

**SCHEME OF WORK FOR SECOND TERM 2022 - 2023  
ACADEMIC YEAR FOR JUNIOR HIGH SCHOOLS (JHS)  
(BASED ON THE NEW SYLLABUS)**

Please Note:

Date for Submission of Enrollment: May – July, 2022

Date for Second Term Examination will be scheduled on the Exams Time Table Collection of Materials: A Week or Two to the Examination.

**NB:** Upper Class questions will cover questions in the Lower Class Syllabus for the term. For

ENGLISH LANGUAGE SECOND TERM WEEKLY SCHEME OF WORK FOR JUNIOR HIGH SCHOOL FORM ONE

| WEEK | READING/ LISTENING & SPEAKING                                                                                                                                                                    | GRAMMAR                                                                                                                                                               | WRITING                                                                                                                                                                                                                     | LITERATURE                                                                                                  |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1    | B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking                                                                                            | B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.<br>B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts | <b>Sub-Strand 2: Text (Types and Purposes)</b><br>B7.4.2.1.1. Write personal narratives to develop real or imagined experiences or past events using effective techniques such as, descriptive details and event sequences. | B7.5.1.1.2. Identify and explain the effect of different structural features within prose, drama, or poetry |
| 2    | B7.1.3.1.1. Produce pure vowel sounds(short vowels) in context<br>• Identify and produce pure<br>Identify and produce pure vowels e.g. /a/, /i/, /e/ in context.                                 | B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.<br>B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts | <b>Sub-Strand 2: Text (Types and Purposes)</b><br>B7.4.2.1.1. Write personal narratives to develop real or imagined experiences or past events using effective techniques such as, descriptive details and event sequences. | B7.5.1.1.2. Identify and explain the effect of different structural features within prose, drama, or poetry |
| 3    | B7.1.3.1.1. Produce pure vowel sounds(short vowels) in context<br>• Identify and produce pure<br>Identify and produce pure vowels e.g. /a/, /i/, /e/ in context.                                 | B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.<br>B7.3.1.1.1. Demonstrate command and application of nouns in speaking and texts | <b>Sub-Strand 2: Text (Types and Purposes)</b><br>B7.4.2.1.1. Write personal narratives to develop real or imagined experiences or past events using effective techniques such as, descriptive details and event sequences. | B7.5.1.1.2. Identify and explain the effect of different structural features within prose, drama, or poetry |
| 4    | B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading<br>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts | Sub-Strand 2: Punctuation And Capitalisation<br>B7.1.1.1: Demonstrate mastery of use of capitalisation and punctuation in communication                               | B7.4.1.2: Create different paragraphs on a given topic<br>B7.4.1.2.1. Organise information in a logical manner.<br>• Write a paragraph beginning with topic (main) sentence and supporting sentences.                       | B7.5.1.1.2. Identify and explain the effect of different structural features within prose, drama, or poetry |
| 5    | B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading<br>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts | Sub-Strand 2: Punctuation And Capitalisation<br>B7.1.1.1: Demonstrate mastery of use of capitalisation and punctuation in communication                               | B7.4.1.2: Create different paragraphs on a given topic<br>B7.4.1.2.1. Organise information in a logical manner.<br>• Write a paragraph beginning with topic (main) sentence and supporting sentences.                       | B7.5.1.1.3. Identify and explain the effect of different linguistic features                                |
| 6    | B7.2.1.1: Demonstrate increasing confidence and enjoyment in independent reading<br>B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts | Sub-Strand 2: Punctuation And Capitalisation<br>B7.1.1.1: Demonstrate mastery of use of capitalisation and punctuation in communication                               | B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences                                                                                                      | B7.5.1.1.3. Identify and explain the effect of different linguistic features                                |
| 7    | B7.2.1.1.4. Use text structure to understand and read texts<br>Independently                                                                                                                     | Sub-Strand 3: Vocabulary<br>B7.3.3.1: Demonstrate                                                                                                                     | B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences                                                                                                      | B7.5.1.1.3. Identify and explain the effect of different linguistic features                                |

|    |                                                                                                                       |                                                                                                  |                                                                                                                                                                                         |                              |
|----|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|    |                                                                                                                       | appropriate use of vocabulary in communication                                                   |                                                                                                                                                                                         |                              |
| 8  | B7.2.1.1.4. Use text structure to understand and read texts<br>Independently                                          | Sub-Strand 3: Vocabulary<br>B7.3.3.1: Demonstrate appropriate use of vocabulary in communication | B7.4.2.1.2. Use precise words, phrases and sensory language to convey a vivid mental picture of people and experiences                                                                  | Debbie, Sandy and Pepe       |
| 9  | B7.2.1.1.4. Use text structure to understand and read texts<br>Independently                                          | Sub-Strand 3: Vocabulary<br>B7.3.3.1: Demonstrate appropriate use of vocabulary in communication | <b>Sub-Strand 2:</b> Text Types And Purposes<br>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.         | Debbie, Sandy and Pepe       |
| 10 | B7.2.1.1.4. Use text structure to understand and read texts<br>Independently                                          | <b>B7.3.1.1.3. Explore accurate use of adjectives in texts</b>                                   | <b>Sub-Strand 2:</b> Text Types And Purposes<br>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences.         | The Old Man And His Children |
| 11 | B7.2.1.2: Read, comprehend and interpret texts<br>B7.2.1.2.1. Identify the main text features of a non-literary texts | B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication         | B7.4.2.2: Apply writing skills to specific life situations<br>B7.4.2. 2.2 Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format | The Old Man And His Children |
| 12 | B7.2.1.2: Read, comprehend and interpret texts<br>B7.2.1.2.1. Identify the main text features of a non-literary texts | B7.3.4.1: Demonstrate understanding of use of aesthetic language to enrich communication         | B7.4.2.2: Apply writing skills to specific life situations<br>B7.4.2. 2.2 Compose formal writing (application, invitation, email, media texts) on given topics using appropriate format | Mama is a sunrise            |
| 13 | <b>Revision</b>                                                                                                       | <b>Revision</b>                                                                                  | <b>Revision</b>                                                                                                                                                                         | <b>Revision</b>              |

SECOND TERM WEEKLY SCHEME OF WORK FOR JUNIOR HIGH SCHOOL FORM 1

| GHANAIAI LANGUAGE AND CULTURE |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |                                                                                                                                                         |                                                                                       |                                                                                                                                                                     |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WK                            | CUSTOMS AND INSTITUTIONS                                                                                                                                                                                                                   | LISTENING AND SPEAKING                                                                                                                                                                                                                    | LANGUAGE AND USAGE                                                                                                                                      | WRITING AND COMP.                                                                     | READING AND LITE.                                                                                                                                                   |
| 1.                            | <b>Sub-Strand 1: B7.1.1</b> Rites Of Passage - Childhood Rites<br>B7.1.1.1.2 Discuss the significance of the processes in naming a child.<br>Exemplars: 1. Read a one hundred and fifty words passage on naming ceremony in their culture. | <b>Sub-Strand 1:B7.2.1:</b><br>Conversation/Everyday Discourse<br>B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues                           | <b>Sub-Strand 1: B7.4.1</b> Sentences — Simple, Compound And Complex<br>B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | <b>Sub-Strand 1:</b> B7.3.1Reading<br>B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.        |
| 2.                            | B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures                                                                                                          | <b>Sub-Strand 1:B7.2.1:</b><br>Conversation/Everyday Discourse<br>B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues                           | <b>Sub-Strand 1: B7.4.1</b> Sentences — Simple, Compound And Complex<br>B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | <b>Sub-Strand 1:</b> B7.3.1Reading<br>B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.        |
| 3.                            | B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures                                                                                                          | <b>Sub-Strand 1:B7.2.1:</b><br>Conversation/Everyday Discourse<br>B7.2.1.1.1 Use appropriate register in everyday communication (informal and formal) with diverse partners on grade-level topics/ texts/issues                           | <b>Sub-Strand 1: B7.4.1</b> Sentences — Simple, Compound And Complex<br>B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | <b>Sub-Strand 1:</b> B7.3.1Reading<br>B7.3.1.1.1 Read and understand main ideas and supporting points in a range of texts on familiar and unfamiliar topics.        |
| 4.                            | B7.1.1.1 Demonstrate knowledge and understanding of the childhood rites of their culture and compare with other Ghanaian cultures                                                                                                          | B7.2.1.1.2 Ask questions that elicit elaboration and respond to others' questions in a conversation<br>Exemplars: 1. Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason). | <b>Sub-Strand 1: B7.4.1</b> Sentences — Simple, Compound And Complex<br>B7.4.1.1 Demonstrate knowledge and understanding of the components of sentences | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage.<br><b>Sub-Strand 1: B7.6.1</b><br>Folktales, Songs, Prose, Drama, Poetry |
| 5.                            | B7.1.1.1.1 Identify the processes involved in naming a child.<br>Exemplars:<br>1. Discuss the outdooring and the naming process of a child in their community.                                                                             | 1. Identify words that can help give elaborate responses to questions in conversation (e.g. why, how, for what reason).                                                                                                                   | B7.4.1.1.1 Discuss the components of sentences. Eg:<br>1. Explain what a sentence is.<br>2. Discuss the components of a sentence in their language.     | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage.<br><b>Sub-Strand 1: B7.6.1</b><br>Folktales, Songs, Prose, Drama, Poetry |
| 6.                            | B7.1.1.1.1 Identify the processes involved in naming a child.<br>Exemplars:                                                                                                                                                                | 1. Identify words that can help give elaborate responses to questions in                                                                                                                                                                  | B7.4.1.1.1 Discuss the components of sentences. Eg:<br>1. Explain what a sentence is.                                                                   | <b>Sub-Strand 1: B7.5.1</b><br>Structure And Organise Ideas<br>In Composition Writing | B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage.                                                                          |

