Republic of Malawi

# MALAWI

## PRIMARY SCHOOL SYLLABUSES

## STANDARD 7

### CHICHEWA

### ENGLISH

### MATHEMATICS

### EXPRESSIVE ARTS

### LIFE SKILLS

### SOCIAL AND ENVIRONMENTAL SCIENCES

### SCIENCE AND TECHNOLOGY

### AGRICULTURE

### BIBLE KNOWLEDGE

### RELIGIOUS EDUCATION

Ministry of Education

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# 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 and 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

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## 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. Each of the Learning Areas 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 on agreed indicators such as assessment standards and success criteria.

# Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo- Chichewa

# Sitandade 7

## 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:<br>· amva malonje komanso mauthenga osiyanasiyana | Ophunzira :<br>1 **amva** malonje osiyanasiyana<br>2 **ayankha** malonje osiyanasiyana | **Malonje** | · kumva malonje osiyanasiyana monga:<br>- pamsonkhano<br>- pa maliro<br>- pa uzimba / usodzi<br>· kuyankha malonje osiyanasiyana | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuwonetsetsa zomwe ena akuchita<br>· kuchita sewero<br>· kuyesana / kupimana nzeru<br>· ntchito za m'magulu | · ophunzira<br>· anthu ena<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· mabuku a 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 |
|---|---|---|---|---|---|
| | 3 **amva** mauthenga osiyanasiyana<br><br>4 **afotokoza** mauthenga amene amva<br>5 **amva** maliwu a mawu osiyanasiyana<br><br>6 **ayeseza** maliwu a mawu<br><br>7 **apanga** ziganizo pogwiritsa ntchito mawu osiyanasiyana | **Mauthenga** | · kumva mauthenga osiyanasiyana monga: uthenga wokhudza kupewa matenda opatsirana kudzera m'chiwerewere<br>· afotokoza molondola mauthenga amene amva<br>· kumva maliwu a mawu monga:<br>- kwawa, nkhwende, m'nkhwani<br><br>· kuyeseza maliwu a mawu monga: kwawa, nkhwende m'nkhwani<br><br>· kupanga ziganizo pogwiritsa ntchito mawu osiyanasiyana | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuwonetsetsa zomwe ena akuchita<br>· kuchita sewero<br>· kuyesana / kupimana nzeru<br>· ntchito za m'magulu | · ophunzira<br>· anthu ena<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· mabuku a mu braille ndi malembo akuluakulu |

**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:<br>· adziwana mwakukambirana<br><br>· atsatira zowuzidwa | Ophunzira:<br>1 **akambirana** malonje osiyanasiyana<br><br>2 **atsanzikana** moyenera<br><br>1 **atchula** malangizo | **Malonje**<br><br>**Zowuzidwa (malangizo, malamulo, mauthenga, pempho)** | · kukambirana malonje osiyanasiyana monga: pamatenda, pauzimba/usodzi, pamsonkhano, pamaliro<br>· kutsanzikana ndi anzawo moyenera monga:<br>- pamatenda<br>- pamaliro<br>· kutchula malangizo akufunika kwa kusunga mwambo wachikhalidwe chathu | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana / kupimana nzeru<br>· kuchita sewero<br>· ntchito za mmagulu<br>· ntchito ya awiriawiri | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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 |
|---|---|---|---|---|---|
| | 2 **alengeza** mauthenga osiyanasiyana<br><br>3 **alongosola** malamulo a pamsewu<br><br>4 **apempha** mwaulemu | | · kulengeza mauthenga monga: okhudza mwana yemwe kwawo sikukudziwika, zinthu zobedwa monga galimoto<br><br>· kulongosola malamulo okhudza zoyenereza zinthu/anthu kuyenda pamsewu monga:<br>- njinga<br>- galimoto<br>- ziweto<br><br>· kupempha mwaulemu kwa aphunzitsi ndi akuluakulu ena zithandizo 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** |
|---|---|---|---|---|---|
| · afotokoza nkhani/nthano ndi ndakatulo | 1 **afotokoza** nkhani/ nthano | **Nkhani/ nthano, ndakatulo** | · kufotokoza nkhani/nthano zokhudza mauthenga<br>· kufotokoza nkhani/nthano m'zithunzi zokhudza chikhalidwe choyenera, kusamala katundu kapena zipangizo zomwe zimatithandiza | | |
| | 2 **alakatula** ndakatulo | | · kulakatula ndakatulo zosiyanasiyana | | |
| | 3 **achita** sewero pa nkhani/nthano zomwe awerenga | | · kuchita sewero pa nkhani/nthano zopatsidwa | | |

**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:<br>· awerenga mawu ndi ziganizo | Ophunzira:<br>1 **awerenga** mawu molondola<br><br>2 **apanga** ziganizo ndi mawuwo | **Mawu ndi ziganizo** | · kuwerenga mawu okhudza ubwino ndi kuyipa kwa moyo wamtawuni ndi wakumudzi mwachitsanzo:<br>- ntchito<br>- kayendedwe<br>- chikhalidwe<br>- kuyipa kwa kuchulukana pamalo<br>· kupanga ziganizo ndi mawu okhudza ubwino ndi kuyipa kwa moyo wamtawuni komanso wakumudzi<br>· kuwerenga molondola ziganizo zopangidwazo | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana<br>· kuyesana / kupimana nzeru<br>· kuchita sewero<br>· ntchito za m'magulu<br>· kuwona malo | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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 nkhani/nthano m'zithunzi<br><br>· awerenga nkhani/ nthano ndi ndakatulo | 1 **awerenga** nkhani m'zithunzi<br><br>1 **awerenga** nkhani/nthano zosiyanasiyana<br><br>2 **awerenga** ndakatulo zosiyanasiyana | **Nkhani/ nthano ndi ndakatulo** | · kuwerenga nkhani m'zithunzi monga za m'chitidwe wosayenera wakuononga zinthu<br><br>· kuwerenga nkhani/nthano zokhudza malonje osiyanasiyana monga a pamsonkhano, pa uzimba<br><br>· kuwerenga nkhani/ nthano ndi ndakatulo zokhudza mauthenga a zinthu zosowa, zobedwa, malamulo a pamsewu, malangizo akufunika kwa kusunga chikhalidwe chathu, ubwino ndi kuipa kwa moyo wa kutawuni ndi kumudzi, kupempha mwaulemu zithandizo zosiyanasiyana | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana<br>· kuyesana / kupimana nzeru<br>· kuchita sewero<br>· ntchito za m'magulu<br>· kuwona malo | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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:<br>· alemba mwaluso | Ophunzira:<br>1 **alemba** mawu ndi ziganizo ndiponso ndime mwaluso | **Kulemba mwaluso** | · kulemba mawu ndiponso ziganizo mwaluso potsatira malembo a chikhukhuza (achipama)<br>chitsanzo: *alefa wavulala*<br>· kulemba kwa chimaliyoni<br>- malembo, zitsanzo: A B N S a b n s<br>- ziganizo: chitsanzo - chisomo wavulala | · kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri<br>· mafunso ndi mayankho<br>· kuyesezana<br>· kusonyeza | · mabuku<br>· matchati olembedwapo<br>· ziganizo<br>· ndime<br>· malembo achikhukhuza ndi opanda chikhukhuza<br>· zizindikiro za m'kalembedwe<br>· ziganizo ndi nkhani m'malembo otukuza<br>· zolembera<br>· |

| 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 lembetso | 1 **alemba** lembetso | **Lembetso** | · kukambirana zizindikiro za m'kalembedwe monga: mitengero, mfunsiro, mfuuliro, nkhodolero<br>· kulemba lembetso la ndime ziwiri zokhudza<br>- kuyipa kwa moyo wa kumudzi ndi kutawuni | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri | · zolembera<br>· makadi oitanira anthu ku mwambo wa ukwati<br>· manyuzipepala<br>· kalata zoitanira anthu ku mwambo wina ulionse |
| · alemba chimangirizo/ kalata | 1 **alemba** chimangirizo/ kalata pa mitu yosiyanasiyana | **Chimangirizo/ kalata** | · kulemba chimangirizo pa mutu monga: kuyipa kwa moyo wa kumudzi ndi kuwawauni<br>· kulemba kalata pa mitu yokhudza mauthenga, malangizo, malamulo, pempho, ntchito | | |
| · alemba ndakatulo | 1 **alemba** ndakatulo | **Ndakatulo** | · kulemba ndakatulo za chikhalidwe chathu | | |

**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:<br>· asiyanitsa moyo wa mtawuni ndi kumudzi | Ophunzira:<br>1 **anena** zabwino ndi zoipa za moyo wa m'tawuni ndi wa m'mudzi<br>2 **apeza** njira zothetsera mavuto opezeka m'tawuni ndi m'mudzi | **Chikhalidwe cha anthu** | · kunena zabwino ndi zoipa:<br>- za m'tawuni<br>- za m'midzi<br>· kusankha moyo womwe angakonde kukhala ndi zifukwa zake<br>· kufotokoza zomwe zimachititsa anthu kuthawira m'tawuni<br>· kukambirana momwe angathetsere mchitidwe wothawira m'tawuni<br>· kulemba zabwino ndi zovuta za moyo wa m'tawuni ndi m'mudzi | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri | · ophunzira<br>· mabuku<br>· matchati<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· 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 nsinjiro za chiyankhulo<br><br>· achita mtsutso | 1 **azindikira** matanthauzo a ndagi, zining'a, mikuluwiko ndi zifanifani<br><br>1 **achita** mtsutso pa nkhani zosiyanasiyana | **Nsinjiro za chiyankhulo**<br><br>**Mtsutso** | · kuzindikira matanthauzo a ndagi, zining'a, mikuluwiko ndi zifanifani<br><br>· kuchita mtsutso pa nkhani zosiyanasiyana monga ubwino ndi kuipa kwa moyo wa m'mudzi kapena m'tawuni | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri | · ophunzira<br>· mabuku<br>· matchati<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· 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:<br>· agwiritsa ntchito mawu oyenera | Ophunzira:<br>1 **ayankhula** moyenera<br>a pofunsana<br><br>b poyankha | **Kuyankhula moyenera** | · kufunsana mafunso molondola monga:<br>- abambo ako ali bwanji? osati; madala ako ali bwanji?<br>- mpirawu tipambana osati tiwina<br>· kuyankhana mafunso pogwiritsa ntchito mawu olondola monga: ali bwino osati: ali boo! | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito ya awiriawiri<br>· kuyesana/ kupimana nzeru | · ophunzira<br>· zithunzi<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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 magulu a mayina | 1 **azindikira** magulu a mayina | **Magulu a mayina** | · kuzindikira magulu a mayina awa:<br>Mu-, A-<br>Chi-, Zi-<br>Mu-, Mi-<br>I-, Zi-<br>U-, Ma-<br>Li-, Ma-<br>Ka-, Ti-<br>Ku- ndi Tsinde la mneni<br>Ku-, Pa-, Mu- ndi Dzina | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana/kupima na nzeru | · ophunzira<br>· zithunzi zotukuza<br>· zojambula<br>· zithunzi zenizeni<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepala logwiritsa ntchito mbuwu |
| | 2 **agwiritsa** ntchito mayina a m'maguluwa m'ziganizo zomveka | | · kugwiritsa ntchito mayina a m'maguluwa m'ziganizo chitsanzo: <u>khasu</u> lathu lathyoka<br>- <u>makasu</u> athu athyoka "Li-, Ma-" | | |

| 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 chachimuna ndi chachikazi cha mayina | 1 azindikira chachimuna kapena chachikazi cha mayina opatsidwa | **Chachimuna/ chachikazi** | · kuzindikira chachimuna kapena chachikazi cha mayina opatsidwa mwachitsanzo: atate - amayi | | |

