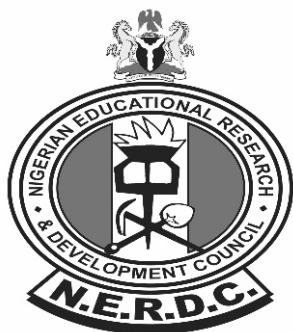




FEDERAL MINISTRY OF EDUCATION

Accelerated Basic Education Curriculum Nigerian History and Values (Level 2: Stage 1 - 3)



NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)

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Foreword

One of the targets set out by the Federal Government of Nigeria under the current dispensation is the eradication of the menace of out-of-school children that has bedeviled the country since the past three decades. This target area of concern formed one of the 10 pillars of the Ministerial Strategic Plan (2016 - 2019) which have metamorphosed into the Ministerial Strategic Plan (2018 - 2022). The effort asserted in this direction, is in line with the Constitution of the Federal Republic of Nigeria, which recognizes education as a fundamental right of every child, irrespective of ethnic background, social-economic status, religious affiliation and family background.

One of our turnaround strategies, as outlined in the Ministerial Strategic Plan, is to create opportunities for the education of all children and youths, who for one reason or the other, are out of school. These children, who are found in many parts of Nigeria, constitute about 5% of the world's population of Out-of-School children.

The turnaround strategies were based on identified gaps and challenges in the education sector. One obvious gap identified was the lack of well-thought educational programme that specifically addresses the peculiarities of overage children who are not in school. The Accelerated Basic Education Programme (ABEP) is therefore a step taken towards filling the identified gap. Aside from addressing our domestic situation, the programme is in line with global best practices.

The specific goal of the Programme is to mop-up (or reduce to the barest minimum) and bring back to school the large number of overage and out-of-

school children who are disadvantaged, marginalized and affected by crises, disasters or other socio-economic factors.

I am therefore pleased to note that the Nigerian Educational Research and Development Council (NERDC) has taken this step towards the provision of the curriculum to drive the ABEP. I congratulate NERDC and her partners for successfully completing the development of the Accelerated Basic Education Curriculum for the Implementation of the Accelerated Basic Education Programme in Nigeria. I wish to particularly thank Plan International and Save the Children International for supporting the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component. I also acknowledge the contributions of all experts who worked hard in the development of the curriculum. The curriculum is flexible and provides learning options and pathways for learners.

It is therefore my pleasure to present the curricula to all Nigerians and our foreign partners for the education of out-of-school children under the accelerated education programme.

My utmost hope is that the effective use of the curricula will bring about our desired aim of providing quality basic education to all Nigerian children irrespective of the circumstances surrounding their existence.

ADAMU ADAMU

Honourable Minister of Education, FME, Abuja.

October 2019

Preface

Nigeria, in the recent past, has been rated as one of the countries in the world with a huge population of out-of-school children and youths. The situation became worsened by the escalation of insurgency in the northeast leading to closure of many schools and the displacement of huge number persons including children and adolescents. Credible sources have it that many schools in the northeast states were closed from November 2014 to June 2015. By August 2017, an estimated 57% of schools were still closed in Borno.

Although many of the schools have been reopened, a high percentage of children are yet to return to school due to poverty and other socio-economic factors. There are also pockets of attack, psychosocial factors that affect human instability including where to start education again, having been out of school for many years (up to 10 years, in some instances).

Further, in the recent times, there have been widespread happenings, across the country, that have led to long term disruption of the educational pursuits of children and youths. These children and youths, in most instances, are either overage to continue schooling from where they stopped or are overage to start schooling from the foundation class (Primary 1). Incidentally, this group of children are found in many parts of the country.

Addressing this situation required the articulation of a special form of educational programme that will meet the peculiar circumstance of these children in this category. Whereas pockets of efforts have been made towards addressing the challenge, Nigeria lacks a strategically designed educational programme and curriculum standards that suits the peculiarities of children in this category.

Understandably, some non-governmental organizations have attempted to provide some interventions in this regard but these they had been done without a nationally established framework and curriculum standards.

Importantly, the Ministerial Strategy Plan (2018- 2022) had clearly identified containing the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change the Nigerian education sector. The above scenario informed the need for the development of a national accelerated education curriculum with the overarching objective of providing a catchup educational programme suitable for the educational needs of out-of-school children, and in the process mainstream them to formal school programme or provide them with alternative career path through enrolment into vocational training centres, after completing basic education. The intention to develop the curriculum arose also because of the need to provide a national curriculum standard that can be used in all states of Nigeria, where there are such peculiarities.

The Nigeria Accelerated Education Programme (NAEP) specifically targets out-of-school children between ages 10 and 18 who were in school but had their education interrupted and are overage to continue schooling from where they stopped and; those who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The NAEP is structured into 3 Levels as exemplified below:

- Level 1 (Stage 1 -3) to cover the curriculum contents of Primary 1 – 3
- Level 2 (Stages 1 -3) to cover the curriculum contents of Primary 4 – 6
- Level 3 (Stages 1 – 3) to cover the curriculum contents of JS 1 -3.

Each level will run for one academic year of 3 terms, similar to the regular school programme but with a flexible timetable in learner-friendly centres. The structure is further explained in the table below:

| Level | Target group |
|---------|--|
| Level 1 | <ul style="list-style-type: none"> Those who have never been to school aged 10 and above |
| Level 2 | <ul style="list-style-type: none"> Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other. |
| Level 3 | <ul style="list-style-type: none"> Those who have been to school up to primary 5 or 6 but dropped out due to one reason or the other. |

Five subjects were selected for the implementation of the programme. These are: English Studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one Nigerian Language (Hausa, Igbo and Yoruba, in the interim).

The development of the Accelerated Basic Education Curriculum involved a systematic procedure in which the 9-Year Basic Education Curriculum (for the selected subjects) was condensed into a 3-Year accelerated basic education curriculum without compromising the quality.

NERDC's four-stage approach to curriculum development was adopted in the process. These are:

- i. Planning, which involves concepts and strategy formulation,
- ii. Writing (crafting) of the initial draft of the curriculum document;

- iii. Critique of the draft curriculum document; and
- iv. Editorial and finalization of the curriculum document.

Teacher's Guide, with detailed and well sequenced contents, instructional strategies and assessment procedures is also developed to strengthen teachers' capabilities to effectively teach the curriculum.

It is my delight to acknowledge the role played by Plan International and Save the Children International in the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component.

