

# **OGUN STATE GOVERNMENT**

### **CREATIVE SCHEME OF WORK**

SUBEJCT: CHEMISTRY CLASS: SS1 TERM: 1ST TERM

| WEEKS     | TOPIC                        | ACTIVITIES OF EACH DAY                                 | STARTER   | OUTCOMES OF EACH<br>DAY                          | SOFT SKILLS                                  | PRACTICAL APPROACHES  |
|-----------|------------------------------|--|---|--|--|---|
| WEEK<br>1 | Introduction<br>to chemistry | Lesson1: Nature of chemistry                           | Provide chart on scientific method and pictures of scientists carrying out researches in the laboratory | List chemical changes around us                  | Creative, Analytical and reflective thinking | Students go to chemistry laboratory to see activities in the laboratory |
|           |                              | Lesson2: Meaning of chemistry                          |   | State meaning of chemistry and chemistry in life |  |   |
|           |                              | Uses of chemistry                                      |   | List chemical changes around us                  |  |   |
|           |                              | Lesson3: Adverse of chemistry                          |   | State adverse effect of chemistry                |  |   |
| WEEK      | Introduction                 | Lossan 1. Jaharatan vivias                             | Dravida pastar  | State laboratory rules                           | Charting Amelytical                          | Students taking to the  |
| 2         | to chemistry                 | Lesson1: laboratory rules and regulations Safety signs | Provide poster<br>showing pictures<br>of some safety<br>signs   | State laboratory rules and regulations           | Creative, Analytical and reflective thinking | Students taking to the laboratory to identify laboratory apparatus      |

|           |                        | Lesson2: Careers prospect tied to chemistry                |  | List careers in chemistry                                   |  |  |
|-----------|------------------------|--|--|---|--|--|
|           |                        | Laboratory apparatus and uses                              |  | Identify laboratory apparatus and uses                      |  |  |
|           |                        | Lesson3: Laboratory apparatus and uses                     |  | Identify laboratory apparatus and uses                      |  |  |
|           |                        |  |  |   |  |  |
| WEEK<br>3 | Nature of<br>matter ii | Leson1: Meaning and states of matter                       |  | State meaning of matter                                     | Creative, Analytical and reflective thinking | Addition of water to table salt and burning of paper |
|           |                        | Lesson2: Properties of matter                              |  | States properties of matter                                 |  |  |
|           |                        | Physical and chemical changes                              | Students add<br>water to table<br>salt in a beaker | Identify some physical and chemical changes                 |  |  |
|           |                        | Lesson3: Differences between physical and chemical changes |  | List differences<br>between physical and<br>chemical change |  |  |
|           |                        |  |  |   |  |  |
| WEEK<br>4 | Nature of<br>matter ii | Lesson1: Definition of element  Symbols of elements        | Chart showing elements and symbols                 | List elements and their symbols                             | Creative, Analytical and reflective thinking |  |
|           |                        | Lesson2: Meaning of mixtures and examples                  |  | State meaning of mixtures                                   |  | Addition of water to oil                             |
|           |                        | Meaning of compound and examples                           |  | List examples of compounds                                  |  |  |
|           |                        | Lesson3: Differences between mixtures and                  |  | States differences between mixture and                      |  |  |

|           |                            | compounds   |  | compound   |  |  |
|-----------|----------------------------|---|--|--|--|--|
|           |                            |   |  |  |  |  |
| WEEK<br>5 | Separation<br>technique i  | Lesson1: Principle behind choice of separation technique                        | Provide a chart or poster showing diagrams of some separation techniques | States principle of selecting separation technique | Creative, Analytical and reflective thinking | Separation of mixtures using filteration, evaporation, separating funnel and sublimation |
|           |                            | Lesson2: Sieving, magnetization and sublimation                                 |  | List some separation techniques                    |  |  |
|           |                            | Decantation, filtration and centrifugation                                      |  | List separation techniques                         |  |  |
|           |                            | Lesson3: Evaporation to dryness, crystallization and fractional crystallization |  |  |  |  |
|           |                            |   |  |  |  |  |
| WEEK<br>6 | Separation<br>technique ii | Lesson1: Precipitation, distillation and fractional distillation                | Provide chart on separating funnel and chromatography                    | List apparatus use for distillation                | Creative, Analytical and reflective thinking | Use of separating funnel to separate mixture of water and oil                            |
|           |                            | Lesson2: Use of separating funnel   |  | List apparatus use for separating funnel           |  |  |
|           |                            | Chromatographic separation  |  | List apparatus for chromatographic separation      |  |  |
|           |                            | Lesson3: Test for purity  |  |  |  |  |
|           |                            |   |  |  |  |  |

