

SEMESTER ONE

GRADE: 7  
 PERIOD: 1  
 SUBJECT: LANGUAGE ARTS  
 TOPIC : CONSTRUCTING SENTENCES

LEARNING OUTCOMES	<b><u>LEARNING OBJECTIVES:</u></b>	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
Learners are able to construct different types of sentences and write friendly letters	Upon completion of this topic, learners will: <ol style="list-style-type: none"> <li>1. Develop sentences and punctuate them correctly.</li> <li>2. Identify sentences according to types (Declarative, Interrogative, Exclamatory, and Imperative )</li> <li>3. Construct friendly letters</li> </ol>	<ol style="list-style-type: none"> <li>1. Review sentences according to purpose</li> <li>2. Construct sentence according to structure.</li> </ol> 3 Writing Friendly Letter	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> <li>1. Write one declarative sentence, imperative, interrogative, and one exclamatory sentence with their proper punctuations.</li> <li>2. Analyze and</li> </ol>	<p><b>Primary Text</b></p> <p>Grade 7 English, Pupil Book</p> <p>By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p>Gateway to English for JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>New Oxford Secondary schools – Book 1 (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective Communication Skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Assignments</li> <li>• Quizzes</li> </ul>

			<p>identify simple sentences, compound sentences and complex sentences.</p> <p>3. Form a group of pair learners each to write:</p> <p>a) Two simple sentences.</p> <p>b) Two Compound Sentences</p> <p>c.) Two Complex Sentences</p> <p>4. Attempt any two questions and compare your answers with your classmates</p>		
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**SEMESTER ONE**

GRADE : 7  
 PERIOD : II  
 SUBJECT : LANGUAGE ARTS  
 TOPIC : PARAGRAPH WRITING

LEARNING OUTCOME	<b>LEARNING OBJECTIVES:</b>	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
Learners are able to construct sentences and paragraphs using acquired grammar mechanics	Upon completion of this topic, learners will: <ol style="list-style-type: none"> <li>1. Apply subject-verb agreement knowledge in constructing sentences</li> <li>2. Construct paragraph using subject and</li> </ol>	subject-verb agreement <ul style="list-style-type: none"> <li>• Kinds of paragraphs</li> <li>• prefixes and Suffixes from their root words</li> </ul>	<b>INCLUSIVE AND DIFFERENTIATED LEARNING</b>  Individual seat work or work in small mixed groups according to gender and learning styles Page46 <ul style="list-style-type: none"> <li>• Learners read sentences and underline the incorrect verb, subject or subject-verb agreement and write the correct</li> </ul>	<b>Primary Text</b>  Grade 7English, Pupil Book  by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis	<b><u>Expected Competencies</u></b> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Individual work</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

	<p>verb agreement</p> <p>3. Develop vocabulary using prefixes and suffixes</p>		<p>sentences in their notebooks.</p> <ul style="list-style-type: none"> <li>• Divide the class into groups of five to discuss a) school life and b) our parents. Let each group write and share its report with the class.</li> <li>• Learners frame new words using suffixes or prefixes from a list.</li> </ul>		
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**SEMESTER ONE**