My appreciation also goes to all our resource persons for their efforts, expertise and commitment to the success of the project. It is my deepest conviction that the use of this curriculum will be of immense benefit to the nation in the bid to addressing the problem of out-of-school children in Nigeria.

PROF. ISMAIL JUNAIDU

Executive Secretary, NERDC

Introduction

The Accelerated Basic Education Programme (ABEP) is a catchup education programme meant to take care of the educational needs of overage children and youths between the age 10 and 18 who for certain reasons could not enroll into regular school or had their educational programmes interrupted. The Philosophy for ABEP, like the overall philosophy of Nigeria education; is to develop the individual into a sound and effective citizen and the provision of equal opportunities for the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills; as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning. On a more specific note, the ABEP is designed to mop-up (or reduce to the barest minimum) and bring back to school the large number of out-of-school children spread across many parts of Nigeria. The programme targets two categories of these children. These are:

- Children and youths whose education programme were interrupted and are overage to continue schooling from where they stopped.
- Children and youths who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The ABEP, which is unique in all its ramifications, is to be implemented in 3-Levels comprising:

- Level 1 equivalent of Primary 1 - 3
- Level 2 equivalent of Primary 4 - 6
- Level 3 equivalent of JS 1- 3

In each of these levels, learners are expected to acquire basic education competencies equivalent to their mates in the regular school programme.

Given the uniqueness of the programme, it became imperative to redesign and condense the 9-Basic Education Curriculum in such a manner as to meet the peculiarities and needs of the intended beneficiaries of ABEP without compromising quality. Thus, the Accelerated Basic Education Curriculum (ABEC) is developed to provide the recipients unique learning experiences that will enable them to acquire basic knowledge, skills and competencies sufficient for mainstreaming and coping with the curriculum contents in the formal school system.

The Nigerian History and values Curriculum for ABEP is prepared to:

1. inculcate tolerance and the tenets of national unity in learners for peaceful co-existence amongst all segments of the Nigerian society;
2. deepen learners understanding of the similarities and differences between the various Nigerian peoples as a basis for appreciating our unity in diversity;
3. help learners acquire basic cultural values, respect for elders and other people's views as a basis for interaction with members of their immediate community;
4. expose learners to a body of knowledge that will enable them functions as patriotic citizens of Nigeria.

The thematic approach was adopted in the selection of the contents and learning experiences in the curriculum. These contents are organized under 5 themes at each Level as shown in the table below:

| Level | Theme |
|-------|-------------------------------------|
| 1 | Understanding our environment |
| | Our values |
| | Our history |
| | Personal and neighbourhood security |
| | Democracy and good governance |
| 2 | Understanding our environment |
| | Our values |
| | Our history |
| | Personal and neighbourhood security |
| | Democracy and good governance |
| 3 | Understanding our environment |
| | Our values |
| | Our history |
| | Personal and neighbourhood security |
| | Democracy and good governance |

The curriculum has been further scoped and sequenced into lesson topics for ease of implementation at the ABEP learning centres. For the purpose of implementation, 3 hours a week has been dedicated to the teaching and learning of Nigerian History and Values Curriculum contents. Thus, Nigerian History and values shall be taught 3 times a week in ABEP learning centres.

Teacher's Guide has also been developed to further support the effective implementation of the curriculum by both teachers and policy makers. It is therefore recommended that the curriculum be implemented with due reference to the teacher's guide. Finally, it is envisaged that education managers, teachers, Development Partners and other stakeholders will provide the necessary infrastructure and support required for the actualization of the objectives of the curriculum.

Dr. Garba D. Gandu

Director, Curriculum Development Centre, NERDC

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| | Our Values | <ul style="list-style-type: none"> • Our Culture | 2 |
| | Our History | <ul style="list-style-type: none"> • Our History | 3-4 |
| | Personal and Neighborhood Security | <ul style="list-style-type: none"> • Security • Drug Abuse | 5-6 |
| | Democracy and Good Governance | <ul style="list-style-type: none"> • Democracy | 7 |
| Stage 2 | Understanding our Environment | <ul style="list-style-type: none"> • Physical Environment • Our Community | 8-9 |
| | Our Values | <ul style="list-style-type: none"> • Greeting and Respecting in our Cultures • Our Nation • Building our Nation • Ethnicity and its problems • Rules and Regulations in the Society • Loyalty • Values (Hard work) • Unity in Cultural Diversity | 10-13 |
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| | List of Participants | | 28-29 |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|---|--|---|---|--|
| | | | TEACHER | LEARNERS | | |
| 1.Influence of human actions and attitude on the environment and eco-system | <p>Learner should be able to :</p> <ol style="list-style-type: none"> 1. identify human actions and attitudes that harm the environment. 2. describe human actions and attitudes that replenish the environment. 3. state the effects of human activities on the environment 4. identify preventive measures against human activities on the environment | <ol style="list-style-type: none"> 1. Human actions and attitudes that harm the environment: <ul style="list-style-type: none"> - deforestation - Urbanization - agricultural practices - construction - arrogance - negligence - poor knowledge 2. human actions and attitudes that replenish the environment: <ul style="list-style-type: none"> - Forestation, re- cycling of resources, conservation, legislation and enlightenment campaign. 3. Effects of human actions and attitudes on the environment 4. ways of preventing human actions on the environment | <ol style="list-style-type: none"> 1. Takes learners on nature-walk to observe the influence of human actions and attitude on the environment and ecosystem. 2. Shows learners pictures and video clips of human actions on the environment and their effects. 3. Displays chart and guides learners to identify human actions and attitudes that replenish the environment and ecosystem from the chart. 4. Guides learners to identify ways of preventing human actions on the environment | <ol style="list-style-type: none"> 1. Go on nature walk 2. Identify human activities and attitudes that harm the environment and their effects 3. identify human actions and attitude that replenish the environment and ecosystem. 4. identify ways of preventing human actions on the environment and ecosystem | <ol style="list-style-type: none"> 1. Learners' textbooks 2. The school surroundings 3. communities and homes of learners 4. Pictures of a typical human environment and ecosystem 5. Charts | <p>Learners to:</p> <ol style="list-style-type: none"> 1. state 3 human actions and attitude that harm and replenishes the environment and ecosystem 2. list 3 effects of human actions and attitude on the environment and ecosystem. 3. mention 3 ways of preventing human actions on the environment |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|---|---|--|--|---|
| | | | TEACHER | LEARNERS | | |
| 1. Peoples, places and objects to respect | Learners should be able to: 1. define respect 2. identify people to respect 3. demonstrate ways of respecting people | 1. Meaning of respect a) Feeling of admiration of something or somebody because of their good qualities or achievement b) polite behaviour towards or care for somebody/thing/ place you think is important 2. People to respect - Traditional rulers - Parents - Political Leaders - Principals - religious leaders etc 3. Ways of respecting people and objects. | 1. Tells learners the meaning of respect 2. Shows learners charts and pictures people to respect 3. Explains reasons for respecting people 3. Demonstrates to learners how they can show respect to people in their localities | 1. State the meaning of respect 2. Look at charts and pictures to identify people to respect 3. List reasons for respecting people 4. Demonstrate how to respect people in their localities | 1. Learners' textbooks 2. Charts of children greeting their elders in their localities 2. Cartoons, posters, video clips | Learners to: 1. define respect 2. mention 3 reasons why we should respect people 3. demonstrate how to show respect for people |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR HISTORY