| WEEK<br>7 | Particulate<br>nature of<br>matter i  | Lesson1: Elementary particles of matter: atoms, molecules and ions                    |   | List elementary particles of matter                       |  |  |
|-----------|---------------------------------------|---|---|---|--|--|
|           |                                       | Lesson 2: Relative atomic mass and molecular mass                                     | Teacher explains relative atomic mass and molecular mass                      | Calculate relative molecular mass of compounds            | Creative, Analytical and reflective thinking |  |
|           |                                       | Percentage by mass of elements in a compound  |   | Calculate the percentage by mass of element in a compound |  |  |
|           |                                       | Lesson3: Moles and molar mass   |   |   |  |  |
| WEEK<br>8 | Particulate<br>nature of<br>matter ii | Lesson1: Laws of chemical combination: conservation of matter and definite proportion | Provide chart<br>showing<br>verification of<br>law<br>conservation of<br>mass | State the law of aconservation of mass                    | Creative, Analytical and reflective thinking | Verify law of conservation of mass using solutions of AgNO₃ and NaCl |
|           |                                       | Lesson2: Laws of multiple proportion and reciprocal proportion                        | Provide a chart<br>showing law of<br>multiple<br>proportion                   | Solve question on law of multiple proportion              |  |  |
|           |                                       | Meaning of valency and chemical formula   |   | State meaning of valency                                  |  |  |
|           |                                       | Lesson3: Balancing<br>Chemical equations  |   | Balance chemical equations                                |  |  |
| WEEK      | Atomic                                | Lesson1: Dalton's atomic  | Explain Dalton's  |   |  |  |
| 9         | structure                             | theory and modification   | atomic theory   |   |  |  |

|            |                      | Lesson2: Atomic structures. Sub particles of atoms               | Provide chart<br>showing shapes<br>of p and s<br>orbitals | State the sub particles of atoms                    | Creative, Analytical and reflective thinking |  |
|------------|----------------------|--|---|---|--|--|
|            |                      | The four quatum numbers, atomic orbital and electronic structure |   | List the four quantum numbers                       |  |  |
|            |                      | Lesson3: Atomic number, mass number and isotopy                  |   | State meaning of isotopy                            |  |  |
|            |                      |  |   |   |  |  |
| WEEK<br>10 | Symbols and formulae | Lesson1: Naming of compounds using IUPAC                         | Provide chart<br>showing<br>symbols and<br>formulae       | Write names if compound                             | Creative, Analytical and reflective thinking |  |
|            |                      | Lesson2: Concept of oxidation number                             |   | Calculate oxidation number of elements in compounds |  |  |
|            |                      | Empirical formula  |   | Calculate empirical formula                         |  |  |
|            |                      | Lesson3: Molecular formular                                      |   | Calculate molecular formula                         |  |  |
|            |                      |  |   |   |  |  |



# **OGUN STATE GOVERNMENT**

### **CREATIVE SCHEME OF WORK**

SUBEJCT: CHEMISTRY CLASS: SS1 TERM: 2ND TERM

| WEEKS | TOPIC                     | ACTIVITIES OF EACH DAY                                     | STARTER  | OUTCOMES OF EACH<br>DAY                | SOFT SKILLS                                  | PRACTICAL APPROACHES                           |
|-------|---------------------------|--|--|--|--|--|
| ONE   | Chemical combination      | Lesson1: Electronic structures using energy level K,L,M,N  | Provide chart<br>on<br>electrovalent<br>combination<br>and covalent<br>combination | Draw electronic structures of elements | Creative, Analytical and reflective thinking | Use of models to explain combination of carbon |
|       |                           | Lesson2: Brief explanation on period and group of element. |  | State period and group of elements     |  |  |
|       |                           | Types of chemical combination: electrovalent or ionic bond |  | State types of chemical bond           |  |  |
|       |                           | Lesson3: Covalent bond                                     |  | Give examples of covalent compounds    |  |  |
| TWO   | Chemical<br>combination i | Lesson1: Dative bond or co ordinate covalent bond          | Provide chart on co-ordinate combination   | Give examples of dative compounds      | Creative, Analytical and reflective thinking |  |
|       |                           | Lesson2: Differences between ionic and covalent            |  | State differences between ionic and    |  |  |