**GRADE: 7**

**PERIOD: III**

**SUBJECT: LANGUAGE ARTS**

**TOPIC: SENTENCE WRITING**

<b>LEARNING OUTCOMES</b>	<b>LEARNING OBJECTIVES:</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS/RE SOURCES</b>	<b>EVALUATION/ COMPETENCIES</b>
Learners are able to construct sentences using action and linking verbs as well as adjectives.	Upon completion of this topic, learners will:  1. Apply action and linking verbs in sentence writing 2. Develop sentences using adjectives	<ul style="list-style-type: none"><li>• Verbs – Action and linking</li><li>• Adjectives – a) that tells how, which one, what kind, and how many;</li><li>• Kinds of adjectives – e.g. Predicate adjective, demonstrative adjective. etc.</li></ul>	<b>INCLUSIVE AND DIFFERENTIATED LEARNING</b>  Individual seat work or work in small mixed groups according to gender and learning styles  <ul style="list-style-type: none"><li>• Learners make a list of linking verbs and action verbs and use them in sentences.</li><li>• Divide learners into two groups. One group will say a verb</li></ul>	<b>Primary Text</b>  Grade 7 English Textbook  by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis  <b>Secondary Text</b>  Gateway to English for JSS1 (Pearson), Ayo Banjo, et al.  New Oxford secondary English for Junior	<b><u>Expected Competencies</u></b>  <ul style="list-style-type: none"><li>➤ Effective communication skills</li><li>➤ Analytical skills</li><li>➤ Creativity and Innovation skills</li></ul> Assessment Strategies that will be used to measure competencies  <ul style="list-style-type: none"><li>• Assignment</li><li>• Individual work</li><li>• Quizzes</li><li>• Tests</li></ul>

			<p>while the other group will identify the verb and frame a sentence.</p> <ul style="list-style-type: none"> <li>• Pair learners to write adjectives that describe their classmates, school, mother and father and then discuss in the class.</li> <li>• Learners work in pairs to add adjective and rewrite in their notebooks.</li> <li>• Give learners list of nouns and pair them to write adjectives describing each noun.</li> </ul>	<p>Secondary Schools – Book 1 (University Press PLC, 2007).</p>	
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## SEMESTER TWO

GRADE: 7

PERIOD: IV

SUBJECT: LANGUAGE ARTS

**TOPICS: SENTENCE WRITING**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
<p>Learners are able to construct sentences using correct verbs, adverbs and adjectives.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Construct sentences using correct verbs</li> <li>2. Develop sentences using appropriate adverbs</li> <li>3. Identify double comparison</li> </ol>	<ul style="list-style-type: none"> <li>• Present, past and past participle of verbs</li> <li>• Adverbs and kinds               <ul style="list-style-type: none"> <li>• Double comparison and double negatives</li> </ul> </li> </ul>	<p><b>INCLUSIVE AND DIFFERENTIATED LEARNING</b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Divide learners into small groups to write and conjugate verbs using the present, past and past</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 7 English Textbook by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p><b>Secondary Text</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Individual work</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

	and negatives correctly		participle and write on the blackboard. <ul style="list-style-type: none"><li>• Group learners in twos to say adverbs and frame sentences from those adverbs</li><li>• Each learner select the correct word or phrase in a list of sentences</li></ul>		
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SEMESTER TWO

Grade 7

PERIOD: V

SUBJECT: LANGUAGE ARTS

TOPICS: CONSTRUCTING DESCRIPTIVE PARAGRAPHS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
Learners are able to effectively construct descriptive paragraphs using acquired grammar mechanics.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Apply regular and irregular verbs in sentences</li> <li>2. Identify and use pronouns and their antecedents in sentences</li> <li>3. Classify prepositional phrases as adverbial and adjectival phrase in sentences</li> <li>4. Compare degrees of adjectives and adverbs in sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbs: Regular and Irregular.</li> <li>2. Kinds of pronouns and their antecedents: E.g. Personal Pronouns, etc.</li> <li>3. Prepositional phrases -               <ol style="list-style-type: none"> <li>a) adverbial phrase; b) adjectival Phrase.</li> </ol> </li> <li>4. Degrees of adjectives and adverbs: positive, comparative, Superlative.</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Ask learners to write down regular and irregular verbs, use them in sentences and write them in their notebooks.</li> <li>• Divide the class into groups of five and ask learners to write sentences about other members of their</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 7 English Textbook by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p><b>Secondary Text</b></p> <p><i>Gateway to English For JSS I</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Project:</li> <li>• Quizzes</li> <li>• Test</li> </ul>

			<p>group using a pronoun and its antecedent</p> <ul style="list-style-type: none"><li>• Group learners into group of three to write a noun, form an adjective and write sentences using degrees of comparison</li><li>• Organize learners into group of three to write a sentence, identify a phrase, the word modified and its part of speech</li></ul>		
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**SEMESTER: TWO**

