
6	<b>WOOD CARVING AND SCULPTURE;</b>  Characteristics of wood suitable for carving and sculpture, tools techniques and processes.	Name timber suitable for carving and sculpture. Practice carving and sculpturing.  Resources; suitable wood for carving and sculpture, carving and sculpturing tools, posters and charts, carved objects and sculptures.
7	<b>SURFACE DECORATION; TYPES OF SURFACE DECORATION, TECHNIQUES, TOOLS, AND MATERIALS USED, E.G IN LAYING.</b>	Display surface decoration, patterns, tools, materials etc  Carry out surface decoration.  Resources; tools, and materials for surface decoration.
8	<b>WOOD SHAPING;</b>  Types of wood shapes, e.g rounding, moulding, tempering, etc.	Illustrate different wood shapes, process wood shaping and produce.  Carry out beveling, chamfering, tapering, rounding, moulding, etc  Resources; tools and machines for wood shaping.
9	<b>TOOLS AND MACHINES FOR WOOD SHAPING; PRACTICAL DEMONSTRATION.</b>	Display and show tools and machines for wood shaping.  Carry out rounding, moulding activities.  Resources; tools and machines for wood shaping.
10	<b>NON WOOD MATERIALS SUCH AS GLASS, PLASTICS, RUBBER, CERAMICS, METAL,</b>	Display common non wood materials, their uses, and characteristics.  State the characteristics and uses of non- wood materials.

	<b>ETC, CHARACTERISTICS AND USES</b>	Resources; samples of non wood materials.
11	<b>MASS PRODUCTION;</b> Concepts and principles e.g templates, fixtures, production line, production team, etc	Describe mass production, principles and allied terms, designs, producer and uses of templates.  Design produce and use templates.  Resources; templates, jigs, cardboards, plywood, tools, etc
12	<b>DESIGN AND PRODUCTION OF TEMPLATES AND MASS PRODUCTION LINE PROCESS.</b>	Produce designs and templates, fixtures, devision of labour, etc.  Design produce and use templates.  Resources; templates, jigs, cardboards, plywood, tools, etc
13	Revision	Revision
14	Examination	Examination

## WOOD WORK

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>QUALITY CONTROL;</b> Definition, purpose and methods, e.g. go-no-go gauge, posters, and charts.	Discuss quality control in wood working entrepreneurship.  Visit furniture industry and study quality control measures in practice.  Resources; inspection devices- go-no-go gauge, posters, and charts.
2	<b>ESTIMATING AND COSTING;</b> Measuration preparation of cutting list and bill of materials.	Guide students in the process of measuration, estimating, and costing, selecting wood-work projects.  Estimate the cost of a project.

		Resources; sample projects, working drawings and measuring tools and calculators.
3	<b>MANAGING WOOD-WORK PRODUCTION SYSTEM;</b>  Production planning, material procurement.	Explain production, planning, material procurement, estimating and costing, fund sourcing, managing human and financial resources, division of labour, customer relation and salesmanship.  Choose a furniture production outfit and understudy management of enterprise.  Resources; organizational chart, flow charts, etc.
4	Revision and Examination	Revision and Examination

## HOME MANAGEMENT

### SS 3 FIRST TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	<b>Test Interpretation</b> 1- Interpretation of given test. 2- Time plan 3- Guidelines in making a time plan	
2-	<b>Pregnancy and child development</b> 1- The reproductive system of a woman and man. 2- Explanation of the following terms – ovulation, fertilization, signs of pregnancy. 3- Pre-natal / antenatal care, advantages. 4- Child birth preparation 5- Stages of lab our. 6- Post – natal care and advantages.	1- Explain the meaning of pregnancy and child birth process. Students: 1- Listen to teacher. 2- Ask and answer questions. Learning materials: chart.
3-	<b>Pregnancy and child development</b> Baby's layette 1- Meaning and contents of baby's layette.	1- Discuss babies layette and care of a baby. 2- Leads students to discussion.

	<p>2- Factors to consider when selecting and buying baby's layette.</p> <p>3- Care of a baby.</p> <p>4- Weaning of a baby.</p>	<p>Students: take part in class discussion.</p>
4-	<p><b>Care of a toddler Parenting</b></p> <p>1- Meaning and care of a toddler- feeding, hygiene etc.</p> <p>2- Bowl and bladder control.</p> <p>3- Meaning, importance and responsibilities of parents- modeling mentoring, provision etc.</p>	<p>- Explain weaning and steps of weaning.</p>
5-	<p><b>Child development and care</b></p> <p>1- Meaning of child development, related terms.</p> <p>2- Principles of development.</p> <p>3- Factors that affect development and growth.</p> <p>4- Types- mental, physical, social etc.</p>	<p>- Discuss the topic.</p> <p>- Guides students to discussion. Students: listen and participate in class discussion. Learning materials: charts.</p>
6-	<p><b>Common ailments in children</b></p> <p>- Types, causes prevention and treatment of each type.</p>	<p>- Discuss the topic with the students.</p>
7-	<p><b>Common ailments in children</b></p> <p>Immunization- meaning and schedule.</p> <p>Toys and play materials-</p> <p>1- Meaning of play.</p> <p>2- Importance of play.</p> <p>3- Types of toys.</p> <p>4- Factors to consider when choosing/selecting and buying toys.</p>	<p>- Explain immunization and play in early childhood. Students: listen and copy notes. Learning materials: real objects e.g. toys of different types.</p>
8-	<p><b>Home health care</b></p> <p>1- Common home accidents.</p> <p>2- The home medicine chest/first aid box and its contents.</p> <p>3- Basic first aid to be given to accident victim in the home.</p>	<p>- Discuss the topic with the students. Students: listen and ask questions. Learning materials: real objects.</p>

9-	<p>Food purchasing</p> <p>Contents</p> <ol style="list-style-type: none"> <li>1- Factors to consider when buying- meat, tubers, grains, fruits and vegetables.</li> <li>2- Guidelines and procedures for purchasing foods.</li> <li>3- Wise purchasing practices- importance of wise purchasing.</li> <li>4- Advantages and disadvantages of live purchase.</li> <li>5- Record keeping.</li> </ol>	<ul style="list-style-type: none"> <li>- Explains factors to consider when buying meat, fruits etc.</li> </ul> <p>Students: participate in class discussion.</p>
10-	<p><b>Market survey</b></p> <ol style="list-style-type: none"> <li>1- Roles of co-operatives in consumerism.</li> <li>2- Meaning of market and market survey.</li> <li>3- Uses and importance of market survey, procedure for market survey.</li> </ol>	<ol style="list-style-type: none"> <li>1- Leads students in discussion.</li> <li>2- Gives assignment.</li> </ol> <p>Students- listen to teacher and carryout assignment. Learning materials: charts.</p>
11-	<p><b>Market</b></p> <p>Types of markets e.g. stock market and e- market etc</p>	
12-	<p><b>Advantages and disadvantages of each type.</b></p>	
13-	Revision and Examination	Revision and Examination

## HOME MANAGEMENT

### SS 3 SECOND TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	<p><b>Sanitation in the home.</b></p> <ol style="list-style-type: none"> <li>1- Meaning and importance of sanitation.</li> <li>2- Drainage system, types, cleaning.</li> <li>3- Maintenance and repair of blocked gutters, sinks.</li> <li>4- Household waste and disposal.</li> </ol>	<ol style="list-style-type: none"> <li>1- Explains sanitation in the home.</li> <li>2- Takes students out to clean drains.</li> </ol> <p>Students: participate in cleaning of gutters.</p>

2-	<b>Household pests.</b> Meaning of pests, types, effect and control.	- Explains pest and types. Guides students in discussion.
3-	<b>Kitchen plan, hygiene and safety.</b> 1- Kitchen plans- types. 2- Personal kitchen hygiene. 3- Safety measures in the kitchen. 4- Kitchen equipment and utensils; types, uses and maintenance.	- Leads students in discussion of kitchen hygiene. Students: participate class discussion. Learning materials: real objects- kitchen utensils.
4-	<b>Table setting and meal services.</b> 1- Types of table setting and meal services. 2- Table wares. 3- Entertainment, occasion for entertainment e.g. wedding etc. 4- Guidelines for entertainment. 5- Plan for occasion. 6- Characteristics of a good host and hostess. 7- Practical (prepare a simple dish for entertainment).	1- Explains table setting and table wares. 2- Guide students in the discussion of good host and hostess. Students: participate in class discussion. Learning materials: real objects for preparing simple dish.
5-	<b>Test interpretations.</b> Practical continues in all the various topics covered.	
6-	Revision	Revision
7-	Examination.	Examination.

## FOOD AND NUTRITION

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Consumer education</b> 1- Meaning of consumer education. - Principles of consumer education.	<b>Teacher:-</b> Explains the meaning of consumer education. Discusses the disadvantages of impulse buying and the concept of

	<ul style="list-style-type: none"> <li>- Rights of consumer education.</li> <li>- Importance of consumer education.</li> </ul> <p>2- Consumer agents.</p> <ul style="list-style-type: none"> <li>- Marketers-definition and types e.g. distributors, hawkers, sales agents, network, wholesalers and retailers.</li> </ul> <p>3- Government agencies and their regulations:-</p> <ul style="list-style-type: none"> <li>- World food agencies.</li> <li>- Regulations and functions.</li> <li>- Federal and state agencies.</li> <li>- Functions and regulations.</li> </ul>	<p>consumer agents and their operations.</p> <p><b>Students:-</b> Participate in class discussion, ask questions and copy notes.</p> <p><b>Learning materials:-</b> A chart showing distribution network.</p>
2	<p><b>Food budgeting</b></p> <ol style="list-style-type: none"> <li>1- Meaning of food budgeting.</li> <li>2- Types of budgeting ( primary and secondary budget).</li> <li>3- Factors influencing food budgeting. <ul style="list-style-type: none"> <li>- Shopping list.</li> <li>- Petty cash.</li> <li>- Food cost.</li> </ul> </li> <li>4- Making a price list and preparing food budget considering the nutritional need of family members.</li> </ol>	<p><b>Teacher:-</b></p> <ul style="list-style-type: none"> <li>- Explains the meaning of family budget. Prepares an imaginary budget for a family.</li> </ul> <p><b>Students:-</b> Participates in class discussion, ask and answer questions and write an imaginary food budget for a family.</p> <p><b>Learning materials:-</b> A chart showing an imaginary food and family budget.</p>
3	<p><b>Choice and storage of food stuff.</b></p> <ol style="list-style-type: none"> <li>1- Storage equipments.</li> <li>2- Storage of perishable and non-perishable foods.</li> <li>3- Factors affecting selection.</li> <li>4- Bulk purchasing. <ul style="list-style-type: none"> <li>- The shopping list</li> <li>- Market survey</li> <li>- Cost analysis.</li> </ul> </li> <li>5- Meaning of common terms price list, food list, bulk buying, commercial foods, homemade foods, brand</li> </ol>	<p><b>Teacher:-</b></p> <ul style="list-style-type: none"> <li>- Guides the discussion on bulk purchasing of food, factors affecting food selection.</li> <li>- Explains how to use some storage equipment and compare price of various goods.</li> </ul> <p><b>Students:-</b> Participate in the discussion, prepare some foodstuffs for storage.</p> <p><b>Learning materials:-</b></p>

	name, net weight, gross weight.	Charts on storage facilities and samples of perishable and non-perishable foods.
4-	<b>ICPC</b> <ol style="list-style-type: none"> <li>1- Definition, function of ICPC.</li> <li>2- Penalties for such offences.</li> <li>3- Misappropriation of family food budget e.g. diversion of food budget to personal usage.</li> </ol>	<b>Teacher :-</b> - Explains consequences of family food budget misappropriation <b>Students:-</b> Participate in the discussion, ask and answer questions
5	<b>Nutritional needs of the family.</b> <ol style="list-style-type: none"> <li>1- Meaning of the nutritional needs.</li> <li>2- Nutritional need of different e.g. infants and children <ul style="list-style-type: none"> <li>- Adolescents</li> <li>- Adults and the aged</li> <li>- Pregnant and lactating</li> </ul> </li> <li>3- Factors affecting meal planning.</li> <li>4- Planning of adequate diet.</li> <li>5- Test interpretation.</li> <li>6- Practical</li> </ol>	<b>Teacher:-</b> Discussion on nutritional needs of different age groups, factors affecting meal planning. Demonstrate how to prepare simple and adequate meal for the family. <b>Students:-</b> Participate in discussion and plan simple and adequate meals for the family. <b>Learning material:-</b> Food items, dishes cooking utensils.
6	<b>Special diets.</b> <ol style="list-style-type: none"> <li>1- Meaning of :- <ul style="list-style-type: none"> <li>- Vegetarian, invalid, convalescent, overweight, underweight, HIV/AIDS.</li> </ul> </li> <li>2- Vegetarian diets. <ul style="list-style-type: none"> <li>- Strict vegetarian</li> <li>- Lacto vegetarian</li> <li>- Lacto- ovo- vegetarian.</li> </ul> </li> <li>3- Invalid and convalescent diets.</li> <li>4- Diet for persons suffering from:- <ul style="list-style-type: none"> <li>- Fever and infection.</li> <li>- HIV/AIDS.</li> <li>- Over weight and weight.</li> </ul> </li> <li>5- Practical.</li> </ol>	<b>Teacher:-</b> Explain the meaning of terms e.g. vegetarian, invalid etc. Plan a day's diet for vegetarian, invalid etc. <b>Students:-</b> Participate in discussion, and plan a day's diet for special needs. <b>Learning materials:</b> - Charts showing diets for special needs.
7	<b>The art of entertainment</b> <ol style="list-style-type: none"> <li>1- Being a good host/hostess.</li> </ol>	<b>Teacher:-</b>

	<ul style="list-style-type: none"> <li>- Planning ahead.</li> <li>- Issuing invitation.</li> <li>- Receiving guests.</li> </ul> <p>2- Table settings.</p> <ul style="list-style-type: none"> <li>- Formal table settings.</li> <li>- Informal table settings.</li> </ul> <p>3- Serving of foods.</p> <ul style="list-style-type: none"> <li>- Waiting at table.</li> <li>- Cleaning after meals.</li> </ul> <p>4- Being a good guest.</p> <ul style="list-style-type: none"> <li>- Response to invitation.</li> <li>- Table manners.</li> </ul> <p>5- Practical.</p>	<p>Discusses entertainment with students.</p> <p>Demonstrates different table setting.</p> <p><b>Students:-</b> Participate in the discussion and observe teacher's demonstration.</p> <p><b>Learning materials:-</b> Table setting materials and a chart showing different types of table setting.</p>
8	<p><b>Cultural food habits.</b></p> <p>1- Meaning of food habits and taboos.</p> <p>2- Food habits.</p> <ul style="list-style-type: none"> <li>- Facts and fallacies.</li> <li>- Taboos.</li> </ul> <p>3- Traditional and foreign dishes e.g. Nigerian, Indian, American, Chinese and other African countries.</p> <p>4- Practical.</p>	<p><b>Teacher:-</b> Guides the discussion on meaning of food, facts and fallacies, traditional dishes and foreign dishes.</p> <p><b>Students:-</b> Participate in the discussion, ask and answer questions.</p> <p><b>Learning materials:-</b> Cut out photographs of intercontinental dishes, posters and charts.</p>
9	<p><b>Food for special occasions.</b></p> <p>1- Special occasions.</p> <ul style="list-style-type: none"> <li>- Weddings, thanksgiving services, birthdays, naming etc</li> </ul> <p>2- Special foods.</p> <ul style="list-style-type: none"> <li>- Fried rice, jollof rice, pounded yam/ soup, moi-moi, semovita/ soup.</li> </ul> <p>3- Practical.</p>	<p><b>Teacher:-</b> Discuss food for special occasion and demonstrate the preparation of food for special occasions.</p> <p><b>Students:-</b> Participate in the demonstration.</p> <p><b>Learning materials:-</b> Charts showing the different occasions and accompanying dishes.</p>
10	<p><b>Beverages</b></p> <p>1- Types of beverages.</p> <ul style="list-style-type: none"> <li>- Alcoholic e.g. beer, wine etc.</li> <li>- Non-alcoholic e.g. coffee and tea, cocoa drink, milk and egg drink, fruit juices and drinks.</li> </ul> <p>2- Nutrive values of the drinks.</p>	<p><b>Teacher:-</b> List alcoholic and non-alcoholic beverages. Explain how to prepare different fruit juices and drinks and coffee and tea.</p> <p><b>Students:-</b> Participate in the discussion and practice in groups to prepare fruit juice and coffee and tea.</p> <p><b>Learning materials:-</b> Sample of some alcoholic and non-alcoholic beverages and fruit juices.</p>

11	Revision	Revision
12	Examination	Examination

## FOOD AND NUTRITION

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-	<p><b>Rechauffe (left-over Cookery)</b></p> <ol style="list-style-type: none"> <li>1- Meaning of rechauffe</li> <li>2- Use of left-over food in making new dishes.               <ul style="list-style-type: none"> <li>- Rechauffe of meat.</li> <li>- Rechauffe of vegetable.</li> <li>- Rechauffe of fish.</li> <li>- Rechauffe of other foods.</li> </ul> </li> <li>3- Practical.</li> </ol>	<p><b>Teacher</b> Lead discussion on meaning of “rechauffe” left over food, packaging and storage of left over foods. Demonstrate how to prepare some left over foods.</p> <p><b>Students</b> Participate in the discussion and observe teacher’s demonstration and packaging of left over foods.</p> <p><b>Learning materials</b> Cut out photograph of displayed left over food.</p>
2-	<p><b>Food study (Meat)</b></p> <ol style="list-style-type: none"> <li>1- Types and cuts of meat we use for meal preparation e.g. beef, veal, pork, larub, mutton, goat, game, offals, liver, heart, kidney, etc.</li> <li>2- Factors to consider when choosing meat.</li> <li>3- Nutrive value of meat.</li> <li>4- Methods of cooking meat.</li> <li>5- Advantages and disadvantages of each method.</li> <li>6- Practical.</li> </ol>	<p><b>Teacher</b> Displays types of meat and cuts. Demonstrate the cooking methods. Students: Identify the different type of cut and meat. Practice cooking some meat. Teaching and learning Materials:- Samples of different cuts of meat. Chart Showing some different cut s of meat.</p>
3-	<p><b>Food study (poultry)</b></p> <ol style="list-style-type: none"> <li>1- Types of poultry e.g. chicken, broiler, turkey, goose, game.</li> <li>2- Factors to consider when choosing poultry.</li> <li>3- Nutrive value of poultry.</li> <li>4- Preparation of poultry for cooking.</li> </ol>	<p><b>Teacher</b> Leads a discussion on poultry. Demonstrate poultry preparation using different cooking methods.</p> <p><b>Students</b> Identify the different types of poultry. Practice preparation and some cooking methods.</p> <p><b>Learning material</b> Pictures of different types of poultry.</p>

	5- Advantages and disadvantages of each method. 6- Practical.	
4-5	Mock examination.	Mock examination.

