

Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 6

CHICHEWA

ENGLISH

MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS EDUCATION

SOCIAL AND ENVIRONMENTAL SCIENCES

SCIENCE AND TECHNOLOGY

AGRICULTURE

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

Published by:

Malawi Institute of Education

© Malawi Institute of Education 2005

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the copyright owner.

Prepared by

Malawi Institute of Education
P.O. Box 50, Domasi, Malawi

September, 2005

CONTENTS

Foreword…….	v
Acknowledgements……	vi
Malawi's Outcomes-Based Curriculum……..	viii
Developmental Outcomes……	viii
Primary Outcomes…….	ix
Continuous Assessment……	ix
Annual Evaluation…….	ix
Learning Areas and Core elements ……	x
Literacy and Languages – Chichewa…….	1
Kufunika kwa phunziro la Chichewa…….	2
Maluso ndi zolinga……	2
Chigawo choyamba……	3
Chigawo chachiwiri..…….	14
Chigawo chachitatu……...…….	31
Mabuku ena ofunika…….	44
Literacy and Languages – English.....	45
Rationale……..	46
Core elements and their outcomes……..	46
Term 1 Syllabus…….	47
Term 2 Syllabus…….	69
Term 3 Syllabus…….	98
References……..	127
Mathematics.....	128
Rationale……..	129
Core elements and their outcomes……..	126
Term 1 Syllabus…….	130
Term 2 Syllabus…….	135
Term 3 Syllabus…….	141
References……..	148
Expressive Arts …….....….	149
Rationale……..	150
Core elements and their outcomes……..	150
Term 1 Syllabus…….	151
Term 2 Syllabus…….	157
Term 3 Syllabus…….	163
References……..	169

Life Skills ……..…..... 170
Rationale…….. 171
Core elements and their outcomes…….. 171
Term 1 Syllabus……. 172
Term 2 Syllabus……. 188
Term 3 Syllabus……. 202
References…….. 210

Social and Environmental Sciences ……..... 211
Rationale…….. 212
Core elements and their outcomes…….. 212
Term 1 Syllabus……. 213
Term 2 Syllabus……. 225
Term 3 Syllabus……. 237
References…….. 251

Science and Technology ……..... 254
Rationale…….. 255
Core elements and their outcomes…….. 255
Term 1 Syllabus……. 256
Term 2 Syllabus……. 270
Term 3 Syllabus……. 283
References…….. 288

Agriculture ……..…..... 289
Rationale…….. 290
Core elements and their outcomes…….. 290
Term 1 Syllabus……. 291
Term 2 Syllabus……. 302
Term 3 Syllabus……. 313
References…….. 322

Bible Knowledge…… 323
Rationale…….. 324
Core elements and their outcomes…….. 324
Term 1 Syllabus……. 325
Term 2 Syllabus……. 331
Term 3 Syllabus……. 339
References…….. 346

Religious Education…… 347
Rationale…….. 347
Core elements and their outcomes…….. 347
Term 1 Syllabus……. 349
Term 2 Syllabus……. 359
Term 3 Syllabus……. 361
References…….. 365

Foreword

Primary School Syllabuses

Education is a prerequisite for both individual and national development. It prepares children to play their future roles effectively in an attempt to promote and sustain a country's socio-economic development.

Nothing is more difficult in the field of education than to plan and develop appropriate curricula, to achieve the goals set for the individual and national development.

Every parent would like his /her child to be literate, numerate and have a basic understanding of science and technology; who is responsible, morally sound and a productive citizen in a democratic society, who is also equipped with skills, values and attitudes to live a healthy life, survive socially and economically and has a desire for life long learning.

The approach to teaching and learning in this new curriculum is outcomes based focusing on the development of the whole child. The approach to assessment is also outcomes based with a holistic focus. This means that regular assessment of the knowledge, skills, values and attitudes that the pupils have achieved is an integral part of the teaching and learning process.

Since the last major primary curriculum revision in 1991, there has been an information explosion globally. There have also been major political, social and economic changes here in Malawi. This has necessitated the evaluation of the current primary school curriculum. Three major forces have been catalysts to the need for reform: first, deficiencies in teacher orientation to the current curriculum resulted into poor implementation of the curriculum; second, attempts to accommodate emerging issues such as HIV/AIDS, democracy and human rights, rapid population growth, and environmental degradation into the primary school system, have resulted in an overloaded curriculum; and third, the introduction of Free Primary Education (FPE) in 1994 raised school enrolment by 68.42%. However, the human, material and physical resources were not adequate to deliver quality education. Consequently, the education system has experienced many problems such as high repetition rates, poor attendance, high drop out rates, poor learning environments, and high rates of illiteracy.

The curriculum reform is further justified by government policies introduced after the 1991 curriculum. The Constitution of Malawi (Section 25) affirms that all persons are entitled to education, and Section 13 (f) stipulates that the state shall actively promote the welfare and development of its people and that education should aim, among other things, at "eliminating illiteracy in Malawi and promote national goals such as unity…" Alongside the Constitution, there are other key documents such as Poverty Reduction Strategy Paper (PRSP), Policy and Investment Framework (PIF), and Vision 2020, which necessitate a re-structuring or reform of the 1991 curriculum to ensure that principles and philosophies of these documents are more firmly embedded. These current policy documents indicate that there is a strong link between

poverty reduction and the provision of education; hence the need for all children to have access to quality primary education.

The revised primary education syllabuses attempt to address these issues. The syllabuses were developed by various subjects panels in 2004 at the Malawi Institute of Education, Domasi, Malawi.

We are grateful to all those who were actively involved in the primary education curriculum reform process. We re are also greatly indebted to DFID, GTZ and USAID for their technical assistance and financial support that made it possible for the primary education curriculum reform to take place.

J. J. Matope
Secretary for Education

Acknowledgments

The Ministry of Education and Malawi Institute of Education are grateful to all those who participated in various capacities, stages and levels in the development, refinement and production of the syllabuses. The Ministry of Education would like to acknowledge the technical and financial support of the Department for International Development (DFID), German Technical Cooperation (GTZ) and the United States Agency for International Development (USAID). The Ministry is particularly indebted to the following contributions in the drafting and development of the syllabuses as follows:

Writers for Literacy and Languages - Chichewa

M Mughogho (Mrs)	-	Katoto School, P.O. Box 375, Mzuzu
F N J Gama	-	Malawi Institute of Education, P.O. Box 50, Domasi
S J L Ngoma	-	MCDE Hq, P/B 302, Blantyre 3
P P Themu	-	DTED, P/Bag 215, Lilongwe
H J S Tambu	-	Montfort Demo. School, P.O. Box 5554, Limbe
M D Chithonje	-	Ministry of Education, P/Bag 328, Lilongwe

Resource Persons for Chichewa

I D Zabuloni	-	Ludzi Girls Secondary School, P.O. Box 43, Mchinji
P Kishindo, Dr	-	Centre for Language Studies

Writers for Literacy and Languages - English

D S Khasu	-	Domasi College of Education, P.O. Box 49, Domasi
T R Kambale (Mrs)	-	Ulongwe School, P.O. Box 112, Mulanje
J Chiromo (Mrs)	-	PEA, Zomba Urban, P.O. Box 311, Zomba
E C N Rambiki (Mrs)	-	DTED, P/Bag 215, Lilongwe
E Chinguwo (Mrs)	-	Malawi Institute of Education, P.O. Box 50, Domasi
C E Kamlongera (Mrs)	-	Malawi Institute of Education, P.O. Box 50, Domasi
H G Chilora	-	Malawi Institute of Education, P.O. Box 50, Domasi
H S Mchazime, Dr	-	Malawi Institute of Education, P.O. Box 50, Domasi

Resource Persons for English:

Z Mbano	-	Chancellor College, P.O. Box 280, Zomba
S Kamwendo (Ms)	-	The Polytechnic, P/B 303, Blantyre 3

Writers for Mathematics:

B Mphando (Mrs)	-	Dedza Govt. Primary School, Box 211, Dedza
A Chiwiya	-	Lilongwe TTC, P.O. Box 40046, Lilongwe
D Chimaliro (Mrs)	-	Dabie Primary School, Mzimba
J Makwecha	-	Mponela Primary School, P.O. Box 179, Mponela
D Whayo	-	Save Our Souls, P.O. Box 20522, Lilongwe
A Chisaka	-	Mwanza D.E.M. Office, PO Box 98, Mwanza

T V Kakota (Ms)	-	Domasi College of Education, P.O. Box 49, Domasi
C Soko (Mrs)	-	Ministry of Education, P/Bag 328, Lilongwe 3
W Susuwele Banda	-	Malawi Institute of Education, P.O. Box 50, Domasi
E J Kachisa	-	Malawi Institute of Education, P.O. Box 50, Domasi

Resource Persons for Mathematics:

M P Toto	-	Blantyre TTC, P/B 502, Limbe
O Nampanda (Mrs)	-	SEE Division, P/B 48, Zomba

Writers for Expressive Arts:

D Matiti (Ms)	-	Ministry of Education, P/Bag 328, Lilongwe
F S Makoko	-	DTED, P/Bag 215, Lilongwe
G W Chirwa	-	Malawi Institute of Education, P.O. Box 50, Domasi
G H Zembeni	-	Malawi Institute of Education, P.O. Box 50, Domasi
M Mzama (Mrs)	-	Lilongwe TTC, Box 40046, Kanengo, Lilongwe 4
N L Chikonje (Mrs)	-	P.O. Box 29, Chiradzulu
B A Mkandawire (Mrs)	-	Chitimba School, P.O. Box 30, Chitimba, Rumphi
F Chithagala	-	P.O. Box 134, Ntcheu
T M S Banja	-	Lundu School, P.O. Box 36, Chikwawa
M C Nanthambwe (Mrs)	-	Ferry School, P.O. Box 312, Liwonde

Resource Persons for Expressive Arts:

R Chanunkha	-	Chancellor College, P.O. Box 280, Zomba
L D Dimowa	-	Chancellor College, P.O. Box 280, Zomba
E Meke (Mrs)	-	Domasi College of Education, P.O. Box 49, Domasi
E Kumkwezu (Mrs)	-	Chancellor College, P.O. Box 280, Zomba

Writers for Life Skills Education:

N D Kalinde	-	St. Joseph TTC, P O Box 11, Dedza
P T Kafuna (Ms)	-	Ulongwe 2 Primary School, P O Box 16, Ulongwe
E B T Tengani	-	Central East Education Division, P/ Bag 233, Kasungu
A S Mhlanga	-	Malawi Institute of Education, P O Box 50, Domasi
T J Issa	-	Nanjoka Primary School, P O Box , Thyolo
M Kaira (Ms)	-	Namatumbi Primary School, P O Chisenga, Chitipa.
T J K Banda	-	Ministry of Education,P/Bg 328, Lilongwe
P Jinazali	-	Ministry of Education, P/Bg 328, Lilongwe
M Phiri (Ms)	-	Malawi Institute of Education, P O Box 50, Domasi.
J C Kasambara (Mrs)	-	Malawi Institute of Education, P O Box 50, Domasi.

Resource Persons for Life Skills Education:

M A Mulaga	-	CCAP Synod of Livingstonia, P O Box 112, Mzuzu.
A G Phiri, Prof,	-	ACEM, P O Box 999, Lilongwe.
V P Kabwila	-	GTZ, P O Box 31131, Lilongwe.

Writers for Social and Environmental Sciences:

E J Bandason	-	Kalonga School, P O Box 113, Salima.
G Chidalengwa	-	MANEB, P O Box 191, Zomba.
A T Chimbiya	-	Malawi Institute of Education, P O Box 50, Domasi
A C Chipanga	-	Ministry of Education, P/Bg 328, Lilongwe
L J Daka	-	Kasungu T T C, P/Bag 23, Kasungu
C Kagwira	-	Chimwala School, P O Box 21, Nkungula, Mangochi.
T H P Kalumika	-	PO Box55, Mchinji
A Katunga	-	P O Box 33, Mwanza.
E P Kawanga Mrs	-	DEM's Office, Blantyre Rural, P/Bag 11, Lunzu
M L C Lwanda	-	Ministry of Education,P/Bg 328, Lilongwe
E Ngalande	-	Malawi Institute of Education, P O Box 50, Domasi.
L J C Ndalama	-	Malawi Institute of Education, P O Box 50, Domasi.
E K Simbeye	-	Malawi Institute of Education, P O Box 50, Domasi.

Resource Persons for Social and Environmental Sciences:

D Chimwenje, Prof.	-	Mzuzu University, P/Bag 201, Luwinga, Mzuzu.
Ndafakale Soda	-	Nsanje District Assembly
M N Chilambo	-	Chancellor College, P O Box 280, Zomba.
A Naliwa, Sheik	-	P O Box 497, Zomba
D. Mphande, Rev. Dr.	-	Mzuzu University, P/Bag 201, Luwinga/ Mzuzu.

Writers for Science and Technology:

M A Makawa	-	Bwaila LEA School, P O Box 204, Zomba.
A D K Phiri	-	DTED, P/Bag 215, Lilongwe.
C Jere (Mrs)	-	MANEB, P O Box 191, Zomba.
M G Kachedwa	-	National Research Council of Malawi, PO Box 30745, Lilongwe 3
M M Katundulu (Ms)	-	Malawi Institute of Education, P O Box 50, Domasi.
J K Mkandawire (Mrs)	-	Ministry of Education, P/Bag 328, Lilongwe
A Nchessie	-	Kasungu Demonstration School, P/Bag 23, Kasungu.

Resource Persons for Science and Technology:

N Mbano, Dr.	-	Chancellor College, P O Box 280, Zomba
E Kumkwezu (Mrs)	-	Chancellor College, P O Box 280, Zomba

Writers for Agriculture:

Y T Kamangira	-	Malawi Institute of Education, P O Box 50, Domasi.
M A Mbamba (Mrs)	-	Ministry of Education, P/Bag 328, Lilongwe
Q M C Mtafya (Ms)	-	Karonga, T T C, P O BOX 122, Karonga.
B M Kanjala	-	Malawi Institute of Education, P O Box 50, Domasi
E E Kalengo	-	St Maria Goretti Primary School O Box, Nkhata – Bay

Resource Persons Agriculture:

Bokosi, Dr.	-	Bunda College of Agriculture,
N E Kaperemera	-	Domasi College of Education, P O Box 49, Domasi

Writers for Bible Knowledge:

J P Ndalama	-	P O Box 735, Lilongwe
T H P Kalumika	-	C/O Box 55, Mchinji
L H J Daka	-	Kasungu TTC, Private Bag , Kasungu
J E N Gumbala	-	P O Box 926, Blantyre
E F Gama	-	Domasi Govt Primary School, P O Box 1, Domasi
E G Simango	-	DEM Blantyre Rural, P/Bag 11, Lunzu
A S E Muhuta	-	Domasi College of Education, P O Box 49, Domasi
A C T Chimbiya	-	Malawi Institute of Education, P O Box50, Domasi
E Ngalande	-	Malawi Institute of Education, P O Box50, Domasi
S M Nakoma	-	Blantyre Archdiocese, P O Box 5191, Limbe
R Nchonzi	-	Chancellor College, P O Box 280, Zomba
A A B Kanyimbo	-	Livingstonia Synod
C J Banda	-	Domasi Demonstration School, P O Box 49, Domasi
Banda	-	MANEB, P O Box 191, Zomba

Resource Persons for Bible Knowledge:

D Mphande, Rev. Dr.	-	Mzuzu University, P/Bag 201, Luwinga/ Mzuzu.

Writers for Religious Education:

Sheik A B J Jamali	-	WAMY, P O Box 464, Zomba
V C N Salanjira	-	Mulunguzi Secondary School, P O Box 138, Zomba
E Ngalande	-	Malawi Institute of Education, P O Box 50, Domasi
A C T Chimbiya	-	Malawi Institute of Education, P O Box50, Domasi
J P Ndalama	-	Lilongwe L E A School P O Box 735, Lilongwe
M S Kungwaya	-	Domasi Gov Primary School, P O Box 1, Domasi
A H Ussi	-	Domasi Demonstration School, P O Box 49, Domasi
Rev. Fr. M D S Mgeni	-	Private Bag 1, Chilema
S D Ndafakale	-	P O B ox 25, Tengani, Nsanje
P J Khomani	-	Malawi Institute of Education, P O Box 50, Domasi
D O P Kaambankadzanja	-	Malawi Institute of Education, P O Box 50, Domasi

Resource Persons for Bible Knowledge:

D Mphande, Rev. Dr.	-	Mzuzu University, P/Bag 201, Luwinga/ Mzuzu.

Special thanks go to the Coordinator of the Primary Curriculum and Assessment Reform (PCAR) Davie Kaambankadzanja, and the entire PCAR Coordinating Committee for the logistical support in the Primary Curriculum and Assessment Reform process. Thanks also go to those who provided technical support in terms of typing and typesetting of the syllabuses: Mr B Chona, Ms K. Katete, Mrs L Chisambi, Ms P Jia, Mrs M Kuputu, Mrs C. Chimseu, Mrs J. Dambula, Mrs C Shaba, Ms Khambule and Mrs T. Phiri.

Malawi's Outcomes-based Curriculum

An outcome based curriculum means that learners are asked to make sense of new knowledge in the context of their existing knowledge and so develop new understandings as learning takes place. Therefore the process of learning is as important as the final product. The final products are the outcomes, that is, what learners are expected to achieve in terms of knowledge, skills, values and attitudes and they are clearly stated before teaching and learning begins. The achievements made at school however are only seen to be truly beneficial when the learners can transfer the achievements to life beyond the school and can view learning as a life long process. This is considered essential to keep pace with the changing social environment of home and work.

Developmental Outcomes

The Developmental Outcomes are general; they are what the learner is expected to achieve by the end of the primary cycle both in and outside the school. These outcomes apply to the six Learning Areas and they have been derived from Malawi's Constitution, Vision 2020, MPRSP, PIF and other education policy documents including global agreements to which Malawi is a signatory as well as from the PCAR Needs Identification Report. That is, learners should be able to:

- Communicate competently, effectively and relevantly in a variety of contexts and in multiple languages
- Apply mathematical concepts in scientific, technological, socio, environmental, cultural and economic contexts to solve problems
- Produce product and solutions through Science and Technology in a creative way and demonstrate respect for their environment to solve problems
- Demonstrate health promoting behaviour in their personal lives as well as their communities and wider environment with particular attention to prevalent diseases such as Malaria, Sexually transmitted diseases and HIV/AIDS
- Observe, interact with the natural and physical environment in order to understand and make use of their interrelationship in a responsible and appreciative manner
- Demonstrate appropriate moral, ethical and healthy behaviour in accordance with the acceptable norms and values of the society
- Make use of basic knowledge and skills necessary for life-long learning, personal advancement, the development of society and the nation
- Apply an imaginative, creative mind, vocational and managerial skills in order to initiate and participate in productive manner that will serve the individual and society

Primary education outcomes

The primary outcomes are derived from the developmental outcomes. The primary education outcomes are what the learners should know, should be able to do and the desirable attitudes that they should display by the end of the primary cycle for each Learning Area or Subject. Each of the Learning Areas or Subjects has its own Primary Outcomes and its own core elements which collectively form the primary curriculum.

Assessment standards

These are outcomes that indicate the agreed level of achievement during and at the end of each year. An accumulated achievement of the standards from Standard 1 to Standard 8 per learning area determines the achievement of primary education outcomes.

Success criteria

This indicates learners' level of attainment in a given activity. A given set of such levels of attainment indicates achievement of an assessment standard.

Principles of OBE

Clarity of focus:
This means that everyone involved must have a clear picture of what is wanted at the end of the lesson. Educators must be clear about what the learners are expected to achieve.

Expanded opportunity:
Educators must find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential

High expectations:
Educators must assist learners to reach their full potential

Criterion referenced measurement
Measurability of OBE is based agreed indicators such as assessment standards and success criteria

Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo- Chichewa

Sitandade 6

Kufunika kwa phunziro la Chichewa

Chiyankhulo ndi chofunika kwambiri pa moyo wa munthu choncho ndi bwino kuti ana aphunzire Chichewa. Pofuna kudziwitsa, kuchenjeza, kukopa kapena kuti zinthu zina zichitike, anthu amagwiritsa ntchito chiyankhulo. Izi zimatheka pogwiritsa ntchito luso la kumva, kuyankhula, kuwerenga ndi kulemba. Maluso a kuwerenga ndi kulemba ndi ofunika kwambiri pa maphunziro a ophunzira. Ophunzira akamvetsetsa bwino malamulo a chiyankhulo amaphunzira maluso omwe angagwiritse ntchito m'zochitika zosiyanasiyana.

Maluso ndi zolinga zake

a **Kumva**

Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana.

b **Kuyankhula**

Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana.

c **Kuwerenga**

Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga.

d **Kulemba**

Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana.

e **Kuganiza mozama ndi modekha**

Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro.

f **Kusanja ndi kugwiritsa ntchito chiyankhulo**

Ophunzira adzadziwa mmene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba.

Chigawo : Choyamba
Luso **:** Kumva
Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje osiyanasiyana	Ophunzira : 1 **amva** malonje osiyanasiyana 2 **ayankha** malonje osiyanasiyana	**Malonje**	• kumva malonje osiyanasiyana monga: polandira alendo, pamatenda, padima • kuyankha malonje osiyanasiyana monga polandira alendo, pamatenda, padima	• mafunso ndi mayankho • kukambirana • kufotokoza • kuwonetsetsa zomwe ena akuchita • ntchito ya awiriawiri • kuchita sewero	• ophunzira • anthu ena • munthu wodwala • ng'oma zogwiritsa ntchito mbuwu • galasi/nthenga zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kuyankhula
Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana mwakukambirana	Ophunzira: 1 **alonjerana** molondola 2 **akambirana** moyenera pa za malonje 3 **atsanzikana** moyenera	**Malonje**	• kulonjerana/kukambirana ndi anzawo molondola monga: - pamalonda - pamalo achipembedzo - padima - pamatenda • kukambirana ndi anzawo moyenera monga: kupatsana mpata pokamba • kutsanzikana ndi anzawo moyenera atatha malonje	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • kuchita sewero • ntchito za mmagulu • ntchito ya awiriawiri	• ophunzira • zithunzi • zithunzi zotukuza • wotanthauzira chiyankhulo mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• atsatira zowuzidwa	1 **atchula** malangizo osiyanasiyana 2 **anena** mauthenga osiyanasiyana 3 **atchula** malamulo 4 **apempha** ena zoti achite	**Zowuzidwa (malangizo, malamulo, pempho, mauthenga)**	• kutchula malangizo monga a chikhalidwe choyenera monga kulimbikira ntchito, sukulu, kumvera makolo ndi miyambo ya ife anthu akuda • kunena mauthenga monga okhudza za ufulu wachibadidwe • kutchula malamulo a pantchito ndi a m'malo a zipembedzo • kupempha mwaulemu kwa makolo kuti amugulire china chake monga: zovala, makope, zolembela	• mafunso ndi mayankho • kufotokoza • kukambirana • kuchita sewero • ntchito ya mmagulu • ntchito ya awiriawiri • kuyesana/kupima na nzeru	• ophunzira • zithunzi • zithunzi zotukuza

Luso : Kuwerenga
Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • awerenga mawu, ziganizo ndi nkhani zosiyanasiyana	Ophunzira: 1 **awerenga** mawu, ziganizo ndi nkhani molondola 2 **apanga** ziganizo ndi mawu	**Ziganizo ndi nkhani/nthano**	• kuwerenga mawu ziganizo ndi nkhani zokhudza: - kusamalira malo - malonje osiyanasiyana - malangizo osiyanasiyana - chipembedzo - matenda a Edzi - zikhulupiriro za makolo mwachitsanzo: malodza, mizimu, ufiti, matsenga, kutamba • kupanga ziganizo ndi mawu okhudza: - malonje - malangizo - chipembedzo - matenda a Edzi	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/kupima na nzeru • ntchito ya mmagulu • kuchita sewero • kuwona malo	• ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
	3 **awerenga** ziganizo zopangidwa molondola		• kusamalira malo, kusamalira madzi komanso zikhulupiriro • kuwerenga molondola ziganizo zopangidwa	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/kupima na nzeru • ntchito ya mmagulu • kuchita sewero • kuwona malo	• ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba mwaluso • alemba lembetso	Ophunzira: 1 **alemba** a mawu b ziganizo c ndime 1 **alemba** lembetso 2 **alemba** zizindikiro za m'kalembedwe	**Kulemba mwaluso** **Lembetso**	• kulemba mwaluso mawu, ziganizo ndi ndime zokhudza: - malonje osiyanasiyana - malangizo osiyanasiyana - zikhulupiriro za makolo - chipembedzo - matenda a Edzi - kusamalira malo (kufunika kwa zimbudzi, ukhondo wa pamalo) - kusamalira madzi • kulemba mwaluso pogwiritsa ntchito chipama, ndi chimariyoni	• kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana nzeru • kuonetsetsa zomwe ena akuchita • mafunso ndi mayankho	• ophunzira • mabuku a zithunzi • matchati • nkhani zombeledwa • makadi osiyanasiyana • zinthu • mabuku • magazini • zithunzi zotukuza • m'ndandanda wa ziganizo

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
			• kukambirana zizindikiro za m'kalembedwe monga: - mpumiro - mpatuliro - nkhodolera - mfunsiro • kulemba lembetso molondola	• kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu • ntchito ya awiriawiri • kuyesana nzeru • kuonetsetsa zomwe ena akuchita • mafunso ndi mayankho	• ophunzira • mabuku a zithunzi • matchati • makadi osiyanasiyana • zinthu • mabuku • magazini • zithunzi zotukuza • m'ndandanda wa ziganizo

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira ubwino wosamalira madzi	Ophunzira: 1 **atchula** kufunika kwa madzi 2 **afotokoza** njira zosamalira madzi 3 **afotokoza** zomwe angachite a kutasowa madzi b madzi atakhala oyipa	**Kusamalira madzi**	• kutchula kufunika kwa madzi • kufotokoza njira zosamalira madzi • kufotokoza zomwe angachite: - dziko litasowa madzi - atapeza madzi oyipa	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • kuwona malo • kuyesana / kupimana nzeru	• ophunzira • mabuku • zithunzi • zithunzi zotukuza • anthu ena • ng'oma zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • agwiritsa ntchito mawu oyenera polemba	Ophunzira: 1 **ayankhula** moyenera a pofunsana b poyankha	**Kuyankhula moyenera**	• kufunsana mafunso molondola monga: - uli bwanji? (osati shapu) - kodi upita? (osati uvaya?) • kuyankhana mafunso molondola - ndili bwino (osati shapu, boo!) - inde ndipita (osati inde ndivaya)	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya awiriawiri • kuyesana / kupimana nzeru	• pepala/nthenga zogwiritsa ntchito mbuwu • ophunzira • zithunzi • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira mitundu ya mayina	1 azindikira mayina: a a zokhudzika b a zosakhudzika c a unyinji d a mwinimwini e opanda mwinimwini	**Mitundu ya mayina**	• kuzindikira mayina: a zosakhudzika, monga ufulu, mtendere b zokhudzika monga: mtengo, mwala c unyinji monga: mtolo, phava, mulu d mwinimwini: Lilongwe, Mulanje e opanda mwinimwini: mtsinje, phiri, mzinda	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • ntchito ya m'magulu	• ophunzira • mabuku • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira kuchulukitsa kwa mayina • azindikira cha chimuna/ chachikazi • azindikira mayina oyimira chachikulu kapena chaching'ono	1 **azindikira** kuchulukitsa kwa mayina 1 **azindikira** chachimuna/cha chikazi pa mayina opatsidwa 1 **atchula** mayina oyimira chachikulu kapena chaching'ono	**Mayina**	• kuchulukitsa mayina a zinthu monga: galu – agalu, munthu – anthu • kuzindikira chachimuna/chachikazi monga: mnyamata – mtsikana, atsibweni – a zakhali • kutchula mayina oyimira chachikulu kapena chaching'ono	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • ntchito ya m'magulu	• ophunzira • mabuku • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Chigawo : Chachiwiri
Luso **:** Kumva
Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje osiyanasiyana	Ophunzira : 1 **amva** malonje a dima 2 **ayankha** mafunso a malonje molondola	**Malonje**	• kumva malonje a dima • kuyankha mafunso a malonje a dima	• mafunso ndi mayankho • kukambirana • kufotokoza • kuwonetsetsa zomwe ena akuchita • kuchita sewero • kuyesana / kupimana nzeru	• ophunzira • makadi/matchati • zinthu • matchati a braille • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• amva nkhani/nthano zosiyanasiyana	1 **amva** mwatcheru nkhani/nthano 2 **afotokoza** nkhani/nthano moyenera 3 **ayankha** mafunso molondola	**Nkhani/ nthano**	• kumva mwatcheru nkhani/nthano za katangale, kudziteteza ku matenda • kufotokoza nkhani/nthano za katangale, kudziteteza ku matenda • kuyankha mafunso a za katangale, kudziteteza ku matenda	• kuyesana / kupimana nzeru • mafunso ndi mayankho • kukambirana • kufotokoza	• zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro • ophunzira

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• amva ndakatulo • atsatira malangizo komanso malamulo	1 **amva** mwatcheru ndakatulo 2 **alakatula** ndakatulo moyenera 1 **akambirana** kusiyana kwa malangizo ndi malamulo 2 **achita** zomwe alamulidwa komanso kulangizidwa 3 **akana** zomwe alamulidwa zosayenera	**Ndakatulo** **Kulamula/ malangizo**	• kumva mwatcheru ndakatulo za kuteteza matenda (ukhondo) • kulakatula ndakatulo ya kuteteza matenda (ukhondo) • kukambirana kusiyana kwa malangizo ndi malamulo • kuchita zomwe alamulidwa komanso alangizidwa • kukana mwaulemu zomwe alamulidwa zosayenera monga za chiwerewere, zaufiti	• kuchita sewero • kuyesana / kupimana nzeru • mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • zithunzi • zithunzi zotukuza • zizindikiro • matchati • wayilesi • zinthu zenizeni

Luso **:** Kuyankhula

Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • akambirana nkhani/ nthano ndi ndakatulo zosiyanasiyana	Ophunzira: 1 **akambirana** nkhani/nthano zosiyanasiyana 2 **afotokoza** nkhani/nthano zosiyanasiyana 3 **alakatula** ndakatulo zosiyanasiyana	**Nkhani/nthano ndakatulo**	• kukambirana nkhani/nthano za katangale, kuteteza matenda, kulamula/malangizo • kufotokoza nkhani/nthano za katangale, kuteteza matenda, kulamula malangizo • kulakatula ndakatulo za kuteteza matenda (ukhondo)	• kuchita sewero • kuyesana / kupimana nzeru • mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • zithunzi • zithunzi zotukuza • zizindikiro • matchati • wayilesi • zinthu zenizeni

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • anena malingaliro awo	Ophunzira: 1 **atchula** maphunziro omwe amakonda 2 **atchula** ntchito zomwe amalakalaka kudzagwira mtsogolo	**Malingaliro**	• kutchula maphunziro omwe amakonda ndi kupereka zifukwa zake • kutchula ntchito zomwe amalakalaka kudzagwira mtsogolo ndi kupereka zifukwa zake	• kuchita sewero • kuyesana / kupimana nzeru • mafunso ndi mayankho • kukambirana • kufotokoza	• ophunzira • zithunzi • zithunzi zotukuza • zizindikiro • matchati • wayilesi • zinthu zenizeni

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• atchula ndi kusiyanitsa maliwu	3 **atchula** mapologalamu a pawayilesi omwe amakonda 4 **atchula** mbewu zomwe amakonda kuti adzalime 1 **atchul**a mawu ofanana kalembedwe koma osiyana matanthauzo	**Maliwu**	• kutchula mapologalamu a pawayilesi omwe amakonda ndi kupereka zifukwa zake • kutchula mbewu zomwe amakonda kuti adzidzalima ndi kupereka zifukwa zake • kutchula mawu ofanana kalembedwe koma osiyana matanthauzo monga: - mtengo: wa zinthu - mtengo: womera - chipere: ndiwo - chipere: nthenda ya pakhungu - chipere: kutha psiti	• kuyesana / kupimana nzeru • mafunso ndi mayankho • kukambirana • kufotokoza	• zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala logwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro • ophunzira