|       |   | compound  |   | covalent compounds                                    |  |  |
|-------|---|---|---|---|--|--|
|       |   | Binding forces: metallic and van der Waals forces                               |   | State examples of compounds with van der Waals forces |  |  |
|       |   | Lesson2: Binding forces: hydrogen bond  |   | Give examples of compounds with hydrogen bonds        |  |  |
|       |   |   |   |   |  |  |
| THREE | Kinetic theory<br>of matter and<br>Gas laws | Lesson1: Kinetic theory of matter   | Provide chart<br>showing the<br>states of<br>matter | State kinetic theory of matter                        | Creative, Analytical and reflective thinking | Heating of iodine crystal or ammonium chloride |
|       |   | Lesson2: States of matter   |   | List the states in matter exist                       |  |  |
|       |   | Change of state   |   | State why matter changes state                        |  |  |
|       |   | Lesson3: Phenomena supporting kinetic theory.                                   |   | List phenomena supporting kinetic energy              |  |  |
|       |   |   |   |   |  |  |
| FOUR  | Kinetic theory<br>of matter and<br>Gas laws | Lesson1: Assumption of the kinetic theory of gases                              | Provide chart<br>on Boyle's and<br>Charles' laws    | States the assumption of kinetic theory of gases      | Creative, Analytical and reflective thinking |  |
|       |   | Lesson2: Boyle's law and<br>Charles' law and how kinetic<br>theory explain them |   | State Boyle's law                                     |  |  |
|       |   | Gay Lussac's law and<br>Graham's law of diffusion                               |   | State Charles' law                                    |  |  |
|       |   | Lesson3: Avogadro's law,<br>Dalton law of partial                               |   | State Dalton's law of                                 |  |  |

|       |                 | pressure  |  | partial pressure                                      |  |  |
|-------|-----------------|---|--|---|--|--|
|       |                 |   |  |   |  |  |
| FIVE  | Mole concept    | Lesson1: Avogadros number and number of atoms, molecules and ions |  | Calculations on number of particles                   | Creative, Analytical and reflective thinking |  |
|       |                 | Lesson2: Molar volume of gases                                    |  | Calculations on molar volume                          |  |  |
|       |                 | Nature of molecules   |  |   |  |  |
|       |                 | Lesson3: Vapour density and relative molecular mass               |  | Calculation on vapour density                         |  |  |
|       |                 |   |  |   |  |  |
| SIX   | Acids and bases | Lesson1: Definitions, classes and strength of acids               | Learners to<br>explain what<br>they feel after<br>tasting unripe<br>fruits | States meaning of acid                                | Creative, Analytical and reflective thinking |  |
|       |                 | Lesson 2: Properties of acids and uses of acids                   |  | States properties of acids                            |  |  |
|       |                 | Bases and alkalis   |  | List examples of alkalis/bases                        |  |  |
|       |                 | Lesson3: Properties and uses of alkali/bases                      |  | State properties of alkalis                           |  |  |
|       |                 |   |  |   |  |  |
| SEVEN | Acids and bases | Lesson1: Measurement of acidity and alkalinity                    | Provide chart<br>on pH meter<br>and pH Scale                               | List substances use to measure acidity and alkalinity | Creative, Analytical and reflective thinking |  |
|       |                 | Lesson2: Calculations on pH                                       |  | Calculations on pH                                    |  |  |