### CLOTHING AND TEXTILES

#### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	ART ELEMENTS IN DECORATIVE WORK Collage – thread, sand, bottle filling etc (Practical)	Teacher: Demonstrates how to make collage using different materials. Resources: Beads, sand, broken bottles, board template etc.
2	NEEDLE CRAFT i. Knitting – abbreviations ii. Starting to knit (methods) iii. Knitting various patterns – ribbing, garter, stocking, stitches etc. (practical)	Teacher; Discusses knitting abbreviations and demonstrates knitting stitches Resources: Knitting pins, wool etc
3	NEEDLE CRAFT - Knitting decorative articles – food cover, cap, stockings etc (Practical)	Teacher: Guides students in the making of the decorative articles. Resources: Knitting pins, wools etc
4	INFORMATION COMMUNICATION TECHNOLOGY (ICT) i. Meaning of ICT ii. Role of computer in Clothing and Textiles e.g. use of computerized sewing machine. iii. Computer technology and globalization in clothing and textiles (obtaining information from the internet) iv. Computer aided textiles designing v. Use of computer in pattern drafting e.g. use of Corel draw.	Teacher: Explains the meaning and role of computer in clothing and textiles. Demonstrates how to use the internet and how to use the computer to create designs. Resources: Compute system.

5	<p>ICT Textile Designs</p> <ul style="list-style-type: none"> <li>i. Monogramming</li> <li>ii. Embroidery</li> <li>iii. Other computer aided designs</li> </ul>	<p>Teacher: Demonstrates how to use the computer to create designs Resources: Samples of computerized textile designs.</p>
6	<p>CONSUMER EDUCATION</p> <ul style="list-style-type: none"> <li>i. Definition</li> <li>ii. Principles</li> <li>iii. Rights of consumers</li> <li>iv. Disadvantages of impulsive buying</li> </ul>	<p>Teacher: Explains the definition, principles and rights of consumers and the disadvantages of impulsive buying. Resources: Chart on Consumer Education</p>
7	<p>CONSUMER AGENTS</p> <ul style="list-style-type: none"> <li>- Market</li> <li>- Distributors</li> <li>- Hawkers</li> <li>- Mobile shops etc</li> </ul>	<p>Teacher: Leads the discussion on types of consumer agents. Resources: chart on consumer agents. (Pictures)</p>
8	<p>GOVERNMENT AGENCIES</p> <ul style="list-style-type: none"> <li>- Government Agencies and Regulations guiding the clothing and textiles Industry e.g. Consumer Protection Council (CPC)</li> </ul>	<p>Teacher: Discusses the rules and regulations of Government Agencies guiding Clothing and Textiles Production. Resources: Chart.</p>
9	<p>COMMUNITY PROGRAMMES</p> <ul style="list-style-type: none"> <li>i. Cooperative societies – definition and importance</li> <li>ii. Advantages and disadvantages.</li> </ul>	<p>Teacher: Discusses the meaning and importance of community programmes. Resources: charts on community programmes</p>
10	<p>MASS MEDIA</p> <ul style="list-style-type: none"> <li>i. Definition</li> <li>ii. Types e.g. electronic – radio, television. Print – newspaper, magazines, journals etc</li> <li>iii. Advantages and disadvantages</li> <li>iv. The role of mass media in fashion business – advertisement</li> </ul>	<p>Teacher: Leads the discussion on meaning, types, advantages and disadvantages of mass media. Resources: Pictures of mass Media types.</p>
11	<p>MODELLING EDUCATION</p> <ul style="list-style-type: none"> <li>i. Meaning of modelling</li> <li>ii. Basic modelling skills</li> <li>- Figure types in relation to modelling</li> </ul>	<p>Teacher: Explains the meaning and skill of modelling Resources: Charts on modelling</p>

	- Good grooming and modelling	
12	MODELLING EDUCATION i. Posture and modelling ii. Costume and modelling iii. Culture and dressing in modelling	Teacher: Explains the roles of posture, costume, culture and dressing in modelling. Resource: Pictures
13	Revision	Revision
14	Examination	Examination

## CLOTHING AND TEXTILES

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	ENTREPRENEURSHIP IN CLOTHING AND TEXTILES i. Meaning of entrepreneurship ii. Entrepreneurship skills in clothing and textiles e.g. integrity, self confidence, diligence etc.	Teacher: Explains the meaning and skills in entrepreneurship. Resources: Chart
2	ENTREPRENEURSHIP Small Scale Businesses in clothing and textiles i. Clothing merchandising sales of fabrics, sewing accessories etc ii. Interior decoration iii. Hat and bead making iv. Dress making/tailoring v. Textile designing – tie dye, batik etc.	Teacher: Leads the discussion on small scale businesses in clothing and textiles. Resource: Pictures of different small scale business.
3	ENTREPRENEURSHIP i. Apprentice training programmes ii. Renowned fashion designers in Nigeria e.g. Dakova, Vans Kere, Emel, Kunlex etc.	Teacher: Explains apprentice training programmes and list Nigerian fashion Designers and their areas of interest. Resources: Pictures of fashion parades.
4-10	REVISION WAEC and NECO past practical, Essay and Objective questions	Teacher: Guides on how to answer questions correctly. Resources: Past questions paper.

11-12	EXAMINATION	

## INTERPRENEURSHIP (TRADE SUBJECTS)

### BLOCK LAYING AND BRICK LAYING

#### SS3 FIRST TERM

WEEK	CONTENTS	ACTIVITIES
1	<p><b>WALLS</b></p> <ul style="list-style-type: none"> <li>-Types of walling materials.</li> <li>-Process involved in preparation of wall for plastering.</li> <li>-Bonding patterns for walling.</li> </ul>	<p>Teacher show students different types of materials, stone of granite, marble etc, sketches of the different bonding patterns in walling, identify mix proportion of martar for wall using different materials.</p> <p>Students select and prepare materials suitable for walling, carry out rendering operation in wall.</p>
2	<p><b>CONSTRUCTION OF SIMPLE BLOCK/BRICK WALLS</b></p> <p>Interpretation of working drawing of various bonds.</p>	<p>Teacher prepare drawing on bonding, explain various types of bonds. Students draw various bonds, put down bonding materials, carry out bonding practical with the help of the teacher.</p> <p>Resources; tools and materials.</p>
3	<p><b>BONDING PRACTICAL</b></p> <p>Drawing/ practical</p>	<p>Teacher prepare drawing on bonding, explain various types of bonds. Students draw various bonds, put down bonding materials, carry out bonding practical with the help of the teacher.</p>

		Resources; tools and materials.
4	<b>SUB-STRUCTURE CONSTRUCTION</b> <ul style="list-style-type: none"> <li>- Definition of soil.</li> <li>- Types of soil</li> <li>- Bearing capacity of soil.</li> <li>- Types of floors and methods of construction</li> </ul>	<p>Teacher define and state types of soil, explain the term floor, and state its types, mention materials for floor, describe process of construction.</p> <p>Students name types.</p>
5	<b>SUB-STRUCTURE CONSTRUCTION</b> <ul style="list-style-type: none"> <li>- Methods of placing and positioning D.P.C in walls.</li> <li>- Need for the provision of weathering structures at opening (drawing)</li> </ul>	<p>Teacher explain/define DPC, state purpose of DPC, state where its found in an opening e.g (window).</p> <p>Students identify where DPC are placed in basement and openings, make sketches of various basement walls.</p> <p>Resources; existing walls or bonding concrete, tiles etc</p>
6	<b>TYPES OF FINISHING IN THE BUILDING TRADE</b> <ul style="list-style-type: none"> <li>- Wall finishes and their application.</li> <li>- Functions of ceiling in houses</li> <li>- Types of ceiling</li> <li>- Ceiling construction and finishing.</li> </ul>	<p>Teacher explain wall finishing, its application and functions, state materials for wall and ceiling finishing, display material for wall ceiling finishing (e.g cement-mortar, paints etc.</p> <p>Students explain functions of wall and ceiling finishing. resources; cement, fine aggregate, paint etc</p>
7	<b>TECHNIQUES AND METHOD OF FIXING VARIOUS TYPES OF WALLS AND CEILING.</b> <p>Procedures and precaution in laying tiles.</p>	<p>Teacher explain method of fixing wall, floor, and ceiling tiles, explain method of estimating for both walls and floor tiles.</p> <p>Students take down facts, carry out assignments on both.</p> <p>Resources; walls, floors and tiles.</p>

	Estimation of quality of tiles from working drawing.	
8	<p><b>TECHNIQUES AND METHODS OF APPLYING PRE-MIXED RENDERING</b></p> <p>-Composition properties and methods of applying tyrolean and sandtex.</p> <p>-Causes of failure in tyrolean finishes.</p>	<p>Teacher explain procedures for rendering and plastering, state materials for plastering/rendering, explain method of applying tyrolean, mention tyrolean materials and tools.</p> <p>Students state importance of plastering and rendering, mention materials for plastering and rendering, and tyrolean.</p> <p>Resources; cement, mortar, tools.</p>
9	<p><b>PRODUCTION OF SOUND RAINFORECED AND MASS CONCRETE STRUCTURE</b></p> <p>Common reinforcement concrete.</p> <p>Simple concrete structure.</p> <p>Quality for good concrete production.</p> <p>Method of cast and curing of in-situ concrete.</p>	<p>Teacher define reinforcement, with the aid of drawing, show the position of reinforcement in a concrete slab, quality of good concrete, with aid of diagram, show cast-situ concrete slab with its formwork</p> <p>Students define reinforcement and state its importance, with well labeled drawing, show reinforce concrete slab.</p> <p>Resources; reinforcement rod, cement, timber etc</p>
10	<p><b>PRODUCTION AND USE OF PRE-STRESSED CONCRETE IN CONSTRUCTION.</b></p> <p>-Meaning of pre-stressed concrete.</p> <p>-Uses of pre-stressed concrete</p>	<p>Teacher define pre-stressed concrete, state functions of pre-stressed concrete, explain procedures for production of pre-stressed concrete, name materials for pre-stressed concrete.</p> <p>Students define pre-stressed concrete, state functions of pre-stressed concrete, name materials for pre-stressed concrete.</p> <p>Resources; tools and equipments, materials for pre-stressed concrete production.</p>

	-Procedures and precaution.	
11	<b>REVISION</b>	
12	<b>EXAMINATION</b>	

## BLOCK LAYING AND BRICK LAYING

### SS3 SECOND TERM

WEEK	CONTENTS	ACTIVITIES
1	<p><b>DESIGN AND CONSTRUCTION OF STAIRS</b></p> <p>Sketches of different types of stairs.</p>	<p>Teacher define stair, explain procedures for the construction of stair, state the purpose of stair, present a well labeled stair case drawing.</p> <p>Students define stair, and name its purpose in building.</p> <p>Resources; working drawing of a state.</p>
2	<p><b>FUNCTION AND PRINCIPLES OF BASIC ROOF CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Definition of roof</li> <li>- Roofing materials and maximum span</li> <li>- Roof covering</li> <li>- Functional requirement of roof.</li> </ul>	<p>Teacher define roof and mention its materials, state functions of roof, state roofing membrane and their sizes.</p> <p>Students define, and state purpose of roof, state materials for roof, name members of roof structure.</p> <p>Resources; timber, nails, tools etc</p>
3	<p><b>INSTALLATION OF VARIOUS TYPES OF SERVICES IN SIMPLE DWELLING.</b></p>	<p>Teacher define drain/drainage system,</p> <p>Name materials for drainage, explain terms used in drainage e.g(sewer, sewerage).</p>

	<ul style="list-style-type: none"> <li>-Principles of a good drainage</li> <li>-Standard of domestic drainage system</li> <li>-Electrical symbols</li> </ul>	<p>Students define drainage, and state its materials, name types of drain and materials for drainage system, draw different system of drain.</p> <p>Resources pipe, tools, connectors, etc</p>
4	<b>REVISION/MOCK EXAMINATION</b>	

### BLOCK LAYING AND BRICK LAYING

#### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>WALLS</b></p> <ul style="list-style-type: none"> <li>-Types of walling materials.</li> <li>-Process involved in preparation of wall for plastering.</li> <li>-Bonding patterns for walling.</li> </ul>	<p>Teacher show students different types of materials, stone of granite, marble etc, sketches of the different bonding patterns in walling, identify mix proportion of martar for wall using different materials.</p> <p>Students select and prepare materials suitable for walling, carry out rendering operation in wall.</p>
2	<p><b>CONSTRUCTION OF SIMPLE BLOCK/BRICK WALLS</b></p> <p>Interpretation of working drawing of various bonds.</p>	<p>Teacher prepare drawing on bonding, explain various types of bonds. Students draw various bonds, put down bonding materials, carry out bonding practical with the help of the teacher.</p> <p>Resources; tools and materials.</p>
3	<p><b>BONDING PRACTICAL</b></p> <p>Drawing/ practical</p>	<p>Teacher prepare drawing on bonding, explain various types of bonds. Students draw various bonds, put down bonding materials, carry out bonding practical with the help of the teacher.</p> <p>Resources; tools and materials.</p>

4	<p><b>SUB-STRUCTURE CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Definition of soil.</li> <li>- Types of soil</li> <li>- Bearing capacity of soil.</li> <li>- Types of floors and methods of construction</li> </ul>	<p>Teacher define and state types of soil, explain the term floor, and state its types, mention materials for floor, describe process of construction.</p> <p>Students name types.</p>
5	<p><b>SUB-STRUCTURE CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Methods of placing and positioning D.P.C in walls.</li> <li>- Need for the provision of weathering structures at opening (drawing)</li> </ul>	<p>Teacher explain/define DPC, state purpose of DPC, state where its found in an opening e.g (window).</p> <p>Students identify where DPC are placed in basement and openings, make sketches of various basement walls.</p> <p>Resources; existing walls or bonding concrete, tiles etc</p>
6	<p><b>TYPES OF FINISHING IN THE BUILDING TRADE</b></p> <ul style="list-style-type: none"> <li>- Wall finishes and their application.</li> <li>- Functions of ceiling in houses</li> <li>- Types of ceiling</li> <li>- Ceiling construction and finishing.</li> </ul>	<p>Teacher explain wall finishing, its application and functions, state materials for wall and ceiling finishing, display material for wall ceiling finishing (e.g cement-mortar, paints etc.</p> <p>Students explain functions of wall and ceiling finishing. resources; cement, fine aggregate, paint etc</p>
7	<p><b>TECHNIQUES AND METHOD OF FIXING VARIOUS TYPES OF WALLS AND CEILING.</b></p> <p>Procedures and precaution in laying tiles.</p> <p>Estimation of quality of tiles from working drawing.</p>	<p>Teacher explain method of fixing wall, floor, and ceiling tiles, explain method of estimating for both walls and floor tiles.</p> <p>Students take down facts, carry out assignments on both.</p> <p>Resources; walls, floors and tiles.</p>

8	<p><b>TECHNIQUES AND METHODS OF APPLYING PRE-MIXED RENDERING</b></p> <p>-Composition properties and methods of applying tyrolean and sandtex.</p> <p>-Causes of failure in tyrolean finishes.</p>	<p>Teacher explain procedures for rendering and plastering, state materials for plastering/rendering, explain method of applying tyrolean, mention tyrolean materials and tools.</p> <p>Students state importance of plastering and rendering, mention materials for plastering and rendering, and tyrolean.</p> <p>Resources; cement, mortar, tools.</p>
9	<p><b>PRODUCTION OF SOUND RAINFORECED AND MASS CONCRETE STRUCTURE</b></p> <p>Common reinforcement concrete.</p> <p>Simple concrete structure.</p> <p>Quality for good concrete production.</p> <p>Method of cast and curing of in-situ concrete.</p>	<p>Teacher define reinforcement, with the aid of drawing, show the position of reinforcement in a concrete slab, quality of good concrete, with aid of diagram, show cast-situ concrete slab with its formwork</p> <p>Students define reinforcement and state its importance, with well labeled drawing, show reinforce concrete slab.</p> <p>Resources; reinforcement rod, cement, timber etc</p>
10	<p><b>PRODUCTION AND USE OF PRE-STRESSED CONCRETE IN CONSTRUCTION.</b></p> <p>-Meaning of pre-stressed concrete.</p> <p>-Uses of pre-stressed concrete</p> <p>-Procedures and precaution.</p>	<p>Teacher define pre-stressed concrete, state functions of pre-stressed concrete, explain procedures for production of pre-stressed concrete, name materials for pre-stressed concrete.</p> <p>Students define pre-stressed concrete, state functions of pre-stressed concrete, name materials for pre-stressed concrete.</p> <p>Resources; tools and equipments, materials for pre-stressed concrete production.</p>
11	Revision	Revision

12	Examination	Examination
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## BLOCK LAYING AND BRICK LAYING

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>DESIGN AND CONSTRUCTION OF STAIRS</b></p> <p>Sketches of different types of stairs.</p>	<p>Teacher define stair, explain procedures for the construction of stair, state the purpose of stair, present a well labeled stair case drawing.</p> <p>Students define stair, and name its purpose in building.</p> <p>Resources; working drawing of a state.</p>
2	<p><b>FUNCTION AND PRINCIPLES OF BASIC ROOF CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Definition of roof</li> <li>- Roofing materials and maximum span</li> <li>- Roof covering</li> <li>- Functional requirement of roof.</li> </ul>	<p>Teacher define roof and mention its materials, state functions of roof, state roofing membrane and their sizes.</p> <p>Students define, and state purpose of roof, state materials for roof, name members of roof structure.</p> <p>Resources; timber, nails, tools etc</p>
3	<p><b>INSTALLATION OF VARIOUS TYPES OF SERVICES IN SIMPLE DWELLING.</b></p> <ul style="list-style-type: none"> <li>-Principles of a good drainage</li> <li>-Standard of domestic drainage system</li> <li>-Electrical symbols</li> </ul>	<p>Teacher define drain/drainage system,</p> <p>Name materials for drainage, explain terms used in drainage e.g(sewer, sewerage).</p> <p>Students define drainage, and state its materials, name types of drain and materials for drainage system, draw different system of drain.</p> <p>Resources pipe, tools, connectors, etc</p>

4	<b>REVISION/MOCK EXAMINATION</b>	
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## CARPENTRY AND JOINERY

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>ROOFING AND CEILING MATERIALS</b>		
1	Common roofing and ceiling materials	i. Teacher displays samples of common roofing and ceiling materials ii. List the advantages of the ceiling materials iii. Students observe samples of common roofing and ceiling materials
<b>CLADDING MATERIAL</b>		
2	Types and properties of cladding materials a) Manufactured board b) Timber	i. Displays samples of cladding materials ii. Observe and identify them
<b>WALL PANELLING, CLADDING AND PARTITIONING</b>		
3	Purpose of panelling	i. Explain the purpose of panelling ii. Observe demonstration and do wall panelling, cladding and partitioning iii. Use sample of frame and wall panels
4	Principles and techniques of frame construction	i. Explain principle and techniques of frame construction ii. Select suitable timber for the framing
5	Timber suitable for wall paneling	i. Select suitable timber for wall panelling i. Sample of frame construction
6	Definition and methods of pre-fabrication	i. Explain pre-fabrication method, techniques ii. Observe demonstration iii. Pre-fabricated components of a timber structure