**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:<br>· amva malonje osiyanasiyana<br>· atsatira malangizo komanso malamulo | Ophunzira:<br>1 **amva** malonje osiyanasiyana<br>1 **achita** zomwe alamulidwa komanso kulangizidwa<br>2 **akana** mwaulemu zomwe alamulidwa kapena alangizidwa | **Malonje**<br>**Kulamula, malangizo** | · kumva malonje osiyanasiyana monga a pamatenda ndi pa maliro<br>· kuchita zomwe alamulidwa komanso kulangizidwa monga: kusesa, kusiya phokoso, kulemba mwaluso<br>· kukana mwaulemu zomwe alangizidwa zosayenera monga: palibe cholakwika mwana wa sukulu kumwa mowa kapena kuchita chibwenzi ndi aphunzitsi kuti uzikhoza | · kukambirana<br>· mafunso ndi mayankho<br>· kuyesana nzeru<br>· kufotokoza<br>· kuchita sewero<br>· ntchito ya awiriawiri<br>· kuimba nyimbo | · ophunzira<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· 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** |
|---|---|---|---|---|---|
| · avomera kapena akana pempho / kuitanidwa<br><br>· anena malingaliro awo | 1 **avomera** pempho/ kuitanidwa<br><br>2 **akana** pempho / kuitanidwa mwaulemu<br><br>3 **apempha** mwaulemu<br><br>1 **atchula**<br>a maphunziro omwe amakonda<br>b mapologalamu apawayilesi ya kanema kapena wayilesi yomwe amakonda | **Pempho**<br><br>**Malingaliro** | · kuvomera pempho / kuitanidwa monga: kuitanidwa kukachita nawo mpikisano wa zoimbaimba<br><br>· kukana pempho mwaulemu<br><br>· kupempha mwaulemu zithandizo zosiyanasiyana kwa akuluakulu<br><br>· kutchula maphunziro omwe amakonda ndi zifukwa zake<br><br>· kutchula mapologalamu a pawayilesi ya kanema kapena wayilesi yomwe amakonda | · kuchita sewero<br>· ntchito ya awiriawiri<br><br>· mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana / kupimana nzeru<br>· mtsutso | · zithunzi<br>· zithunzi zotukuza<br>· makadi oyitanira ku ukwati<br>· ophunzira<br>· zinthu zenizeni<br>· 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 |
|---|---|---|---|---|---|
| | c mitundu wa mayendedwe osiyanasiyana omwe angakonde<br><br>d ntchito zomwe amalakalaka kudzagwira m'tsogolo | | · kutchula njira za kayendedwe zomwe angakonde ndi zifukwa zake monga pandege, pa sitima yapamadzi, pagalimoto<br>· kutchula ntchito zomwe amalakalaka kudzagwira mtsogolo ndi zifukwa zake monga: udotolo, ukatswiri woyendetsa ndege | | · galasi/kalilole zogwiritsa ntchito mbuwu<br><br>· nthenga/pepala zogwiritsa ntchito mbuwu |
| · atchula ndi kusiyanitsa maliwu | 1 **atchula** mawu ofanana kalembedwe koma osiyana matanthauzo | **Maliwu** | · kutchula mawu ofanana kalembedwe koma osiyana matanthauzo monga:<br>khala - lamoto,<br>khala – khazikika pansi<br>khala – usapite nawo | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana / kupimana nzeru | · ophunzira<br>· wayilesi<br>· zinthu zenizeni<br>· zithunzi<br>· 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 |
|---|---|---|---|---|---|
| | | | mtondo - chipangizo chosinjiramo zinthu monga chimanga<br><br>mtondo – tsiku lachinayi lakutsogolo kuchokera lero<br><br>· kupanga ziganizo zokhoza ndi mawu ofanana kalembedwe koma osiyana matanthauzo | · ntchito za mmagulu<br>· ntchito ya awiriawiri | · ng'oma zogwiritsa ntchito mbuwu<br>· galasi/ kalilole logwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· 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:<br>· adziwana mwaku-kambirana | Ophunzira:<br>1 **akambirana** malonje osiyanasiyana<br>2 **atsanzikana** moyenera | **Malonje** | · kukambirana malonje osiyanasiyana monga: pamatenda, pamaliro, pauzimba/usodzi<br>· kutsanzikana ndi anzawo moyenera monga:<br>- pamatenda<br>- pamaliro | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana / kupimana nzeru<br>· kuchita sewero<br>· ntchito za mmagulu<br>· ntchito ya awiriawiri | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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 | **Zowuzidwa** | · kutchula malangizo akufunika kwa kusunga mwambo wachikhalidwe chathu | | |
| | 2 **alengeza** mauthenga | | · kulengeza mauthenga monga: okhudza mwana yemwe kwawo sikukudziwika, zinthu zobedwa monga: galimoto | | |
| | 3 **alongosola** malamulo a pamsewu | | · kulongosola malamulo okhudza zoyenereza zinthu kuyenda pamsewu monga:<br>- njinga - ngolo<br>- galimoto -ziweto | | |
| | 4 **apempha** mwaulemu zithandizo zosiyanasiyana | | · kupempha mwaulemu kwa aphunzitsi ndi akuluakulu ena zithandizo zosiyanasiyana | | |

**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:<br>· asonyeza kumvetsa nkhani/ nthano | Ophunzira:<br>1 **awerenga** nkhani zosiyanasiyana momvetsa | **Nkhani/nthano** | · kuwerega momvetsa nkhani zokhudza:<br>- kufunika kwa chitetezo m'dziko<br>- ubwino ndi kuyipa kwa moyo wam'tawuni ndi wakumudzi<br>- kuyipa kwa kuchulukana pamalo<br>- kusankha malo oyenera kukhala / kumanga nyumba/ mudzi<br>- kufunika kwa chitetezo<br>- malonje osiyanasiyana monga a pamatenda, pamaliro | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana<br>· kuyesana / kupimana nzeru<br>· kuchita sewero<br>· kuwona malo<br>· kuchita sewero la kuwerenga<br>· ntchito ya awiriawiri | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· zithunzi zenizeni<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· magazine<br>· 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 |
|---|---|---|---|---|---|
| · asonyeza kumvetsa nkhani m'zithunzi | 1 **awerenga** nkhani m'zithunzi<br>2 **apeza** mfundo m'nkhani ndi zomwe awerenga<br>3 **ayankha** mafunso pa nkhani zomwe awerenga | **Nkhani m'zithunzi** | · kuwerenga nkhani m'zithunzi monga momwe angachitire kapena momwe angapangire kanthu kena pofuna kuonetsa kumvetsa malangizo opatsidwa<br>· kupeza mfundo m'nkhani / zomwe awerengazo.<br>· kuyankha mafunso pa nkhani zomwe awerenga.<br>- kupempha mwaulemu<br>- kuvomera kapena kukana pempho mwaulemu<br>- malingaliro osiyanasiyana | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· zithunzi zenizeni<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· magazini<br>· mabuku<br>· manyuzipepala |

| **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 kalata<br><br>· awerenga ndakatulo | 1 awerenga kalata zosiyanasiyana<br><br>1 **awerenga** ndakatulo momvetsa<br><br>2 **apeza** mfundo m'ndakatulo | **Kalata**<br><br>**Ndakatulo** | · kuwerenga kalata zokhudza kupempha kapena kukana mwaulemu<br><br>· kuwerenga ndakatulo momvetsa zokhudza:<br>- umbava<br>- chikhalidwe<br>- kuchulukana<br><br>· kupeza mfundo m'ndakatulo zomwe awerenga | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· zithunzi zenizeni<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· magazini<br>· mabuku<br>· manyuzipepala |

**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:<br>· alemba mawu ndi ziganizo<br><br><br><br>· alemba kalata | Ophunzira:<br><br>1 **alemba** mawu ndi ziganizo mwaluso<br><br>2 **alemba** lemebtso<br><br>1 **alemba** kalata ya paubale ndi yantchito | **Mawu ndi ziganizo**<br><br>**Kalata** | · kulemba mawu ndi ziganizo mwaluso pa nkhani zomwe awerenga<br>· kulemba lembeto pa nkhani zomwe awerenga<br><br>· kupeza mfundo zolemba m'kalata yantchito monga:<br>- yopempha malo a sukulu<br>- yopempha chitsime<br>· kupeza mfundo zolemba m'kalata ya paubale<br>· kufotokoza zofunika kulemba m'kalata<br>· kulemba kalata yantchito/ya paubale | · kukambirana<br>· kufotokoza<br>· mafunso ndi mayankho<br>· ntchito ya m'magulu | · zolembera<br>· makadi<br>· makope<br>· mabuku<br>· kalata wamba<br>· kalata ya zantchito |

| **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 | **Chimangirizo** | · kupeza mfundo zolemba m'chimangirizo zokhudza<br>- moyo wa kumudzi ndi kutawuni<br>- kuchulukana<br>· kufotokoza zoti alembe m'chimangirizo | · kukambirana<br>· ntchito ya m'magulu<br>· ntchito za awiriawiri<br>· kufotokoza<br>· mafunso ndi mayankho | · mabuku<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· makope<br>· zolembera braille |
| | 2 **alemba** chimangirizo | | · kulemba chimangirizo chokhudza<br>- moyo wakumudzi ndi kutawuni<br>- kuchulukana | | |
| · alemba ndakatulo | 1 **alemba** ndakatulo zosiyanasiyana | **Ndakatulo** | · kulemba ndakatulo zosiyanasiyana | | |

**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:<br>· achita mtsutso | Ophunzira:<br>1 **akonzekera** mtsutso<br>2 **achita** mtsutso<br>3 **apeza** mfundo ya mtsutso<br>4 **alemba** mfundo zopezeka mu m'tsutso | **Mtsutso** | · kukonzekera mtsutso mosankha atenga mbali<br>· kuchita mtsutso pa mutu monga: kuchulukana ndi kwabwino<br>· kupeza mfundo mu m'tsutso<br>· kulemba mfundo zopezeka mu m'tsutso | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuchita mtsutso<br>· kuyesana | · ophunzira<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· ng'oma zogwiritsa ntchito mbuwu<br>· 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<br><br>· azindikira mawu ofanana kalembedwe koma osiyana matanthauzo | 1 **anena** nseketso<br><br>2 **afotokoza** matanthauzo ake<br><br>3 **afotokoza** kufunika kwa nseketso<br><br>4 **aponyerana** ndagi<br><br>1 **azindikira** mawu ofanana kalembedwe koma osiyana matanthauzo | **Nseketso, zilapi** | · kunena nseketso<br><br>· kufotokoza matanthauzo ake monga:<br>- nkatsala mpindulanji<br>- kuyika nyanga m'khonde<br><br>· kufotokoza kufunika kwa nseketso<br>· kupeka nseketso<br><br>· kuponyerana ndagi zosiyanasiyana<br><br>· kuzindikira mawu ofanana kalembedwe koma osiyana matanthauzo monga *mudzi* – wokhala anthu kapena manda | · mafunso ndi mayankho<br><br>· kukambirana<br><br>· kufotokoza<br><br>· kupeka | · ophunzira<br>· m'ndandanda wa nseketso<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· ng'oma zogwiritsa ntchito mbuwu<br>· zithunzi zotukuza |

**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:<br>· azindikira mitundu ya mawu | Ophunzira:<br>1 **azindikira** mitundu ya afotokozi<br>2 **agwiritsa** ntchito afotokozi | **Afotokozi** | · kuzindikira mitundu ya afotokozi monga ya:<br>- maonekedwe<br>- mkhalidwe<br>- woloza (mwachitsanzo: tsamba ili)<br>· kugwiritsa ntchito afotokozi m'ziganizo:<br>- molemba<br>- mosalemba | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kupeka | · ophunzira<br>· m'ndandanda wa nseketso<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· ng'oma zogwiritsa ntchito mbuwu<br>· 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** |
|---|---|---|---|---|---|
| | 3 **azindikira** alumikizi<br><br>4 **azindikira** aperekezi<br><br>5 **agwiritsa** ntchito mitundu ya mawu a m'ziganizo | **Alumikizi**<br><br>**Aperekezi** | · kuzindikira alumikizi:<br>- atate ndi amayi apita<br>- wabwera ngakhale akudwala<br><br>· kuzindikira aperekezi:<br>- Chisomo wapita ku Zomba<br>- mphaka wagona pa tebulo<br><br>· agwiritsa ntchito mawu m'ziganizo | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kupereka | · ophunzira<br>· m'ndandanda wa nseketso<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· ng'oma zogwiritsa ntchito mbuwu<br>· 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** |
|---|---|---|---|---|---|
| | 5 **azindikira** nthawi za aneni m'ziganizo | **Nthawi za aneni** | · kuzindikira nthawi za aneni izi:<br>- yatsopano monga: tilembe mayeso<br>- yatsopano yopitirira monga: ife tikulemba mayeso<br>- yatsopano yakawirikawiri monga: ife timakonda Chichewa<br>- yakale monga: ndidalakwa mayeso<br>- yatsopano ya mtsogolo monga: ndidzakhoza mayeso | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito yokachita ku nyumba<br>· kuyesana/kupima na nzeru | · ophunzira<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu |
| · agwiritsa ntchito mawu moyenera | 1 **ayankhula** moyenera | **Kuyankhula moyenera** | · kuyankhula moyenera monga: akuchita manyazi osati akupanga manyazi | | |