Luso **:** Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • asonyeza kumvetsa nkhani/ nthano	Ophunzira: 1 **awerenga** nkhani/ nthano momvetsa 2 **afotokoza** zomwe awerenga m'nkhani/ m'nthano 3 **apeza** mfundo m'nkhani zomwe awerenga 4 **ayankha** mafunso pa nkhani/ nthano zomwe awerenga	**Nkhani/ nthano**	• kuwerenga nkhani za dima, katangale, kulamula, malangizo malingaliro/zikhumbokhumbo • kufotokoza zomwe awerenga m'nkhani/ m'nthano • kupeza mfundo m'nkhani/ m'nthano zomwe awerengazo • kuyankha mafunso pa nkhani/ nthano zomwe awerenga	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana / kupimana nzeru • kuchita sewero • ntchito za mmagulu • kuwona malo • kuchita sewero la kuwerenga • ntchito za awiriawiri • kulakatula	• ophunzira • zithunzi • zithunzi zotukuza • zinthu zenizeni • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• awerenga ndakatulo	1 **awerenga** ndakatulo momvetsa 2 **apeza** mfundo m'ndakatulo	**Ndakatulo**	• kuwerenga ndakatulo zosiyanasiyana monga za kuteteza matenda (ukhondo) • kuwerenga mfundo zomwe apeza m'ndakatulo • kupeza phunziro m'ndakatulo		• ophunzira • magizini • mabuku • manyuzipepala • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Luso **:** Kulemba
Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba mawu, ziganizo ndi ndime zosiyanasiyana	Ophunzira: 1 **alemba** mawu, ziganizo ndi ndime 2 **alemba** lembetso	**Kulemba mwaluso**	• kulemba mawu, ziganizo ndi ndime mwaluso za malonje, katangale, kuteteza matenda, kulamula/malangizo, malingaliro • kulemba lembetso mwaluso	• kufotokoza • kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • mafunso ndi mayankho	• makalata • mapositikadi • madayale • kalendala ya chaka chonse • mabuku

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• alemba kalata	1 **afotokoza** zoti alembe m'kalata ndi mapositikadi 2 **alemba** a kalata b positikadi	**Makalata ndi mapositikadi**	• kupeza mfundo zoti alembe zokhudza - kusamalira malo - zikhulupiriro - kusasiyanitsa ntchito pakati pa akazi ndi amuna • kufotokoza zoti alembe m'kalata ndi mupositikadi • kulemba kalata ndi positikadi zokhudza - kusamalira malo - zikhulupiriro - kusasiyanitsa ntchito pakati pa akazi ndi amuna • kuyankha makalata ochokera kwa anzawo	• kufotokoza • kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • mafunso ndi mayankho	• makalata • mapositikadi • madayale • kalendala ya chaka chonse • mabuku

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• alemba chimangirizo	1 **afotokoza** zoti alembe m'chimangirizo 2 **alemba** chimangirizo	**Chimangirizo**	• kufotokoza zoti alembe m'chimangirizo • kupeza mfundo zoti alembe zokhudza - kusamalira malo - zikhulupiriro - matenda a edzi • kulemba chimangirizo pa mituyi	• kufotokoza • kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • kuyesana nzeru	• makalata a pachiweniweni • mapositikadi • madayale • kalendala ya chaka chonse • zolembela • makope • braille • ng'oma zogwiritsa ntchito mbuwu

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • achita mtsutso	Ophunzira: 1 **akonzekera** mtsutso 2 **achita** mtsutso 3 **apeza** mfundo za mu mtsutso 4 **alemba** mfundo za mtsutso	**Mtsutso**	• kukonzekera mtsutso mosankha atengambali pa nkhani zosiyanasiyana monga za kunyumba ya malamulo • kuchita mtsutso pa mutu monga za kunyumba ya malamulo • kupeza mfundo za mu mtsutso • kulemba mfundo za mtsutso	• mafunso ndi mayankho • kukambirana • kufotokoza • kuchita mtsutso • kuyesana	• ophunzira • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • nthenga/pepapla zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira nsinjiro za chiyankhulo	1 **akambirana** mikuluwiko/ miyambi yosiyanasiyana 2 **afotokoza** matanthauzo a mikuluwiko/ miyambi 3 **afotokoza** maphunziro a mikuluwiko	**Mikuluwiko/ miyambi**	• kukambirana mikuluwiko yokhudza chikhalidwe monga: - atambwali sametana - kanthu n'khama phwiti adakwata njiwa - bongololo sadzolera mafuta pali wanthu • kufotokoza matanthauzo a mikuluwiko yomwe akambirana • kupeza mkuluwiko kuchokera mu nkhani/ nthano yomwe awerenga • kufotokoza maphunziro a mikuluwiko yomwe akambirana	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • kufufuza	• ophunzira • mabuku • matchati • nkhokwe ya mabuku • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira sewero la mawu	1 **apanga** sewero la mawu opingisa ndi otsitsa 2 **alemba** sewero la mawu opingisa ndi otsitsa	**Sewero la mawu**	• kupanga sewero la mawu la mawu opingasa ndi otsitsa • kulemba sewero la mawu opingasa ndi otsitsa lokhudza malingaliro	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • kufufuza	• ophunzira • mabuku • matchati • nkhokwe ya mabuku • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira magulu a mayina osiyanasiyana	Ophunzira: 1 **azindikira** magulu a mayina	**Magulu a mayina**	• kuzindikira magulu a mayina awa: a Mu-, A- b Mu-, Mi- c U-, Ma-	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana nzeru • mafunso ndi mayankho • kufotokoza • kuyesana/kupima na nzeru	• ophunzira • mabuku • zithunzi • zinthunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu
• azindikira alowam'malo osiyanasiyana	1 **azindikira** alowammalo	**Alowam'malo**	• kuzindikira alowammalo monga: - iwo adabwera dzana - amayi apita kwawo • kugwiritsa ntchito alowam'malo m'ziganizo • kugwiritsa ntchito alowam'malo ndi mitundu yake poyankhula • kukambirana tanthauzo la alowam'malo		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira mitundu ya alowammalo	2 **azindikira** mitundu ya alowammalo		• kuzindikira mitundu ya alowammalo monga: a dzina lakelake, umwini, oloza, ofunsa • kulemba ziganizo ndi mitundu ya alowammalo awa: adzina lakelake, umwini, oloza, ofunsa	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana nzeru • kuyesana/kupima na nzeru	• galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • ophunzira • mabuku • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu
• azindikira mitundu ya aneni	1 **azindikira** mitundu ya aneni a maphatikizo: a limodzi b awiri c atatu d anayi ndi oposerapo	**Aneni**	• kuzindikira mitundu ya aneni a maphatikizo: - limodzi, zitsanzo: -fa, -dya - awiri, zitsanzo: seka, bwera - atatu, zitsanzo: thamanga, nyamula, sewera - anayi ndi oposerapo, zitsanzo: fulumira, zindikira, yembekeza, khulupirira		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira zizindikiro za m'kalembedwe	1 **azindikira** zizindikiro za m'kalembedwe	**Zizindikiro za m'kalembedwe**	• kuzindikira zizindikiro za m'kalembedwe izi: mpumiro, mpatuliro, nkhodolero, mfunsiro, mfuwuliro • kugwiritsa ntchito zizindikiro za m'kalembedwe	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana nzeru • kuyesana/kupima na nzeru	• galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • ophunzira • mabuku • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu

Chigawo : Chachitatu
Luso **:** Kumva
Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje osiyanasiyana • avomera kapena kukana pempho /kuyitanidwa	Ophunzira: 1 **amva** malonje 2 **ayankha** malonje osiyanasiyana 1 **avomera** pempho/ kuyitanidwa 2 **akana** pempho/ kuyitanidwa mwaulemu	**Malonje** **Pempho/ kuyitanidwa**	• kumva malonje osiyanasiyana monga a pamalonda • kuyankha malonje osiyanasiyana monga a pamalonda • kuvomera pempho / kuyitanidwa monga ku phwando la ukwati • kukana pempho/kuyitanidwa mwaulemu monga kukana kupita kuphwando la ukwati; phwando la zikondwerero zosiyanasiyana	• kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana nzeru • kuchita sewero	• ophunzira • makadi oyitanira kuukwati • makadi oyitanira kuukwati olembedwa mu braille ndi malembo akuluakulu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• amva nsinjiro za chiyankhulo	1 **amva** ndagi, zining'a, miyambi zifanifani ndi mikuluwiko 2 **agwiritsa** ntchito nsinjiro za chiyankhulozo mziganizo zomveka	**Nsinjiro za chiyankhulo**	• kumva ndagi, zining'a, miyambi, zifanifani ndi mikuluwiko • kugwiritsa ntchito nsinjiro za chiyankhulo m'ziganizo zomveka bwino • kufotokoza tanthauzo la ndagi, zining'a, mikuluwiko, miyambi, zifanifani/ntchedzero	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru	• mabuku • mabuku a mu braille ndi zilembo zikuluzikulu • matchati • anthu ena • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepapla zogwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro

Luso : Kuyankhula
Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati • akambirana nkhani/ nthano zosiyanasiyana	Ophunzira: 1 **akambirana** nkhani/nthano	**Nkhani/ nthano**	• kukambirana nkhani/nthano zosiyanasiyana za malonje a pamalonda, phwando la ukwati, kusamalira okalamba, kusamalira zachilengedwe, ufulu ndi udindo wa ana, phwando lotsanzikana	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • kuyimba nyimbo	• ophunzira • nyimbo zolembedwa • ndakatulo zolembedwa • nyimbo zolembedwa mu braille ndi zilembo zazikuluzikulu • zithunzi zotukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati • alakatula ndakatulo komanso ayimba nyimbo za malangizo	Ophunzira: 2 **alakatula** ndakatulo za malangizo 3 **ayimba** nyimbo za malangizo 4 **apereka** phunziro kuchokera m'nyimbo / m'ndakatulo	**Ndakatulo/ nyimbo**	• kulakatula ndakatulo za malangizo a zakufunika kwakugwira ntchito za manja • kuyimba nyimbo za kufunika kwa kugwira ntchito za manja • kupereka phunziro kuchokera m'nyimbo/m'ndakatulo	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana/ kupimana nzeru • kuyimba nyimbo • kulakatula ndakatulo	• ophunzira • nyimbo zolembedwa • ndakatulo zolembedwa • nyimbo zolembedwa mu braille ndi zilembo zazikuluzikulu • zithunzi zotukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• afotokoza nkhani/ nthano • akambirana ndagi/ mikuluwiko/ zifanifani	1 **afotokoza** nkhani komanso nthano mochititsa chidwi 1 **aponyerena** ndagi 2 **atsiriza** mikuluwiko 3 **akambirana** zifanifani/ ntchedzero	**Nkhani/ Nthano** **Ndagi/ Mikuluwiko** **Zifanifani/ ntchedzero**	• kufotokoza nkhani komanso nthano zakufunika kwa kusamalira okalamba ndi odwala • kuponyerana ndi kuyankhana ndagi • kutsiriza mikuluwiko • kukambirana zifanifani/ ntchedzero zosiyanasiyana monga kuchenjera ngati kalulu	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • kuyimba nyimbo • kulakatula ndakatulo • kuyesana / kupimana nzeru • ntchito ya awiriawiri	• ophunzira • nyimbo zolembedwa • ndakatulo zolembedwa • nyimbo zolembedwa mu braille ndi zilembo zazikuluzikulu • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro

Luso **:** Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati • awerenga nkhani/ nthano, ndakatulo zosiyanasiyana	Ophunzira: 1 **awerenga** nkhani/ nthano, ndakatulo	**Nkhani/ nthano, ndakatulo**	• kuwerenga nkhani/ nthano, ndakatulo zosiyanasiyana monga za malonje a pamalonda, phwando la ukwati, kufunika kwa ntchito za manja, kusamalira okalamba, kusamalira zachilengedwe, ufulu ndi udindo wa ana , phwando lotsanzikana	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/ kupimana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • matchati • mndandanda wa nkhokwe ya mawu • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• awerenga sewero	1 **awerenga** sewero molongosoka 2 apeza phunziro la sewero 3 apeza/atenga mbali m'sewero 4 achita sewero la chikhalidwe chosasiyanitsa pakati pa amuna ndi akazi	**Sewero/ zisudzo**	• kuwerenga sewero lokhudza kusasiyanitsa chikhalidwe pakati pa akazi ndi amuna pa nyumba • kupeza phunziro la m'sewero • kutenga mbali m'sewero • kuchita sewero la chikhalidwe pakati pa akazi ndi amuna pa nyumba	• mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana/ kupimana nzeru	• ophunzira • zithunzi • zithunzi zotukuza • matchati • mndandanda wa nkhokwe ya mawu • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba mawu, ziganizo ndi ndime	Ophunzira: 1 **alemba** mawu, ziganizo ndi ndime mwaluso	**Ziganizo/ ndime**	• kulemba mawu, ziganizo, ndime/chimangirizo m'nkhani za kusamalira za chilengedwe, kusamalira okalamba, phwando la ukwati, malonje a pamalonda, ufulu ndi udindo wa ana, phwando lotsanzikana	• kufotokoza • kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • kuyesana nzeru • mafunso ndi mayankho	• makalata a pachiweniweni • mapositikadi • madayale • kalendala ya chaka chonse • zolembera • makope • braille • ng'oma zogwiritsa ntchito mbuwu • zolemba • makadi
• alemba ndakatulo	1 **alemba** ndakatulo	**Ndakatulo**	• kupeza mfundo zoyika m'ndakatulo zokhudza - kufunika kwa ntchito za manja - zikhulupiriro - ukhondo • kufotokoza mfundo zoyika m'ndakatulo • kulemba ndakatulo		

Luso **:** Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira sewero la mawu	Ophunzira: 1 **apanga** sewero la mawu opingasa ndi otsitsa 2 **alemba** sewero	**Sewero la mawu**	• kupanga sewero la mawu opingasa ndi otsitsa mosalemba • kulemba sewero la mawu opingasa ndi otsitsa mwakulemba zokhudza - ukhondo - kusiyanitsa pakati pa akazi ndi amuna - malingaliro/ zikhumbokhumbo	• kufotokoza • kukambirana • ntchito ya m'magulu • ntchito ya awiriawiri • kuchita sewero • kuyesana nzeru • mafunso ndi mayankho	• kalendala ya chaka chonse • zolembera • makope • nthenga/pepapla zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • makadi/bolodi • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira nsinjiro za chiyankhulo	1 **anena** mikuluwiko 2 **afotokoza** matanthauzo a mikuluwiko 3 **afotokoza** maphunziro a mikuluwiko	**Mikuluwiko**	• kunena mikuluwiko yokhudza chikhalidwe monga: - khama lidyetsa - kanthu n'khama phwiti adakwata njiwa - bongololo sadzolera mafuta pali wanthu • kufotokoza matanthauzo a mikuluwiko monga: - kulimbikira kumapezetsa zabwino • kufotokoza maphunziro a mikuluwiko	• mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • kufufuza	• ophunzira • mabuku • matchati • nkhokwe ya mabuku • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira mawu otsutsana ndi ofanana m'matanthauzo	1 **azindikira** mawu otsutsana ndi ofanana m'matanthauzo	**Mawu otsutsana/ ofanana m'matanthauzo**	• kuzindikira mawu: - otsutsana matanthauzo, monga: bwera – pita - chachitali – chachifupi vomera – kana amayi – abambo - ofanana matanthauzo monga: atsibweni – amalume vomera - lola mulungu - chauta/leza/ mphambe • kulemba mawu ofanana ndi otsutsana m'matanthauzo	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • ntchito ya m'magulu	• ophunzira • mabuku • zithunzi • zinthunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • zinthu zenizeni • nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	**Zizindikiro za kakhozedwe**	**Mutu**	**Zina mwa zomwe ophunzira achite**	**Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera**	**Zipangizo zina zophunzitsira ndi zophunzirira**
Tidzadziwa kuti ophunzira akukhoza ngati • azindikira mitundu ya Aneni	Ophunzira: 1 **azindikira** mitundu ya Aneni a maphatikizo awa: a limodzi b awiri c atatu d anayi kapena kubzolerapo	**Aneni**	• akuzindikira mitundu ya Aneni a maphatikizo awa: a limodzi : -dya, -fa b awiri: pita, seka c atatu: thamanga, sewera d anayi: kapena kubzolerapo: fulumira, khulupirira	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana nzeru /kupimana nzeru	• galasi/kalilole • nthenga/pepala zogwiritsa ntchito mbuwu • ophunzira • mabuku'zithunzi' zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
• azindikira nthawi za Aneni	2 **azindikira** nthawu za Aneni izi: a yatsopano b yamtsogolo c yakale		• akuzindikira nthawi za Aneni izi: a yatsopano: Mwana adya nsima b yamtsogolo: Mwana adzadya nsima c yakale: Mwana adadya nsima	• mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana nzeru /kupimana nzeru	• galasi/kalilole • nthenga/pepala zogwiritsa ntchito mbuwu • ophunzira • mabuku • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu

Mabuku ena ofunika

Chadza, EJ (1963) *Ntchito ya Pakamwa*, Blantyre: Macmillan

Chichewa Board (1990) *Chichewa Orthography Rules*. Chichewa Board, Zomba

CLS (2000) *Mtanthauzira mawu wa Chinyanja*, Blantyre: Dzuka Publishing Company

Gwengwe, JW. *Chimangirizo ndi Chifupikitso*

Kumakanga SL (1975) *Nzeru za Kale*, Blantyre: Dzuka Publishing Company

Makumbi, AJ (1975) *Maliro ndi Miyambo ya a Chewa*, Blantyre: Dzuka Publishing Company

Mphonda AH (1975) *Miyambi Yatsopano*, Blantyre: Macmillan

MIE (1991) *Silabasi yophunzitsira Sukulu za Pulayimale*, Chichewa Standard 1 mpaka 8, Zomba : MIE

MIE (1996) *TDU Students' Handbooks* 1, 2, 3, 4 ndi 5, Domasi, MIE

Nankwenya, IAJ (1978) *Zofunika mu Galamala ya Chichewa*, Blantyre: Dzuka Publishing Company

Ngoma S (2000) *Nsinjiro ya chiyankhulo*, Blantyre: Macmillan

Nkhoma WA (1999) *Kuphunzira Chinyanja,* Zomba: Chancellor College Publications

Nthala SJ (1972) *Mawu Okuluwika m'Chinyanja*, Zambia Education Publishing House

Syllabus for Literacy and Languages – English

Standard 6

Rationale

Literacy and languages are key to human development. People use language to get things done, to inform, warn, persuade or influence others to behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement. When children have a good understanding of grammar and syntax of the language, they learn and acquire skills to communicate to a wide range of audiences for different purposes.

Core elements and their outcomes

a **Listening**

The learner will be able to **listen** attentively and critically to understand and respond to others in a wide range of situations through a variety of media.

b **Speaking**

The learner will be able to confidently **express** his/her own ideas fluently and respond appropriately to others orally in a wide range of situations.

c **Reading**

The learner will be able to **read** fluently and critically to understand and respond to different types of texts for enjoyment and information.

d **Writing**

The learner will be able to **write** legible, factual and imaginative texts for a wide range of purposes.

e **Critical thinking and reasoning**

The learner will be able to **use** language to think and reason as well as to access, process and use information for learning.

f **Structure and use of language**

The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

Term : I
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations, using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • rcognize different sounds of words.	Learners must be able to: • **distinguish** between pairs of words eg: save/serve, can/cane, chair/share, • **identify** features of intonation and stress eg: records, refuse, desert	**Phonics**	• identify given pairs of words with similar sounds • writing words/short sentences from a text • dramatizing reading of a poem for intonation • answering questions from a story/text	• discussion • pair of work • question and answer • explanation • checklist • peer assessment • self assessment • observation	• pictures of animals/ drawings, eg: tortoise • raised pictures • the environment • real objects, eg: chairs, trees • cinema box • raised diagrams • assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of a story, poem/song or speech they listen to	• **respond** to a story or speech correctly • **retell** the story accurately	**Stories, poems/ songs and speeches**	• expressing facts and opinions from a story or speech – they have heard • dramatising a story which they have heard, eg: on gender • reciting poems • narrating a story on the effects of population • retelling the story	• role- play • pair and group work • dramatization • songs • observation checklist • question and answer • explanation • peer assessment • self assessment	• drums • mirror • learners • stories • oral presentations • tape recorders • assessment checklists • newspapers • magazines • television • Braille magazines • resource persons • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **respond** to commands appropriately	**Commands**	• giving commands, eg: "Get into groups" • refusing commands politely • accepting commands	• demonstration • group work • dramatization • pair work • observation using a checklist	• sign language interpreter • assessment checklist • learners • drums • bells • whistles • mirrors • pens • pencils • stylus and Braille paper • notebooks
• demonstrate an understanding of conversations and figures of speech they listen to	• **follow** conversations and figures of speech • **summarise** the dialogue	**Conversation and figures of speech**	• listening to a dialogue, eg: on indigenous knowledge in science • identifying facts and opinions in the dialogue • giving a summary of the dialogue	• songs • explanation • peer assessment • self- assessment • drawing • role play • group discussion • debates • observation • think - pair - share • bus stop • group method with posters	

Term : I
Core element : Speaking
Primary outcome : The learner will be able to confidently express his/her own ideas fluently and respond appropriately to others orally, in a wide range of situations

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • socialize with others	Learners must be able to: • **greet** others formally • **introduce** themselves and others	**Socializing**	• greeting each other in class • greeting other people outside class, eg: "Good morning, afternoon…" • introducing themselves to others • introducing their friends to other people	• pair/group work • role play • games • discussion • teacher observation • peer assessment • observation	• pictures and diagrams • raised pictures and diagrams • checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **part** with others		• parting with other people, eg: using "Bye for now"/ "Bye bye"/"Good bye."	• group and pair work • role play • discussion • question and answer • demonstration • group and pair work • individual work	• observation checklist recorded commands and instructions • maps • poems • recorded poetry recitals
• get things done	• **give** commands • **reject** commands	**Commands**	• giving commands • rejecting or accepting commands		
• express and find out attitudes, feelings and thoughts	• **recite** poems • **act** out poems	**Poetry recitals**	• reciting poems • acting out the rhythm of poems		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• tell stories • ask for and give information	• **narrate** stories from a picture or topic • **analyse** stories • **ask** for information • **give** information • **make**, accept or reject requests • **apologise** appropriately	**Stories** **Asking for and giving information** **Requests and apologies**	• narrating stories • discussing themes characterization and setting of stories • asking for information, eg: that requires narrating, describing or reporting • describing things • reporting things accurately, eg: HIV/AIDS messages • making, accepting and rejecting requests • apologizing, eg: "I'm sorry"	• discussion • demonstration • role play • peer observation • pair and group work • brainstorming • explaining • think - pair - share	• stories • resource persons • reports • teachers • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• make a speech	• **use** language devices correctly	**Speeches**	• brainstorming points in a speech • sequencing ideas in a speech • making the speech	• role play • group work • pair work • group work with posters • think - pair - share	• speeches • resource persons

Term : I
Core element : Reading
Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • develop phonic awareness	Learners must be able to: • **read** words that have different sounds that are represented by similar letters	**Phonics**	• reading words on a chart • scanning words with long /o/ and /3/ sounds in a text • grouping words with long /o/ sound that is represented by different letters	• group and pair work • brainstorming • role play • demonstration • peer observation • teacher assessment • reading silently	• recorded long /o/ and /3/ sounds • resource persons • letter grids (Braille) • observation checklist
• predict content of narratives from a title	• **predict** the content of fiction, historical and biographical passages from a title	**Making predictions**	• predicting content of fiction, historical and biographical narratives from the title • matching the title with the content of fiction, historical and biographical passages	• scanning • skimming • discussion	• learner's books for English • learner's books for other subjects such as social & environmental sciences

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read narratives for information • demonstrate an understanding of a story, poem and play they have read	• **describe** characters and events • **give** meanings of words	**Stories, poems and plays**	• reading content of fiction, historical and biographical narratives • reading intensively (silently) for information/ attitudes, feeling, thoughts and opinions • scanning for specific information • skimming for the general information in the story • reading stories, poems and plays • asking and answering questions of specific information/main ideas of stories/plays/poems they have read	• brainstorming • discussion • explanation • question and answers • peer observation • scanning • silent reading • skimming • discussing in groups and pairs • guessing meanings of words and phrases	• supplementary readers • magazine and newspaper extracts in Braille and large print • sign language interpreter • a chart with meanings of unfamiliar words they have met • stories • poems • plays

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read for pleasure	• **read** stories, poems, plays, articles and newspapers for pleasure	**Stories, poems, plays, articles**	• reading silently • summarizing stories, poems, plays and articles to elicit main incidents/points, actions, problems and solutions • asking and answering questions on plays, poems and articles they have read • writing articles in response to another article	• discussing main points • silent reading • brainstorming • reading aloud • demonstration • peer observation • teacher assessment • group work with posters • think - pair - share	• Braille and large print readers • sign language interpreter • paragraph with jumbled sentences • stories • poems • plays • newspapers • magazines • newspaper and magazine extracts in Braille • observation and assessment checklist
• demonstrate a reading vocabulary of 3,000 to 6,000 words	• **read** texts of between 3,000 and 6,000 words • **identify** main characters of the text	**Vocabulary**	• asking and answering questions • completing sentences using vocabulary items • guessing meanings of new words from context		

Term : I
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • write for social purposes	Learners must be able to: • **plan** the content to be included in a letter, post card or diary • **draft** personal letters, post cards and diaries	**Writing for social purpose**	• planning the content to be included in letters, post card or diaries from a title • drafting, editing and revising personal letters, post cards or diaries • responding to letters and cards	• brainstorming • individual and pair work • demonstration • explanation • peer observation • task analysis • error analysis • group work with posters • think - pair - share	• personal letters • post cards • diaries • titles • checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information	• **plan** the content to be included in a recipe, description or report from a title • **draft** a recipe, description or report	**Writing for information**	• planning the content of recipes eg: cake making, descriptions or reports from a title • drafting recipes, descriptions or reports • editing and revising drafts of recipes, descriptions and reports • displaying recipes, descriptions and reports • responding to instructions through writing • displaying media texts on notice boards, and class newspapers	• brainstorming • demonstration • explanation • individual and pair work • project work • discussion • peer observation • task analysis • error analysis • group work with posters • think - pair - share	• recipes • pictures • raised pictures • reports • checklists • Braille material

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate creative writing • write neatly and legibly with correct spelling and punctuation	• **plan** the content to be included in a story or poem from a picture or title • **draft**, **edit**, and **revise** a story or poem • **write** words or sentences in a straight line	**Creative writing** **Handwriting**	• planning the content of stories and poems from a picture or title • discussing a plan of the content of a story or poem • completing words and sentences • copying sentences • taking dictation • punctuating sentences • writing legibly using Palmer's or Marion Richardson's style of writing	• brainstorming the contents of a story or poem • discussion • individual and pair work • role play • peer observation • teacher observation • task analysis • demonstration • group observation • error analysis • group work with posters • think - pair - share	• stories • poems • notice boards • class newspapers • Braille materials • sign language interpreter • learner's books • list of sentences • sample of Palmer's and Marion Richardson style of writing

Term : I
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **identify** concepts and vocabulary related to other learning areas and relationships among them • **define** concepts and vocabulary related to other learning areas	**Concepts and vocabulary**	• defining concepts and vocabulary related to other learning areas • identifying concepts, vocabulary and their relationships, eg: measuring temperatures of common substances in degrees	• question and answer • problem solving • information transfer • pair or group work • case studies • debate • self assessment • peer observation • teacher observation • group observation • think - pair - share	• lists of concepts and vocabulary related to other learning areas • learner's books for other learning areas • assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of concepts and vocabulary related to other learning areas	• **classify** concepts and vocabulary related to other learning areas	**Classify concepts**	• classifying concepts into appropriate learning areas	• individual/pair / group work • question and answer • think - pair - share	• list of concepts/vocabulary from other learning areas/ subjects • samples of classifications

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• collect and record information in different ways	• **describe** simple processes • **find** out information about people's experiences, feelings, moods and opinions	**Collecting and recording information**	• sorting out information on maps, plans, charts, directories • designing maps, charts, graphs and diagrams • drawing diagrams • labelling diagrams • arranging information • observing peoples' feelings and moods • recording information in different ways, eg: using graphs, charts • using information from a chart, graph or diagram to write a text	• brainstorming • discussion • role-play • problem solving • group work with posters • bus stop • think - pair - share	• assessment checklist • maps • plans • charts • graphs • diagrams • directory

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **keep** and use a personal diary/dictionary • **formulate** questions about a written text	**Critical thinking**	• transforming information from various sources, eg: maps, directory and charts • reading a text and formulating questions on it, eg: mood of the story characters/theme and language used in writing	• role-play • problem solving • information transfer • pair/group work • discussion • case studies • debate • assessment checklist	• texts in braille • texts • sample dictionary • list of concepts/vocabulary from other learning areas • samples of questions

Term : I
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of various question forms in oral and written texts	Learners must be able to: • **use** various question forms in oral and written texts	**Question forms**	• identifying various question forms in oral and written texts • asking and answering questions orally and in written form such as, "Would you mind if …" "Why couldn't…" • using various question forms in their own oral and written texts	• role play • group and pair work • discussion • explanation • demonstration • self assessment • teacher assessment	• charts • pictures • a list of various question forms and answers • think - pair - share • bus stop

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of language forms and structure used in narratives, descriptions, reports and argumentative texts in oral and written forms	• **give** reasons for holding an opinion • **identify** articles, adjectives, adverbs, prepositions, nouns and pronouns from a narrative	**Language forms and structure**	• expressing preferences/opinions • expressing agreement and disagreement • dramatizing a dialogue • using appropriate forms of language and structure in oral and written reports and narratives • answering questions • picking/naming articles, adjectives, adverbs, prepositions, nouns, pronouns from a narrative • making own sentences using adjectives, adverbs, prepositions, nouns, pronouns	• brainstorming • discussion • demonstration • explanation • self assessment • peer assessment • pair work • group work with posters • think - pair - share	• a list of structures, eg: for proposing or opposing points • argumentative texts • learner's books for English and other learning areas • samples of reports and narratives

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of sentence structure to communicate orally and in writing	• **recognize** simple and complex sentences • **analyse** simple sentences • **use** simple sentences in oral and written texts • **identify** adverbs clauses	**Sentence structure**	• identifying subject and predicate in sentences, eg: "Mrs Mwale helped the boy.", "The man cleaned the chalkboard." • analyzing simple sentences into phrases • analyzing sentences into main and subordinate clause • identifying adverbs clauses • stating functions of adverbs clauses	• brainstorming • discussion • demonstration • pair work • individual work • self assessment • teacher assessment • group work with posters • think - pair - share	• learner's books for English and other learning areas • a list of sentence structures • newspapers • magazines • cards • periodicals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding and use of correct language in oral and written texts	• **use** language forms correctly in oral and written texts	**Language use**	• identifying incorrect forms of language in oral and written texts, eg: discuss about, repeat again for the second time • using various language forms correctly in speech and written form, eg: borrow/lend, if/unless, wear/put on, lose/loose	• brainstorming • discussion • demonstration • group and pair work • individual work • self assessment • teacher assessment • think - pair - share	• learner's books for English and other learning areas • a list of sentence structures • newspapers • magazines • recorded tapes • cards • periodicals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop and use own vocabulary	• **make** words from other words	**Vocabulary building**	• completing cloze passages (i) nouns from other nouns man- manhood, woman – womanhood, womanizer (ii) nouns from other verbs act – actor/action • forming words • solving crossword puzzles • making words from a letter grid • using words in oral and written texts correctly • completing gaps	• brainstorming • discussion • demonstration • pair work • individual work • self assessment • teacher assessment • bus stop • group work with posters • think - pair - share	• learner's books for English and other learning areas • a list of sentence structures • newspapers • magazines • learners • cards • periodicals