7	Construction of common pre-fabricated structures	i. Demonstrate the construction of pre-fabrication, hordings ii. Construct a chosen fabricated structure
<b>STAIR HANDS RAILING AND BALL USTERS</b>		
8	Factors determining location stairs	i. Explain the purpose of a stair factor ii. Determining its location
9	Parts of stairs, function and sketches	i. Name, describe and sketch common types of stairs and table the parts ii. Construct a fix wooden stair, hand railing and balusters
<b>SCAFFOLDING AND LADDER</b>		
10	Purpose of scaffold, basic requirement of a good scaffold and ladder	i. Explain the purpose of scaffold basic requirement ii. Construct a wooden scaffold
11	Functions, construction, maintenance and safe use of scaffold and ladder	i. Demonstrate construction, maintenance and use of wooden scaffold and ladder
<b>ROOFING AND CEILING</b>		
12	Functions, types of roof and ceilings	i. List and demonstrate common types of roofs and ceilings ii. Take students to the building sites iii. Visit site observe and take part in roofing
13-14	Revision and examination	

## CARPENTRY AND JOINERY

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>FURNITURE MAKING</b>		
1	Design requirement of a good furniture item	i. Explain basic design requirement and processes of costing, bill of materials ii. Assign project iii. Construct and finish furniture items
2	Sources of fund	i. Arrange talks by distinguished furniture makers, officials of SMEs, Finance institutions

		ii. Organize field trip for students to furniture companies iii. Form co-operatives
<b>MATERIAL SUPPLIES AND MERCHANDISING</b>		
3	Purchase and supply of materials	i. Introducing students to building materials producers ii. Visit shops iii. Observe shop operations
4	Examination	

## CATERING CRAFT

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ACCOMPANIMENTS</b> Definition of Accompaniments <ul style="list-style-type: none"> <li>• Types of accompaniments</li> <li>• Food accompaniments</li> <li>• Soup accompaniments</li> <li>• Table accompaniments</li> <li>• Functions of accompaniments to various covers</li> </ul>	Teacher: Explain the meaning of accompaniments. Enumerate the different types of accompaniments. State the uses and importance of accompaniments. Explain the various functions of accompaniments to food cover. Students: Participate in the discussion and answer questions. Materials: Samples of different types of accompaniments. A chart showing different accompaniments.
2	<b>FOOD ACCOMPANIMENTS</b> Types of Food Accompaniments <ul style="list-style-type: none"> <li>• Garlic sauces</li> <li>• Salad dressing</li> <li>• Vinegar dressing</li> <li>• Ketchup etc</li> </ul> Advantages and disadvantages of food accompaniments.	Teacher: Explain food accompaniments. Enumerate the various types of food accompaniments. Explain the advantages and disadvantages of food accompaniments Students: Participate in the discussion Material: picture showing food accompaniments
3	<b>SOUP ACCOMPANIMENTS</b> Types of Soup Accompaniments <ul style="list-style-type: none"> <li>• Bread roll</li> <li>• Croutons etc</li> </ul> Advantages and disadvantages of soup accompaniments	Teacher: Explain soup accompaniments. Enumerate the various types of soup accompaniments. Explain the advantages and disadvantages of soup accompaniments Students: participate in the discussion and ask questions.

4	<b>TABLE ACCOMPANIMENTS</b> Types of table accompaniments <ul style="list-style-type: none"> <li>• Cruet set</li> <li>• Table number</li> <li>• Flower vase</li> <li>• Napkin pad</li> <li>• Tooth pick</li> </ul>	Teacher: List table accompaniments Students: Participate in the discussion and ask questions Materials: Soup Accompaniments
5	<b>BEVERAGES</b> Types Of Beverages <ul style="list-style-type: none"> <li>• Alcoholic beverages</li> <li>• Non-alcoholic beverages</li> </ul> Bar Services <ul style="list-style-type: none"> <li>• Bar service/origin of bar</li> <li>• Types of bar</li> <li>• Functions of bar</li> <li>• Bar service personnel</li> <li>• Bar service equipment</li> </ul>	Teacher: Explain the meaning of Alcoholic and non-alcoholic beverages. Explain bar services. Discuss the origin. Enumerate the functions of bar service personnel and equipment. Students: participate in the discussion, ask and answer questions. Materials: Charts of different types of drinks. Alcoholic and non-alcoholic drinks.
6	<b>NON-ALCOHOLIC BEVERAGES</b> Definition of Non-Alcoholic Classes of Non-Alcoholic Drinks <ul style="list-style-type: none"> <li>• Aerated</li> <li>• Natural spring water</li> <li>• Mineral water</li> <li>• Squashes</li> <li>• Juices</li> <li>• Syrups</li> <li>• Tea/coffee and cocoa drinks etc</li> </ul>	Teacher: Explain the meaning of non-alcoholic drinks. Enumerate the various types of non-alcoholic drink. (practical demonstration) Students: Participate in the discussion, ask and answer questions. Practice in the production of non-alcoholic drinks/beverages Materials: display of different types of non-alcoholic beverages
7	<b>ALCOHOLIC BEVERAGES</b> Definition of alcoholic drinks Classes of alcoholic drinks <ul style="list-style-type: none"> <li>• Beer</li> <li>• Spirit etc</li> </ul>	Teacher: Explain the meaning of alcoholic drinks. Enumerate the various types of alcoholic drink. (practical demonstration) Students: Participate in the discussion, ask and answer questions. Materials: Display of different types of alcoholic drinks
8	<b>ALCOHOLIC BEVERAGES</b> Definition of alcoholic drinks Classes of alcoholic drinks <ul style="list-style-type: none"> <li>• Beer</li> <li>• Spirit etc</li> </ul>	Teacher: Explain the meaning of alcoholic drinks. Enumerate the various types of alcoholic drink. (practical demonstration) Students: Participate in the discussion, ask and answer questions.

		Materials: Display of different types of alcoholic drinks
9	TEST INTERPRETATION OF FOOD AND BEVERAGES (SERVICE)	Teacher: Explain the processes and methods of various services in food and beverage area. <ul style="list-style-type: none"> <li>- Table of order</li> <li>- Writing of docket</li> <li>- Serving of water</li> <li>- Serving of food</li> <li>- Clearing away of dishes (used plates)</li> </ul> Students: participate in the test interpretation Material: samples of questions
10	FLOWER AND CONFECTIONARIES Dough product: <ul style="list-style-type: none"> <li>- Chin-chin</li> <li>- Egg roll</li> </ul>	Teacher: Explain the process of dough preparation. Demonstrate the preparation of chin-chin and egg-roll Students: participate in the preparation and frying of flour products Material: Ingredients for pastry
11	Revision	Revision
12	Examination	Examination

## CATERING CRAFT

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	SPECIAL MEAL <ul style="list-style-type: none"> <li>i. Cookery for invalids and convalescents</li> <li>ii. Factors to consider when planning invalid and convalescent diets.</li> <li>iii. Recipe for invalid and convalescent</li> <li>iv. Practical</li> </ul>	Teacher: Explain the meaning of invalid and convalescent. Enumerate the factors to consider when planning a meal for invalid and convalescent. Suggest meals for invalid and convalescent (practical demonstration) Students: Participate in the discussion, ask and answer questions. Participate in the preparation of meals Material: A chart showing different groups. Ingredients for types of dishes

2	SPECIAL MEAL Meals for: - Infants - Adolescents - Pregnant mothers - Lactating mothers	Teacher: Explain the different groups in relation to food cookery. Students: Participate in class discussion. Copy board summary Material: Charts and pictures showing types of meals.
3	SPECIAL MEAL Vegetarian Meals - Types of vegetarian meals - Practical	Practical demonstration Students: Participate in the practical demonstration Materials: Ingredients for the cooking of vegetarian meals.
4-5	MOCK EXAMINATION	
6-10	REVISION	
11-12	WASSCE EXAMINATION	

## COSMETOLOGY

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	<b>HAIR WEAVING</b> Hair weaving Reasons for hair weaving Types of hair piece for the weaving of hair.	<b>TEACHER:</b> 1. Explains the meaning of hair weaving using sample posters. 2. Lists styles of weaving. 3. Displays samples of hair pieces. 4. Lists brand names of hair on the board.
2.	<b>HAIR WEAVING</b> Styles of weaving Practice	5. Demonstrates weaving of hair using dummy or volunteer. 6. Shows making of album with different types of braiding and weaving.
3.	<b>HAIR WEAVING</b> Tools/Materials for hair weaving Brands names of pieces.	<b>STUDENTS:</b> 1. Identify and classify hair pieces. 2. Practice hair weaving on a volunteer. 3. Suggest more weaving styles. 4. List reasons for weaving hair. 5. Make an album containing brand names of hair pieces.  <b>INSRUCTIONAL RESOURCES:</b> Combs, posters, pomade, albums, hair pieces, scissors, needles, thread, weaving stand etc.

<p>4.</p> <p><b>BARBERING</b> Barbering Common hair diseases (bumps, lice, hair shaft damage etc)</p> <p>5.</p> <p><b>BARBING</b> Risks associated with barbering (Hiv transmission, ringworm etc.</p> <p>6.</p> <p><b>BARBERING</b> Barbering styles (Low cut, afro etc.</p> <p>7.</p> <p><b>BARBERING</b> Barbering tools and materials (clippers, scissors, comb etc) Practice</p> <p>8.</p> <p><b>BARBING</b> Maintenance of barbering clippers.</p>	<p><b>TEACHER:</b></p> <ol style="list-style-type: none"> <li>1. Defines the term barbering.</li> <li>2. Lists hair diseases associated with barbering.</li> <li>3. Displays magazines and pictures to show common hair diseases and risk associated with barbering.</li> <li>4. Displays charts and pictures showing various barbering styles.</li> <li>5. Displays barbering tool, the clipper and dismantle it to show the students.</li> <li>6. Demonstrates assembling of clippers.</li> <li>7. Carries out simple hair cut on dummy or volunteer.</li> </ol> <p><b>STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Attempt definition of terms.</li> <li>2. Identify diseases associated with barbering and their causes.</li> <li>3. Copy notes on board.</li> <li>4. Carry out simple sterilization of barbering tools.</li> <li>5. Practice dismantling and assembling of clippers and shaving sticks.</li> <li>6. Practice barbering on a volunteer.</li> </ol> <p><b>INSTRUCTIONAL RESOURCES:</b> Charts, pictures, magazines, video clips, apron, generator set, clipper, mirror, sterilizer.</p>	
<p>9.</p>	<p><b>SHAMPOOS AND HAIR CONDITIONERS</b> Shampoo/conditioners Reasons for hair shampooing, conditioning Techniques for hair shampooing and conditioning.</p>	<p><b>TEACHER:</b></p> <ol style="list-style-type: none"> <li>1. Explains the meaning of hair shampoos and conditioners</li> <li>2. Lists types of shampoos and conditioners</li> <li>3. Explains the functions of the different types of shampoos and conditioners</li> <li>4. Displays samples of shampoos and conditioners</li> <li>5. Demonstrates how shampooing and conditioning is carried out on a client.</li> </ol> <p><b>STUDENTS:</b></p>

		<ol style="list-style-type: none"> <li>1. Classify shampoos and conditioners under different hair problems.</li> <li>2. copy notes on board</li> <li>3. Practice techniques of shampooing and conditioning on a client</li> <li>4. Read manufacturer's instruction on shampoos and conditioners</li> <li>5. Visit beauty shop and and salon for a wide range of products.</li> </ol> <p><b>INSTRUCTIONAL RESOURCES:</b> Sample of soft water, warm water, lukewarm water, shampoos, conditioners</p>
10	<p><b>NAILS</b> Manicuring and pedicuring Tools and equipments for manicuring and pedicuring Nail polish colours Practical manicure and pedicures Care of tools and equipments</p>	<p><b>TEACHER:</b></p> <ol style="list-style-type: none"> <li>1. Leads discussion on the meaning of manicuring and pedicuring</li> <li>2. Lists the content of manicure and pedicure kits on the board.</li> <li>3. Names other material tools and equipment used for manicure and pedicure.</li> <li>4. Selects nail extension and colour for usage in demonstrating the process of nail manicuring and pedicuring</li> <li>5. Explains and demonstrates the process of nail manicure</li> </ol> <p><b>STUDENTS</b></p> <ol style="list-style-type: none"> <li>1. Explain the terms (manicure, Pedicure )</li> <li>2. Identify tools and equipment for manicuring and pedicuring</li> <li>3. Select the right colour of nail polish to use.</li> <li>4. Practice nail manicuring and pedicuring</li> </ol> <p><b>INSTRUCTIONAL RESOURCES</b> Nail polish, manicure and pedicure set, emery board, buffer, nail polish remover.</p>
11	<p><b>OPENING A BEAUTY SALON</b></p> <ul style="list-style-type: none"> <li>- Salon</li> <li>- Conditions for establishing salon</li> <li>- Salon equipments</li> </ul>	<p><b>TEACHER</b></p> <ol style="list-style-type: none"> <li>1. Explains the term salon.</li> <li>2. Discusses the conditions necessary for establishing a salon</li> <li>3. States different rules, regulations governing the establishment of a salon.</li> </ol>

	<p><b>OPENING A BEAUTY SALON</b>  Rules, regulations and laws governing salon Business (registration of a member with a local hair dressers association, payment of business premises levy to government  - Media for advertising.</p>	<p>4. Draws samples of salon plan on the board indicating positions of equipment/tools  5. Lists equipment and materials for establishing a salon.  6. Lists and explain the different media for advertisement.  7. Takes students out on excursion to at least two salons in the area.</p> <p><b>STUDENTS</b>  1. Copy notes on board  2. Cut out from magazines articles on the establishment of a salon business  3. Write salon rules and regulations.  4. Suggest more media for advertisements.  5. Look for magazines showing different salon plan  6. Undertake excursion to various salons in the locality  7. List and classify heavy and light equipment observed.</p> <p><b>INSTRUCTIONAL RESOURCES</b>  Charts/Pictures of salon equipment/tools  Charts and pictures showing different salon plan.</p>
13	<b>REVISION</b>	
14	<b>EXAMINATION</b>	

## DATA PROCESSING

### SS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>Indexes</b>  -index architecture  -types of indexes  -primary and secondary indexes  -indexes using composite search keys.</p>	<p>-Defines indexes  -explains index' architecture clustered and non – clustered  -lists and explains types of indexes e.g. pritmap, dense etc with their differences  -explains how data entries are organized in order to support efficient retrieval of data  -explains features of primary and secondary indexed  Students to listen and participate actively.</p>

		Instructional Resources: Computer sets, library card.
2	<b>Data Base Security</b> -introduction to db security -access control -methods of access control	-leads the students to define data security -leads the students to define access control. -lost and explains various ways of ensuring access control e.g. password security, authentication etc. students should listen and participate actively Instructional Resources: Computer sets, library cards.
3	<b>Data Base Security</b> -role of the database administrator in security -encryption	-State and explain the roles of database administrator in ensuring security e.g insuring password -leads the students to define encryption and decryption -state basic types of encryption (symmetric and public key encryption) students takes note on teachers explanation Instructional Resources: be the internet
4	<b>Crash Recovery</b> Introduction to arise Other recovery Relates date stricture Write ahead log protocol	Leads the student to define Crash recovery Exp lams the functions Uncle pass Explain arias notations E.g. log Seguin number(Isn) Page L.S.N prevlsn etc Explains other recovery Related structures such An data base back up and redo logs Defines write ahead Protocol Students to listen and participate Actively in class Instructional Resources: charts
5	<b>Parallel and Distributed Database</b> -architecture for parallel database -introduction to distributed database	Defines the terms, parallel and distributed databases Explains the architecture for parallel database (systems in parallel shared memory, shared dish etc. Students to listen and participate actively instructional resources chart

6	<b>Parallel and Distributed Databases</b> -Distributed DBMS architecture -Storing data in a distributed DBMS	-States the importance of distributed and parallel DBMS architecture -List distributed DBMS architecture e.g storage devices multiple computers etc Students to listen and participate actively instructional resources chart
7	<b>Networking</b> -Meaning of networking	-Leads the students to define a computer network, internet and intranet -Lists and explains terminologies network modes, topology
8	<b>Networking</b> -Networking topologies	-Leads the students to define network topology -shows illustrations of the different types of topology e.g. bus, starring, mesh, tree, line etc -students should show these topologies using printed components in groups Instructional resources pictures of computer in a network.
9	<b>Networking</b> Types of networking	-Lists and explain the different types of networks – LAN, WLAN, WAN, MAN, SAN, CAN, PAN, and DAN with examples students should listen and make notes Instructional resources pictures of computers in a network
10	<b>Computer Virus</b> -Meaning of computer virus -Examples of virus -Sources -Virus warning signs -Virus detection and prevention	-Leads the students to define computer virus -Give examples of virus (Trojan) -state how they are contacted(internet programs infected flash etc) -leads the students to identify warning signs of computer virus -guide the students to identify anti – virus software (AVAS, AVG, MIFEC etc. Instructional resources pictures of anti virus packages computer system with anti – virus software installed .
11	<b>Maintenance of Computer II</b> -Details of Hardware maintenance	-Explains the process of maintaining computer hardware in detail students to copy board summary in the note books Instructional resources computers scraps in the lab.
12	<b>Maintenance of computer II</b> -details of software maintenance	-guides students on the procedure for software maintenance in details -students should be allowed to format system and install software's .

		Instructional resources software and hardware computers
13	<b>REVISION</b>	
14	<b>EXAMINATION</b>	

## DATA PROCESSING

### SS 3 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Career Options in It</b> data processing professions in computer	lead students to some computer profession e.g: application analyst Business analyst Data Base administrator Certified Software Manager etc identify computer professions functions Instruction Resource: Charts
2	<b>Career Options in Data Processing</b> qualities of a good professional	leads students and guides them to identify the the qualities of a good professional e.g. responsive knowledgeable, trustworthiness etc
3	<b>career options in it data processing</b>	Enumerates professional computer bodies in Nigerian e.g. computer professionals of Nigeria Nigeria Information Technology Development Agency Nigeria Internet Registration Association etc.

## DYING AND BLEACHING

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>BATIK (WAX RESIST)- BATIK AND RESIST.</b>	The teacher explains the meaning of batik and resist. The students listen and participate.