|       |       | Acid-base indicators   |  | List acid- base indicator   |  |                    |
|-------|-------|--|--|---|--|--------------------|
|       |       | Lesson3: Buffer solutions: definition, examples and importance |  | State meaning of buffer solution  |  |                    |
|       |       |  |  |   |  |                    |
| EIGHT | Salts | Lesson1: Types of salts  | Explain<br>preparation of<br>salts                             | List types of salts   | Creative, Analytical and reflective thinking |                    |
|       |       | Lesson2: Preparation of soluble salts                          |  | List methods of soluble preparing salts   |  |                    |
|       |       | Preparation of insoluble salts                                 |  | List methods of preparing insoluble salts   |  |                    |
|       |       | Lesson3: Salts hydrolysis                                      |  | Give examples each of salts acidic ,basic or neutral  |  |                    |
|       |       |  |  |   |  |                    |
| NINE  | Salts | Lesson1: Water of crystallization                              | Explain<br>efflorescent,<br>deliquescent<br>and<br>hygroscopic | Give examples of salts with water of crystallization  Solve calculation problems on water of crystallization. | Creative, Analytical and reflective thinking | Use of desssicator |
|       |       | Lesson2: Efflorescent, deliquescent and hygroscopic substances |  | Give examples each of efflorescent, deliquescent and hygroscopic  |  |                    |
|       |       | Drying agents  |  | Give examples of drying agents  |  |                    |

|     | Lesson3: Ionic reactions and equations | Write ionic equation |  |
|-----|--|----------------------|--|
|     |  |                      |  |
| TEN |  |                      |  |
|     |  |                      |  |
|     |  |                      |  |
|     |  |                      |  |
|     |  |                      |  |



# **OGUN STATE GOVERNMENT**

## **CREATIVE SCHEME OF WORK**

SUBEJCT: CHEMISTRY CLASS: SS1 TERM: 3RD TERM

| WEEKS | TOPIC                                       | ACTIVITIES OF EACH DAY                      | STARTER  | OUTCOMES OF EACH<br>DAY                               | SOFT SKILLS                                  | PRACTICAL APPROACHES                             |
|-------|---|---|--|---|--|--|
| ONE   | Carbon and its compounds                    | Lesson1: Structure and occurrence of carbon | Provide chart<br>showing<br>structures of<br>diamond and<br>graphite | State the occurrence of carbon                        | Creative, Analytical and reflective thinking | Models of carbon                                 |
|       |   | Lesson2: Allotropes of carbon               |  | State the allotropes of carbon                        |  |  |
|       |   | Properties of carbon                        |  | State properties of carbon                            |  |  |
|       |   | Lesson3: Combustion of carbon               |  | State the products of combustion of carbon            |  |  |
|       |   |   |  |   |  |  |
| TWO   | Carbon and its compounds (oxides of carbon) | Lesson1: Destructive distillation of coal   | Provide poster<br>on laboratory<br>preparation of<br>carbon(iv)oxide | List products of destructive distillation of coal     | Creative, Analytical and reflective thinking | Prepare carbon(iv)oxide using CaCO₃ and dil. HCl |
|       |   | Lesson2: Preparation of carbon (iv) oxide   |  | Identify reagents for preparation of carbon(iv) oxide |  |  |
|       |   | Properties of carbon (iv)                   |  | State properties of                                   |  |  |

|       |             | oxide   |  | carbon(iv) oxide   |  |  |
|-------|-------------|---|--|--|--|--|
|       |             | Lesson3: Test for carbon(iv) and uses                 |  | Test for carbon(iv) oxide  |  | Test for CO <sub>2</sub> using lime water                  |
|       |             |   |  |  |  |  |
| THREE |             |   |  |  |  |  |
|       |             | Lesson1: Preparation of carbon(ii) oxide              | Provide chart<br>of laboratory<br>preparation of<br>carbon(ii) oxide           | Identify reagents for preparing carbon(ii) oxide in the laboratory | Creative, Analytical and reflective thinking | Preparation of carbon(II)oxide                             |
|       |             | Lesson2: Properties and uses of carbon(ii) oxide      |  | List properties of carbon(ii) oxide                                |  |  |
|       |             | Trioxocarbonates(iv)                                  |  | Identify soluble and insoluble trioxocarbonates(iv)                |  |  |
|       |             | Lesson3: Gaseous fuels:<br>Producer gas and Water gas |  | Identify consistuents of gaseous fuels                             |  |  |
| FOUR  | Hydrocarbon | Lesson1: Meaning and sources of hydrocarbon           | Provide poster<br>and pictures of<br>refineries and<br>fractionating<br>column | State sources of hydrocarbon                                       | Creative, Analytical and reflective thinking | Display of petroleum products like petrol, kerosene diesel |
|       |             | Lesson2: Crude oil refining                           |  | Indentify technique for refining petroleum                         |  |  |
|       |             | Fractions of petroleum                                |  | List fraction of petroleum   |  |  |
|       |             | Lesson3: Cracking, reforming and petrochemicals       |  | List important of cracking and reforming                           |  |  |
|       |             |   |  |  |  |  |