Term : II
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations, using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • recognize different sounds of words	Learners must be able to: • **distinguish** between pairs of words, eg: save/serve, can/ cane, chair/share • **identify** features of intonation and stress, eg: record, refuse, desert	**Phonics**	• identifying given pairs of words with similar sounds • writing words/short sentences from a text • dramatizing reading of a poem for intonation • answering questions from a story/text	• discussion • pair work • question and answer • explanation • peer assessment • self assessment • observation	• pictures of animals/ drawings, eg: tortoise, • raised pictures • the environment • real objects, eg: chairs, trees, etc • cinema box • raised diagrams • assessment checklist • glue, salt, etc

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of a story, poem/ song or speech they have listened to	• **respond** to a story or speech correctly • **retell** a story accurately	**Stories, poems/ songs and speeches**	• expressing facts and opinions from a story or speech they have heard • dramatising a story which they have heard, eg: on gender • analysing different characters from the story they have heard on gender • responding to a story, poem, song about HIV and AIDS • dramatising the story	• role- play • pair work • dramatization • songs • question and answer • dramatization • explanation • peer assessment • self assessment • observation using checklist • think - pair - share	• observation checklist • mirror • oral presentations • tape recorders • assessment-checklists • newspapers • magazines • television • Braille magazines • drums • feather/strip paper • stories • resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **draw** maps	**Instructions**	• drawing maps of the school, or village following instructions • tracing maps, following instructions • labelling maps drawn, following instructions	• demonstration • dramatization • pair work • observation using a checklist • songs • explanation • peer assessment • self- assessment • drawing • role play • debates • group work with posters • think - pair - share	• sign language interpreter • assessment checklist • drums • bells • whistles • mirror • pens • pencils • stylus and Braille paper • notebooks • assessment checklist • raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of conversations and figures of speech they have listened to	• **solve** riddles • **give** meanings of various proverbs • **use** proverbs • **use** idiomatic expressions	**Riddles, proverbs, idioms, similes**	• solving riddles • suggesting their own riddles • giving meanings to proverbs • relating proverbs to real life situations • suggesting their own proverbs • giving meanings to specific idioms • completing gaps • recalling similes • listening to their own similes	• pair work • dramatization • explanation • discussion • observation • question and answer • peer assessment • self assessment • observation using checklists • debates/quiz • group work with posters • think - pair - share	• a list of examples of indigenous knowledge systems in science • a dialogue • Braille story • books • resources persons • a list of riddles • sign language interpreter • a list of proverbs • idiomatic expressions • drums • mirror • assessment • similes • text books • assessment checklists • resource persons • sign language interpreter

Term : II
Core element : Speaking
Primary outcome : The learner will be able to confidently express his/her own ideas fluently and respond appropriately to others orally in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • socialize with others	Learners must be able to: • **greet** others formally • **introduce** themselves and others • **part** with others	**Socializing**	• greeting each other in class • greeting other people outside class, eg: "Good morning afternoon…" • introducing themselves to others • introducing their friends to other people • parting with other people, eg: using "Bye for now"/ "Bye bye"/"Good bye."	• pair/group work • role play • games • discussion • teacher observation • peer assessment • observation	• pictures and diagrams • raised pictures and diagrams • checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **give** instructions • **draw** maps • **draw** objects	**Instructions**	• giving instructions • drawing maps or objects following instructions, eg: maps of a school or village • labelling pictures or diagrams following instructions • delivering messages following instructions	• group and pair work • role play • discussion • question and answer • demonstration • explanation • individual work • peer observation • demonstration	• recorded commands and instructions • maps • unlabelled pictures and diagrams • poems • recorded poetry recitals
• express and find out attitudes, feelings and thoughts	• **recite** poems • **act** out poems	**Poetry recitals**	• reciting poems • acting out the rhythm of poems	• pair work • individual work • group work with posters • think - pair - share	

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **take** part in plays • **perform** plays	**Plays**	• acting out plays • discussing plays and characterization of the plays	• role play • pair work • peer observation	• plays • recorded performances of plays
• tell stories	• **narrate** stories from a picture or topic • **analyse** stories	**Stories**	• narrating stories • discussing themes, characterization and setting of stories	• discussion • demonstration • pair and group work • demonstration • brainstorming	• stories • resource persons • reports
• ask for and give information	• **ask** for information • **give** information to others	**Asking for and giving information**	• asking for information, eg: that requires narrating, describing or reporting • describing things • reporting things accurately, eg: HIV and AIDS messages	• explaining • group work with posters • think - pair - share	
	• **apologise** appropriately	**Requests and apologies**	• apologizing, eg: "I'm sorry"		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• make a speech	• **use** language devices correctly	**Speeches**	• brainstorming points in a speech • preparing a speech • sequencing ideas in a speech • making a speech	• role playing • group and pair work • group work with posters • think - pair - share • question and answer • discussion	• speeches • resource persons

Term : II
Core element : Reading
Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • recognise different sounds	The learners must be able to: • **distinguish** different sounds	**Phonics**	• identifying sounds in given words, eg: /e/ as in 'tell', 'get', 'fell' /ei/ as in 'tail', 'pail' 'fail' /3/ as in 'bird', 'girl' 'fur' /I/ as in 'fill', 'nill', 'pill' /i/ as in 'feel', 'kneel', 'peel' 'feet' • practising pronouncing different sounds	• group pair/individual work • whole class work • teacher observation • peer assessment • individual assessment using checklists • question and answer • observation • role-play	• word cards in print and Braille • radio cassette • tapes/CDs • assessment checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done • develop phonic awareness	• **follow** commands • **give** commands • **read** words that have different sounds that are represented by similar letters	**Commands** **Phonics**	• listening to a variety of commands, eg: road safety commands • obeying a variety of commands, eg: road safety commands • reading words on a chart • scanning words with long /o/ and /3/ sounds in a text • sorting words with different sounds that are represented by the same letters, eg: worse/port word/cord door/doom though/through	• group and pair work • role play • demonstration • peer observation • individual work • teacher assessment • peer assessment • think - pair - share	• recorded long /o/ and /3/ sounds • resource persons • letter grids (Braille) • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **identify** words in a sentence or text that have different sounds but are represented by similar letters		• grouping words with /3/ sound that is represented by different letters • forming words from phonic drill cards	• individual/group/pair work • demonstration • peer/teacher assessment	• phonic drill charts in Braille and large print • sign language interpreter
• predict content of narratives from a title	• **predict** the content of fiction, historical and biographical passages from a title	**Making prediction**	• predicting content of fiction, historical and biographical narratives from the title • matching the title with the content of fiction, historical and biographical passages	• brainstorming • reading silently • scanning • skimming • discussion • peer observation	• learner's books for English • learner's books for other subjects such as social and environmental sciences

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read narratives for information	• **describe** characters and events	**Characters**	• reading content of fiction, historical and biographical narratives • comparing predictions and actual content of narratives • scanning for specific information • skimming for the general information in a story • identifying main characters in a story • retelling stories, historical accounts and biographies • guessing meanings of words	• brainstorming • discussion • explanation • question and answer • peer observation • scanning • silent reading • skimming • word guess	• newspapers • supplementary readers • Bible or Koran • magazine and newspaper extracts in Braille and large print • sign language interpreter • a chart with meanings of unfamiliar words they have met

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read non-narrative texts	• **identify** signalling devices • **use** recipes, lists, cartons and tables for communication	**Non-narrative texts**	• identifying signalling devices in a text, eg: firstly, secondly, lastly, etc. • reading silently • discussing recipes, lists, cartoons and tables • scanning specific information in lists, recipes, cartoons and tables • asking and answering questions on specific information on tables, recipes, lists and cartoons • skimming for main ideas	• discussing • scanning lists, tables, recipes and cartoons • brainstorming • peer observation • teacher assessment • discussing in groups and pairs • guessing meanings of words and phrases • silent reading • think - pair - share • bus stop	• recipes • tables • lists • calendars • telephone directories • Braille telephone directories • observation checklist • stories • poems • newspapers • readers • newspaper extracts in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of a story, poem and play they have read	• **give** meanings of words • **analyse** poems • **narrate** stories and plays	**Stories, poems and plays**	• giving meanings of words using context • reciting poems • reading stories, plays • retelling stories, plays • asking and answering questions on specific information/main ideas of stories/plays/ poems they have read	• discussing • scanning lists, tables, recipes and cartoons • brainstorming • peer observation • teacher assessment • discussing in groups and pairs • guessing meanings of words and phrases • silent reading • think - pair - share	• recipes • tables • lists • calendars • telephone directories • Braille telephone directories • observation checklist • stories • poems • newspapers • readers • newspaper extracts in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read for pleasure	• **identify** topic sentences of paragraphs • **read** stories, poems, plays, articles and newspapers for pleasure	**Stories, poems, articles and plays**	• dramatizing stories • reordering jumbled sentences in paragraph • identifying topic and supporting sentences in a paragraph • reading silently • summarizing stories, poems, plays and articles to elicit main incidents, points actions, problems and solutions • asking and answering questions on plays, poems and articles they have read • writing articles in response to another article	• discussing • scanning lists, tables, recipes and cartoons • peer observation • teacher assessment • discussing in groups and pairs • guessing meanings of words and phrases • silent reading • think - pair - share	• recipes • tables • lists • calendars • telephone directories • Braille telephone directories • observation checklist • stories • poems • newspapers • readers • newspaper extracts in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate a reading vocabulary of 3,000 to 6,000 words	• **identify** facts and opinions from plays/poems/articles/ newspapers • **read** texts of between 3,000 and 6,000 words • **identify** main characters of the text	**Vocabulary**	• identifying facts and opinions from plays, poems, articles and newspapers • responding to articles • describing main characters • scanning for specific information • brainstorming the meaning of vocabulary items • asking and answering questions • completing sentences using vocabulary item	• teacher assessment • self assessment • peer assessment • pair and group work • discussing in groups and pairs • brainstorming • asking and answering questions • peer observation	• supplementary readers, eg: magazines newspapers • poems • magazine and newspaper extracts in Braille and large print

Term : II
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • write for social purposes	Learners must be able to**:** • **plan** the content to be included in a letter, post card or diary • **draft** personal letters, post cards or diaries	**Writing for social purpose**	• planning the content to be included in a letter from a title • drafting, editing and revising personal letters • responding to letters • writing post cards or diaries	• brainstorming • individual / pair work • demonstration • role play • explanation • peer observation • task analysis • error analysis • group work with posters	• personal letters • post cards • diaries • titles • checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information	• **plan** the content to be included in recipes, or reports from a title • **draft** a recipe, description or report	**Writing for information**	• planning the content of recipes, descriptions or reports from a title • drafting recipes, descriptions or reports • displaying media texts on notice boards, and class newspapers	• brainstorming • demonstration • explanation • individual/group and pair work • project work • role play • discussion • peer observation • task analysis • teacher observation	• recipes • pictures • raised pictures • reports • checklist • Braille material • notices • posters • advertisements • notice boards • class • newspapers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate creative writing	• **plan** the content of a poem from a picture • **draft**, **edit**, and **revise** a story or poem	**Creative writing**	• planning the content of stories and poems from a picture or title • discussing a plan of the content of a story or poem • drafting, editing and revising a story or poem • displaying written stories, poems on notice boards and newsletter	• brainstorming the contents of a story or poem • discussion • individual and pair work • role play • peer observation • teacher observation • task analysis	• stories • poems • notice boards • class newspapers • Braille materials • sign language interpreter
• write neatly and legibly with correct spelling and punctuation	• **write** words or sentences in a straight line	**Handwriting**	• completing words and sentences • copying sentences • taking dictation • punctuating sentences • writing legibly using Palmer's or Marion Richardson's style of writing • solving puzzles, eg: crossword puzzles	• demonstration • error analysis • group work with posters • think - pair - share	• learner's books • checklist • list of sentences • sample of Palmer and Marion Richardson's style of writing

Term : I I
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **identify** concepts and vocabulary related to other learning areas and their relationships	**Concepts and vocabulary**	• defining concepts and vocabulary related to other learning areas	• question and answer • problem solving • information transfer • pair or group work • case studies • debate • peer observation • teacher observation • self assessment • group work with posters • think - pair - share	• lists of concepts and vocabulary related to other learning areas • learner's books for other learning areas

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **use** concepts and vocabulary related to other learning areas appropriately		• making sentences using concepts and vocabulary related to other learning areas	• brainstorming • discussion • role-play • problem solving • information transfer • group work with posters • bus stop • think - pair - share	• maps • plans • charts • graphs • diagrams • directories
• collect and record information in different ways	• **describe** simple processes	**Collecting and recording information**	• sorting out information on maps, plans, charts and directories • designing maps, charts, graphs and diagrams • drawing diagrams • labelling diagrams • arranging information		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **find** out information about people's experiences, feelings, moods and opinions • **keep** and use a personal diary/dictionary		• observing peoples' feelings and moods • interviewing people • recording information in different ways, eg: using graphs, charts • using information from a chart, graph or diagram to write a text • transforming information from various sources, eg: maps, directory and charts	• pair or group work • debate • peer observation • self assessment • problem solving • information transfer • discussion • think - pair - share • demonstration • explanation • peer observation • teacher observation • word games	• assessment checklist • sample diary • sample dictionary • assessment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **ask** and answer more complex questions • **formulate** questions on a written text • **sequence** things • **classify** things according to criteria	**Critical thinking using language**	• formulating and answering questions on "What would you do if …?" • reading a text and formulating questions on it eg: mood of the story characters, theme and language used in writing • discussing and practicing, sorting and arranging things, eg: language development of a child aged one-month to three years; learning to read and write in Chichewa • discussing and classifying things according to criteria eg: edible plants from non edible ones	• individual and pair work • brainstorming • question and answer • observation • teacher assessment • peer assessment • discussion • group work with posters • bus stop • think - pair - share	• jumbled texts • pictures • assessment checklist • plants • sample questions

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language to analyze information, people, events and situations	• **distinguish** parts from the whole • **present** information, events and situations in a logical manner • **demonstrate** an understanding of information, people, events and situations	**Analysis of information, people, events and situations using language**	• discussing causes and effects of punishment/ not studying • arranging information, events and situations in a logical manner • reading, sorting out and summarizing information, events and situations • retelling information, events and situations	• role play • problem solving • information transfer • pair work • debate • assessment checklist • group work with posters • think - pair - share	• charts • diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **interpret** information, people, events and situations appropriately • **differentiate** factual statements from opinions	**Facts and opinions**	• discussing and interpreting information people, events, and situations • distinguishing fair opinions from biased ones, eg: women are kinder than men	• role play • problem solving • information transfer • pair work • debate • assessment checklist • group work with posters • think - pair - share	• jumbled texts • pictures • assessment checklist • plants

Term : I I
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of various question forms in oral and written texts	Learners must be able to: • **use** various question forms in oral and written texts	**Question forms**	• identifying various question forms in oral and written texts • asking and answering questions orally and in written form such as "Would you mind if …" "Why couldn't…" • using various question forms in their own oral and written texts	• role play • pair work • discussion • explanation • demonstration • self assessment • teacher assessment • group work with posters • think - pair - share	• charts • pictures • a list of various forms of questions and answers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of language forms and structure used in narratives, descriptions, reports and argumentative texts in oral and written forms	• **give** reasons for holding an opinion • **identify** articles, adjectives, adverbs, prepositions, nouns and pronouns from a narrative	**Language forms and structure**	• expressing preferences/opinions • expressing agreement and disagreement • dramatizing a dialogue • using appropriate forms of language and structure in oral and written reports and narratives • answering questions • picking/naming articles, adjectives, adverbs, prepositions, nouns and pronouns from a narrative • making own sentences using adjectives, adverbs, prepositions, nouns and pronouns	• brainstorming • discussion • demonstration • explanation • self assessment • peer assessment • pair work • group work with posters • think - pair - share	• learner's books for English and other learning areas • a list of structures, eg: for proposing or opposing points • argumentative texts • samples of reports and narratives

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of sentence structure to communicate orally and in writing	• **identify** adverb clauses • **state** functions of adverb clauses • **recognize** simple and complex sentences • **analyse** simple sentences • **use** simple sentences in oral and written texts	**Sentence structure**	• identifying adverb clauses in oral and written texts • stating functions of adverb clauses in oral and written texts • identifying subject and predicate in sentences, eg: "Mrs Mwale helped the boy." "The man cleaned the blackboard." • analyzing simple sentences into phrases • analyzing sentences into main and subordinate clause	• brainstorming • discussion • demonstration • pair work • individual work • self assessment • teacher assessment • group work with posters • think - pair - share	• a list of sentence structures • newspapers • magazines • cards • periodicals • learner's books for English and other learning areas/ subjects

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding and use of correct language in oral and written texts • develop and use own vocabulary	• **use** language forms correctly in oral and written texts • **make** words from other words	**Language use** **Vocabulary building**	• completing cloze passages • forming words, eg: - nouns from other nouns priest- priesthood, birth - birth right, footballer - nouns from verbs act – actor/action • solving crossword puzzles • making words from a letter grid • using words in oral and written texts correctly • completing gaps	• individual work • pair work • discussion • explanation • demonstration • self assessment • teacher assessment • group work with posters • think - pair - share	• a list of incorrectly used forms of language • learner's books for English and other learning areas/ subjects • newspapers • learner's own work • puzzles • learner's books for English and other learning areas/ subjects

Term : III
Core element : Listening
Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • recognize different sounds of words	Learners must be able to: • **distinguish** between pairs of words, eg: save/serve, can/ cane, chair/share • **identify** features of intonation and stress, eg: record, refuse, desert	**Phonics**	• identifying given pairs of words with similar sounds • writing words/short sentences from a text • dramatizing reading of a poem for intonation • answering questions from a story/text	• discussion • pair work • question and answer • explanation • checklist • peer assessment • self assessment • observation	• pictures of animals/ drawings, eg: tortoise, • raised pictures • environment • real objects, eg: chairs, trees, etc. • cinema box • raised diagrams • assessment checklist • glue, salt, etc.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of a story, poem/song or speech they listen to	• **respond** to a story or speech correctly • **retell** the story accurately	**Stories, poems/ songs and speeches**	• expressing facts and opinions from a story or speech they have heard • dramatising a story which they have heard, eg: on entrepreneurship • analysing different characters from the story they have heard eg on entrepreneurship • responding to a story, poem, song about HIV/AIDS • reciting poems	• role - play • pair and group work • dramatization • songs • observation- checklist • question and answer • group work • explanation • peer assessment • self assessment • think - pair - share	• tape recorders • assessment-checklists • newspapers • radio • magazines • television • Braille • drums • mirror • feather/strip paper • stories • resource persons • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **draw** maps	**Instructions**	• summarise the story • drawing maps of the school, or village following instructions • tracing maps following instructions • delivering a message, eg: HIV/AIDS, child labour, drug and substance abuse • giving opinions on the message about HIV/AIDS, child labour, drug and substance abuse • labelling maps drawn following instructions	• demonstration • dramatization • pair work • observation using a checklist • songs • explanation • peer assessment • self-assessment • drawing • role play • debate • group work with posters • think - pair - share	• sign language interpreter • assessment checklist • drums • bells • whistles • mirror • pencils • stylus and Braille paper • notebooks • raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of conversations and figures of speech they listen to	• **solve** riddles • **give** meanings of various proverbs • **use** proverbs • **use** idiomatic expressions	**Riddles, proverbs, idioms and similes**	• solving riddles • suggesting riddles • giving meanings to proverbs • relating proverbs to real life situations • suggesting proverbs • giving meanings to specific idioms • completing gaps • recalling similes • listing similes	• dramatization • self assessment • observation • games • quiz • pair work • question and answer • peer assessment • debates • group work with posters • think - pair - share	• assessment • checklist • a list of examples of indigenous knowledge systems in science • a dialogue • drums • mirror • resource persons • a list of riddles • sign language interpreter • a list of proverbs • idiomatic expressions • similes • text books

Term : III
Core element : Speaking
Primary outcome : The learner will be able to confidently express his/her own ideas fluently and respond appropriately to others orally in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • socialize with others	Learners must be able to: • **greet** others formally • **introduce** themselves and others • **parting** with others	**Socializing**	• greeting each other in class • greeting other people outside class, eg: "Good morning/afternoon….." • introducing themselves to others • introducing their friends to other people • parting with other people, eg: using, "Bye for now" "Bye bye", "Good bye."	• pair/group work • role play • games • discussion • peer assessment • observation	• pictures and diagrams • raised pictures and diagrams • check list

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• get things done	• **give** instructions • **draw** maps • **draw** objects	**Instructions**	• giving instructions • drawing maps or objects • following instructions, eg: maps of a school or village • labelling pictures or diagrams following instructions • delivering messages following instructions	• group and pair work • role play • discussion • question and answer • demonstration • explanation • individual work • peer observation • think - pair - share	• recorded commands and instructions • maps • unlabelled pictures and diagrams
• express and find out attitudes, feelings and thoughts	• **recite** poems • **act** out poems	**Poetry recitals**	• reciting poems • acting out the rhythm of poems		• poems • recorded poetry recitals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• tell stories • ask for and give information	• **perform** plays • **narrate** stories from a picture or topic • **analyse** stories • **ask** for information • **give** information to others	**Plays** **Stories** **Asking for and giving information**	• acting out plays • discussing plays and characterization of the plays • narrating stories • discussing themes, characterization and setting of stories • asking for information, eg: that requires narrating, describing or reporting • describing things • reporting things accurately, eg: HIV/AIDS messages	• role play • group/pair work • peer observation • discussion • demonstration • role play • brainstorming • explaining • think - pair - share	• plays • recorded performance of plays • stories • resource persons • reports

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• make a speech	• **use** language devices correctly	**Speeches**	• brainstorming points in a speech • preparing a speech • sequencing ideas in a speech • making a speech	• role playing • group and pair work • think - pair - share	• speeches • resource persons

Term : III
Core element : Reading
Primary outcome : The learner will be able to read fluently and critically, to understand and respond to different types of texts for enjoyment and information

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • develop phonic awareness	Learners must be able to: • **read** words that have different sounds that are represented by similar letters	**Phonics**	• reading words on a chart • scanning words with long /o/ and /3/ sounds in a text • sorting words with different sounds that are represented by the same letters, eg: worse/port word/cord door/doom though/through	• group and pair work • brainstorming • role play • demonstration • peer observation • individual • teacher assessment	• recorded long /o/ and /3/ sounds • resource persons • letter grids (Braille) • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• predict content of narratives from a title	• **identify** words in a sentence or text that have different sounds that are represented by similar letters • **predict** the content of fiction, historical and biographical passages from a title	**Making predictions**	• forming words from phonic drill cards • reading content of fiction, historical and biographical narratives • comparing predictions and actual content of narratives	• individual/group/pair work • demonstration • peer/teacher assessment • brainstorming • reading silently • scanning • skimming • discussion • peer observation • think - pair - share	• phonic drill charts in Braille and large print • sign language interpreter • learner's books for English • learner's books for other subjects such as social and environmental studies

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read narratives for information	• **describe** characters and events • **identify** signalling devices	**Reading narratives**	• reading intensively (silently) for information/attitudes, feeling, thoughts and opinions • scanning for specific information • skimming for general information in a story • identifying topic sentences of each paragraph • identify main characters in a story • retelling stories, historical accounts and biographies • guessing meanings of words • identifying signalling devices in a text, eg: firstly/secondly, lastly… • reading silently	• brainstorming • discussion • explanation • question and answers • peer observation • scanning • silent reading • skimming • world guessing • think - pair - share • individual work	• newspapers • supplementary readers • Bible or Koran • magazine and newspaper extracts in Braille and large print • sign language interpreter • a chart with meanings of unfamiliar words they have met

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read non-narrative texts	• **use** recipes, lists, cartoons and tables for communication	**Non-narrative texts**	• discussing the information in recipes, lists, cartoons and tables • scanning specific information in recipes, lists, cartoons and tables • asking and answering questions on specific information on tables, recipes, lists and cartoons • skimming for the main ideas	• discussion • scanning lists, tables, recipes and cartoons • brainstorming • peer observation • teacher assessment • self assessment • group work • pair work	• recipes • tables • lists • calendars • telephone directories • observation checklists • stories • poems • plays • newspapers • newspaper extracts in Braille and normal print
• demonstrate an understanding of a story, poem and play they have read	• **give** meanings of words • **analyse** poems • **narrate** stories and plays	**Stories, poems and plays**	• giving meanings of words using context • discussing poems • reading stories, plays • retelling stories, plays • asking and answering questions of specific information/main ideas of stories/plays/poems they have read		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• read for pleasure	• **identify** topic sentences of paragraphs • **read** stories, poems, plays, articles and newspapers for pleasure	**Stories, poems, plays, articles**	• dramatizing stories • reordering jumbled sentences in paragraph • identifying topic and supporting sentences in a paragraph • reading silently • summarizing stories, poems, plays and articles to elicit main incidents, points, actions, problems and solutions • reading aloud • asking and answering questions on plays, poems and articles they have read • writing articles in response to another article	• discussing main points • silent reading • brainstorming • demonstration • peer observation • teacher assessment • think – pair - share	• readers • sign language interpreter • paragraph with jumbled sentences • stories, poems • plays, • articles • newspaper and magazine extracts in Braille • observation and assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate a reading vocabulary of 3,000 to 6,000 words	• **identify** facts and opinions from plays, poems, articles, newspapers • **read** texts of between 3,000 and 6,000 words • **identify** main characters in the text	**Facts and opinions** **Reading for pleasure**	• identifying facts and opinions from plays, poems, articles, newspapers • responding to articles • describing main characters • scanning for specific information • brainstorming the meaning of vocabulary items • asking and answering questions • completing sentences using the vocabulary items	• teacher assessment • pair and group work • brainstorming • peer observation • questions and answers • word games • think - pair - share	• supplementary readers, eg: magazines and newspapers • poems • magazine and newspaper extracts in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **building** vocabulary		• building vocabulary from different areas of life, eg: the lake, hospital, village, different subjects, HIV/AIDS, Air Travel, etc	• group work with posters • pair work	• sign language interpreter

Term : III
Core element : Writing
Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • write for social purposes	Learners must be able to: • **plan** the content to be included in a letter, post card or diary • **draft** personal letters, post cards or diaries	**Writing for social purpose**	• responding to letters • writing post cards and diaries	• brainstorming • individual/group and pair work • demonstration • role play • explanation • peer observation • task analysis • error analysis • think - pair - share	• personal letters • post cards • diaries • titles • checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• write for information • design media texts	• **express** an opinion in writing and giving a reason for it • **plan** the content of advertisements, notices and posters from a title • **draft** advertisements, notices and posters • **edit** and revise the drafts of media texts	**Opinions** **Media texts**	• displaying recipes, descriptions and reports • responding to instructions through writing • planning the content of media texts such as posters, notices and advertisements • drafting, editing and revising medial texts such as advertisements, notices and posters • responding in writing to media texts	• brainstorming • demonstration • individual/ pair /group work • discussion • peer observation • task analysis • role play • teacher observation • think - pair - share	• recipes • pictures • raised pictures • reports • checklist • Braille material • notices • posters • advertisements • notice boards • newspapers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate creative writing • write neatly and legibly with correct spelling and punctuation	• **write** words or sentences in a straight line	**Creative writing** **Handwriting**	• drafting, editing and revising a story or poem • displaying written stories poems on notice boards and newsletter • completing words and sentences • copying sentences • taking dictation • punctuating sentences • writing legibly using Palmer's or Marion Richardson's style of writing	• brainstorming the contents of a story or poem • discussion • individual/group and pair work • role play • peer observation • teacher observation • task analysis • demonstration • group observation • error analysis • think - pair - share	• stories • poems • notice boards • class newspapers • Braille materials • sign language interpreter • learner's books • checklist • list of sentences • sample of palm • style of writing • Palmer and Marion Richardson style

Term : III
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate understanding of concepts and vocabulary related to other learning areas	Learners will be able to: • **identify** concepts and vocabulary related to other learning areas	**Concepts and vocabulary**	• defining concepts and vocabulary related to other learning areas	• question and answer • group work • case studies • peer observation • teacher observation • self assessment • group work with posters • pair work	• lists of concepts and vocabulary related to other learning areas • learner's books for other learning areas/ subjects

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **use** concepts and vocabulary related to other learning areas appropriately • **classify** concepts and vocabulary related to eg agriculture, science and technology		• making sentences using concepts and vocabulary related to other learning areas • classifying concepts and vocabulary related to other learning areas	• brainstorming • discussion • role-play • problem solving • information • think - pair – share • group work with posters • bus stop	• assessment checklist • maps • plans • charts • graphs • diagrams • directories
• collect and record information in different ways	• **describe** simple processes	**Collecting and recording information**	• sorting out information on maps, plans, charts and directory • designing maps, charts, graphs and diagrams • drawing diagrams		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **find** out information about people's experiences, feelings, moods and opinions • **keep** and use a personal diary/dictionary	**Attitudes and feelings**	• interpreting maps, directions and charts • asking for information, explanations and experiences • using information from a chart, graph or diagram to write a text • interpreting information from a chart, graph or diagram to write a text • summarising information, explanations/opinions • transforming information from various sources, eg: maps, directory and charts	• pair or group work • debate • peer observation • self assessment • question and answer • case studies • teacher observation • peer assessment • self assessment	• assessment checklist • sample diary • sample dictionary

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language for critical thinking	• **ask** and answer complex questions • **sequence** things	**Critical thinking using language**	• formulating and answering questions on "What would you do if…?" • discussing, practicing, sorting and arranging things, eg: language development of a child from the first month to the third year learning to read and write in Chichewa	• individual/pair or group work • brainstorming • questions and answer • observation • teacher assessment • peer assessment • think - pair - share	• jumbled texts • pictures • assessment checklist • plants

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• use language to analyze information, people, events and situations	• **identify** similarities and differences between things • **present** information, events and situations in a logical manner	**Analysing information, people, events and situations using language**	• discussing similarities and differences between things, eg: boarding school vs day school • arranging information, events and situations in a logical manner • reading, sorting and summarizing information, events and situations • retelling information, events and situations	• role play • problem solving • information transfer • pair work debate • assessment checklist • think - pair – share • group work with posters	• charts • diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	• **interpret** information, events and situations appropriately • **critique** information, events and situations without bias • **verify** information, events and situations independently	**Information verification**	• sifting and weighing information, events, situations fairly without bias • discussing and separating factual statements from fair opinions, eg: people who smoke smell smoke • explaining how information is verified	• discussion • question and answer • observation • peer assessment • explanation • role-play • problem solving • individual/pair /group work • case studies • debate • assessment checklist • think - pair - share	• charts • diagrams

Term : III
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of various question forms in oral and written texts	Learners must be able to: • **use** various question forms in oral and written texts	**Question forms**	• identifying various question forms in oral and written texts • asking and answering questions orally and in written form such as "Would you mind if Why couldn't…" • using various question forms in oral and written texts	• role play • pair work • discussion • explanation • demonstration • self assessment • teacher assessment • group work with posters • think - pair - share	• charts • pictures • a list of various question forms and answers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of language forms and structure used in narratives, descriptions, reports and argumentative texts in oral and written forms	• **give** reasons for holding an opinion • **identify** articles, adjectives, adverbs, prepositions, nouns and pronouns from a narrative • **identifying** adverb and clauses in oral and written texts	**Language forms and structure**	• dramatizing a dialogue • using appropriate forms of language and structure in oral and written reports and narratives • answering questions • picking/naming articles, adjectives, adverbs, propositions, nouns and pronouns from a narrative • making own sentences using adjectives, adverbs, prepositions, nouns, pronoun • identifying adverb and noun clauses in oral and written texts	• brainstorming • discussion • demonstration • explanation • self assessment • peer assessment • pair work • group work with posters • think - pair - share	• a list of structures, eg: for proposing or opposing points • argumentative texts • samples of reports and narratives • learner's books for English and other learning areas/ subjects

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding and use of sentence structure to communicate orally and in writing	• **state** functions of adverb and noun clauses in oral and written texts • **convert** direct speech into indirect speech • **recognize** simple and complex sentences • **analyse** simple sentences • **use** simple sentences in oral and written texts	**Sentence structure**	• stating functions of adverb and noun clauses in oral and written texts • converting direct speech into indirect speech and vice versa • identifying subject and predicate in sentences, eg: "Tiyanjane helped Dalitso." "Tamala boarded a bus." • analyzing simple sentences into phrases • analyzing sentences into main and subordinate clauses	• brainstorming • discussion • demonstration • pair work • individual work • self assessment • teacher assessment • group work with posters • think - pair - share	• learner's books for English and other learning areas/ subjects • a list of sentence structures • newspapers • magazines • cards • periodicals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding correct language use in oral and written texts	• **use** language correctly in oral and written texts	**Language use**	• identifying incorrect forms of language in oral and written texts, eg: discuss about, emphasise on • using various language forms correctly in speech and written form, eg: borrow/lend if/unless wear/put on lose/loose	• question and answer • discussion • group work with posters • think - pair - share	• a list of commonly used and incorrectly used forms • learner's books for English and other learning areas/ subjects • newspapers • learner's own work

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• develop and use own vocabulary	• **make** words from other words	**Vocabulary building**	• completing cloze passages forming words, eg: - nouns from other nouns man- manhood, harmonizes, footballer, trouble -shooter - nouns from other verbs act – actor/action - learn - learner • solving crossword puzzles • making words from a letter grid • using words in oral and written texts correctly • completing gaps	• individual work • group and pair work • discussion • explanation • demonstration • self assessment • teacher assessment	• puzzles • a list of words • pupils' books for English and other learning areas

Reference

Harris J (1990), *Early Language development: Implications for clinical and educational practice,* London: Biddles Ltd.