2	<p><b>TYPES OF BATIK DYEING AND RESIST.</b></p> <p>Different procedures of methods of wax resist by splashing with brown or foam.</p>	<p>The teacher explains types of batik dyeing and resist, and also explains the procedures/methods of wax resist. Students observe the demonstration.</p>
3	<p><b>EQUIPMENTS, MATERIALS, TOOLS, FOR WAX RESIST, E.G FABRIC WAX RESIST.</b></p> <p>Assorted dye stuff and gloves (rubber), containers for melting wax, bowls, brooms, T-jarting, iron or hot water, mallet, etc.</p>	<p>The teacher displays the tools, and materials used in the candle wax resist.</p>
4	<p><b>DEMONSTRATION WITH SPLASHING TECHNIQUES</b></p>	<p>Guide the students to produce 2/3 yards of fabric card. Create splashing effect.</p>
5	<p><b>BATIK (STARCH RESIST)-</b></p> <p>Meaning of starch materials, and tools for starch resist technique.</p>	<p>The teacher explains the meaning and source of starch in batik resist method, and also demonstrates the processes of preparing starch. The students listen and also observe the process or method of starch resist technique.</p>
6	<p><b>DIFFERENT PROCESSES OF STARCH RESIST, E.G STENCILING, FREE HAND DRAWING, SCREENING, STAMPING</b></p>	<p>The teacher displays tools and materials like fabrics, assorted dye stuff, gloves, containers, alum etc. equipments used in creating starch resist. The students observe the materials and tools displayed.</p>
7	<p><b>BATIC (STARCH)</b></p> <p>Practical- demonstration with emphasis on starch technique.</p>	<p>The teacher demonstrates the starch resist method. The students presents a suitable design for starch resist and transfer the design on fabric and display.</p>
8	<p><b>PRINTING-;</b></p> <p>Printing and printing techniques, e.g. relief processes, intaglio</p>	<p>The teacher explains the meaning of printing and demonstrates different techniques of printing.</p>

	process, planographic process, and silk screen.	
9	<b>PRINTING CONT-;</b> Tools, materials and equipments for printing.	The teacher displays different types of tools or equipments used in printing, e.g. printing table, frame, mesh, squeege, textile work, turpentine, lacques/vanish, rubber gloves. The students observe and handle material , tools or equipments, and ask questions.
10	<b>PRINTING-;</b> Procedures for silk screen printing, e.g mesh, construction of mesh, fixing of mesh, creating of design/pattern, method of transfer unto the mesh, printing, dyeing, fixing.	The teacher discusses the procedures for silk screen printing/ frame container. The students listen attentively.
11	<b>USES OF SCREEN PRINTING FABRICS, E.G BED, SPREADS/PILLOW, TABLE LAMPCOVER, BAGS, TOPS, BOUBON ETC.</b>	The teacher explains the uses of screen printing materials. The students listen and ask questions. The students demonstrate printing on fabric. The teacher guides them.
13	<b>REVISION</b>	
14	<b>EXAMINATION</b>	

## DYING AND BLEACHING

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TIE &amp; DYE AND PRINTING.</b> Teams associated with tie-dye and printing. Tie/dye, printing, fixing, chemicals, T-jarting, squeegee, mesh, pattern, wax, etc	The teacher explains terms associated with tie/dye and printing. Students listen and participate.

2	<b>TIE/DYE AND PRINTING METHOD OF DYEING</b>	The teacher demonstrates the method of dyeing, and the materials, e.g fabric, dye stuff, costic soda, hydro-sulphate, rafia rope, plastic bowl/ container, printing table. The students listen attentively.
3	<b>TIE/DYE (PRACTICAL</b>	The students transfer on mesh, and at the end, display the work.

### **ELECTRICAL INSTALLATION AND MAINTENANCE WORK**

#### **SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>FIRST AID FOR ELECTRICAL ACCIDENTS</b> <ul style="list-style-type: none"> <li>- First aid box</li> <li>- First treatment for electrical accident</li> <li>- Maintain accident record</li> </ul>	Teacher: Explain and display contents of the first box. Demonstrate treatment for cuts, burns, electrical shock. Explain steps. Demonstrate systematic application of mouth to mouth. Explain accident book. Students: observe, touch and ask questions. Observe posters on first aid. Instructional materials: first aid box
2	<b>STATUTORY REGULATION</b> <ul style="list-style-type: none"> <li>- Statutory regulations</li> <li>- Use of conductors</li> <li>- Soldering of terminals</li> <li>- Handling of conductors</li> </ul>	Teacher: explain and list the various statutory regulations. Emphasize the importance of compliance. Differentiate between IEE and other statutory regulations. Students: list the various regulations. Observe the available copies. Instructional material: copies of regulations
3	<b>DATA COMMUNICATION AND CABLING METHODS</b> <ul style="list-style-type: none"> <li>- Types of data communication cables</li> <li>- Uses of data communication</li> </ul>	Teacher: explain different types of data. State the uses of each. Students: observe posters and charts on data. Instructional materials: posters, charts and soft ware.
4	<b>TOOLS AND EQUIPMENT FOR WINDING JOBS</b> <ul style="list-style-type: none"> <li>- Tools and equipment e.g. hammers, screw driver</li> <li>- Selection of tools and equipment</li> </ul>	Teacher: explain various tools. Select appropriate tools for winding jobs. Emphasize necessary precaution Students: observe various tools. Observe necessary precautions Instructional material: tools, hammer

5	<b>CELL</b> <ul style="list-style-type: none"> <li>- Types of cell; primary and secondary cells.</li> <li>- Working principles of primary and secondary cells</li> <li>- Construction of a simple cell.</li> </ul>	<p>Teacher: draw cell and identify the parts. Explain working principles. Demonstrate the construction of cell.</p> <p>Students: sketch a cell and label. Construct a simple cell.</p> <p>Instructional material; Primary and secondary cell, charts and posters.</p>
6	<b>AC AND DC MACHINES</b> <ul style="list-style-type: none"> <li>- Operation of AC and DC motor</li> <li>- Operation of DC and AC generator</li> <li>- Constructional features.</li> <li>- Difference between AC &amp; DC motor.</li> <li>- AC &amp;DC generator</li> </ul>	<p>Teacher: explain the constructional features. Explain types of AC &amp;DC generator, A.C &amp;D.C motors. Differentiate between D.C and AC motors.</p> <p>Students: sketch AC and DC motors.</p> <p>Instructional materials: AC motor, DC motor, AC generator, DC generator.</p>
7	<b>INSTALLATION OF MACHINE</b> <ul style="list-style-type: none"> <li>- Types of enclosures</li> <li>- Suitable starter</li> <li>- Installation of A.C and D.C machine</li> <li>- Mounting machine and equipment</li> </ul>	<p>Teacher: explain different types of enclosures. Explain various connections and operational principle of starter. Demonstrate actual installation. Test for correct rotation.</p> <p>Students: observe different types of enclosure. Carry out various corrections on the starter. Test for correct rotation</p> <p>Instructional materials: starters, posters.</p>
8	<b>WINDING DRAWING</b> <ul style="list-style-type: none"> <li>- Draw and interpret simple wave and Lap</li> <li>- Application of wave</li> <li>- Determination of coil</li> </ul>	<p>Teacher: draw and interpret simple wave and lap winding.</p> <p>Students: draw lap and wave. Observe position of coil end.</p> <p>Instructional material: copper coil, starter, etc</p>
9	<b>REWINDING OF ELECTRIC MOTOR</b> <ul style="list-style-type: none"> <li>- Size of conductors and types of insulating methods.</li> <li>- Construction of winding formers.</li> <li>- Connection f winding coil.</li> <li>- Continuity and earthing test</li> </ul>	<p>Teacher: Describe sizes of conductors. Sketch and explain. Carry out test on continuity and earthing. Demonstrate how to fix winding coil.</p> <p>Students: sketch winding former. Fix winding. Test for continuity and earthing. Test the completed work.</p> <p>Instructional material: formers, coils, copper, wire, vanish insulator.</p>
10	<b>ARMATURE COMMUTATOR AND SLIP RINGS</b> <ul style="list-style-type: none"> <li>- Skimming of armature, slip ring</li> </ul>	<p>Teacher: explain and demonstrate. Describe the process. Determine commutator effectiveness.</p>

	<ul style="list-style-type: none"> <li>- Under cutting of commutator</li> <li>- Effectiveness of a commutator</li> </ul>	<p>Students: observe how to skim, under cut commutator.</p> <p>Instructional material: armature slip ring, charts and soft ware.</p>
11	<p><b>ENTREPRENEURSHIP IN ELECTRICAL INSTALLATION</b></p> <ul style="list-style-type: none"> <li>- Merchandising of electrical goods. Borrowing of fund. Management of business. Proposal writing. Budgeting</li> </ul>	<p>Teacher: Explain the act of buying and selling. Explain sources and sourcing fund. Explain and discuss proposal writing and budgeting.</p> <p>Students: Group themselves and write proposal. Execute the proposal.</p> <p>Instructional material: visit to electrical installation shops.</p>
12	REVISION	
13-14	EXAMINATION	

## ELECTRICAL INSTALLATION AND MAINTENANCE WORK

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>MAINTENANCE OF ELECTRICAL EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>- Types of maintenance procedure.</li> <li>- Lubricants</li> <li>- Machine maintenance and testing</li> <li>- Constructional features.</li> </ul>	<p>Teacher: explain types. Discuss lubricants. Carry out actual machine maintenance. Identify correct tools. Draw and label.</p> <p>Students: sketch tools and equipment. Observe systematic procedure. Draw and label.</p> <p>Instructional materials: lubricant, tools</p>
2	<p><b>REPAIR OF ELECTRICAL MACHINE &amp; EQUIPMENT AND INSTALLATION</b></p> <ul style="list-style-type: none"> <li>- Causes of break down.</li> <li>- Identification of faults</li> <li>- Trouble shooting</li> <li>- Performance test of machine</li> </ul>	<p>Teacher: Explain causes of breakdown. Explain faults in electrical equipment. Discuss trouble shooting.</p> <p>Students: inspect and interpret. Observe faulty equipment. Trace faults in equipment. Test for good performance.</p> <p>Instructional material: circuit diagram.</p>
3	<p><b>FINAL INSPECTION AND TESTING OF MACHINE</b></p> <p>Dismantling of Machine</p> <ul style="list-style-type: none"> <li>- Inspection of the bearing and other parts</li> <li>- Systematic assembling of machine.</li> <li>- Identification of parts</li> </ul>	<p>Teacher: Dictate and explain bad bearing and other parts. Use megger bridge megger to test. Explain the procedure for dismantling.</p> <p>Students: observe machine being dismantled.</p> <p>Instructional materials: machine extractor, posters, charts.</p>

	<ul style="list-style-type: none"> <li>- Dismantling of machine</li> <li>- Front and back shield</li> <li>- Method of collecting and recording date</li> </ul>	
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## FISHERIES

### SS 3 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>Materials and methods of harvesting fish</b>	Various types of gears: <ul style="list-style-type: none"> <li>- Traps</li> <li>- Hooks and line</li> <li>- Cast nets</li> <li>- Gill nets</li> <li>- Drag nets</li> <li>- Scoop nets</li> <li>- Traw nets</li> <li>- Practical</li> </ul>	Present materials to students
2	"	1. Various fishing crafts: <ul style="list-style-type: none"> <li>- Dug-out canoe</li> <li>- Wooden/flat botton canoe</li> <li>- Motorized canoe</li> <li>- Dingy</li> <li>- Trawlers</li> </ul> 2. Methods of harvesting fish <ul style="list-style-type: none"> <li>- Hooks and line</li> <li>- Netting</li> <li>- Pond draining</li> <li>- Impailing-spearing</li> <li>- Electrofishing</li> <li>- Ultrasonic</li> <li>- Trawling</li> <li>- Pond draining – using scoop net</li> <li>- Practical</li> </ul>	Demonstrate the use of various gears and crafts
3	<b>Same topic</b>	Construction and mending of the gears <ul style="list-style-type: none"> <li>- Practical</li> </ul>	Demonstration of the processing methods
4	<b>Post harvesting process</b>	1. Processing: <ul style="list-style-type: none"> <li>- De-gutting</li> <li>- De-gilling</li> </ul>	Guide the students to identify various

		<ul style="list-style-type: none"> <li>- De-scaling (for fish with scale)</li> <li>- De capitation (in case of large fish)</li> <li>- Washing</li> </ul> <p>2. Materials for processing</p> <ul style="list-style-type: none"> <li>- Knife, basin, tables, cutting slabs, etc</li> <li>- Practical</li> </ul>	materials in processing, preservation and packaging
5	<b>Same topic</b>	<p>Methods of preservation:</p> <ul style="list-style-type: none"> <li>- Sundrying</li> <li>- Wet-smoking</li> <li>- Dry smoking</li> <li>- Frying</li> <li>- Freezing</li> <li>- Filleting</li> <li>- Canning</li> <li>- Salting(brining)</li> </ul> <p>Practical</p>	Practice post harvesting process
6	„ <b>cont.</b>	<p>Packaging materials</p> <ul style="list-style-type: none"> <li>- Nylon, cardboard box, baskets</li> </ul> <p>Practical</p>	Students should give their own examples
7	„ <b>cont</b>	<p>Primary and Secondary markets</p> <ul style="list-style-type: none"> <li>- Fish mongers</li> <li>- Bars/restaurant</li> <li>- Super markets</li> <li>- Hotels</li> </ul>	Identify other markets
8	<b>Brood Stock Selection and Handling</b>	<ol style="list-style-type: none"> <li>1. Different between male and female sexually matured fish using sex organs.</li> <li>2. Striping them to know the stages of sex gemmates (eggs and milt)</li> <li>3. Qualities of good breed: <ul style="list-style-type: none"> <li>- Hardy/active</li> <li>- Have matured gemmated</li> <li>- Fairly big size</li> </ul> </li> <li>4. Broad stock handling: <ul style="list-style-type: none"> <li>- Ensure that transportation takes place in the morning or late in the evening</li> <li>- Allow a short period time (48 hours to one week) in a breeding compartment,</li> <li>- Ensure careful handling of the breeders to avoid stress.</li> </ul> </li> </ol>	guide to students in the breed stock selection and handling

9	<b>Artificial Breeding</b>	Meaning to manipulate the sexually matured fish to spawn or reproduce. - Processes involved	Demonstrate the striping of male and female fish
10	“ <b>cont</b>	Processes involved	Demonstrate the process involved.
11	”	Importance of artificial breeding - To obtain fish seed - To obtain large quality of seed fish - To obtain high quality hybrids - To make fingerlings readily available	Ask and answer questions
12-13	<b>Revision/Examination</b>	Revisions/Examinations	Revision/Examinations

## FISHERIES

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Artificial Breeding</b> Cont.	Various steps involved: - Brood stock selection - Conditioning of brood stock - Inducement of brood stock - Stripping the brood stock - Fertilization (Mixing the milt and egg) - Incubating the fertilized egg in an aquarium or hatch- e.g tank/troughs etc <b>Activities:</b> Demonstrate the various steps in artificial breeding
2	<b>Managing and Nursing Fish seed</b>	The Nursing Processes - Aeration; - Feeding with natural food organism (planktons) after four days. - Introduction of artificial feeds (powdered feeds after one week) <b>Activities:</b> Demonstrate the various processes in nursing fish seed
3	“ <b>cont.</b>	Management Processes - Separating dead/unfertilized eggs from the hatchlings - Monitoring water quality (especially the dissolved oxygen Do, temperature etc)

		<ul style="list-style-type: none"> <li>- Transferring out doors to nursery tanks/ponds after 21 days</li> <li>- Sorting the shooters/jumps from the stunts</li> <li>- Rear or raise the jumpers separate from the stunts.</li> </ul> <p><b>Activities</b> Demonstrate the management processes</p>
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## GARMENT MAKING

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>ADAPTATION OF JUMPERS FROM SHIRT PATTERN</b></p> <ul style="list-style-type: none"> <li>- Description of jumper</li> <li>- Sketching o jumper style.</li> <li>- Tracing out shirt patterns unto new brown paper.</li> <li>- Incorporation of style features at the front e.g princess line and facings for Button and button hole using slashing and spreading techniques.</li> <li>- Transfer of the adapted jumper patterns.</li> </ul>	<p>Demonstrate the adaptation of gown and jumper patterns, supervise students practice.</p> <p>Resources; blouse pattern, shirt patterns, sleeve block, brown paper, pencils, pins, cello-tape, paper, scissors, ruler, curves etc</p>
2	<p><b>CONSTRUCTION OF A BABY DRESS WITH FREE HAND CUTTING.</b></p> <ul style="list-style-type: none"> <li>-Sketching of the desired style</li> <li>-Taking body measurements</li> <li>-Cutting out the front and back upper Section</li> <li>-cutting out the front and back skirt</li> <li>-Cutting out the sleeves and facings.</li> </ul>	<p>Demonstrate cutting with free hand.</p> <p>Resources; fabric and sewing tools.</p>

3	<p><b>MAKING UP THE BODY DRESS</b></p> <ul style="list-style-type: none"> <li>- Joining the front and back upper section of the shoulders.</li> <li>- Fix the collar facing to the joined upper section. Work on the opening.</li> <li>- Joining the gathered front skirt to the front upper section.</li> <li>- Joining the gathered back skirt to the upper section.</li> <li>- Joining the side seams and attaching the sleeve.</li> </ul>	<p>Demonstrate processes of stitching up garments.</p> <p>Resources; sewing tools, and equipments.</p>
4	<p><b>PRACTICAL CONSTRUCTION OF SKIRTS/TROUSERS</b></p> <ul style="list-style-type: none"> <li>- Preparation of fabric for sewing e.g removing creases</li> <li>- Graining and folding of fabrics</li> <li>- Laying of skirts patterns</li> <li>- Cutting out</li> <li>- Tacking joining pattern pieces together for fitting and correction.</li> <li>- Joining of pattern pieces using flat method processes.</li> </ul>	<p>Demonstrate the unit method of making trouser.</p> <p>Resources; pattern of skirt/trouser.</p>
5	<p><b>CONSTRUCTION OF SKIRT/ TROUSER (CONT)</b></p> <ul style="list-style-type: none"> <li>- Permanent sewing of the skirt along the seam lines</li> <li>- Attachment of waist band</li> <li>- Finishing the hem with machine stitches</li> <li>- Pressing and packaging.</li> </ul>	<p>Demonstrate the unit method of making skirt.</p> <p>Resources; pattern of skirt, garment fabric, sewing tools.</p>
6	<p><b>PRICE FIXING ON ARTICLES MADE</b></p> <ul style="list-style-type: none"> <li>- Factors to be considered when fixing price cost of material. Use e.g fabric, sewing accessories, sewing machine.</li> <li>- Quantifying energy input e.g human, electrical and other facilities in the workshop.</li> <li>- Input of rental rate for the shop</li> </ul>	<p>Determination of profit margin. Factor to be considered in fixing prices.</p> <p>Resources; chart showing factor to be considered in determining prices, supervises students' practice.</p>

	<ul style="list-style-type: none"> <li>- Calculation of profit margin minimum of 20%</li> <li>- Determination and fixing of price.</li> </ul>	Resources; garment fabric, sewing tools and equipments.
7	<p><b>CONSTRUCTION OF GOWN</b></p> <ul style="list-style-type: none"> <li>- Preparation of fabric and graining</li> <li>- Folding and laying of patterns.</li> <li>- Cutting out</li> <li>- Joining with loose stitches using circular method.</li> </ul>	<p>Supervise students' practice.</p> <p>Resources; garment fabric, sewing tools and equipments.</p>
8	<p><b>MAKING OF GOWN</b></p> <ul style="list-style-type: none"> <li>- Fitting for correction and adjustment</li> <li>- Permanent sewing of the gown</li> <li>- Finishing the hem and other edges as desired</li> <li>- Fixing of price and packaging.</li> </ul>	<p>Encourage students further to develop passion for garment making.</p> <p>Resources; sewing tools, and equipments.</p>
9	<p><b>GARMENT MAKING BUSINESS</b></p> <p>Basic requirement for the business e.g space, sewing tools, and equipments</p> <ul style="list-style-type: none"> <li>- Skilled personnel</li> <li>- Estimating the cost of each basic requirement.</li> </ul>	<p>Organize field trip to garment making outfits to ascertain the basic requirement.</p> <p>Resources; basic sewing tools.</p>
10	<p><b>FINANCING A BUSINESS</b></p> <ul style="list-style-type: none"> <li>- Meaning of finance</li> <li>- Meaning of financing a business</li> <li>- Sources of financing a small business.</li> <li>- Finance management factors to consider in managing finance.</li> </ul>	<p>Sources of financing a business, finance management.</p> <p>Resources; chart illustrating the sources of financing a small business.</p>
11	<p><b>FACTORS AFFECTING SMALL BUSINESS</b></p> <p>Factors that contribute to the success of small business.</p>	<p>Discussion on determination of profit.</p> <p>Resources; charts showing factors to consider in determining prices.</p>
12	<p><b>FIELD TRIP</b></p> <p>Sewing institutins</p>	Organize field trip to garment making outfits to ascertain the basic requirement among other things.