GRADE: 7

PERIOD: VI

SUBJECT: LANGUAGE ARTS

TOPICS: CONSTRUCTING EFFECTIVE SENTENCES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
Learners are able to construct effective sentences using acquired grammar mechanics.	<p>Upon completion of these topics, learners will:</p> <ol style="list-style-type: none"> <li>1. Construct effective sentences using pattern 4 and 6</li> <li>2. Apply antonyms and synonyms in sentences</li> </ol>	<p>CONSTRUCTING EFFECTIVE SENTENCES :</p> <ul style="list-style-type: none"> <li>- Vocabulary development(Antonyms and Synonyms)</li> <li>- Announcement autobiographies</li> <li>- Patterns 4&amp;6,)</li> </ul>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners individually define antonym and synonyms and</li> </ul>	<p>Primary Text:</p> <p>Grade 7 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al. <i>New Oxford Secondary</i></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Develop effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Individual works-</li> <li>• quizzes</li> </ul>

	<p>3. Develop correct autobiographies and announcements</p>		<p>write examples on the chalkboard</p> <ul style="list-style-type: none"> <li>• Divide learners into groups of two and ask each group to develop and read an announcement</li> <li>• Assign learners to write a biography of each other in pair, convert into an autobiography and present to class</li> <li>• Learners use adjectives or linking verbs in sentences from a list (pattern 6)</li> </ul>	<p><i>English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<ul style="list-style-type: none"> <li>• tests</li> </ul>
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## SEMESTER ONE

GRADE: 8

PERIOD: 1

SUBJECT: LANGUAGE ARTS

TOPICS: COMPOSITION DEVELOPMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COPETENCIES
Learners are able to develop effective composition	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Classify and use part of speech in sentences</li> <li>2. Identify subject and predicate in a sentence</li> <li>3. Develop composition</li> </ol>	<p>COMPOSITION WRITING</p> <ol style="list-style-type: none"> <li>1. parts of speech,</li> <li>2. Parts of a sentence</li> <li>3. making introduction</li> <li>4. Interview</li> <li>5. Conversation</li> <li>6. using the dictionary</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners read a list of words, use them in sentences and indicate the part of speech</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 8 English Pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary</i></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Individual work</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

	<p>using topic sentences effectively</p> <p>4. Formulate effective introduction, conversation and interviews</p> <p>Demonstrate the effective use of a dictionary</p>		<ul style="list-style-type: none"> <li>• Learners complete sentences by supplying the subjects</li> <li>• Learners write a paragraph on topic of their interest example; substance abuse, hygiene, teenage pregnancy etc.</li> <li>• Assign learners into groups to introduce each other, conduct interviews and hold general conversations</li> <li>• Assign learners to visit the library and write a report on their visits.</li> </ul>	<p><i>English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	
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## SEMESTER ONE

GRADE: 8  
 PERIOD: II  
 SUBJECT: LANGUAGE ARTS  
 TOPIC: PARAGRAPH DEVELOPMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
<p>Learners are able to develop correct paragraphs using acquired grammar mechanics</p>	<p><b>Upon completion of this topic learners will:</b></p> <p><b>Demonstrate verbs conjugations in given tenses</b></p> <p><b>Identify and develop compound subjects and predicates</b></p> <p><b>Recognize direct and indirect objectives in sentences</b></p> <p><b>Develop paragraphs by sticking to topics</b></p> <p><b>Demonstrate oral communication through announcement and interview</b></p>	<p><b>PARAGRAPH DEVELOPMENT</b></p> <ol style="list-style-type: none"> <li>1. Verbs conjugations</li> <li>2. Compound subject and compound Predicate</li> <li>3. Paragraph development</li> <li>4. Oral communication)</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> <li>• Learners conjugate verbs in tenses and compare their answers with classmates</li> <li>• Learners work individually to write sentences using compounds subject and predicates, direct and indirect objects</li> <li>• Individually, learners develop topic sentence, supporting sentences and concluding sentences and compare with classmates on HIV/AIDs</li> <li>• Pair learners to prepare and make announcements of any situation</li> <li>• Pair learners to write the script of an interview and role play an interview section</li> </ul>	<p><b><u>Primary Text</u></b></p> <p>Grade 8 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b><u>Secondary Text:</u></b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Individual work</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