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|---|---|---|---|--|
| | | | TEACHER | LEARNERS | | |
| 1. Important historical sites and features in Nigeria I | Learners should be able to: 1. state the meaning of historical features and sites 2. list some of the historical features and sites in the locality of the school | 1. Meaning of historical features and sites; historical landmarks, e.g. mountains lakes, rivers, caves, monuments, ancient buildings, tome, etc. 2. Historical features and sites in the locality. | 1. Uses Video clips documentaries, pictures and diagrams to guide learners to explain historical features and sites 2. Takes learners out to see some of the features and sites around the school locality 3. Guides learners to list some of the features and sites around the school locality | 1. Listen to teacher's explanation 2. Go round the school locality with the teacher to observe some of the features and sites 3. List some of the features and sites around the school locality | 1. Learners' textbooks 2. Video clips, documentaries, pictures and diagrams of features and sites 3. School and community landmark features | Learners to: 1. state the meaning of historical features and sites 2. list 3 historical features and sites in the locality of the school |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR HISTORY

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|---|--|---|---|---|
| | | | TEACHER | LEARNERS | | |
| 2. Major historical features and site in Nigeria II | Learners should be able to: 1. list the important historical features and sites in Nigeria 2. describe some of the features and sites in Nigeria | 1. Historical features to look out for in Nigeria: <ul style="list-style-type: none"> Lakes and rivers hills and mountains Implements/tools Artifacts 2. Historical sites: Palaces, markets, Churches, Mosques, Shrines, Museums, Cultural centres etc 3. Description of the sites | 1. Asks learners to find out from home some historical features and sites in Nigeria 2. Uses Pictures and video clips to lead learners to list some features and sites in Nigeria 3. Guides learners to describe the features and sites listed 4. Takes learners on a visit to historical sites | 1. Find out from home some historical features and sites in Nigeria 2. List some features and sites in Nigeria 3. Describe features and sites listed 4. Go on excursions to historical sites | 1. Learners' textbooks 2. Pictures and video clips of historical features and sites in Nigeria 3. diagrams depicting historical features and sites in Nigeria 3. Museums 4. Religious places of worship 5. Artifacts | Learners to: 1. List three each of : i. Historical features ii. historical sites that can be found in Nigeria 2. Mention the specific locations of each |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|---|---|--|---|--|---|
| | | | TEACHER | LEARNERS | | |
| 1. Introduction to neighbourhood security. | <p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. state the meaning of neighbourhood security. 2. list dangerous people in the neighbourhood. 3. state ways of reporting suspicious movements and people. 4. list consequences of failure to observe suspicious movements and people in the neighbourhood. | <ol style="list-style-type: none"> 1. Meaning of neighbourhood security 2. dangerous in the neighbourhood such as : thieves, robbers, kidnappers, rapist and other undesirable elements that may infiltrate the neighbourhood; as a result, violence may occur 3. Ways of reporting suspicious movements and people in the neighbourhood, 4. Consequences of failure to observe suspicious movements and people in the neighbourhood, | <ol style="list-style-type: none"> 1. Guides learners to explain the meaning of neighbourhood security 2. Guides learner on how to identify dangerous people in the neighbourhood. 3. Gives learners different security tips on reporting suspicious movements and people in the neighbourhood. 4. Guides learners to share experiences on consequences of failure to observe suspicious movements and people in the neighbourhood | <ol style="list-style-type: none"> 1. Explain the meaning of neighbourhood security 2. List dangerous people in the neighbourhood 3. State different security tips on reporting suspicious movements and people in the neighbourhood. 4. Share experiences on consequences of failure to observe suspicious movements and people in the neighbourhood | <p>Learners' textbooks, Charts, pictures, video clips, posters, handbills, newspapers/ magazines</p> | <p>Learners to:</p> <ol style="list-style-type: none"> 1. state the meaning of neighbour security 2. list three dangerous people in the neighbourhood 3. state 3 ways of reporting suspicious movements and people in the neighbourhood 4. list 3 consequences of failure to observe suspicious movements and people in the neighbourhood |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|--|--|--|--|---|
| | | | TEACHER | LEARNERS | | |
| 2. Observing and reporting common crime | Learners should be able to: 1. state ways of observing and reporting common crimes 2. identify ways of responding to common crime situations | 1. Different ways of observing and reporting common crimes. 2. Appropriate responses to common crime situations | 1. Tells learners stories on different ways of observing and reporting common crimes 2. Guides learners on how to respond appropriately to common crime situations 3. guides learners to role-play how to respond to common crime situations | 1. State ways of observing and reporting common crimes 2. Demonstrate how to respond appropriately to common crime situations | 1. Textbooks 2. Charts, Posters, pictures depicting of common comes | Learners to: 1. state 3 ways of observing and reporting 2. list 3 ways of responding to common crime situations |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 2

