. SCHEME OF WORK OF MATHEMATICS FORM ONE YEAR OF 2024

Competence	Specific Objectives	Month	Week	Main Topic	Sub Topic	Periods	Teaching Activities	Learning Activities	Learning Aids	Assessment	References	Remarks
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The student should have ability to: Use number to solve problems of simple arithmetic in real life	The student should be able to: (a) identify the place value in each digit in base ten numeration. (b) read numbers in base ten numeration (c) write numbers in base ten numeration up to one billion	Feb	Week 4	NUMBERS	Base Ten Numiration	6	i)To lead students to identify base ten numeration with the ten digits ii)to lead students to write numbers up to one billion in numerals	i)Students in pairs to write the place value of each digit in any given number. ii)Students in pairs to practice on writing numeral of numbers up to one billions given in words	i) Number cards, ii)Number charts , iii)Abacus , iv) Clock faces , v) Digital Addition templates vi) Base ten mat	Is the student able to identify the place value of a number written in base ten?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student to show use of numbers in daily life	The student should be able to: (a) distinguish between natural and whole numbers. (b) identify even, odd and prime numbers	March	Week 1	NUMBERS	Natural and Whole Number	6	i)To lead students to discuss the role of numbers in daily life. ii)To demonstrate natural and whole numbers using the number line,	i)Students to highlight common applications of numbers in a daily life ii)Students to perform a role play on numbers	i) Is the student able to apply numbers in daily life? ii)Is the student able to distinguish between natural and whole numbers? iii) Is the student able to distinguish between even, odd and prime numbers?	i) Is the student able to apply numbers in daily life? ii)Is the student able to distinguish between natural and whole numbers? iii) Is the student able to distinguish between even, odd and prime numbers?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Perform simple calculations	The student should be able to: (a) add whole numbers (b) subtract whole numbers. (c) multiply whole numbers. (d) divide whole numbers. (e) use the four operations in solving word problems	March	Week 2	NUMBERS	Operations with Whole Number's	6	(i) To lead students to perform addition in horizontal and vertical arrangements. (ii) To lead students to perform subtraction in horizontal and vertical. (iii) To explain the meaning of multiplication in relation to addition. (iv) To explain the meaning of division in relation to subtraction and multiplication. (v) To use relevant examples to lead students to discuss how to use basic operations to solve world problems. (vi) To use relevant examples to lead students to discuss how to use basic operations to solve word problems	(i) Student's individually to perform addition in horizontal and vertical arrangements. (ii) Students individually to subtract whole numbers. (iii) Student's in pairs to multiply two number's horizontally and vertically to obtain a product not exceeding one billion. (iv)Students in groups to use basic operations to translate world problems into equation and solve them.	Multiplication tables, Abacus	a)Is the student ante to add whole numbers'? b)Is the student able to subtract whole numbers? c)Is the student able to multiply whole numbers. d)Is the student able to divide whole number's? e)Is the student able to use the four operations to solve world problems?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Use GCF and LCM to solve really life situation	The student should be able to: (a) find factors of a number. (b) find multiples of a number. (c) use factors to find the greatest common factor (GCF) of	March	Week 3	NUMBERS	Factors and Multiples of Numbers	6	i)To demonstrate how to find all factors/divisors of a given number. ii) To show students how to find the prime factors of given numbers by a factor tree. iii) To use questions and answers to lead students in listing multiples of numbers. iv) To guide students to identify common factors of two or more numbers. v) To lead students to discuss how to find the greatest common factor of two or	i) Students in pairs to list all factors of given numbers. ii) Students individually to find the factors of given numbers using a factor. iii)Students individually to find the multiples of a number. iv)Students in pairs to find GCF of two or more numbers using a set factor/divisors or	Factor tree, Factor chart and Number cards	a)Is the student able to find factors of a number? b)Is the student able to find multiples of a number? c)Is the student able to use factors to find GCF? d)Is student able	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.

	numbers. (d) use factors or multiples to find the lowest common multiple (LCM)						more numbers. vi) To lead a discussion on how to find the lowest common multiples (LCM) of two or more numbers.	prime factors. v)students to identify common multiples of two or more numbers. vi)Students in groups to find the LCM of numbers using multiples and prime factors.		to use factors or multiples to find LCM?		