**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:<br>· amva nkhani, nthano komanso ndakatulo | Ophunzira:<br><br>1 **amva** nkhani, nthano komanso ndakatulo mwatcheru<br><br>2 **afotokoza** nkhani, nthano komanso ndakatulo moyenera | **Nkhani/ nthano ndi ndakatulo** | · kumva nkhani, nthano, ndakatulo mwatcheru monga: njira zothetsera mkangano mokambirana, chikhalidwe choyenera<br><br>· kufotokoza nkhani, nthano komanso ndakatulo zokhudza njira zothetsera mkangano, madyerero/ phwando lokumbukira kubadwa | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuchita sewero<br>· kuwonetsetsa zomwe ena achita | · ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· wotanthauzira chiyankhulo mwa zizindikiro<br>· makadi oyitanira pa ukwati wolembedwa 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** nsinjiro za chiyankhulo<br>2 **apereka** matanthauzo a nsinjiro za chiyankhulo<br>3 **agwiritsa** ntchito nsinjiro za chiyankhulo | **Nsinjiro za chiyankhulo** | · kumva zining'a, zifanifani ndi mikuluwiko<br>· kupereka matanthauzo olondola a zining'a, zifanifani ndi mikuluwiko<br>· kugwiritsa ntchito zining'a, zifanifani ndi mikuluwiko m'nkhani / nthano molondola | · kufotokoza<br>· mafunso ndi mayannkho<br>· kukambirana<br>· kuyesana / kupimana nzeru | · nthenga/pepala zogwiritsa ntchito mbuwu<br>· kalata yoitanira msonkhano ya mu braille ndi malembo akuluakulu<br>· wotanthauzira chiyankhulo mwa zizindikiro<br>· mabuku a mu braille ndi malembo akuluakulu<br>· matchati<br>· anthu ena<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole 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:<br>· alakatula ndakatulo komanso ayimba nyimbo | Ophunzira:<br>1 **alakatula** ndakatulo za malangizo<br>2 **ayimba** nyimbo za malangizo | **Ndakatulo/ nyimbo** | · kulakatula ndakatulo za malangizo a chikhalidwe chabwino, kukhala olimbikira pa ntchito<br>· kuyimba nyimbo zokhudza kukhala olimbika / akhama pa zochitika zosiyanasiyana<br>· kupereka / kupeza phunziro kuchokera m'nyimbo/ m'ndakatulo | · kuyesana / kupimana nzeru<br>· kuyimba nyimbo<br>· kulakatula ndakatulo<br>· mafunso ndi mayankho<br>· kukambirana<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri<br>· kufotokoza | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu<br>· 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 |
|---|---|---|---|---|---|
| · anena nkhani nthano, ndagi, zifanifani, ntchedzero ndi mikuluwiko | 1 **aponyerana** ndagi<br>2 **atsiriza** zifanifani /ntchedzero komanso mikuluwiko<br>3 **apereka** matanthauzo a mikuluwiko<br>4 **afotokoza** nkhani /nthano mochititsa chidwi | **Ndagi**<br>**Zifanifani/ Ntchedzero**<br>**Mikuluwiko**<br>**Nkhani/ Nthano** | · kuponyerana ndi kuyankhana ndagi<br>· kutsiriza zifanifani/ ntchedzero komanso mikuluwiko<br>· kupereka matanthauzo a mikuluwiko<br>· kufotokoza nkhani/nthano mochititsa chidwi – nthano zophunzitsa chikhalidwe choyenera<br>· kufotokoza nkhani m'zithunzi monga za chikhalidwe choyenera, kuipa kwa kuwononga zipangizo/katundu wofunikira pa moyo wathu | · ntchito za awiriawiri | · 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:<br>· awerenga sewero molondola<br><br>· awerenga nkhani/nthano ndi ndakatulo | Ophunzira:<br><br>1 **awerenga** sewero<br><br>1 **awerenga** nkhani/nthano zosiyanasiyana<br><br>2 **awerenga** ndakatulo | **Sewero**<br><br>**Nthano** | · kuwerenga sewero lokhudza:<br>- chitetezo<br>- kuchulukana m'banja m'dziko<br>· kupeza phunziro la m'sewero<br>· kutenga mbali m'sewero<br>· kuchita sewero la<br>- chitetezo<br>- kuchulukana<br>· kuwerenga nkhani/nthano ndi ndakatulo zokhudza:<br>- zotsatira zochulukana<br>- chitetezo<br>- malangizo a chikhalidwe choyenera<br>- madyerero/phwando<br>- njira zothetsera mkangano<br>- kufunika kwa zinthu za chilengedwe ndi kasamalidwe kake | · mafunso ndi mayankho<br>· kufotokoza<br>· kukambirana<br>· kuyesana / kupimana nzeru<br>· kukawona malo<br>· kuchita sewero | · ophunzira<br>· zithunzi<br>· zithunzi zotukuza<br>· matchati |

**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:<br>· alemba mawu ndi ziganizo<br><br><br><br><br>· alemba ndakatulo | Ophunzira:<br><br>1 **alemba** mawu ndi ziganizo mwaluso<br><br>2 **alemba** lembetso<br><br>1 **alemba** ndakatulo | **Kulemba mawu ndi ziganizo**<br><br>**Ndakatulo** | · kulemba mawu ndi ziganizo mwaluso pankhani zomwe awerenga<br><br>· kulemba lembetso pa nkhani zomwe awerenga<br><br>· kupeza mfundo zoti alembe m'ndakatulo zokhudza<br>- zotsatira za kuchulukana<br><br>· kufotokoza mfundo zoti alembe<br><br>· kulemba ndakatulo zokhudza zotsatira za kuchulukana | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri<br>· kuchita mpikisano | · matchati<br>· zolembedwa pa matchati<br>· ndakatulo/bolodi<br>· zithunzi<br>· makope<br>· makadi/bolodi<br>· braille<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· 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** |
|---|---|---|---|---|---|
| · alemba sewero<br>· alemba chimangirizo | 1 **alemba** sewero<br>1 **alemba** chimangirizo pa mitu yosiyanasiyana | **Sewero**<br>**Chimangirizo** | · kulemba sewero pa mitu yosiyanasiyana<br>· kulemba chimangirizo pa mitu/nkhani zosiyanasiyana | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri<br>· kuchita mpikisano | · matchati<br>· zolembedwa pa matchati<br>· ndakatulo/bolodi<br>· zithunzi<br>· makope<br>· makadi/bolodi<br>· braille<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· galasi/kalilole 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:<br>· azindikira sewero la mawu | Ophunzira:<br>1 **apanga** sewero la mawu opingasa ndi otsitsa<br>2 **alemba** sewero la mawu opingasa ndi otsitsa | **Sewero la mawu** | · kupanga sewero la mawu opingasa ndi otsitsa mosalemba<br>· kulemba sewero la mawu opingasa ndi otsitsa | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· ntchito za m'magulu<br>· ntchito ya awiriawiri<br>· kuchita mpikisano | · zolembedwa pa matchati<br>· ndakatulo<br>· zithunzi<br>· makope/makadi<br>· bolodi/braille<br>· ng'oma zogwiritsa ntchito mbuwu<br>· nthenga/pepapla zogwiritsa ntchito mbuwu<br>· 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:<br>· agwiritsa ntchito nthawi za aneni<br><br>· asonyeza kuzindikira matanthauzo angapo a mawu amodzi | Ophunzira:<br><br>1 **agwiritsa** ntchito nthawi za aneni moyenera m'ziganizo<br><br>1 **azindikira** matanthauzo angapo a mawu amodzi | **Aneni**<br><br>**Mawu a matanthauzo angapo** | · kugwiritsa ntchito nthawi za aneni molemba ndi mosalemba<br><br>· kugwiritsa ntchito mawu m'ziganizo monga:<br>- <u>mtanda</u> wanyumba wathyoka<br>- ndigawire <u>mtanda</u> umodzi wa nsima<br>- <u>akhoma</u> nyumba<br>- <u>akhoma</u> tebulo | · mafunso ndi mayankho<br><br>· kukambirana<br><br>· kufotokoza<br><br>· kuyesana<br><br>· ntchito ya m'magulu | · m'ndandanda wa mawu<br>· zinthu zenizeni<br>· zithunzi<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· 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 mitundu ya mawu | 2 **agwiritsa** ntchito mawuwo m'ziganizo zawozawo<br><br>1 **azindikira** mitundu ya mawu monga aonjezi | **Aonjezi** | · kugwiritsa ntchito mawu amatanthauzo angapo m'ziganizo monga:<br>- fula<br>- tunga<br><br>· kuzindikira aonjezi:<br>- Iwo adabwera dzulo<br>- Iye amayenda mofulumira<br>- Amumenya kwambiri<br>· kugwiritsa ntchito aonjezi m'ziganizo zawozawo | · mafunso ndi mayankho<br>· kukambirana<br>· kufotokoza<br>· kuyesana<br>· ntchito ya m'magulu | · m'ndandanda wa mawu<br>· zinthu zenizeni<br>· zithunzi<br>· ng'oma zogwiritsa ntchito mbuwu<br>· galasi/kalilole zogwiritsa ntchito mbuwu<br>· nthenga/pepala zogwiritsa ntchito mbuwu |

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# Syllabus for
# Literacy and Languages - English

# Standard 7

**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 languages 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:<br>· recognise different sounds | Learners must be able to:<br>· **distinguish** words with different sounds eg:<br>/a/ as in'art', and 'part';<br>/ae / as in 'at' , 'pat' | **Phonics** | · identifying sounds given in words<br>· differentiating sounds in given words<br>· matching sounds | · group/pair/individual work<br>· peer assessment<br>· individual assessment<br>· demonstration<br>· teachers assessment | · word cards in large print and in Braille<br>· drums<br>· mirror |

| 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 they listened to | · **follow** main ideas in stories and conversations | **Stories and conversations** | · listening to stories and conversations from various media on different emerging issues such as HIV and AIDS, gender, child labour, human rights, indigenous knowledge, drug and substance abuse, and environmental degradation | · observation<br>· group work<br>· songs, eg: on HIV/AIDS<br>· games<br>· role play<br>· peer assessment<br>· individual assessment<br>· pair work | · radio cassettes<br>· tapes<br>· CDs<br>· resource persons<br>· recorded stories on emerging issues<br>· textbooks<br>· songs<br>· games<br>· plays |

| 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 politely<br><br>· **give** instructions<br>· **follow** instructions | **Commands**<br><br>**Instructions** | · listening to different commands depicting real life situations, eg: road safety commands<br><br>· listening to and carrying out instructions on, eg:<br>- how to care for an HIV/AIDS patient<br>- how to preserve vegetables | · group/pair work<br>· songs<br>· games<br><br>· demonstration<br>· dramatization<br>· observation<br>· question and answer<br>· interviews<br>· peer assessment<br>· self assessment<br>· teacher assessment | · a list of commands<br>· sign language interpreter<br>· drums<br>· mirror<br>· radio, tapes, CDs<br>· resource persons<br>· magazines<br>· pictures<br>· raised pictures<br>· magazine extracts in Braille<br>· recorded instructions<br>· a list of instructions |

**Term** : I
**Core element** : Speaking
**Primary outcome** : The learners will be able to confidently express their own ideas fluently and respond 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:<br>· socialize with others | Learners must be able to:<br>· **greet** others formally and informally | **Socialization** | · greeting each other in class and outside the class informally, eg:<br>"Good morning/afternoon."<br>"Hi/How do you do?"<br>· greeting other people formally, eg:, "Good morning Sir/Madam" | · question and answer<br>· demonstration<br>· role play<br>· games<br>· pair and group work<br>· peer assessment<br>· self assessment<br>· teacher assessment | · pictures and diagrams<br>· raised pictures and diagrams |

| **Assessment standard** | **Success criteria** | **Theme/Topic** | **Suggested teaching and learning activities** | **Teaching, learning and assessment methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| · get things done | · **introduce** themselves and others<br>· **part** with others<br>· **give** commands<br>· **reject** commands | **Commands** | · introducing themselves to others, eg: "I'm …", "My name's …"<br>· introducing other people, eg: "He/She is ...", "I would like to recognize the presence of..."<br>· taking part in a conversation, eg: debate, dialogue,<br>· parting with other people, eg: "Go well", "See you, next time", "Have a nice journey"<br>· giving commands<br>· rejecting or following commands | · pair and group work<br>· role plying<br>· games<br>· role play<br>· discussion<br>· question and answer<br>· demonstration<br>· explanation<br>· peer observation<br>· think-pair-share | · recorded commands and instruction<br>· maps<br>· unlabelled pictures and diagrams eg: in sciences<br>· raised pictures and diagrams |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods |
|---|---|---|---|---|
| | · **give** instructions<br>· **draw** maps<br>· **label** pictures and diagrams<br>· **draw** objects | **Instructions** | · following instructions<br>· carrying out instructions<br>· drawing maps or objects following instructions, eg: a district<br>· labelling pictures and diagrams<br>· drawing objects following instructions | · pair and group work<br>· role plying<br>· games<br>· role play<br>· discussion<br>· question and answer<br>· demonstration<br>· explanation<br>· peer observation<br>· think-pair-share |