STAGE ONE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------------------------------|---|---|---|--|--|---|
| | | | TEACHER | LEARNERS | | |
| 1. Types Of Government | <p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. explain meaning of Government 2. identify different tiers of government. 3. state types of Government 4. differentiate between the various types of government | <ol style="list-style-type: none"> 1. Meaning of Government 2. Types of Governments e.g. monarchical, oligarchy, etc. 3. Differences between the different types of Government 4. Proximity of each tier of government to people, federal, state and local government | <ol style="list-style-type: none"> 1. Guides learners to state the meaning of government 2. Assist learners to identify levels of government 3. Guides learners to identify types of government 4. Shows pictures and video clips of the activities of leaders in government and guide learners to identify what they do <p>Organises learners in groups to discuss the differences between the tiers of government</p> | <ol style="list-style-type: none"> 1. State the meaning of government 2. Identify levels of government 3. Watch pictures and video clips of the activities of leaders in government and identify what they do 4. Discuss the differences between types of Government in groups | <ol style="list-style-type: none"> 1. Chart on social services 2. Video clip on government activities 3. Photographs of government activities 4. Nigerian constitution | <p>Learners to:</p> <ol style="list-style-type: none"> 1. state meaning of government 2. identify different tiers government 3. state the different types of government 4. State 3 differences between the traditional ruler and the constitutional forms of government leaders |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--------------------------|---|--|--|--|--|--|
| | | | TEACHER | LEARNERS | | |
| 1. Climate Change | Learners should be able to: 1. define climate change 2. list the elements of weather, 3. identify weather instruments and their functions 4. mention the two seasons in Nigeria, 5. list the characteristics of the two seasons in Nigeria | 1. Meaning of climate and climate change 2. Elements of weather e.g. temperature, rainfall, sunshine, wind. 2. Weather instruments e.g. rain gauge, thermometer, wind vane, etc 3. Uses of weather instruments. 4. Seasons in Nigeria: Dry and rainy season. | 1. Guides learners to state the meaning of climate and climate change 2. Guides learners to list the elements of weather. 3. Displays charts and pictures of elements of weather and leads learners to identify them 4. Displays weather instruments and explains their functions 5. Leads discussion on the two seasons in Nigeria and their characteristics 6. Guides learners to state the current season. | 1. State the meaning of climate and climate change 2. Identify elements of weather on the chart. 3. Explain functions of each weather instrument. 4. Mention the two seasons and their characteristics. 5. State the current season. 6. Ask and answer teacher's questions. | Chart, pictures, video clips and any other relevant material | Learners to: 1. state the meaning of climate and climate change 2. identify 3 elements of weather 3. list 3 weather instruments and their uses 3. mention the two seasons and their characteristics 4. mention the current season |
| 2. Pollution | Learners should be able to: 1. define pollution. | 1. Meaning of pollution 2. Early warning signs of | 1. Displays and explains pollution from chart | 1. Identify different types of pollution on the chart | 1. Charts 2. Pictures | Learners to: 1. define pollution 2. mention early warning signs of |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--------------|---|--|---|--|---------------------------------|--|
| | | | TEACHER | LEARNERS | | |
| | 2. mention early warning signs of pollution 3. list types of pollution. | pollution 3. Types of pollution (e.g. air, land, water and noise) | 2. Leads learners to discuss air, land and water pollution with aid of a chart. | 2. Participate in class discussion 3. State the role of parents, teachers and | | pollution 3. list 3 types of pollution. 4. state 2 causes of air, land, water |
| 2. Pollution | Learners should be able to: 1. define pollution. 2. mention early warning signs of pollution 3. list types of pollution. 4. state causes of pollution. 5. state ways of controlling air, land, water and noise pollution. 6. Identify authorities which pollution can be reported to. | 1. Meaning of pollution 2. Early warning signs of pollution 3. Types of pollution (e.g. air, land, water and noise) 4. Causes of pollution 5. Control of pollution 6. Reporting pollution: parents, teachers, village heads and environmental protection agencies | 1. Displays and explains pollution from chart 2. Leads learners to discuss air, land and water pollution with aid of a chart. 3. Guides discussions on causes of pollution and its control. 4. Explains the role of parents, teachers and Environmental Protection Agencies in relation to pollution 5. Guides learners to identify early warning signs of pollution. | 1. Identify different types of pollution on the chart 2. Participate in class discussion 3. State the role of parents, teachers and Environmental Protection Agency in control of pollution. Ask and answer teacher's questions | 1. Charts 2. Pictures | Learners to: 1. define pollution 2. mention early warning signs of pollution 3. list 3 types of pollution. 4. state 2 causes of air, land, water and noise pollution. 5. explain 2 ways of controlling air, land, water and noise pollution. mention 2 people to report to in cases of pollution. |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|---|--|---|--|---|
| | | | TEACHER | LEARNERS | | |
| 1. National Values: Integrity | Learners should be able to: 1. explain the meaning of integrity 2. describe the attributes of people of integrity 3. discuss the need to have people of integrity in the society. | 1. Meaning of integrity 2. Attributes of integrity - probity, honesty - contentment - truthfulness - fair-play - non-compromise of principles etc. 3. Examples of people of integrity in the society. 4. Need for people of integrity in the society e.g community development, peaceful co-existence, models for the young ones etc. | 1. Guides discussion on: - meaning of integrity - Importance of integrity; - Consequences of lack of integrity. 2. Reads the citation of people of integrity and guides learners to identify the special attributes of the people. 3. Guides the learners to compile folklore that teaches the consequences of lack of integrity. | 1. Contribute to discussion, ask questions and take notes. 2. Identify people of integrity in their community, 3. Compile folklores on integrity. | 1. Textbooks 2. newspapers 3. magazines 4. biographies documentaries 5. folklore 6. citations 7. cartoons | Learners to: 1. explain the meaning of integrity; 2. state 2 attributes of integrity; 3. mention 2 benefits of having people of integrity the community, 4. list 2 people of integrity in the community with justification. |
| 2. National values: Contentment | Learners should be able to: 1. explain the meaning of contentment 2. describe the attributes of contentment 3. identify the consequences of lack of contentment | 1. Meaning of contentment. 2. Attributes of Contentment: - Satisfaction - Lack of envy - Rejections of greed and corruption - Humility, etc. | 1. Guides learners to explain the meaning of contentment. 2. Ask learners to compile local sayings, adage and proverbs that promote Contentment. | 1. Attend and listen to guest talk. 2. Participate in drama 3. identify effects of lack of contentment on the society. carry out assignment of compiling local | Textbooks - Moral Instructional books - Corrupt Practices and other Related Offences Act 2000 | Learners to: 1. explain the meaning of contentment 2. list 3 attributes of contentment 3. mention 2 adages and proverbs to |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------------------------------------|--|--|---|--|---|---|
| | | | TEACHER | LEARNERS | | |
| | | 3. Effects of lack of contentment on society - Corruption - Greed - Envy - Theft - Prostitution - Robbery - Cheating, etc. | 3. Guides learners to dramatize the effects of lack of contentment in society. 4. Organize guest talk on lack of contentment | sayings, proverbs, etc, to promote contentment. | - Cartoons | support contentment 4. state 3 consequences of lack of contentment |
| 3. National Values: Discipline | Learners should be able to: 1. explain the meaning of discipline. 2. list the attributes of a disciplined person 3. state the benefits of disciplined behaviour; 4. identify the consequences of indiscipline on the individual and the society. | 1. Meaning of Discipline 2. Attributes of discipline - self control - moderation - modesty - respect for legitimate authority - respect for rule and regulations - perseverance - dedication, etc. 3. benefits of discipline 4. consequences of indiscipline | 1. Guided discussion on: - the meaning of discipline - attributes of discipline; - benefits of disciplined behaviour; - consequences of Undisciplined behaviour 2. Asks learners to narrate personal experiences that demonstrate some attributes of discipline and consequences of indiscipline | 1. Participate in class discussions, ask questions, take notes. 2. Narrate personal experiences on disciplined and undisciplined behaviour. | 1. Books 2. Posters 3. cartoons 4. Relevant publications 5. School rules and regulation | Learners to: 1. define discipline 2. state 3 attributes of discipline 3. enumerate 3 benefits of discipline 4. state 2 consequences of indiscipline |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: OUR VALUES