The student should have ability to: Perform integer operations	The students should be able to: (a) identify integers. (b) add integers. (c) subtract integers. (d) multiply integers. (e) divide integers. (f)) perform mixed operations on integers	March	Week 4	NUMBERS	Integers	6	i) To guide discussion on real life examples which portray the concepts of positive and negative numbers such as debts and credits, above and below sea level and temperatures above and below zero. ii) To demonstrate to the students how to represent integers on the number line. iii) To demonstrate on the use of the number line to perform addition of integers. iv) The teacher to lead students to use the number line to perform subtraction of integer. v) To lead students to perform the multiplication of integers. vi) To lead a discussion on the division of integers.	i)Students individually to practice on the representation of integers on a number line. ii) Students in groups to perform addition of integers using a number line. iii)Students in pairs to perform subtraction of integers using a number line. iv)Students individually to multiply integers using a number line. v)Students in pairs to perform division of integers. vi) Students individually to perform multiplication and division of integers with different sign	Manila paper, Marker pens, Abacus and Number line	a) Is the student able identify integers? b)Is the student able to add integers? c)Is the student able to subtract integers? d)Is the student able to multiply integers. e)Is the student able to divide integers? f)Is the student able to perform mixed operations on integers?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
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The student should have ability to: Apply fractions in real life	The student should be able to: (a) describe a fraction. (b) distinguish proper, improper fractions and mixed numbers	April	Week 3	FRACTIONS	Proper, Improper and Mixed Numbers	3	i) To use familiar examples to demonstrate fractions. ii) To lead the students to compare and contrast numerator and denominator, different fractions, so as to distinguish between proper and improper fractions.	i) The students to discuss other familiar examples of fractions. ii) Students in pairs to generate mixed numbers from improper fractions.	Pair of scissors, Manila paper and Razor blade	a) Is the student able to describe a fraction? b)Is the student able to distinguish between proper, improper and mixed numbers?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Apply fractions in real life	The student should be able to: (a) simplify a fraction to its lowest terms. (b) identify equivalent fractions. (c) arrange fractions in order of size	April	Week 3	FRACTIONS	Comparison of Fractions	3	i) To demonstrate to students how to simplify fractions to lowest terms. ii) To demonstrate how to generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number. iii) To lead discussion on how to use LCM to compare different fractions	i)Students individually to simplify fractions to the lowest terms. ii) Students in pairs to demonstrate equivalent fractions. iii) Students in groups to use LCM to compare fractions	Number of line, Manila paper , Oranges, etc	a) Is the student able to simplify fractions to lowest terms? b)Is the students able to identify equivalent frictions? c) Is the student able to arrange fractions in order of size?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Perform fraction operations	The student should be able to: (a) add fractions. (a) subtract fractions.	April	Week 4	FRACTIONS	Operations on Fractions	6	i) To lead students to perform addition of fractions using real objects. ii) To lead students to perform subtraction of fractions using real objects.	i) Students in groups to perform addition of ii) Students in pairs to ,perform subtraction of fractions using real fractions.	Oranges, Manila, Marker pens and Real objects	a)Is the student able to add fractions? b) Is the student able to divide fractions?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have	(b) multiply fractions. (c) divide fractions.	May	Week 1	FRACTIONS	Operations on Fractions	6	iii) To guide students to conduct multiplication of fractions using illustration. iv) To demonstrate the division of	iii) Students in groups to conduct multiplication of fractions using illustration. iv)Students in groups to	Oranges, Manila, Marker pens and Real objects	c) Is the student able to multiply fractions? d) Is the student	Secondary Basic Mathematics Book One	.