## SEMESTER ONE

**GRADE: 8**  
**PERIOD: III**  
**SUBJECT: LANGUAGE ARTS**  
**TOPIC: DEVELOPING EFFECTIVE SENTENCE WRITING**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
Learners are able to construct and use effective sentences	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify predicate nominative and predicate adjective in sentences</li> <li>2. Demonstrate the use of the pronouns 'who and whom' in sentences</li> <li>3. Apply regular and irregular verbs in</li> </ol>	<p>DEVELOPING EFFECTIVE SENTENCE WRITING</p> <ol style="list-style-type: none"> <li>1. regular&amp; irregular verbs predicate</li> <li>2. nominative and adjective</li> <li>3. pronouns-who, whom,</li> <li>4. appositive and its phrases</li> <li>5. developing report, notices and plan outlines</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners use verbs in sentences and read their work to the class</li> <li>• Learners work in pairs to write sentences and identify predicate nominatives and</li> </ul>	<p>Primary Text:</p> <p>Grade 7 English Text book            By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.  <i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC,</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Home work</li> <li>• Test</li> </ul>



	<p>sentences with emphasis on subject-verb agreement</p> <p>4. Identify and use appositive and appositive phrases in sentences</p> <p>5. Develop reports, notices, and plan outlines</p>	<ul style="list-style-type: none"><li>•</li></ul>	<p>adjectives</p> <ul style="list-style-type: none"><li>• Learners discuss the use of 'who and whom' and give examples of each</li><li>• Divide learners into three groups to outline how to prepare for example; let them report to the class</li><li>• Learners work in pairs to write sentences using appositive and appositive phrase on the chalkboard</li><li>• Assign learners to work in groups of fours to read and write a book report</li></ul>	2007	
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## SEMESTER TWO

Grade: 8  
 Period: IV  
 SUBJECT: LANGUAGE ARTS  
 TOPIC: COMPOSITION WRITING

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
Learners are able to develop effective composition using acquired grammar mechanics	Upon completion of this topic, learners will: <ol style="list-style-type: none"> <li>1. Identify and use verbal and verbal phrases</li> <li>2. Demonstrate the use of pronouns and antecedents</li> <li>3. Develop composition on emergent issues such as social norms, peer influences, decision making, etc</li> <li>4. Identify entry words, guide words, origin of words using a dictionary</li> </ol>	Composition Writing: <ol style="list-style-type: none"> <li>1.Kinds of pronouns and their antecedents,</li> <li>2.Verbal and verbal phrases,</li> <li>3. the use of dictionary</li> <li>4.Compositing writing</li> </ol>	INCLUSIVE AND DIFFERENTIATED LEARNING  Individual seat work or work in small mixed groups according to gender and learning styles. <ul style="list-style-type: none"> <li>• Group learners in pairs to write sentences using a demonstrative pronoun and the antecedent</li> <li>• Individual learners write sentences containing Gerund Participle and Infinitive</li> <li>• Learners work in a group of three to discuss the use of the dictionary and identify entry words, guide words, origin of words</li> </ul>	Primary Text:  Grade 7 English Text book  By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis  Secondary Text:  <i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.  <i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)	<u><b>Expected Competencies</b></u> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> <li>• Assignment:</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Assign learners to write composition on emergent issues such as social norms, peer influences, decision making, etc.</li></ul> |  |  |
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**SEMESTER TWO**