Vacca JA, Vacca Rd Gove MK, (2000) *Reading and Learning to Read* (4th Ed) *Reading and Learning to Read*, New York: Addison Wesley Longman, Inc.

John JL & Lenski SD (2001), *Improving Reading and Strategies and Resources*, (3rd Ed), Iowa. Kendall/Hint Publishing Company.

Pinnell GS & Fountas IG (1996), *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*; Portsmoulth: Heinemann.

Herrell AL (2000), *Fifty Strategies for Teaching English Language Learners*, Ohio: Prentice Hall.

Birch A & Malin T. (1994), *Developmental Psychology from infancy to adulthood*. England: McMillan.

Warriner JE, Mersand J & Griltith F (1973) Warriner's *English Grammar and Composition* (4th Course), London: Harcourt Brace Jovanovich.

Mc Gee LM & Richgels DJ (1990) *Literacy's Beginnings: Supporting young readers and writers,* (3rd Edition), Boston: Allyn & Bacon.

Alliargton RL & Johnston PH (2002), *Reading to Learn: Lesstons from Exemplary fourth Grade Classrooms*, New York: The Ginlford Press.

Moore DW et al (1995), *Developing Readers and Writer in the Content Areal K-12*, Boston: Allyn and Bacon.

Piper T (1993), *Language for All our Children*, New York: Mc Millan.

Searfoss LW et al (2001), *Helping Children Learn to Read: Creating a Classroom Literacy* Environment, (4th Edition), Boston: Allyn and Bacon.

Cramer RL (2001) *Creative Power. The Nature and Nurture of Children's Writing*, New York: Addison Wesley Longman.

MIE, (1995) *Activities with English, Teacher' Guides 1-8*

MIE, (1995) *Activities with English, Teacher' Guides 1-8*

Syllabus for Mathematics

Standard 6

Rationale

Numeracy and mathematics aims at developing learners' critical awareness of how mathematical relationships are used in social, environmental, cultural and economic context.

At an early stage the learners will be able to count and carry out basic mathematical operations.

At a later stage the learners will be able to make inferences using manipulated data and to apply mathematics for solving practical problems in daily life.

Core elements and their outcomes

a **Numbers, operations and relationships**
The learner will be able to use numbers and their relationships to solve practical problems.

b **Accounting and business studies**
The learner will be able to **use** simple accounting procedures that will enhance decision making in business and private enterprise.

c **Space and shape**
The learner will be able to describe characteristics of space and shape and their application in everyday life.

d **Patterns, functions and algebra**
The learner will be able to use algebraic language and skills to solve textual problems

e **Measurements, recording and modeling**
The learner will be able to use appropriate measurement instruments for data production and establishing trends expressed in graphs, tables and models.

f **Data handling**
The learner will be able to analyze and interpret data for decision making by using graphs, tables and models.

Term 1

Core element : Number, operations and relationship
Primary Outcome : The learner will be able to use the numbers and their relationships to solve practical problems

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to:	Learners must be able to:				
• recognise and write numbers up to 10,000,000	1 **count** in intervals of thousands within a given range up to 10,000,000	**Counting**	• reading numbers on a number line • counting in intervals of 1,000; 5,000; and 10,000 within a given range • ordering numbers on a number line in ascending or descending order using given intervals	• group work • individual assessment • mental mathematics • observation • question and answer • practice • demonstration • individual work • pair work • peer assessment • group assessment	• number line • number cards • number wheel • chart • cuberithm board • dice • basic operation table • braille multiplication table
	2 **write** numbers in figures and words up to 10,000,000		• writing numbers in words • writing numbers in figures • reading numbers in figures and words		
• apply basic operations on whole numbers up to 10,000,000	1 **add** and **subtract** numbers within the range of 0 to 10,000,000 without and with regrouping	**Addition and subtraction**	• adding numbers up to five addends without and with regrouping • subtracting numbers without and with regrouping		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **multiply** and **divide** numbers up to 10,000,000 3 **apply** basic operations to solve practical problems on whole numbers	**Multiplication and division** **Basic operations**	• multiplying numbers up to four digit numbers by three digit numbers • dividing seven digit numbers by up to three digit divisors, without or with remainders • solving practical problems on addition and subtraction • solving practical problems on multiplication and division	• group work • individual assessment • mental mathematics • observation • question and answer • practice • demonstration • individual work • pair work • peer assessment	• number line • number cards • number wheel • chart • cuberithm board • dice • basic operation table • braille multiplication table

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• find highest common factors (H.C.F.) and lowest common multiples (L.C.M.)	1 **find** highest common factors (H.C.F.)	**H.C.F.**	• finding factors of numbers • finding H.C.F. of numbers by expressing the numbers as the product of their prime factors • finding H.C.F. of numbers by dividing the numbers by their common prime factors • finding H.C.F. of numbers by using continued division	• group work • individual work • peer assessment • observation • demonstration • question and answer • group assessment • individual assessment	• braille division chart • division chart • factor tree • multiplication chart • braille multiplication chart
	2 **find** lowest common multiple (L.C.M.)	**L.C.M.**	• finding multiples of numbers • finding LCM of numbers by expressing the numbers as a product of their prime factors • finding L.C.M. of numbers by dividing them by prime factors		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• apply basic operations on fractions and decimals	1 **carry** out basic operations on fractions	**Fractions**	• establishing the meaning of the terms improper fractions and mixed numbers • converting mixed numbers to improper fractions and vice versa • adding fractions with different denominators • subtracting fractions with different denominators • multiplying fractions • dividing fractions	• group assessment • demonstration • observation • peer assessment • individual work • individual assessment • question and answer • mental mathematics • practice • investigation • experimentation	• stop watches • braille watches • fraction chart • paper cuttings • strips
	2 **find** rate	**Rate**	• comparing movements/activities as fast, faster, slow, slower • establishing the rate of activities by timing the activities • relate fractions to rate • finding rate of activities		
	3 **find** ratio of given quantities	**Ratio**	• comparing quantities of the same type • relating fractions to ratio • writing ratio in different forms eg: 2:3 is $^{2}/_{3}$, 2 to 3 • finding ratio of given quantities • reducing ratios to their lowest terms		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **apply** basic operation on decimals	**Decimals**	• converting common fractions to decimals up to 3 decimal places • adding and subtracting decimal numbers up to 3 decimal places • multiplying decimal numbers of up to 3 decimals by one digit multiplier • multiplying decimal numbers up to 3 decimals by ten • multiplying decimal numbers up to 2 decimals by a decimal number up to 1 decimal place • dividing decimal numbers of up to 3 decimal places by one digit divisor	• group work • group assessment • peer assessment • observation • demonstration • investigation • explanation • practice • mental mathematics • question and answer • pair work	• decimal chart • basic facts chart • braille basic facts chart • cuberithm board • dice
	5 **convert** decimals to their nearest whole number or fraction	**Approximation and estimation**	• correcting decimal numbers up to 2 decimal places • correcting decimal numbers to the nearest whole number • correcting decimal numbers to the nearest fraction • identifying situations in real life where fractions, ratio and decimals are used		

Term 2

Core element : Accounting and business studies
Primary outcome : The learner will be able to use simple accounting procedures that will enhance decision making in business and private enterprise

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• write money in decimals	1 **express** tambala as fraction of kwacha	**Money**	• writing money in columns of kwacha and tambala • expressing tambala as a fraction of kwacha	• investigation • field trip/excursion • group work • role play • peer assessment • pair work • question and answer • self assessment • discussion • observation • explanation • mental mathematics • individual work	• local markets • local shops • shopping corners
	2 **write** money in decimal notation		• writing money in columns of kwacha and tambala • expressing tambala as a fraction of kwacha • writing money in decimal notation		
• carry out basic operations on money	1 **add** money in decimal notation up to four addends	**Addition of money**	• adding money in decimal notation without regrouping • adding money in decimal notation with regrouping		
	2 **subtract** money in decimal notation	**Subtraction of money**	• subtracting money in decimal notation without regrouping • subtracting money in decimal notation with regrouping		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **multiply** money in decimal notation 4 **divide** money in decimal notation 5 **solve** practical problems involving bills and budgets	**Multiplication of money** **Division of money**	• multiplying money in decimal notation by up to three digits multipliers • dividing money in decimal notation by up to three digit divisors • discussing types of bills • collecting bills for budget preparation • preparing budgets • preparing budgets for future activities eg, weddings	• individual work • investigation • field trip • group work • role play • peer assessment • pair work • question and answer • self assessment • discussion • observation • explanation • mental mathematics • portfolio	• local markets • local shops • shopping corners • water bills • electricity bills • medical bills • telephone bills

Core element : Space and shape
Primary outcome : The learner will be able to describe characteristics of space and shape and their application in everyday life

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • describe angles	Learners will be able to: 1 **identify** angles 2 **express** the size of angle using turns	**Angles**	• modelling angles using body parts • identifying angles in different structures • naming angles using small letters • locating angles in triangles and quadrilaterals • modelling angles using turns • making complete turns, half turns and quarter turns • drawing different angles on the ground and paper	• groups work • pair work • drawing • questions and answers • demonstration • field/excursion • construction • observation • peer assessment • individual assessment • group assessment • rubric/work cards • individual assessment	• pupils sticks • ropes/strings • papers • structures in the environment • toy cars • doors/shatter • chairs • tables • door/window • pencils • rulers • observation check list • body parts • trees

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **model** angles using sticks and paper 4 **identify** types of angles	**Angles**	• comparing angles in different shapes. • drawing intersecting lines on the ground and let a pupil stand at the point of intersection and make turns • sketching angles • modeling angles using sticks and paper • naming right angles from the environment • naming acute, obtuse, and reflex angles • drawing acute, obtuse, right and reflex angles • modeling right, acute, obtuse and reflex angles • identifying acute, obtuse, right and reflex angles in shapes/figures	• pair work • group work • individual work • question and answer • observation • peer assessment • practical work • rubric	• set square • observation check list • raised different types of angles

Core element : Patterns, functions and algebra
Primary outcome : The learner will be able to use algebraic language and skills to solve textual problems

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • investigate and extend patterns	Learners must be able to: 1 **investigate** and **extend** number patterns 2 **investigate** and **extend** geometric patterns	**Patterns**	• identifying number patterns • extending number patterns • filling in missing numbers in the patterns • establishing the rule of the number patterns eg: how to get from one number to the next • identifying geometrical patterns • extending geometrical patterns • establishing the rule of geometrical patterns	• investigations • demonstrations • pair work • group work • self assessment • explanation • field trips • question and answer • written exercises • individual work	• number charts • patterns • raised patterns • raised number patterns

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• solve number sentences • use mathematical symbols of not equal to, greater than and less than (≠, > and <)	1 **solve** number sentences up to three terms 2 **recognise** inequality symbols (≠, > and <) 3 **use** not equal to, greater than and less than symbols (≠, > and <) in mathematical sentences	**Number sentences** **Inequalities**	• modelling number sentences up to three terms eg: 4 + □ = 11 • completing number sentences using addition or subtraction • completing number sentences using multiplication or division • solving mathematical sentences by using correct operation • filling in missing numbers on a number line • making sentences using greater than, less than, not equal to • substituting greater than, less than, not equal to using their inequality symbols • modelling inequalities using groups of objects or materials found in the environment • using greater than and less than symbol in mathematical sentences • using not equal to symbol in mathematical sentences	• group work • peer assessment • question and answer • investigation • explanation • pair work • demonstration • practice • mental mathematics • self assessment • individual work	• number line • symbol chart • raised symbol chart • containers • water • fruits

Term 3

Core element : Measurements, recording and modelling

Primary outcome : The learner will be able to use appropriate measurement instruments for data production and establishing trends expressed in graphs, tables and models

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • apply basic operations in solving practical problems involving length, capacity and mass	Learners must be able to: 1 **use** basic operations to solve practical problems involving length	**Length**	• adding and subtracting lengths without/with regrouping • deducing/establishing formulas for perimeter of rectangles and squares (2L + 2B) • calculating perimeters of rectangles and squares using the formula • calculating perimeters of triangles • multiplying and dividing lengths without/with regrouping by one digit multiplier/divisor	• discussion • question and answer • demonstration • practice • self assessment • observation • peer assessment • group assessment • explanation	• charts • rulers • shopping corner • sticks • strings • balance/scale • bottles • tins • measuring tapes • market/shops • dice • cubarithm board

Core element : Measurements, recording and modelling
Primary outcome : The learner will be able to use appropriate measurement instruments for data production and establishing trends expressed in graphs, tables and models

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • apply basic operations in solving practical problems involving length, capacity and mass	Learners must be able to: 2 **use** basic operations to solve practical problems involving capacity 3 **use** basic operations to solve practical problems involving mass	**Capacity** **Mass**	• adding and subtracting capacity without/with regrouping • multiplying and dividing capacity without/with regrouping by one digit multiplier/divisor • adding and subtracting mass without/with regrouping • multiplying and dividing mass without/with regrouping by one digit multiplier/divisor	• discussion • question and answer • demonstration • practice • self assessment • observation • peer assessment • group assessment • explanation • games • drawing • individual work	• charts • rulers • shopping corner • sticks • strings • balance/scale • bottles • tins • measuring tapes • market/shops • dice • cubarithm board • clock face • wall clocks • pendulum • digital clock boxes

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of time	1 **read** and **write** analogue time in 24 hours to the nearest second 2 **read** and **write** digital time in 24 hours to the nearest second	**Time**	• counting number of swings of a pendulum in a minute • running a race and timing it in seconds • reading and telling time in seconds using a clock face • setting time in seconds using clock face • writing time in 24 hours to the nearest second • relating 12 hour time to the 24 hours in a day using a clock face • measuring time in seconds, minutes and hours • telling time in 24 hours • setting and writing time in 24 hours to the nearest second	• discussion • question and answer • demonstration • practice • self assessment • observation • peer assessment • group assessment • explanation • games • drawing • individual work	• charts • video clock • braille watches • raised graphs • stop watch • heart beat • normal breathing • digital watches

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• find area and volume using standard units	3 **solve** practical problems on time 1 **find** area of rectangles, squares and triangles 2 **find** the volume of cuboids	**Area** **Volume**	• converting time from one unit to another unit • collecting data from timed activities e.g. reading a passage, Running • representing data in tables and bar graphs • interpreting data • using basic operations to solve practical problems involving time • finding area of rectangles and squares by counting 1 cm squares • deducing/establishing formulas for area of rectangle and square • finding area of rectangles and squares using formula • deducing/establishing the formula of triangle from area of a rectangle • finding area of triangle using formula • finding volume by counting 1 cm cubes • deducing/establishing formula for volume of a cuboid • finding volume using the formula	• games • drawing • individual work • group work • explanation • demonstration • question and answer • peer assessment • observation • experimentation	• clock face • wall clocks • pendulum • digital clock boxes • charts • digital wrist watch • video clock • braille watches • raised graphs • 1 cm cubes • 1 cm squares • graph pads • geoboards • paper • stop watches • cuboids

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• measure and read temperature using standard units	1 **measure** and **read** temperature in degrees celcius 2 **record** temperatures in degrees celcius	**Temperature**	• discussing the thermometer and how it works • reading temperatures correctly • measuring and reading temperatures of common substances like water using thermometer • measuring and recording temperature in degrees celcius • estimating and verifying temperatures of different substances in degrees celcius • visiting the nearest clinic or weather station to look at 'temperature' at work	• experimentation • field trip • demonstration • explanation • group work • observation • discussion • question and answer	• thermometer • water • sand (wet and dry) • pots • fuel wood • containers • clinic • weather station

Core element : Data handling
Primary outcome : The learner will be able to analyse and interpret data for decision making by using graphs, tables and models

Assessment standard	**Success criteria**	**Topic/ Theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • collect data (information)	Learners must be able to: 1 **collect** data (information) 2 **record** data using tallies and tables 3 **interpret** data 4 **report** information	**Graphs**	• collecting data from the environment • organising data using characteristics • recording data using tallies • recording data using tables • reading data from tallies and tables • interpreting data from tallies and tables • reporting information from tables and tallies • drawing conclusions from tables and tallies	• group work • observation • investigation • discussion • pair work • field trips • individual work • explanation • self assessment • group assessment • demonstration	• charts • graph papers • data • picture graphs • raised picture graphs • books

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• draw picture and bar graphs to scale	1 **draw** picture graphs to scale up to 1:20 2 **draw** bar graphs to scale up to 1:20 3 **interpret** picture and bar graphs	**Graphs**	• drawing picture graph using one to one relationship • generating a scale from data • interpreting scale • drawing picture graph using one to many relationship • drawing bar graphs using one to one relationship • generating a scale from data • interpreting scale • drawing bar graphs using one to many relationship • interpreting picture and bar graphs using one to many relationship • reporting information from picture and bar graphs	• group work • observation • discussion • individual work • pair work • explanation • self assessment • demonstration • field trips • investigation • peer assessment • question and answer	• data • chart • boxes • blocks • cubes • checklist • picture graph • raised picture graph • graph papers • bar graphs

References

Ashworth, AE (1981) *The teaching of mathematics*. London: Hodder and Stoughton.

Busbridge J and Womack, D (1991) *Effective maths teaching: A guide to basic mathematical concepts*. Chelternham: Stanley Thornes Ltd.

Department of Education (2002). *Revised national curriculum statement grades R – 9* (Schools Policy: Mathematics. Pretoria. Fomeset Printer Cape

Malawi Institute of Education, (1993). *Mathematics pupils' book for Standards 1 – 8*. Domasi: Malawi Institute of Education

Malawi Institute of Education, (1993). *Mathematics teachers' guides for standards 1 – 8*. Domasi: Malawi Institute of Education

Ministry of Education, (1991). *Primary school mathematics teaching syllabus*. Domasi: Malawi Institute of Education

Nair, R and Pool, P (1991). *Mathematics methods: a resource book for primary school teachers*. London: Macmillan

Paling, R (1997). *Teaching mathematics in primary schools*. New York, Oxford University Press

Van de Walle, (2004). *Elementary and middle school mathematics: teaching developmentally*. New York: Pearson Education, Inc.

Syllabus for Expressive Arts

Standard 6

Rationale

Expressive Arts enables learners to have exposure to traditional and diverse cultural experiences and enjoyment in music, dance, art, drama and sporting activities. Through their active involvement in the creation of these activities and demonstration of various abilities, learners do not only contribute to their holistic development as individuals or teams, but also offer alternative means of communication and promote the sense of pride in their cultural heritage. They also develop a sense of appreciation for their country's artistic skills in the fields of music, dance, art, drama and sporting activities.

Core elements and their outcomes

a **Creating, interpreting and presenting work**

The learners will be bale to design, produce, demonstrate and perform sporting and artistic activities to ensure an all round development.

b **Participating and collaborating**

The learners will be able to demonstrate personal and interpersonal skills, through individual and group participation, in sports and arts in order to develop leadership skills and teamwork.

c **Expressing and communicating**

The learners will be able to analyse and use multiple forms of communication and expression in sports and arts.

d **Holistic performance**

The learners will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Term 1
Core element : Creating, interpreting and presenting work
Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • develop body movements which enhance coordination	The learners must be able to: 1 **perform** an indigenous dance which involves coordination of various body parts	**Body coordination activities**	• identifying traditional dances • performing traditional dances which involve coordination of various body parts • performing educational dances	• teacher observation • demonstration • discussion • group work • portfolio • question and answer • dramatisation • pair work • field visit • brainstorming • peer assessment • self assessment • rubrics	• talular • observation checklist • resource persons • papers • pens • braille paper • learners' experiences • whistles • drums • trumpets • flutes • shakers • costumes • portfolio • rubrics

Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate skills of performing rhythmic activities	The learners must be able to: 1 **move** to rhythm patterns 2 **perform** mirroring in art activities	**Rhythmic Activities**	• producing rhythm patterns • moving to rhythm patterns • identifying familiar mirrorring activities • playing mirroring activities	• teacher observation • demonstration • discussion • group work • portfolio • question and answer • dramatisation • story telling • pair work • practical • rubrics	• talular • tape recorders • observation checklist • papers • pens • pental pens • braille paper • drums • whistles • shakers • flutes • magazines • portfolio • pictures • posters • rubrics

Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	**Success criteria**	**Theme/Topic**	**ıggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an ability to express and communicate using verbal and non verbal forms of art	The learners must be able to: 1 **distinguish** verbal and non verbal forms of expression and communication	**Self expression**	• listing down forms of communication and expression • categorising them into verbal and non verbal forms	• demonstration • discussion • question and answer • brainstorming • outdoor activity • role play • dramatisation • portfolio • self discovery • teacher observation • peer assessment • self assessment • rubrics	• talular • observation checklist • flip chart • papers • local paint • flowers • leaves • bottles • seeds • glue • sand • diorama • glass • floor • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **perform** artworks using verbal and non verbal forms of communication 3 **compare** the effectiveness of using verbal and non-verbal forms of communicating and expressing.	**Self expression**	• identifying activities that include verbal and non verbal forms of expression and communication • performing the activities • describing the importance of using verbal and non verbal forms of expressing and communicating • describing the advantages and disadvantages of using verbal forms of expressing and communicating • describing the advantages and disadvantages of using non verbal forms of expressing and communicating	• demonstration • discussion • question and answer • group work • role playing • dramatisation • story telling • pair work • portfolio • teacher observation • self assessment • peer assessment • rubrics	• talular • observation checklist • portfolio • sign language interpreter • costumes • newspapers • pictures • papers • pens • pupils • pupils experiences • plays • rubrics

Core element : Holistic performance
Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate artistic activities that contribute to improving the quality of everyday life	The learners must be able to: 1 **perform** artistic activities that will improve the health of individuals	**Improving the quality of everyday life**	• discussing ways of improving the health of individuals such as: – getting involved in physical activities – constructing bath shelters – constructing sun tables • practising some of the ways of improving the health of individuals • sing songs on healthy life styles.	• demonstration • discussion • group work • portfolio • teacher observation • brainstorming • question and answer • dramatisation • educational visit • project • self assessment • peer assessment • rubrics	• talular • observation checklist • posters • pictures • cinema box • poles • soil • sign language interpreter • charts/raised charts • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **demonstrate** activities that enhance conservation of the environment	**Improving the quality of everyday life**	• discussing ways of conserving the environment • practising ways of conserving the environment.	• demonstration • discussion • question and answer • excursion • group work • pair work • self discovery • brainstorming • singing • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • songs • posters • newspapers/ magazines • tape recorder • local environment • pupils • pupils experiences • portfolio • rubrics

Term 2
Core element : Creating, interpreting and presenting work
Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of forms of art based on cross-cutting issues	The learners must be able to: 1 **create** artistic activities on cross cutting issues	**Creativity**	• composing and singing songs on: – drug and substance abuse – HIV and AIDS – child labour – gender – human rights • dancing to songs on: – HIV and AIDS – drug and substance abuse – child labour – gender – human rights • dramatising scenes of child abuse and drunkenness • tracing/drawing pictures on gender	• singing • teacher observation • demonstration • discussion • group work • portfolio • question and answer • dramatisation • pair work • self assessment • brainstorming • peer assessment • rubrics	• talular • observation checklist • resource persons • braille paper • learners' experiences • whistles • drums • flutes • shakers • costumes • portfolio • pencils • portfolio • papers • rubrics

			issues		

Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • share artistic skills to promote team spirit and increase participation	The learners must be able to: 1 **perform** team sports and games 2 **describe** ways of improving the home	**Artistic skills**	• stating familiar team sports and games • playing team sports and games such as volley ball and basket ball • discussing ways of improving the home • producing items for home improvement such as: – sewing chair backs – knitting doilies – drawing pictures – painting pictures • practising ways of improving the home using the items made	• teacher observation • demonstration • discussion • group work • drawing • portfolio • recording • question and answer • dramatisation • pair work • practice • rubrics	• talular • observation checklist • clay • sisal • leaves • water • pental pens • braille paper • magazines • papers • wood • portfolio • tins • local paint • sewing needles • knitting needles • thread • wool • ruler

					• tape measure

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **make l**ocal musical instruments	**Artistic skills**	• gathering material for making local musical instruments • making local musical instruments such as banjo and drums • playing the musical instruments in an ensemble • dancing to the rhythm of the musical instruments	• demonstration • discussion • question and answer • excursion • group work • brainstorming • self discovery • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • strings • braille ruler • tape measure • knives • pair of scissors • sign language interpreter • pupils experiences • portfolio • rubrics

Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • analyse impact of technology on traditional forms of art used for communicating and expressing	The learners must be able to: 1 **identify** traditional and modern technologies used as means of expressing and communicating 2 identify different forms of art in different cultures	**Means of communication**	• mentioning traditional means of expressing and communicating • listing modern technologies of expressing and communicating • using traditional methods for expressing and communicating • using modern means of expressing and communicating • discussing the different uses of colours, patterns, designs, sounds, symbols signs in their homes and other cultures • colouring, designing art items using locally	• demonstration • discussion • question and answer • group work • pair work • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • newspaper • local environment • drums • flutes • shakers • whistles • pupils experiences • portfolio • rubrics

			found		

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **describe** the impact of technology in expressing and communicating	**Means of communication**	• discussing how different forms of art such as dances, drama, sporting activities are affected by different settings • discussing the impact of modern technology in expressing and communicating	• demonstration • discussion • question and answer • group work • pair work • investigation • brainstorming • excursion • portfolio • teacher observation • self assessment • peer assessment • rubrics	• talular • observation checklist • paper • pencils • pens • local paint • charts/posters • newspaper/posters • crayons • coloured chalk • pupils experiences • portfolio • rubrics

Core element : Holistic performance
Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • appreciate the benefits of participating in artistic activities that improve the quality of everyday life	The learners will be able to: 1 **survey** artworks, physical and cultural activities in their community 2 **describe** artworks, physical and cultural activities in their community 3 **describe** the importance of art works, physical and cultural activities in their community	**Outdoor pursuits**	• visiting the community • identifying artworks, physical and cultural activities in the community • observing artworks, physical and cultural activities. such as: • traditional dances • rites of passage • discussing the observed artworks, physical and cultural activities in their communities. • identifying the importance of the art works, physical and cultural activities • practising the art works, physical and cultural	• demonstration • discussion • group work • portfolio • teacher observation • brainstorming • question and answer • dramatisation • self assessment • peer assessment • field visit • rubrics	• talular • costumes • observation checklist • pupils' experiences • clay • songs • posters • papers • pencils • wire • bottles • portfolio • soil • rubrics

			activities.		

Term 3

Core element : Creating, interpreting and presenting work

Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • interpret the meanings and significance of different indigenous Malawian artworks	The learners must be able to: 1 **explain** the meanings of familiar traditional songs and dances. 2 **describe** the occasions when the traditional dances and songs are performed	**Interpretation of art works**	• stating familiar traditional songs and dances • discussing the meanings of familiar traditional songs and dances • identifying the occasions when the traditional dances are performed • perform the traditional dances	• demonstration • discussion • question and answer • group work • pair work • brainstorming • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • drums • songs • scissors • shakers • whistles • flutes • sign language interpreter • trumpets • portfolio • pupils experiences • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **model** familiar items which depict cultural heritage 4 **market** art products for public consumption	**Interpretation of art works**	• modelling familiar items such as pots, plates, and cups depicting cultural heritage • displaying the modelled items • pricing the modelled art items • marketing the items • storing the items	• demonstration • discussion • question and answer • group work • pair work • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • papers • pens • pencils • local paint • pair of scissors • knitting needles • thread • wool • mats • table • portfolio • rubrics

Core element : Participating and collaborating
Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • devise art activities in collaboration with others	The learners must be able to: 1 **write** story lines for drama	**Artistic Performances**	• developing stories for drama that incorporate cross cutting issues such as: – HIV/AIDS – gender • acting out the story lines	• demonstration • discussion • question and answer • group work • pair work • practical • dramatisation • portfolio • teacher observation • self assessment • peer assessment • rubrics	• talular • observation checklist • pupils experiences • papers • pens • strings' • local paint • poles • bamboos • knives • nails • costumes • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **produce** attire for dances, sports and drama	**Artistic skills**	• identifying materials for improvising the attire for sports, dance and drama • making the attire for sports, dances and drama	• demonstration • discussion • question and answer • group work • pair work • practical • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • pupils' experiences • paper • pair of scissors • patterns • tape measure • sewing needles • thread • newspapers/ magazines • sewing machines • portfolio • rubrics

Core element : Expressing and communicating
Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • use artistic activities that focus on communicating and expressing	The learners will be able to: 1 **display** aesthetic art works 2 **design** decorative patterns	**Decorative Art works**	• singing rhythmic patterns using dynamics • moving to given rhythm tempos such as slow tempo • dancing to given rhythm patterns • designing, cutting and sewing simple • appliqué weaving and decorating items such as mats and simple carpets	• demonstration • discussion • question and answer • group work • pair work • field visit • brainstorming • teacher observation • self assessment • peer assessment • portfolio • rubrics	• talular • observation checklist • pupils experiences • papers • pens • portfolio • rubrics

Core element : Holistic performance
Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate proficiency in various forms of art	The learners will be able to: 1 **produce** usable items 2 **market** the items made	**Home Making**	• carving items such as mortar, pestle, cooking stick • modelling items such as pots, mortar, pestle, wooden spoon • costing and labelling the items made • selling the items produced • storing the items	• demonstration • discussion • group work • portfolio • practical • teacher observation • brainstorming • peer assessment	• talular • observation checklist • songs • posters/ raised charts • pictures • sisal • wire • bottles • sand

References

Bennet, J et al (1995). *Rhythmic activities and dance*. Champaign: human Kinetics

Hopple, CJ (1995). *Teaching for outcomes in elementary physical education: a guide for curriculum and assessment*. Champaign: Human Kinetics

John, L (1990). *Art in the primary school*. New York: Chapman and Hall

MOE (1991). *Creative arts primary school teaching syllabus*. Domasi: Malawi Institute of Education

MOE (1991). *Needlecraft and Home Economics primary school teaching syllabus*. Domasi: Malawi Institute of Education

MOE (1991). *Music primary school teaching syllabus*. Domasi: Malawi Institute of Education

MOE (1991). *Physical education primary school teaching syllabus*. Domasi: Malawi Institute of Education

Syllabus for
Life skills

Standard 6

Rationale

Life skills are abilities that enable individuals to effectively deal with demands and challenges in everyday life. The life skills enable learners to understand themselves and the world around them. Life skills (LS) as a subject aims at continuing and extending the development of the skills that the learners bring from home with a focus on the promotion of the holistic development of the learner. Nurturing the physical, social, emotional, intellectual, creative and spiritual growth of the learners is essential for the learners' healthy living as individuals, and members of families and society, which forms the basis for facilitating all other learning. For example, through Life skills, learners will learn to organise and manage their lives; develop a team spirit regardless of their cultural and religious backgrounds; avoid prevalent diseases such as sexually-transmitted infections (STIs), HIV and AIDS; develop positive self esteem; identify and cope with problems of adolescence and other challenges of life as well as prepare for the world of work.

