

MATHEMATICS
JS I
FIRST TERM

SUB-THEME: NUMBERS AND NUMERATION WHOLE NUMBERS

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Whole Numbers	Students should be able to: 1. count and write in millions and billions. 2. apply the counting, writing and reading of large numbers in everyday life.	Counting in: 1. millions 2. billions	Leads students to: 1. writes in millions and billions. 2. guides students in counting, writing and reading in large quantities.	1. Count, write and read from 99,990 to 1,000,000 in tens and units count, write and read from 1,000,000 to 100,000,000 in hundreds and thousands.	1. Charts of numbers in millions and billions, flash cards, etc.	Students to: 1. count, write and read in millions and billion.
2	Whole Numbers	Students should be able to: 1. count and write in trillions. 2. solve problems in quantitative aptitude reasoning using large numbers.	Counting in: 1. trillions. 2. quantitative reasoning.	1. Uses counting charts to count in trillions. 2. Guides students in counting, writing and reading large numbers. 3. Leads students to solve some problems on quantitative aptitude.	1. Count, write and read in trillions. 2. Count, write and read in large quantities.	1. Charts of numbers in trillions and newspapers. 2. Flash cards, etc.	Students to: 1. count, write and read in trillions. 2. solve problems in quantitative aptitude using large numbers.
3	LCM	Students should be able to: 1. identify common multiples of two or more numbers. 2. find the LCM of whole numbers.	1. LCM of whole numbers.	Leads students to: 1. identify common multiples of two or more whole numbers. 2. solve problems involving LCM by (a) factor method (b) multiple method (c) index method.	1. Identify common multiples of given numbers. 2. Solve problems of two or three whole numbers using the three different methods.	1. Number charts	Students to: 1. find the common multiples of given whole numbers. 2. find the LCM of given whole numbers.

First Term Scheme Of Work Of Secondary School

Yan Bai



First Term Scheme Of Work Of Secondary School:

Learning to Teach ICT in the Secondary School Steve Kennewell, John Parkinson, Howard Tanner, 2003-08-27 This book is designed specifically for students training to teach ICT as a curriculum subject at secondary level It develops the key ideas of teaching and learning ICT in a structured accessible way and provides a wealth of ideas and inspiration for the learning teacher Key areas covered are the place and nature of ICT as a curriculum subject analyzing and developing subject knowledge planning schemes of work individual lessons activities and resources monitoring assessment and exams ICT across the curriculum differentiation and special educational needs professional development Throughout the book there are useful tasks and activities to help student teachers analyze their own teaching and explore the knowledge and skills needed to become a successful teacher of ICT Rooted in best practice and up to the minute research this book is also the ideal refresher for more experienced ICT teachers Secondary Curriculum Transformed Meena Kumari Wood, Nick

Haddon, 2020-12-06 More than ever secondary curriculum requires greater flexibility and adaptability so young people learn the relevant knowledge and key skills they need for the evolving world of training and employment This practical guide both radical and progressive makes a compelling argument for a secondary curriculum that addresses the needs and aspirations of all students A balanced approach will help reform students attitudes and behaviours and re ignite their curiosity and motivation for learning Secondary Curriculum Transformed proposes an ambitious GCSE five year journey inclusive of academic creative and technical subjects including T Levels and mandatory key skills To equip young people with this critical knowledge and key skills the book transforms the 11 19 curriculum so it does not disadvantage marginalise or exclude young people showcases excellent practice case studies from British and international contexts provides curriculum models which schools can adapt to their own context signposts educational research and listens to the student voice transforming them into leaders of their learning Offering a comprehensive model for leaders and teachers to put the evidence into practice this is essential reading for all education professionals There are also additional templates PowerPoints useful links and other resources which can be downloaded from www.routledge.com/9780367900878 Offering a comprehensive model for leaders and teachers to put the evidence into practice this is essential reading for all education professionals *Educational Pamphlets*, 1912