**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:<br>· develop phonic awareness | Learners must be able to:<br>· **identify** words that have similar letters that represent the same sound<br>· **identify** words in a sentence or text that have similar letters that represent the same sound | **Phonics** | · sorting words with similar letters that represent the same sound<br>· grouping words with similar letters that represent the same sound<br>· forming words from phonic drill card | · brainstorming<br>· group and pair work<br>· role play<br>· demonstration<br>· peer observation<br>· individual work<br>· self assessment<br>· peer assessment<br>· teacher assessment<br>· think-pair-share | · learners' books<br>· learners' books from other learning areas and science books<br>· Science and agriculture articles<br>· newspapers<br>· magazines<br>· adverts |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · read descriptions for information | · **predict** the content of descriptions from a title and an illustration<br>· **demonstrate** an understanding of a description | **Making prediction** | · matching the title and the illustration with the content of a description<br>· predicting contents of descriptions<br>· scanning for specific information<br>· skimming for general information<br>· reading predictions silently<br>· guessing meanings of words and phrases<br>· answering questions on descriptions | · brainstorming<br>· peer observation<br>· questions and answer<br>· explanation<br>· peer assessment<br>· peer observation<br>· self assessment<br>· scanning skimming<br>· word guess | · learners' books<br>· learners' books from other learning areas and science books<br>· Science and agriculture articles<br>· newspapers<br>· magazines<br>· adverts<br>· newspaper and magazine extracts in Braille and large print<br>· sign language interpreter |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · read for pleasure | · **talk** about events character/ person in stories, poems, plays | **Stories and folktales** | · reading silently<br>· planning for the content of a story from captions or illustrations<br>· identifying characters in the story<br>· summarising main points in stories | · letter to the author<br>· brainstorming<br>· discussing in groups and pairs<br>· role play<br>· demonstrating | · stores<br>· poems<br>· speeches<br>· plays<br>· newspaper articles<br>· magazines |
| | · identify facts and opinions in stories, plays and poems | **Facts and opinion** | · identifying facts and opinions in stories, plays and poems | | |

| 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 between 6,000 and 10,000 words | · **read** texts of between 6,000 and 8,000 words<br>· **talk** about the texts they read<br>· **ask** and answer questions on the text read<br>· **summarize** a text<br>· **complete** a cloze paragraph | **Wide reading** | · asking and answering questions<br>· completing sentences<br>· writing factual description<br>· talking about the texts they have read<br>· summarizing a text<br>· re-ordering jumbled sentences in a paragraph<br>· completing a close passage | · discussion<br>· brainstorming<br>· explanation<br>· demonstration<br>· peer observation<br>· questions and answers<br>· pair/group work<br>· self assessment<br>· letter to the author<br>· think-pair-share | · newspaper and magazine extracts in Braille and large print<br>· sign language interpreter<br>· readers<br>· magazines<br>· newspaper articles<br>· poems, plays<br>· Braille readers<br>· articles and poems in Braille |

**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:<br>· write for social purposes | Learners must be able to:<br>· **plan** the content of informal and formal/business letters, speeches and invitations from a title<br>· **draft**, edit and revise informal and formal/ business letters, speeches and invitations | **Letters, speeches and invitations** | · planning the content to be included in informal and formal/business letters and invitations<br>· drafting, editing and revising informal and formal/business letters and invitations<br>· responding to letters and invitations in writing | · brainstorming<br>· discussion<br>· role play<br>· demonstration<br>· observation<br>· task analysis<br>· error analysis<br>· group assessment<br>· teacher assessment<br>· written exercises | · formal and informal letters<br>· speeches<br>· invitation letters<br>· checklist |

| 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 play, song/ poem, puzzle or cartoon from a title or picture<br>· **draft**, edit and revise a play, script, song/ poem, puzzle or cartoon | **Creative writing** | · planning the content of a play script/song/poem/ puzzle or cartoon strip from a title or picture<br>· drafting, editing, revising and refining a play script, song/poem, puzzle or cartoon strip | · brainstorming<br>· discussion<br>· group and pair work<br>· role play<br>· letter to the author<br>· think-pair-share<br>· question and answer<br>· self assessment<br>· peer assessment<br>· teacher assessment | · pictures<br>· play scripts<br>· songs/poems<br>· puzzles<br>· cartoon strips |
| · write neatly and legible with correct spelling and punctuations | · **copy** sentences and paragraphs neatly and legibly in straight lines<br>· **punctuate** sentences correctly<br>· **take** dictation correctly | **Handwriting**<br>**Punctuation**<br>**Dictation** | · writing sentences and paragraphs from books or the chalkboard neatly and legibly using Palmer's or Marion Richardson styles 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: | Learners will be able to: | | | | |
| · develop an understanding of concepts and vocabulary related to other learning areas | · **use** concepts and vocabulary to plan an oral or written presentation related to other learning areas | **Concepts and vocabulary** | · planning oral and written presentation from concepts and vocabulary related to one learning area<br>· using relevant vocabulary items related to learning areas<br>· asking and answering questions using concepts and vocabulary of a relevant learning area | · group and pair work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· think-pair-share<br>· self observation<br>· peer observation<br>· teacher observation | · lists of concepts and vocabulary related to a learning area<br>· charts<br>· maps<br>· tables<br>· diagrams<br>· puzzles |
| · make notes related to a learning area | · **take** notes from listening | **Note making/taking** | · taking or making notes on a learning area from oral or written presentation | | |

| 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 | · **use** of written presentations to design and label diagrams, charts and plans | **Collecting and recording information** | · designing diagrams, maps, plans and tables from oral and written presentations<br>· drawing maps, diagrams, plans and tables using oral and written presentations<br>· labelling diagrams, maps, plans and tables | · group and pair work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· teacher assessment | · diagrams<br>· charts<br>· tables<br>· plans<br>· maps<br>· oral and written presentation (including Braille) |
| · use language for thinking | · **keep** a personal dictionary<br>· **ask** questions for clarification | **Personal dictionaries** | · keeping a personal dictionary of concepts and vocabulary<br>· asking questions for clarification, eg: "Can you think of another explanation for this?" | · think-pair-share<br>· letter to the author | · samples of a personal dictionary<br>· raised diagrams,<br>· observation checklists |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · use language to analyse information, people, events, situations | · **narrate** events<br>· **give** opinions on information, people, events and situations | **Analyzing information, people, events and situations** | · narrating events<br>· giving their own opinions on information, people, events and situations | · discussion<br>· role play<br>· debate<br>· explanation<br>· group and pair work<br>· demonstrations<br>· peer observation<br>· teacher observation<br>· think-pair-share<br>· self assessment<br>· peer assessment<br>· teacher assessment | · pictures of people (raised)<br>· learners<br>· resources persons |

**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:<br>· demonstrate an understanding of various forms of oral and written texts | Learners must be able to:<br>· **ask** appropriate questions of different forms in oral and written texts<br>· **identify** different question forms in texts | **Question forms** | · asking and answering various question forms in oral and written texts<br>· identifying different question forms in oral and written texts | · brainstorming points for an oral or written text<br>· discussion<br>· role play<br>· explanation<br>· demonstration<br>· peer assessment<br>· teacher assessment | · various types of texts<br>· a list of question forms<br>· pictures/ drawings<br>· raised pictures |
| · show an awareness of verb tenses | · **identify** verb tenses in oral and written texts<br>· use verb tenses in oral and written texts | **Verbs tenses** | · identifying present, past and future tenses<br>· using verb tenses appropriately in oral and written texts | | |

| 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 sentence structure in oral and written texts | · **recognise** complex sentences<br><br>· **use** simple and complex sentences in oral and written texts | **Simple and complex sentences** | · differentiating simple and complex sentences in different texts<br>· analyzing simple sentences, eg: into Subject Verb Object , Subject Verb Complement<br>· analyzing complex sentences into noun, adjective and adverb clauses<br><br>· using simple and complex sentences in oral and written texts<br>· completing dialogues | · brainstorming<br>· discussion<br>· group and pair work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· scanning | · a list of simple and complex sentences |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · show an awareness of the correct use of language in oral and written forms | · **use** phrasal verbs in oral and written texts | **Phrasal verbs** | · identifying phrasal verbs in oral and written texts<br>· using phrasal verbs, eg: pull out, put forward, turn up, | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment | · books<br>· learners<br>· puzzles<br>· sentences and paragraphs<br>· pupils' books for English and other learning areas<br>· a list of words and phrases |
| | · **use** words and phrases that have similar meanings | **Synonyms** | · using correctly words and phrases that have similar meanings, eg: reach/arrive at; steal/rob | | |
| | · **identify** adverbs clauses | **Adverb clauses** | · identifying adverb clauses in oral and written texts | | |
| | · **state** functions of adverbs clauses | | · stating functions of adverb clauses | | |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · develop and use vocabulary in oral and written texts | · **recognise** words which have the same sound but spelt differently | **Vocabulary** | · identifying words in different texts that are spelt differently but have the same sound, eg: right/write; wait/weight (minimal pairs)<br>· using the words in oral and written texts<br>· completing a text with correct words | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· think-pair-share | · crossword puzzles<br>· incomplete sentences<br>· different texts<br>· dialogues and paragraphs<br>· a list of words with different spelling but similar sounds<br>· poems |

**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:<br>· recognise different sounds<br><br>· demonstrate an understanding of speech and a play they listened to | Learners must be able to:<br>· **distinguish** different sounds, eg: /ɜ / as in 'bird', and 'nurse'; /a / as in 'part' and 'park'<br><br>· **suggest** a theme/ topic of the story, speech, play and conversation they have listened to | **Phonics**<br><br>**Plays and speeches** | · identifying sounds given in words<br>· differentiating sounds in given words<br>· matching sounds<br><br>· identifying characters in a play<br><br>· giving their own opinion on a speech or play they have listened to | · group/pair/individual work<br>· peer assessment<br>· individual assessment<br>· observation<br>· group work<br>· pair work<br>· songs, eg: on HIV/AIDS<br>· games<br>· role play | · word cards in large print and in Braille<br>· drums<br>· mirror<br>· radio cassettes<br>· tapes, CDs<br>· resource persons<br>· recorded stories on emerging issues<br>· textbooks<br>· songs, plays and games |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · respond to requests, offers, and invitations | · **responding** to requests, offers, and invitations | **Requests, offers, and invitations** | · listening to various ways of responding to requests, offers and invitations, eg:<br>"Yes, please."<br>"No, thank you." | · group/pair work<br>· observation<br>· peer assessment<br>· self assessment<br>· teacher assessment<br>· think-pair-share<br>· question and answer | · recorded requests,<br>· offers and invitations<br>· sign language interpreter |

**Term** : II
**Core element** : Speaking
**Primary outcome** : The learners will be able to confidently express their own ideas fluently and respond 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:<br>· sing songs<br><br><br><br>· recite poems<br><br>· take part in a play | Learners must be able to:<br><br>· **sing** a songs<br><br><br><br>· **recite** a poem<br><br>· **complete** plays<br>· **perform** a play | **Songs**<br><br><br><br>**Poetry recitals**<br><br>**Plays** | · singing songs<br>· dancing following the tune of a song<br><br>· reciting a poems<br><br>· completing plays<br>· identifying theme, plot and characterization of a play<br>· performing a play<br>· discussing the plot and characterization of a play | · singing songs<br>· role play<br>· group and pair work<br>· peer observation<br><br>· discussion<br>· demonstration<br>· role play | · songs<br>· poems<br>· learners<br>· recorded performances of songs and poems<br>· plays |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · express and find out attitudes, feelings and thoughts | · **make**, accept or reject requests | **Requests** | · making requests<br>· accepting requests<br>· rejecting requests politely | · pair and group work<br>· role play<br>· demonstration<br>· discussion<br>· peer observation<br>· debate | · recorded reports narratives and descriptions<br>· learners<br>· resource persons |
| | · **make**, accept or reject invitations | **Invitations** | · making, accepting and rejecting requests | | |
| | · **make** apologies | **Apologies** | · apologizing politely, eg: "I 'm sorry ...", "Forgive me…" | | |
| | · **express** gratitude | **Gratitude** | · expressing gratitude | | |
| | · **take** part in a debate | **Debates** | · planning the content of proposition or opposition from a topic | | |
| | · **use** appropriate language for proposing and opposing motions | | · debating a topic, eg: on indigenous knowledge or gender<br>· analysing oral and written as well as non-narrative presentations | | |
| | · **narrate** events | **Events** | · narrating events | | |