Core elements and their outcomes

a Health promotion

The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

b Social development

The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

c Moral development

The learner will be able to demonstrate an understanding and appreciation of diverse cultures through a commitment to morals, values, human rights and the rule of law.

d Personal development

The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

e Physical development

The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive attitudes, values and self esteem.

f Entrepreneurship and world of work

The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Term I

Core element : Physical development

Primary outcome: The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive attitudes, values and self esteem.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate how physical growth is linked to social, emotional and personal development	The learners must be able to: 1 **describe** the body and behavioural changes which take place during adolescence 2 **suggest** ways of dealing with these problems	**Growing up**	• brainstorming personal experiences on growth and development • discussing personal experiences as they grow up • discussing body changes during adolescence • finding out from older people about body changes	• brainstorming • oral questions • teacher observation • peer assessment • discussion • demonstration • case studies • self assessment • role play	• sign language interpreter • charts • resource persons • raised posters/diagrams • learners' experiences • observation checklist • role play exercises • stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **identify** problems which adolescents experience		• identifying problems they experience as they grow up • discussing how to deal with the problems • role playing different situations of dealing with the problems of growing up	• brainstorming • oral questions • teacher observation • peer assessment • discussion • demonstration • case studies • self assessment • role play	• sign language interpreter • charts • resource persons • raised posters/diagrams • learners' experiences • observation checklist • role play exercises • stories

Core element : Health promotion
Primary outcome: The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • practise personal hygiene	The learners must be able to: 1 **explain** what personal hygiene involves 2 **identify** cultural practices that affect good health habits 3 **identify** practices that promote the spread of HIV and AIDS	**Personal hygiene**	• discussing the importance of personal hygiene • discussing what is involved in personal hygiene • discussing cultural practices that affect good health habits • identifying practices that can promote the spread of HIV and AIDS • discussing dangers of the practices that can promote the spread of HIV and AIDS	• brainstorming • oral and written questions • teacher observation • discussion • peer assessment • role play • singing • self assessment • poetry recitals	• TALULAR • posters • sign language interpreter • raised diagrams • songs • resource persons • observation checklist • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **practise** personal hygiene 5 **show** appreciation for personal hygiene	**Personal hygiene**	• identify resources for promoting personal hygiene • discussing how to care for the body • role playing how to care for one self and people living with HIV and AIDS • organising routine check on learners concerning personal hygiene • composing song and poems on personal hygiene and singing and reciting them respectively	• brainstorming • oral questions and written questions • teacher observation • peer observation • discussion • peer assessment • role play • singing • self assessment • poetry recitals	• TALULAR • posters • sign language interpreter • raised diagrams • songs • resource persons • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• participate in sanitation activities to prevent infections	1 **explain** consequences of poor sanitation 2 **demonstrate** good sanitation practices	**Sanitation**	• defining sanitation • discussing examples of poor and good sanitation practices • discussing areas where waste matter is disposed • disposing of waste products • developing future's wheels on consequences of poor sanitation • discussing proper ways of disposing wastes • sensitise the community on benefits of good health practices • discussing why people dispose off wastes carelessly	• discussion • peer assessment • excursion • oral and written questions • teacher observation • reports on excursion • singing • value clarification • self assessment • future's wheels	• TALULAR • posters • raised posters • local environment • songs • observation checklist • resource persons • Braille materials • sign language specialist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **show** appreciation for good sanitation		• organising a project in which learners will: – dig pit latrines, rubbish pits, etc – clean and beautify the school surroundings • organising a campaign in the surrounding community on benefits of good sanitation • singing songs about good sanitation	• discussion • peer assessment • excursion • oral and written questions • teacher observation • reports on excursion • singing • value clarification • self assessment • future's wheels	• TALULAR • posters • raised posters • local environment • songs • observation checklist • resource persons • Braille materials • sign language specialist

Core element : Personal development
Primary outcome: The learner will be able to use positive self-esteem for achieving and extending personal potential to respond effectively to daily challenges.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • use positive self esteem for achieving and extending personal potentials in order to respond effectively to daily challenges of life	The learners must be able to: 1 **identify** their own strengths and weaknesses 2 **explain** what they can learn from others 3 **appreciate** the importance of self awareness	**Self awareness**	• identifying their strengths and weaknesses • discussing their strengths and weaknesses • analysing case studies on self awareness • identify positive attributes from friends • discussing with friends on how they acquired those attributes • developing personal plans how to adopt their friends desirable attribute • playing games about what they can learn from others	• case studies • poetry recitals • discussion • teacher observation • peer assessment • oral and written questions • self assessment • games • singing	• learners' experiences • case studies • Braille materials • glue • poems • posters • raised diagrams • sign language specialist • portfolios • diaries • journals • role models • observation checklist • stories • songs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of their personal potentials and limitations	1 **explain** the meaning of self esteem 2 **explain** the importance of self esteem	**Self esteem**	• analysing case studies about others who have excelled in their community • composing and reciting poems about other famous people • singing songs about their potentials • brainstorming the meaning of self esteem • discussing the meaning of self esteem • discussing the importance of self esteem • writing qualities that they like about themselves	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion	• learners' experiences • stories • Braille materials • raised diagrams • sign language interpreter • observation checklist • posters • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **identify** factors that affect self esteem		• analysing case studies on factors that affect self esteem and self confidence • discussing factors that influence high self confidence • discussing factors that influence low self esteem • composing and reciting poems on factors that affect self esteem	• poetry recitals • oral and written questions • self assessment • peer assessment • teacher observation • case studies	• learners' experiences • stories • Braille materials • raised diagrams • sign language interpreter • poems • observation checklist • posters • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate assertiveness when responding to daily challenges	1 **explain** the meaning of assertiveness 2 **discussing** the importance of assertiveness 3 **identify** factors that influence assertiveness	**Assertiveness**	• brainstorming the meaning of assertiveness • discussing the meaning of assertiveness • identify situations in which assertiveness skills are required • reading and analysing the dialogues on assertiveness • role playing the situation in the dialogues • discussing the importance of assertiveness • discussing factors that influence assertiveness • reading and analysing letters on assertiveness • sharing experiences on factors that influence assertiveness	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • case studies • poetry recitals	• learners' experiences • stories • Braille materials • raised diagrams • sign language interpreter • poems • observation checklist • posters • diaries • journals • portfolios

Core element : Social development
Primary outcome: The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of interpersonal relationships within their community	The learners must be able to: 1 **explain** factors that influence interpersonal relationships in communities	**Interpersonal relationships**	• discussing ways in which their families benefit from their neighbours • discussing ways in which their neighbours benefit from their families • discussing ways of promoting interpersonal relationships at school, home and during play • role playing ways of promoting interpersonal relationships	• discussion • teacher observation • peer assessment • oral questions • written exercises • case studies • demonstration • written questions • self assessment • peer assessment • role play	• learners' experiences • resource persons • case studies • songs • Braille materials • TALULAR • raised diagrams • sign language interpreter • observation checklist • stories • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **analyse** factors that promote or destroy relationships in communities 3 **describe** how to treat members of the opposite sex as equal partners in their community development	**Interpersonal relationships**	• analysing case studies on interpersonal relationships • identifying factors that promote or destroy interpersonal relationships • discussing ways of treating members of the opposite sex as equal partners • analysing case studies on interpersonal relationships • role playing situations of treating members of opposite sex as equal partners • discussing the role plays	• teacher observation • peer assessment • oral and written questions • role play • discussion • self assessment • case studies	• learners' experiences • resource persons • stories • Braille materials • TALULAR • raised diagrams • sign language interpreter • observation checklist

Core element : Personal development
Primary outcome: The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of their personal potentials and limitations	The learners must be able to: 1 **identify** causes of stress and anxiety 2 **explain** the effects of stress and anxiety	**Stress and anxiety**	• discussing the meaning of stress and anxiety • sharing views on how they would feel about the death of their loved ones, waiting to hear results of examinations or HIV test, etc • narrating stories in which they experienced stress and anxiety • narrating stories on stress and anxiety • identifying causes of stress and anxiety • discussing effects of stress and anxiety • developing future's wheels on causes and	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • story telling • role play	• learners' experiences • stories • Braille materials • raised diagrams • sign language specialist • poems • observation checklist • posters • diaries • journals • portfolios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **demonstrate** ways of managing stress and anxiety		effects of stress and anxiety • narrating experiences in which they were stressed and how they managed the stress • discussing ways of managing stress and anxiety • role playing managing stress and anxiety • discussing the role plays	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • role play • story telling	• learners' experiences • stories • Braille materials • raised diagrams • sign language interpreter • poems • observation checklist • posters • diaries • journals • portfolios • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• acquire problem solving and decision making skills	1 **identify** situations that require decision making and problem solving skills 2 **explain** the importance of making well thought out decisions	**Problem solving and decision making**	• discussing what decision making and problem solving are • analysing case study on problem solving and decision making • discussing situations that require decision making and problem solving skills • discussing the importance of decision making and problem solving skills • role playing situations depicting good decision making and problem solving skills • discussing the role plays	• discussion • oral questions and answers • teacher observation • peer assessment • case studies • future's wheels • story telling • role play • self assessment	• TALULAR • posters/ raised diagrams • learners' experiences • stories • sign language specialist • role play exercises • observation checklist • Braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** consequences of making rushed decisions 4 **list** down factors that influence decision making and problem solving skills 5 **describing** the process of decision making and problem solving		• discussing consequences of making wrong decisions • role playing consequences of unsound decision making and problem solving skills • discussing the role plays • discussing factors that influence decision making and problem solving skills • analysing case studies on factors that influence decision making and problem solving • discussing the process decision making and problem solving	• discussion • oral questions and answers • teacher observation • peer assessment • case studies • future's wheels • story telling • role play • self assessment	• TALULAR • posters/ raised diagrams • learners' experiences • stories • sign language specialist • role play exercises • observation checklist • Braille materials

Term 2
Core element : Moral development
Primary outcome: The learner will be able to demonstrate an understating and appreciation of diverse cultures through commitment to morals, values, human rights and the rule of law.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of the importance of revolving conflicts peacefully	The learners must be able to: 1 **explain** situations that can lead to conflicts 2 **describe** ways of avoiding conflicts 3 **describing** ways of resolving conflicts peacefully	**Peaceful conflict resolution**	• discussing the meaning of peaceful conflict resolution • discussing situations that can lead to conflicts • analysing case studies on situations that can lead to conflicts • discussing ways of avoiding conflicts • role playing ways of avoiding conflicts • discussing the role plays • discussing ways of resolving conflicts peacefully	• discussion • group work • oral and written questions • teacher observation • peer observation • role play • self assessment • case studies	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • observation checklist • stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **state** the importance of resolving conflicts peacefully	**Peaceful conflict resolution**	• role playing ways of resolving conflicts peacefully • discussing the role plays • discussing the importance of resolving conflicts peacefully • analysing case studies on peaceful conflict resolution	• discussion • group work • oral and written questions • teacher observation • peer observation • role play • self assessment • case studies	• learners' experiences • posters/raised diagrams • Braille materials • role play exercises • observation checklist • stories

Core element : Health promotion
Primary outcome: The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of the effects of drug and substance abuse	The learners must be able to: 1 **identify** drugs and substances commonly abused 2 **explain** factors that contribute to drug and substance abuse	**Drug and substance abuse**	• discussing the meaning of drug and substance abuse • brainstorming drugs and substances commonly abused in their locality • discussing drugs and substances commonly abused in their locality • discussing factors that contribute to drug and substance abuse • analysing case studies on drug and substance abuse	• brainstorming • teacher observation • peer assessment • oral questions • discussion • case studies • self assessment • oral and written reports	• resource persons • learners' experiences • posters • raised posters • sign language specialist • Braille materials • case studies • TALULAR • role play exercises • local environment • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** effects of drug and substance abuse 4 **demonstrate** how to deal with drug and substance abuse	**Drug and substance abuse**	• discussing the effects of drug and substance abuse • role playing effects of drug and substance abuse • composing and singing songs on drug and substance abuse • discussing how to deal with drug and substance abuse • role playing situations dealing with drug and substance abuse • discussing the role plays	• case studies • oral and written questions • teacher observation • peer assessment • self assessment • role play • singing • future's wheels • oral and written reports	• learners' experiences • role play exercises • songs • observation checklist • stories

Core element : Personal development
Primary outcome: The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of guidance and counselling	The learners must be able to: 1 **explain** the meaning of guidance and counselling 2 **explain** the role of guidance and counselling in the prevention of STIs and HIV	**Guidance and counselling**	• discussing the meaning of guidance and counselling • discussing problems they experience in life and how they resolve them • discussing risky behaviours which may require guidance and counselling • discussing activities that are involved in guidance and counseling • identifying assistance one can get in order to prevent contracting STIs and HIV • role playing how to give guidance and counselling to someone involved in risky behaviour	• discussion • teacher observation • oral and written questions • peer assessment • role play • group work • pair work • singing • self assessment	• learners' experiences • case studies • local environment • posters/ raised diagrams • resource persons • Braille materials • sign language interpreter • observation checklist • role play exercises • songs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **identify** places where they can get guidance and counseling services		• discussing the role plays • analysing case studies on guidance and counselling • discussing places where they can get guidance and counselling services • composing and singing songs on STIs and HIV prevention	• discussion • teacher observation • oral and written questions • peer assessment • group work • pair work • singing • self assessment	• learners' experiences • stories • songs • stories • local environment • posters/ raised diagrams • resource persons • Braille materials • sign language interpreter • observation checklist

Core element : Moral development
Primary outcome: The learner will be able to demonstrate an understating and appreciation of diverse cultures through commitment to morals, values, human rights and the rule of law.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • evaluate the effects of morals and values on people including the less privileged	The learners will be able to: 1 **explain** the effects of morals and values on people including the less privileged 2 **explain** the moral responsibility of the society on the less privileged people	**Morals and values**	• discussing the meaning of morals and values • discussing the effects of morals and values on people including the less privileged • analysing case studies on the effects of morals and values on the less privileged people • discussing the moral obligation/ responsibility on the less privileged people • discussing the role of morals and values in promoting gender equity in the society and community	• discussion • teacher observation • peer assessment • oral questions • written exercises • future's wheels • role play • research • case studies	• learners' experiences • resource persons • sign language interpreter • Braille materials • handframes • TALULAR • pictures • stories • raised pictures • raised drawings • journals • diaries • portfolios • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the impact of stigmatisation on the less privileged people in the society		• discussing the impact of stigmatisation on the less privileged in the society/community • role playing situations depicting stigmatisation and how to avoid it • discussing the role plays	• discussion • teacher observation • peer assessment • oral questions • written exercises • future's wheels • role play • research • case studies	• learners' experiences • resource persons • sign language interpreter • Braille materials • handframes • TALULAR • pictures • stories • raised pictures • raised drawings • journals • diaries • portfolios • role play exercises • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• explain the importance of not indulging in harmful cultural practices	1 **explain** the effects of harmful cultural practices 2 **resist** harmful cultural practices 3 **explain** how gender differences contribute to the spread of HIV and AIDS	**Harmful cultural practices**	• discussing the effects of harmful cultural practices • identifying skills needed in resisting harmful cultural practices • reading and analysing dialogues on harmful cultural practices • role playing resisting harmful cultural practices • discussing the role plays • analysing case studies on how gender differences contribute to the spread of HIV and AIDS • discussing how gender can contribute to the spread of HIV and AIDS • listening to presentations on how gender contributes to HIV infection • discussing the presentations	• discussion • teacher observation • role play • peer observation • question and answer • group work • self assessment • peer assessment • future's wheels	• learners' experiences • posters/ raised diagrams • Braille materials • dialogues • observation checklist • role play exercises

Core element : Health promotion
Primary outcome: The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the importance of applying effective communication skills in every day life	The learners must be able to: 1 **describe** effective channels for transmitting HIV and AIDS messages 2 **state** factors that contribute to effective communication on HIV and AIDS 3 **list down** factors that prevent effective communication on HIV and AIDS messages	**Effective communication on HIV and AIDS**	• brainstorming the channels of communication and their effectiveness • discussing the channels of communication and their effectiveness • discussing factors that contribute to effective communication • telling stories on effective communication • discussing factors that prevent effective communication on HIV and AIDS messages • role playing how some	• discussion • teacher observation • oral and written questions • self assessment • role play • case studies • singing • peer assessment	• learners' experiences • resource persons • TALULAR • case studies • Braille materials • letters • songs • musical instruments • sign language specialist • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **demonstrate** effective communication on HIV and AIDS messages		factors can prevent effective communication on HIV and AIDS • discussing the role plays • role playing situations where effective communication on HIV and AIDS can take place • discussing the role plays • composing and singing songs on effective communication on HIV and AIDS		• observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of STIs including HIV and AIDS	1 **explain** the meanings of STI, HIV and AIDS 2 **describe** the signs and symptoms of STIs including HIV and AIDS 3 **explain** how STIs and HIV are transmitted 4 **explain** how STIs, HIV and AIDS can be prevented	**STIs including HIV and AIDS**	• discussing the meanings of STI, HIV and AIDS • discussing the common STIs • discussing the signs and symptoms of STIs including HIV and AIDS • discussing how STIs and HIV are transmitted • discussing how STIs, HIV and AIDS can be prevented	• brainstorming • teacher observation • peer assessment • self assessment • oral and written questions • discussion • written exercises • singing	• learners' experiences • posters • raised posters • Braille materials • observation checklist • crayons/ pental pens • chart paper • songs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• appreciate the importance of going for voluntary counselling and testing	1 **describe** what voluntary counselling (VCT) and testing involves 2 **explain** the VCT process	**Voluntary counselling and testing**	• discussing what voluntary counselling and testing involves • listening to presentations on voluntary counselling and testing • identifying the stages of VCT • discussing the stages of VCT • sharing views on what they would do if they were HIV positive or negative through role plays	• brainstorming • oral and written questions • teacher observation • peer assessment • discussion • group work • role play • singing • self assessment	• TALULAR • posters • resource persons • songs • raised diagrams • observation checklist • sign language specialist • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** the importance of VCT 4 **make** an informed decision to undertake VCT	**Voluntary counselling and testing**	• discussing the importance of VCT • conducting debate on the importance of VCT • doing written exercises on VCT	• brainstorming • oral and written questions • teacher observation • peer assessment • discussion • group work • singing • self assessment • debate	• TALULAR • posters • resource persons • songs • raised diagrams • observation checklist • sign language specialist

Term 3
Core element : Moral development
Primary outcome: The learner will be able to demonstrate an understating and appreciation of diverse cultures through commitment to morals, values, human rights and the rule of law.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • develop an understanding and respect of rights of people living with HIV and AIDS	The learners must be able to: 1 **define** the term 'human rights' 2 **describe** rights of people living with HIV and AIDS 3 **identify** ways of promoting rights of people living with HIV and AIDS	**Rights of people living with HIV and AIDS**	• brainstorming and discussing the meaning of the term 'human rights' • discussing human rights • discussing rights of people living with HIV and AIDS • analysing poems on rights of people living with HIV and AIDS • reciting poems on rights of people living with HIV and AIDS	• discussion • teacher observation • oral questions • peer assessment • written exercises • role play • poetry recitals • self assessment	• learners' experiences • resource persons • Braille materials • posters • raised diagrams • charts • TALULAR • observation checklist • poems

Core element : Social development
Primary outcome: The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • show an understanding of the causes and effects of vulnerable children	The learners must be able to: 1 **explain** the meaning of the term 'vulnerable children' 2 **identify** vulnerable children 3 **suggest** ways of assisting vulnerable children	**Vulnerable children**	• discussing the meanings of the terms 'orphans' and 'vulnerable children' • identifying vulnerable children • analysing case studies on vulnerable children • discussing ways of assisting vulnerable children in the communities • developing community based projects to provide support to vulnerable children • implementing the projects • monitoring the projects and compiling reports	• discussion • group work • pair work • oral and written questions • teacher observation • peer assessment • project • field visits • case studies • self assessment	• learners' experiences • posters • raised diagrams • local environment • sign language interpreter • stories • observation checklist • monitoring tools

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **suggest** ways in which orphans and vulnerable children can avoid contracting HIV and AIDS		• discussing ways in which vulnerable children can avoid contracting HIV and AIDS		

Core element : Health promotion
Primary outcome: The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • understand the concept of home based care and support	The learners must be able to: 1 **explain** the importance of home based care 2 **identify** groups of people who can provide home based care 3 **describe** qualities of home based care providers	**Home based care**	• discussing the importance of home based care • brainstorming the groups of people who can provide home based care • brainstorming and discussing how group of people can provide home based care services • discussing the qualities of home based care providers • discussing what care providers need to do	• brainstorming • teacher observation • peer assessment • oral and written questions • discussion • written exercises • singing • role play • self assessment	• learners' experiences • posters • raised posters • source of heat • water containers • Braille materials • observation checklist • charcoal • crayons/pental pens • chart paper • songs • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **identifying** things care providers need to do 5 **mention** things home based care providers should know		• discussing examples of things home based care providers need to know • role playing how to provide home based care • discussing the role plays		

Core element : Personal development
Primary outcome: The learner will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate planning skills	The learners must be able to: 1 **explain** the term 'planning' 2 **describe** stages of the planning process 3 **describe** how different situations can change plans 4 **explaining** the importance of planning		• brainstorming the meaning of the term 'planning' • discussing the term 'planning' • identifying activities that they plan • brainstorming stages in the planning process • discussing stages of the planning process • developing planning stages on a chart • analysing case studies on how different situations can change plans • discussing the case studies • role playing the importance of planning • discussing the role plays	• discussion • group work • oral and written questions • teacher observation • peer observation • role play • case studies	• learners' experience • posters/raised diagrams • Braille materials • chart paper • stories • observation checklist • role play exercises

Core element : Entrepreneurship and world of work
Primary outcome: The learner will be able to understand the world of work in the widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of entrepreneurship in relation to HIV and AIDS	The learners must be able to: 1 **explain** the relationship between entrepreneurship and HIV and AIDS 2 **identify** factors that slow down entrepreneurship among people living with HIV and AIDS	**Entrepreneur-ship and HIV and AIDS**	• brainstorming the relationship between HIV/AIDS and entrepreneurship • discussing the relationship between HIV/AIDS and entrepreneurship • analysing case studies on entrepreneurship and HIV and AIDS • identifying factors that slow down entrepreneurship among people living with HIV and AIDS • discussing the factors • role playing situation of discrimination in business because someone is HIV positive • discussing the role plays	• brainstorming • teacher observation • peer assessment • oral and written questions • self assessment • discussion • future's wheels • case studies	• learners' experiences • posters • raised diagrams • sign language interpreter • questionnaires • Braille materials • role play exercises • stories • resource persons • observation checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of generic issues in relation to the world of work	1 **define** the terms gender and entrepreneurship 2 **identify** entrepreneurship skills 3 **explain** how gender affects entrepreneurship	**Gender and entrepreneurship**	• discussing the meanings of entrepreneurship and gender • identifying entrepreneurship skills • discussing how the skills assist in the development of entrepreneurship • discussing how gender affects entrepreneurship • role playing situations depicting how women are denied access to loans • discussing the role plays	• discussion • group work • teacher observation • peer assessment • role play • oral questions and answers • self assessment • future's wheels	• learners' experiences • posters/raised diagrams • role play exercises • sign language specialist • Braille materials • role play exercises • observation checklist

References

Coon, D (1994). *Essentials of psychology: exploration and application*. New York: West Publishing Company

Liebert, RM; Nelson, RW & Kail, RV (1986). *Developmental psychology*. New York: Prentice – Hall

Ministry of Education and Culture (1993). *Let's talk – AIDS action programme for schools, grade 7 pupils' book*. Harare: UNICEF

Ministry of Education and Culture (1993). *Let's talk – an AIDS action programme for schools, grade 7 teachers' book*. Harare: UNICEF

Mussen, PH; Conger, J J; Kagan, J Huston, AC (1990). *Child development and personality.* New York: Harper & Row

NFWCM, JSI-STAFH and PATH (1998). *Life planning skills*: *A curriculum for young people in Malawi*

Solomon Belayneh (1995). *Life skills activities for AIDS/STD education*. Addis Ababa: AIDS Education Programme, Ministry of Education

Weitten, W (1986). *Psychology applied to modern life: adjustment in the 80's, 2nd ed.* Califonia: Brooks/Cole Publishing Company

World Health Organisation (1994). *Life skills education in schools*. Geneva: World Health Organisation

World Health Organisation (1996). *Life skills education: planning for research.* Geneva: World Health Organisation

Ministry of Education (2000). *Life skills education syllabus for Standard 5.* Domasi: Malawi Institute of Education

Ministry of Education (2000). *Life skills education syllabus for Standards 1 and 2.* Domasi: Malawi Institute of Education

Ministry of Education, Science and Technology (2002). Life *skills and sexual and reproductive health education syllabus for Standards 6 – 8.* Domasi: Malawi Institute of Education

Ministry of Education (2000). *Life skills education syllabus for Standard 3.* Domasi: Malawi Institute of Education

Ministry of Education (2000). *Life skills education syllabus for Standard 4*. Domasi: Malawi Institute of Education

Mhlanga, AS et al (2000). *Senior secondary life skills education: student's book 3 and 4*. Blantyre: Macmillan Malawi Limited

Syllabus for Social and environmental sciences

Standard 6

Rationale

Social and Environmental Sciences will contribute to the development of the learners' full potential, identity, self-esteem and dignity through tracing their history and investigating the inter-relationship between Malawi and the world on one hand, and the individual, family, society and the environment, on the other. This will influence learners to act responsibly on the environment for its sustainable use.

Core elements and their outcomes

a **Inter- relationship between individual, family society and the environment**
The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs and practices.

b **Inter-dependence between Malawi and the world**
The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects.

c **Environmental protection**
The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations.

d **People and the environment**
The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts.

e **Social Development**
The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law.

Syllabus for Social and environmental sciences

Standard 6

Rationale

Social and Environmental Sciences will contribute to the development of the learners' full potential, identity, self-esteem and dignity through tracing their history and investigating the inter-relationship between Malawi and the world on one hand, and the individual, family, society and the environment, on the other. This will influence learners to act responsibly on the environment for its sustainable use.

Core elements and their outcomes

a **Inter- relationship between individual, family society and the environment**
The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs and practices.

b **Inter-dependence between Malawi and the world**
The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects.

c **Environmental protection**
The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations.

d **People and the environment**
The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts.

e **Social Development**
The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law.