|     |                                                                                                                                                                 |                                                                                             |                                                                                                                                                                                       |                                                                                                                                       |                                                                                                                                                                     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | 1. Discuss the outdoorings and the naming process of a child in their community.                                                                                | conversation (e.g. why, how, for what reason).                                              | 2. Discuss the components of a sentence in their language.                                                                                                                            |                                                                                                                                       | <b>Sub-Strand 1: B7.6.1</b><br>Folktales, Songs, Prose, Drama, Poetry                                                                                               |
| 7.  | B7.1.1.1.1 Identify the processes involved in naming a child.<br>Exemplars:<br>1. Discuss the outdoorings and the naming process of a child in their community. | B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others | B7.4.1.1.1 Discuss the components of sentences. Eg:<br>1. Explain what a sentence is.<br>2. Discuss the components of a sentence in their language.                                   | B7.5.1.1.1 Discuss the features of a paragraph.<br>Example:<br>1. Ability to write the topic and supporting sentences of a paragraph. | B7.3.1.1.2 Read to understand and summarise the main ideas in a given grade level passage.<br><b>Sub-Strand 1: B7.6.1</b><br>Folktales, Songs, Prose, Drama, Poetry |
| 8.  | B7.1.1.1.3 Compare and contrast the naming processes in their culture to other Ghanaian cultures.                                                               | B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others | B7.4.1.1.1 Discuss the components of sentences. Eg:<br>1. Explain what a sentence is.<br>2. Discuss the components of a sentence in their language.                                   | B7.5.1.1.1 Discuss the features of a paragraph.<br>1. Ability to write the topic and supporting sentences of a paragraph              | B7.6.1.1.1 Discuss the components of literature.<br>Exemplars: 1. Discuss the characteristics of literature.<br>2. Classify literature into types.                  |
| 9.  | B7.1.1.1.3 Compare and contrast the naming processes in their culture to other Ghanaian cultures.                                                               | B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others | B7.4.1.1.1 Discuss the components of sentences. Eg:<br>1. Explain what a sentence is.<br>2. Discuss the components of a sentence in their language.                                   | B7.5.1.1.1 Discuss the features of a paragraph.<br>Example: 1. Ability to write the topic and supporting sentences of a paragraph     | B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)                                                                               |
| 10. | B7.1.1.1.3 Compare and contrast the naming processes in their culture to other Ghanaian cultures.                                                               | B7.2.1.1.3 Use appropriate language orally to describe experiences about oneself and others | B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex).<br>Exemplars: 1. Identify the components of a simple sentence in their language and give examples. | B7.5.1.1.1 Discuss the features of a paragraph.<br>Example:<br>1. Ability to write the topic and supporting sentences of a paragraph  | B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)                                                                               |
| 11. | SUB-STRAND 2: B7.1.2 Naming Systems: Day Names, Order Of Birth Names                                                                                            | B7.2.1.1.4 Listen to and give accurate directions to familiar places                        | B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex).                                                                                                    | B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.                                                   | B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)                                                                               |
| 12. | SUB-STRAND 2: B7.1.2 Naming Systems: Day Names, Order Of Birth Names                                                                                            | B7.2.1.1.4 Listen to and give accurate directions to familiar places                        | B7.4.1.1.2 Discuss the types of sentence structure (simple, compound and complex).                                                                                                    | B7.5.1.1.2 Develop a three-paragraph essay using the features of a given text type.                                                   | B7.5.1.1 Demonstrate the knowledge and understanding of literature (Oral and Written)                                                                               |
| 13. | REVISION                                                                                                                                                        | REVISION                                                                                    | REVISION                                                                                                                                                                              | REVISION                                                                                                                              | REVISION                                                                                                                                                            |

**SECOND TERM WEEKLY SCHEME OF WORK FOR JUNIOR HIGH SCHOOL FORM 1**

| WE<br>EK | RELI. & MORAL EDU.                                                                                                                                          | SOCIAL STUDIES                                                                                                                                                 | INTEGRATED SCIENCE                                                                                                                                                                            | MATHEMATICS                                                                                                                                                     | COMPUTING                                                                                                                                                                              |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | <b>Strand 3:</b> The family and the community<br><b>Sub-strand 1:</b> the family systems<br>Explain the concept and types of family systems in Ghana        | <b>Strand 1: Environment</b><br><b>Sub-Strand 1: Environmental Issues</b><br>B7.1.1.1 Demonstrate skills in dealing with environmental challenges              | <b>Strand 2:</b> Cycles<br><b>Sub-strand 4:</b> Animal production<br>Examine and list domestic animals in the community.<br>Show the differences and similarities among domestic animals.     | <b>Strand 1: NUMBER</b><br><b>Sub-Strand 2: Number Operations</b><br>B7.1.2.1 Apply mental mathematics strategies and number properties used to solve problems  | <b>Strand 3: Communication Networks</b><br><b>Sub-strand 1: Computer Networks</b><br>B7.3.1.1.1 Draw diagrams to illustrate features of the network topologies (Bus, Star, Ring, Mesh) |
| 2        | <b>Strand 3:</b> The family and the community<br><b>Sub-strand 1:</b> the family systems. Explain the concept and types of family systems in Ghana          | <b>Strand 1: Environment</b><br><b>Sub-Strand 1: Environmental Issues</b><br>B7.1.1.1 Demonstrate skills in dealing with environmental challenges              | <b>Strand 3: Systems</b><br><b>Sub-Strand: I The Human Body System. B7.3.1.1</b> Show understanding of the concept of food, the process of digestion and appreciate its importance in humans. | <b>Sub-Strand 2: Number Operations</b><br>B7.1.2.1 Apply mental mathematics strategies and number properties used to solve problems                             | <b>Strand 3: Communication Networks</b><br><b>Sub-strand 1: Computer Networks</b><br>B7.3.1.1.1 Draw diagrams to illustrate features of the network topologies (Bus, Star, Ring, Mesh) |
| 3        | <b>Strand 3:</b> The family and the community<br><b>Sub-strand 1:</b> The family systems<br>Identify the role of family members.                            | <b>Sub-Strand 1: Environmental</b><br>B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana                          | <b>Sub-Strand: I The Human Body System. B7.3.1.1</b> Show understanding of the concept of food, the process of digestion and appreciate its importance in humans.                             | B7.1.2.1.2 Apply mental mathematics strategies and number properties used to do calculation                                                                     | B7.3.1.1.2 Describe types of networks [Personal Area Network (PAN), Local Area Network (LAN), Metropolitan Area Network (MAN), Wide Area Network (WAN)]                                |
| 4        | <b>Strand 3:</b> The family and the community<br><b>Sub-strand 1:</b> The family systems<br>Explain the teachings of the three religions on family          | <b>Sub-Strand 1: Environmental</b><br>B7.1.1.2 Examine the sources of energy and demonstrate the skills of conserving energy in Ghana                          | <b>Strand 3: Systems</b><br>B7.3.1.1.2 Examine what happens to food at the stages of digestion in humans.                                                                                     | B7.1.2.1.2 Apply mental mathematics strategies to solve word problems.                                                                                          | B7.3.1.1.2 Describe types of networks [Personal Area Network (PAN), Local Area Network (LAN), Metropolitan Area Network (MAN), Wide Area Network (WAN)]                                |
| 5        | <b>B7 3.1.1. Appreciate the Importance of the Family Systems</b>                                                                                            | <b>Sub-Strand 3: Understanding Our Natural World</b><br><br>B7.1.3.1 Show understanding of the world around us                                                 | <b>Strand 3: Systems</b><br><b>Sub-Strand 2: The Solar System. B7.3.2.1.1</b> identify the inner planets of the solar system and describe their properties                                    | B.7.1.2.2 Demonstrate an understanding of addition, subtraction, multiplication and division of (i) whole numbers, and (ii) decimal numbers, to solve problems. | <b>Sub-strand 2: Internet and Social Media</b><br><b>B7.3.2.1 Demonstrate the use of Social Networking and Electronic Mail</b>                                                         |
| 6        | <b>Strand 4:</b> Religious leaders and personalities<br><b>Sub-strand 1:</b> Religious leaders<br>Discuss the early life and call of the religious leaders. | <b>STRAND 2: FAMILY LIFE</b><br><b>Sub-Strand 2: Socialisation</b><br><br>B7. 2.2.1<br>Exhibit knowledge of the importance of socialisation in nation building | <b>Strand 3: Systems</b><br><b>B7.3.2.1.2</b> Discuss the properties and the relative motions of the planets Mercury and Venus                                                                | B71.2.2.2 Multiply or divide multi-digit numbers by 1- and 2- digit numbers                                                                                     | <b>Sub-strand 2: Internet and Social Media</b><br><b>B7.3.2.1 Demonstrate the use of Social Networking and Electronic Mail</b>                                                         |