		Resources; basic sewing tools and equipments, catalogues, charts etc
13	<b>EXAMINATION</b>	

## GARMENT MAKING

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>CUSTOMER RELATIONSHIP</b> <ul style="list-style-type: none"> <li>- Factors for enhancing good relationship with customer.</li> <li>- Customer credit needs</li> <li>- Strategies for handling customer credit needs.</li> </ul>	Tips for maintaining good customer relationship.  Resources; chart showing customering garment shop.
2	<b>PROMOTING BUSINESS</b> <ul style="list-style-type: none"> <li>- Meaning of business promotion</li> <li>- Types of promotional activities</li> <li>- Importance of business promotion.</li> </ul>	Guide discussion on business promotion.  Resources; prepare simple advertisement.
3	<b>RECORD KEEPING</b> <ul style="list-style-type: none"> <li>- Meaning/concept of record keeping.</li> <li>- Types of record necessary for small business.</li> <li>- Materials for record keeping.</li> <li>- Importance of record keeping.</li> <li>- Tips for adequate record keeping.</li> </ul>	Demonstrate how to keep records, using note books, cash books etc  Resources; chart illustrating tips for accurate record keeping.

## MACHINE WOOD WORK

### SS 3 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>Safety rules in the operation of</b> <ol style="list-style-type: none"> <li>1. Band saw</li> <li>2. Tenon saw</li> <li>3. Mortise saw</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and demonstrate safety rules in the use of band saw, tenon and mortise saw</li> </ol>

		<ol style="list-style-type: none"> <li>2. Observe the teachers demonstrations</li> <li>3. Safety posters, machines</li> </ol>
2	<b>Safety rules in the operation of:</b> <ol style="list-style-type: none"> <li>1. router</li> <li>2. moulel er</li> <li>3. lathe</li> </ol>	<ol style="list-style-type: none"> <li>1. supervises students activities</li> <li>2. practices operations on the machines</li> <li>3. safety devices</li> </ol>
3	<b>Wood machines:</b> Parts and uses of mortise	<ol style="list-style-type: none"> <li>1. show and name parts of mortise</li> <li>2. identify and name parts of the mortise</li> <li>3. mortise machine.</li> </ol>
4	<b>Wood work machine</b> Parts and uses of router and spinde machine	<ol style="list-style-type: none"> <li>1. Describe the uses of the machine and their parts.</li> <li>2. Participate actively in class discussion</li> <li>3. Machines.</li> </ol>
5	<b>Wood work machines:</b> Parts and uses of the mouler and lathe machine	<ol style="list-style-type: none"> <li>1. Give practical exercise on the machines</li> <li>2. Carry out maintenance on the machines</li> <li>3. Machines</li> </ol>
6	<b>Maintenance of the machines</b>	<ol style="list-style-type: none"> <li>1. Clean and lubricate the machine parts</li> <li>2. Participate actively in the cleaning and lubricating</li> <li>3. Grease and brush</li> </ol>
7	<b>Wood machining:</b> Machine operations <ol style="list-style-type: none"> <li>1. Curve cutting</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate machine operation</li> <li>2. Observe the teacher's demonstrations</li> <li>3. Machine and timber</li> </ol>
8	<b>Wood marching:</b> Machine operation of tenoning	<ol style="list-style-type: none"> <li>1. Demonstrate and supervises students' activities</li> <li>2. Carry out machine operations</li> <li>3. Safety devices</li> </ol>
9	<b>Wood machining</b> Machine operation of mortising	<ol style="list-style-type: none"> <li>1. Demonstrate the practical aspect of the machining mortise</li> <li>2. Carry out machine operation</li> </ol>
10	<b>Wood machining</b> Machining operation of shaping	<ol style="list-style-type: none"> <li>1. Demonstrate and supervise students activities</li> <li>2. Carry out machine operation</li> <li>3. Machines timber and devices</li> </ol>
11	<b>Wood machining:</b> Machining operations of turning	<ol style="list-style-type: none"> <li>1. Demonstrate and supervises students activities</li> </ol>

		2. Carry out machine operations 3. Machines
12	<b>Wood machining:</b> Machining operation of moulding and mitre cutting	1. Demonstrate the use of machining moulding and metre cutting. 2. Observed and carryout machine operations 3. Machines, timber and devices.
13	<b>Revision</b>	<b>Revision</b>
14	<b>Examination</b>	<b>Examination</b>

## MACHINE WOOD WORK

### SS 3 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Business opportunities in wood machining</b>	1. Organizes field trip for students to machine shops and saw mill 2. Arrange a talk by distinguished machine operators 3. Officials of small and medium scale 4. Finance institution
2	<b>Fund sourcing</b>	1. Guide students to identify possible source of funds 2. Personal savings 3. Bank loans 4. Co-operative association
3	<b>Operating and managing wood machine shop</b>	1. Guide students in setting up and managing machine shop
4	<b>Examination</b>	2.

## MARKETING

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Planning for a Personal Marketing outlet</b> - Sources of fund - Identify a good market location	<b>The teacher</b> explains sources of funds for marketing outlets. The teacher explains methods of identifying good marketing locations. The students participates in discussion <b>Instructional Materials</b> Diagrams, Charts

2	<p><b>Planning for a personal marketing outlet</b></p> <ul style="list-style-type: none"> <li>- Setting up and operating a marketing outlet</li> </ul>	<p><b>The teacher</b> organizes a seminar on setting up a personal marketing outlet</p> <p><b>Instructional Materials</b> Resource persons</p>
3	<p><b>Purchase, supply and merchandizing of goods and services</b></p> <ul style="list-style-type: none"> <li>- Purchase and supply of goods and services.</li> </ul>	<p><b>The teacher</b> explains the process of purchasing and supplying of goods and services.</p> <p><b>The students</b> listen and participates in discussion</p> <p><b>Instructional Materials</b> Consumer goods</p>
4	<p><b>Purchase, supply and merchandizing of goods and services</b></p> <ul style="list-style-type: none"> <li>- Selling and bargaining skills</li> </ul>	<p><b>The teacher</b> discusses the methods of pricing.</p> <p><b>The Students</b> demonstrate advertising skills</p> <p><b>Instructional Materials</b> Organizational goods of various types.</p>
5	<p><b>Purchase, supply and merchandizing of goods and services</b></p> <ul style="list-style-type: none"> <li>- Fund management.</li> </ul>	<p><b>The teacher</b> explains how to manage funds appropriately.</p> <p><b>The students</b> participates in discussion</p> <p><b>Instructional Materials</b> Charts</p>
6	<p><b>Marketing mix (4 ps)</b></p> <ul style="list-style-type: none"> <li>- Explanation of marketing mix(4Ps)</li> <li>- Product and price</li> </ul>	<p><b>The teacher</b> explains marketing mix and explains product and price</p> <p><b>The students</b> participate in the discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Products of different kinds</li> <li>- Charts</li> </ul>
7	<p><b>Marketing Mix (4Ps) Cont.</b></p> <ul style="list-style-type: none"> <li>- Explanation of promotion and place</li> </ul>	<p><b>The teacher</b> explains promotion and place extensively.</p> <p><b>The students</b> participate in discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Market/shops</li> <li>- Radio advert</li> <li>- Pictures</li> </ul>
8	<p><b>Distribution (types and functions)</b></p> <ul style="list-style-type: none"> <li>- Distribution – Meaning</li> <li>- Types of distribution</li> </ul>	<p><b>The teacher</b> defines distribution and explains the types of distributions</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Charts</li> <li>- Magazines</li> </ul>

		- Pictures
9	<b>Distribution Cont.</b> - Channels of distribution	<b>The teacher</b> guides students to discuss the channels of distribution and to identify <b>The students</b> asks questions <b>Instructional Materials</b> - Magazines, pictures, charts
10	<b>Merchandising</b> - Merchandising – Meaning - Features of merchandising	<b>The teacher</b> demonstrates packaging, branding and labeling of products. <b>The students</b> observe teachers demonstration <b>Instructional Materials</b> - Handbills, flyers, Magazines
11	<b>Elements of marketing</b> - Marketing –Meaning - Differences between marketing and selling.	<b>The teacher</b> explains marketing, explains differences between marketing and selling. <b>The students</b> participate in discussion. <b>Instructional Materials</b> - Productions, demonstrations, chart.
12	<b>Revision</b>	
13	<b>Examination</b>	

## MARKETING

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Marketing Concepts</b> - Meaning of marketing concept - Concepts under which organization conducts marketing activities - The production concept - The product concept - The selling concepts - Marketing concept.	<b>The teacher</b> discusses the various marketing concepts <b>The students</b> listen to the explanations <b>Instructional Materials</b> - Charts, products
2	<b>Marketing Concept (cont.)</b> - The societal marketing concept - The consumer orientation	<b>The teacher</b> explains the various marketing concepts <b>The students</b> ask questions <b>Instructional Materials</b> - Chart, products

	<ul style="list-style-type: none"> <li>- Integrated organizational efforts</li> <li>- Profit orientation</li> </ul>	
3	<b>Business management</b> <ul style="list-style-type: none"> <li>- Meaning of business management</li> <li>- Business resources</li> <li>- Man</li> <li>- Money</li> <li>- Materials</li> <li>- Machines</li> <li>- Opportunities</li> <li>- Business Objectives</li> </ul>	<b>The teacher</b> explains meaning of business management. The teacher explains business resources and business objectives <b>Instructional Materials</b> Charts, diagrams, calendars, materials of different kinds, machines
4	Revision and Examination	

**PHOTOGRAPHY  
SS 3 FIRST TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Revision (Contemporary Nigeria Photographers)</b>	
2	<u><b>Digital Photography</b></u> Input devices: a. Scanner b. digital camera Compact disc Flash drive Zip	Operate the computer by uploading digital images from the input devices.
3	<b>Practical work on uses of input devices</b>	Operate the computer by uploading digital images from the input devices
4	<b>Practical work on uses of input devices.</b>	Operate the computer by uploading digital
5	<u><b>Output methods in digital photography</b></u> Output method: Printer Internet Computer monitor	Print out photographs using the printer
6	<b>Practical work on uses of output methods in digital photography</b>	Print out photographs using the printer
7	<b>Practical work on uses of output methods in digital photography</b>	Print out photographs using the printer
8	<b>Darkroom Printing Technique</b>	Student:

	Creative Printing: Stenciling Contact Printing	Produce Creative Photographs by using selected creative technique
9	<b><u>Darkroom Printing Technique</u></b> Creative Printing: Masking Photogram	Students: Produce creativity photographs by using selected creative techniques
10	<b>Practical Work on Darkroom Printing Technique</b>	Observe different printing Technique
11	<b>Revision</b>	
12	<b>Examination</b>	
13	<b>examination</b>	

**PHOTOGRAPHY**  
**SS 3 SECOND TERM**

<b>WEEKS</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	Revision (Digital Photography)	
2	Excursion to a photographic colour laboratory	Ask relevant questions on the practice of photography
3	Project	Print out photographs using the printer
4	Exhibition	Mount and frame selected photographs Exhibit selected photographs based on different display techniques
5	Revision	

**SALESMANSHIP**

**SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>BASIC CONCEPT AND DOCUMENTS USED IN EXPORT AND IMPORT TRADE</b></p> <ul style="list-style-type: none"> <li>- Meaning of basic concept of trade</li> <li>- Documents used in trade</li> <li>- Meaning of terms of trade</li> <li>- Favourable and unfavourable balance of trade.</li> </ul>	<p>Teacher discuss on terms of trade, explain favourable and unfavourable balance of trade.</p> <p>Students list documents used in import and export trade, participate in class discussion.</p>
2	<p><b>BASIC CONCEPT DOCUMENT USED IN EXPORT AND IMPORT</b></p> <ul style="list-style-type: none"> <li>- Terms of payment</li> <li>- Balance of payment</li> <li>- Favourable and unfavourable balance of payment.</li> <li>- Differentiate between balance of trade and balance of payment.</li> </ul>	<p>Teacher explains favourable and unfavourable balance of payment, discuss on balance of payment.</p> <p>Students differentiate between balance of trade and balance of payment, copy board summary.</p>

3	<p><b>CONCEPT OF ENTREPRENEUR IN SALESMANSHIP</b></p> <ul style="list-style-type: none"> <li>- Meaning of entrepreneur</li> <li>- Meaning of entrepreneurship</li> <li>- Difference between entrepreneurship and entrepreneur.</li> <li>- Characteristics of the entrepreneur.</li> </ul>	<p>Teacher defines entrepreneur and entrepreneurship, discuss on the features of an entrepreneur.</p> <p>Students define entrepreneur and entrepreneurship, enumerate features of an entrepreneur.</p>
4	<p><b>CONCEPT OF ENTREPRENEUR IN SALESMANSHIP</b></p> <ul style="list-style-type: none"> <li>- Types of entrepreneur</li> <li>- Objectives of entrepreneur</li> <li>- Roles and qualities of a good entrepreneur.</li> </ul>	<p>Teacher discusses on objectives of an entrepreneur, state and explain the qualities of a good entrepreneur.</p> <p>Students explain roles and qualities of a good entrepreneur, participate in class by asking questions and copying board summary.</p>
5	<p><b>CONCEPTS OF ENTREPRENEUR IN SALESMANSHIP</b></p> <ul style="list-style-type: none"> <li>- Ways a salesman can be an entrepreneur</li> <li>- Problems of entrepreneur</li> <li>- Solution to identified problems.</li> </ul>	<p>Teacher explains the problems encountered in entrepreneur business.</p> <p>Students mention ways a salesperson can become an entrepreneur, identify problems and solutions encountered by an entrepreneur.</p>
6	<p><b>SOURCES OF FINANCE</b></p> <ul style="list-style-type: none"> <li>- Define entrepreneurship</li> <li>- Sources of finance for entrepreneur</li> <li>- Roles of micro finance organizations.</li> </ul>	<p>Explain major sources of finance for an entrepreneur.</p> <p>Students participate in class discussion, enumerate sources of finance for an entrepreneur.</p>
7	<p><b>SOURCES OF FINANCE</b></p> <ul style="list-style-type: none"> <li>- Commercial banks</li> <li>- Functions of finance houses e.g cooperative societies, micro- finance organizations,</li> </ul>	<p>Teacher discusses functions of each of the finance houses.</p> <p>Students state functions of cooperative societies,</p>

	Nigerian export-import bank (NEXIM)	NEXIM.
<b>8</b>	<b>PUBLIC RELATIONS AND CUSTOMER SERVICES</b> <ul style="list-style-type: none"> <li>- Meaning of public relationship</li> <li>- Importance of public relationship</li> <li>- Media of public relations.</li> </ul>	<p>Teacher discusses importance of public relationship, forms of public relations.</p> <p>Students discuss in groups the benefits of a good public relations officer.</p>
<b>9</b>	<b>PUBLIC RELATIONS AND CUSTOMER SERVICES</b> <ul style="list-style-type: none"> <li>- Meaning of customer services.</li> <li>- Pre-sales services</li> <li>- After sales services</li> </ul>	<p>Teacher explains the meaning of the customer services, discusses on pre-sales services to the customer.</p> <p>Students form two groups, let each group discuss on pre-sale and another on sales services, give detail of effects on sales.</p>
<b>10</b>	<b>CONCEPTS OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Meaning of salesman</li> <li>- Salesman strategies.</li> <li>- Objectives of the salesman to; company, customer, environment.</li> <li>- Responsibilities of a salesman to customer, and public.</li> </ul>	<p>Teacher discusses on salesman strategies, enumerates salesman responsibilities to; customer, public, environment.</p> <p>Students participate in class activities, write short notes on the responsibilities of a salesman to his customer, environment, and his company.</p>
<b>11</b>	<b>REVISION</b>	
<b>12</b>	<b>EXAMINATION</b>	

## SALESMANSHIP

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	REVISION	
2	WASSCE PAST QUESTIONS	
3	NECO PAST QUESTIONS	
4	ERC MOCK	
5	WASSCE/SSCE QUESTIONS	

## TOURISM

### SS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>Developmental benefits of tourism</b></p> <p><b>a) Infrastructures.</b></p> <ul style="list-style-type: none"> <li>i. Road</li> <li>ii. Electricity</li> <li>iii. Health centre</li> <li>iv. Communication facilities</li> <li>v. Water supply</li> <li>vi. Schools</li> </ul>	<p><b>Teacher:</b> Explains developmental benefits of tourism to a nation Leads students to identify types of developmental benefits of tourism to a nation</p> <p><b>Student:</b> Note and write down the developmental benefits of tourism to a Nation</p> <p><b>Teaching and leaning materials:</b> Charts, brochure, pictures of wild animals in their natural inhabitants.</p>
2	<p><b>b) Superstructure</b></p> <ul style="list-style-type: none"> <li>i. Buildings</li> <li>ii. Sites</li> </ul> <p><b>c) Rural development</b></p> <ul style="list-style-type: none"> <li>i. Preserve nature</li> <li>ii. Use of land</li> <li>iii. Foster unity and integration.</li> </ul>	