Term 1

Core element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • describe the position of Malawi in relation to neighbouring countries	The learners must be able to: 1 **mention** countries that share boundaries with Malawi 2 **locate** Malawi using cardinal points	**Location of Malawi**	• locating Malawi on the map of Africa • identifying countries that share boundaries with Malawi • identifying countries that share boundaries with Malawi using cardinal points • drawing the map of Malawi in relation to neighbouring countries	• discussion • question and answer • demonstration • explanation • teacher observation • peer assessment • group work • task analysis	• local environment • atlas/world map • map of Malawi • chart paper • pental markers • raised map of Malawi • Braille paper • stylus • checklist • environment • sign language interpreter • political and physical map of Malawi

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of major physical features in Malawi	The learners must be able to: 1 **identify** major physical features in Malawi 2 **describe** major physical features in Malawi 3 **explain** the importance of physical features in Malaw**i**	**Major physical features of Malawi**	• identifying major physical features of Malawi • locating the major physical features on the map of Malawi • discussing the types of physical features of Malawi • modeling a map of Malawi showing physical features • brainstorming importance of physical features in Malawi • discussing the importance of physical features in Malawi	• observation • discussion • question and answer • teacher observation • peer assessment • group work • explanation • demonstration • modeling • field visit • individual assessment	• local environment • chart papers • pental markers • reference books • resource person • pictures of mountains • pictures of rivers • raised diagrams

Core element : People and Environment
Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are be able to: • describe the population of Malawi	The learners must be able to: 1 **examine** the population figures of Malawi 2 **compare** population figures for the three regions of Malawi	**Population**	• identifying districts with high and low population in each of the three regions • calculating the population of Malawi using given population figures of the districts • drawing/tracing regional population bar graph • comparing population figures across regions	• question and answer • teacher observation • demonstration • peer assessment • discussion • task analysis • explanation	• calculators • population figures • drawing materials • population map of Malawi • atlas • pictures showing areas of high and low population density • sign language interpreter • raised pictures • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are be able to: • describe the population density in Malawi	The learners must be able to: 1 **identify** areas of high and low population density in Malawi 2 **describe** the factors that affect population distribution 3 describe the effects of high and low population density in Malawi	**Population density in Malawi**	• locating areas of high and low population density on the map of Malawi • comparing areas of high and low population density in Malawi • brainstorming factors that affect population distribution • discussing effects of high and low population density in Malawi • brainstorming factors that affect population distribution • discussing possible effects of population density on resources	• question and answer • teacher observation • demonstration • peer assessment • discussion • task analysis • explanation	• calculators • population figures • drawing materials • population map of Malawi • atlas • pictures showing areas of high and low population density • sign language interpreter • raised pictures • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of population change in Malawi	1 **describe** causes population change in Malawi 2 **explain** the effects of population change 3 **suggest** solutions to the effects of population	**Population change in Malawi**	• discussing factors that influence population distribution in Malawi • brainstorming causes of population change in Malawi • discussing causes of population change in Malawi • suggesting solution to effects of population change in Malawi • discussing effects of population change • drawing a tree showing causes and effects of population • brainstorming solutions to the effects of population change • discussing solutions to the effect of population change	• discussion • question and answer • group work • explanation • teachers assessment • brainstorming • teacher observation	• atlases • population figures • physical environment • checklist • guided questions for discussion • sign language interpreter • chart showing structure of local government • pictures/raised pictures showing local government institutions • environment

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are be able to: • demonstrate an understanding of local government	The learners must be able to: 1 **identify** the institutions of the local government 2 **explain** the importance of social services which are provided by local government	**Local government**	• identifying institutions that make up local government • discussing functions of institutions of local government • discussing services which are provided by the local government in relation to population of community and district • discussing importance of social services which are provided by local government	• explanation • future's wheel • enter educate • discussion • question and answer • group work • teachers assessment • brainstorming • teacher observation	• pictures/raised pictures showing social services • sign language interpreter • checklist • guided questions for discussion

Core element : Interrelationship between individual, family and society
Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of early African kingdoms	The learners must be able to: 1 **identify** the early kingdoms of Africa	**Early African kingdoms (Ngoni and Mwenemutapa)**	• researching on the early kingdoms of Africa eg: Mwenemutapa and Ngoni • discussing the research findings on the early kingdoms of Africa • drawing a map and locating the early kingdoms of Africa	• research • discussion • explanation • question and answer • group work • peer assessment • teacher observation • task analysis • observation	• text books • pictures • maps • stylus • Braille paper • resource person • raised diagrams • museums • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the factors that led to growth and decline of early kingdoms of Africa	**Early African kingdoms**	• discussing the organization of the kingdoms • discussing the factors that led to the growth and decline of the early kingdoms • discussing the contribution made by the early kingdoms of Africa	• research • discussion • explanation • question and answer • group work • peer assessment • teacher observation • task analysis • observation	• text books • pictures • maps • stylus • Braille paper • resource person • raised map • museums • checklist • taylor frame

Core element : Social Development
Primary outcome : The learner will be able to live and work effectively as a member of a family, a group, a community with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • demonstrate an understanding of HIV and AIDS	Learners must be able to: 1 **explain** ways in which HIV and AIDS is transmitted	**HIV and AIDS**	• brainstorming the meaning of 'HIV' and 'AIDS' • discussing causes of HIV and AIDS • discussing ways in which HIV and AIDS is transmitted	• brainstorming • discussion • question and answer • teacher observation • peer assessment • group work • oral reporting • research • singing • poetry reciting • campaigning • story telling • role playing • futures wheel • enter-educate	• talular • checklist • resource person • Braille materials • posters • pictures/raised pictures • pental markers • case studies • stories • songs • jingles • radio, cassette recorder • films, television • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			• discussing risky behaviours associated with HIV and AIDS transmission • talking about misconceptions about HIV and AIDS • role playing some misconceptions about HIV and AIDS	• brainstorming • discussion • question and answer • teacher observation • peer assessment • group work • oral reporting • research • singing • poetry • campaign • story telling • role playing • futures wheel • enter-educate	• talular • checklist • resource person • Braille materials • posters • pictures/raised pictures • pental markers • case studies • stories • songs • jingles • radio, cassette recorder • films, television • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** signs and symptoms of HIV and AIDS 3 **explain** ways of preventing HIV/AIDS	**HIV and AIDS**	• brainstorming signs and symptoms of HIV/AIDS • discussing signs and symptoms of HIV and AIDS • discussing ways of preventing HIV/AIDS • designing placards/posters of HIV/AIDs messages • singing songs that depict HIV and AIDS • carrying out advocacy campaigns	• brainstorming • discussion • question and answer • teacher observation • peer assessment • group work • oral reporting • research • singing • poetry • campaign • story telling • role playing • futures wheel • enter-educate	• talular • checklist • resource person • Braille materials • posters • pictures/raised pictures • pental markers • case studies • stories • songs • jingles • radio, cassette recorder • films, television • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** the importance of voluntary counseling and testing	**HIV and AIDS**	• role playing pre-testing, guidance and counseling on HIV and AIDS • role playing post guidance, testing and counseling on HIV and AIDS • analysing a case study on positive living with HIV and AIDS	• discussion • question and answer • explanation • teacher observation • peer observation • demonstration • group work • individual work	• pictures/raised pictures • chart papers • pental markers • checklist • Braille materials • stylus • taylor frame

Term 2

Core element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: • describe weather of Malawi	Learners must be able to: 1 **describe** weather	**Weather**	• observing the day's weather • defining the meaning of the term 'weather' • identifying elements of weather	• modeling • project • research • discussion • observation • group work	• raised diagrams • sign language interpreter • thermometer • windvane • weather record chart • environment • resource persons • indigenous stories about weather forecast

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** instruments that are used to measure elements of weather		• discussing how each of the elements of weather affects daily life • brainstorming local ways of predicting weather conditions • discussing local ways of predicting weather conditions • identifying instruments that are used to measure elements of weather • discussing how instruments are used to measure the elements of weather • modeling instruments used to measure elements of weather	• modeling • project • research • discussion • observation • group work	• sign language interpreter • thermometer • windvane • weather record chart • environment • resource persons • indigenous stories about weather forecast • weather instruments eg: thermometer, rain gauge • environment • weather station • model of stevenson screen

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			• drawing instruments used to measure elements of weather • observing the environment for seasonal change • recording elements of weather observed over a specified period of time • analsying the elements of weather recorded over a specified period of time	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• chart papers • pental markers • checklist • atlas of Malawi • charts showing climate of Malawi • environment • Braille materials

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • describe climate of Malawi	The learners must be able to: 1 **describe** climate of Malawi 2 **describe** major factors that influence climate	**Climate of Malawi**	• discussing changes that occur at long intervals to deduce meaning of climate • identifying climate of Malawi • observing the vegetation in the environment • discussing characteristics of the climate of Malawi • identifying major factors that influence climate • discussing factors that influence climate • showing the distribution of temperature and rainfall on a map of Malawi	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• chart papers • pental markers • checklist • atlas of Malawi • charts showing climate of Malawi • environment • Braille materials • calendar • pie chart

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to:	The learners must be able to: 1 **describe** the characteristics of seasons 2 **identify** seasons of Malawi	**Seasons of Malawi**	• observing the environment • discussing the characteristics of season observed • brainstorming the characteristics of other seasons not observed • discussing the characteristics of other seasons not observed • discussing seasons of Malawi • matching seasons of Malawi with months of the year • using the calendar to shade different seasons of Malawi • drawing pie graph showing different seasons	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• chart papers • pental markers • checklist • atlas of Malawi • charts showing climate of Malawi • environment • Braille materials • calendar • pie chart

Core element : Environmental Protection
Primary outcome : The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of environment	The learners must be able to: 1 **describe** the components of the environment 2 **explain** the importance of the environment	**Environment**	• identifying things in the environment • matching the things with the components • discussing the components of the environment • discussing the uses of the resources in the environment • discussing importance of the environment	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• chart papers • pental markers • checklist • atlas of Malawi • charts showing climate of Malawi • environment • Braille materials • calendar • pie chart

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **identify** destructive agents of the environment 4 **explain** rights and responsibilities of the environment		• brainstorming destructive agents • discussing destructive agents • discussing rights and responsibilities of the environment • developing an advocacy campaign on the care of the environment	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• chart papers • pental markers • checklist • atlas of Malawi • charts showing climate of Malawi • environment • Braille materials • calendar • pie chart

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of forestry	1 **explain** the meanings forest, forestry and forest reserves 2 **state** the importance of forest reserves 3 **explain** how forests are destroyed 4 **describe** ways of conserving forests	**Forestry**	• discussing the meaning of forest, forestry and forest reserves • drawing map of Malawi showing forest reserves • brainstorming the importance of forests • discussing the importance of forests • brainstorming ways how forests are destroyed • discussing how forests are destroyed • developing a future's wheels on the causes and effects on the destruction of forests • brainstorming ways of conserving the forests • discussing ways of conserving the forests	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• pictures of forests • atlas of Malawi • things made from wood • pictures showing areas where forests have been cleared • pictures of people planting trees

Core element : People and Environment
Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of farming in Malawi	The learners must be able to: 1 **explain** farming in Malawi 2 **describe** problems associated with farming in Malawi	**Farming in Malawi**	• discussing types of farming in Malawi • discussing factors which influence farming in Malawi • brainstorming problems associated with farming • discussing problems associated with farming	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• crops • pictures of marketing scenery • environment • pictures of farms • pictures of farm animals

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of fishing in Malawi	The learners must be able to: 1 **explain** fishing in Malawi 2 **describe** problems associated with fishing in Malawi 3 **describe** ways of conserving fish resources	**Fishing in Malawi**	• identifying main fishing areas in Malawi • locating main fishing areas in Malawi • discussing methods of fishing • finding out from the community problems affecting fishing • discussing problems associated with farming • brainstorming ways of conserving fish resources • discussing ways of conserving fish resources	• brainstorming • discussion • explanation • question and answer • teacher observation • peer assessment • group work • demonstration	• fish species • nets • pictures of fishermen • pictures of boats • raised diagrams

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of soil conservation	1 **describe** types of soil erosion	**Soil erosion**	• visiting some eroded areas around the school • discussing causes of soil erosion • discussing types of soil erosion • discussing effects of soil erosion	• brainstorming • discussion • question and answer • teacher observation • peer assessment • explanation • group work • research • field visits • demonstration	• environment • pictures/raised pictures showing eroded sites • text books • checklist • maps/raised maps • chart papers • charts • posters • newspaper/ magazines • sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **describe** practices which encourage soil erosion 3 **describe** ways of controlling soil erosion	**Soil erosion**	• identifying practices which encourage soil erosion • discussing practices which encourage soil erosion • discussing ways of controlling soil erosion • researching on projects on controlling soil erosion available around the school • discussing research findings • filling the eroded areas around the school	• discussion • question and answer • group work • teacher observation • peer assessment • oral reporting • demonstration • project • explanation • field visits • interviews • task analysis	• taylor frame • text books • films • radio • television • checklist • chart papers • pental markers • sign language interpreter • Braille materials • stylus • hoes, shovels • wheel barrow • resource persons • environment • eroded area

Term 3

Core element : Social Development
Primary outcome : The learner will be able to live and work effectively as a member of a family, a group, a community with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of drug and substance abuse	Learners must be able to: 1 **explain** causes of drug and substance abuse	**Drug and substance abuse**	• naming drugs and substances • discussing the appropriate uses of drugs and substances • explaining ways in which drugs and substances can be abused • explaining causes of drug and substance abuse	• discussion • explanation • question and answer • teacher observation • peer assessment • demonstration • group work • researching • case study • future's wheel • clarification	• taylor frame • map of Malawi • checklist • pictures/raised pictures • Braille materials • stylus • sign language interpreter • learners • charts papers • pental markers • magazines/newspapers • raised maps • resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **examine** effects of drug and substance abuse 3 **describe** preventive measures against drug and substance abuse		• analysing the effects of drug and substance abuse using case studies • role playing effects of drug and substance abuse • debating effects of drug and substance abuse • brainstorming preventive measures against drug and substance abuse • discussing preventive measures against drug and substance abuse	• brainstorming • discussion • question and answer • teacher observation • peer observation • group work • explanation • demonstration	• pictures/raised pictures • checklist • sign language interpreter • learners • resource persons • drugs and substances • films

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			• role playing preventive measures against drug and substance abuse • organizing advocacy campaign against drug and substance abuse	• brainstorming • discussion • question and answer • teacher observation • peer assessment • group work • oral reporting • research • singing • poetry • campaigning • story telling • role playing • futures wheel • enter-educate	• talular • checklist • resource person • Braille materials • posters • pictures/raised pictures • pental markers • case studies • stories • songs • jingles • radio, cassette recorder • films, television • sing language interpreter

Core element : Social Development
Primary outcome : The learner will be able to live and work effectively as a member of a family, a group, a community with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of citizenship	The learners must be able to: 1 **describe** a citizen 2 **describe** qualities of a good citizen	**Citizenship**	• brainstorming meaning of the term 'citizen' • discussing types of citizens • brainstorming qualities of a good citizen • discussing qualities of a good citizen	• brainstorming • discussion • explanation • question and answer • observation • peer assessment	• pictures • reference books • checklist • charts • Braille paper • sign language

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** duties and rights of a citizen 4 **describe** communities to which a citizen belongs 5 **explain** the importance of being patriotic	**Citizenship**	• discussing duties of a citizen • discussing rights of a citizen • role playing some duties of a citizen • identifying communities to which they belong • suggesting duties of a citizen in different communities • discussing patriotism • discussing the importance of being patriotic	• brainstorming • discussion • question and answer • explanation • teacher observation • peer assessment • education visit • research • demonstration • group work • enquiry • interviews	• map of Malawi • checklist • pictures/raised pictures • Braille materials • stylus • sign language interpreter • learners • chart papers • pental markers • magazines/ newspapers • taylor frame

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of children's rights and responsibilities	1 **explain** rights and freedoms of children 2 **describe** children's rights and responsibilities 3 **describe** forms of violations and abuse of children's rights 4 **identify** institutions that protect children's rights	**Children's rights**	• brainstorming the meanings of human rights and freedoms • discussing children rights and freedoms • brainstorming children's responsibilities • matching children's rights and responsibilities • brainstorming examples of violations and abuses of children's rights • discussing examples of violations and abuses of children's rights • brainstorming institutions that protect children's rights • discussing the importance of the institutions that protect children's rights	• brainstorming • discussion • question and answer • explanation • teacher observation • peer assessment • education visit • research • demonstration • group work • enquiry • interviews	• constitution • newspaper articles • pictures • raised pictures

Core element : People and Environment
Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of social services	The learners must be able to 1 **identify** social services in Malawi 2 **explain** the importance of social services	**Social services**	• identifying social services in Malawi • discussing social services in Malawi • identifying social institutions in Malawi • matching social services with their institutions • discussing the importance of social services • discussing the responsibilities of individuals in relation to social services	• discussion • explanation • question and answer • teacher observation • peer assessment • demonstration • group work • research • case studies • future's wheel • clarification	• map of Malawi • checklist • pictures/raised pictures • Braille materials • stylus • sign language interpreter • learners • charts papers • pental markers • magazines/ newspapers • raised maps • films • resource person • taylor frame

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrating an understanding of safety on the road	1 **describe** road signs and signals 2 **explain** importance of road signs and signals 3 **identify** organizations which deal with road safety in Malawi	**Road safety**	• identifying road signs and signals • discussing road signs and signals • drawing road signs • demonstrating use of road signals • discussing the importance of road signs and signals • discussing ways of protecting road signs and signals • naming organizations which deal with road safety in Malawi • discussing functions of organizations which deal with road safety	• task analysis • role play • songs • excursion • discussion • explanation • group work • teacher observation • peer observation • research	• sign language interpreter • highway code • environment • newspapers and magazines • learners • bicycles/motor vehicles

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding mining and manufacturing activities in Malawi	The learners must be able to 1 **explain** the uses of the minerals mined in Malawi 2 **identify** some manufacturing industries	**Mining and manufacturing in Malawi**	• identifying things made from minerals • drawing a map of Malawi showing coal mining centres • discussing uses of minerals mined in Malawi • brainstorming manufacturing industries • discussing what manufacturing industries make	• task analysis • role play • songs • excursion • discussion • explanation • group work • teacher observation • peer observation • research	• things made from minerals • clothes • manufactured food • environment • pictures of vans • map of Malawi • pictures of people working in industry

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **describe** factors for the growth of manufacturing industries 4 **explain** the importance of manufacturing industries		• finding out from the community the factors that influence the manufacturing industries • discussing the factors that influence the manufacturing industry • brainstorming the importance of manufacturing industries • discussing the importance of manufacturing industries	• task analysis • role play • songs • excursion • discussion • explanation • group work • teacher observation • peer observation • research	• things made from minerals • clothes • manufactured food • environment • pictures of vans • map of Malawi • pictures of people working in industry

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of tourism in Malawi	1 **locate** tourist centres in Malawi 2 **explain** importance of tourism to Malawi 3 **describe** problems that affect tourism in Malawi	**Tourism in Malawi**	• brainstorming tourist centres • locating tourist centres on a map of Malawi • brainstorming importance tourism to Malawi • discussing the importance of tourism to Malawi • identifying problems that affect tourism in Malawi • suggesting ways of improving the identified problems	• task analysis • role play • songs • excursion • discussion • explanation • group work • teacher observation • peer observation • research	• map of Malawi • carvings • pictures of some interesting places • pictures of people working in a hotel • pictures of people driving vehicles

Core element : Interdependence between Malawi and the World
Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	**Success criteria**	**Theme/ Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are be able to: • demonstrate an understanding of types of transport and communication in Malawi	The learners must be able to: 1 **identify** major types of transport and communication in Malawi	**Transport and communication**	• eliciting major types of transport and communication in Malawi • locating major types of transport and communication in Malawi • discussing major types of transport and communication in Malawi	• field trips • brainstorming • discussion • question and answer • explanation • teacher observation • peer observation • map drawing • group work • research	• newspaper • posters • map • raised map • resource person • local environment • pictures • cellphones • drums • flags • whistle

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the importance of transport and communication in Malawi 3 **examine** problems of transport and communication in Malawi		• visiting a transport and /or communication facility in the locality • examining pictures showing types of transport and communication in Malawi • discussing the importance of transport and communication in Malawi • finding out from the community and other sources problems of transport and communication • brainstorming problems of transport and communication in Malawi	• field trips • brainstorming • discussion • question and answer • explanation • teacher observation • peer observation • map drawing • group work • research	• newspaper • posters • map • raised map • resource person • local environment • pictures • cellphones • drums • flags • whistle

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			• discussing problems of transport and communication in Malawi • suggesting ways of solving problems of transport and communication in Malawi	• field trips • brainstorming • discussion • question and answer • explanation • teacher observation • peer observation • map drawing • group work • research	• newspaper • posters • map • raised map • resource person • local environment • pictures • cellphones • drums • flags • whistle

References

Centre for Advice, Research and Education (CARER) *Human Rights in the constitution of Malawi: the bill of rights*. CARER (2001). Limbe

Chilambo, MN (1986). *Primary geography teachers' guide, book 5*. Dzuka: Blantyre

Crowder, Metal (1977). *A junior history for Africa: Ancient times*. London: Longman

Dzuka (1981). *Civics for Malawi Schools*. Dzuka: Blantyre

Harper, Collins (1993). *Collins English Dictionary Thesaurus*. Major Edition. Glasgow. Collins Harper

Jack, E (1981). *Africa: an early history*. Harrap: London

Mac Quoid-Masm, Detal (1994). *Human Rights for all: education towards a democratic culture*. Juta and Co Ltd: Duban:

Macmillan Malawi (2001). *Senior Secondary atlas*. Blantyre: Macmillan Publishers Ltd

Malawi Institute of Education (1991). *Malawi Primary School teaching syllabus: Social Studies 1-8*. MIE: Domasi

Malawi Institute of Education (1994) *General studies teachers' guides and pupils' books for standards 1-4*. Malawi Institute of Education: Domasi

Malawi Institute of Education (1996). *Social Studies teachers' guides and pupils books for standards 5-8*. Malawi Institute of Education: Domasi

Malawi Institute of Education (1998). *A source book for Population Education in Malawi*. Malawi Institute of Education: Domasi

Malawi Institute of Education (1998). *Students' handbook for Population Education in Malawi*. Malawi Institute of Education: Domasi

Malawi Institute of Education, (1991). *Primary school teaching syllabus: Religious Education 1-8*, MIE: Domasi

Malawi Institute of Education. *Civics for standard 5*. Malawi Institute of Education: Domasi

Malawi Institute of Education/ DTED (1998) *Student Teacher's Handbooks 1 – 5*, MIE: Domasi

Michie, WA and Kadzombe, EP (1981). *The lands and peoples of central Africa*. Dzuka: Blantyre

Ministry of Education (2003). *Social Studies primary School teaching for syllabus standards 5-8*. Malawi Institute of Education: Domasi

Public Affairs Committee (2001). *The constitution of the republic of Malawi*. Public Affairs Committee: Lilongwe

Skillington, K (1995). *History of Africa*. Macmillan: London

Young, Antony and Doreen (1997). *A geography of Malawi, 3rd edition*. Evans Brothers Limited: Londo

Syllabus for
Science and technology

Standard 6

Rationale

This subject contributes to the intellectual and practical development of the learners to enable them to manage the changes that modern Science and technology, and indigenous knowledge bring to all sectors of the economy. Learners will achieve this through accessing and applying the modern Science and technology, and indigenous knowledge in their everyday life.

Science and technology enables learners, through investigation and inquiry, understand the basic knowledge and skills of Science and technology through practice so as to integrate their use in their daily lives both at home and school.

Learners will use the acquired knowledge and skills of Science and technology to investigate and understand the relationships between health and nutrition, production and marketing processes to improve the quality of life for themselves and others.

Core elements and their outcomes

a Basic scientific knowledge, skills and attitudes

The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

b Scientific investigation for application

The learner will be able to investigate relationships, identify and solve practical problems in science and technology.

c Knowledge for development

The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as to make improvements in the quality of life and develop a respect for vocational work.

d Nutrition and health

The learner will be able to demonstrate an understanding of the interrelationship between agriculture in homes, communities and the world.

e Marketing

The learner will be able to apply scientific and technological understanding of production, use and marketing processes in agriculture and other economic activities in order to increase local productivity and contribute to the market economy of the country.

f Managing change

The learner will be able to understand, innovate and manage scientific and technological changes in all contexts with particular reference to agriculture in Malawi.

Term 1

Core element : Basic scientific knowledge, skills and attitudes

Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and create a base for further learning.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of how the human skeleton and muscles function	Learners must be able to: 1 **identify** parts of the human skeleton, muscles and joints 2 **explain** functions of the human skeleton, muscles and bones	**Human skeleton and muscles**	• identifying parts of the human skeleton, muscles and joints • drawing and labelling the human skeleton • discussing types of joints such as: - hinge - ball and socket • feeling muscles, bones and joints • discussing the functions of the human skeleton, muscles and joints	• individual work • question and answer • pair work • observation • group work • written exercises • oral questions • self assessment • peer assessment • oral and written reports	• TALULAR • models • learners • pictures • charts/raised charts • glue • sugar • seeds • sand/sawdust • maize husks • rubric • observation checklist • posters/raised posters

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of movement in human beings	1 **describe** how muscles, joints and bones enable movement in human beings	**Movement in human beings**	• discussing how muscles, bones and joints enable movement in human beings • observing how muscles, joints and bones enable movement • drawing and labelling muscles, joints and bones of the arms/legs, stretched or bent	• individual work • question and answer • pair work • observation • group work • written exercises • oral questions • self assessment • peer assessment • oral and written reports	• TALULAR • models • learners • pictures • charts/raised charts • glue • sugar • seeds • sand/sawdust • maize husks • rubric • observation checklist • posters/raised posters

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of the human sense organs	1 **describe** the human sense organs 2 **explain** the functions of the human sense organs 3 **care** for the sense organs	**Sense organs**	• identifying the sense organs • discussing the external structure of the eye, ear, tongue, skin and the nose • drawing and labelling the external parts of the sense organs • identifying functions of the parts of the sense organs • discussing the functions of the parts of the sense organs • discussing problems of the sense organs • demonstrating how to care for the sense organs • practising how to care for the sense organs	• discussion • demonstration • practical work • self assessment • peer assessment • group work • games • teacher observation • oral and written questions • oral and written reports	• TALULAR • samples of sense organs of animals • charts • worksheet • learners • models of sense organs • songs • charts showing the sense organs • worksheets • observation checklist

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• apply knowledge of safety and first aid in a variety of contexts	1 **explain** common accidents 2 **demonstrate** skills in first aid	**Common accidents**	• identifying common accidents in the home and community • discussing the causes of common accidents in the home and community, eg: - sharp objects - fire - hot water - poisonous substances • discussing the effects of accidents such as fractures, poisoning, nose bleeding and cuts • practising how to prevent some of the accidents • discussing the importance of first aid • discussing the procedures for carrying first aid • demonstrating first aid for some of the common accidents	• games • question and answer • self assessment • peer assessment • role play • demonstration • practical • teacher observation • discussion • pair work • oral and written questions • oral and written reports	• bandage • soap • methylated sprits • iodine • water • observation checklist • rubric • first aid kit • TALULAR • learners' experiences

Core element : Scientific investigation for application
Primary outcome: The learner will be able to investigate relationship, identify and solve practical problems in science and technology.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • conduct scientific investigations	Learners must be able to: 1 **plan** scientific investigations 2 **conduct** scientific investigations	**Scientific investigations**	• planning scientific investigations • suggesting materials for carrying out the investigations • conducting the planned scientific investigations • interpreting their findings • reporting and explaining their experiences by - describing their findings, highlighting interesting details	• oral questions • discussion • group work • group assessment • demonstration • experimentation • peer assessment • teacher observation • written questions • self assessment • oral and written reports • project • research	• appropriate materials • TALULAR • observation checklist • rubric • resource persons • local environment • learners' experiences • questionnaire • interview schedule

Core element : Nutrition and health

Primary outcome: The learner will be able to demonstrate an understanding of the relationship between nutrition and health in homes and communities.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of nutritional deficiency diseases	Learners must be able to: 1 **identify** causes, signs and symptoms of kwashiorkor and marasmus	**Nutritional deficiency diseases**	• discussing the causes of the following nutritional deficiency diseases - kwashiorkor - marasmus • discussing signs and symptoms of kwashiorkor and marasmus • visiting a nearby malnutrition rehabilitation centre to see children suffering from kwashiorkor and marasmus	• question and answer • written questions • group discussions • teacher observation • panel discussion • peer assessment • brainstorming • field visits • oral questions • self assessment • discussion • oral and written reports	• learners' experiences • posters/ raised posters • resource persons • charts/raised charts • pictures • local environment • observation checklist • TALULAR • rubric

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** preventive measures and treatment for kwashiorkor and marasmus	**Nutritional deficiency diseases**	• discussing the preventive measures and treatment of kwashiorkor and marasmus • discussing the effects of kwashiorkor and marasmus	• brainstorming • discussion • question and answer • teacher observation • field visits • self assessment • peer assessment • oral and written questions • investigation • oral and written reports • research	• charts/raised charts • pictures • local environment • learners' experiences • resource persons • posters/ raised posters • observation checklist • rubric • TALULAR • questionnaire • interview schedule

Core element : Knowledge for development

Primary outcome: The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of basic principles applied in indigenous and modern food preservation	Learners must be able to: 1 **explain** reasons why people preserve food 2 **explain** how different types of foods are preserved	**Food preservation**	• discussing the meaning of the term 'food preservation' • listing foodstuffs which are usually preserved • discussing reasons for preserving foods • discussing types of food preservation technologies such as: - indigenous - modern • discussing advantages and disadvantages of each of the technologies	• brainstorming • question and answer • field visits • group discussion • projects • peer assessment • self assessment • oral and written questions • teacher observation • oral and written reports	• foodstuffs • food preservatives • ovens/open fire • wire mesh • TALULAR • rubric • observation checklist • learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
		Food preservation	• practising how to preserve foods using various indigenous technologies, eg: - sun drying - smoking - salting • suggesting ways of improving each preservation method	• brainstorming • question and answer • field visits • group discussion • peer assessment • teacher observation • project • practical work • demonstration • discussion • oral and written questions • self assessment • oral and written reports	• foodstuffs • food preservatives • ovens • wire mesh • local environment • resource persons • observation checklist • clay • fibres • leaves • learners' experiences • rubric • TALULAR

Core element : Marketing

Primary outcome: The learner will be able to apply scientific and technological knowledge in production and marketing processes in order to increase local productivity and contribute to the market economy of the country.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • apply scientific and technological knowledge in the local production of materials for marketing	Learners must be able to: 1 **describe** the processes of making selected materials	**Material production**	• describing the scientific and technological processes in the making of: - soap - shoe polish - crayons - cleaning powder - floor polish - domestic vessels • discussing processes involved in producing the different materials	• question and answer • investigation • peer assessment • group assessment • discussion • teacher observation • field visits • self assessment • research • oral and written questions • oral and written reports	• interview schedules • water • tins • salt • animal fat • soap • baskets • mortar and pestle • winnowers • resource persons • TALULAR • observation checklist • learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **use** scientific and technological knowledge to make different materials	**Material production**	• identifying raw materials for making the following materials: - shoe polish - soap - crayons - cleaning powder - domestic vessels - floor polish • practising how to make the following materials: - shoe polish - soap - crayons - cleaning powder - domestic vessels - floor polish		• tumblers • basin • stirring rod • candle wax • paraffin • reeds • dyes • charcoal • sieves • bricks • newspapers • waste paper • pieces of cloth • deckle

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 market the materials produced	**Material production**	• discussing how to market the materials: - packaging - labelling - advertising - costing • discussing the marketing processes • marketing the materials produced	• discussion • question and answer • peer assessment • self assessment • teacher observation • research • written and oral reports	• interview schedules • learners' experiences • local environment • resource persons • observation checklist • TALULAR • questionnaires

Core element : Managing change
Primary outcome: The learner will be able to understand, innovate and manage scientific and technological changes in daily life with particular reference to the homes and communities in Malawi.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of information and communication technologies	Learners must be able to: 1 **identify** information and communication technologies	**Information and communication technologies**	• brainstorming the meaning of the term 'information and communication technology' • listing information and communication technologies in the communities • discussing the importance of the technologies • discussing how the technologies work • constructing a string telephone	• question and answer • oral questions • demonstration • discussion • group/pair work • observation • peer assessment • self assessment • written questions • oral and written reports	• road signs • flags • empty bottles • drums • whistles • bricks • leaves • observation checklist • string telephone • rubric • TALULAR • resource persons • learners' experiences • strings • tins

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the advantages and disadvantages of information and communication technologies		• discussing the advantages of using information and communication technologies • discussing the disadvantages of using information and communication technologies • discussing the effects of information and communication technologies on human beings and the environment	• question and answer • oral questions • demonstration • discussion • group/pair work • observation • peer assessment • self assessment • written questions • self assessment • oral and written reports	• road signs • flags • empty bottles • drums • whistles • bricks • leaves • observation checklist • string telephone • rubric • TALULAR • resource persons • learners' experiences

Term 2
Core element : Basic scientific knowledge, skills and attitudes
Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and create a base for further learning.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the structure of plants	Learners must be able to: 1 **explain** the external parts of plants	**External parts of plants**	• collecting plant specimens • identifying external parts of a plant: - leaves - stems - roots - flowers • comparing external parts of different plants • drawing and labelling external parts of a plant such as flowers, leaves, etc • discussing functions of external parts of plants	• discussion • demonstration • practical work • peer assessment • question and answer • group work • field visit • drawing • oral and written questions • teacher observation • self assessment • brainstorming • oral and written reports	• potted plants • soil • learners • leaves • carrots • cassava • fruits • observation checklist • charts • local environment • knives • TALULAR • rubric • raised charts • posters • raised posters

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of the sources and uses of energy	1 **identify** the sources of light 2 **describe** uses of light energy 3 **identify** the sources of heat energy 4 **describe** uses of light energy	**Sources and uses of light energy** **Sources and uses of heat energy**	• listing the sources of light energy • classifying the sources of light energy • discussing the uses of light energy • discussing the negative effects of light energy • identifying the sources of heat energy • classifying the sources of heat energy • discussing the uses of heat energy • discussing the negative effects of heat energy	• group discussion • investigation • self assessment • experimentation • peer assessment • oral and written questions • teacher observation • practical work • research • oral and written reports	• models • drawings • mirrors • candles • torches • firewood • charcoal • bulbs • cell • batteries • wire • rubric • observation checklist • TALULAR • sources of heat • sources of light • learners' experiences • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 **identify** sources of sound energy 6 **describe** the uses of sound energy	**Sources and uses of sound energy**	• listing the sources of sound energy • comparing sources of sound energy • classifying different sounds • discussing uses of sounds, eg: - communication - music - determination of distance • discussing the negative effects of sound enery	• group discussion • investigation • demonstration • discussion • inquiry • problem-solving • question and answer • peer assessment • projects • self assessment • teacher observation • research • experimentation • oral and written questions • oral and written reports	• empty tins • bull roarers • strings • drums • whistles • guitars • radios • bells • learners • observation checklist • TALULAR • rubric • resource persons • materials for making musical instruments • local environment • learners' experiences • questionnaires