|    |                                                                                         |                                                                                                                                                                         |                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  | B7 4.1.1 3 Discuss the moral lessons from the exemplary lives of the religious leaders. | B7. 2.2.1 Exhibit knowledge of the importance of socialisation in nation building                                                                                       | <b>Strand 3 Systems</b><br><b>Sub-Strand 3</b> The Ecosystem<br>B7.3.3.1. 1 Analyse the components of ecosystems and identify the interactions within. | STRAND 1: Number<br>SUB-STRAND 3: Fractions, Decimals and Percentages<br>B7.1.3.1.1 Determine and recall the percentages and decimals of given benchmark fractions (i.e. tenths, fifths, fourths, thirds and halves) and use these to compare quantities. | <b>B7.3.2.1.2 Demonstrate the use of the following features of Electronic mail: Attachment, and Address book.</b>                                     |
| 8  | B7 4. 1.1.2. Describe the ministries of the religious leaders                           | <b>Strand 4: Law And Order</b><br><b>Sub-Strand 1: Citizenship</b><br>B7.4.1.1 Analyse the responsibilities of a citizen                                                | <b>Sub-Strand 3</b> The Ecosystem<br>1. Describe an ecosystem as a self-sustaining unit in which components interact E.g. A pond, a forest and many    | <b>B7.1.3.1.2 Compare and order fractions (i.e. common, percent and decimal fractions up to thousandths) limit to the benchmark fractions.</b>                                                                                                            | <b>Sub-strand 3: Information Security</b><br><b>B7.3.3.1. Recognise data threats and means of protection</b>                                          |
| 9  | B7 4. 1.1.2. Describe the ministries of the religious leaders                           | B7.4.1.1 Analyse the responsibilities of a citizen                                                                                                                      | Strand 3: Systems<br><b>Sub-Strand 4: Farming Systems</b><br>B7.3.4.1.1 Examine and discuss the differences among the various farming systems.         | STRAND 2: Algebra<br>Sub-Strand 1: Patterns and Relations<br><b>B7.2.1.1.1</b> Extend a given relation presented with and without symbolic materials and explain how each element differs from the preceding one.                                         | Strand 4: Computational Thinking<br>Sub-Strand 1: Introduction to Programming<br>B7.4.1.1.1 Demonstrate the correct use of programming terminologies. |
| 10 | B7 4.1.1.1. Discuss the early life and call of the religious leaders.                   | <b>Strand 5: Socio-Economic Development. Sub-Strand 1: Human Resource Development.</b><br><b>B7.5.1.1.</b> Demonstrate knowledge of Human Resource Development in Ghana | <b>Sub-Strand 4: Farming Systems</b><br>B7.3.4.1.1 Examine and discuss the differences among the various farming systems.                              | STRAND 2: Algebra<br>Sub-Strand 1: Patterns and Relations<br>B7.2.1.1.1 Extend a given relation presented with and without symbolic materials and explain how each element differs from the preceding one.                                                | Strand 4: Computational Thinking<br>Sub-Strand 1: Introduction to Programming<br>B7.4.1.1.1 Demonstrate the correct use of programming terminologies. |
| 11 | B7 4.1.1.1. Discuss the early life and call of the religious leaders.                   | <b>B7.5.1.1.</b> Demonstrate knowledge of Human Resource Development in Ghana                                                                                           | Strand 4: Forces And Energy<br>Sub-Strand 1: Energy<br>B7.4.1.1.1 Identify the various forms of energy and show how they are related                   | STRAND 3: Geometry and Measurement<br>Sub-Strand 1:– Shape and Space<br>B7.3.1.1.1 Measure and classify angles according to their measured sizes – right, acute, obtuse and reflex.                                                                       | <b>B7.4.1.1.3 Demonstrate the use of constants and variables used in programming</b>                                                                  |
| 12 | B7 4.1.1.1. Discuss the early life and call of the religious leaders.                   | Sub-Strand 2: Tourism<br>B7.5.2.1. Demonstrate Knowledge on how Tourism and Leisure promote National Development                                                        | Sub-Strand 2: Electricity And Electronics<br>B7.4.2.1.1 Describe the various forms of electricity generation                                           | STRAND: Data<br>SUB-STRAND: Data and Probability<br>B7.4.1.1.1- Select and justify a method to collect data (quantitative and qualitative) to answer a given question.                                                                                    | <b>B7.4.1.1.3 Demonstrate the use of constants and variables used in programming</b>                                                                  |
| 13 | <b>Revision</b>                                                                         | <b>Revision</b>                                                                                                                                                         | <b>Revision</b>                                                                                                                                        | <b>Revision</b>                                                                                                                                                                                                                                           | <b>Revision</b>                                                                                                                                       |



**SECOND TERM WEEKLY SCHEME OF WORK FOR JUNIOR HIGH SCHOOL FORM 1**

| WEEK | CAREER TECH.                                                                                                                                      | CREATIVE ARTS                                                                                                                                                        | FRENCH                                                                                                                                                                                                                                   |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Strand 2: Materials For Production<br>Sub-Strand 1: Compliant Materials<br>B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials | STRAND: Creative Arts<br>SUB-STRAND: 2.2Creative and Aesthetic Expression                                                                                            | Strand: Faire Connaissance<br>Sub-Strand: Se Présenter Et Présenter Quelqu'un<br><b>B7.1.2.1.1</b> Écouter, comprendre et réagir à une conversation dans laquelle on se présente ou présente quelqu'un. <b>(Compréhension de l'oral)</b> |
| 2    | Strand 2: Materials For Production<br>Sub-Strand 1: Compliant Materials<br>B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials | B7. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community.                                       | <b>B7.1.2.1.1</b> Écouter, comprendre et réagir à une conversation dans laquelle on se présente ou présente quelqu'un. <b>(Compréhension de l'oral)</b>                                                                                  |
| 3    | B7.2.1.1.2:Distinguish between types of compliant materials<br>B7.2.1.1.3:Explain how compliant materials are obtained                            | B7. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community.                                       | <b>B7.1.2.1.3.</b> Lire, comprendre et réagir à un texte simple où l'on se présente ou présente quelqu'un <b>(Compréhension des écrits)</b>                                                                                              |
| 4    | Sub-Strand 2: Resistant Materials<br>B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials                                       | B7. 2.2.1.2. Plan a display of own and others' artworks that reflect the history and culture of the people in the community                                          | <b>B7.1.2.1.3.</b> Lire, comprendre et réagir à un texte simple où l'on se présente ou présente quelqu'un <b>(Compréhension des écrits)</b>                                                                                              |
| 5    | Sub-Strand 2: Resistant Materials<br>B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials                                       | B7. 2.2.1.2. Plan a display of own and others' artworks that reflect the history and culture of the people in the community                                          | <b>B7.1.2.1.4</b> Écrire à / échanger avec quelqu'un pour se présenter ou présenter quelqu'un                                                                                                                                            |
| 6    | B7.2.2.1.2:Distinguish between the types of resistant materials                                                                                   | B7. 2.2.1.3. Organize an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community                   | <b>B7.1.2.1.4</b> Écrire à / échanger avec quelqu'un pour se présenter ou présenter quelqu'un                                                                                                                                            |
| 7    | B7.2.3.1.1:Explore the general properties of smart and modern materials                                                                           | B7. 2.2.1.3. Organize an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community                   | Sub-Strand: Exprimer Ses Goûts Et Ses Préférences<br><b>B7.1.3.1</b> Comprendre et exprimer les goûts et les préférences                                                                                                                 |
| 8    | Sub-Strand 4: Food Commodities (Animal And Plant Sources)<br>B7.2.4.1 Demonstrate knowledge of basic food commodities                             | SUB-STRAND: 2.3. Connections in Local and Global Cultures<br>B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community | Sub-Strand: Exprimer Ses Goûts Et Ses Préférences<br><b>B7.1.3.1</b> Comprendre et exprimer les goûts et les préférences                                                                                                                 |
| 9    | Sub-Strand 4: Food Commodities (Animal And Plant Sources)<br>B7.2.4.1 Demonstrate knowledge of basic food commodities                             | B7.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community.                                   | Strand: Faire Connaissance<br>Sub-Strand: Décrire Quelqu'un<br><b>B7.1.4.1</b> Comprendre la description d'une personne et décrire quelqu'un                                                                                             |
| 10   | B7.2.4.1 Demonstrate knowledge of basic food commodities                                                                                          | B7.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community.                                   | Strand: Faire Connaissance<br>Sub-Strand: Décrire Quelqu'un<br><b>B7.1.4.1</b> Comprendre la description d'une personne et décrire quelqu'un                                                                                             |

|    |                                                                                                                                                                                                      |                                                                                                                                |                                                                                                                                  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 11 | <b>Strand 3:</b> Tools, Equipment And Processes<br>Sub-Strand 1: Measuring And Marking Out<br><b>B7.3.1.1</b> Demonstrate understanding measuring and marking out tools and equipment for production | B7. 2.2.1.2.<br>Plan a display of own and others’ artworks that reflect the history and culture of the people in the community | Sub-Strand: Parler Des Professions Et Des Métiers<br><b>B7.1.5.1</b> Comprendre et s’exprimer sur les professions et les métiers |
| 12 | <b>B7.3.1.1</b> Demonstrate understanding measuring and marking out tools and equipment for production                                                                                               | B7. 2.2.1.2.<br>Plan a display of own and others’ artworks that reflect the history and culture of the people in the community | Sub-Strand: Parler Des Professions Et Des Métiers<br><b>B7.1.5.1</b> Comprendre et s’exprimer sur les professions et les métiers |
| 13 | REVISION                                                                                                                                                                                             | REVISION                                                                                                                       | REVISION                                                                                                                         |

**SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 2---- ENGLISH LANGUAGE**

| WEEK | READING/LISTENING AND SPEAKING                                                                                                     | GRAMMAR                                                                                     | WRITING                                                                                           | LITERATURE                 |
|------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------|
| 1    | Section 3: unit 1 Reading and comprehension<br>Unit 5; Conversation<br>Conversation about people and objects                       | Unit 5: Phrases<br>Types of phrases<br>Using phrases in speech and writing                  | Unit 5: Writing Reports<br>Writing reports on events/activities eg. Sports/games/field trips etc  | The Dilemma of a Ghost     |
| 2    | Section 3: unit 1 Reading and comprehension<br>Unit 5; Conversation<br>Conversation about people and objects                       | Unit 5: Phrases<br>Types of phrases<br>Using phrases in speech and writing                  | Unit 5: Writing Reports<br>Writing reports on events/activities eg, excursions/ a fight/theft etc | The Dilemma of a Ghost     |
| 3    | Section 3: unit 1 Reading and comprehension<br>Unit 5; Conversation<br>Conversation about people and objects                       | Unit 5: Phrases<br>Types of phrases<br>Using phrases in speech and writing                  | Unit 5: Writing Reports<br>Writing reports on events/activities eg, excursions/ a fight/theft etc | The Dilemma of a Ghost     |
| 4    | Unit 2 summary writing<br>Identifying the main points in a text<br>Interpreting the summary task<br>Unit 5; Conversation<br>Debate | Unit 6: Adverbs<br>Manner<br>Place and Time                                                 | Unit 5: Writing Reports<br>Writing reports on events/activities eg, excursions/ a fight/theft etc | Ripples – Short Story.     |
| 5    | Unit 2 summary writing<br>Identifying the main points in a text. Interpreting the summary task.<br>Unit 5; Conversation<br>Debate  | Unit 6: Adverbs<br>Manner<br>Place and Time                                                 | Unit 6: Article writing<br>Writing articles on issues/topics for publication                      | Ripples – Short Story.     |
| 6    | Unit 2 summary writing<br>Identifying the main points in a text. Interpreting the summary task.<br>Unit 5; Conversation<br>Debate  | Unit 7: Clause<br>Main clause and subordinate clause<br>Using clauses in speech and writing | Unit 6: Article writing<br>Writing articles on issues/topics for publication                      | Ripples – Short Story.     |
| 7    | Unit 2 summary writing<br>Identifying the main points in a text<br>Interpreting the summary task<br>Unit 5; Conversation<br>Debate | Unit 7: Clause<br>Main clause and subordinate clause<br>Using clauses in speech and writing | Unit 6: Article writing<br>Writing articles on issues/topics for publication                      | A day's wait – Short Story |

|    |                                                                                    |                                                                                             |                                                                                                          |                            |
|----|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------|
| 8  | Unit 2: Diphthongs<br>Pronouncing the diphthongs correctly in words and in context | Unit 7: Clause<br>Main clause and subordinate clause<br>Using clauses in speech and writing | Unit 6: Article writing<br>Writing articles on issues/topics for publication                             | A day's wait – Short Story |
| 9  | Unit 2: Diphthongs<br>Pronouncing the diphthongs correctly in words and in context | Unit 8: Compound Sentence<br>Join simple sentence o form compound sentence                  | Unit 7: Exposition<br>Processes and Directions<br>Describing processes<br>Giving oral/written directions | A day's wait – Short Story |
| 10 | Unit 2: Diphthongs<br>Pronouncing the diphthongs correctly in words and in context | Unit 8: Compound Sentence<br>Join simple sentence o form compound sentence                  | Unit 7: Exposition<br>Processes and Directions<br>Describing processes<br>Giving oral/written directions | A wreath of tears - Poem   |
| 11 | Unit 2: Diphthongs<br>Pronouncing the diphthongs correctly in words and in context | Unit 8: Compound Sentence<br>Join simple sentence o form compound sentence                  | Unit 7: Exposition<br>Processes and Directions<br>Describing processes<br>Giving oral/written directions | A wreath of tears - Poem   |
| 12 | Unit 2: Diphthongs<br>Pronouncing the diphthongs correctly in words and in context | Unit 8: Compound Sentence<br>Join simple sentence o form compound sentence                  | Unit 7: Exposition<br>Processes and Directions<br>Describing processes<br>Giving oral/written directions | A wreath of tears - Poem   |
| 13 | REVISION                                                                           |                                                                                             |                                                                                                          |                            |

SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 2  
GHANAIAI LANGUAGE AND CULTURE

| WEEK | ORAL SKILLS                                                                                                                                                                          | READING/LITERATURE                                                                      | GRAMMAR                                                                 | WRITING AND COMPOSITION                                      | FRENCH                                                                                                                     |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1    | Unit 4: Death and funeral rites<br>Types of deaths. Perception on death and burial of children. Causes of infant mortality and problems of maternal health. Rites performed at death | Unit 2: Reading Comprehension                                                           | Unit 1 Nouns<br>Singular and plural<br>Suffixes, prefixes and infixes   | Unit 1: Letter writing<br>Informal                           | Unit 1: Savoir<br>de'crire<br>etre'spre'cissement<br>La physique<br>La personnalite'<br>La position sociale d'une personne |
| 2    | Unit 4: Death and funeral rites<br>Types of deaths. Perception on death and burial of children. Causes of infant mortality and problems of maternal health. Rites performed at death | Unit 2: Reading Comprehension                                                           | Unit 2: phrases<br>Types of phrases                                     | Unit 1: Letter writing<br>Informal                           | Unit 1: Savoir<br>de'crire<br>etre'spre'cissement<br>La physique<br>La personnalite'<br>La position sociale d'une personne |
| 3    | Unit 4: Death and funeral rites<br>Types of deaths. Perception on death and burial of children. Causes of infant mortality and problems of maternal health. Rites performed at death | Unit 5: Written Literature<br>Drama<br>Features of drama/play<br>Elements of drama/play | Unit 3 : Clauses<br>Main and subordinate clauses.                       | Unit 1: Letter writing<br>Informal                           | Unit 2: Savoir decrire<br>Un paysage<br>Des lieux touristique                                                              |
| 4    | Unit 4: Death and funeral rites<br>Rites performed at the death of a chief                                                                                                           | Unit 5: Written Literature<br>Drama<br>Features of drama/play<br>Elements of drama/play | Unit : The analysis of the simple sentence<br>Subject/predicate         | Unit 1: Letter writing<br>Informal                           | Unit 2: Savoir decrire<br>Un paysage<br>Des lieux touristique                                                              |
| 5    | Unit 4: Death and funeral rites<br>Rites performed at the death of a chief                                                                                                           | Unit 5: Written Literature<br>Drama<br>Features of drama/play<br>Elements of drama/play | Unit : The analysis of the simple sentence<br>Subject/predicate         | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 3: Savoir obtenir des informations<br>Sur les<br>lieux d'herbergement<br>lorsqu'on voyage                             |
| 6    | Unit 5: Taboos. Verbal and non-verbal taboos. Sanctions for taboos<br>Sanctionable and non- sanctionable taboos                                                                      | Unit 5: Written Literature<br>Poetry<br>Features of poetry<br>Write simple poetry       | Unit : The analysis of the simple sentence<br>Subject/predicate         | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 3: Savoir obtenir des informations<br>Sur les<br>lieux d'herbergement<br>lorsqu'on voyage                             |
| 7    | Unit 5: Taboos. Verbal and non-verbal taboos. Sanctions for taboos<br>Sanctionable and non- sanctionable taboos                                                                      | Unit 5: Written Literature<br>Poetry<br>Features of poetry<br>Write simple poetry       | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 3: Savoir obtenir des informations<br>Sur les<br>lieux d'herbergement<br>lorsqu'on voyage                             |

|    |                                                                                                                    |                                                                                     |                                                                         |                                                              |                                                                                                                            |
|----|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                    |                                                                                     |                                                                         |                                                              |                                                                                                                            |
| 8  | Unit 5: Taboos. Verbal and non-verbal taboos.<br>Sanctions for taboos<br>Sanctionable and non- sanctionable taboos | Unit 5: Written Literature<br>Poetry<br>Features of poetry<br>Write simple poetry   | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 4: Savoir. Decrire un objet<br>Preciser ses composants<br>Expliquer son fonctionnement<br>Donner son monde d'emploi   |
| 9  | Unit 2: Naming system and appellations<br>Week day names<br>Appellations for chiefs                                | Unit 6: Proverbs and idioms<br>Significance of proverbs                             | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 4: Savoir<br>Decrire un objet<br>Preciser ses composants<br>Expliquer son fonctionnement<br>Donner son monde d'emploi |
| 10 | Unit 2: Naming system and appellations<br>Week day names<br>Appellations for chiefs                                | Unit 6: Proverbs and idioms<br>Significance of proverbs                             | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 5: Savoir comparer<br>Les tailles<br>Les quantites<br>Les qualite's<br>Les actions                                    |
| 11 | Unit 2: Naming system and appellations<br>Week day names<br>Appellations for chiefs                                | Unit 6: Proverbs and idioms. Unit 6: Proverbs and idioms. Idioms and their meanings | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing. Writing simple arguments   | Unit 5: Savoir comparer<br>Les tailles. Les quantites<br>Les qualite's<br>Les actions                                      |
| 12 | Unit 2: Naming system and appellations<br>Week day names<br>Appellations for chiefs                                | Unit 6: Proverbs and idioms<br>Idioms and their meanings                            | Unit 4: The simple sentences<br>Compound sentences<br>Complex sentences | Unit 3: Argumentative<br>Writing<br>Writing simple arguments | Unit 5: Savoir comparer<br>Les tailles<br>Les quantites<br>Les qualite's<br>Les actions                                    |
| 13 | REVISION                                                                                                           |                                                                                     |                                                                         |                                                              |                                                                                                                            |

SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 2

| WEE<br>EK | MATHEMATICS                                                                                                                                                                        | INT. SCIENCE                                                                                                                                                            | SOCIAL STUDIES                                                                                                                                                           | REL AND MORAL EDU.                                                                                                                                                                  | ICT                                                                                                                                                                                  |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | UNIT 2.4: linear Equation and Inequalities<br>Linear equations<br>Solving linear equation in one variable                                                                          | Section 1: Diversity of matter<br>Unit 2: Metals and Non-metals<br>Characteristics of metals and non-metals<br>Chemical properties of metals                            | Section 1: The Environment<br>Unit 2: Mapping our environment<br>The principal points of the compass<br>Scale of a map. A sketch<br>Representation of land marks on maps | Section 2: Religious Personalities.<br>Unit 2: Moral Teachings of the Three Main Religious Leaders<br>The teachings of;<br>(a) Jesus Christ<br>(b) Holy Prophet Mohammed<br>(c) ATR | Section 1: Using the internet to communicate<br>Unit 1; Internet Etiquette<br>Rules and regulations in using the internet<br>Developing rules and regulations for using the internet |
| 2         | UNIT 2.4: linear Equation and Inequalities<br>Solving linear inequalities<br>Solution sets of linear inequalities in given domain.<br>Illustrating solution set on the number line | Unit 2: Metals and Non-metals. Meaning of alloys.<br>Composition of alloys.<br>Causes of corrosion of metals<br>Effects of corrosion on metals<br>Prevention of rusting | Section 1: The Environment<br>Unit 2: Mapping our environment<br>The principal points of the compass. Scale of a map<br>A sketch. Representation of land marks on maps   | Unit 2: Moral Teachings of the Three Main Religious Leaders<br>Application of the moral values from the religious leaders                                                           | Unit2: Creating an e-mail<br>Concept of E-mail<br>Importance of E-mail<br>Creating E-mail account<br>Logging into E-mail account                                                     |
| 3         | Unit 2.5: Angles<br>Angles on straight and angles at a point<br>Types of angles                                                                                                    | Unit 3: chemical compounds<br>Formula of simple binary compound<br>Names of simple binary compound                                                                      | Unit 3: Ghana-my community<br>The symbols of national unity<br>Ways of fostering national unity<br>Map of Ghana and the ten administrative regions                       | Section 4: Rites of Passage<br>Unit 2: Puberty<br>Meaning of puberty<br>Physical changes in boys and girls<br>Emotional changes                                                     | Unit2: Creating an e-mail<br>Concept of E-mail<br>Importance of E-mail<br>Creating E-mail account<br>Logging into E-mail account                                                     |
| 4         | Unit 2.5: Angles<br>Sum of angles in a triangle.<br>Solving for angles in a triangle<br>Angles between lines<br>Exterior angles                                                    | Unit 3: chemical compounds<br>Word equations for some simple binary compound<br>Balancing simple chemical equations                                                     | Unit 3: Ghana-my community<br>Relief features and drainage features<br>Mineral deposits<br>Seasons and vegetation                                                        | Unit 2: Puberty<br>Puberty rites<br>Religious significance of puberty rites                                                                                                         | Unit2: Creating an e-mail<br>Concept of E-mail<br>Importance of E-mail<br>Creating E-mail account<br>Logging into E-mail account                                                     |
| 5         | Unit 2.7: Geometric Construction. The idea of locus. Constructing circles<br>Perpendicular bisector<br>Bisector of angles                                                          | Section 2: Cycles<br>Unit 2: Weather, season and climate. Weather measuring instruments. Seasons in Ghana                                                               | Section 2: Governance, Politics and Stability<br>Unity 2: Law and Order in our community                                                                                 | Unit 2: Puberty<br>Puberty rites<br>Religious significance of puberty rites                                                                                                         | Unit2: Creating an e-mail<br>Concept of E-mail<br>Importance of E-mail<br>Creating E-mail account<br>Logging into E-mail account                                                     |

|   |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                                                           |                                                                                                                                                                             | <p>Meaning of the term 'law' and 'order'</p> <p>Reasons why law and order is needed in the community.</p>                                                                                                  |                                                                                                                                                                                              |                                                                                                                                                                                                         |
| 6 | <p>Unit 2.7: Geometric Construction</p> <p>Parallel lines</p> <p>Copying angles</p> <p>Constructing angles of; 90,45, 60, and 30</p>                      | <p>Unit 2: Weather, Climate</p> <p>Elements of climate</p>                                                                                                                  | <p>Unit 3: Ghana-my community</p> <p>How to maintain law and order</p> <p>Characteristics of a good law</p>                                                                                                | <p>Unit 2: Puberty</p> <p>Puberty rites</p> <p>Religious significance of puberty rites</p>                                                                                                   | <p>Section 2: Word Processing Application</p> <p>Unit 3: Editing word processing development</p> <p>Selecting text</p> <p>Copying/cutting and pasting text/document</p> <p>Resaving edited document</p> |
| 7 | <p>Unit 2.7: Geometric Construction</p> <p>Constructing triangles</p> <p>Constructing a regular hexagon</p>                                               | <p>Section 3: Systems</p> <p>Unit 3: Diffusion and Osmosis</p> <p>Meaning of Diffusion</p> <p>The process of diffusion</p> <p>Application of diffusion</p>                  | <p>Unit 3: Managing and Preventing Conflicts</p> <p>Meaning of conflicts, conflicts prevention and conflicts managements</p> <p>Source of conflicts in the community</p>                                   | <p>Unit 3; Christian/Islamic/Traditional Marriage Rite</p> <p>Marriage rites</p> <p>Importance of marriage rites</p> <p>How to sustain marriage</p> <p>Importance of sustaining marriage</p> | <p>Section 2: Word Processing Application</p> <p>Unit 3: Editing word processing development</p> <p>Selecting text</p> <p>Copying/cutting and pasting text/document</p> <p>Resaving edited document</p> |
| 8 | <p>Unit 2.8: Number Plane</p> <p>Axes of the number plane</p> <p>Coordinates of points</p> <p>Locating and plotting points</p> <p>The graph of a line</p> | <p>Unit 3: Diffusion and Osmosis</p> <p>Meaning of osmosis</p> <p>The process of osmosis</p> <p>Application of osmosis</p> <p>Differences between diffusion and osmosis</p> | <p>Unit 3: Managing and Preventing Conflicts. Effects of conflicts on the community. Attitudes and values needed to prevent conflict</p> <p>Ways to manage conflicts</p> <p>situation in the community</p> | <p>Unit 3; Christian, Islamic &amp; Traditional Marriage Rite</p> <p>Marriage rites. Importance of marriage rites. How to sustain marriage. Importance of sustaining marriage</p>            | <p>Section 2: Word Processing Application</p> <p>Unit 3: Editing word processing development.</p> <p>Selecting text</p> <p>Copying/cutting and pasting text/document</p>                                |
| 9 | <p>Unit 2.11: Ratio and Proportion</p> <p>Comparing two quantities</p> <p>Expressing two equal ratio as proportion</p>                                    | <p>section 4: Energy</p> <p>unit 3: Electrical energy</p> <p>sources of electrical energy</p> <p>simple electrical circuits</p>                                             | <p>Section 3: Social and Economic Development</p> <p>Unit :Education and Productivity</p> <p>Meaning of education, training and productivity. Some factors that improve productivity</p>                   | <p>Unit 3; Christian, Islamic &amp; Traditional Marriage Rite</p> <p>Marriage rites. Importance of marriage rites. How to sustain marriage. Importance of sustaining marriage</p>            | <p>Section 2: Word Processing Application. Unit 3: Editing word processing development. Selecting text.</p> <p>Copying, cutting and pasting text/document</p> <p>Resaving edited document</p>           |