3	<p><b>Tourism Marketing</b></p> <ul style="list-style-type: none"> <li>i. Meaning of tourism marketing</li> <li>ii. Tourism marketing strategies <ul style="list-style-type: none"> <li>1. Segmentation</li> <li>2. Mass marketing</li> <li>3. Niche marketing</li> </ul> </li> </ul>	<p><b>Teacher:</b> Explains tourism marketing Explain to students using brochures to indicate types of tourism marketing strategies. Explains and discuss various marketing tools by using sample of adverts indicating their various modes</p> <p><b>Students:</b> Note and write down tourism marketing, write down various tourism marketing strategies Write down and participate in the discussion of tourism of tourism Relate the various sample of adverts to the various marketing tools.</p> <p><b>Teaching and learning materials.</b> Magazines and journals, pictorials of tourism products, brochures, CDS, posters, stickers, post cards, branded T-shirts and face caps.</p>
4	<p><b>Marketing tools in tourism</b></p> <ul style="list-style-type: none"> <li>a) <b>Electronic media</b> <ul style="list-style-type: none"> <li>i. Television</li> <li>ii. Radio</li> </ul> </li> <li>b) <b>Print media</b> <ul style="list-style-type: none"> <li>i. Newspapers</li> <li>ii. Magazines</li> <li>iii. Journals</li> <li>iv. Publications</li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>c) <b>fair and exhibition</b> <ul style="list-style-type: none"> <li>i. local fair</li> <li>ii. international</li> </ul> </li> <li>d) <b>e- tourism</b> <ul style="list-style-type: none"> <li>i. internet services</li> <li>ii. e-banking</li> <li>iii. e- reservation</li> <li>iv. electric bill board</li> </ul> </li> </ul>	
6	<p><b>Entrepreneurship in tourism</b></p> <ul style="list-style-type: none"> <li>i. meaning of entrepreneurship in tourism</li> <li>ii. cottage industries <ul style="list-style-type: none"> <li>1. leather work</li> </ul> </li> </ul>	<p><b>Teacher:</b> Defines entrepreneurship Explains cottage industries Guides students to identify some cottage industries and list items</p>

	2. ceramics and pottery	that can be produced from their responsibility. <b>Students:</b> Note and write down the cottage industries Identify some cottage industries and list items that are produced from them respectively <b>Teaching and Learning materials:</b> Samples of items produced from cottage industries
7	3. bead making 4. tie and die	
8	5. hair weaving 6. painting	
9	7. clothing weaving 8. raffia weaving	
10	9. basket weaving 10. mat making	
11	<b>Revision</b>	
12	<b>Examination</b>	

## TOURISM

### SS 3 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Service delivery in tourism</b> i. meaning of service delivery 1. tour guides	<b>Teacher:</b> Defines service delivery in tourism Guide students to discuss and identify service delivery in tourism <b>Students:</b> Write down service delivery in tourism. Participate in the discussion and listing of service delivery in tourism <b>Teaching and learning materials:</b> Pictures, brochures, film slide.
2	2. ticket retailers 3. cook	
3	4. waiters 5. photographers	
4	6. chorographers (cultural dancer) 7. drivers	

	8. gem guards	
5	<b>Examination</b>	

## RADIO TV & ELECTRONICS

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>SAFETY PRECAUTION IN TELEVISION WORKSHOP.</b></p> <ul style="list-style-type: none"> <li>i. Power supply.</li> <li>ii. Picture tube.</li> <li>iii. Extra-high voltage section.</li> <li>iv. Components ratings.</li> </ul>	<p>The teacher provides working TV set. He also instruct students with adequate guidelines to dismantle the set.</p> <p>He will identify the danger power V13anode cap, filter capacitor in power section fuse and other safety component ratings. The students follow teacher's guide to dismantle the TV set and observe the demonstration on the appropriate procedure for identifying the danger points, and all the appropriate practices in handling those danger points on the TV set.</p>
2	<p><b>KIRCHHOFF'S LAWS</b></p> <ul style="list-style-type: none"> <li>i. Definition of Kirchhoff's first and second laws.</li> <li>ii. Diagram and algebraic expression of Kirchhoff's first and second laws.</li> <li>iii. Calculation involving Kirchhoff's first and second laws.</li> <li>iv. Application of Kirchhoff's laws.</li> </ul>	<p>The teacher ; defines the laws, states their algebraic expression, uses vector diagram to explain the laws, draws a simple circuit to illustrate the laws. The students draw the vector and circuit diagrams and solve numerical problems involving the laws.</p>
3	<p><b>FAULT FINDING EQUIPMENTS.</b></p>	<p>The teacher introduces technique for trouble-shooting in TV set.</p>

	<p>Identification, uses, and operations of;</p> <ol style="list-style-type: none"> <li>Oscilloscope.</li> <li>Signal tracer.</li> <li>Digital frequency counter.</li> <li>Logic probe.</li> </ol>	<p>He lists the common faults in the various stages of a TV receiver, starting with the tuner stage, amplifier stage, video amplifier stage, etc, present trouble-shooting instruments e.g. pattern generator, IF sweep generator, EHT meter, etc, and demonstrate their operations and applications. The students should identify the fault finding equipments, and observe their usage.</p>
4	<p><b>RESISTIVE INDUCTIVE CAPACITIVE (RLC) CIRCUITS.</b></p> <ol style="list-style-type: none"> <li>Calculation of capacitive reactance.</li> <li>Calculation of inductive reactance.</li> <li>Calculation involving RC circuits.</li> <li>Calculation involving RL, LC, and RLC series circuit and parallel RLC circuits.</li> </ol>	<p>The teacher reminds the students of the concepts of reactance, emphasizing the similarities and differences between purely reactive load circuits, and purely resistive load circuits. He also demonstrates the procedures for calculating capacitive reactance, inductive reactance, RC, RL, LC, series RLC. The students ask and answer questions, and participate in the calculations.</p>
5	<p><b>FEEDBACK.</b></p> <ol style="list-style-type: none"> <li>Concept of feedback.</li> <li>Negative and positive feedbacks and their differences.</li> <li>Advantages of a negative feedback.</li> <li>Effects of a positive feedback on amplifiers, bandwidth noise, gain and distortion.</li> </ol>	<p>The teacher explains; negative and positive feedback. Uses circuit diagrams to illustrate types of negative feedback. Demonstrate the effect of positive feedback on amplifiers. Explain the advantages of negative feedback. The students observe the teacher illustrate the various types of feedback and teacher's demonstration of the effect of feedback on an electronic communication system.</p>
6	<p><b>OSCILLATORS AND MULTI-VIBRATORS.</b></p> <ol style="list-style-type: none"> <li>Principles of oscillators.</li> </ol>	<p>The teacher defines oscillator and multi-vibrator, uses schematic diagram to discuss oscillators in their circuits.</p>

	<ol style="list-style-type: none"> <li>2. Types of oscillators- hartly, colpit, tuned collector, etc.</li> <li>3. Types of multivibrator (IC555), astable, bistable, mono-stable.</li> <li>4. Construction of a typical oscillator circuit.</li> </ol>	<p>Builds simple oscillators and multi-vibrator, and use cathode ray oscilloscope to determine their outputs.</p> <p>The students observe the teacher in the course of explanation and demonstration, and identify oscillators and multi-vibrator units in a complex circuit diagram. They also build simple oscillator and multi-vibrator, and use CRO to check the output.</p>
7	<p><b>TELEVISION TRANSMITTER</b></p> <ol style="list-style-type: none"> <li>1. Basic working principles of a TV transmitter.</li> <li>2. Block diagram of a TV transmitter.</li> <li>3. Stages of aTV transmitter.</li> </ol>	<p>The teacher explains the basic working principles of a TV transmitter, in order to generate the video and audio signals, modulate, amplify and process the signal for transmission. He also displays the chart of the block diagram of a TV transmitter. He uses the block diagram in the chart displayed to explain the functions of each of the stages of a TV transmitter. The students observe the chart, listen to teacher's explanation, and draws the block diagram.</p>
8	<p><b>IMAGE REPRODUCTION IN TV RECEIVER</b></p> <ol style="list-style-type: none"> <li>1. Principles of scanning.</li> <li>2. Video signal.</li> </ol>	<p>The teacher describes with the aid of a sketch or chart, the principles of scanning in a TV receiver. He specifically explains the sequency of movement of electron gum in the cathode ray tube with the aid of live TV set, and how the video signal enters the set through antenna, and follow the circuits to the CRT. The students draw the chart in their notebooks, and listen to teacher's explanation.</p>

9	<p><b>SOUND REPRODUCTION IN TV RECEIVER.</b></p> <p>Principles of FM detection.</p>	<p>The teacher explains with the aid of block diagram of a TV receiver, how the audio signal is recovered and reproduced. While students draw the audio signal flow chart for the reproduction of the sound signal.</p>
10	<p><b>MONOCHROME TV RECEIVER</b></p> <ul style="list-style-type: none"> <li>i. Concept of TV receiver.</li> <li>ii. Application of TV system.</li> <li>iii. Functions and operation of monochrome (B/W) TV receiver.</li> </ul>	<p>The teacher explains the basic system of TV receiver, draws block diagram of monochrome TV receiver, displays flow chart for monochrome TV receiver, and explains the operation of each stage of the monochrome TV receiver, starting from the antenna to the tube. While the students take notes on the explanation of TV receiver, draws the block diagram of monochrome TV receiver, and participates actively in activities, while the teacher explains the functions and operations of monochrome TV receiver.</p>
11	<p><b>PRINCIPLES OF OPERATION OF COLOR TV RECEIVER.</b></p> <ul style="list-style-type: none"> <li>i. Block diagram of color TV receiver and functions of each stage.</li> <li>ii. Processing of picture and sound signal at different stages of a color TV receiver.</li> </ul>	<p>The teacher draws the diagram of color TV receiver, displays the flow chart of color TV receiver, showing different stages, uses the flow chart to explain the functions of each stage of color TV receiver, and applies flow chart and color TV receiver panel. Also, the teacher describes the processing of picture and sound signals at different stages of a color TV receiver, while the students take notes, draw the block diagram of color TV receiver, and observe the teacher's demonstration with the color TV panel and ask or answer questions where necessary.</p>



## RADIO TV & ELECTRONICS

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>PRINCIPLES OF COLOR SIGNAL TRANSMISSION AND RECEPTION</b></p> <ul style="list-style-type: none"> <li>i. Primary color in TV.</li> <li>ii. Color TV systems and standards;-PAL, SECAM, and NTSC.</li> <li>iii. Color signal components.</li> </ul>	<p>The teacher lists and explains the primary color, provides charts on the primary color, and explains it, explains color TV standards and systems;- PAL, NTSC, and SECAM, emphasizes the need for compatibility in color TV system, and explains Q,I,Y and B,G components display chart of color matrix.</p>
2	<p><b>DIAGNOSIS AND REPAIR OF BLACK AND WHITE TV RECEIVER.</b></p> <ul style="list-style-type: none"> <li>i. Procedures for TV repairs.</li> <li>ii. Use of service information (mamal) and circuit diagram.</li> <li>iii. Identification of symptoms and repair of fault common to tuner, IF, amp, video amp, CRT, and synchronizing stages.</li> <li>iv. Fault cleaning instruments, e.g signal generator, color- pattern generator etc.</li> </ul>	<p>The teacher test for symptoms of a faulty TV set, diagnosis and clears fault common to the tuner IF and other stages in TV set, demonstrates the removal, installation, and adjustments of CRT, demonstrates the setting of presets and non-preset on a TV receiver, and investigates on CRO; synch pulse stage and line time base stage. While the students observe the teacher on; testing symptoms of each stage, diagnosing faults common to all the stages and demonstrates the use of different instruments to clear faults as well as demonstrate the setting of preset and non-presets.</p>
3	<p><b>DIAGNOSE AND REPAIR OF A COLOR TV RECEIVER</b></p> <ul style="list-style-type: none"> <li>i. Symptoms of basic fault of a color TV receiver.</li> <li>ii. Fault clearing at each stage of color TV receiver.</li> <li>iii. Static and dynamic color convergence comparison.</li> </ul>	<p>The teacher compares and discusses static dynamic color convergence, demonstrates the operation of color bar generator to test signal, demonstrates how to identify symptoms in each stage of color TV receiver, demonstrate with the use of multimeter and CRO, how to clear</p>

	iv. Color bar generator and signal testing.	faults common to each of the stages and test for high voltages, while the students identifies normal operation of a color TV set, identifies symptoms, and clear faults at each stage after observing the teacher demonstrates on how to clear fault at each stage of a color TV and on their own carry out the repair operations demonstrated by the teacher.
4	<b>BUSINESS MANAGEMENT</b>  i. Accounting practices ii. Cost benefit analysis iii. Purchasing method; accounting ledger, repair order form and inventory sheet.	The teacher explains the basic concept of account balancing, meaning of credit and debit, as applied in business management, and demonstrates how to fill business record appropriately while the students pay attention and take notes.

## AUTO MECHANIC WORK

### SS 3 FIRST TERM

WEEK	TOPICCONTENT	ACTIVITIES
1	<b>ROUTINE MAINTENANCE OF THE CHASSIS—</b>  4. Chassis alignment, maintain and adjust coupings. 5. Chassis joints e.g permanent joints, temporary joints. 6. Engine mountings, suspension units.	<p>The teacher explains and carries out chassis alignment process, explains the procedures of joining chassis, identifies the procedures of supporting various components.</p> <p>The students will observe and practice the procedures involved in alignment process, examine the methods of supporting/joining chassis, examine and observe method of supporting various components.</p> <p>Resources; live vehicle, complete vehicle, chassis, tool box, charts, poster, etc.</p>

2	<p><b>ENGINE—DEFINITION AND TYPES</b></p> <p>We have turbine engine, wankel rotary engine.</p>	<p>The teacher will define, list and explain types of engine, firing order. He will explain the operational sequence in gas turbine and wankel engine.</p> <p>The students will listen to the definitions, observe the procedures involved in determining firing order, observe the operational sequence in gas turbine and wankel engine.</p> <p>Resources; live vehicle, posters, and charts.</p>
3	<p><b>ENGINE--- COMBUSTION CHAMBERS, MAINTENANCE, OVERHAULING AND DECARBONIZATION</b></p>	<p>The teacher identifies types of combustion chambers, types of engine firing order, and explains the term decarbonization.</p> <p>The students identify the types of combustion chambers, visit a medium workshop, and observe the firing order.</p> <p>Resources; live vehicle, fluid fly wheel, gear box, propeller shaft.</p>
4	<p><b>FLUID FLY WHEEL AND TRANSMISSION COMPONENTS—FLUID FLY WHEEL, GEARBOX, PROPELLER SHAFT.</b></p>	<p>The teacher will explain the operation and constructional details of a fluid fly wheel. He will also explain the principle of synchronization and gearbox and propeller shaft.</p> <p>The students will make free hand sketches and label fluid fly wheel, propeller shaft, types of universal joint, gearbox.</p> <p>Resources; live vehicle, fluid fly wheel, gearbox, propeller shaft.</p>
5	<p><b>FLUID FLY WHEEL AND TRANSMISSION COMPONENTS— UNIVERSAL JOINTS, REAR AXLE.</b></p>	<p>He teacher will dismantle, inspect and reassemble a rear axle. He will test the propeller shaft for straightness (using dial indication and vee-block). He will reassemble component parts of the gear box. The students will identify and examine types of rear axle assembly; semi- floating,</p>

		<p>three- quarter floating, fully floating.</p> <p>Resources; live vehicle, rear axle, tools, posters, charts, universal joints.</p>
6	<p><b>SUSPENSION SYSTEM MAINTENANCE— MAINTENANCE OF SUSPENSION SYSTEM.</b></p>	<p>The teacher will explain the need for suspension maintenance, carry out maintenance on suspension.</p> <p>The students will participate in the maintenance, and also state the need for maintenance.</p> <p>Resources; real objects, suspension system, spanner, screw drivers, hammers, charts.</p>
7	<p><b>STEERING SYSTEMS— POWER ASSISTED STEERING</b></p>	<p>The teacher will sketch and explain the principles of operation of the power assisted steering.</p> <p>The students will observe the teacher’s demonstration, and practice the sketches of steering geometry.</p> <p>Resources; power assisted steering unit, types of suspension, charts, posters etc.</p>
8	<p><b>STEERING SYSTEMS—</b></p> <ul style="list-style-type: none"> <li>-Principles of operation and construction of a steering system.</li> <li>-Principle of operation of ackerman linkage.</li> <li>-Camber angle</li> <li>-Castor angle</li> <li>-Toe-in and toe-out</li> <li>-Kingpin inclination.</li> </ul>	<p>The teacher will explain with sketches, the principle of steering geometry.</p> <p>The students will observe and explain the principle of operation of manual steering and power assisted steering.</p> <p>Resources; power assisted steering unit, manual steering, types of suspension, charts, posters, toolbox etc.</p>

	-Under-steer and over-steer.	
9	<p><b>ADDITIVES AND TYPES OF COOLING SYSTEM---</b></p> <p>Oil additives,</p> <p>air cooling system,</p> <p>water cooling system,</p> <p>Comparison of air and water cooling system.</p>	<p>The teacher will define additives, explain types of additives, state the reason for additives, demonstrate the reason for grease gum, carry out flushing of a radiator.</p> <p>The students will carry out radiator flushing, observe and demonstrate operation of grease gum.</p> <p>Resources; radiator, grease gum, charts, posters, etc.</p>
10	<p><b>FUEL PUMP AND MUFLER DESIGN—</b></p> <ul style="list-style-type: none"> <li>• Functions of fuel pump.</li> <li>• Advantages and disadvantages of mechanical and electrical fuel pump.</li> </ul>	<p>The teacher will display specimen of types of fuel pump, dismantle and explain the parts in a fuel pump, emphasize the importance of each part.</p> <p>The students will examine specimen of fuel pump types, carry out simple test of fuel delivery.</p> <p>Resources; live vehicle, types of fuel pump, charts, etc</p>
11	<p><b>FUEL PUMP AND MUFLER DESIGN—FUNCTIONS AND TYPES OF MUFLER</b></p>	<p>The teacher will display specimen of silencer unit.</p> <p>The students will examine various types of muffler.</p> <p>Resources; live vehicle, silencers, muffler, charts.</p>
12	<p><b>ANTI-LOCK BRAKING SYSTEM (ABS)</b></p> <p>-Functions of anti-lock braking system.</p> <p>-Advantages and disadvantages of anti-lock braking system.</p>	<p>The teacher will explain the importance and the principles of operation of anti-lock braking system, He will demonstrate ABS, and also list the components of ABS system.</p> <p>The students will examine and observe teachers demonstration, and also identify various ABS components.</p>