Core element : Nutrition and health
Primary outcome: The learner will be able to demonstrate an understanding of the relationship between nutrition and health in homes and communities.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of different methods of cooking food	Learners must be able to: 1 **describe** boiling and steaming methods of cooking 2 **cook** food using the boiling method	**Methods of cooking**	• discussing the meaning of the terms 'boiling' and 'steaming' as methods of cooking food • discussing reasons for cooking food • identifying suitable foods for the boiling method • discussing rules for boiling food • discussing advantages and disadvantages of the boiling method • observing a demonstration on the boiling method of cooking	• brainstorming • group work • demonstration • practical • teacher observation • peer assessment • experimentation • investigation • research • discussion • project • self assessment • oral and written questions • oral and written reports	• cooking utensils • foodstuffs • ingredients • tea towels • dish cloths • cleaning materials • observation checklist • clean water • learners' experiences • TALULAR • rubric • resource persons • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **cook** food using steaming method	**Methods of cooking**	• practising boiling food • displaying and evaluating the boiled food • identifying suitable foods for steaming • discussing rules for steaming food • discussing advantages and disadvantages of steaming food • observing a demonstration on steaming food • practising how to steam food • displaying and evaluating the cooked food	• brainstorming • group work • demonstration • practical work • teacher observation • peer assessment • research • investigation • self assessment • discussion • project • oral and written reports • oral and written questions	• cooking utensils • foodstuffs • ingredients • tea towels • dish cloths • cleaning materials • observation checklist • water • learners' experiences • TALULAR • rubric • resource persons • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of kitchen hygiene and safety	1 **describe** kitchen hygiene and safety 2 **practise** kitchen hygiene and safety	**Kitchen hygiene and safety**	• discussing the importance of kitchen hygiene • discussing hygiene rules to be followed in the kitchen • discussing safety in the kitchen • discussing daily, weekly and occasional care of the kitchen • practising daily, weekly and occasional care of the kitchen • practising safety in the kitchen	• brainstorming • group work • demonstration • practical work • teacher observation • peer assessment • research • investigation • self assessment • discussion • project • oral and written reports • oral and written questions	• cooking utensils • foodstuffs • ingredients • tea towels • dish cloths • cleaning materials • observation checklist • clean water • learners' experiences • TALULAR • rubric • resource persons • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• develop an understanding of proper meal planning and preparation	1 **state** factors to consider when planning meals for the family	**Meal planning and presentation**	• discussing the factors to consider when planning meals, eg: - number of people - nature of work - age - psychological/ emotional state - health status - nutritional value - balance • discuss the importance of meal planning	• brainstorming • discussion • peer assessment • question and answer • written exercises • teacher observation • practical work • oral questions • self assessment • project • investigation • research • oral and written reports • demonstration	• learners' experiences • pictures of different foods • observation checklist • posters • raised posters • raised pictures of different foods • mops • clean water • tea towels • TALULAR • rubric • raised posters • charts /raised charts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **prepare** simple nutritious meals		• discussing the main meals in a day • planning nutritious meals • observing a demonstration on preparing nutritious meals • preparing and cooking nutritious meals • serving meals attractively and hygienically • displaying and evaluating the meals	• brainstorming • group work • demonstration • practical work • teacher observation • peer assessment • project • investigation • oral and written questions • oral and written reports • self assessment • research • discussion	• cooking utensils • foodstuffs • ingredients • tea towels • dish cloths • cleaning materials • observation checklist • clean water • learners' experiences • TALULAR • rubric • questionnaires • interview schedules

Core element : Knowledge for development
Primary outcome: The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • apply scientific technological skills and attitudes to innovate and develop new technologies	Learners must be able to: 1 **identify** some simple machines 2 **describe** how simple machines work	**Machines**	• discussing the meaning of 'machine' • identifying simple machines used in the home and school • discussing uses of simple machines found in the home and school, such as: - levers - inclined planes - motors - pulleys - rollers - wedges • discussing how simple machines work • using simple machines	• brainstorming • question and answer • practical work • oral and written questions • peer assessment • discussion • reports • teacher observation • inquiry • project • educational visits • self assessment • research	• TALULAR • observation checklist • crow bars • resource persons • wires • bicycle pumps • football bladders • questionnaires • pairs of scissors • hoes • openers • learners' experiences • pairs of pliers • rubric • nails

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **construct** simple machines	**Machines**	• discussing the importance of machines • designing and making simple machines • discussing strengths and weaknesses of the machines that have been made • improving the simple machines • displaying the improved machines in class	• brainstorming • question and answer • excursion • group work • peer assessment • discussion • group assessment • teacher observation • inquiry • project • research • investigation • experimentation • self assessment • oral and written questions • oral and written reports • educational visits • practical work	• simple machines, eg: - knives - wedges - nail cutters • resource persons • learners' experiences • observation checklist • portfolios • TALULAR • rubric • local environment • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of how to clean different rooms in a home and its surroundings	1 **care** of the sitting and dining rooms	**Care of different rooms in a home and its surroundings**	• identifying different types of rooms in a home • discussing reasons for caring for the different rooms in a home • discussing scientific and technological materials for cleaning the rooms: - brooms - disinfectants - detergents - mops • demonstrating how to clean the sitting rooms and dining rooms: - daily - weekly - occasionally • practising how to clean the rooms	• discussion • practical work • demonstration • teacher observation • question and answer • investigation • research • project • experimentation • oral and written reports • oral and written questions • self assessment • peer assessment • educational visits	• brooms • rubbish pits • hoes • charts/ pictures • cleaning equipment • raised pictures • clean water • mops • polish • flowers • vases • TALULAR • raised charts • rubric • learners' experiences • observation checklist • local environment • resource persons • questionnaires

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **clean** the home surroundings		• discussing reasons for cleaning home surroundings • identifying different types of refuse in the home • practising cleaning home surroundings and disposing of household refuse	• discussion • practical work • question and answer • teacher observation • peer assessment • investigation • oral and written questions • oral and written reports • self assessment	• learners' experiences • pictures • charts/raised charts • rubbish pits • dust bins • brooms • hoes • rooms • flowers • vases • polish • rakes • shovels • wheel burrows • wastebaskets • TALULAR

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
• demonstrate an understanding of laundering different garments and articles	1 **identify** laundry materials and equipment 2 **launder** table linen	**Laundry**	• discussing the meaning of the term 'laundry' • identifying laundry materials and equipment • discussing the laundry processes • demonstrating how to launder table linen • practising how to launder table linen	• discussion • practical work • question and answer • teacher observation • peer assessment • demonstration • investigation • research • project • oral and written reports • self assessment • educational visits • oral and written questions	• pictures • charts • table linen • cleaning materials • raised pictures • garments • water • TALULAR • learners' experiences • rubric • questionnaires • observation checklist • resource persons • interview schedules

Term 3
Core element : Basic scientific knowledge, skills and attitudes
Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and create a base for further learning.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • develop an understanding of the states of matter	Learners must be able to: 1 **identifying** the states of matter 2 **describe** the changes of the states of matter	**States of matter**	• observing various substances to identify solids, liquids and gases • classifying substances into solids, liquids and gases • discussing the properties of solids liquids and gases • discussing the changes of the states of matter • discussing the application of the changes of the states of matter	• group discussion • investigation • practical work • demonstration • peer assessment • teacher observation • inquiry • project • field visits • experimentation • oral and written questions • oral and written reports • research • self assessment	• learners' experiences • worksheets • candles • clean water • balloons • sources of heat • containers with lids • animal fat • soap • bicycle pumps • football bladders • margarine • pairs of scissors • hoes • observation checklist • TALULAR

Core element : Nutrition and health
Primary outcome: The learner will be able to demonstrate an understanding of the relationship between nutrition and health in homes and communities.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of packed meals	Learners must be able to: 1 **plan** and **prepare** nutritious packed meals for school children	**Packed meals**	• discussing reasons for preparing packed meals • discussing reasons for preparing packed meals • discussing factors to consider when planning packed meals, eg: - method of cooking - nutritive value - nature of work • identifying suitable materials for packing meals • planning and preparing nutritious packed meals for children • practising how to pack meals attractively and hygienically	• brainstorming • group work • demonstration • practical work • teacher observation • peer assessment • self assessment • project • investigation • research • oral and written questions • oral and written reports	• cooking utensils • foodstuffs • ingredients • tea towels • dish cloths • cleaning materials • observation checklist • clean water • learners' experiences • TALULAR • rubric • questionnaires • interview schedules • local environment

Core element : Knowledge for development
Primary outcome: The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.

Assessment standards	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: • demonstrate an understanding of how to improve the home and its surroundings	Learners must be able to: 1 **improve** the home	**Improving the home and its surroundings**	• suggesting innovations to improve the home and its surroundings, eg: - soft furnishing such as cushions - planting flowers • constructing some innovations to improve the traditional home and its surroundings, eg: - mud stove - sun table (*thandala*) - soak pit • displaying some of the innovations that have been made	• discussion • practical work • question and answer • teacher observation • peer assessment • written exercises • project • oral and written questions • self assessment • oral and written reports • investigation • research	• pictures • charts/raised charts • rubbish pits • brooms • hoes • mops • flowers • vases • polish • table linen • TALULAR • local environment • rubric • observation checklist • questionnaires • learners' experiences

Core element : Managing change
Primary outcome: The learner will be able to understand, innovate and manage scientific and technological change in daily life with particular reference to the homes and communities in Malawi.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of the need to manage and use information and communication technologies	Learners must be able to: 1 **identifying** ways of managing information and communication technologies	**Managing information and communication technologies**	• discussing the problems of information and communication in the communities • discussing the problems of information and communication technologies • suggesting possible solutions to the problems • suggesting ways of managing information and communication technologies	• discussion • question and answer • demonstration • peer assessment • group work • teacher observation • oral and written questions • oral and written reports • investigation • research • self assessment • project • educational visits	• local environment • worksheets • weather stations • resource persons • rubric • charts/raised charts • models of systems of communication • TALULAR • pictures • learners' experiences • questionnaires • interview schedules

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **develop** simple information and communication technologies		• identifying information and communication technologies used in the communities • finding out ways of improving the technologies • developing simple information and communication technologies such as: - string telephone - radio	• discussion • question and answer • demonstration • peer assessment • experimentation • teacher observation • written quiz • project • debate • practical work • case studies • oral questions • self assessment • oral and written reports • investigation • research	• local environment • learners' experiences • TALULAR • chart paper • pictures • rubric • observation checklist • wires • cells • batteries • bulbs • posters/raised posters • rubric • questionnaires • interview schedules

References

Berluti, A (1980). *Beginning science: a course for primary schools in Kenya, Standard 6*. Kenya: Macmillan

Berluti, A (1981). *Beginning science: a course for primary schools in Kenya, Standard 7.* Kenya: Macmillan

Berluti, A (1982). *Beginning science: a course for primary schools in Kenya, Standard 5*, Kenya: Macmillan

Chamberlain, VM et al (1981). *Creative home economics instruction*. McGraw Co. Ltd

Fisher, HS (1983). *Jam jar science book 1.* London: Blond Educational

Fisher, HS (1985). *Jam jar science book 2*. London: Blond Educational

Fisher, HS (1998). *Jam jar science book 3.* London: Blond Educational

Kennedy, J (1997). *Primary science, knowledge and understanding*. London and New York: Routledge

MOE (1986). *Primary agriculture pupils' book for standard 8*. Domasi: MIE

MOE (1991). *Malawi primary school teaching syllabus: needlecraft and home economics, Standards 3 – 8*. Domasi: MIE

MOE (1997). *Agriculture teachers' guide for Standard 5.* Domasi: MIE

MOE (1997). *Agriculture teachers' guide for Standard 6.* Domasi: MIE

MOE (1997). *Agriculture teachers' guide for Standard 7.* Domasi: MIE

MOE (1997). *Agriculture teachers' guide for Standard 8.* Domasi: MIE

MOE (1998). *Home economics teachers' guide for Standard 6.* Domasi: MIE

MOE (1997). *Home economics teachers' guide for Standard 8*. Domasi: MIE

MOE (1998). *Home economics teachers' guide for Standard 7*. Domasi: MIE

MOA (1994). *Guide to agricultural production in Malawi 1994 -1996*. Lilongwe: Agricultural Communication Branch

MOE (1991). *Malawi primary school teaching syllabus for agriculture: Standards 5 – 8*. Domasi: MIE

MOE (1991). *Primary school syllabus: general studies, Standards 1 – 4*. Domasi: MIE

Syllabus for Agriculture

Standard 6

Rationale

Agriculture contributes more than 60% of Malawi's economy. Over 80% of the population are fully involved in farming to earn a living. Agriculture as a subject in primary schools is a prerequisite for both individual and national development and contributes to the physical and intellectual development of the learner. Since primary education is terminal to the majority of the learners, it is important to equip them with relevant knowledge, appropriate skills and positive values to enable them function as responsible and productive adults in the society.

Learners will apply the acquired knowledge and skills for environmental conservation, sustainable crop and animal production and efficient marketing of the products to maximize profits.

The curriculum also caters for the academic needs of those learners who proceed to secondary education.

Core elements and their outcomes

a **Farm business and marketing**

The learner will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises.

b **Agricultural Environment and Soil Science**

The learner will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainability.

c **Farm tools, machinery and technology**

The learner will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity.

d **Crop production**

The learner will be able to grow selected field corps, vegetables and flowers profitably.

e **Livestock production**

The learner will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

f **Agroforestry**

The learner will be able to incorporate agro forestry concepts and skills to improve crop and livestock production for environmental sustainability.

Term 1
Core element : Farm business and marketing
Primary outcome: The learners will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of farm records	Learners must be able to: 1 **explain** the meaning of the term farm records	**Meaning of the term farm records**	· brainstorming the meaning of the term farm records · discussing the meaning of the term farm records · visiting a nearby farm to observe farm records · recording the observations · reporting the findings	· brainstorming · discussion · visits/field trips · practical work · recording · reporting	· learners' experiences · charts · local environment · interview schedules · existing records
	2 explain the importance of keeping records	Importance of keeping records	· brainstorming the importance of keeping records · discussing the importance of keeping records		

Core element : Agricultural environment and soil science

Primary outcome: The learner will be able to demonstrate an awareness of the environmental elements which influence agricultural production with emphasis on soil and water, and manage and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of the importance of water to crops and livestock	The learners must be able to: 1 **identify** the sources of water	**Sources of water**	· identifying sources of water · visiting a nearby neighbourhood to observe sources of water · recording the observations · reporting the findings · composing/singing songs on sources of water	· brainstorming · excursion · discussion · visiting · recording · reporting	· local environment · learners' experiences · boreholes · rivers · wells · checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the importance of water to crops	**Importance of water to crops**	· visiting a local environment to observe how water is used for crop production · recording the observations · discussing the findings on the importance of water to crops · singing a song on the importance of water	· visiting/ excursion · recording · discussion · singing · group work · teacher observation · written tests/ exercises · question and answer	· learners' experiences · local environment · checklists · songs
	3 **explain** the importance of water to livestock 4 **explain** ways of improving water availability and quality	**Importance of water to livestock** **Improving water availability and quality**	· discussing how water is used for livestock production in their community · suggesting ways of improving water quality and availability in livestock production	· question and answer · teacher observation · written tests/ exercises · group work · self assessment · peer assessment	· local environment · pupils' experiences · checklists · wells · boreholes · rivers

Core element : Farm tools, machinery and technology

Primary outcome: The learners will be able to use and maintain farm implements and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of use, safety and maintenance of simple farm implements	Learners must be able to: 1 **identify** farm implements 2 **explain** uses of farm implements	**Farm implements**	· listing various farm implements · discussing parts of farm implements · drawing farm implements and labelling their parts · discussing uses of farm implements · practising proper use of farm implements, eg: - maize sheller - wheelbarrow - treadle pump - motorized water pumps - wind mill	· discussion · demonstration · practical work · drawing · task analysis · question and answer · written exercises · peer assessment · individual assessment	· various farm implements, eg hoes, axes, pangas · learners' experience · mouth/head sticks · charts of farm implements and machinery · checklists

Core element : Crop production
Primary outcome: Learners will be able to grow selected field crops, vegetables and flowers profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of the production of field crops	Learners must be able to: 1 **describe** farming calendar for groundnuts and cassava 2 **draw** a farming calendar for groundnuts and cassava	**Farming calendar**	· discussing the meaning of the term "farming calendar" · stating the importance of a farming calendar · drawing a generalised farming calendar for a selected crop · visiting a farmer to observe a general farming calendar · recording the observations · reporting the findings	· discussion · drawing · question and answer · oral questions · written exercises · task analysis · error analysis · practical work	· learners' experiences · local environment · drawings · farming calendars · pie charts · seeds

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **prepare** land for groundnuts and cassava production	**Land preparation**	· discussing reasons for early land preparation · listing the activities involved in land preparation · discussing the importance of each activity involved in land preparation · preparing land for crops to be grown	· discussion · question and answer · practical work · oral questions · peer assessment · teacher observation · written exercises	· local environment · learners' experiences · hoes · charts · seeds or planting materials
	4 **select** seed / planting material for groundnuts and cassava	**Seed selection**	· discussing factors to consider when selecting seed and other planting materials.		

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 **plant** groundnuts and cassava	**Planting groundnuts and cassava**	· selecting suitable seeds or planting materials to plant · discussing the best time, spacing, seed rate and depth for planting · discussing the importance of following recommended practices · planting the selected crop at the recommended time, spacing, seed rate and depth	· discussion · brainstorming · practical work · question and answer · peer assessment · teacher observation · written exercises	· local environment · learners' experiences · hoes · samples of seed or planting materials · checklist

Core element : Livestock production
Primary outcome : The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of poultry husbandry practices	Learners must be able to: 1 **identify** different types of poultry	**Types of poultry**	· brainstorming the meaning of the term poultry · discussing the meaning of the term poultry · brainstorming different types of poultry · discussing different types of poultry · drawing different types of poultry	· discussion · drawing · brainstorming · peer observation · teacher observation · peer assessment · teacher assessment	· farming community · poultry houses · pictures of poultry · drawings/raised diagrams · learners' experiences · poultry products

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **explain** the importance of poultry	**Importance of poultry**	· brainstorming the importance of poultry · discussing the importance of poultry in Malawi	· brainstorming · discussing · singing · poetry recitals · story telling · case study	· samples of poultry products · songs · poems · stories · resources persons
	3 **discuss** types of chickens based on use	**Types of chickens**	· brainstorming types of chickens based on use · discussing types of chickens based on use, eg: - layers - broilers	· brainstorming · discussion	· learners' experiences · poultry products

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 **describe** different systems of keeping chickens	**systems of keeping chickens**	· brainstorming systems of keeping chickens: - free range - semi intensive - intensive · discussing advantages and disadvantages of each system · drawing different houses for chickens	· group work · discussion · brainstorming · peer assessment · modelling	· raised pictures · poultry houses · farming community · charts of chicken houses · resource persons · materials for construction of chicken houses · models
	5 **construct** a chicken house	**Chicken house construction**	· constructing a chicken house · modelling houses for chicken	· practical work · modelling	· learners' experiences · poles · grass · models of chicken houses

Core element : Agroforestry

Primary outcome : The learner will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of tree management practices	Learners must be able to: 1 **establish** a tree nursery 2 **manage** a tree nursery	**Tree nursery establishment**	· brainstorming nursery establishment practices, · discussing nursery establishment practices, - seed selection - land preparation - sowing seeds · preparing a nursery for tree seedlings · practising nursery management practices - watering - weeding - controlling pests and diseases - hardening seedlings	· brainstorming · discussion · question and answer · demonstration · practical work · peer assessment · teacher observation · written tests	· local environment · hoes · woodlots · pictures showing nurseries · learners' experiences · checklists · rubrics

Term 2
Core element : Farm business and marketing
Primary outcome: The learner will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of physical farm records	Learners must be able to: 1 **describe** physical farm records	**Physical farm records**	· brainstorming physical farm records · discussing physical farm records · practising keeping physical farm records · interpreting physical farm records	· brainstorming · discussion · peer assessment · practical work · teacher observation · self assessment	· learners' experiences · physical farm records

Core element : Agricultural environment and soil science

Primary outcome: The learners will be able to demonstrate an awareness of the environmental elements which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of irrigation	Learners must be able to: 1 **explain** the importance of irrigation 2 **explain** methods of irrigation	**Irrigation**	· brainstorming the meaning of the term irrigation · discussing the importance of irrigation · suggesting ways of supplying water to crops in times of drought · visiting a nearby farm to observe different methods of irrigation · recording the observations · reporting the findings	· question and answer · teacher observation · written tests/ exercises · group work	· local environment · learners' experiences · checklists · wells · boreholes · rivers

Core element : Farm tools, machinery and technology

Primary outcome: The learner will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of safety, use and maintenance of farm tools	Learner must be able to: 1 **practise** safety measures to be followed when using farm implements	**Safety**	· brainstorming safety rules on the farm · discussing safety rules on the farm · visiting farmers to observe safety measures when using implements · practising safety measures on the farm	· peer assessment · oral questions · teacher observation · field trips · brainstorming · discussion · excursions · practical work · written exercises	· local environment · pupils' experiences · checklists

Core element : Crop production

Primary outcome: The learners will be able to grow selected field crops, vegetables and flowers profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of the production of field crops	The Learners must be able to: 1 **weed** a field of groundnuts and cassava 2 **explain** the effects of weeding groundnuts and cassava plots	**Weeding**	· discussing the recommended methods for weeding groundnuts and cassava plots · identifying weeds in the plots · weeding groundnuts and cassava plots · brainstorming the effects of weeding groundnuts and cassava fields · discussing the effects of weeding groundnuts and cassava fields · visiting weeded and unneeded plots · recording the observations · comparing the observations · reporting the findings	· discussion · practical work · teacher observation · oral questions · written exercises · task analysis · self assessment · peer assessment	· gardens · sticks · hoes · learners' experiences · hand forks

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
· demonstrate an understanding of disease and pest control in groundnuts and cassava fields	1 **identify** pest and diseases in groundnuts and cassava fields	**Pest and disease control**	· practising weeding a plot for food or cash crops · identifying groundnuts and cassava pests and diseases · discussing pests and diseases of groundnuts and cassava · discussing signs of groundnuts and cassava diseases and pests · discussing the effects of pests and diseases to plants	· brainstorming · discussion · visits · drawing · recording · question and answer · teacher observation · written exercises · oral questions · practical work	· learners' experiences · samples of pest and diseased crops · school gardens · pesticides · pictures · posters · raised diagrams · drawings

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **control** pests and diseases in groundnuts and cassava	**Disease and pest control in groundnuts and cassava**	· visiting a school garden to observe signs of diseases and pests and their effects · recording the observations · reporting the findings · collecting and preserving some pests and diseased plant parts · drawing some pests · discussing how to control pests and diseases · demonstrating how to control pests and diseases · practising pest and disease control in groundnuts or cassava	· brainstorming · discussion · visits · drawing · recording · question and answer · teacher observation · written exercises · oral questions · practical work · peer assessment	· learners' experiences · samples of pest and diseased crops · a school gardens · pesticides · pictures · posters · raised pictures · drawings

Core element : Livestock production
Primary outcome: The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of chicken management	Learners must be able to: 1 **identify** feeds for chickens	**Feeding chickens**	· brainstorming types of feeds for chickens · discussing types of feeds for chickens, - layers - broilers	· written tests exercise · observation · peer assessment	· samples of feeds · rubrics · water containers · feeders · checklist
	2 **feed** chickens		· brainstorming chicken feeding · discussing feeding chickens · demonstrating feeding chickens	· brainstorming · discussion · demonstration · teacher observation · peer assessment · self assessment	· learners' experiences · feeders · chicken feeds · water

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of poultry husbandry practices	Learners must be able to: 1 **select** chickens for breeding	**Breeding principles for chickens**	· discussing characteristics of a good hen and cock · selecting chickens for breeding · visiting a farm to observe good chickens for breeding · recording observations · reporting the findings · keeping poultry records	· discussion · demonstration · brainstorming · discussion · teacher observation · writing tests · role playing · peer assessment · self assessment	· chickens · pictures · models · charts · learners' experiences · chicken meat · eggs · manure · shopping corner · pace tags

Core element : Livestock production
Primary outcome: The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of poultry husbandry practices	Learners must be able to: 1 **describe** diseases and parasite of chickens	**Diseases and parasites of chickens**	· brainstorming diseases and parasites of chickens · discussing signs and symptoms of diseases and parasites of chickens	· brainstorming · discussion · question and answer · peer assessment · self assessment	· pictures of diseased chickens · diagrams · pictures · real parasites of chickens
	2 **control** diseases and parasites in chickens	**Diseases and parasite control**	· brainstorming control measures for the diseases · discussing ways of controlling the diseases - · visiting a chicken farm to see how parasites and diseases are controlled · recording the observations · reporting the findings	· question and answer · brainstorming · discussion · demonstration · field visits · peer assessment · teacher observation · self assessment	· a farming community · pictures of chickens · raised drawings · parasites · charts showing parasites · resource persons · drugs · chemicals for parasites

Core element : Agroforestry

Primary outcome : The learners will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of tree management practices	Learners must be able to: 1 **prepare** land for establishing a woodlot	**Land preparation for a woodlot**	· brainstorming what land preparation for a woodlot involves · discussing what land preparation for a woodlot involves: - clearing land - measuring and marking planting stations - digging planting holes - filling planting holes · demonstrating how to prepare land for establishing a woodlot · preparing land for establishing a woodlot	· brainstorming · discussion · demonstration · practical work · peer assessment · teacher observation · self assessment	· learners' experiences · local environment · farm tools · ropes · pegs · rulers · tapes

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **transplant** tree seedlings	**Transplanting tree seedlings**	· discussing the procedures for transplanting tree seedlings · demonstrating the procedures for transplanting tree seedlings · transplanting tree seedlings using the correct procedure	· discussion · demonstration · practical work · question and answer · peer assessment · teacher observation	· learners' experiences · tree seedlings · farm tools · rubrics
	3 **manage** a woodlot	**Woodlot management**	· discussing appropriate woodlot management, practices, - watering - weeding - fertilizer /manure application - pest and disease control	· discussion · demonstration · observation · teacher observation · peer assessment · self assessment	· learners' experiences · farm tools · woodlot · water · pesticides · fertilizer/manure

Term 3
Core element : Farm business and marketing
Primary outcome : The learners will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of farm financial records	Learners must be able to: 1 **keep** farm financial records	**Financial records**	· brainstorming financial records · discussing how to keep farm financial records · practising keeping farm financial records · calculating profit or loss · recording profit or loss	· brainstorming · discussion · practical work	· learners' experiences · charts · local environment · calculators

Core element : Agricultural environment and soil science

Primary outcome: Learners will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of soil composition and use	Learners must be able to: 1 **determine** the composition of soil	**Soil composition**	· brainstorming the meaning of the term soil · discussing the meaning of the term soil · discussing the composition of soil, - air - water - organic matter - inorganic matter	· brainstorming · discussion · teacher observation · question and answer · practical work · recording · experimentation · drawing	· soils · containers · clear bottles · local environment · checklists · rubrics · water · learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			· carrying out simple experiments to determine the presence of air, water, organic and inorganic matter · recording the observations · reporting the findings	· teacher observation · peer assessment · field visits · discussion · self assessment	
	2 **describe** the importance of soil	**Importance of soil**	· brainstorming the importance of soil · discussing the importance of soil · visiting agricultural plots to observe how useful soil is to plants · recording the observations · reporting the findings	· brainstorming · demonstration · question and answer · field trips · peer assessment · self assessment	· local environment · learners' experiences · soils

Core element : Farm tools, machinery and technology

Primary outcome: The learner will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of farm tool maintenance	Learners must be able to: 1 **maintain** farm implements	**Maintenance of farm implements**	· discussing how to care for farm implements · visiting farmers to observe how to use farm implements and machinery · recording the observations · reporting the findings · demonstrating how to care for farm implements · practising how to care for farm implements	· brainstorming · discussion · excursions · practical work · peer assessment · written exercises · self assessment · question and answer	· local environment · resource persons · pupils' experiences · farm implements · checklists

Core element : Crop production

Primary outcome: The learner will be able to grow selected field crops, vegetables and flowers profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of harvesting and storage practices for groundnuts and cassava	Learners must be able to: 1 **harvest** groundnuts and cassava	**Harvesting groundnuts and cassava**	· discussing signs of maturity for groundnuts and cassava · visiting a school garden to check signs of maturity for groundnuts and cassava · recording the observations · reporting the findings · discussing how to harvest groundnuts and cassava · demonstrating how to harvest groundnuts and cassava · harvesting groundnuts and cassava	· discussion · field visits · oral questions · teacher observation · written exercises · demonstration · recording · reporting · peer assessment · self assessment	· school garden · baskets · empty sacks · pangas · hoes · wheel barrows

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 **process** groundnuts and cassava	**Processing groundnuts and cassava**	· brainstorming activities done when processing groundnuts and cassava · discussing the activities done when processing groundnuts and cassava · demonstrating how to process groundnuts and cassava · processing groundnuts and cassava	· brainstorming · demonstration · practical work · question and answer · peer assessment · self assessment · teacher observation	· baskets · sacks · knives · maize shellers · water · mats · clay pots

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **store** groundnuts and cassava	**Storage of groundnuts and cassava**	· brainstorming necessary conditions for proper storage of groundnuts and cassava · discussing necessary conditions for proper storage of groundnuts and cassava · discussing names of storage facilities for groundnuts and cassava · visiting a community to observe how groundnuts and cassava are stored · recording the observations · reporting the findings · drawing storage facilities for groundnuts and cassava · constructing storage facilities for groundnuts and cassava · storing groundnuts or cassava	· brainstorming · discussion · visits · drawing · demonstration · practical work · teacher observation · written exercises · peer assessment	· resource persons · pangas · knives · bamboos · drawings · pictures · clay pots

Core element : Livestock production
Primary outcome: The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 **explain** marketing procedures for chicken products 4 **market** chickens and their products	**Marketing of chicken products**	· brainstorming how to market chicken products · discussing how to market chicken products · selling chicken products · calculating profit or loss · recording profit or loss	· brainstorming discussion · teacher observation · peer assessment · written test · self assessment	· learners' experiences · shopping corner · samples of chicken products · chickens · price tags · local environment

Core element : Agroforestry
Primary outcome: The learner will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of tree management practices	Learners must be able to: 4 **manage** a woodlot	**Woodlot management**	· discussing methods and importance of: - pruning trees - constructing a firebreak - harvesting trees · demonstrating appropriate woodlot management practices · carrying out appropriate woodlot management practices	· discussion · question and answer · demonstration · peer assessment · practical work · teacher observation · self assessment	· farm tools · pictures · woodlots · learners' experiences · rubrics

References

Ministry of Education (1986) *Primary Agriculture Pupils' Book for Standard 8.* MIE - Domasi

Ministry of Education (1991) Malawi Primary School Teaching Syllabus: *Needlecraft and Home Economics Standards 3 – 8.* MIE - Domasi

Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 5.* MIE Domasi.

Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 6.* MIE Domasi.

Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 7.* MIE Domasi.

Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 8.* MIE Domasi.

Ministry of Agriculture (1994) *Guide to Agricultural production in Malawi* 1994 - 1996, Agricultural Communication Branch - Lilongwe

Ministry of Education (1991) *Malawi Primary School Teaching Syllabus for Agriculture: Standards 5 – 8.* MIE – Domasi

Syllabus for
Bible knowledge

Standard 6

Rationale

The primary school Bible knowledge syllabus will offer an alternative to address the generic issues such as environmental degradation, moral decay, violence and juvenile delinquency, Sexuality transmitted infections (STIs), HIV/AIDS and drug and substance abuse. The syllabus therefore aims at focusing the teaching of Bible knowledge to address these generic issues besides giving historical facts, beliefs, doctrines and practices. It also encourages learner centred/participatory teaching methods.

Bible beliefs, skills and practices are used to assist the child live in harmony with the spiritual and physical world and be responsible citizens.

Core elements and their outcomes

God the Father

The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through the prophets, judges and kings.

Life of Jesus

The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus.

Christian life

The learner will be able to demonstrate an understanding of Christian principles as a guide for this life and the life to come.