**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 learners are able to:<br>· develop phonic awareness<br><br>· show an awareness of the structure of a text | Learners must be able to:<br>· **identify** words in a sentence or text that have different letters that represent different sound<br><br>· **identify** topic sentences in paragraphs | **Topic sentences** | · grouping words of different letters that represent the same sound<br>· forming words from phonic drill card<br><br>· identifying topic sentences of paragraphs<br>· identifying main points of paragraph<br>· re-ordering jumbled sentences | · brainstorming<br>· group and pair work<br>· role play<br>· demonstration<br>· peer observation<br>· individual work<br>· self assessment<br>· peer assessment<br>· teacher assessment<br>· think-pair-share | · recorded sounds<br>· phonic drill charts<br>· letter grids<br>· observation checklist<br>· letter grids in Braille and large print<br>· sign language interpreter |

| 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** maps, charts, lists, cartoons and tables for communication<br><br>· **interpret** maps, charts, graphs and tables | **Non-narrative texts** | · scanning charts, maps, lists and tables<br>· discussing information<br>· asking and answering<br>· questions<br>· summarizing information from charts<br><br>· interpreting maps, graphs and tables<br>· write a paragraph using information in maps, graphs and tables | · discussion<br>· scanning<br>· brainstorming<br>· group and pair work<br>· peer observation<br>· teacher assessment<br>· self assessment<br>· think-pair-share<br>· letter to the author | · learners' books for English, Environmental Sciences, Agriculture, Science and Technology<br>· charts<br>· maps<br>· dictionaries<br>· telephone directories<br>· Braille books<br>· raised maps |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · read for pleasure | · **elicit** the main points in stories, poems and plays | **Poems and plays** | · planning content from maps and charts<br>· completing a cloze paragraph<br>· describing title, main characters, plot and setting<br>· dramatizing a play<br>· reciting a poem | · word guessing<br>· explanation<br>· peer observation<br>· brainstorming<br>· group and pair work<br>· writing letters and articles<br>· role play<br>· demonstrating<br>· silent reading<br>· letter to the author<br>· think-pair-share | · newspapers<br>· magazines<br>· extracts in Braille<br>· sign language interpreter<br>· poems<br>· speeches<br>· plays |

| 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 between 6,000 and 10,000 words | · **read** texts of between 8,000 and 10,000 words<br>· **talk** about the texts they have read<br>· **ask** and answer questions on the text read<br>· **summarize** a text<br>· **complete** a cloze paragraph<br>· **guess** meanings of words | **Wide reading** | · asking and answering questions<br>· identifying the theme of a story<br>· completing sentences<br>· writing factual description<br>· summarizing a text<br>· re-ordering jumbled sentences in a paragraph<br>· completing a cloze passage<br>· guessing meanings of word | · discussion<br>· brainstorming<br>· explanation<br>· demonstration<br>· peer observation<br>· questions and answers<br>· pair and group work<br>· silent reading<br>· self assessment<br>· peer assessment<br>· teacher assessment<br>· letter to the author<br>· think-pair-share | · story books<br>· magazines<br>· newspaper/articles<br>· poems<br>· plays<br>· Braille readers<br>· magazine, newspaper extracts in Braille and large print<br>· articles and poems in Braille<br>· sign language interpreter |

**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 the learners are able to<br>· write for information | The learners must be able to:<br>· **plan** the content of a process or report from a picture or title<br>· **draft** the content of a process or report<br>· **edit** the content of a process or report | **Writing for information** | · brainstorming the content of a process or report<br>· planning the content of a process or report from a picture or title, eg: a report on club activities or an experiment carried out, a process such as mending a bicycle<br>· drafting the content of a process or report<br>· editing the content of a process or report | · discussion<br>· observation<br>· group and pair work<br>· teacher observation<br>· task analysis<br>· error analysis<br>· think-pair-share<br>· letter to the author | · pictures<br>· titles<br>· reports<br>· processes<br>· learners' book for Agriculture, Science and Technology<br>· checklist<br>· Braille materials<br>· sample materials<br>· pencil grips |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | · **revise** the content of a process or report<br>· **fill** in forms, eg: bank withdraw and deposit form/ timetable/ application form | | · revising the content of a process or report<br>· completing a process<br>· filling forms eg: a bank withdraw and deposit form or a school time table | · brainstorming the content of a process or report<br>· discussion<br>· observation<br>· group and pair work<br>· teacher observation<br>· task analysis<br>· error analysis<br>· letter to the author<br>· think-pair-share | · pictures<br>· titles<br>· reports<br>· processes<br>· pupils' book for Agriculture, Science and Technology<br>· checklist<br>· Braille materials<br>· sample materials<br>· pencil grips |

| 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 play, song/ poem puzzle or cartoon from a title or picture<br>· **draft** a play, script, song/ poem, puzzle or cartoon<br>· **edit** a play, script, song/poem, puzzle or cartoon<br>· **revise** a play, script, song/ poem, puzzle or cartoon | **Creative writing** | · planning the content of a play script/song/poem/ puzzle or cartoon strip from a title or picture<br>· drafting a play script, song/poem, puzzle or cartoon strip<br>· editing a play script, song/poem, puzzle or cartoon strip<br>· revising a play script, song/poem, puzzle or cartoon strip | · group and pair work<br>· peer observation<br>· teacher observation<br>· error analysis<br>· individual work<br>· self assessment<br>· peer assessment<br>· letter to the author<br>· think-pair-share | · wedding cards<br>· newspapers<br>· checklist<br>· sign language interpreter |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · write neatly and legible with correct spelling and punctuations | · **punctuate** sentences correctly<br>· **take** dictation correctly | **Hand writing** | · responding to questions on the play/song/poem and puzzle<br>· solving puzzles, eg: a crossword puzzle<br>· completing a play song/poem, puzzle or cartoon strip<br>· punctuating sentences correctly<br>· taking dictation with correct spelling and punctuation | · demonstration<br>· pupil observation<br>· teacher observation<br>· peer observation<br>· self assessment<br>· peer assessment<br>· role play<br>· discussion<br>· explanation<br>· group and pair work | · raised titles and pictures<br>· sentences and passage<br>· samples of Palmer's and Marion Richardson styles of writing<br>· a set of punctuation marks<br>· raised sentences and passages<br>· observation checklist |

**Term** : II
**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:<br>· develop an understanding of concepts and vocabulary related to other learning areas<br>· collect and record information in different ways | Learners will be able to:<br>· **solve** correctly mathematical word problems<br>· **use** charts, diagrams, and tables to plan for oral and written presentations | **Mathematical word problems**<br>**Oral and written presentations** | · solving mathematical word problems using expressions such as 'quotient, sum of, product of'<br>· planning oral and written presentations from diagrams, charts, plans or tables<br>· completing maps, diagrams, charts, plans and tables | · individual pair work<br>· group work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· self assessment<br>· think-pair-share | · lists of concepts and vocabulary related to a learning area<br>· charts<br>· maps<br>· tables<br>· diagrams<br>· puzzles<br>· topics for debate taken from 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 language for thinking | · **keep** a personal dictionary<br>· **give** their opinions on an oral and written as well as non-narrative presentations<br>· **ask** questions on specific information, events and situations<br>· **describe** people | **Language for thinking**<br><br>**Description** | · keeping a personal dictionary of concepts/ vocabulary<br>· giving their opinions on oral and written, as well as non-narrative presentations<br>· asking questions for clarification on specific information, events and situations<br>· describing people<br>· drawing conclusions from specific information, events and situations | · individual/pair/ group work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· think-pair-share | · lists of concepts and vocabulary related to a learning area<br>· charts<br>· maps<br>· tables<br>· diagrams<br>· puzzles<br>· topics for debate taken from other learning areas |

**Term** : II
**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 |
|---|---|---|---|---|---|
| · demonstrate an understanding of sentence structure in oral and written texts | · **recognise** compound sentences<br>· **use** compound sentences in oral and written texts | **Compound sentences** | · differentiating compound and complex sentences in different texts<br>· analyzing compound sentences<br>· using compound sentences in oral and written texts<br>· completing dialogues | · brainstorming<br>· discussion<br>· group and pair work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· scanning | · a list of simple and complex sentences<br>· books<br>· learners<br>· puzzles<br>· sentences and paragraphs<br>· pupils' books for English and other learning areas<br>· a list of words and phrase |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · show an awareness of the correct use of language in oral and written forms | · **use** phrasal verbs in oral and written texts | **Phrases** | · using phrasal verbs<br>· identifying phrases in oral and written texts<br>· using phrases in oral and written texts | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· peer assessment<br>· think-pair-share | · grammar books<br>· sentences and paragraphs<br>· learners' books for English and other learning areas<br>· a list of clauses and phrases |
| | · **use** words and phrases that have opposite meanings | **Antonyms** | · using words and phrases that have opposite meanings correctly | | |
| · demonstrate an awareness of clauses | · **use** noun clauses in oral and written text | **Noun clauses** | · identifying noun clauses in oral and written texts<br>· stating the functions of noun clauses in texts<br>· differentiating clauses and phrases | | |
| · show an awareness of continuous tenses | · **identify** continuous tenses<br>· **use** continuous tenses | **Continuous tenses** | · identifying continuous tenses<br>· using continuous tenses | | |

**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, 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:<br>· demonstrate an understanding of a conversation they listened to | Learners must be able to:<br>· **summarise** a conversation | **Conversations** | · summarising a conversation<br>· reporting what they have heard in a conversation | · group/pair/individual work<br>· peer assessment<br>· individual assessment<br>· observation<br>· group work<br>· whole class work<br>· songs, eg: on HIV/AIDS<br>· games<br>· role play | · word cards in large print and in Braille<br>· drums<br>· mirror<br>· cassette recorders<br>· resource persons<br>· recorded stories on emerging issues<br>· textbooks, tapes<br>· songs and games/plays |

| 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<br>· **relate** proverbs to real life situations<br>· **identify** signalling devices<br>· **identify** signalling devices | **Figures of speech**<br>**Signalling devices** | · solving riddles<br>· suggesting their own riddles<br>· completing gaps<br>· giving meanings to proverbs<br>· relating proverbs to real life situations<br>· suggesting their own proverbs<br>· giving meanings to specific idioms<br>· recalling similes<br>· identifying linking words signalling devices eg first, second, then, after<br>· using linking words (signalling devices) | · group work<br>· question and answer<br>· peer assessment<br>· debates<br>· games<br>· pair work<br>· explanation<br>· self assessment<br>· peer assessment<br>· think-pair-share | · resource persons<br>· a list of proverbs<br>· assessment checklist<br>· a list pf riddles |

**Term** : III
**Core element** : Speaking
**Primary outcome** : The learners will be able to confidently express their own ideas fluently and respond 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:<br>· tell stories | Learners must be able to:<br>· **narrate** stories<br>· **ask** and **answer** questions on the stories<br>· **report** what happened<br>· **identify**, theme, plot and characterization in a story | **Stories** | · narrating stories they witnessed and those they heard from others<br>· discussing theme, characterization and plot of stories<br>· asking and answering questions on the story<br>· reporting what happened in the story<br>· identifying theme, plot and characterisation in a story | · role play<br>· group and pair work<br>· discussion<br>· explanation<br>· narrating | · stories<br>· resource persons<br>· pictures<br>· drawings (raised) |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · ask for and give information | · **ask** for information<br>· **give** information to others<br>· **use** correct signalling devices to introduce different points in a speech | **Asking for and giving information** | · asking for information, eg: on topics that require narrating, describing and reporting<br>· narrating, describing and reporting information, eg: on HIV/AIDS/gender/ child labour/drug and substance abuse<br>· describing things<br>· reporting things accurately, eg: process used in an experiment | · role play<br>· group and pair work<br>· discussion<br>· peer observation<br>· brainstorming points<br>· group and pair work<br>· role play<br>· peer assessment<br>· self assessment<br>· think-pair-share | · a list of topics for narration, description<br>· pictures<br>· diagrams<br>· resource persons<br>· a list of topics for a speech<br>· sample speeches |
| · make a speech | · **use** language devices correctly | **Speeches** | · planning the content of a speech<br>· brainstorming points to include in a speech<br>· making a speech<br>· identifying signalling devices<br>· identifying other connectors | | |