Grade: 8  
 Period: V  
 SUBJECT: LANGUAGE ARTS  
 TOPIC: COMPOSITION DEVELOPMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
Learners are able to develop effective composition using acquired grammar mechanics and communication skills	Upon completion of this topic, learners will: <ol style="list-style-type: none"> <li>1. Compare adjectives and adverbs using degrees of comparison</li> <li>2. Identify and use subordinate clauses</li> <li>3. Apply punctuation marks correctly</li> <li>4. Construct letters of application</li> <li>5. Present short speeches in class</li> </ol>	<b>COMPOSITION DEVELOPMENT</b> <ol style="list-style-type: none"> <li>1. adjective &amp; Adverb in comparison</li> <li>2. Independent &amp; Subordinate clauses,</li> <li>3. Punctuations</li> <li>4. writing, Letter writing- Application</li> <li>5. Short Speech making</li> </ol>	<b>INCLUSIVE AND DIFFERENTIATED LEARNING :</b> Individual seat work or work in small mixed groups according to gender and learning styles. <ul style="list-style-type: none"> <li>• Learners complete a worksheet to identify the correct forms of the adjectives / adverbs given in parenthesis or give example of each in sentences</li> <li>• Learners write sentences or select a paragraph in a</li> </ul>	<b>Primary Text</b> Grade 7 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis <b>Secondary Text:</b> <i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al. <i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)	<b><u>Expected Competencies</u></b> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

			<p>newspaper to identify the independent and subordinate clauses</p> <ul style="list-style-type: none"><li>• Assign learners to bring a sample letter or write a letter; punctuate it at the appropriate places.</li><li>• Every learner choose a topic from a list and speak for two minutes in front of the class</li></ul>		
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**SEMESTER: TWO**

GRADE: 8  
 PERIOD: VI  
 TOPICS: COMPOSITION DEVELOPMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/ COMPETENCIES
Create new ideas to develop effective composition using acquired grammar mechanics	Upon completion of this topic, learners will: <ol style="list-style-type: none"> <li>1. Develop voice intonation in becoming better speaker</li> <li>2. Identify and write sentences using conjunctions and interjections</li> <li>3. Identify role of clauses play in clarifying a written report</li> <li>4. Describe the role that the library plays in enhancing research project</li> <li>5. Recognize that HIV/AIDs has a high risk and leads to an unhealthy life</li> </ol>	<b>COMPOSITION WRITING</b> <ol style="list-style-type: none"> <li>1. <b>voice intonation (active and passive voices)</b></li> <li>2. <b>conjunctions and interjections,</b></li> <li>3. <b>Verbal and clauses</b></li> <li>4. <b>The role of Library</b></li> <li>5. <b>HIV/AIDs and life</b></li> </ol>	<b>INCLUSIVE AND DIFFERENTIATED LEARNING</b> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <p>Class discussion on the use of active and passive voice and have learners change active voices and passive voice and vice versa</p> <p>Present learners with sentences omitting pronouns and allow them to fill in and discuss their responses</p> <ul style="list-style-type: none"> <li>• Learners brainstorm the meaning of conjunction and give examples</li> <li>• Learners list interjections and</li> </ul>	Primary Text: Grade 7 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis Secondary Text: <i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al. <i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)	<b><u>Expected Competencies</u></b> <ul style="list-style-type: none"> <li>➤ effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Individual work:</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

			<p>use them in sentences</p> <ul style="list-style-type: none"><li>• Present learners with verbal and ask learners to identify them as gerund, participle, or infinitive</li><li>• Learners make a field trip to a local library and then make a report about the uses of the library</li><li>• Assign learners to read and report on an article about HIV/AIDS</li></ul>		
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**SEMESTER: ONE**