|    |                                                                                                                                  |                                                                                                                                                    |                                                                                                                      |                                                                                                                                                                          |                                                                                                                                                              |
|----|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Unit 2.11: Ratio and Proportion<br>Direct and indirect proportion<br>Application of proportion<br>Scale drawing using proportion | unit 3: Electrical energy<br>wiring a plug and uses of fuse<br>ways of conserving energy                                                           | Unit :Education and Productivity<br>Advantages of technology<br>Ways of improving productivity in workplace in Ghana | Unit 3; Christian, Islamic & Traditional Marriage Rite<br>Marriage rites<br>Importance of marriage rites<br>How to sustain marriage<br>Importance of sustaining marriage | Unit 2: Formatting Text in Word Processing Document<br>Creating and naming a new document file<br>Formatting word processing document using formatting tools |
| 11 | Unit 2.11: Ratio and Proportion<br>Direct and indirect proportion<br>Application of proportion<br>Scale drawing using proportion | Section 5: Interaction with matter<br>Unit 3: Force and Pressure<br>Force<br>Types of forces<br>Effects of force on object<br>Measurement of force | Unit :Education and Productivity<br>Advantages of technology<br>Ways of improving productivity in workplace in Ghana | Unit 3; Christian/Islamic/Traditional Marriage Rite<br>Marriage rites<br>Importance of marriage rites<br>How to sustain marriage<br>Importance of sustaining marriage    | Unit 2: Formatting Text in Word Processing Document<br>Typing in double line spacing<br>Aligning text<br>Saving file in a folder                             |
| 12 | Unit 2.11: Ratio and Proportion<br>Direct and indirect proportion<br>Application of proportion<br>Scale drawing using proportion | Unit 3: Force and Pressure<br>Pressure. Demonstrating direction of pressure<br>Relationship between fluid pressure and depth<br>Uses of pressure   | Unit :Education and Productivity<br>Advantages of technology<br>Ways of improving productivity in workplace in Ghana | Unit 3; Christian/Islamic/Traditional Marriage Rite<br>Marriage rites<br>Importance of marriage rites<br>How to sustain marriage<br>Importance of sustaining marriage    | Unit 2: Formatting Text in Word Processing Document<br>Typing in double line spacing<br>Aligning text<br>Saving file in a folder                             |
| 13 | Revision                                                                                                                         |                                                                                                                                                    |                                                                                                                      |                                                                                                                                                                          |                                                                                                                                                              |

**SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 2---- BASIC DESIGN AND TECHNOLOGY**

| WEEK | HOME ECONOMICS                                                                                          | PRE TECHNICAL SKILLS                                                                                                                                          | VISUAL ARTS                                                                                       |
|------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1    | SECTION 3: Process In Sewing<br>Unit 2: Crocheting. Tools and materials<br>Abbreviations. Basic crochet | Section 1: Technical Drawing<br>Unit 4: Principles of orthographic Projection<br>Unit 5: Drawing of orthographic views                                        | Section 1: Visual communication<br>Unit 1: Designing and making items to communicate              |
| 2    | SECTION 3: Process In Sewing<br>Unit 2: Crocheting. Tools and materials. Abbreviations Basic crochet    | Unit 6: Development of prisms<br>Unit 7: development of pyramids                                                                                              | Section3: Modeling, Casting and Weaving<br>Unit Design and make items to solve community problems |
| 3    | Unit 3: Basis seams<br>Plain and French                                                                 | Unit 6: Development of prisms<br>Unit 7: development of pyramids                                                                                              | Section3: Modeling, Casting and Weaving. Unit Design and make items to solve community problems   |
| 4    | Section 4: Food Commodities<br>Unit 1: Food Commodities Selection                                       | Section 2: Materials<br>Unit 2: Aggregates<br>Fine and coarse                                                                                                 | Section3: Modeling, Casting and Weaving<br>Unit Design and make items to solve community problems |
| 5    | Section 4: Food Commodities<br>Unit 1: Food Commodities Selection                                       | Unit 3: Adhesives. Types of adhesives<br>Uses of adhesives                                                                                                    | Section3: Modeling, Casting and Weaving<br>Unit Design and make items to solve community problems |
| 6    | Section 5: Garment Construction<br>Unit 1: Freehand cutting<br>Shirt/blouse                             | Unit 3: Adhesives. Types of adhesives<br>Uses of adhesives                                                                                                    | Section3: Modeling, Casting and Weaving<br>Unit Design and make items to solve community problems |
| 7    | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Unit 3: Adhesives. Types of adhesives<br>Uses of adhesives                                                                                                    | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 8    | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Section 3: Tools and Process. Unit 2: Cutting Tools. Identification of cutting tools. Sketching and labeling cutting tools. Care and maintenance of tools     | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 9    | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Section 3: Tools and Process. Unit 2: Cutting Tools<br>Identification of cutting tools.                                                                       | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 10   | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Section 3: Tools and Process. Unit 2: Cutting Tools<br>Identification of cutting tools.                                                                       | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 11   | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Section 3: Tools and Process. Unit 2: Cutting Tools. Identification of cutting tools.                                                                         | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 12   | Unit 2: Garment features<br>Sleeves, collars and pockets                                                | Section 3: Tools and Process Unit 2: Cutting Tools<br>Identification of cutting tools. Sketching and labeling cutting tools.<br>Care and maintenance of tools | Section 4: Construction and Assemblage<br>Unit 3: Construction and Assemblage of a system         |
| 13   | REVISION                                                                                                |                                                                                                                                                               |                                                                                                   |

SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 3----- ENGLISH LANGUAGE

| WEEK | READING/LISTENING AND SPEAKING                                                                                               | GRAMMAR                                                                                                | WRITING AND COMP.                                            | LITERATURE                                    |
|------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------|
| 1    | Section 3: Reading. Unit 1: Reading comprehension: Class Reader<br>Unit 4: Conversation. Thinking and speaking spontaneously | Unit 3: Noun Phrases<br>Components of Noun phrases                                                     | Unit 2: Writing based on non-verbal sources                  | Sleep without wake - Poem                     |
| 2    | Unit 1: Reading comprehension: Class Reader<br>Unit 4: Conversation<br>Thinking and speaking spontaneously and fluently      | Unit 4: Subject – Verb Agreement<br>( either, neither, none, nobody, each, not one of them, everybody) | Unit 2: Writing based on non-verbal sources                  | Sleep without wake - Poem                     |
| 3    | Unit 1: Reading comprehension: Class Reader<br>Unit 4: Conversation<br>Delivery of formal speeches                           | Unit 4: Subject – Verb Agreement<br>( either, neither, none, nobody, each, not one of them, everybody) | Unit 4: Writing minutes<br>Features of minutes               | Sleep without wake - Poem                     |
| 4    | Unit 1: Reading comprehension: Class Reader<br>Unit 4: Conversation<br>Delivery of formal speeches                           | Unit 4: Subject – Verb Agreement<br>( either, neither, none, nobody, each, not one of them, everybody) | Unit 4: Writing minutes<br>Features of minutes               | Makola - Poem                                 |
| 5    | Unit 1: Reading comprehension: Class Reader<br>Unit 4: Conversation<br>Delivery of formal speeches                           | Unit 4: Subject – Verb Agreement<br>( either, neither, none, nobody, each, not one of them, everybody) | Unit 5: Functional writing<br>Formal letters                 | Makola - Poem                                 |
| 6    | Unit 2: Summary Writing of texts. Sentence summary and continuous summary. Unit 1: Revision of vowels and consonants         | Unit 5: Conditional Clause – Type Three<br>Perfect conditional                                         | Unit 5: Functional writing<br>Formal letters                 | Makola - Poem                                 |
| 7    | Unit 2: Summary Writing of texts. Sentence summary and continuous summary. Unit 1: Revision of vowels and consonants         | Unit 5: Conditional Clause – Type Three<br>Perfect conditional                                         | Unit 5: Functional writing<br>Formal letters                 | The Generous Hunter. Short Story              |
| 8    | Unit 2: Summary Writing of texts. Sentence summary and continuous summary. Unit 1: Revision of vowels and consonants         | Unit 6: Idioms and Idiomatic expressions                                                               | Unit 5: Functional writing<br>Letters to the press ( Editor) | The Generous Hunter. Short Story              |
| 9    | Unit 2: Summary Writing of texts. Sentence summary and continuous summary. Unit 1: Revision of vowels and consonants         | Unit 6: Idioms and Idiomatic expressions                                                               | Unit 5: Functional writing<br>Letters to the press ( Editor) | Home Sweet home                               |
| 10   | Unit 2: Summary Writing of texts<br>Sentence summary and continuous summary<br>Unit 1: Revision of vowels and consonants     | Unit 7: Direct and Reported Speech<br>Direct and reported speech forms<br>Features of direct speech    | Unit 8: Debates                                              | Home Sweet home                               |
| 11   | Unit 2: Summary Writing of texts. Sentence summary and continuous summary<br>Unit 1: Revision of vowels and consonants       | Unit 7: Direct and Reported Speech<br>Direct and reported speech forms<br>Features of reported         | Unit 8: Debates                                              | Mama is a Sunrise poem<br>A minor bird - Poem |
| 12   | Unit 2: Summary Writing of texts. Sentence summary and continuous summary<br>Unit 1: Revision of vowels and consonants       | Unit 7: Direct and Reported Speech<br>Direct and reported speech forms<br>Features of direct speech    | Unit 8: Debates                                              | Mama is a Sunrise poem<br>A minor bird - Poem |
| 13   | REVISION                                                                                                                     |                                                                                                        |                                                              |                                               |

SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 3, ----- GHANAIA N LANGUAGE AND CULTURE

| WEEK | ORAL SKILLS                                                                                                                                          | READING AND LITERATURE                                                                                                               | GRAMMAR                                          | WRITING                                                              | FRENCH                                                               |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| 1    | Unit 3: chieftaincy; Selection enstoolment/<br>enskinement<br>Duties<br>Destoolment and deskinement                                                  | Unit 1: Effective Reading                                                                                                            | Unit 2: Serial Verb<br>Constructions             | Unit 3: Narrative<br>Short stories<br>Features of stories            | Unit 1: Savoir<br>Experimersedgoutes<br>Expemer son opinion          |
| 2    | Unit 3: chieftaincy; Selection enstoolment/<br>enskinement<br>Duties<br>Destoolment and deskinement                                                  | Unit 1: Effective Reading                                                                                                            | Unit 2: Serial Verb<br>Constructions             | Unit 3: Narrative<br>Short stories<br>Features of stories            | Unit 1: Savoir<br>Experimersedgoutes<br>Expemer son opinion          |
| 3    | Unit 4: Traditional government<br>The traditional government structure<br>Duties of various functionaries<br>Importance of traditional functionaries | Unit 1: Silent Reading                                                                                                               | Unit 2: Serial Verb<br>Constructions             | Unit 3: Narrative<br>Short stories<br>Features of stories            | Unit 1: Savoir<br>Experimersedgoutes<br>Expemer son opinion          |
| 4    | Unit 4: Traditional government<br>The traditional government structure<br>Duties of various functionaries<br>Importance of traditional functionaries | Unit 1: Silent Reading                                                                                                               | Unit 3: Word<br>formation<br>Compounding         | Unit 3: Narrative<br>Short stories<br>Features of stories            | Unit 2: Savoir cequ'il ne faut<br>faire<br>Cequ'il ne faut pas faire |
| 5    | Unit 4: Traditional government<br>The traditional government structure<br>Duties of various functionaries<br>Importance of traditional functionaries | Unit 2: Reading Comprehension                                                                                                        | Unit 3: Word<br>formation<br>Compounding         | Unit 4: Expository (Processes)<br>Describing process<br>Paragraphing | Unit 2: Savoir cequ'il ne faut<br>faire<br>Cequ'il ne faut pas faire |
| 6    | Unit 5: Traditional judicial procedures<br>The traditional court<br>Use of oaths. Settling of disputes                                               | Unit 2: Reading Comprehension                                                                                                        | Unit 4<br>Sentence Analysis<br>Sentence Analysis | Unit 4: Expository (Processes)<br>Describing process<br>Paragraphing | Unit 2: Savoir cequ'il ne faut<br>faire<br>Cequ'il ne faut pas faire |
| 7    | Unit 5: Traditional judicial procedures<br>The traditional court<br>Use of oaths<br>Settling of disputes                                             | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems. Subject<br>matter<br>Literary devices | Unit 4<br>Sentence Analysis                      | Unit 4: Expository (Processes)<br>Describing process<br>Paragraphing | Unit 3: Savoir<br>Dire cequ'ondoitfair pour<br>atteinche n objectif  |
| 8    | Unit 5: Traditional judicial procedures<br>The traditional court<br>Use of oaths<br>Settling of disputes                                             | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems. Subject<br>matter<br>Literary devices | Unit 4<br>Sentence Analysis                      | Unit 4: Expository (Processes)<br>Describing process<br>Paragraphing | Unit 3: Savoir<br>Dire cequ'ondoitfair pour<br>atteinche n objectif  |

|    |                                                                                                               |                                                                                                                                     |                             |                                                                      |                                                                                                            |
|----|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 9  | Unit 6 : The Contemporary judicial procedure<br>Judicial system<br>Causes and effects of some social problems | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems<br>Subject matter<br>Literary devices | Unit 4<br>Sentence Analysis | Unit 4: Expository (Processes)<br>Describing process<br>Paragraphing | Unit 4: Savoir<br>Reagir a une opinion<br>Expermer son accord ou son<br>desaccord<br>Justifier son opinion |
| 10 | Unit 6 : The Contemporary judicial procedure<br>Judicial system<br>Causes and effects of some social problems | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems<br>Subject matter<br>Literary devices | Unit 4<br>Sentence Analysis | Unit 2: Debates<br>Features of debate                                | Unit 4: Savoir<br>Reagir a une opinion<br>Expermer son accord ou son<br>desaccord<br>Justifier son opinion |
| 11 | Unit 6 : The Contemporary judicial procedure<br>Judicial system<br>Causes and effects of some social problems | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems<br>Subject matter<br>Literary devices | Unit 4<br>Sentence Analysis | Unit 2: Debates<br>Features of debate                                | Unit 5: Savoir<br>Experimerses sentiments<br>En expliquerlar cause                                         |
| 12 | Unit 6 : The Contemporary judicial procedure<br>Judicial system<br>Causes and effects of some social problems | Unit 3: Written Literature ( poetry)<br>Reading and listening to<br>traditional African poems<br>Subject matter<br>Literary devices | Unit 4<br>Sentence Analysis | Unit 2: Debates<br>Features of debate                                | Unit 5: Savoir<br>Experimerses sentiments<br>En expliquerlar cause                                         |
| 13 | REVISION                                                                                                      |                                                                                                                                     |                             |                                                                      |                                                                                                            |

**SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 3**

| WEEK | MATHEMATICS                                                                                                                                                      | INTEGRATED SCIENCE                                                                                                                                                                                        | SOCIAL STUDIES                                                                                                                                                                            | RELI & MORAL EDU.                                                                                                                                                                                | ICT                                                                                                                                                                 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | UNIT 3.5: MONEY AND TAXES<br>Calculating wages and salaries<br>Transactions and services provided by bank<br>Insurance and income taxes<br>Calculating VATS/NHIS | Section 3: Systems<br>Unit 2: Dentition in Humans<br>Parts of the tooth<br>Types of teeth<br>Functions of different types of teeth<br>Causes of tooth decay and gum diseases<br>Prevention of tooth decay | Section 1: The Environment<br>Unit 2: Population Growth and Development in Ghana<br>Meaning of population<br>Structure of the Ghanaian population<br>Effects of rapid population growth   | Section 1: Moral Teachings and Commitment<br>Unit 2: Commitments<br>Meaning of commitments<br>Ways of showing commitments to the God, family and society<br>Practical application of commitments | Section 1: Word Processing Application<br>Unit 1: Toolbars<br>Features of the formatting and standard toolbars<br>Uses of the scroll bar<br>Using the help facility |
| 2    | UNIT 3.5: MONEY AND TAXES<br>Calculating wages and salaries<br>Transactions and services provided by bank<br>Insurance and income taxes<br>Calculating VATS/NHIS | Section 3: Systems<br>Unit 2: Dentition in Humans<br>Parts of the tooth<br>Types of teeth<br>Functions of different types of teeth<br>Causes of tooth decay and gum diseases<br>Prevention of tooth decay | Section 1: The Environment<br>Unit 2: Population Growth and Development in Ghana<br>Meaning of population<br>Structure of the Ghanaian population<br>Effects of rapid population growth   | Section 1: Moral Teachings and Commitment<br>Unit 2: Commitments<br>Meaning of commitments<br>Ways of showing commitments to the God, family and society<br>Practical application of commitments | Section 1: Word Processing Application<br>Unit 1: Toolbars<br>Features of the formatting and standard toolbars<br>Uses of the scroll bar<br>Using the help facility |
| 3    | UNIT 3.5: MONEY AND TAXES<br>Calculating wages and salaries<br>Transactions and services provided by bank<br>Insurance and income taxes<br>Calculating VATS/NHIS | Section 3: Systems<br>Unit 2: Dentition in Humans<br>Parts of the tooth<br>Types of teeth<br>Functions of different types of teeth<br>Causes of tooth decay and gum diseases<br>Prevention of tooth decay | Section 1: The Environment<br>Unit 2: Population Growth and Development in Ghana.<br>Meaning of population.<br>Structure of the Ghanaian population<br>Effects of rapid population growth | Section 1: Moral Teachings and Commitment<br>Unit 2: Commitments<br>Meaning of commitments<br>Ways of showing commitments to the God, family and society<br>Practical application of commitments | Section 1: Word Processing Application<br>Unit 1: Toolbars<br>Features of the formatting and standard toolbars<br>Uses of the scroll bar<br>Using the help facility |
| 4    | UNIT 3.5: MONEY AND TAXES<br>Calculating wages and salaries<br>Transactions and services provided by bank<br>Insurance and income taxes<br>Calculating VATS/NHIS | Section 3: Systems<br>Unit 2: Dentition in Humans<br>Parts of the tooth<br>Types of teeth<br>Functions of different types of teeth                                                                        | Unit 2: Population Growth and Development in Ghana<br>Ways of reducing growth rate<br>Meaning of rural urban drift<br>Problems created in the rural areas                                 | Section 1: Moral Teachings and Commitment<br>Unit 2: Commitments<br>Meaning of commitments<br>Ways of showing commitments to the God, family and society                                         | Section 1: Word Processing Application<br>Unit 1: Toolbars<br>Features of the formatting and standard toolbars                                                      |

