

**MATHEMATICS**  
**SS III**  
**FIRST TERM**

**THEME: NUMBER AND NUMERATION**

| WEEK | TOPIC | PERFORMANCE OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                             | CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                             | TEACHING AND LEARNING RESOURCES                                                                             | EVALUATION GUIDE                                                                                                                                                                                          |
|------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TEACHER                                                                                                                                                                                                                                                                                                                                                                                                                                                      | STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                             |                                                                                                                                                                                                           |
| 1    | Surd  | Students should be able to:<br>(1) differentiate between rational and irrational numbers.<br>(2) state the rules of addition and subtraction and apply them in simplifying surds.<br>(3) state the rules of multiplication and division and apply them in simplifying surds.<br>(4) use conjugate binomial surds to solve problems.<br>(5) apply the concept of surd to problems involving trigonometric ratios of angle $30^\circ$ , $60^\circ$ , $45^\circ$ etc. | (1) Meaning of rational and irrational numbers leading to the definition of surd.<br>(2) The rules guiding the basic operation with surds i.e.<br>$\sqrt{a} + \sqrt{b} \neq \sqrt{b+a}$ , $\sqrt{a} - \sqrt{b}$<br>$\neq \sqrt{a-b}$ , $\sqrt{a} \times \sqrt{b} \neq \sqrt{b \times a}$ ,<br>$\sqrt{a} \div \sqrt{b} \neq \frac{\sqrt{a}}{\sqrt{b}}$<br>(3) Conjugate of a binomial surd using the idea of difference of two squares.<br>(4) Application to solving triangles involving trigonometric ratios of special angles of $30^\circ$ , $60^\circ$ and $45^\circ$ .<br>(5) Evaluation of expression involving surds. | Guides students to:<br>(1) Differentiate between the rational and irrational numbers leading to the definition of surd.<br>(2) Perform the operation of addition and subtraction of numbers in surdic form.<br>(3) Conjugate binomial surds using the idea leading to the difference of two squares.<br>(4) Appreciate the application of surds to trigonometric ratios e.g.<br>$\sin 60^\circ = \frac{\sqrt{3}}{2}$<br>$\sin 45^\circ = \frac{1}{\sqrt{2}}$ | (1) Differentiate between rational and irrational number leading to the definition of surd.<br>(2) Perform and solve problems on addition, subtraction, multiplication and division of surdic numbers.<br>(3) Verify the rules of the operation of addition, subtraction, multiplication and division.<br>(4) Apply the principle of difference of two squares to conjugate surdic expressions.<br>(5) Relate surds to trigonometric ratio. | (1) Surdic operation charts on addition, subtraction, multiplication and division.<br>(2) Conjugate charts. | Students to:<br>(1) define surds<br>(2) addition, subtraction, multiplication and division of surdic numbers<br>(3) use conjugate to solve surdic expression<br>(4) relate surds to trigonometric ratios. |

# Maths Scheme Of Work For S S3

**AW Rasmussen**



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