**GRADE: 9**

**PERIOD: I**

**TOPIC: COMPOSITION DEVELOPMENT**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
Learners are able to develop effective composition using acquired grammar mechanics	<p>Upon completion of this topic, learners will</p> <p>1 Apply punctuation mark correctly</p> <p>2 Identify and use transitive and intransitive verbs in sentences</p> <p>1. Develop vocabulary by use of antonyms and synonyms</p>	<p>Composition Development:</p> <p>1. Proper capitalization, and correct punctuations</p> <p>2. Transitive and intransitive verbs,</p> <p>3. Vocabulary by use of antonym and synonyms</p>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>Learners read a story, punctuate and capitalize letters where require</li> <li>Pair learners to write, identify action verbs as transitive and intransitive</li> <li>Split learners in groups of two to write an essay in chronological order and compare their answers with other groups</li> <li>assign learners to write a process description of how to prepare a meal</li> <li>Individually, learners compare pictures and write appropriate words for them</li> </ul>	<p>Primary Text:</p> <p>Grade 7 English Text book</p> <p>By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skill</li> <li>➤ Creativity and Innovation ski</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Test</li> </ul>

**SEMESTER: ONE**



**GRADE: 9**  
**PERIOD: II**  
**TOPIC: Constructing effective sentences**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION COMPETENCIES
Learners are able to construct effective sentences using grammar mechanics	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify and use the principal parts of verbs and their tenses</li> <li>2. Apply predicate nominatives and direct objects in sentences</li> <li>3. Classify and use various kinds of phrases</li> <li>4. Present announcement</li> </ol>	<p>Constructing effective sentences</p> <ol style="list-style-type: none"> <li>1. using principal parts of verbs and its tenses,</li> <li>2. nouns – Predicate nominatives and direct objects,</li> <li>3. various Kinds of phrases</li> <li>4. preparing and making announcement</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners work with a classmate to write the principal parts of verbs and their uses in different tenses</li> <li>• Class discussion on the definition of predicate nominative and a direct object and write sentences for each</li> <li>• Learners work in pairs to write sentence using a prepositional phrases and identify it as an adjective or adverb.</li> <li>• Assign learners to write and deliver speeches, announcement and notices in class</li> </ul>	<p><b>Primary Text</b></p> <ul style="list-style-type: none"> <li>• MOE Prescribed Grade 9 English pupils book</li> </ul> <p>Authors:</p> <p>Gabriel I H Williams, Helena Cooper,  Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson)</p> <p>Ayo Banjo, et al. <i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b>Expected Competencies</b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Test</li> </ul>

**SEMESTER ONE**

**GRADE: 9**  
**PERIOD: III**  
**TOPIC: COMPOSITION DEVELOPMENT**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
Learners are able to effectively analyze and write a business letter and article	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of self-introduction and others</li> <li>2. Construct different kinds of business letters Analyze a newspaper or an article</li> </ol>	<p>COMPOSITION DEVELOPMENT</p> <ol style="list-style-type: none"> <li>1. Introduction of Self and others</li> <li>2. kinds of business letters               <ul style="list-style-type: none"> <li>- Application</li> <li>- order,</li> <li>- request</li> <li>- inquiry</li> </ul> </li> <li>3. analyzing articles</li> </ol>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners discuss the various forms of letters and illustrate appropriate formats</li> <li>• Assign learners to read and report on an article or newspaper articles</li> <li>• Learners role play to demonstrate introduction in class</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 9 English pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

**SEMESTER: TWO**

**GRADE: 9**  
**PERIOD: IV**  
**TOPIC: COMPOSITION DEVELOPMENT**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION /COMPETENCIES
<p>Learners are able to develop effective composition writing skills and knowledge using different kinds of paragraphs (creative, descriptive, argumentative)</p>	<p>Upon completion of this topic, learner will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the different kinds of paragraphs</li> <li>2. Develop the different kinds of paragraphs (expository, creative, descriptive, argumentative)</li> </ol>	<p style="text-align: center;"><b>COMPOSITION DEVELOPMENT</b></p> <p>Different kinds of paragraphs</p> <ul style="list-style-type: none"> <li>-expository</li> <li>- creative,</li> <li>-descriptive,</li> <li>- argumentative</li> </ul>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Group learners to compare and contrast the different kinds of paragraphs</li> <li>• Assign learners individually to analyze the different kind of paragraphs</li> <li>• Assign learners in individually to write compositions on each of the different kinds of paragraphs Emergent issues such as The importance of girls education, substances and drug use, teenage pregnancy, rape, sexuality</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 9 English Text book By Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Project</li> <li>• Individual work</li> <li>• Group work</li> </ul>