**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:<br>· develop phonic awareness | Learners must be able to:<br>· **identify** words that have similar letters that represent different sounds<br>· **identify** words in a sentence or text that have similar letters that represent different sounds | **Phonics** | · sorting words with similar letters that represent different sounds<br>· grouping words with similar letters that represent different sounds<br>· forming words from phonic drill card<br>· scanning words in the book | · brainstorming<br>· group and pair work<br>· role play<br>· demonstration<br>· peer observation<br>· individual work<br>· group and pair work<br>· self assessment<br>· peer assessment<br>· role play<br>· think-pair-share | · recorded sounds<br>· phonic drill charts<br>· letter grids<br>· observation checklist<br>· letter grids in Braille and large print<br>· sign language interpreter |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · read for pleasure<br><br>· demonstrate a reading vocabulary of between 6,000 and 10,000 words | · **identify** main ideas in a paragraph<br><br>· **read** articles and speeches<br><br>· **read** texts of between 6,000 and 10,000 words<br>· **talk** about the texts they have read<br>· **ask** and answer questions on the text read<br>· **summarize** a text<br>· **complete** a cloze paragraph | **Articles and speeches**<br><br>**Descriptions** | · asking and answering questions on articles and speeches<br><br>· completing a speech or article<br>· reading silently<br>· identifying main points<br><br>· identifying topic sentences in each paragraph<br>· making speeches<br>· making oral presentations of articles<br><br>· completing sentences<br>· writing speeches and articles<br>· summarizing a speech or article<br>· re-ordering jumbled sentences in a paragraph | · brainstorming<br>· group and pair work<br>· role play<br>· demonstration<br>· peer observation<br>· individual work<br>· discussing in groups and pairs<br>· writing letters and articles<br>· silent reading<br>· writing a letter to the author | · recorded sounds<br>· phonic drill charts<br>· letter grids<br>· observation checklist<br>· letter grids in Braille and large print<br>· sign language interpreter<br>· stories, articles<br>· poems, plays<br>· speeches<br>· newspapers<br>· magazines |

**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:<br>· design media texts | Learners must be able to:<br>· **plan** the content of an advertisement, invitation, banner from a picture or title<br>· **draft** the content of an advertisement, invitations, banner and puzzle<br>· **plan** the content of a speech | **Media texts**<br>**Speeches and articles** | · planning the content of an advertisement for products invitation and banners from a picture or title<br>· drafting advertisements, invitations, banners and puzzles<br>· planning the content of a speech or article from a title or themes<br>· drafting a speech or article | · brainstorming content of advertisements, invitations, banners and puzzles<br>· discussions<br>· demonstration<br>· role play<br>· letter to the author<br>· think-pair-share | · titles<br>· pictures<br>· advertisements<br>· invitations<br>· banners<br>· puzzles<br>· raised pictures and titles<br>· themes for speeches or articles<br>· sample speeches and articles |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | · **edit** the content of an advertise-ment, invitations, banner and puzzle<br>· **revise** the content of an advertise-ment, invitations, banner and puzzle<br><br>· draft, edit, proof read a letter on memorandum format | **Media texts**<br><br>**Letters using memorandum formats** | · editing advertisements, invitations, banners and puzzles<br>· revising advertisements, invitations, banners and puzzles<br>· reading advertisements, invitations, banners and puzzles<br>· solving crossword puzzles<br><br>· drafting, editing, proof reading a letter on memorandum format | · brainstorming content of advertisements, invitations, banners and puzzles<br>· discussions<br>· demonstration<br>· role play<br>· letter to the author<br>· think-pair-share | · titles<br>· pictures<br>· advertisements<br>· invitations<br>· banners<br>· puzzles<br>· raised pictures and titles<br>· themes |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | · **responding** to advertisement, invitation and puzzles | | · responding to invitations and advertisements in writing<br>· completing invitations, advertisements, banners and puzzles<br>· responding to questions on the play/song/poem and puzzle<br>· solving puzzles, eg: a crossword puzzle<br>· completing a play song/poem, puzzle or cartoon strip | · brainstorming content of advertisements, invitations, banners and puzzles<br>· discussion<br>· demonstration<br>· role play<br>· demonstration<br>· pupil observation<br>· teacher observation<br>· explanation<br>· group and pair work<br>· peer observation<br>· self assessment<br>· peer assessment<br>· letter to the author | · raised titles and pictures<br>· checklist<br>· sentences and passages<br>· samples of Palmer's and Marion Richardson styles of writing<br>· a set of punctuation marks<br>· raised sentences and passages<br>· observation checklist |
| · write neatly and legible with correct spelling and punctuations | · **punctuate** sentences correctly<br>· **take** dictation correctly | **Hand writing** | · completing sentences or a cloze passage neatly and legibly | | |

**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 anduse 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:<br>· develop an understanding of concepts and vocabulary related to other learning areas | Learners will be able to:<br>· **prepare** charts, diagrams, maps, etc, using concepts and vocabulary related to a learning area | **Concepts and vocabulary** | · using oral and written presentation in a learning area to prepare charts, eg: pie charts, histograms, etc, maps, tables and diagrams<br>· solving puzzles, eg: crossword, jigsaw, etc<br>· taking part in a debate | · group and pair work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· think-pair-share<br>· self assessment<br>· peer assessment | · lists of concepts and vocabulary related to a learning area<br>· charts<br>· maps<br>· tables<br>· diagrams<br>· puzzles<br>· topics for debate taken from other learning areas |

| 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<br><br>· use language to analyse information, people, events and situations | · **keep** a personal dictionary<br><br>· **ask** questions on specific information, events and situations<br><br>· **describe** people | **Collecting and recording information** | · keeping a personal dictionary of concepts and vocabulary<br><br>· asking questions for clarification on information, people, events and situations<br><br>· describing people<br>· drawing conclusions from information, people, events and situations | · group and pair work<br>· role play<br>· discussion<br>· demonstration<br>· peer observation<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· teacher assessment<br>· think-pair-share<br>· letter to the author<br>· question and answer | · diagrams<br>· charts<br>· tables<br>· plans<br>· maps<br>· oral and written presentation, including Braille<br>· samples of a personal dictionary<br>· raised diagrams, charts, tables, plans and maps<br>· observation checklists |

**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:<br>· show an awareness of the correct use of language in oral and written forms | Learners will be able to:<br>· **use** clauses in oral and written texts<br>· **use** words and phrases that have similar meanings correctly | **Adjective clauses**<br>**Words and phrases** | · identifying adjective clauses in oral and written texts<br>· using clauses in oral and written texts<br>· stating functions of adjective clauses<br>· identifying incorrect uses of words and phrases<br>· using correctly words and phrases that have similar meanings | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· peer assessment<br>· think-pair-share | · books<br>· learners<br>· puzzles<br>· sentences and paragraphs<br>· pupils' books for English and other learning areas<br>· a list of words and phrases |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · develop and use vocabulary in oral and written texts | · **identify** clauses<br>· **identify** perfect tenses<br>· **using** perfect tenses<br>· **recognize** the correct order of words | **Noun clauses**<br>**Tenses**<br>**Vocabulary** | · stating functions of noun clauses<br>· identifying perfect tenses, present and past<br>· using perfect tenses; present and past<br>· identify the incorrect order of words in oral and written texts<br>· rearranging words in sentences<br>· using the correct order of words in oral and written texts | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· think-pair-share | · crossword puzzles<br>· passages for dictation<br>· incomplete sentences,<br>· different texts<br>· dialogues and paragraphs<br>· a list of words in incorrect order |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · show an awareness of the correct use of proverbs | · **identify** proverbs<br>· **give** meanings of proverbs<br>· **use** proverbs<br><br>· **analyse** simple, complex and compound sentences | **Proverbs**<br><br>**Simple, complex and compound sentences** | · identify proverbs<br>· give meanings of proverbs<br>· use proverbs in oral and written<br>· analysing simple, complex and compound sentences | · brainstorming<br>· discussion<br>· pair and group work<br>· demonstration<br>· explanation<br>· self assessment<br>· teacher assessment<br>· think-pair-share | · crossword puzzles<br>· passages for dictation<br>· incomplete sentences,<br>· different texts<br>· dialogues and paragraphs<br>· a list of words in incorrect order |

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# Syllabus for Mathematics

# Standard 7

## 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 **Measurement**
The learner will be able to use appropriate measurement concepts and skills in real life situation.

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

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 relationships
**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· recognise and write numbers up to 1 billion | Learners must be able to:<br>1 **read** numbers in Figures and words up to 1 billion<br>2 **write** numbers in figures and words up to 1 billion<br>3 **recognise** Roman numerals | **Numbers**<br>**Roman numerals** | · pronouncing / miming numbers in figures up to 1 billion<br>· reading numbers in figures and words<br>· writing numbers up to 1 billion in figures and words<br>· ordering numbers in ascending and descending order<br>· reading Roman numerals up to 20<br>· writing Roman numerals up to 20<br>· relating Roman numerals to Hindu / Arabic and vice versa<br>· changing Roman numerals to Hindu-Arabic numerals and vice versa<br>· investigating situations in the environment on where and how Roman numerals are used | · explanation<br>· demonstration<br>· discussion<br>· group work<br>· question and answer<br>· peer assessment<br>· group assessment<br>· written exercises<br>· mental mathematics | · number chart<br>· raised number chart<br>· number cards<br>· raised number cards<br>· objects with roman numerals e.g. clocks, books, etc<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · apply basic operations involving whole numbers | 1 **add** and **subtract** whole numbers in the same problem<br><br>2 **multiply** and **divide** whole numbers in the same problem<br><br>3 **solve** practical problems on whole numbers involving basic operations | **Basic operations on whole numbers addition and subtraction Multiplication and division** | · adding and subtracting whole numbers in the same problem up to three terms<br>· solving practical problems on addition and subtraction of whole numbers<br><br>· multiplying and dividing whole numbers in the same problem up to three terms<br>· solving practical problems on multiplication and division of whole numbers in the same problem<br><br>· solving practical problems on addition and multiplication in the same problem<br>· solving practical problems on addition and division of whole numbers in the same problem<br>· solving practical problems on subtraction and multiplication in the same problem<br>· solving practical problems on subtraction and division in the same problem<br>· solving practical problems on addition, subtraction, multiplication and division of whole numbers in the same problem | · discussion<br>· demonstration<br>· explanation<br>· question and answer<br>· written exercises<br>· peer assessment<br>· group assessment<br>· mental mathematics | · number chart<br>· raised number chart<br>· number cards<br>· raised number cards<br>· basic facts charts<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · solve practical problems on highest common factors (H.C.F.) and lowest common multiples (L.C.M.) | 4 **find** averages of numbers<br><br>1 **find** H.C.F. of numbers<br><br>2 **find** L.C.M. of numbers | **Averages**<br><br>**H.C.F. and L.C.M.** | · establishing the meaning of average<br>· finding averages of groups of whole numbers<br>· solving practical problems on averages of whole numbers<br><br>· working out HCF of numbers using factor method<br>· working out HCF of numbers using division method<br><br>· working out LCM of numbers up to four terms<br>· working out LCM of numbers using factor method<br>· working out practical problems on HCF and LCM | · explanation<br>· discussion<br>· demonstration<br>· group work<br>· question and answer<br>· written exercises<br>· peer assessment<br>· group assessment<br>· self assessment<br>· individual work<br>· investigation<br>· mental mathematics | · charts<br>· sticks<br>· bottle tops<br>· books<br>· data<br>· basic facts chart on multiplication<br>· braille multiplication chart<br>· checklist |

| **Assessment standard** | **Success criteria** | **Topic/ Theme** | **Suggested teaching and learning activities** | **Suggested teaching, learning and assessment methods** | **Suggested teaching, learning and assessment resources** |
|---|---|---|---|---|---|
| · solve practical problems involving fractions and decimals | 1 **carry** out any two basic operations on fractions in the same problem<br><br>2 **carry** out any two basic operations on decimal numbers in the same problem<br><br>3 **express** numbers to the required degree of accuracy | **Basic operations on fractions**<br><br>**Basic operations on decimals**<br><br>**Approximation and estimation** | · adding and subtracting fractions in the same problem<br>· multiplying and dividing fractions in the same problem<br><br>· adding and subtracting decimals in the same problem<br>· multiplying and dividing decimals in the same problem<br><br>· writing decimal numbers up to 4 decimal places<br>· changing decimal numbers to mixed numbers and vice versa<br>· establishing the meaning of significant figure<br>· expressing numbers up to 3 significant figures | · explanation<br>· discussion<br>· demonstration<br>· group work<br>· experimentation<br>· pair work<br>· written exercises<br>· peer assessment<br>· group assessment<br>· mental mathematics | · scissors<br>· paper<br>· fractional chart<br>· raised fractional chart<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · solve practical problems involving rate, ratio and proportion | 1 **find** rate of different activities<br><br>2 **find** ratio of given quantities<br><br>3 **work** out percentages | **Rate, ratio and proportion**<br><br>**Percentages** | · estimating speed from timed activities<br>· carrying out practical problems involving speed<br><br>· simplifying ratio to its lowest term<br>· sharing quantities in given ratios using unitary methods<br>· using proportion in sharing quantities<br>· solving practical problems involving ratio and proportion<br><br>· expressing fractions as percentages and vice versa<br>· expressing decimals as percentages and vice versa<br>· solving practical problems on percentages | · explanation<br>· discussion<br>· experimentation<br>· demonstration<br>· group work<br>· pair work<br>· role playing<br>· written exercises<br>· peer assessment<br>· group assessment<br>· mental mathematics | · fruits<br>· stones<br>· bottle tops<br>· data<br>· 100 square chart<br>· checklist |