Christian approaches to contemporary issues

The learner will be able to demonstrate an understanding of Christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drugs and substance abuse and vulnerable people

Term 1

Core element : God the Father

Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: · describe miracles that were experienced during the journey to Canaan	The learners must be to: 1 **describe** the crossing of the Red Sea (Sea of Reeds) 2 **explain** some miracles that happened in the desert	**Miracles in the desert**	Ÿ discussing the significance of the 'pillar of cloud' and the 'pillar of fire' Ÿ discussing the crossing of the Red Sea Ÿ identifying miracles that happened in the desert Ÿ discussing the miracles of: - quails and manna - water from the rock	Ÿ question and answer Ÿ group work Ÿ pair work Ÿ class discussion Ÿ peer assessment Ÿ teacher observation Ÿ self assessment Ÿ oral or written exercise	Ÿ talular Ÿ local environment Ÿ pictures Ÿ films / video tape Ÿ charts Ÿ the Bible: Exodus 13: 17-22 Exodus 14: 1-31 Exodus 16: 1-36 Exodus 17: 1-7 Exodus 19: 1-25 Exodus 20: 1-17 Exodus 24: 1-5; 31: 18; 32: 1- 35; 34: 1-5, 29 Ÿ observation checklists Ÿ portifolios Ÿ rubrics

Core element : The Life of Jesus
Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death resurrection of Jesus

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: · demonstrate an understanding of Jesus' teachings through miracles	The learners must be to: 1 **describe** some miracles that Jesus performed 2 **explain** Jesus' teaching on each miracle performed	**Jesus' teachings through miracles**	Ÿ listing miracles that Jesus performed Ÿ discussing the following miracles that Jesus performed: - feeding of five thousand people - casting out of demons Ÿ giving reasons for Jesus' performance of each of the miracles Ÿ giving reasons for Jesus' performance pf each of the miracles	Ÿ brainstorming Ÿ group work Ÿ question and answer Ÿ class discussion Ÿ teacher observation Ÿ discussion Ÿ pair work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ posters Ÿ pupils' experiences Ÿ charts Ÿ pictures Ÿ observation checklists Ÿ films / video tapes / audio tapes Ÿ the Bible Lk 8: 26 – 39 Lk 9: 10 – 17 Matt 14: 13 – 21 Mark 6: 30 – 44 Ÿ portifolios Ÿ rubrics Ÿ braille materials Ÿ hand frames Ÿ stylus

Core element : Christian Life

Primary outcome : The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: Ÿ demonstrate an understanding of conflict	The learners must be to: 1 **explain** the causes of conflicts in the family 2 **explain** the effects of conflicts in the family	**Causes and effects of conflict in the family**	Ÿ listing causes of conflicts in the family Ÿ discussing causes of conflicts in the family Ÿ brainstorming the effects of conflicts in the family Ÿ discussing the effects of conflicts in the family	Ÿ brainstorming Ÿ question and answer Ÿ group work Ÿ teacher observation Ÿ discussion Ÿ peer assessment Ÿ oral or written exercises	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/audio tapes Ÿ pictures Ÿ braille Ÿ Bible Genesis 25: 27-28 Genesis 37: 1-4 Genesis 37: 23-36 Acts 6: 8 -15 Ÿ portifolios Ÿ rubrics Ÿ hand frames Ÿ stylus Ÿ raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ demonstrate an understanding of conflict	1 **explain** the causes of conflicts at school 2 **explain** the effects of conflicts at school	**Causes and effects of conflict at school**	Ÿ listing causes of conflicts at school Ÿ discussing causes of conflicts at school Ÿ brainstorming the effects of conflicts at school Ÿ discussing the effects of conflicts at school	Ÿ brainstorming Ÿ question and answer Ÿ group work Ÿ teacher observation Ÿ discussion Ÿ peer assessment Ÿ oral or written exercises	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/audio tapes Ÿ pictures Ÿ braille Ÿ Bible Genesis 25: 27-28 Genesis 37: 1-4 Genesis 37: 23-36 Acts 6: 8 -15 Ÿ portifolios Ÿ rubrics Ÿ hand frames Ÿ stylus Ÿ raised diagrams

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
Ÿ demonstrate an understanding of conflict	1 **explain** the causes of conflicts in the community 2 **explain** the effects of conflicts in the community	**Causes and effects of conflict in the community**	Ÿ listing causes of conflicts in the community Ÿ discussing causes of conflicts in the community Ÿ brainstorming the effects of conflicts in the community Ÿ discussing the effects of conflicts in the community	Ÿ brainstorming Ÿ question and answer Ÿ group work Ÿ teacher observation Ÿ discussion Ÿ peer assessment Ÿ oral or written exercises	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/audio tapes Ÿ pictures Ÿ braille Ÿ Bible Genesis 25: 27-28 Genesis 37: 1-4 Genesis 37: 23-36 Acts 6: 8-15 2 Samuel 13: 7- 36 Ÿ portifolios Ÿ rubrics Ÿ hand frames Ÿ stylus Ÿ raised diagrams

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse, vulnerable people.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ describe christian understanding of human rights	The learners must be to: 1 **describe** vulnerable children 2 **explain** christian attitudes towards orphans	**Human Rights and Democracy**	Ÿ brainstorming the meaning of the term 'vulnerable children' Ÿ discussing the meaning of the term 'vulnerable children' Ÿ identifying groups of vulnerable children Ÿ discussing reasons why these children are vulnerable Ÿ brainstorming the meaning of the term 'orphan' Ÿ identifying passages from the Bible on orphans Ÿ discussing the Bible passages on orphans Ÿ suggesting ways christians can assist orphans Ÿ visiting an orphanage Ÿ sharing their findings in class	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ field visit Ÿ reporting Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ local environment Ÿ charts Ÿ pictures Ÿ observation checklists Ÿ video tapes / audio tapes Ÿ orphanages Ÿ radios Ÿ the Bible Exodus 22: 22 Deut. 10: 18 Isaiah 1: 23 Isaiah 58: 7 Job 29: 12 Ÿ portifolios Ÿ rubrics

Term 2

Core element : God the Father

Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: · demonstrate an understanding of the ten commandments	The earners must be to: 1 **explain** the ten commandments 2 **describe** the worship of the Israelites during the journey from Egypt to Canaan	**The ten commandments**	Ÿ discussing the giving of the ten commandments Ÿ listing the ten commandments Ÿ stating reasons why Israelites started worshiping idols Ÿ discussing the reaction of Moses to the worshiping of idols Ÿ discussing the renewal of the ten commandments	Ÿ brainstorming Ÿ question and answer Ÿ group work Ÿ pair work Ÿ class discussion assessment Ÿ teacher observation Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ local environment Ÿ pictures Ÿ films/video tapes Ÿ charts Ÿ the Bible: Exodus 20: 1-17 Exodus 24: 1-5; 31: 18; 32: 1- 35; 34: 1-10 Ÿ observation checklists Ÿ portifolios

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 **explain** why the Ark of covenant was made	**The Ark of the covenant**	Ÿ brainstorming the meaning of the term "Ark of the Covenant" Ÿ discussing the meaning of the term "Ark of the Covenant" Ÿ giving reasons for building the Ark	Ÿ brainstorming Ÿ question and answer Ÿ group work Ÿ pair work Ÿ class discussion Ÿ peer assessment Ÿ teacher observation Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ local environment Ÿ pictures Ÿ films/video tapes Ÿ charts Ÿ Bible Exodus 25: 10-23 Lev. 16: 11-16 Ÿ observation checklists Ÿ portifolios

Core element : Christian Life
Primary outcome : The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when learners are able to: Ÿ explain peaceful conflict resolution	The learners must be to: 1 **describe** ways of resolving conflicts peacefully in the family 2 **explain** Bible stories on the importance of resolving conflicts peacefully in the family	**Conflict resolution**	Ÿ listing ways of resolving conflicts peacefully in the family Ÿ discussing ways of resolving conflicts peacefully in the family Ÿ telling importance of peaceful conflict resolution in the family Ÿ discussing Bible stories on peaceful conflict resolution in the family	Ÿ brainstorming Ÿ question and answer Ÿ teacher observation Ÿ discussion Ÿ peer observation Ÿ oral or written questions Ÿ self assessment	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/ audio tapes Ÿ pictures Ÿ Bible Genesis 13: 8-13 Genesis 33: 1-20 Genesis 42: 1-39 Ÿ portifolios Ÿ rubrics Ÿ braille Ÿ hand frames Ÿ stylus Ÿ raised diagrams Ÿ feathers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ explain peaceful conflict resolution	1 **describe** ways of resolving conflicts peacefully at school 2 **explain** a Bible story on the importance of resolving conflicts peacefully at school	**Conflict resolution**	Ÿ listing ways of resolving conflicts peacefully at school Ÿ describing ways of resolving conflicts peacefully at school Ÿ telling the importance of peaceful conflict resolution at school Ÿ discussing Biblical storied on peaceful conflict resolution at school	Ÿ brainstorming Ÿ question and answer Ÿ teacher observation Ÿ discussion Ÿ peer observation Ÿ oral or written questions Ÿ self assessment	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/ audio tapes Ÿ pictures Ÿ Bible Genesis 13: 8-13 Genesis 33: 1-20 Genesis 42: 1-39 1 Kings 3: 16-28 Ÿ portifolios Ÿ rubrics Ÿ braille Ÿ hand frames Ÿ stylus Ÿ raised diagrams Ÿ feathers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ explain peaceful conflict resolution	1 **describe** ways of resolving conflicts peacefully in the community 2 **explain** the Bible stories on the importance of resolving conflicts peacefully in the community	**Conflict resolution in the community**	Ÿ listing ways of resolving conflicts peacefully in the community Ÿ describing ways of resolving conflicts peacefully in the community Ÿ telling importance of peaceful conflict s Ÿ discussing Bible at storied on peaceful conflict resolution in the community	Ÿ brainstorming Ÿ question and answer Ÿ teacher observation Ÿ discussion Ÿ peer observation Ÿ oral or written questions Ÿ self assessment	Ÿ observation check lists Ÿ pupils' experiences Ÿ video tapes/ audio tapes Ÿ pictures Ÿ Bible Genesis 13: 8-13 Genesis 33: 1-20 Genesis 42: 1-39 1 Kings 3: 16-28 Ÿ portifolios Ÿ rubrics Ÿ braille Ÿ hand frames Ÿ stylus Ÿ raised diagrams Ÿ feathers

Core element : Christian approaches to contemporary issues
Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse, vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: Ÿ explain Christian altitude towards gender	The learners must be to: 1 **explain** the term gender 2 **describe** gender roles in the family 3 **explain** Christian approach to gender roles	**Gender in the family**	Ÿ brainstorming the meaning of the term 'gender' Ÿ discussing the meaning of the term gender Ÿ mentioning roles of father, mother, boys and girls in the family Ÿ identifying Biblical passage on gender Ÿ discussing roles of females and males in the church	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ observation checklists Ÿ video tapes Ÿ pupils' experiences Ÿ radios Ÿ Bible Genesis 2: 18 Genesis 25: 27-29 Luke 24: 1-8 John 20: 18 Ruth 2: 1-12 Judges 4: 4-16 Ÿ portfolios Ÿ rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ explain Christian altitude towards gender	1 **describe** gender roles at school	**Gender at school**	Ÿ mentioning roles of boys and girls at school Ÿ identifying Bible passage on gender	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ observation checklists Ÿ video tapes Ÿ pupils' experiences Ÿ radios Ÿ Bible Genesis 2: 18 Genesis 25: 27-29 Luke 24: 1-8 John 20: 18 Ruth 2: 1-12 Judges 4: 4-16 Ÿ portfolios Ÿ rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ explain Christian altitude towards gender	1 **describe** gender roles in the community	**Gender in the community**	Ÿ mentioning roles of men and women in the society Ÿ identifying Bible passage on gender Ÿ discussing roles of men and women in Christian churches	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ observation checklists Ÿ video tapes Ÿ pupils' experiences Ÿ radios Ÿ Bible Genesis 2: 18 Genesis 25: 27-29 Luke 24: 1-10 John 20: 18 Ruth 2: 1-12 Judges 4: 4-16 Genesis 1: 26-27 1 Kings 17: 8 - 24 Ÿ portfolios Ÿ rubrics

Term 3
Core element : God the Father
Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: · describe the entry into the Promised Land	The learners must be to: 1 **describe** the crossing of the river Jordan 2 **explain** the conquest of Jericho	**Entering the Promised Land**	Ÿ listing God's instructions before crossing the Jordan river Ÿ discussing the events that took place when crossing the river Jordan Ÿ telling the story of Joshua and the man with a sword Ÿ narrating how Jericho was captured	Ÿ pair work Ÿ group work Ÿ question and answer Ÿ class discussion Ÿ teacher observation Ÿ peer assessment Ÿ story telling Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ pictures Ÿ pupils' experiences Ÿ observation checklists Ÿ charts Ÿ films/video tapes/audio tapes Ÿ the Bible Joshua 3: 14-17 Joshua 4: 1-24 Joshua 5: 13 – 15 Joshua 6: 1-27 Ÿ portifolios Ÿ rubrics

Core element : The Life of Jesus
Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: · describe the power of Jesus over nature and death	The learners must be to: 1 **describe** miracles that show Jesus' power over nature	**Miracles over nature**	Ÿ listing miracles that show Jesus' power over nature Ÿ discussing some miracles that show Jesus' power over nature: - walking on water - calming the storm - turning water into wine	Ÿ brainstorming Ÿ group work Ÿ question and answer Ÿ class discussion Ÿ teacher observation Ÿ discussion Ÿ pair work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ pupils' experiences Ÿ charts Ÿ pictures Ÿ observation checklist Ÿ films / video tapes / audio tapes Ÿ Bible Matthew 14: 22 – 32 Matthew 8: 23 – 27 Luke 7: 11 – 17 John 2: 1 – 11 Luke 8: 40-56 John 11: 38-52 Ÿ portifolios Ÿ rubrics
	2 **describe** Jesus' power over death	**Miracles over death**	Ÿ listing miracles that show Jesus' power over death Ÿ discussing some miracles that show Jesus' power over death: - raising of widow's son - raising of Lazarus		

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse, vulnerable people.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ demonstrate an appreciation of the environment	The learners must be to: 1 **explain** care for the environment 2 **describe** Bible passages on care for environment	**Environmental home**	Ÿ describing the meaning of the term 'environment' Ÿ discussing ways of caring for the environment at home Ÿ identifying Bible passages on care for the environment at home Ÿ discussing Bible passages on care for the environment	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercises	Ÿ talular Ÿ observation checklist Ÿ video tapes Ÿ pupils' experiences Ÿ radios Ÿ the Bible Genesis 2: 18 Genesis 25: 27-34 Luke 24: 1-8 John 20: 18 Proverb 12: 10 Ezekiel 34: 12 Matthew. 6: 28-30 Psalm 23: 1-6 Psalms 8: 1-9 Isaiah 38: 21 Luke 30: 6-9 Ÿ portifolios Ÿ rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ demonstrate an appreciation of the environment	1 **describe** things found around the school 2 **explain** care for the school environment	**The school environment**	Ÿ mentioning things found around the school environment Ÿ discussing ways of caring for the school environment Ÿ identifying Bible passages on care for school Ÿ discussing Bible passages on care for school environment	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercise	Ÿ talular Ÿ observation checklist Ÿ video tapes pupils' experiences Ÿ radios Ÿ Bible Genesis 2: 18 Genesis 25: 27-34 Luke 24: 1-8 John 20: 18 Proverb 12: 18 Ezekiel 34: 12 Matthew 6: 28-30 Psalm 23: 1-6 Psalms 8: 1-9 Isaiah 38: 21 Luke 30: 6-9 Ÿ portfolios Ÿ rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ demonstrate an appreciation of the environment	1 **describe** things found in their community 2 **explain** Bible stories on the care for the environment in the community	**Environment in the community**	Ÿ mentioning things found around in the community Ÿ discussing ways of caring for the environment in these community Ÿ identifying Bible passages on care for environment in the community Ÿ discussing Bible passages on care for the community	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ group work Ÿ peer assessment Ÿ self assessment Ÿ oral or written exercise	Ÿ talular Ÿ observation checklist Ÿ video tapes pupils' experiences Ÿ radios Ÿ Bible Genesis 1: 28 Genesis 2: 15 Deuteronomy 23: 12-14 Luke 13: 6-9 Ÿ portfolios Ÿ rubrics

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ demonstrate an understanding of modern technology	1 **describe** means of sending information in the school 2 **explain** Bible stories on means of sending of information	**Modern technology in the school**	Ÿ mentioning means of sending of information in the school Ÿ discussing video tapes, TV and radio programmes Ÿ discussing advantages and disadvantages of TV, videos and radios to school pupils Ÿ suggesting ways of caring for the above means of sending of information Ÿ listing different means of sending of information used in the Bible	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ peer assessment	Ÿ talular Ÿ video tapes/audio tapes Ÿ pupils' experiences Ÿ posters Ÿ pictures Ÿ charts Ÿ radios Ÿ Bible Joshua 9: 6-20 Judges 7: 19-20 1 Corinthian 14: 7-9 Isaiah 7: 3-6 Acts 10: 9-16 Ÿ portfolios Ÿ rubrics Ÿ braille Ÿ hand frames Ÿ stylus Ÿ raised diagrams Ÿ feathers

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
Ÿ demonstrate an understanding of modern technology	1 **explain** the use of modern technology in the church	**Modern technology in the church**	Ÿ listing uses of some of modern technology in the church Ÿ discussing effects of modern technology Ÿ discussing Christian approached to modern technology	Ÿ brainstorming Ÿ question and answer Ÿ discussion Ÿ teacher observation Ÿ peer assessment	Ÿ talular Ÿ video tapes / audio tapes Ÿ pupils' experiences Ÿ posters Ÿ pictures Ÿ charts Ÿ radios Ÿ Bible Joshua 9: 6-20 Judges 7: 19-20 1 Corinthian 14: 7-9 Isaiah 7: 3-6 Ezekiel 33: 1-9 Acts 10: 9-16 Psalms 150: 3-5 Psalms 98: 4-6 Psalms 149: 3 Ÿ portfolios Ÿ rubrics Ÿ braille Ÿ hand frames Ÿ stylus Ÿ raised diagrams Ÿ feathers

References

Bull, NJ and Whitburn, VD (1967) The Life of Jesus, London, Hulton Educational Publication Ltd

Degering, Etta B (1977) My Bible Friends Book 1, Review & Herald Publication Association, California

Heaton, EW (1966) Everyday Life in the Old Testament Times, BT Batsford Led. London

Jupe J (et al) (1985) Child development and the family. London, Macmillan Education Ltd

Malawi Institute of Education (1997), Religious Education Teachers Guides for Standard One, Domasi, Malawi Institute of Education

Ntalash LS (et al) (1997) Living in one world. Zambia, London

Seventh-Day Adventist Bible Commentary Vol. 5 (1956) Review and Herald Publications Washington, DC

The Gambia (1997) Population and family Life Education, London, Macmillan Education Ltd

The Good news Bible

Walton, R (1970) A Source Book of the Bible for Teachers, SCM Press Ltd. London

White, E G (1940) Desire of Ages, Pacific Press Publications Association, California

Syllabus for
Religious Education

Standard 6

Rationale

A child is always preoccupied with discovering oneself, family and the world around him/her. Religious Education will contribute to the development of the learner's full identity, dignity and self-esteem through moral, social and spiritual development. This will influence the learners to act as responsible citizens and live in harmony with others.

Core elements and their outcomes

a **An awareness of God**

The learner will be able to demonstrate an understanding of how people perceive God and Creation of the world from different religious perspectives.

b **Speaking and listening to God**

The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

c **Moral values and beliefs**

The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals and celebrations and value of life.

d **Social development**

The learner will be able to understand his/her role, that of religious groups and charitable organizations on poverty, politics, critical contemporary issues such as HIV/AIDS and Gender, disabilities, and world of work.

Term 1

Core element : An awareness of God
Primary outcome : The learner will be able to demonstrate an understanding of how people perceive God and creation of the world from different religious perspectives

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ demonstrate an understanding of rituals in different religions	The learners must be able to: 1 **describe** rituals in different religions 2 **name** occasions at which certain rituals are performed in different religions	**Rituals in different religions**	Ÿ identifying rituals in different religions Ÿ discussing rituals in different religions Ÿ brainstorming occasions at which certain rituals are performed Ÿ discussing occasions at which certain rituals are performed	Ÿ pair work Ÿ teacher's observation Ÿ question and answer Ÿ group work Ÿ role playing Ÿ research	Ÿ pupils' experience Ÿ charts Ÿ pictures Ÿ raised pictures Ÿ observation checklist Ÿ resource person Ÿ stories Ÿ Bible Ÿ Quran Ÿ Hadith Ÿ sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ demonstrate an understanding of the similarities of rituals in different religions	1 **explain** similarities of rituals in different religions 2 **describe** the composition of a ritual in different religions	**Similarities of rituals in different religions**	Ÿ brainstorming similarities of rituals in different religions Ÿ discussing similarities of rituals in different religions Ÿ brainstorming the composition of a ritual in different religions Ÿ discussing the composition of a ritual in different religions Ÿ listening to a resource person on the composition of some rituals	Ÿ group work Ÿ class discussion Ÿ question and answer Ÿ role playing Ÿ research Ÿ peer assessment	Ÿ pupils' experience Ÿ observation checklist Ÿ religious books Ÿ resource person Ÿ stories Ÿ Bible

Core element : Speaking and listening to God
Primary outcome : The learner will be able to demonstrate an understanding of importance of beliefs in different religions.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ develop an appreciation of names and beliefs of regions in Malawi	The learners must be able to: 1 **name** religions in Malawi 2 **describe** their beliefs	**Names and beliefs of religions in Malawi**	Ÿ brainstorming names of religions in Malawi Ÿ identifying religions found in their area Ÿ researching on the beliefs of religions Ÿ discussing findings from their research Ÿ reporting their findings	Ÿ group work Ÿ research Ÿ question and answer Ÿ peer assessment Ÿ class discussion Ÿ pair-work	Ÿ pupils' experiences Ÿ observation checklist Ÿ raised pictures Ÿ sign language interpreter Ÿ braille material Ÿ stories Ÿ radios

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ develop an appreciation of the importance of beliefs of regions	1 **explain** the importance of beliefs in various religions 2 **discuss** the disadvantages of not complying with the beliefs of the religions	**Importance of religious beliefs**	Ÿ brainstorming the beliefs of religions Ÿ discussing the importance of beliefs Ÿ collecting information from elders and religions leaders	Ÿ group work Ÿ class discussion Ÿ research Ÿ gallery walk Ÿ question ad answer Ÿ peer assessment	Ÿ pupils' experiences Ÿ observation checklist Ÿ charts Ÿ pictures Ÿ raised pictures Ÿ sign language interpreter

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ demonstrate an understanding of the origins of various religions	The learners must be able to: 1 **describe** the origins of some religions in Malawi 2 **locate** places of origin of various religions on the map	**Origins of some religions found in Malawi**	Ÿ brainstorming names of religions in Malawi Ÿ discussing beliefs of some religions in Malawi Ÿ researching on origins of religions in Malawi Ÿ reporting their findings Ÿ locating places of origins of various religions on the map	Ÿ pair work Ÿ group work Ÿ class discussion Ÿ teacher observation Ÿ peer assessment Ÿ question and answer Ÿ singing Ÿ role playing Ÿ research	Ÿ pupils' experiences Ÿ observation checklist Ÿ charts Ÿ pictures Ÿ songs Ÿ stories Ÿ religious books Ÿ resource persons Ÿ newspapers Ÿ radios Ÿ raised pictures Ÿ braille material Ÿ sign language interpreter

Core element : Social development
Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
We will know this when the learners are able to: Ÿ develop an appreciation of the environment as God's creation	The learners must be able to: 1 **describe** the composition of the environment 2 **explain** different ways people use the environment	**Composition of environment**	Ÿ brainstorming what the environment is composed of Ÿ collecting and drawing things from the environment Ÿ discussing different ways in which people use the environment Ÿ role playing uses of the environment	Ÿ pair work Ÿ group work Ÿ class discussion Ÿ teacher observation Ÿ question and answer Ÿ singing Ÿ role playing Ÿ research Ÿ reciting Ÿ peer assessment Ÿ drawing	Ÿ pupils' experiences Ÿ observation checklist Ÿ charts Ÿ pictures Ÿ songs Ÿ drawing materials Ÿ role play Ÿ stories Ÿ religious books Ÿ newspapers Ÿ radios Ÿ resource persons Ÿ sign language interpreter

Term 2
Core element : Social development
Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ develop an appreciation of the environment as God's creation	1 **narrate** religious stories from different religions on how God created the environment 2 **explain** teachings from different religions on the environment 3 **explain** the importance of these teachings on the environment	**Religious teaching on the environment**	Ÿ brainstorming religions stories on how God created the world Ÿ discussing religions stories in different religions Ÿ discussing research findings Ÿ reporting research findings Ÿ observing what has been displayed Ÿ telling religious stories of how God created the environment Ÿ discussing the stories on how God created the environment	Ÿ pair work Ÿ group work Ÿ class discussion Ÿ teacher observation Ÿ question and answer Ÿ singing Ÿ role playing Ÿ research Ÿ reciting Ÿ peer assessment Ÿ drawing	Ÿ pupils' experiences Ÿ observation checklist Ÿ charts Ÿ pictures Ÿ songs Ÿ drawing materials Ÿ role play Ÿ stories Ÿ religious books Ÿ newspapers Ÿ radios Ÿ resource persons Ÿ sign language interpreter

Core element : An awareness of God
Primary outcome : The learner will be able to demonstrate an understanding of how people perceive God and creation of the world from different religious perspectives

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ show appreciation of sources of rituals in different religions	The learners must be able to: 1 **name** sources of some rituals in different religious 2 **explain** sites at which certain rituals are performed in different religions	**Sources of rituals and sites in different religions**	Ÿ discussing the meaning of sources of rituals in different religious Ÿ brainstorming sources of rituals in different religions Ÿ discussing sources of rituals in different religions Ÿ brainstorming the sites of some rituals in different religions Ÿ discussing the sites of some rituals in different religions	Ÿ discussion Ÿ brainstorming Ÿ question and answer Ÿ group work	Ÿ stories Ÿ learners' experience Ÿ raised pictures Ÿ resource person

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ show appreciation of rituals in different religions	1 **explain** the significance of rituals in different religions 2 **discuss** disadvantages of some rituals	**The values of rituals in different religions**	Ÿ brainstorming rituals in different religions Ÿ discussing the importance of rituals in different religions Ÿ listening to resource persons on values of rituals Ÿ discussing bad ritual that are practised in the family Ÿ describing the illustration	Ÿ group work Ÿ role playing Ÿ question and answer Ÿ teacher's observation Ÿ pair work Ÿ research	Ÿ charts Ÿ stories Ÿ resource person Ÿ pupils' experience Ÿ Bible Ÿ Quran Ÿ Hadith Ÿ observation checklist Ÿ sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ develop an understanding of human virtues and uses	The learners must be able to: 1 **list** human virtues 2 **describe** human vices	**Human virtues and vices**	Ÿ brainstorming attributes given to a good person Ÿ listing the virtues which make a good person Ÿ reporting the findings Ÿ researching on different names given to a bad person Ÿ reporting research findings	Ÿ discussion Ÿ brainstorming Ÿ research Ÿ question and answer Ÿ group work Ÿ pair work	Ÿ learners' experience Ÿ stories Ÿ proverbs Ÿ raised pictures Ÿ pictures Ÿ elders

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ develop an understanding of human virtues from different religious perspectives	1 **explain** different religious perspectives on human virtues and vices 2 **describe** vices according to different religions perspectives	**Religious perspectives on human virtues and vices**	Ÿ identifying virtues which make a good person in different religions Ÿ researching on acts which make a bad person Ÿ report research findings Ÿ discussing research findings	Ÿ pair work Ÿ peer assessment Ÿ teacher observation Ÿ question and answer Ÿ class discussion Ÿ story telling	Ÿ pictures Ÿ Bible Ÿ Quran Ÿ Hadith Ÿ stories Ÿ pupils' experience Ÿ charts Ÿ raised pictures Ÿ sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ appreciate the importance of human virtues	The learners must be able to: 1 **identify** ways of promoting human virtues 2 **describe** religious ways of promoting human virtues	**Different ways of promoting human virtues**	Ÿ discussing good acts learners perform at school and at home Ÿ listing ways that promote good behaviours Ÿ reporting the findings Ÿ preparing an action plan Ÿ suggesting activities which promote human virtues Ÿ discussing ways of promoting human virtues in different religions	Ÿ group work Ÿ class discussion Ÿ teacher observation Ÿ peer assessment Ÿ question and answer	Ÿ learners' experience Ÿ observation checklist Ÿ charts Ÿ stories Ÿ pictures Ÿ religious books Ÿ radio Ÿ Braille materials Ÿ sign language interpreter

Term 3
Core element : Social development
Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ develop an understanding of what different religions, teach about the environment	The learners must be able to: 1 **describe** the contribution of Christianity, Islam and ATR in conserving the environment 2 **develop** an environmental conservation action plan	**Contributions of different religions in conserving the environment**	Ÿ brainstorming the contributions of different religions in conserving the environment Ÿ discussing the contributions of different regions in conserving the environment Ÿ listing environmental conservation projects Ÿ discussing environmental conservation projects Ÿ discussing the importance of each environmental conservation project Ÿ selecting any environmental	Ÿ brainstorming Ÿ group discussion Ÿ question and answer Ÿ project Ÿ demonstration	Ÿ learners' experiences Ÿ newspapers Ÿ pictures Ÿ raised pictures Ÿ sign language interpreter Ÿ charts

			conservation project Ÿ preparing an action plan Ÿ implementing the action plan		

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	**Success criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ describe some religious founders of different religions	The learners must be able to: 1 **identify** founders of different religions 2 **tell** the stories of religious founders	**Religions founders**	Ÿ brainstorming religious founders Ÿ identifying some religious founders Ÿ researching on the stories of religious founders Ÿ discussing research findings Ÿ reporting findings	Ÿ group work Ÿ class discussion Ÿ peer assessment Ÿ question and answer	Ÿ learners' experiences Ÿ observation checklist Ÿ charts Ÿ raised pictures Ÿ elders Ÿ braille material Ÿ sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
Ÿ describe some religious founders / leaders of various religions	1 **identify** leaders of various religions 2 **explain** the importance of religious leaders	**Religions leaders**	Ÿ identifying some religious leaders Ÿ telling stories of religious leaders Ÿ explaining the need for leaders in religions Ÿ describing the main contributions of some religious leaders	Ÿ pair work Ÿ group work Ÿ class discussion Ÿ teacher observation Ÿ peer assessment Ÿ question and answer Ÿ singing Ÿ role playing	Ÿ learners' experiences Ÿ observation checklist Ÿ charts Ÿ pictures Ÿ songs Ÿ stories Ÿ religious books Ÿ resource persons Ÿ newspapers Ÿ radios Ÿ raised pictures Ÿ Braille material Ÿ sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	**Success Criteria**	**Theme/Topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methodologies**	**Suggested teaching and learning resources**
We will know this when the learners are able to: Ÿ appreciate the importance of human virtues Ÿ appreciate the importance of human virtues	The learners must be able to: 1 **narrate** stories on human virtues from ATR, Islam and Christianity 2 **tell** personal life stories to demonstrate some human virtues 3 **describe** the importance of human virtues	**Stories on human virtues from different religions** **The values of human virtues**	Ÿ listening stories from a resource person on some human virtues Ÿ discussing stories narrated by resource person on human virtues Ÿ narrating personal experiences where human virtues were used Ÿ identifying in groups virtues from stories Ÿ discussing the stories Ÿ discussing how some virtues contribute to happiness of the individual in the family and in the country Ÿ reporting their findings	Ÿ pair work Ÿ peer assessment Ÿ teacher observation Ÿ question and answer Ÿ class discussion	Ÿ pictures Ÿ Bible Ÿ Quran Ÿ learners' experiences Ÿ raised pictures Ÿ sign language interpreter

References

Bull, NJ and Whitburn, VD (1967) The Life of Jesus, London, Hulton Educational Publication Ltd

Degering, Etta B (1977) My Bible Friends Book 1, Review & Herald Publication Association, California

Heaton, EW (1966) Everyday Life in the Old Testament Times, BT Batsford Led. London

Jupe J (et al) (1985) Child development and the family. London, Macmillan Education Ltd

Malawi Institute of Education (1997), Religious Education Teachers Guides for Standard One, Domasi, Malawi Institute of Education

Ntalash LS (et al) (1997) Living in one world. Zambia, London

Seventh-Day Adventist Bible Commentary Vol. 5 (1956) Review and Herald Publications Washington, DC

The Gambia (1997) Population and family Life Education, London, Macmillan Education Ltd

The Good news Bible

Walton, R (1970) A Source Book of the Bible for Teachers, SCM Press Ltd. London

White, E G (1940) Desire of Ages, Pacific Press Publications Association, California