ability to: Perform fraction operations	(d) perform mixed operations on fractions. (e) solve word problems involving fractions.						fractions. v) To guide students to solve mixed operations on fractions. vi) To formulate practical problems involving fractions and lead students in solving them systematically.	perform division of fractions using real objects. v)Students in pairs to perform mixed operations on fractions. vi) Students in groups to translate word problems into equations and solve them systematically.		able to divide fractions? e) Is the student able to perform mixed operations of fractions? f) Is the student able to solve word problems involving, fractions?	By TIE, Olevel Mathematics Form One By BN	
The student should have ability to: Perform decimal operations and apply in real life	The student should be able to: (a) explain the concept of decimals. (b) convert fractions to terminating and repeating decimals and vice versa.	May	Week 2	DECIMALS AND PERCENTAGES	Decimals	6	i) To lead students to explain the concept of decimals by brainstorming. ii) To demonstrate the conversion of fractions to terminating and repeating decimals and vice versa	i)Students individually to relate decimals and fractions with denominator equal to 10. ii) Students in pairs to demonstrate the conversion of fractions to terminating and repeating decimals and vice versa	Shillings and Cents	a) Is the student able to explain the concept of decimal? b)Is the student able to convert fractions to terminating and repeating decimal and vice versa?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Perform decimal operations and apply in real life	The student should be able to: (a) add decimals. (b) subtract decimals. (c) multiply decimals. (d) divide decimals. (e) perform mixed operations with decimals. (f) solve word problems involving decimals	May	Week 3	DECIMALS AND PERCENTAGES	Operations on Decimals	6	i) To lead a discussion on the relationship between decimals and other numbers. ii) To demonstrate the plotting of the decimals on the number line. iii) To lead students to discuss the multiplication of decimals horizontally and vertically. iv) The teacher to lead students to discuss the division of decimals. v) To demonstrate the subtraction of decimals vertically and horizontally. vi) To formulate practical problems involving fractions and lead students in solving them systematically	i)Students in groups to solve problems involving addition of decimals. ii) Students in pairs to practice the plotting of decimals on the number line. iii) Students individually to subtract decimals. iv) Students in groups to multiply decimals. v) Students individually to demonstrate the division of decimals. vi) Students in pairs to perform mixed operations with fractions. vii) Students in groups to formulate equations from given word problems and solve them.	Shillings and Cents	a)Is the student able to add decimals? b) Is the student able to subtract decimals? c) Is the student able to multiply decimals? d) Is the student able to divide decimals? e) Is the student able to perform mixed operations with decimals? f) Is the student able to solve word problems involving decimals?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Apply percentage in real life	The student should be able to: (a) express a quantity as a percentages. (b) convert a fraction into percentage and vice versa. (c) convert a decimal into percentage and vice versa. (d) apply percentages in daily life	May	Week 4	DECIMALS AND PERCENTAGES	Percentages	6	i) To discuss with students how to express a quantity as a percentage. ii)To demonstrate the conversion of fractions into percentages by multiplying by 100%. iii) To lead students to discuss how to convert percentages into fractions by dividing by 100%. iv) To lead a discussion with students how to convert decimals into percentages. v) To guide students to convert percentages into decimals. vi) To guide students to discuss how to solve daily life problems involving percentages.	i) Students in groups to convert given quantities into percentages. ii)Students in pairs to do exercises on converting fractions into percentages and vice versa. iii) Students in groups to convert decimals into percentages and vice. iv) Students individually to calculate percentages of different quantities in daily life	Shillings, Cents, Pie charts and Research reports	a) Is the student able to express quantities as percentages? b)Is the student able to convert fractions into percentages? c) Is the student able to convert a decimal into percentage and percentage into decimal? d) Is the student able to apply percentages in daily life?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student	The student should be able to:	June	Week 1	UNITS	Units of Length	6	The teacher to demonstrate the computation and conversion of one unit	Students in groups to do computations on metric units	Meter ruler & Charts	Is the student able to compute	Secondary Basic	.

should have ability to: Use units of length in real life	(a) convert one unit of length to another. (b) perform computations on metric units of length.						into the other.	of length using the basic operations.		calculations involving metric unit of lengths?	Mathematics Book One By TIE, Olevel Mathematics Form One By BN	