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· apply basic operations to solve practical problems on money | Learners must be able to:<br>1 **prepare** budgets and work out bills<br><br>2 **find** profit and loss | **Bills and budgets**<br><br>**Profit and loss** | · preparing family budgets<br>· preparing budgets for future activities e.g. parties, trips, weddings<br>· working out bills for various activities<br><br>· identifying cost and selling prices<br>· calculating profit or loss<br>· finding cost price given selling price and profit or loss<br>· finding selling price given cost price and profit or loss | · role play<br>· group work<br>· pair work<br>· demonstration<br>· field trips / excursions<br>· discussion<br>· investigation<br>· explanation<br>· observation<br>· peer assessment<br>· group assessment<br>· individual assessment<br>· mental mathematics<br>· portfolio | · shopping corner<br>· shopping items<br>· price tags<br>· local markets<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · describe postal and bank services | 3 **work** out commission and discount | **Commission and discount** | · finding actual discount given marked price and selling price<br>· calculating the marked price given selling price and discount<br>· calculating selling price given marked price and discount<br>· calculating commission given number of items sold and the rate of commission per item | · role play<br>· group work<br>· pair work<br>· demonstration<br>· field trip / excursion<br>· discussion<br>· investigation<br>· explanation<br>· observation<br>· peer assessment<br>· group assessment<br>· individual assessment<br>· mental mathematics | · shopping corner<br>· shopping items<br>· price tags<br>· local markets<br>· sample cheques<br>· deposit / withdrawal forms<br>· postal / money orders<br>· telegram forms<br>· stamps<br>· registered envelopes<br>· smart cards<br>· auto teller cards<br>· checklist |
| | 1 **calculate** charges for postal services | **Postal services** | · calculating charges for sending money orders, postal orders, letters, parcels and telegrams<br>· working out practical problems on postal services | | |
| | 2 **describe** bank services | **Bank services** | · listing bank services<br>· filling in deposit and withdrawal forms | | |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · carry out simple accounting procedures | 3 **work** out simple interest | **Bank services** | · calculating simple interest given rate, principal and time<br>· calculating amount given principal and interest<br>· calculating rate or time given interest | · role play<br>· group work<br>· pair work<br>· demonstration<br>· field trip<br>· discussion<br>· investigation<br>· explanation<br>· observation<br>· peer assessment<br>· group assessment<br>· individual assessment<br>· mental mathematics<br>· individual work | · sample cheques<br>· list of transactions<br>· chart paper<br>· banks<br>· checklist |
| | 1 **maintain** Cash Account | **Cash accounts** | · identifying columns of Cash Account<br>· entering transactions in appropriate columns of Cash Account<br>· balancing Cash Account | | |
| | 2 **maintain** Bank Account | **Bank account** | · identifying columns of Bank Account<br>· entering transactions in appropriate columns of Bank Account<br>· balancing Bank Account | | |

**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, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· describe triangles, quadrilaterals and circles | Learners must be able to:<br>1 **identify** types and properties of triangles<br>2 **identify** types and properties of quadrilaterals<br>3 **describe** a circle | **Geometrical shapes** | · identifying different triangles in the environment<br>· naming types of triangles<br>· writing down properties of different triangles<br>· identifying different types of quadrilaterals in the environment<br>· naming types of quadrilaterals<br>· writing down properties of quadrilaterals<br>· drawing circles of different sizes<br>· identifying parts of a circle<br>· labeling parts of a circle<br>· describing parts of a circle | · group work<br>· pair work<br>· individual work<br>· discussion<br>· explanation<br>· observation<br>· individual assessment<br>· peer assessment<br>· question and answer<br>· field trip | · cubes<br>· pencils<br>· rulers<br>· protractors<br>· paper<br>· scissors<br>· boxes<br>· blocks<br>· observation check list<br>· raised shape<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · construct angles | 1 **draw** angles using a ruler and protractor<br><br>2 **measure** angles using a protractor | | · discussing the use of a protractor in measuring angles<br>· measuring given angles using a protractor<br><br>· drawing different angles and measuring their sizes using protractors<br>· constructing angles using a ruler and protractor from given measurements | · demonstration<br>· practical work<br>· pair work<br>· group work<br>· individual work<br>· question and answer<br>· observation<br>· peer assessment | · cubes<br>· pencils<br>· rulers<br>· protractors<br>· paper<br>· scissors<br>· boxes<br>· blocks<br>· observation check list<br>· raised shape<br>· checklist |

**Core element** : Measurement
**Primary outcome** : The learner will be able to use appropriate measurement concepts and skills in real life situation.

| **Assessment standard** | **Success criteria** | **Topic/ Theme** | **Suggested teaching and learning activities** | **Suggested teaching, learning and assessment methods** | **Suggested teaching, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· apply basic operations in solving practical problems involving length, capacity and mass | Learners must be able to:<br>1 **use** basic operations to solve practical problems involving length<br>2 **use** basic operations to solve practical problems involving capacity and mass | **Length, capacity and mass** | · solving practical problems involving length<br>· establishing relationships between circumference and diameter to deduce the formula of a circumference<br>· calculating perimeter of circles using formula<br>· finding perimeter of composite figures<br>· solving practical problems involving capacity<br>· solving practical problems involving mass | · experimenting<br>· discussions<br>· question and answer<br>· group assessment<br>· practice<br>· demonstration<br>· peer assessment<br>· self assessment<br>· explanation<br>· observation | · strings<br>· tins<br>· bottles<br>· tables<br>· raised diagrams<br>· chart<br>· circular coins<br>· circular lids<br>· rulers<br>· tape measure<br>· braille ruler<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of time | 1 **describe** time intervals | **Time** | · identifying time intervals<br>· describe time intervals up to 1,000 years such as fortnight, decade, century, generation<br>· describing celebrations associated with time intervals | · experimentation<br>· discussions<br>· question and answer<br>· group assessment<br>· practice<br>· demonstration<br>· peer assessment<br>· self assessment<br>· explanation<br>· observation<br>· discovery | · strings<br>· tins<br>· bottles<br>· tables<br>· raised diagrams<br>· chart<br>· circular coins<br>· circular lids<br>· rulers<br>· tape measure<br>· time line<br>· pair of scissors<br>· papers<br>· school log book<br>· glue<br>· checklist |
| | 2 **develop** time lines | | · expressing A.D. and B.C. on a time line<br>· discussing local events and draw time lines<br>· solving practical problems involving time intervals | | |
| · solve practical problems involving area and volume | 1 **find** area of parallelograms and circles | **Area** | · establishing the formula for area of parallelograms from area of rectangles<br>· finding area of parallelograms using formula<br>· establishing the formula for area of a circle from area of rectangles / parallelograms<br>· finding area of circles using formula<br>· finding areas of composite figures | | |
| | 2 **find** volume of cuboids | **Volume** | · discussing the relationship between volume and capacity<br>· converting volume to capacity and vice versa<br>· finding volume of cuboids and cubes using formula<br>· solving practical problems on volume | | |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · estimate and measure temperature | 1 **estimate** temperatures of substances<br><br>2 **measure** temperatures of substances | **Temperature** | · estimating and verifying temperatures of substances<br>· discussing the application of temperature estimation in every day life<br><br>· collecting and recording data on temperature<br>· representing data into tables and bar graphs<br>· interpreting data from tables and bar graphs | · experimentation<br>· discussions<br>· question and answer<br>· group assessment<br>· practice<br>· demonstration<br>· peer assessment<br>· self assessment<br>· explanation<br>· observation | · tins<br>· bottles<br>· tables<br>· thermometer<br>· sand<br>· water<br>· metals<br>· pupils<br>· temperature chart<br>· checklist |

**Term 3**

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· investigate and extend number and geometric patterns | Learners must be able to:<br>1 **investigate** and **extend** number patterns<br><br>2 **investigate** and **extend** geometric patterns | **Patterns** | · identifying number patterns<br>· extending number patterns<br>· filling in missing numbers<br>· establishing the rule of the number patterns e.g. (2, 4, 6 the rule is add 2 to get the next number)<br>· generating number patterns from a given rule<br><br>· identifying geometric patterns<br>· extending geometric patterns<br>· establishing the rule of geometric patterns<br>· investigating patterns from the environment<br>· generating geometric patterns from a given rule | · investigations<br>· demonstration<br>· pair work<br>· group work<br>· explanation<br>· field trips<br>· question and answer<br>· peer assessment<br>· group assessment | · number charts<br>· patterns<br>· door mats<br>· raised number chart<br>· raised patterns<br>· raised number charts<br>· checklist |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · add and subtract like terms | 1 **add** like terms | **Addition of like terms** | · sorting out objects<br>· naming groups of objects<br>· representing objects with letters<br>· adding groups of objects of the same kind<br>· adding groups of objects of the same kind represented by letters | · discussion<br>· demonstration<br>· group work<br>· pair work<br>· practice<br>· mental mathematics<br>· peer assessment<br>· group assessment<br>· individual assessment<br>· individual work | · fruits<br>· bottle tops<br>· coins<br>· sticks<br>· books<br>· beans<br>· maize<br>· pencils<br>· pens<br>· checklist |
| | 2 **subtract** like terms | **Subtraction of like terms** | · representing objects with letters<br>· subtracting groups of objects of the same kind<br>· subtracting groups of objects of the same kind represented by letters | | |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · solve the number sentences | 1 **complete** number sentences | **Number sentences** | · filling in the missing numbers in number sentences<br>· solve number sentences up to 4 terms e.g. □ = 4 x 3 - 8 | · discussion<br>· demonstration<br>· group work<br>· pair work<br>· practice<br>· mental mathematics<br>· peer assessment<br>· group assessment<br>· individual assessment<br>· individual work | · basic facts chart<br>· charts<br>· number line<br>· number cards<br>· raised number cards<br>· checklist |
| | 2 **formulate** number sentences | | · formulating number sentences from a given context<br>· solving practical problems on number sentences | | |
| · use mathematical symbols of not equal to, greater than and less than ( ≠, > and < ) | 2 **use** inequality symbols appropriately | **Inequalities** | · using greater than symbol in mathematical sentences<br>· using less than symbol in mathematical sentences<br>· inserting inequality symbols in number sentences | | |

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when learners are able to:<br>· collect data (information) | Learners must be able to:<br>1 **collect** data (information) | **Graphs** | · identifying appropriate data sources in the environment<br>· designing and using simple data collection sheets<br>· collecting and recording data | · explanation<br>· discussion<br>· demonstration<br>· experimentation<br>· field trips<br>· investigation<br>· group work<br>· pair work<br>· individual work<br>· group assessment<br>· peer assessment<br>· individual assessment<br>· written exercise | · paper<br>· data sources<br>· picture graphs<br>· bar graphs<br>· observation sheets<br>· progress report books<br>· checklist |
| | 2 **tabulate** data | | · organising data<br>· representing data using tallies and tables | | |
| · draw graphs to scale | 1 **draw** picture graphs to scale up to 1:100 | | · generating a scale from given data<br>· interpreting given scale<br>· drawing picture graphs to a given scale | | |
| | 2 **draw** bar graphs to scale up to 1:100 | | · drawing bar graphs to a given scale | | |

| Assessment standard | Success criteria | Topic/ Theme | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · interpret data | 3 **draw** line graphs to scale up to 1:100<br>1 **interpret** picture graphs<br>2 **interpret** bar graphs<br>3 **interpret** line graphs | **Graphs** | · collecting and recording data<br>· plotting points<br>· drawing line graphs representing different information using a given scale<br>· identifying scale from the picture graph<br>· interpreting scale<br>· interpreting picture graphs drawn to a given scale<br>· identifying scale from bar graphs<br>· interpreting bar graphs drawn to a given scale<br>· identifying scale from line graphs<br>· interpreting line graphs drawn to a given scale | · group work<br>· observation<br>· discussion<br>· individual work<br>· pair work<br>· explanation<br>· self assessment<br>· demonstration<br>· field trips<br>· investigation | · line graphs<br>· picture graphs<br>· bar graphs<br>· raised graphs<br>· graph paper<br>· graph charts<br>· grid board<br>· checklist |