CLASS: LEVEL 2

STAGE TWO

| Topic | Performance Objectives | Content | Activities | | Teaching and Learning Resources | Evaluation Guide |
|----------------------------|--|--|---|--|--|--|
| | | | Teacher | Students | | |
| 4. Concept of Money | Students should be able to: 1. Explain the origin of money. 2. Identify the different types of money. 3. List the uses of money. | Meaning of money. 1. Origin of money. 2. Types of money. 3. Uses of Money: - (Buying goods such as sandals, pencils and sweets etc.) - Paying for services such as school fees). | 1. Leads students to explain the origin of money. 2. Displays different types of money. 3. Guides students to list the uses of money. | 1. State the origin of money. 2. Identify different types of money. 3. List the uses of money. | 1. Charts or pictures showing different types of money. 2. Textbooks. 3. Video clips. | Students to: 1. State the origin of money. 2. Identify three types of money. 3. List two uses of money. |
| 5. Need for Money | Pupils should be able to: 1. Explain the uses of money. 2. Discuss the need to save money 3. Describe how to use money for deferred payments. 4. Describe the use of money as a unit of account. | 1. Need for money. 2. Saving need. 3. Use of money for deferred payments. 4. Money as a unit of account (the yardstick for posting prices or recording debt measure of value/individual worth). | 1. Guides the pupils to explain the use of money for goods and services. 2. Leads the pupils to explain the need for savings. 3. Guides pupils to describe how to use money for settling debts (deferred payments) 4. Explains the meaning of money as a unit of account. 5. Conducts an interactive session where pupils mention their individual worth. | 1. Explain the need to use money for goods and services. 2. Explain the need to save money. 3. Describe how to use money to settle debts (deferred payments). 4. Explain the meaning of money as a unit of account. 5. Use their experiences from the interactive session to mention their individual worth. | 1. Different denominations of money. 2. Flash cards or tags. 3. Specimens of products bought with money. 4. Charts. | Pupils to: 1. Explain the uses of money. 2. Discuss the need to save money. 3. Describe two ways of using money to settle debts. 4. Explain the use of money as a unit of account. |

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STAGE TWO

| Topic | Performance Objectives | Content | Activities | | Teaching and Learning Resources | Evaluation Guide |
|---------------------------------|--|---|---|--|--|--|
| | | | Teacher | Students | | |
| 6. Financial Instruments | Pupils should be able to: 1. state the uses of Financial Instruments 2. States the uses of financial instruments | 1. Meaning of Financial Instruments. 2. Types of Financial Instruments: • Treasury Bills • Shares • Bonds 3. Uses of financial instruments | 1. Explains the meaning of Financial Instrument 2. Guides pupils to list the types of Financial Instruments 3. Guide pupils to list the uses of Financial Instruments | 1. Define Financial Instrument 2. List the types of Financial Instruments. 3. State the uses of financial instruments. | 1. Textbooks 2. Magazines 3. Internet 4. Relevant pictures 5. Video clips etc. | Pupils to: 1. Define Financial Instruments 2. List 3 types of Financial Instruments 3. State 3 uses of Financial Instruments. |

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THEME: OUR HISTORY

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|--|---|--|---|---|
| | | | TEACHER | LEARNERS | | |
| 1. People And Places In The Community | Learners should be able to: 1. mention the various groups of people in the community 2. identify the various groups of people in the Local Government community area. 3. state the important places in the community and Local Government Area | 1. People in the community where the school is located; 2. People in the local government where school is located; 3. Important places in the community and local government where the school is located | Leads learners to: 1. Identify the various groups of people in the community, and in the local government 2. list important places in the community and local government | 1. participate in identifying the various groups people in the community and local government 2. list important places in the community and local government. | 1. map of the community 2. Map of local government 3. Pictures of people in the community 4. Chart showing important places in the community and local government | Learners to: 1. mention 3 groups of people in the community and local government 2. identify 3 important places in the community and local government |
| 2. Heroes and Heroines in Nigeria I | Learners should be able to: 1. Explain the meaning of heroes and heroines 2. Mention some heroes and heroines in their locality 3. Discuss their life histories. 4. Mention the contributions of some of the heroes and heroines. | 1. Meaning of heroes and heroines 2. Names of heroes and heroines in the locality of the school. 3. Life history and contributions of the heroes and heroines in the locality of the school | 1. explain the meaning of heroes and heroines. 2. Guides learners to name some of the heroes and heroines in their locality. 3. Guides them to discuss the life history of the heroes and heroines. 4. Leads them to state the contributions of the heroes and heroines. | 1. Explain the meaning of heroes and heroine. 2. Name some of the heroes and heroines in the locality of the school. 3. Discuss the life history of the heroes and heroines. 4. State the contributions of the heroes and heroines. | 1. Pictures and magazines showing some heroes and heroines. 2. A chart listing the qualities of heroes and heroines. Videos showing the lives and times of heroes and heroines. 4. A resource person. | Learners to: 1. explain the meaning of heroes and heroines. 2. mention 3 heroes and heroines in the school locality. 3. mention 3 contributions of heroes and heroines in the school locality. |