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The student should have ability to: Calculate mass of bodies in real life	The student should be able to: (a) convert one unit of mass to another (b) perform computation on metric units of mass	July	Week 3	UNITS	Units of Mass	3	i) To guide students to discuss the metric system of mass and their prefixes. ii) To demonstrate the conversion of one unit to the other. iii) To demonstrate the computations on metric unit of mass.	i) Students in groups to estimate and measure different weights in their surrounding. Discuss conversion from one unit to another. ii) Students in groups to do computations on metric units of mass using basic operations	Weighing scale, Spring balance and Standard weights charts of units of mass	a) Is the student able to convert one unit of mass to another? b) Is the student able to compute calculation involving metric units of mass.?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Use units of time in real life	The student should be able to: (a) convert one unit of time to another. (b) read and convert Unit time of 12 hour clock to 24 hour clock and vice versa	July	Week 3	UNITS	Units of time	3	i) To lead students to discuss how to read and write time using a 12 hour clock. ii) To demonstrate the conversion of one unit of time to another. iii) To lead student to discuss how to read and write time using a 24 hour clock. iv) To guide students discuss on how to convert time from 12 hour clock to a 24-hour clock and vice versa.	i) Students in groups to do exercises on conversion of one unit of time to the other. ii) The students in groups to do exercises on how to read time using the 24 hours clock. iii) The students in groups to convert times of 12 hour clock to 24-hour clock.	Clock faces, Time tables, 24 hour clock and 12 hour clock	a) Is the student able to convert one unit of time to another? b) Is the students able to convert time in 12 hours to 24 hours clock?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Use units of capacity in daily life	Student should be able to: (a) state the standard unit of measuring capacity. (b) use the litre in daily life.	July	Week 4	UNITS	Units of Capacity	3	i) To describe the meaning of capacity and relate it with volume of quantities. ii) To lead a discussion on how a litre is related to other units of volume. iii) The teacher to lead students to brainstorm on various daily life situations in which a litre is applied to measure capacity.	i) Students individually to state the unit of capacity and convert a litre into other units of volumes and vice versa. ii) Students in groups to solve problems related to unit of capacity.	Litre containers, Bottles	a) Is the student able to state the standard unit of measuring capacity? b)How accurately can the student measure in litres?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Round numbers to nearest whole numbers	The students should be able to: (a) round off whole numbers to given place values. (b) round off decimals to a given number of decimal places.	July	Week 4	APPROXIMATIONS	Rounding off Numbers	3	i) To show students how to round-off numbers when the digit to he right is less than 5 and when the digit to the right is greater than or equal to 5. ii) To lead students to round off decimals to the given number of decimal places when the digit to the right are <5 and when the digits to the right are >5.	i) Students in pairs to round off whole numbers when the digit to the rights is less than 5 and when it is greater than or equal to 5. ii) Students in groups to round off number of decimal places.	Number patterns, Charts, Manila paper and Marker pens	a) Is the student able to round off numbers to given place value? b) Is the student able to round off a number to a given number of decimal places?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Approximate values in real life	The student should be able to write a number to a given number of significant figures	August	Week 1	APPROXIMATIONS	Significant Figures	3	The teacher to lead a discussion on how to write numbers with decimals into significant figures.	Students in pairs to write down the difference between decimal places and significant figures	Manila paper and Marker pens	Is the student able to write numbers to a given number of significant figures?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have	The student should be able to perform approximation all	August	Week 1	APPROXIMATIONS	Approximations in Calculations	3	To guide students to do approximations to the numbers in calculations using knowledge of round off numbers.	Students in groups to brainstorm on daily life circumstances in which approximations of numbers	Number charts, Manila paper and Market pens	Is the student able to perform approximation of numbers in	Secondary Basic Mathematics Book One	.

ability to: Approximate values in real life	numbers in calculation.							are applied		calculation?	By TIE, Olevel Mathematics Form One By BN	
The student should have ability to: Draw lines connecting points	The student should be able to: (a) explain the concept of a point. (b) extend the concept of a point to draw a line. (c) distinguish between a line, a line segment and a ray.	August	Week 2	GEOMETRY	Points and Lines	3	i) To lead students to discuss the concept of a point by using examples. ii) To demonstrate how the idea of points can be extended to get a straight line. iii) To show the students how to draw a line, a line segment and a ray.	i) Students in pairs to list various situations in which the concept of a point is used. ii) Students individually to practice in drawing and labeling straight line. iii) Students in groups to name a line, line segment and a ray.	Mathematical Set, Chalk Board ruler, Manila paper & Marker pen	a) Is the student able to explain the concept of a point? b) Is the student able to draw a line connecting given points? c) Is the student able to distinguish between a line, a line segment and a ray?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Draw angles	The student should be able to: (a) draw angles (b) measure angles of different sizes using a protractor. (c) draw angles using a protractor	August	Week 2	GEOMETRY	Angles	3	i) To demonstrate drawing of an angle using two rays starting at a point. ii) To show the students how to name and angle. iii) To lead students to draw and name different types of angles. For example straight line, right angle, acute, obtuse, and reflex. iv) To guide students to observe a protractor and measuring angles using protractor. (v) The teacher to demonstrate how to draw an angle using a protractor. vi)To demonstrate how to draw an angle using using protractor	i) Students in pairs to draw angles of different sizes and name them. ii) Students to practice measuring different angles using a protractor. iii) Students in groups to discuss how to draw different angles using protractor	Manila paper, Mathematical instruments, Chalkboard ruler, Protractor and Protractor ruler	a)Is the student able to draw a given angle? b)Is the student able to measure angles of different sizes using a protractor? c) Is the student able to draw angles using a protractor?