|   |                                                                                                                      |                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                           |                                                                                                                                                     |
|---|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                      | Causes of tooth decay and gum diseases<br>Prevention of tooth decay                                                                                  |                                                                                                                                                                            | Practical application of commitments                                                                                                                      | Uses of the scroll bar<br>Using the help facility                                                                                                   |
| 5 | UNIT3.6: Algebraic Expression<br>Change of subjects<br>Substitution of values<br>Binomial expansion<br>Factorization | Unit 3: Digestion in humans<br>Definition of digestion<br>Parts of the digestive system in humans and their functions<br>Digestion of food substance | Unit 2: Population Growth and Development in Ghana<br>Ways of reducing growth rate<br>Meaning of rural urban drift<br>Problems created in the rural areas                  | Section 2: Reward and Punishment. Unit 2: Bad Deeds and Punishment<br>Acts of bad deeds<br>Reasons for punishing bad deeds.<br>Types of punishment        | Unit 2: Finding files and folders using search tool<br>Using the search tool to find files and folders                                              |
| 6 | UNIT3.6: Algebraic Expression<br>Change of subjects<br>Substitution of values<br>Binomial expansion<br>Factorization | Unit 3: Digestion in humans<br>Definition of digestion<br>Parts of the digestive system in humans and their functions<br>Digestion of food substance | Section 2: Governance, Politics and Stability<br>Unit 2: Promoting Political Stability in Ghana<br>Meaning of democracy<br>Factors that promote the operation of democracy | Section 2: Reward and Punishment<br>Unit 2: Bad Deeds and Punishment. Acts of bad deeds.<br>Reasons for punishing bad deeds<br>Types of punishment        | Unit 2: Finding files and folders using search tool<br>Using the search tool to find files and folders                                              |
| 7 | UNIT3.6: Algebraic Expression<br>Change of subjects<br>Substitution of values<br>Binomial expansion<br>Factorization | Unit 3: Digestion in humans<br>Absorption of end products of digestion<br>Uses of end product of digestion<br>Egestion of undigested food            | Section 2: Governance, Politics and Stability<br>Unit 2: Promoting Political Stability in Ghana<br>Meaning of democracy<br>Factors that promote the operation of democracy | Section 2: Reward and Punishment<br>Unit 2: Bad Deeds and Punishment. Acts of bad deeds.<br>Reasons for punishing bad deeds<br>Types of punishment        | Unit 2: Finding files and folders using search tool<br>Using the search tool to find files and folders                                              |
| 8 | UNIT3.6: Algebraic Expression<br>Change of subjects<br>Substitution of values<br>Binomial expansion<br>Factorization | Unit 3: Digestion in humans<br>Absorption of end products of digestion<br>Uses of end product of digestion<br>Egestion of undigested food            | Section 2: Governance, Politics and Stability<br>Unit 2: Promoting Political Stability in Ghana<br>Meaning of democracy<br>Factors that promote the operation of democracy | Unit 2: Bad Deeds and Punishment<br>Deeds that are punishable<br>The need to avoid bad deeds.<br>Ways of accepting responsibility for one's own bad deeds | Section 2: Integration of ICT into education<br>Unit 1: Integrating of ICT into specific learning areas<br>Benefits of ICT in teaching and learning |

|    |                                                                                               |                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                                                      |                                                                                                                                                                                |
|----|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | Unit 3.7: Properties of Polygons<br>Types of triangles<br>Interior angles of polygons         | Section 5: Interaction of matter<br>Unit 1: Magnetism<br>Properties of magnets<br>Magnetic field<br>Methods of making magnets<br>Uses of magnets | Section 2: Governance, Politics and Stability<br>Unit 2: Promoting Political Stability in Ghana<br>Meaning of democracy<br>Factors that promote the operation of democracy | Unit 2: Bad Deeds and Punishment. Deeds that are punishable. The need to avoid bad deeds<br>Ways of accepting responsibility for one's own bad deeds | Section 2: Integration of ICT into education<br>Unit 1: Integrating of ICT into specific learning areas. Benefits of ICT in teaching and learning                              |
| 10 | Unit 3.7: Properties of Polygons<br>Types of triangles<br>Interior angles of polygons         | Section 5: Interaction of matter. Unit 1: Magnetism<br>Properties of magnets<br>Magnetic field<br>Methods of making magnets<br>Uses of magnets   | Unit 2: Promoting Political Stability in Ghana<br>Political stability<br>Ways for promoting political stability in Ghana                                                   | Unit 2: Bad Deeds and Punishment. Deeds that are punishable. The need to avoid bad deeds. Ways of accepting responsibility for one's own bad deeds   | Section 2: Integration of ICT into education<br>Unit 1: Integrating of ICT into specific learning areas. Benefits of ICT in teaching and learning                              |
| 11 | Unit 3.7: Properties of Polygons<br>Exterior angles of regular polygons<br>Pythagoras theorem | Section 5: Interaction of matter. Unit 1: Magnetism<br>Properties of magnets<br>Magnetic field<br>Methods of making magnets<br>Uses of magnets   | Unit 2: Promoting Political Stability in Ghana<br>Political stability<br>Ways for promoting political stability in Ghana                                                   | Unit 3: Repentance<br>Stages of repentance<br>Importance of repentance                                                                               | Unit 2: Search engines<br>Types of search engines<br>Skills in using search engines to access information from the internet<br>Accessing information using the search engines  |
| 12 | Unit 3.7: Properties of Polygons<br>Exterior angles of regular polygons<br>Pythagoras theorem | Unit 2: Science Related Industries                                                                                                               | Unit 2: Promoting Political Stability in Ghana<br>Political stability<br>Ways for promoting political stability in Ghana                                                   | Unit 3: Repentance<br>Stages of repentance<br>Importance of repentance                                                                               | Unit 2: Search engines<br>Types of search engines.<br>Skills in using search engines to access information from the internet<br>Accessing information using the search engines |
| 13 | REVISION                                                                                      |                                                                                                                                                  |                                                                                                                                                                            |                                                                                                                                                      |                                                                                                                                                                                |



**SECOND TERM WEEKLY SCHEME OF WORK FOR JHS FORM 3. ----- BASIC DESIGN AND TECHNOLOGY**

| WEEK | HOME ECONOMICS                                                                                                                         | PRE –TECHNICAL SKILLS                                                                                                                    | VISUAL ARTS                                                                                                             |
|------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 1: Materials. Unit 2: Plastics. Kinds of plastics<br>Articles made from plastics                                                 | Section 1: Visual Communication. Unit 1 : Design and make items to solve national problems                              |
| 2    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 1: Materials. Unit 2: Plastics. Kinds of plastics<br>Articles made from plastics                                                 | Section 1: Visual Communication. Unit 1 : Design and make items to solve national problems Eg. Immorality, indiscipline |
| 3    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 1: Materials. Unit 2: Plastics. Kinds of plastics. Articles made from plastics                                                   | Section 1: Visual Communication. Unit 1 : Design and make items to solve national problems                              |
| 4    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 2: Tools and Processes. Unit 4; Walling. Preparation of clay mortar. Laying the bricks                                           | Section 2: Modeling, Casting and Carving<br>Unit 1: Design and making of items to satisfy a national                    |
| 5    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 2: Tools and Processes. Unit 4; Walling. Preparation of clay mortar. Laying the bricks                                           | Section 2: Modeling, Casting and Carving<br>Unit 1: Design and making of items to satisfy a national                    |
| 6    | SECTION 2: Basic flour mixtures<br>Preparing flour mixture dishes                                                                      | Section 2: Tools and Processes. Unit 4; Walling. Preparation of clay mortar. Laying the bricks                                           | Section 2: Modeling, Casting and Carving<br>Unit 1: Design and making of items to satisfy a national                    |
| 7    | Section 3:Clothing and Maintenance<br>Unit 1: meaning of renovation and remodeling.<br>Reasons for renovating and remodeling articles. | Section 2: Tools and Processes<br>Unit 4; Walling. Preparation of clay mortar<br>Laying the bricks                                       | Section 4; Construction and Assemblage<br>Unit 1: Making items with a variety of materials to satisfy national need     |
| 8    | Section 3:Clothing and Maintenance<br>Unit 1: meaning of renovation and remodeling.<br>Reasons for renovating and remodeling articles. | Unit 5: Fastenings. Fastening tools, devices and materials. Uses of fastening tools, devices and materials. Fastening materials together | Section 4; Construction and Assemblage<br>Unit 1: Making items with a variety of materials to satisfy national need     |
| 9    | Unit 1: Renovation and remodeling<br>Practical work on patching                                                                        | Unit 5: Fastenings. Fastening tools, devices and materials. Uses of fastening tools, devices and materials. Fastening materials together | Section 4; Construction and Assemblage<br>Unit 1: Making items with a variety of materials to satisfy national need     |
| 10   | Unit 1: Renovation and remodeling<br>Practical work on patching                                                                        | Unit 5: Fastenings. Fastening tools, devices and materials. Uses of fastening tools, devices and materials. Fastening materials together | Section 5: Fabric and Leather Decorations<br>Unit 2 : Combining Decorative Techniques<br>Tools and materials            |
| 11   | Unit 1: Renovation and remodeling<br>Practical work on patching                                                                        | Unit 5: Fastenings. Fastening tools, devices and materials. Uses of fastening tools, devices and materials. Fastening materials together | Section 5: Fabric and Leather Decorations<br>Unit 2 : Combining Decorative Techniques<br>Tools and materials            |
| 12   | Unit 1: Renovation and remodeling<br>Practical work on patching                                                                        | Unit 5: Fastenings. Fastening tools, devices and materials. Uses of fastening tools, devices and materials. Fastening materials together | Section 5: Fabric and Leather Decorations<br>Unit 2 : Combining Decorative Techniques<br>Tools and materials            |
| 13   | REVISION                                                                                                                               |                                                                                                                                          |                                                                                                                         |