High Points in the Work of the High Schools of New York City, 1921 **History Education 101** Wilson J. Warren, D. Antonio Cantu, 2008-01-01 Historians and teacher educators nationwide are now engaged in discussions about the importance of history teacher preparation Interest within the history profession about the teaching of K 12 history has increased significantly during the past two decades particularly since the controversy over the National Standards for History's publication This attention is evident not only in the historical professions various publications but also in the federal government's multi million dollar Teaching American History Program and the No Child Left Behind Act Professional historians are increasingly committed to improving the teaching of history at the K 12 level through many forms of

collaboration History Education 101 s thirteen essays are organized into three sections context practice and new directions The essays contributors tenured faculty who teach history teaching methods courses in colleges and universities throughout the United States focus on how history education has is and will be taught to new K 12 teachers throughout the United States Perhaps more than ever it is critical for Americans to understand the role of higher education in the preparation of future middle and high school history teachers This book provides important insights for academics in history and education departments as well as other individuals who are concerned with the status and improvement of history teaching in the schools particularly current and future elementary and secondary teachers and administrators **Curriculum Practice** Martyn Hammersley, Andy Hargreaves, 2012-05-04 When first published this book was one of the first collections of empirical research in the area of the knowledge transmitted in schools and the responses of students to it It includes studies of the histories of particular school subjects and of how the knowledge they embody is presented in the classroom Attention is also given to the effects of gender stereotypes among teachers and pupils both on pupils selection of courses to study and on their reactions to particular subjects in the classroom The other major topic in this collection is the way external examinations shape the nature of the school curriculum and how it is taught There are studies of how pupils and teachers adapt to the exam system and of how that system and its role in the accountability of schools have changed in recent years The articles collected here throw into relief important aspects of what is taught in schools and they do this on the basis of a solid foundation of empirical research **Bulletin** United States. Office of Education, 1924 **Education** , 1906 Report of the Minister of Education for the Year ... Victoria. Education Dept, 1925 Report of the Survey of the Public Schools of Philadelphia Pennsylvania. Department of Public Instruction, 1922

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Table of Contents First Term Scheme Of Work Of Secondary School

1. Understanding the eBook First Term Scheme Of Work Of Secondary School
 - The Rise of Digital Reading First Term Scheme Of Work Of Secondary School
 - Advantages of eBooks Over Traditional Books
2. Identifying First Term Scheme Of Work Of Secondary School
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an First Term Scheme Of Work Of Secondary School
 - User-Friendly Interface
4. Exploring eBook Recommendations from First Term Scheme Of Work Of Secondary School
 - Personalized Recommendations
 - First Term Scheme Of Work Of Secondary School User Reviews and Ratings

- First Term Scheme Of Work Of Secondary School and Bestseller Lists
- 5. Accessing First Term Scheme Of Work Of Secondary School Free and Paid eBooks
 - First Term Scheme Of Work Of Secondary School Public Domain eBooks
 - First Term Scheme Of Work Of Secondary School eBook Subscription Services
 - First Term Scheme Of Work Of Secondary School Budget-Friendly Options
- 6. Navigating First Term Scheme Of Work Of Secondary School eBook Formats
 - ePub, PDF, MOBI, and More
 - First Term Scheme Of Work Of Secondary School Compatibility with Devices
 - First Term Scheme Of Work Of Secondary School Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of First Term Scheme Of Work Of Secondary School
 - Highlighting and Note-Taking First Term Scheme Of Work Of Secondary School
 - Interactive Elements First Term Scheme Of Work Of Secondary School
- 8. Staying Engaged with First Term Scheme Of Work Of Secondary School
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers First Term Scheme Of Work Of Secondary School
- 9. Balancing eBooks and Physical Books First Term Scheme Of Work Of Secondary School
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection First Term Scheme Of Work Of Secondary School
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine First Term Scheme Of Work Of Secondary School
 - Setting Reading Goals First Term Scheme Of Work Of Secondary School
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of First Term Scheme Of Work Of Secondary School
 - Fact-Checking eBook Content of First Term Scheme Of Work Of Secondary School
 - Distinguishing Credible Sources

-
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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