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Make perpendicular bisectors	The student should be able to: (a) construct a perpendicular bisector to a line segment. (b) construct an angle of 60 degrees using a pair of compasses. (c) bisect a given angle. (d) copy a given angle by construction. (e) construct parallel lines. (f) identify different types of angles formed by parallel lines and a transversal	August	Week 3	GEOMETRY	Constructions	3	i) To demonstrate to students how to construct perpendicular bisector to a line segment using compasses. ii) To demonstrate to the students how to construct an angle of 60 degrees by using compasses. iii) To illustrate to the students how to bisect a angle by using compasses. iv) To lead students to construct angles of 30, 45, 150, 120 and 135 degree by combining constructions. v) To show the students how to copy a given angle by construction. vi) To demonstrate to the students how to construct parallel lines. vii) To lead students to discuss different types of angles formed by parallel lines and a transversal, including corresponding angles, alternate interior angles, alternate exterior angles, vertically opposite angles, complementary angles and su	i) Students in groups to practice how to construct perpendicular bisectors to .a line segment by using compasses. ii) Students individually to construct angles of 60 degrees by using compasses. iii) Students individually to bisect angles using compasses. iv) Students individually to copy different angles by construction. v) The students in pairs to construct different parallel lines. vi) Students in pairs to find the sizes of different angles formed by parallel lines and a transversal	Mathematical instruments and Ruler	i) Is the student able to construct a perpendicular bisector to a line segment? ii) Is the student able to construct an angle of 60 degree using a pair of compasses? iii)Is the student able to bisect a given angle? iv)Is the student able to copy a given angle by construction? v) Is the student able to construct parallel lines using compasses and set squares? vi) Is the student able to identify relationships of angles formed by parallel lines and a transversal?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student	The student should be able to:	August	Week 3	GEOMETRY	Polygons and	3	i) To guide the students to draw a polygon and its properties (sides, vertices,	i)The students in group to discuss different polygons	Mathematical instruments,	a) Is the student able to describe a	Secondary Basic	.

should have ability to: Calculate the size of angles of polygon	(a) describe a polygon and a region. (b) construct different type of triangles. (c) construct different quadrilaterals.				Regions		angles). ii) To show how to draw and name triangles and lead students to discuss on the sides, vertices and angles. iii) To lead students to discuss different types of triangles and their properties. iv) To guide students to draw triangles using mathematical sets (given three sides, one side and two angles, two sides and the included angle). v) The teacher to lead students to discuss how to construct rectangles, parallelograms, square, rhombus and trapezium.	and its properties. ii) Students in groups to draw triangles o different given sizes and describe the types of triangles and their corresponding properties. iii)Students in groups to practice drawing different types of triangles given different measurements. iv) Students in pairs to construct rectangles, parallelograms, squares, rhombus and trapezium.	Ruler, Geoboard and Rubber bands	polygon and a region? b) Is the student able to construct different types of triangles? c) Is the student able to construct different types of quadrilaterals?	Mathematics Book One By TIE, Olevel Mathematics Form One By BN	
The student should have ability to: Draw a circle	The student should be able to: (a) draw a circle. (b) describe different parts of a circle.	Augus t	Week 4	GEOMETR Y	Circle	3	i) To lead students to identify circular objects in the surrounding. ii) To demonstrate how to draw a circle using compasses. iii) To guide students to draw circles of different sizes using compasses. iv) To lead students to discuss the following terms: centre, diameter, radius, chord, circumference, arc, segment, sector.	Students individually to draw a circle and label its parts.	Geometrical instruments, Manila paper, Ropes, Circular objects and Mathematical instruments	i)Is the student able to draw a circle when given radius or diameters? ii)Is the student able to describe parts of a circle?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Use symbols to make equations to solve life problems	The student should be able to: (a) use symbols to form algebraic expressions. (b) simplify algebraic expressions.	Augus t	Week 4	ALGEBRA	Algebraic Operations	3	i) To use daily life examples to show how letters are used to represent objects. ii) To demonstrate to the students how letters can be used to represent numbers. iii) To show students how to form algebraic expressions using letters. iv) To guide students to discuss how to add and subtract like terms. v) To lead students to discuss on the multiplication and division of like and unlike terms. vi) To lead students discuss how to simplify expressions involving brackets and fractions.	i) Students in pairs to form different algebraic expressions. ii) Students in pairs to add and subtract given algebraic expressions. iii) Students individually to perform multiplication and division of like and unlike terms of like and unlike of algebraic expressions. iv) Students in pairs to use the rule of BODMAS to simplify algebraic expression	Colored chalk Manila Cards	a) Is the student able to use symbols to form algebraic expressions? b) Is the student able to simplify algebraic expressions?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