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THEME: OUR HISTORY

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|---|---|--|---|---|--|
| | | | TEACHER | LEARNERS | | |
| | | | 5. Listen to a resource person on the heroines. Invites resource persons to speak on some heroes and heroines. 6. Directs learners to State lessons learnt from the lives of heroes and heroines | 5. Resource person on the life and contributions of some heroes and heroines 6. State lessons learnt from the lives of heroes and heroines | | |
| 3. Heroes and Heroines in Nigeria II | learners should be able to: 1. mention some Heroes and Heroines in Nigeria. 2. mention their contributions to the development of Nigeria. | 1. Heroes and Heroines in Nigeria e.g. <ul style="list-style-type: none"> King Jaja of Opobo Oba Ovonramwen of Benin Chief Nana of Istekiri Queen Amina of Zaria, etc. 2. Major contributions of the heroes and heroines to the development of Nigeria. | 1. Leads learners to mention some of the heroes and heroines of Nigeria. 2. Leads them to mention their contributions to the development of Nigeria. | 1. Mention some Nigerian heroes and heroines. 2. Mention their contributions to the development of Nigeria. | 1. text books 2. Map of Nigeria. 3. Pictorial illustration of heroes and heroines in Nigeria 4. Relevant Video recordings of heroes and heroines | Learners to: 1. Mention 3 heroes or heroines in Nigeria. 2. state 2 of their contributions to the development of Nigeria |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOUR SECURITY

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|--|--|--|---|---|
| | | | TEACHER | LEARNERS | | |
| 1. Social Conflicts | Learners should be able to: 1. explain the meaning of conflicts 2. mention types of conflicts 3. discuss common causes of conflicts and their effects 4. state ways of resolving conflicts | 1. Meaning of conflict as interpersonal misunderstanding 2. Types of conflicts 3. Common causes of conflicts 4. ways of resolving conflicts | Guides learners to: 1. Explain the meaning and types of conflicts 2. Identify common causes and effects of conflicts 3. Group learners to discuss ways of resolving conflicts 4. Directs learners to role play conflict resolution | 1. Partake in discussion on meaning and types of conflicts 2. Mention common causes of conflicts 3. Role play conflicts resolution | 1. Textbooks 2. Posters and Video clips showing communal clashes | Learners to: 1. define conflict 2. Identify 2 types of conflicts 3. State 3 effects of conflicts 4. suggest 3 ways of resolving conflicts |
| 2. Elements Of Criminal Behaviour | Learners should be able to: 1. Identify common criminal behaviours 2. List ways to avoid criminal behaviours. | 1. Criminal behaviours: - False hood - Fighting - Theft - Rumour, etc 2. Ways to avoid criminal behaviours | 1. Guides learners to identify criminal behaviours 2. Organise a visit to law enforcement office 3. Leads discussion on ways to avoid criminal behaviours | 1. Participate in discussions 2. Visit law enforcement office | • Hand bills • Posters • Video clips | Learners to: 1. mention 4 criminal behaviours 2. state 4 ways to avoid criminal behaviours. |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: PERSONAL AND NEIGHBOUR SECURITY

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|---|---|---|--|--|
| | | | TEACHER | LEARNERS | | |
| 1. Illegal Means of Acquiring Money | Pupils should be able to: 1. Mention illegal means of acquiring money. 2. Explain the consequences of acquiring money illegally. | 1. Illegal means of acquiring money: - Stealing - Cheating - Gambling - Scam - Bribery - Fraud (e.g. using fake certificate to get a job) - Corruption - kidnapping 2. Consequences of acquiring money illegally: - Imprisonment - Public disgrace - Confiscation of assets | 1. Guides Pupils to explain the meaning of illegality. 2. Leads students to identify illegal means of acquiring money. 3. Guides Pupils to discuss consequences of acquiring money illegally. | 1. Explain the meaning of illegality. 2. Mention illegal means of acquiring money. 3. Identify consequences of acquiring money illegally. | <ul style="list-style-type: none"> • Video clips. • Pictures of illegal work. • Pictures of convicted criminals or prisons. • Charts | Pupils to: 1. Mention five illegal means of acquiring money. 2. Explain three consequences of acquiring money illegally. |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 2

STAGE TWO

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|------------------------------|---|--|---|---|---|---|
| | | | TEACHER | LEARNERS | | |
| 1. Arms of Government | <p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify the arms of government 2. differentiate between the arms of government 3. state why the division of government into three arms is necessary 4. explain the functions of the three arms of government (executive, judiciary, and legislature). | <ol style="list-style-type: none"> 1. Arms of Government: <ul style="list-style-type: none"> - Executive, - Legislative - Judiciary: 2. Functions of the Arms of Government: <ul style="list-style-type: none"> - Executive carries out day-to-day functions of government - President, Governors, Ministers and Commissioners - Legislative - makes law for good government e.g. Senate, House of Representatives, State House of Assembly, Councilors etc. - Judiciary - interprets laws and activities of the legislative and Executive e.g. courts, judges, magistrates, justice, etc. 3. Division necessary in order to: <ul style="list-style-type: none"> - Avoid too much power in one arm - Avoid abuses or dictatorship. - Ensure that the constitution is obeyed and not violated. Executive respect the law while the judiciary interpret the law - legislature makes the law. | <ol style="list-style-type: none"> 1. Guides learners to mention people they see in government and government institutions. 2. Shows pictures or video clips of government institutions e.g. offices, National Assembly, courts etc. 3. Takes learners on a trip to government institutions. | <ol style="list-style-type: none"> 1. Identify some government officials and institutions. 2. Watches and makes notes on video clips and pictures. 3. Report on a visit. | <ol style="list-style-type: none"> 1. Photos 2. Video clips 3. Newspapers 4. Nigerian Constitution. | <p>Learners to:</p> <ol style="list-style-type: none"> 1. identify the 3 arms of government 2. differences between the 3 arm by mentioning their duties 3. mention 2 functions of each arm of government |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|--|---|--|---|--|
| | | | TEACHER | LEARNERS | | |
| 1. Conserving the environment and ecosystem | Learners should be able to: 1. Define conservation 2. Identify principles of conservation 3. List conservation measures | 1. Conservation 2. Basic principles of conservation 3. conservation measures. | Guides learners to: 1. Explain the meaning of conservation 2. Identify conservation principles 3. Identify measures for conserving the environment and ecosystem | Learners to: 1. Explain the meaning of conservation 2. Identify conservation principles 3. Identify measures for conserving the environment and ecosystem | 1 A nearby park or conservation zone 2 Pictures of parks and conservation zones 3 Films and documentaries on conservation | Learners to: 1. define conservation 2. state 3 reasons for conservation 3. list 3 conservation measures |
| 2. Social Environment | Learners should be able to: 1. Explain social environment 2. List features of social environment 3. State the importance of social environment | Man is a social being: 1. He enjoys and depends on the company of others 2. People live together in groups, etc. 3. features of social environment 4. importance of social environment | Guides learners to: 1. explain social environment 2. list features of social environment 3. discuss the importance of social environment | 1. Participate in discussion 2. Explain social environment 3. List features of social environment 4. State the importance of social environment | Learners' textbooks, Video clips | Learners to: 1. explain social environment 2. list 3 features of social environment 3. mention importance of social environment |
| 3. Relationship of members of the family | Learners should be able: 1. Name members of the nuclear family 2. Identify members of the extended family | 1. Members of: - the nuclear family consists of father, mother and the children - the extended family consists of father, | 1. Explains the meaning of the nuclear and extended family 2. Draws a family tree and uses it to explain the various kinds of relationship among | 1. Gives examples of members of nuclear and extended families 2. Draw their own family tree using teacher's example | 1. A chart showing the nuclear and extended families 2. Photographs of family members | Learners to: 1. name 3 members of the nuclear family 2. name 3 members of the extended family |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: UNDERSTANDING OUR ENVIRONMENT