| FIVE  | Industrial<br>chemistry | Lesson1: Development of the chemical industry            | Provide pictures of chemical industry   | Meaning of chemical industry                         | Creative, Analytical and reflective thinking |                              |
|-------|-------------------------|--|---|--|--|------------------------------|
|       |                         | Lesson2: Important raw materials                         |   | List raw materials for chemical industry             |  |                              |
|       |                         | Division of chemical industry                            |   | List division of chemical industry                   |  |                              |
|       |                         | Lesson3: Division of chemical industry                   |   | List division of chemical industry                   |  |                              |
|       |                         |  |   |  |  |                              |
| SIX   | Industrial<br>chemistry | Lesson1: Economics of industrial processes               |   | State use of by-products and recycling               | Creative, Analytical and reflective thinking | Visit to chemical industry   |
|       |                         | Lesson2: Importance of industrial chemistry.             |   | State importance of chemical industry                |  |                              |
|       |                         | Lesson3: Factors to consider in siting chemical industry |   | List factors to consider in siting chemical industry |  |                              |
|       |                         |  |   |  |  |                              |
| SEVEN | Shapes of               | Lesson1: Polar and non                                   | Provide chart                           | Give examples of polar                               | Creative, Analytical                         | Drawing the shapes of simple |
|       | molecules               | polar molecules  | of shapes of ammonia, water and methane | and non-polar liquids                                | and reflective thinking                      | molecules                    |

|       |                | Lesson2: Shapes of simple covalent molecules  |                                   | State shapes of methane, water                              |  |  |
|-------|----------------|---|-----------------------------------|---|--|--|
|       |                | Shapes of simple covalent molecules           |                                   | State shapes of ammonia and carbon(iv)oxide                 |  |  |
|       |                | Lesson3: Types of crystalline solids          |                                   | List types of crystalline solids                            |  |  |
| Eight | Periodic table | Lesson1: Periodic table and periodic law      | Provide a chart of periodic table | States periodic law   | Creative, Analytical and reflective thinking | Learners fill blank periodic table with appropriate elements |
|       |                | Lesson2: Electronic configuration of atoms    |                                   | Write electronic structures of elements                     |  |  |
|       |                | Groups and periods                            |                                   | Identify elements in the same group and period              |  |  |
|       |                | Lesson3: Metals, metalloid and non metals     |                                   | Give examples each of metals, non-metals and metalloids     |  |  |
|       |                |   |                                   |   |  |  |
| NINE  | Periodic table | Lesson1: Block elements                       | Provide a chart of periodic table | List example of block elements                              | Creative, Analytical and reflective thinking | Periodic table   |
|       |                | Lesson2: Periodic table and atomic properties |                                   | List properties of element in the same group                |  |  |
|       |                | Variation in physical properties              |                                   | List properties which across the periods and down the group |  |  |

|     |                | Lesson3: Variation in chemical properties         |   | List properties which across the periods and down the group |  |                              |
|-----|----------------|---|---|---|--|------------------------------|
| TEN | Periodic table | Lesson1: Families of elements                     | Provide a chart<br>of periodic<br>table | Identify families of elements                               | Creative, Analytical and reflective thinking | Make chart of periodic table |
|     |                | Lesson2: Families of elements                     |   | Identify families of elements                               |  |                              |
|     |                | Lesson2: Brief explanation on transition elements |   | List transition elements                                    |  |                              |
|     |                | Lesson3: Lanthanides and actinides elements       |   | Identify lanthanide and actinide elements                   |  |                              |
|     |                |   |   |   |  |                              |