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The student should have ability to: Use algebra to solve real life problems	The student should be able to: (a) solve an equation in one unknown. (b) form and solve an equation from world problems	Sept	Week 4	ALGEBRA	Equations with One Unknown	3	i) To demonstrate to the students how to solve equation of one unknown. ii) To lead the students to formulate equations involving one unknown from work problems	i) The Students in groups to solve equation of one unknown. ii) Students in groups to formulate equations from world problems involving one unknown and solve them.	Beam balance, Colored chalk,) Manila paper and Marker pen	a) Is the student able t solve an equation of one unknown? b) Is the student able to form and solve an equation from word problems?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student is able to solve linear equations with two unknowns	The student should be able to: 1. solve simultaneous linear equations. 2. form linear simultaneous equations from practical situations. 3. solve linear simultaneous	Sept	Week 4	ALGEBRA	Equations in Two Unknowns	3	i) To lead students to generate possible solutions (ordered pairs) of an equation in two unknowns. ii) To demonstrate how to solve linear simultaneous equations by elimination method. iii) To demonstrate how to solve linear simultaneous equations by the substitution method. iv) To lead students to form linear simultaneous equations from word problems	i) Students in pairs to solve different linear simultaneous equations by elimination method. ii) Students individually to solve different linear simultaneous equations by the substitution method. iii) Students to solve linear simultaneous equations from word problems iv) Students individually to	Graph papers Manila paper Marker pens Worksheets	Can the student able to solve linear simultaneous equations by elimination and substitution method accurately? Can the student able to form linear simultaneous equations from	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.

using elimination method and substitution method	equations from practical situations						v) To lead a discussion with students on various situations in daily life in which linear simultaneous equations are applied.	solve linear simultaneous equations derived from daily life practices		practical situations accurately? Can the student solve simultaneous equations from practical situations?		
The student should have ability to: Student to form and solve linear inequalities from practical situations	The student should be able to: 1. solve linear inequalities in one unknown. 2. form linear inequalities from practical situations. 3. solve linear inequalities from practical situations	October	Week 1	ALGEBRA	Inequalities	3	i) To lead the students on how to use the symbols >, >=, <, and =< in mathematical statements. ii) To demonstrate to the students how to solve inequalities involving one unknown without changing the sign. iii) To demonstrate to the students to solve inequalities involving changing the sing. iv) To lead students group discussion on how to form linear inequalities from word problems. v) To guide students to solve linear inequalities involving word problems	i) Students to solve linear inequalities which do not involve changing of the sign. ii) Students in groups to solve linear inequalities which involve changing the sign. iii) Students to formulate linear inequalities from practical situations. iv) Students to solve linear inequalities formulated from practical situations	Manila paper Market pens Worksheet	Can a student able to know how to solve linear inequalities in one unknown? Can a student able to form linear inequalities from practical problems? Can a student able to solve linear inequalities involving word problems?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To perform the basic operations on rational numbers	The student should be able to: 1. define a rational number. 2. Perform the basic operations on rational numbers	October	Week 1	NUMBERS	Rational Numbers	3	i) To lead students to discuss rational numbers. ii) To demonstrate to students on how to perform the basic operations with rational numbers. iii) To lead students to make conclusions on the presented work. iv) To demonstrate multiplication and division of rational numbers	i) Students to form groups and discuss on how to perform addition and subtraction with numbers. ii) Students in groups to perform basic operations on rational numbers.	Number line Manila paper Worksheets	Can the student able to define well a rational number? Can the student able to perform additional and subtraction on rational numbers? Can the student able to perform multiplication and division on rational numbers?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To define irrational numbers	The students should be able to define irrational numbers	October	Week 2	NUMBERS	Irrational Numbers	3	ii) To demonstrate to students on how to perform the basic operations with rational numbers. iii) To lead students to make conclusions on the presented work. iv) To demonstrate multiplication and division of rational numbers	Students individually to outline the differences between rational and irrational numbers.	Charts	Can the student define a irrational number?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To demonstrate real numbers	The students should be able to: 1. define real numbers. 2. find absolute value of real numbers. 3. solve related practical problems	October	Week 2	NUMBERS	Real Numbers	3	i) To use the number line to illustrate tire concept of real numbers. ii) To explain to students the concept of absolute value of real numbers using practical examples. iii) To demonstrate the absolute value of a number. iv) To lead students to explore various activities in which absolute value of numbers is practiced.	i) Students in groups to solve practical problems related to absolute value of a real number. ii) Students individually to find the absolute value of numbers. iii) Students in pairs to solve problems related to absolute value of numbers.	Manila paper Marker pen Graph papers Worksheets	Can the student able to define real numbers? Can the student able to solve problems related to practical problems on real numbers? Can the student find absolute value of real numbers? How accurately can the student solve problems	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.