**SEMESTER: TWO**

**GRADE: 9**  
**PERIOD: V**  
**TOPIC: Composition Development**

LEARNING OUTCOME	LEARNING OBJECTIVES	CONTENT	ACTIVITY	MATERIALS/RESOURCES	EVALUATION/COMPENTENCY
Learners are able to develop effective composition	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify the part of speech and use them in sentences</li> <li>2. Outline the type of sentences and use them properly</li> <li>3. Apply the use of dependent and independent clauses in composition work</li> <li>4. Construct composition on emergent issues such as planning and decision making in a family</li> </ol>	<p>Composition Development</p> <ol style="list-style-type: none"> <li>1. Parts of speech</li> <li>2. types of sentences their uses,</li> <li>3. dependent and independent clauses</li> <li>4. composition writing on emergent issues</li> </ol>	<p><b>INCLUSIVE AND DIFFERENTIATED LEARNING</b></p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners work in groups to identify part of speech or list and show relations between other words with example</li> <li>• Group learners to outline the type of sentences and give examples</li> <li>• Group learners to</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 9 English Pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Project - composition</li> <li>• Quizzes</li> <li>• Tests</li> </ul>

			<p>classify group of words as dependent and independent clauses Book</p> <ul style="list-style-type: none"><li>• Learners develop composition on other emerging issues such as Planning and decision making in a family, stigma and discrimination related to HIV/AIDS, TB, and substance/drug abuse among others</li></ul>		
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**SEMESTER: TWO**

**GRADE: 9**  
**PERIOD: VI**  
**TOPIC: COMPOSITION DEVELOPMENT**

LEARNING OUTCOMES	LEARNING OBJECTIVE	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/COMPETENCIES
Learners are able to formulate proper composition using acquired grammar mechanics	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Identify and use personal pronouns in sentences</li> <li>2. Develop different types of sentence patterns</li> <li>3. Apply the use of proper parts of speech in sentences</li> <li>4. Utilize capitalization and punctuation marks correctly in writing</li> <li>5. Formulate kinds of composition</li> </ol>	<p><b>COMPOSITION DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• types of sentence patterns</li> <li>• using parts of speech properly</li> <li>• Capitalization and punctuation</li> <li>• Writing proper Composition</li> </ul>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> <li>• Learners work in pairs to identify and use personal pronouns in sentences</li> <li>• Divide learners into pairs to write sentences on sentence pattern four and identify the subject, verb, object and complement. Also write sentence pattern six and identify subject, linking verbs and predicate adjective</li> <li>• Divide learners into groups of three to identify and write the parts of speech into sentences. Additionally, pair learners to read</li> </ul>	<p><b>Primary Text</b></p> <p>Grade 9 English Pupils Book</p> <p>By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p><b>Secondary Text:</b></p> <p><i>Gateway to English For JSS 1</i> (Pearson) by Ayo Banjo, et al.</p> <p><i>New Oxford Secondary English Course for Junior Secondary Schools – Book 1</i> (University Press PLC, 2007)</p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>➤ Effective communication skills</li> <li>➤ Analytical skills</li> <li>➤ Creativity and Innovation skills</li> </ul> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Seatwork</li> <li>• Quizzes</li> <li>• Test</li> </ul>

			<p>a newspaper story or article to identify the part of speech and write them in sentences</p> <ul style="list-style-type: none"><li>• Divide the class into two groups, ask one group to write different kind of sentences without punctuation and the second group place in the appropriate punctuation marks</li><li>• Assign Individual learners to write a composition on Gender bias, substance abuse, human right, sex &amp; sexuality, nutrition etc. and indicate the type of composition</li></ul>		
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