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|-------|---|---|--|--|---|---|
| | | | TEACHER | LEARNERS | | |
| | 3. Describe the various kinds of relationship among family members as aunt, uncle, nephew, niece, cousin 4. identify the duties and responsibilities of family members | mother, children, grandfather, uncles, aunts, cousins and nephews 2. Relationship of members of the extended family - uncle e.g. brother of our father and mother 3. duties and responsibilities of family members | family members e.g. uncle, aunt, nephew, niece and cousins 3. leads discussion on duties and responsibilities of family members | 3. Explain the role play by each member of the family 4. Discuss in groups under the guidance of the teacher the various kinds of relationship among family members | 3. Picture of an extended family which shows its membership 4. Drawings/ pictures members of the family carrying out some duties | 4. Draw a family tree 5. List two duties and responsibilities of the father, mother and children |

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THEME: OUR VALUES

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|--|--|--|--|---|---|
| | | | TEACHER | LEARNERS | | |
| 1. Respect for the rights and views of others | Learners should be able to : 1. state ways to respect the rights and views of others. 2. list the benefits of of respecting the rights and views of other people | 1. Respect for the rights and views of others. 2. Benefits of respecting the rights and views of other people | 1. Guides learners on how to respect the rights and views of other people 2. leads learners to list the benefits of respecting the rights and views of other people 3. leads learners to practice respect for the rights and views of other people | 1. Participate in discussion on how to respect the rights and views of other people 2. list the benefits of respecting the rights and views of other people 3. practice respect for the rights and views of other people | 1. Nigeria Constitution 2. Posters, Pictures and Video clips | Learners to: 1. State 3 ways of respecting the rights and views of others 2. list 3 benefits of respecting the rights and views of other people |
| 2. Habits that cause loss of respect | Learners should be able to : 1. identify habits that cause loss of respect 2. state ways to avoid loss of respect | 1. Habits that cause loss of respect : • falsehood, • theft, • forgery, • examination malpractice, • drug abuse, etc. 2. Ways to avoid habits that cause loss of respect | 1. Guides learners to identify habits that cause loss of respect 2. Ask questions on ways to avoid habits that cause loss of respect 3. Guide s learners to list ways to avoid habits that cause loss of respect | 1. Asks and answer questions 2. identify habits that cause loss of respect 3. List ways to avoid habits that cause loss of respect | 1. Posters 2. Pictures 3. Video clips | Learners should be able to : 1. list 3 habits that cause loss of respect 2. state 3 ways to avoid habits that cause loss of respect |

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THEME: OUR HISTORY

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|--|--|---|--|--|---|
| | | | TEACHER | LEARNERS | | |
| 1. Traditional Occupations In The Locality | Learners should be able to: 1. explain the meaning of occupation 2. List some of the various traditional occupations in the locality 3. state the importance of the traditional occupations in the locality | 1. Meaning of traditional occupations 2. Some traditional occupations in the locality, e.g. farming, fishing, caving, etc. 3. Importance of traditional occupations in the locality: - Provision of food - Clothing - Wealth creation | Guides learners to: 1. Explain the meaning of traditional occupations 2. Name some of the traditional occupations in the locality from charts displayed 3. State the importance of traditional occupations. 4. Set up a school farm | 1. Explain the meaning of traditional occupations 2. Name some of the traditional occupations in the locality 3. Discuss the importance of each of the traditional | 1. Pictures illustrating different occupations 2. Implements of traditional occupations - Fishing nets, Hoes, Cutlasses, etc. 3. different kinds of chart showing traditional occupations. | Learners to: 1. explain the meaning of traditional occupation 2. list 2 traditional occupation and their importance. |
| 2. Major Religions In Nigeria | Learners should be able to: 1. identify the major religions in Nigeria 2. state the origin of each of the religion in Nigeria 3. identify the agents of spread of each religion in Nigeria | 1. Major religions in Nigeria: • Christianity, Islam and traditional African religion 2. origin of each of the religion in Nigeria 3. agent of spread of each religion | Guides learners to: 1. identify the major religions in Nigeria state the origin of each of the religion 2. identify the agent of spread of each religion | 1. Identify the major religions in Nigeria 2. State the origin of each of the religion 3. Identify the agent of spread of each religion | 1. Pictures of Shrines Mosque, Church 2. Video recordings of activities of religious followers and worshipers 3. Other relevant materials. | Learners to: 1. list the 3 major religions in Nigeria 2. state the origin of each of the religion 3. state the agent of spread of Islam, Christianity and traditional religion |