		Resources; live vehicle with ABS system.
13	<b>REVISION AND EXAMINATION</b>	

## AUTO MECHANIC WORK

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>BRAKING SYSTEM FAULTS TRACING.</b></p> <ul style="list-style-type: none"> <li>-Types of brake faults.</li> <li>-Remedy of faulty brakes.</li> </ul>	<p>The teacher will explain the meaning of brake faults, identify various brake faults, demonstrates the effect of faulty brake in a vehicle, carry out maintenance on faulty brakes.</p> <p>The students will participate in class workshop activities, observe teacher's demonstration, and practice the techniques, observe various faults as identified, participate in the maintenance of faulty brakes.</p> <p>Resources; complete brakes, tools and equipments, brake fluid, charts, and posters.</p>
2	<p><b>WHEELS AND TYRE BALANCING—</b></p> <ul style="list-style-type: none"> <li>-Light alloy RIMS</li> <li>-Pressed steel disc</li> <li>-Wire wheels</li> <li>-Interchanging tyres</li> <li>-Types of tyre balancing.</li> </ul>	<p>The teacher will emphasize on the importance of wheel and tyre balancing, display types and RIMS for identification, carry out wheel balancing and alignment.</p> <p>The students listen attentively and observe types of RIMS, observe the interchanging of tyre, and the balancing of alignment.</p> <p>Resources; live vehicle, wheel balancing, wheel alignment gauge, balancing weight, wire brush, posters, charts etc.</p>

3	<b>ENTERPRISE—</b> <ul style="list-style-type: none"> <li>• Types of enterprise</li> <li>• Advantages &amp; disadvantages of different types of enterprise in automobile, e.g</li> <li>• Vulcanizing</li> <li>• Suspension</li> <li>• Brake</li> <li>• Steering</li> </ul>	<p>The teacher lists and identifies types of business organization, he also emphasizes the objectives of auto mobile business organization.</p> <p>The students listen to the teacher attentively and participate in class discussion.</p> <p>Resources; visits to different types of automobile business organization.</p>
4	<b>Revision and Examination</b>	

## UPHOLSTERY

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>GENERAL WORKSHOP SAFETY</b> <ul style="list-style-type: none"> <li>-Importance of safety.</li> <li>-List safety rules</li> <li>-Produce safety signs and posters.</li> <li>-First aid.</li> <li>-Safety first.</li> </ul>	<p>Explains importance of safety in the workshop.</p> <p>Sources and displays safety signs and posters.</p> <p>Explains the concept of safety first.</p> <p>Ensures compliance to safety rules.</p> <p>Organize safety committee.</p>
2	<b>ACCIDENT AND FIRE MANAGEMENT</b> <ul style="list-style-type: none"> <li>a. Definition of accidents.</li> <li>b. Causes of accident.</li> <li>c. Method of handling accident.</li> <li>d. Accident reduction.</li> <li>e. Definition and types of fire; e.g electrical fault, inflammable materials, unsafe work habits.</li> <li>f. Fire equipments e.g. sand buckets, water hose, fire extinguishers, etc</li> </ul>	<p>Explain the meaning of accident, explain methods of handling accidents, outline steps for accident reduction, explain the meaning of fire, state the sources and causes of fire, enumerate fire fighting equipments, demonstrate</p>

	g. Methods of handling fire occurrences.	fire handling methods in the workshop.
3	<p><b>FIRST AID AND WORKSHOP ENVIRONMENT.</b></p> <p>a. Definition of first aid  b. First aid equipments  c. First aid activities e.g artificial respiratory.  d. Administration of first aid.  e. Explain workshop environment  f. Types of typical workshop layouts with access ways, floor areas, work stations etc.  g. Types of workshop facilities and equipments.</p>	Explain meaning of first aid, outline first aid and equipments, e.g first aid box and contents, explain first aid activities, demonstrate administration of first aid, explain workshop environment, draw typical workshop layout with emphasize on the allocation of floor area, conveniences, ICT room, etc, list essential facilities and equipments.
4	<p><b>WORKSHOP PERSONNEL.</b></p> <p>Types of workshop personnel; cleaners, attendants, workshop attendants, store keepers and teachers.</p> <p>-Characteristics of workshop personnel.  -Functions of workshop personnel.</p>	List the types of workshop personnel, state characteristics and functions of workshop personnels, demonstrate the chain of communication in the workshop.
5	<p><b>WORKSHOP RECORDS AND MATERIALS</b></p> <p>Types of workshop records;</p> <p>a. Job record  b. Maintenance record  c. Attendance register  d. Tools card  e. Stock card etc  1. ICT storage facilities  2. The concept of materials control  3. Sources of materials.  4. Procurement of materials.  5. Storage; receiving, stocking, issuing, and retrieving.</p>	<ol style="list-style-type: none"> <li>1. Explains the need for record keeping and Lists types of workshop record.</li> <li>2. Outlines the content of workshop record.</li> <li>3. Develop the format for a given workshop record.</li> <li>4. Demonstrate the keeping of a given record.</li> <li>5. Explains the concept of material control</li> </ol>

		<p>and Identifies sources of materials.</p> <ol style="list-style-type: none"> <li>6. Explains methods of procurement.</li> <li>7. Explains meaning of storage of different types of materials.</li> <li>8. Discusses methods of controlling the use of materials.</li> </ol>
6	<p><b>TOOLS AND EQUIPMENT CONTROL</b></p> <ul style="list-style-type: none"> <li>-The concept of tools and materials control.</li> <li>-Sources of tools and equipment</li> <li>-Method of market survey</li> </ul> <p>Procedures of procurement; storage, receiving, stocking, issuing etc</p>	<ul style="list-style-type: none"> <li>-Explains tools and equipments control.</li> <li>-Identifies sources of tools and equipments.</li> <li>-Explain methods of market survey.</li> <li>-Discusses procurement procedures and storage.</li> </ul>
7	<p><b>INTRODUCTION TO INDUSTRIAL MACHINES.</b></p> <ul style="list-style-type: none"> <li>- Modern industrial machines.</li> <li>- Features of modern industrial machines.</li> <li>- Types of special purpose tools and machines.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies with modern upholstery machines.</li> <li>-Organize industrial visits to some identified modern upholstery industries.</li> <li>-Outlines features of modern industrial machines.</li> <li>-Prepare a format for students report.</li> </ul>
8	<p><b>REGISTER AND MAINTENANCE OF UPHOLSTERY ARTICLES</b></p> <ul style="list-style-type: none"> <li>- Meaning, types and sources of faults e.g stains, tear, breakages etc</li> <li>- Fault identification.</li> <li>- Identification of materials.</li> <li>- Estimation of cost.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain meaning and types of faults.</li> <li>-Outlines the characteristics of types of faults.</li> </ul>

	<ul style="list-style-type: none"> <li>- The repair</li> </ul>	<ul style="list-style-type: none"> <li>-Explains how to identify faults.</li> <li>-Demonstrate estimation of cost of repair.</li> <li>-Demonstrate reactification of faults.</li> <li>-Explains the general purpose of maintenance.</li> <li>-Draws a program for house-keeping.</li> <li>-Explains maintenance records.</li> </ul>
9	<p><b>GENERAL MAINTENANCE</b></p> <ol style="list-style-type: none"> <li>1. Purpose of maintenance</li> <li>2. Importance of house-keeping.</li> <li>3. Housekeeping equipments.</li> <li>4. Housekeeping activities.</li> <li>5. Maintenance records.</li> </ol>	<ul style="list-style-type: none"> <li>-Explain the general purpose of maintenance.</li> <li>-Draws a program for house-keeping.</li> <li>-Explains maintenance records.</li> </ul>
10	<p><b>DESIGN OF MORE COMPLEX UPHOLSTERY WORK.</b></p> <ol style="list-style-type: none"> <li>1. Elements of complex upholstery design; <ol style="list-style-type: none"> <li>a. Environment use</li> <li>b. Social status of the customer.</li> <li>c. Quality of materials</li> <li>d. Availability of tools and materials.</li> <li>e. Labour requirement.</li> <li>f. Overall costs.</li> </ol> </li> <li>2. Examples of articles involving complex upholstery work; <ol style="list-style-type: none"> <li>a. Auto upholstery</li> <li>b. Office furnishing (doors, table, chair, wall panels etc)</li> <li>c. Home furnishing (beds, lounge, seats etc)</li> </ol> </li> <li>3. Development of the design following the stages;</li> </ol>	<ul style="list-style-type: none"> <li>-Explains elements of complex designs.</li> <li>-Discusses the implications of the elements to the overall design and cost.</li> <li>-Gives examples of articles involving complex upholstery design.</li> <li>-Guides students in the development of the design.</li> <li>-Approves the working drawings.</li> </ul>

	<p>a. preliminary sketches.          Selection of best alternative.          Working drawing          Cutting list.</p>	
11	<p><b>METHOD OF CONSTRUCTION OF ARTICLES INVOLVING UPHOLSTERY</b></p> <ol style="list-style-type: none"> <li>1. solid platforms</li> <li>2. solid materials surround</li> <li>3. unit construction</li> <li>4. knock down constructions.</li> <li>5. Constructions of special fittings.</li> <li>6. Collapsible construction</li> </ol>	<p>Explain method of construction, demonstrate the methods, guide and supervise the students' work.</p>
12	<p><b>CONSTRUCTION OF ARTICLES INVOLVING COMPLEX UPHOLSTERY WORKS</b></p> <ul style="list-style-type: none"> <li>- Preparation of working rod</li> <li>- Development of templates.</li> <li>- Frame construction</li> <li>- Padding</li> <li>- Covering</li> <li>- Finishing and decorating.</li> </ul>	<p>-Direct the students construction of the approved working drawing.           -Supervise students' projects.</p>
13	Revision	Revision
14	Examination	Examination

## UPHOLSTERY

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>MEANING OF ENTREPRENEURSHIP, BUSINESS ORGANIZATION AND FORMATION OF BUSINESS ORGANIZATION.</b></p> <ul style="list-style-type: none"> <li>- Meaning of entrepreneurship</li> <li>- Purpose of entrepreneurship</li> <li>- Characteristics of entrepreneurship</li> <li>- Definition of business organization</li> </ul>	<p>-Explain the meaning of entrepreneurship and entrepreneur           -Explain the characteristics and purpose of entrepreneurship.</p>

	<ul style="list-style-type: none"> <li>- Types of business organization e.g sole proprietorship. Cooperative society, statutory corporations.</li> <li>- Sources of capital e.g personal savings, loans, gifts, etc</li> <li>- Business opportunities and feasibility</li> <li>- Study e.g procedure of feasibility study and content.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain meaning and types of business organization.</li> <li>-List merits and demerits of each type of business organization.</li> <li>-Discusses the process of forming a business organization e.g business name and registered company.</li> <li>-Explain sources of capital and types of business opportunities.</li> </ul>
2	<p><b>BUSINESS RISK AND RUNNING THE BUSINESS</b></p> <ul style="list-style-type: none"> <li>i. Business risk</li> <li>ii. Risk reduction</li> <li>iii. Business records</li> <li>iv. Accounting books</li> <li>v. Stock record</li> <li>vi. sales record</li> <li>vii. production record etc</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies business risk and their remedies.</li> <li>-Explains various types of business document and records</li> <li>-Demonstrates the keeping of the records.</li> </ul>
3	<p><b>CONTRACTS AND SALES</b></p> <ul style="list-style-type: none"> <li>1. Definition and types of contract.</li> <li>2. Formats of preparation of tenders.</li> <li>3. Nature of contractual obligations.</li> <li>4. Customer identification and needs.</li> <li>5. Customer satisfaction</li> <li>6. Product packaging</li> <li>7. Quality control</li> <li>8. Product delivery</li> </ul>	<ul style="list-style-type: none"> <li>1. Define contract.</li> <li>2. Explain procedures for preparation and presentation of quotation or tender.</li> <li>3. Explain nature of contract.</li> <li>4. Explain legal implications of contractual obligations.</li> <li>5. Explain the concept of customers.</li> <li>6. Analyses the customer's; <ul style="list-style-type: none"> <li>a. Environment.</li> <li>b. Economic status</li> <li>c. Purpose</li> </ul> </li> </ul>

		d. Cost.
4	Revision	Revision
5	Examination	Examination

## PAINTING AND DECORATION

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>FIGURE DRAWING AND PAINTING;</b></p> <p>Meaning of human figure drawing. Human figure drawing to proportion anatomy, core-shortening.</p>	<p>The teacher explains the meaning of figure drawing and painting, demonstrates and guides the students to draw using a model. The students draw the posed model in front of the class to proportion and in accurate form.</p>
2	<p><b>PORTRAITURE DRAWING AND PAINTING</b></p> <p>Introduction to portraiture; Meaning/ definition. Proportions in babies, adults and children. Transfer of passport photo unto a large area.</p>	<p>The teacher explains paintings to proportion in portraiture. Explain the position of facial features in relation to one another. The students draw the portraiture of the model. Paints the portraiture from photographs/passports.</p>
3	<p><b>IMAGINATIVE COMPOSITION;</b></p> <p>Define/explain the meaning of imaginative composition paint scenes</p>	<p>The teacher explains imaginative composition. He illustrates imaginative composition with emphasis on landscape/perspective. The students observe the technique</p>

	like carpentry workshop, market scene, political rallies etc	as the teacher demonstrates. They also produce paintings of imaginative composition in perspective form.
4	<p><b>ABSTRACT PAINTING;</b></p> <p>-The meaning of abstract painting.</p> <p>-Stages in abstract painting.</p> <p>-Production of abstract painting.</p>	The teacher uses illustrations and pictures to explain the meaning of abstract drawing/art. The teacher guides the students in production of abstract art. The students watch while the teacher demonstrates and produce samples of abstract art works.
5	<p><b>PAINTING IN BUILDING;</b></p> <p>Blow lamp method of painting, spray method of painting, use of rollers and brushes.</p>	The teacher explains the methods of painting in building, he will demonstrate the blow lamp and spray techniques. The students take down notes and produce a project work e.g. painting the art studio with any of the methods discussed.
6	<p><b>DECORATION FOR BODY ADORNMENT;</b></p> <p>Introduction to modern beads.</p> <p>Decoration/beading; beads, stone beads, plastic beads, glass beads.</p>	The teacher explains beading in modern times. Introduces different types of beads, explaining their qualities. Explain the uses of beads, guides the students to produce some creative designs using bead and display.
7	<p><b>DECORATION FOR INTERIORS AND GARDENS;</b></p> <p>Balloon decoration</p>	The teacher lists the materials for balloon decoration and draperies. He explains draperies decoration, hall and garden decorations etc. he demonstrates for the students to see. He guides the students in the decoration of interiors and gardens using balloons and draperies.
8	<p><b>STENCILING;</b></p>	The teacher defines stenciling by defining and giving its origin, explain the uses and materials involved.

	<p>Introduction to stenciling, definition and history of stenciling preparation of stencils, printing with stencils.</p>	<p>Demonstrates, the preparation of stencils, while the students observe and produce their own samples of stencils. They also produce some prints of the stencils.</p>
9	<p><b>SCREEN PRINTING AND PROSPECTS;</b></p> <p>Introduction to screen printing, what is screen printing, uses, materials, stages in screen printing;</p> <ul style="list-style-type: none"> <li>-Framing of screen.</li> <li>-Transfer of design unto the screen and fixing display of finished work.</li> </ul> <p><b>PROSPECTS;</b></p> <p>Banner production</p> <p>T-shirts</p> <p>Handkerchiefs,</p> <p>Wears,</p> <p>Stickers etc</p>	<p>The teacher demonstrates the stages in screen printing. Guides the students to expose design unto the screen/mesh.</p> <p>Demonstrates the printing unto fabric. The students transfer designs unto the screen, print design and display them.</p>
10	<p><b>COMPUTER GRAPHICS;</b></p> <ul style="list-style-type: none"> <li>-Introduction to the use of computer.</li> <li>-Introduction to relevant computer packages like</li> <li>-Corel draw</li> <li>-Paint brush</li> <li>-Power point</li> <li>-Use of computer in producing graphic work.</li> </ul>	<p>The teacher introduces the use of computer, explains the computer packages, relevant for the production of graphic works. Demonstrates the application of corel draw paint brush and power point.</p> <p>The students explore the computer packages, produce cards, stickers, etc</p>

11	<p><b>PRESENTATION OF ART WORKS.</b></p> <ul style="list-style-type: none"> <li>-Need for preservation of art works.</li> <li>-Materials and their uses.</li> <li>Steps in preserving art works.</li> </ul>	<p>The teacher enumerates the need for the preservation of works. The students carry out practical activities on preserving art works.</p>
12	<b>REVISION</b>	
13	<b>EXAMINATION</b>	

## PAINTING AND DECORATION

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MOUNTING OF ART WORKS;</b>  -Need for mounting the art works.  -Steps in mounting art works.  -Practical ways in mounting art work.	Teacher explain the need for mounting art works, enumerates and demonstrates the steps in mounting art work. The teacher explains the steps involved in mounting the art works.  The students carry out practical works involved.
2	<b>EXHIBITION OF THE ART WORKS;</b>  Need for art exhibition.  -Steps involved in exhibiting the art works.	The teacher explains the need for the exhibition of art work. Enumerates and demonstrates the steps in exhibiting art works. The students partake in exhibiting the art work.
3	<b>FUNDING AND MARKETING OF ART WORK;</b>  The need for funding and marketing of art works.  Art funding and marketing of art products.	The teacher explains possible outlets for marketing art products, discusses the sources of funding for art works.  The students listen as the teacher enumerates steps involved in the process of funding and marketing.

## PRINTING CRAFT

### SS 3 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>PHOTO COMPOSITION</b>  - Type setting/word processing. - Output of photo composition.	Teacher discusses two types of programs for types setting in the print industry, explain the layout of the keyboard and functions of each key.

		Students study the basic procedures for operating the photo composition machine, work in set to type set assignment
2	<b>PHOTO COMPOSITION</b> <ul style="list-style-type: none"> <li>- Maintenance of photo composing machine and accessories.</li> </ul>	Teacher names and explain the photo composition machine and its accessories, and also enumerates how to maintain them.  Students ask questions for more explanation.
3	<b>FILM MAKING</b> <ul style="list-style-type: none"> <li>- Film and their characteristics</li> <li>- Pan chromatic films</li> <li>- Orthochromatic films</li> <li>- Laser films</li> </ul>	Teacher explains each type of film and its characteristics, discuss preservation of films.  Students observe each type of film and write down its characteristics.
4	<b>FILM MAKING</b> <ul style="list-style-type: none"> <li>- Chemicals for film processing</li> <li>- Developers</li> <li>- Fixation</li> <li>- Stop bath</li> </ul>	Teacher demonstrates the mixture of film processes chemicals and their functions on exposed films, explain preparation of the chemicals, highlights effects of unwanted light on the film (fogging).  Students develop a film following given procedure.
5	<b>PLATE MAKING</b> Plate exposure—meaning, equipments and tools, for plate exposure.	Teacher explains and describes the tools/equipments for plate making.  Students listen and explain plates exposure
6	<b>PLATE MAKING</b> Safety precautions.	Teacher describes safety rules in plate making room.  Students follow instructions and demonstrations by teacher to safety rules, list methods of corrections and preservation of plates.