										related to real numbers?		
The student should have ability to: student is able to divide a given quantity into proportional parts	The student should be able to: 1. express a ratio in its simplest form. 2. divide a given quantity into proportional parts	October	Week 3	RATIO, PROFIT AND LOSS	Ratio	3	i) To lead students to discuss the relationship between ratio and fraction. ii) To guide students to make correct conclusions. iii) To lead students to discuss on how to divide a given quantity into its proportional parts.	i) Students in groups to discuss on how to express a ratio in simplest form. ii) Students in groups to solve real life problems related to ratios.	Money Real objectives Physical Items	Can the student able to express a ratio in the simplest form? Can the student able divide a given quantity into proportional parts?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student is able to calculate profit, loss, percentage Profit and percentage loss	The student should be able to: 1. find profit or loss 2. calculate percentage profit and percentage loss	October	Week 3	RATIO, PROFIT AND LOSS	Profits and Loss	3	i) To lead students to discuss on the meaning of profit and loss. ii) To demonstrate how to calculate percentage profit or percentage loss.	i) Students in pairs to determine profit or loss. ii) Students to solve problems related to percentage and loss.	Money Real objectives Physical Items	Can the student able to find profit and loss? Can the student calculate percentage Profit and percentage loss?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To demonstrate simple interest	The student should be able to: 1. calculate simple interest 2. solve real life problems related to simple interest	October	Week 4	RATIO, PROFIT AND LOSS	Simple Interest	3	i) To lead students to discuss on the formula I=PRT/100 for calculating simple interest. ii) To lead students to solve real life problems related to simple interest.	i) Students individually to use the formula I = PRT/100 to calculate simple interest. ii) Students in groups to solve problems on simple interest	Money Bank Bank Statements Worksheet	Can the student calculate simple interest? Can the student able to solve problems related to simple interest?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To locate a point on the coordinate plane	The student should be able to: 1. read the coordinates of a point. 2. Plot a point given its coordinates. 3. Locate a point on the coordinate plane.	November	Week 1	COORDINATE GEOMETRY	Coordinates of a Point	3	i) To lead students to discuss how to draw and label the coordinate axes. ii) To lead students to plot a point in the xy plane. iii) To lead students in plotting points of given coordinates. iv) To demonstrate the location of a point on the xy plane.	i) Students individually to read the coordinates of given points. ii) Students in groups to plot points of the given coordinates. iii) Students to locate points on the coordinate plane drawn on the chalkboard	Geoboard Manila paper Graph paper Rubber band	Can the student able to read the coordinates of a point? Can a student plot accurately point given its coordinates? Can the student read tire coordinates of a given point?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To calculate the gradient of a line given any two points	The student should be able to calculate the gradient of a line given two points	November	Week 1	COORDINATE GEOMETRY	Gradient (Slope) of a Line	3	i) To lead students to discuss the meaning of gradient (slope) of a line. ii)To guide students to determine the gradient of a line given two points.	Students individually to calculate the slope of a line given two points.	Geoboard Manila paper Graph paper Rubber band	How accurately can the student calculate the gradient of a line given any two points?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.