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THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|---|---|--|---|---|
| | | | TEACHER | LEARNERS | | |
| 1. Causes And Purpose Of Trafficking In Persons | Learners should be able to: 1. state the causes of trafficking in persons. 2. mention the purpose of trafficking in persons. 3. explain the consequences of trafficking in persons | 1. Causes of trafficking in persons, such as: • poverty • illiteracy • ignorance 2. Purpose of trafficking in persons: • Exploitation • slavery, etc. 3. consequences of trafficking in persons: • Personal/human consequences • Societal Consequences | Guides learners to: 1. state the causes of trafficking in persons. 2. mention the purposes of trafficking in persons. 3. explain the consequences of trafficking in person. | 1. State the causes of trafficking in persons. 2. Mention the purpose of trafficking in persons. 3. Participate in the discussion of consequences of trafficking in persons 4. Ask and answer questions | 1. Video clips 2. Pictures 3. Newspapers 4. Journals 5. Handbook showing victims of TIP | Learners to: 1. State 2 causes of trafficking in persons. 2. Mention 2 purposes of trafficking in persons with examples. 3. List 3 personal and societal consequences of trafficking in persons. |
| 2. Control Method Used By Human Traffickers | Learners should be able to state control methods used by Human Traffickers | Control method use by Human Traffickers: - Violence - Threats of violence - Confinement - Deception - Debt bondage - Culture and beliefs | Guides learners to: 1. Explain the control methods used by Human Traffickers. 2. mention control methods used by Human Traffickers. 3. Guide group discussion on control methods used by Human Traffickers | 1. State the control methods use by Human Traffickers 2. Group discussion on control methods in Human Traffickers | 1. charts showing control methods used by Human traffickers 2. Picture/video clips of control methods 3. Video clips, Newspapers, Journals showing methods used by traffickers to control their victims | Learners to state 4 control methods used by Human Traffickers |

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THEME: PERSONAL AND NEIGHBOURHOOD SECURITY

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|--|---|---|--|--|---|---|
| | | | TEACHER | LEARNERS | | |
| 3. Ways Of Identifying Someone Who Has Abused Drugs (Characteristics) | Learners should be able to: 1. List the characteristics of someone who has abused drugs 2. suggest ways of helping someone who has abused drugs | 1. Ways of knowing someone who has abused drugs: - (characteristics) untidy appearance - drunken behavior - frequent fighting - disobedience - convulsion - poor concentration 2. ways of helping someone who has abused drugs | Invites resource person to talk on: - how to identify someone who has misused drugs - assisting someone who has abused drugs | 1. List the characteristics of someone who has abused drugs 2. suggest ways of helping someone who has abused drugs | 1. Charts/posters illustrating ways of taking medicine 2. Resource persons 3. Charts of service providers that focus on cases of rehabilitation 4. Posters showing drug abusers or addicts | Learners to: 1. list 3 characteristics of someone who has abused drugs 2. list 3 ways to helping someone who has abused drugs |

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THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---------------------------|---|--|--|--|--|---|
| | | | TEACHER | LEARNERS | | |
| 3. Pressure Groups | Learners should be able to: 1. explain the meaning of pressure group; 2. mention the importance of pressure group 3. identify the advantages and disadvantages of pressure groups. | 1. Meaning of pressure group: - Group of people with common goals and interest and embarks on collective action to protect their interest 2. Examples of pressure groups: Workers union like NLC, ASUU, NUT etc. - Associations like market women association, National Council of Women Societies (NCWS); - Social clubs, peoples club, rotary club, - Old pupils association of schools etc. 3. Advantages of pressure groups: - Protecting members interest; - Contribute to development by assisting government to provide services; - Keep the government in check. 4. Disadvantages of pressure groups. - Can make it difficult for government to implement policies. - Can make unattainable demands etc. | 1. Explains the meaning of pressure groups. 2. Asks pupils to compile a list of pressure groups in the country. 3. Organizes learners into groups to identify the advantages and disadvantages debate on pressure groups 4. Asks learners to find out more from home the advantages and disadvantages of pressure groups. | 1. Listen to teacher's explanation. 2. Interview members of their families/ community and search other sources to build a list of pressure group. 3. Report finding from homes on the advantages and disadvantages of pressure groups. | 1. Adults in the community. 2. Company Diaries. 3. Newspapers and Magazines. 4. Textbooks | Learners to: 1. explain the meaning of pressure groups 2. identify 3 advantages and disadvantages of pressure groups. |

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| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|----------------------------|--|---|---|---|---|--|
| | | | TEACHER | PUPILS | | |
| 4. Social Injustice | <p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. give instances of social injustice in their communities; 2. explain ways people communicate social injustice. | <ol style="list-style-type: none"> 1. Types of Social Injustice: <ul style="list-style-type: none"> - Inadequate pay for work done - Denial of fundamental rights - Nepotism, - Subjective application of rewards and sanctions, etc. 2. Communicating social Injustice to Leaders: <ul style="list-style-type: none"> - Demonstration, - Strikes, - Reduce production, - Resignations etc. | <p>Guides the class discussions.</p> <p>Ask pupils to find out causes of social protests.</p> | <p>Discuss their findings in class.</p> | <p>Poster of demonstrating workers.</p> | <p>Pupils to:</p> <ol style="list-style-type: none"> 1. identify various kinds of social injustice; 2. list two ways communicate social injustice to leaders.. |

ACCELERATED EDUCATION CURRICULUM (NIGERIAN HISTORY AND VALUES)

THEME: DEMOCRACY AND GOOD GOVERNANCE

CLASS: LEVEL 2

STAGE THREE

| TOPIC | PERFORMANCE OBJECTIVES | CONTENT | ACTIVITIES | | TEACHING AND LEARNING RESOURCES | EVALUATION GUIDE |
|---|--|---|--|--|---|---|
| | | | TEACHER | STUDENTS | | |
| 5. Meaning of Planning and Budgeting | Students should be able to: 1. Explain the meaning of planning. 2. Explain the meaning of budgeting. 3. State the characteristics of planning. 4. State the characteristics of budgeting. 5. State the relationship between planning and budgeting. | 1. Meaning of planning. 2. Meaning of budgeting. 3. Characteristics of planning e.g. identification of needs and wants. 4. Characteristics of budgeting e.g. allocation of resources to identified needs and wants. 5. Relationship between planning and budgeting. | 1. Guides students to explain the meaning of planning. 2. Guides students to explain the meaning of budgeting. 3. Leads students to state the characteristics of planning. 4. Leads students to state the characteristics of budgeting. 5. Guides students to explain the relationship between planning and budgeting. | 1 Explain the meaning of planning. 2 Explain the meaning of budgeting. 3 State the characteristics of planning. 4 State the characteristics of budgeting. 5 Explain the relationship between planning and budgeting. | 1. Sample of a simple plan and budget from books, internet, institutions. 2. Textbooks. 3. Video clips. | Students to: 1. Explain the meaning of planning. 2. Explain the meaning of budgeting. 3. State two characteristics of planning. 4. State two characteristics of budgeting. 5. Explain the relationship between planning and budgeting. |

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