7	<p><b>PLATE MAKING</b></p> <p>Steps in plate making, correcting on plate and plate preservation.</p>	<p>Teacher demonstrates steps of making plates and guides students to expose plate, correct errors through different methods, show how plates are preserved.</p> <p>Students follow instruction and demonstration by teacher to safety rules, list methods of corrections and preservation of plates.</p>
8	<p><b>PLATE MAKING</b></p> <p>Practical/excursion.</p>	<p>Teacher leads students on excursion to practicalize on how to make plate.</p> <p>Students follow instructions and write reports on their experiences.</p>
9	<p><b>PHOTOGRAPHIC SCREEN MAKING</b></p> <p>Photographic screen making process.</p>	<p>Teacher explains the photographic screen making process.</p> <p>Students listen and ask questions where necessary.</p>
10	<p><b>PHOTOGRAPHIC SCREEN MAKING</b></p> <p>Making a screen from a photographic negative.</p>	<p>Teacher leads students to make screen from photographic negative or visit a process for the practical.</p> <p>Students practice making screen from photographic negative.</p>
11	<p><b>PHOTOGRAPHIC SCREEN MAKING</b></p> <p>Use of enlarger and kodolith translucent printing paper.</p>	<p>Teacher explains the use of kodolith translucent printing paper and the enlarger.</p> <p>Students demonstrate with enlarger and kodolith printing paper.</p>
12	<p><b>PROJECT</b></p> <p>Image production.</p>	<p>Teacher leads students to make prints, illustrates reproduction of design using the same screen.</p> <p>Students demonstrate print making, participate in reproduction of design using the same screen.</p>

13	Revision	Teacher revises with students. Students listen and ask questions.
14	Examination	Teacher conducts examination. Students the examination.

## PRINTING CRAFT

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>EDITION/LOOSE SHEET BINDING</b> <ul style="list-style-type: none"> <li>- Definition, materials and tools and equipments.</li> <li>- Binding operation</li> </ul>	Teacher demonstrates edition and loose sheet binding, aids students to carry out either edition or loose sheet binding.  Students study the procedures and practice the operations.
2	<b>PAPER AND WARE HOUSE PRACTICE</b>  Ware house safety rules and materials in the ware house; <ul style="list-style-type: none"> <li>-Printing papers</li> <li>-Printing ink</li> <li>-Work tickets specification</li> <li>-Job ticket</li> <li>-Letter press printing surfaces</li> <li>-Thermographic materials.</li> </ul>	Teacher discusses the ware house set-up and safety rules, displays different printing papers, describe printing inks.  Students learn and observe ware house safety rules, identify printing paper by their grammage, print simple greeting cards, business cards, or letter heads, etc
3	<b>LEGAL ASPECT OF THE PRINTING INDUSTRY</b>	Teacher lists and explains some local and foreign examples of trade houses, explains the importance of

	Trade houses in printing industry and their basic activities.  -Trade union employers association.  -Professional bodies.  -Training institution  -Examination bodies.	trade unions in the printing industries.  Students discuss the role of trade house e.g puplising, commercial press, government press, screen printing press and metal printing press.
4	<b>PROJECTS</b>	
5	<b>MOCK DOWN TO WAEC</b>	

## GSM MAINTENANCE AND REPAIRS

### SS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Dealership</b> Dealership in GSM phones	Explain dealership
2	<b>Dealership</b> Areas of dealership in GSM business	Discuss area of dealership in GSM phones
3	<b>Services centre</b> GSM phones services centres e.g. Nokia services centre, Samsung service centre etc	Explain services centres
4	<b>GSM phones services centre</b> Functions of service centres	State the functions of service centres
5	<b>Setting up services centre</b> How to set up service centre	Discuss how to set up service centre
6	<b>GSM phones repair centre / workshop</b> Appropriate location for sitting GSM phone repair centre	Discuss appropriate locations for sitting up GSM phone repair centre
7	<b>GSM phone repair centre / workshop</b> Setting up GSM phone repair / workshop	States appropriate facilities / equipment for setting up GSM phone repair centre
8	<b>Facilities / equipment for GSM phone repair centre</b> The appropriate facilities in GSM phone repair centres	Explain how to set up a GSM phone repairs centre workshop

9	<b>GSM phone workshop</b> Manage the facilities and equipment in GSM phone repairs centres / workshop	Explain how to manage the facilities and equipment in GSM repair centre / workshop
10	<b>Safety rules in the GSM phone workshop</b> Basic GSM phone workshop safety rules	Observe basic GSM phone work safety rules
11 – 12	<b>Revision and practical</b>	<b>Revision and practical</b>
13	<b>Examination</b>	<b>Examination</b>

## GSM MAINTENANCE AND REPAIRS

### SS 3 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1 – 2	<b>General safety rules</b> General safety rules in the GSM phone centre / workshop	Observe safety rules in GSM phone centre / workshop
3 – 4	<b>List of equipments</b> List of equipment for GSM phones maintenance and repairs workshop. e.g hardware tools, circuit diagrams, computer set, multi meter ( analogue and digital) etc.	Ensures availability of tools, equipment and machine in GSM phone maintenance and repairs centre / workshop
5 - down	<b>Revision, practical and examination</b>	<b>Revision, practical and examination</b>

## REFRIGERATION AND AIR CONDITIONING

### SS 3 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Temperature and pressure</b> Effect of temperature , pressure and volume in refrigeration and air conditioning	Teacher explain the effect of temperature, pressure and volume in refrigeration and air conditioning to the students to state the effects
2	<b>Temperature and pressure</b> State Boyles, Charles and gas law of partial pressure	The teacher explain gas law, Charles law , boyles law and Daltons law for the students to state
3	<b>Temperature and pressure</b> Calculations involving general gas law formulae $\frac{p_1v_1}{T_1} = \frac{p_2v_2}{T_2}$	Teachers to perform calculations involving general gas law for students to perform

	PV = MRT	
4	<b>Temperature and pressure</b> Plotting various temperature scale	Teacher demonstrate plotting various forms of refrigeration e.g. absorption, vapour compression, thermo electric, solar etc
5	<b>Forms of refrigeration</b> Types and application of various forms refrigeration and its principles of operations.	Teacher to identify, state various forms of refrigeration e.g. absorption, vapour compression, thermo electric, solar etc
6	<b>Forms of refrigeration</b> Function of the components and accessories e.g. relays, solenoid valves, capacitors, thermostats etc of absorption system of refrigeration.	Teacher to identify and select access orgies for refrigeration and air condition
7	<b>Liquid, receiver and service value</b> Types, purpose, functions and principles of operation of liquid receiver and service value.	Teacher to display type and explains their principles of operation and function for the students
8	<b>Liquid, receiver and service value</b> Servicing and repairs procedures for liquid, receivers and services value.	Demonstration of the installation services of liquid, receivers and service value
9	<b>Motors of generators</b> Types, function, operation, application and installation procedures of motors and generators.	Display various motors and generators, demonstrates how to install and explain their functions and application to the students
10	<b>Motors of generators</b> Maintenance of motors and generators in refrigeration system	Demonstrate how to carry out regular maintenance of motors and generators used in refrigeration and air conditioning system
11	<b>Cold room</b> Working principles and installation of a cold store / room.	Explain working principles and states the procedures for installation of cold room
12	<b>Cold room</b> Space cooling load and factors affecting cold room operations	Teacher to illustrate how to estimate the space cooling load and to explain factors affecting cold room operations.
13 – 14	<b>Revision and examination</b>	<b>Revision and examination</b>

## REFRIGERATION AND AIR CONDITIONING

### SS3 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Maintenance and testing</b> Testing for leakages, polarity, insulation	Lists and explains types of maintenance to be carried out in a refrigeration and air conditioning system by the teacher for the students to states and carry out
2	<b>Maintenance and testing</b> Testing for continuity, pressure, efficiency	Teacher to carryout continuity, pressure, efficiency etc tests on refrigeration system.
3	<b>Maintenance and testing</b> Maintenance of compressor, motors, condensers, valves, accumulators, contactors etc	Teacher to identify, demonstrate how to repair faults in compressor, evaporators, motors, condenser, valves accumulators and contactors etc are carried out.

## ANIMAL HUSBANDERY

### SS 3 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Animal improvement	i. Definition of animal improvement ii. Aims/importance of animal improvement	i. Teacher guides the classroom discussion ii. Students participate actively in the discussion
2	Animal improvement	i. Methods of farm animal improvement - Introduction, advantages and disadvantages - Selection, advantages and disadvantages	i. Teacher guides the classroom discussion ii. Students participate actively in the discussion
3	Animal improvement	i. Methods of farm animal improvement - Breeding, advantages and disadvantages - Hybridization, advantages and disadvantages	i. Teacher guides the classroom discussion ii. Students participate actively in the discussion
4	Artificial insemination	i. Meaning of artificial insemination ii. Methods of artificial insemination	i. Teacher guides the classroom discussion ii. Teacher demonstrates semen collection

		<ul style="list-style-type: none"> <li>- Artificial vagina</li> <li>- Massage method</li> <li>- Electro-ejaculation</li> <li>- Recovery of semen from vagina after service</li> </ul>	
5	Practical on artificial insemination	<ul style="list-style-type: none"> <li>i. The teacher organizes visit to an established farm</li> <li>ii. The teacher displays artificial insemination equipment/tools.</li> </ul>	i. The teacher provides videos of artificial insemination for students to watch
6.	Advantages and disadvantages of artificial insemination	<ul style="list-style-type: none"> <li>i. Advantages of artificial insemination</li> <li>ii. Disadvantages of artificial insemination</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher directs classroom discussion</li> <li>ii. Students participate actively</li> <li>iii. Teacher displays pictures/charts.</li> </ul>
7	Farm animal diseases and agents	<ul style="list-style-type: none"> <li>i. Define disease</li> <li>ii. State the disease causing organisms</li> <li>iii. Discuss factors that predispose farm animals to diseases</li> <li>iv. Basic symptoms of farm animal diseases.</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher directs classroom discussion</li> <li>ii. Students participate actively</li> <li>iii. Teacher displays pictures/charts.</li> </ul>
8	Disease causing agents	<p>Discuss the disease causing agents and their mode of transmission</p> <ul style="list-style-type: none"> <li>i. bacteria</li> <li>ii. virus</li> <li>iii. fungi</li> <li>iv. protozoa</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher directs classroom discussion</li> <li>ii. Students participate actively</li> </ul>
9	Livestock parasites and pests	<ul style="list-style-type: none"> <li>i. Meaning of livestock parasites/pests</li> <li>ii. Classes of livestock parasites e.g. ectoparasite, endoparasite</li> <li>iii. Effects of parasites on farm animals</li> </ul>	<ul style="list-style-type: none"> <li>i. Teacher displays live parasites</li> <li>ii. Displays pictures of farm animals affected by parasite</li> </ul>
10	Practical on farm animal disease	<ul style="list-style-type: none"> <li>i. Visit to a veterinary clinic to observe live sick farm animals</li> </ul>	<ul style="list-style-type: none"> <li>i. Students to watch videos of sick farm animals</li> <li>ii. Students to make collection of animal parasites in the laboratory</li> </ul>

		ii. Observation of and collection of ecto parasites of farm animals iii. Observation of and collection of endo parasites of farm animals	
11	Practical on farm animal disease	i. Visit to an established poultry farm. ii. Students to observe the school poultry birds for symptoms of disease and write report on them.	i. The teacher demonstrates control measures of farm animal parasites
12	Revision		
13	Examination		

## ANIMAL HUSBANDERY

### SS 3 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Prevention and control of farm animal diseases	i). Methods of disease control - Quarantine - Vaccination - Inoculation - Hygiene - Good feeding - Rotational grazing etc.	I). The teacher directs the classroom discussion II). The students participate actively in the class
2	Prevention and control of livestock parasites	i). Methods of parasites control - Isolation - Hygiene - Use of chemicals - Rotational grazing	I). The teacher directs the classroom discussion II). The students participate actively in the class
3	Practical on livestock disease and parasite control	i). Demonstration of various disease and pest control methods in the school farm ii). Visit to a veterinary clinic to observe the animal health workers	Students are assigned to control disease in the school farm animals
4-12	REVISION/MOCK/WASSCE/SSCE		

## BOOK KEEPING

**SS 3 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>Control Ledger:</b></p> <ul style="list-style-type: none"> <li>i) Meaning of control ledger</li> <li>ii) Classification of control ledger</li> <li>iii) Uses of control ledger</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i) Define control ledger</li> <li>ii) State the classification of control ledger</li> <li>iii) Outline the uses of control ledger.</li> </ul> <p><b>Student Activities:</b></p> <ul style="list-style-type: none"> <li>i) Identify the items in the general ledger</li> <li>ii) Make notes on the general ledger</li> </ul> <p><b>Instructional Resources:</b> A chart showing the formats of control ledger.</p>
2	<p><b>Control Ledger</b></p> <ul style="list-style-type: none"> <li>i) Advantages and disadvantages of control ledger</li> <li>ii) Preparation of sales ledger control.</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i) Outline the advantages of control account.</li> <li>ii) Outline the disadvantage of control account.</li> <li>iii) Solve exercises on control i.e sales ledger control account.</li> </ul> <p><b>Students Activities:</b> -guide students in solving exercises on sales ledger control.</p> <p><b>Instructional Resources:</b> A chart showing the format of sales ledger control.</p>
3.	<p><b>Control Ledger:</b></p> <ul style="list-style-type: none"> <li>i) Preparation of purchases ledger control</li> </ul>	<p><b>Teacher Activities-</b> solve exercises on purchases control ledger.</p> <p><b>Student Activities-</b> Guide students in solving relevant exercises.</p>

<p>4.</p>	<p><b>Control Ledger:</b></p> <ul style="list-style-type: none"> <li>i) Preparation of sales ledger control when two balances are given.</li> <li>ii) Preparation of purchases ledger control when two balances are given.</li> </ul>	<p>Instructional Resources: A chart showing the format of purchases ledger control</p> <p><b>Teacher Activities-</b> Guide students in solving relevant exercises.</p> <p><b>Student Activities-</b> Practice more exercise on sales and purchase ledger control.</p> <p><b>Instructional Material:</b> A chart showing the format of sale and purchases control ledger.</p>
<p>5.</p>	<p><b>Business organisation:</b></p> <ul style="list-style-type: none"> <li>i) Meaning of business organisation.</li> <li>ii) Explain the types of business organisations.</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i) Define business organisation</li> <li>ii) List and explain the type of business organisation eg sole, partnership, cooperatives societies etc.</li> </ul> <p><b>Student Activities:</b></p> <ul style="list-style-type: none"> <li>i) Understand the meaning of business organisations.</li> <li>ii) State the types of business organisations.</li> </ul> <p><b>Instructional Resources:</b> Chart, pictures, magazine of business organisation.</p>
<p>6.</p>	<p><b>Business organisation:</b></p> <ul style="list-style-type: none"> <li>i) Enumerate the advantages and disadvantages of business organization.</li> <li>ii) Outline the features of each types of business organisation</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i) List the advantages and disadvantages of business organisations.</li> <li>ii) State the features of business organisation.</li> </ul>

7	<p>iii) Take excursion to business organisation.</p> <p><b>Sources of Capital:</b></p> <p>i) Meaning of capital</p> <p>ii) Identify various sources of capital e.g personal savings, loans from bank, friends and relatives, plough back profit, issue of shares and debentures.</p>	<p><b>Student Activities:</b> Understand the features and the advantages and disadvantages of business organisation.</p> <p><b>Instructional Resources:</b> A chart, pictures, magazine, annual reports.</p> <p><b>Teacher Activities:</b></p> <p>i) Defines capital</p> <p>ii) Discusses the sources of capital</p> <p>iii) Identifies the various sources of capital.</p> <p><b>Students Activities:</b></p> <p>i) Take notes on capital and its sources</p> <p>ii) Mention various sources of capital and explain them.</p> <p><b>Instructional Resources:</b> picture, chart showing how shares are issued to public.</p>
8	<p><b>Source of capital:</b></p> <p>i) Outlines the features of sources of capital.</p> <p>ii) Explains types of capital</p>	<p><b>Teacher Activities:</b></p> <p>i) Mention the features of capital</p> <p>ii) List and explains types of capital</p> <p><b>Student Activities:</b> Take notes on the features of source and types of capital.</p> <p><b>Instructional Resources:</b> Pictures, charts showing shares and debentures are issued to the public.</p>
9.	<p><b>Entity Concepts:</b></p> <p>i) Explain the meaning of concepts.</p> <p>ii) Explains the meaning of entity.</p>	<p><b>Teacher Activities:</b></p> <p>i) Defines entity</p> <p>ii) Defines concepts.</p> <p>iii) Defines entity concepts.</p>

10.	<p><b>Entity Concepts:</b></p> <p>i) Features of entity concepts e.g legal personality, ownership divorce from the management etc.</p>	<p><b>Student Activities:</b> understand the meaning of entity concepts.  <b>Instructional Resources:</b> photographs, videos, pictures.</p> <p><b>Teacher Activities:</b> list the features of entity concepts.  <b>Students Activities:</b> understand the features of entity concepts and state them.</p> <p><b>Instructional Resources:</b> Photographs, videos, pictures.</p>
11.	<p><b>Entity Concepts:</b>  Relevance of entity concepts.</p>	<p><b>Teacher Activities:</b> state the relevance of entity concepts.  <b>Student Activities-</b> Understand the relevance of entity concepts.  <b>Instructional Resources:</b> photographs, videos, pictures.</p>
12.	<p><b>Product and Service marketing:</b></p> <p>i) Meaning of products  ii) Meaning of service  iii) Meaning of product and services  iv) Differences between product and services.</p>	<p><b>Teacher Activities:</b></p> <p>i) Define product.  ii) Define services  iii) Guides students in differentiating products from services.</p> <p><b>Student Activities:</b></p> <p>i) Copy notes on products and services.  ii) Understand the difference between product and services.</p> <p><b>Instructional Resources:</b> Magazines, videos, posters. Samples of real objects.</p>
13	Revision	Revision
14	Examination	Revision

		Examination
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## BOOK KEEPING

### SS 3 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	<b>Product and Service Marketing (Continue)</b> Meaning of marketing.	<b>Teacher Activities:</b> Define marketing <b>Student Activities:</b> Explain the meaning of marketing. Instructional Resources: magazines, pictorial poster , handbills.
2.	<b>Types of products and services.(product and service marketing):</b> <ul style="list-style-type: none"> <li>- Outline the various types of products and services.</li> </ul>	<b>Teachers Activities:</b> Enumerate the various types of product and services <b>Students Activities:</b> Understand the types of product and services and copy notes. Instructional Resources: magazines, pictorial posters, and handbills.
3.	<b>Product and Service Marketing:</b> <ul style="list-style-type: none"> <li>- Meaning of promoting products and services e.g advertising, after sale service, guarantee period sales discount.</li> </ul>	<b>Teacher Activities:</b> States the means of promoting products and services <b>Students Activities:</b> Learner understands the various methods of promoting products and services.
4.	Revision	Revision
5.	Examination	Examination