The student should have ability to: Student able to find the equation of a line given two points	The student should be able to find the equation of a line given the coordinates of two points on a line.	Novem ber	Week 2	COORDINATE GEOMETRY	Equation of a Line	3	To lead students to use the definition of gradient to determine the equation of a line in the form y=mx + c, where m=gradient and c=y-intercept.	Students to form an equation of a straight line in the form of y=mx+c using two given points or one point and the gradient	Manila paper Rubber band Graph paper	Can the student able to find the equation of a line given two points?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student is able to draw graphs of Linear equations	The student should be able to: 1. form the table of values. 2. draw the graph of a linear equation	Novem ber	Week 2	COORDINATE GEOMETRY	Graphs of Linear equations	3	i) To lead the students to form a table of values and intercepts of a given linear equation. ii) To demonstrate on how to draw the graph of linear equations using a table of values.	i) Students individually to find the table of values of linear equations. ii) Students individually to use the table of values to draw the graph of linear equations	Graph paper Graph board	Can the students able to draw the graph of a linear equation? Can the student able to draw the graph of a linear equation?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: student to solve linear simultaneous equation graphically	The student should be able to solve linear simultaneous equations graphically.	Novem ber	Week 3	COORDINATE GEOMETRY	Simultaneous Equations	3	i) To guide students to plot the graph of the linear equations on the same coordinate plane. ii) To lead students to determine the point of in Students individually to read the solution of linear simultaneous equations from the point of intersection.	i) Student individually to read the solution of linear simultaneous equations from the point of intersection. ii) Students in pairs to solve linear simultaneous equations graphically.	Graph paper	Can a student able to solve linear simultaneous equation graphically?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To calculate perimeters of triangles and quadrilaterals	The student should be able to find the perimeters of triangles and quadrilaterals	Novem ber	Week 3	PERIMETERS AND AREAS	Perimeters of Triangles and Quadrilaterals	3	i) To lead students to discuss the meaning of perimeters. ii) To lead students to discuss how to determine perimeters of triangles and quadrilaterals. iii) To lead students to make conclusions on the group work presentations.	Student to perform a group work on calculation of perimeters of triangles and quadrilaterals available in the surroundings and present in a class.	Triangles Quadrilaterals Rope Tape measure Rule	Can the student able to find the perimeters of a triangles and quadrilaterals?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: To calculate the circumference of the circle by using formula	The student should be able to: 1. estimate the value of pie. 2. calculate the circumference of a circle.	Novem ber	Week 4	PERIMETERS AND AREAS	Circumference of a Circle	3	i) To lead students to measure the circumference and diameter of difference and diameter of different circular objects practically. ii) To lead students to find the ratio of circumference, using the obtained measurement of diameter. iii) To lead students to compare their results to reduce the value of pie. iv) To demonstrate the calculation of circumference of a circle	The students in groups to calculate the circumference of the circle by using formula	Circular objects Rope Thread Ruler Worksheet	Can the student able to know how to estimate the value of pie? Can the student able to calculate the circumference of a circle?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The	The student	Nove	Week	PERIMETE	Areas of	3	i) To lead students to discuss on how to	i) Students in pairs to			Secondary	.

student should have ability to: student to calculate area of rectangle and triangle	should be able to: 1. calculate the area of a rectangle 2. calculate the area of a triangle	mber	4	RS AND AREAS	rectangles and triangles		obtain the formula for the area of rectangle. ii) To guide students to discuss on how to reduce the area of a triangle from the area of a rectangle.	calculate the area of rectangles. ii) Students individually to calculate the area of a triangle	Manila paper Marker pen Geo-board	Is the student able to calculate the area of a rectangle? Can the student able to calculate the area of a triangle?	Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	
The student should have ability to: student to calculate area of rectangle and triangle	The student should be able to: 1. calculate the area of a rectangle 2. calculate the area of a triangle	Dece mber	Week 1	PERIMETE RS AND AREAS	Areas of rectangles and triangles	2	i) To lead students to discuss on how to obtain the formula for the area of rectangle. ii) To guide students to discuss on how to reduce the area of a triangle from the area of a rectangle.	i) Students in pairs to calculate the area of rectangles. ii) Students individually to calculate the area of a triangle	Manila paper Marker pen Geo-board	Is the student able to calculate the area of a rectangle? Can the student able to calculate the area of a triangle?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student to calculate areas of trapezium and parallelogram	The student should be able to: 1. calculate are of a parallelogram 2. calculate the area of a trapezium	Dece mber	Week 1	PERIMETE RS AND AREAS	Areas of trapezium and parallelogra m	2	i) To lead students to find the formula to calculating the area of parallelogram. ii) To lead students to obtain the formula for calculating the area of a trapezium.	i) Students individually to calculate the area of parallelogram. ii) Students individually to calculate the area of a trapezium using the formula	Manila Marker pen Geoboard	Can the student able to calculate the area of a quadrilateral? Can the student able to calculate the area of a parallelogram?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
The student should have ability to: Student to calculate area of circle	calculate areas of circles	Dece mber	Week 1	PERIMETE RS AND AREAS	Area of a Circle	2	To guide a students on how to perform a practical exercise on how to determine the formula for finding the area of a circle	Students in groups to calculated the area of a circle	Worksheets	Can the student able to calculate the area of a circle?	Secondary Basic Mathematics Book One By TIE, Olevel Mathematics Form One By BN	.
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