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# Syllabus for Expressive Arts

# Standard 7

## 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:<br>· create movements in personal and general space | The learners must be able to:<br>1 **demonstrate** boundaries of personal and general space<br>2 **perform** artistic activities within personal and general space | **Personal and general space** | · discussing meanings of personal and general space<br>· drawing personal space and general space<br>· dancing alone, and in a group<br>· drawing shapes which do not meet and those which meet<br>· finding out which activities require personal or general space | · demonstration<br>· discussion<br>· group work<br>· portfolio<br>· question and answer<br>· pair work<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· practical<br>· survey<br>· rubrics<br>· drawing<br>· dancing | · talular<br>· observation checklist<br>· resource persons / sign language interpreter<br>· learners' experiences<br>· braille paper<br>· flutes<br>· drums<br>· whistles<br>· shakers<br>· costumes<br>· portfolio<br>· local environment<br>· rubrics<br>· raised diagrams<br>· dances |

**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:<br>· demonstrate partnership skills of leading, following and mirroring in art activities | The learners must be able to:<br>1 **demonstrate** body movements in response to different rhythms<br>2 **demonstrate** familiar mirroring artistic activities | **Body movement** | · introducing musical notes<br>· introducing the time signature<br>· creating rhythm patterns<br>· moving in relation to the rhythm patterns<br>· identifying local dances<br>· performing local dances following a leader<br>· creating educational dances<br>· performing educational dances<br>· naming various mirroring activities<br>· discussing various mirroring activities<br>· playing games such as aeroplane – racing in groups | · teacher observation<br>· demonstration<br>· discussion<br>· group work<br>· question and answer<br>· portfolio<br>· self-assessment<br>· pair work<br>· practical<br>· brainstorming<br>· peer assessment<br>· rubrics<br>· singing<br>· dancing | · talular<br>· pictures<br>· observation checklist<br>· learners' experiences<br>· local environment<br>· pental pens<br>· braille paper<br>· chalk<br>· songs<br>· drums<br>· whistles<br>· flutes<br>· shakers<br>· rubrics<br>· knives<br>· songs<br>· dances |

**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:<br>· use various forms of art to communicate cultural values of their communities | The learners must be able to:<br>1 **describe** garments which convey different cultural messages<br>2 **relate** sounds to the message they convey for certain events of cultural significance | **Conveying cultural messages** | · discussing garments which convey different cultural messages<br>· sewing garments which convey cultural messages<br>· stating what kind of messages the garments portray<br>· researching in their communities what kind of sounds are used to convey messages<br>· matching sounds to events such as whistle-for calling people in an event of theft – cultural dances / ceremonies | · demonstration<br>· discussion<br>· question and answer<br>· brainstorming<br>· field visit<br>· peer assessment<br>· self assessment<br>· practical<br>· portfolio<br>· teacher observation<br>· survey<br>· rubrics | · talular<br>· observation checklist<br>· charts / raised chart<br>· papers<br>· pictures<br>· shakers<br>· drums<br>· tins<br>· wool<br>· seeds<br>· flutes<br>· songs<br>· portfolio<br>· needles<br>· thread<br>· fabrics<br>· pupils' experiences<br>· rubrics |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **demonstrate** posture and body movements that display cultural values<br><br>4 **perform** dances of cultural significance | **Conveying cultural messages** | · identifying posture and body movements that display cultural values<br>· dramatizing the way they can show respect when they meet a person in authority, elders and peers<br>· stating dances of cultural significance in their communities<br>· performing dances of cultural significance | · demonstration<br>· discussion<br>· question and answer<br>· dramatisation<br>· group work<br>· pair work<br>· practical<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· pupils' experiences<br>· costumes<br>· drums<br>· whistles<br>· shakers<br>· flutes<br>· trumpets<br>· observation checklist<br>· portfolios<br>· 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:<br>· demonstrate artistic activities that may lead to multi-cultural understanding | The learners must be able to<br><br>1 **perform** artistic activities from various cultures within Malawi<br><br>2 **improvise** attire for artistic performance of the various cultural practices | **Multi-cultural performance** | · discussing folk dances from various cultures within Malawi<br><br>· singing songs which depict different cultural practices<br>· dramatising cultural practices and their effects on cross-cutting issues such as:<br>- HIV and AIDS<br>- environmental degradation<br>- gender biases<br><br>· collecting and gathering materials for making attire<br>· sewing the attire<br>· practising using the attire | · demonstration<br>· discussion<br>· portfolio<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· dramatisation<br>· self assessment<br>· field visit<br>· group work<br>· pair work<br>· enter- educate<br>· portfolio<br>· rubrics | · talular<br>· observation checklist<br>· songs<br>· posters<br>· musical instruments<br>· charts / raised diagrams<br>· cinema box<br>· strings<br>· needles<br>· pieces of fabrics<br>· pairs of scissors<br>· costumes<br>· portfolio<br>· 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:<br>· produce different forms of art based on foreign models and styles | The learners must be able to:<br>1 **design** musical instruments based on foreign models | **Designing and construction** | · identifying materials for making musical instruments such as:<br>- guitar<br>- drums<br>- flute<br>- banjo<br>· making the musical instruments<br>· practising playing the musical instruments | · teacher observation<br>· demonstration<br>· discussion<br>· group work<br>· portfolio<br>· question and answer<br>· pair work<br>· self assessment<br>· peer assessment<br>· practical<br>· project<br>· rubrics | · talular<br>· observation checklist<br>· resource persons<br>· charts / raised charts<br>· braille paper<br>· strings<br>· pictures<br>· pupils' experiences<br>· whistles<br>· shakers<br>· costumes<br>· portfolio<br>· drums<br>· rubrics |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 2 **make** fashionable garments and artistic items based on modern styles<br><br>3 **perform** drama based on foreign plays | **Designing and construction** | · designing and cutting out pattern for the garments<br>· sewing sports shirt / dress and a pair of sports shorts<br>· making macrame pot holder and wall hanging<br>· displaying and marketing the art works<br>· storing the produced art works<br><br>· dramatising foreign plays such:<br>- 'Julius Caesar'<br>- 'Romeo and Juliet'<br>· marketing plays | · demonstration<br>· practical<br>· discussion<br>· question and answer<br>· dramatisation<br>· displaying<br>· project<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· portfolio<br>· rubrics | · talular<br>· pieces of fabrics<br>· tracing wheel<br>· pairs of scissors<br>· patterns<br>· thread<br>· sewing needles<br>· strings<br>· sign language interpreter<br>· observation checklist<br>· portfolio<br>· 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:<br>· organise activities depicting cultural values in their communities | The learners must be able to:<br>1 **identify** and **produce** various musical instruments used in both schools and home environment<br>2 **describe** occasions on which various local dances are performed<br>3 **develop** contemporary dancing styles based on traditional dances | **Performing dances** | · naming various musical instruments<br>· making musical instruments<br>· using various musical instruments<br>· costing and selling musical instruments<br>· discussing the occasions when local dances are performed<br>· practising various dances depicting cultural values<br>· discussing contemporary dancing styles<br>· creating contemporary dancing styles based on traditional dances | · question and answer<br>· demonstration<br>· discussion<br>· practical<br>· group work<br>· teacher observation<br>· self assessment<br>· peer assessment<br>· portfolio<br>· rubrics<br>· singing<br>· dancing | · talular<br>· sign language interpreter<br>· pupils' experiences<br>· resource persons<br>· drums<br>· songs<br>· shakers<br>· flutes<br>· whistles<br>· portfolio<br>· observation checklist<br>· rubrics<br>· dances |

**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:<br>· use own composition of art to communicate on cross cutting-issues | The learners must be able to:<br>1 **produce** posters on various themes pertaining to cross-cutting issues<br>2 **demonstrate** dances which revolve around cross-cutting issues | **Self expression through posters, dances, songs and plays** | · collecting materials for making posters<br>· drawing posters on cross-cutting issues such as:<br>- HIV and AIDS<br>- gender<br>- environment degradation<br>· identifying dances with songs which can convey messages on cross-cutting issues<br>· performing dances with songs revolving around cross-cutting issues such as:<br>- evils of corruption<br>- democracy and good governance<br>- human rights | · demonstration<br>· discussion<br>· question and answer<br>· field visit<br>· practical<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· observation checklist<br>· paper<br>· pens<br>· pencils<br>· costumes<br>· drums<br>· shakers<br>· flutes<br>· whistles<br>· trumpets<br>· portfolio<br>· rubrics<br>· pupils' experiences<br>· pupils |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **compose** songs on cross-cutting issues<br><br>4 **perform** plays on cross-cutting issues | **Self expression through posters, dances, songs and plays** | · composing songs on cross-cutting issues<br>· singing songs to communicate messages about cross-cutting issues such as gender<br>· acting out plays featuring cross-cutting issues such as:<br>- environmental degradation<br>- corruption<br>· producing a play on cross-cutting issues | · demonstration<br>· discussion<br>· question and answer<br>· group work<br>· pair work<br>· singing<br>· dramatisation<br>· practical<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· songs<br>· plays<br>· pupils' experiences<br>· costumes<br>· resource persons<br>· observation checklist<br>· portfolios<br>· 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:<br>· produce artistic activities that focus on the use of body movements | The learners will be able to:<br>1 **design** items for various artistic activities<br><br>2 **perform** contemporary artistic activities | **Artistic skills and movements** | · making posters for various artistic activities<br>· carving various artistic items<br>· modelling various artistic items<br>· weaving various artistic items<br>· knitting various artistic items<br>· displaying the items<br><br>· imitating artistic activities shown on posters<br>· singing contemporary songs<br>· dancing to contemporary songs<br>· discussing the benefits of performing artistic activities | · demonstration<br>· discussion<br>· question and answer<br>· modelling<br>· group work<br>· practical<br>· mirroring<br>· singing<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· felt pens<br>· papers<br>· crayons<br>· knitting wool<br>· knitting needles<br>· bamboos<br>· sisal<br>· palm leaves<br>· drums<br>· shakers<br>· whistles<br>· flutes<br>· trumpets<br>· portfolio<br>· rubrics<br>· observation checklist |

**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:<br>· use various forms of art to improve the quality of one's life | The learners must be able to:<br>1 **describe** procedures of composing and recording songs for entertainment and marketing<br>2 **develop** skills for professional sporting career<br>3 **produce** plays for public performance | **Self expression** | · discussing procedures of composing songs<br>· discussing procedures for recording and marketing songs<br>· composing and recording instrumental music for marketing<br>· identifying professional sporting careers<br>· engaging in various sporting activities<br>· writing plays for public performance<br>· performing in plays | · demonstration<br>· discussion<br>· question and answer<br>· group work<br>· field visit<br>· practical<br>· drawing<br>· dramatisation<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· pupils' experiences<br>· songs<br>· plays<br>· drums<br>· whistles<br>· shakers<br>· flutes<br>· trumpets<br>· costumes<br>· observation checklist<br>· portfolio<br>· rubrics<br>· local paints<br>· paper<br>· pencils<br>· crayons<br>· coloured chalk<br>· sugar |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | · water |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 4 **produce** pictures for sale | **Self expression** | · drawing three dimensional pictures<br>· painting pictures<br>· tracing pictures<br>· costing and marketing the pictures | · demonstration<br>· discussion<br>· question and answer<br>· group work<br>· field visit<br>· practical<br>· drawing<br>· dramatisation<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· pupils' experiences<br>· songs<br>· plays<br>· drums<br>· whistles<br>· shakers<br>· flutes<br>· trumpets<br>· costumes<br>· observation checklist<br>· portfolio<br>· rubrics<br>· local paints<br>· paper<br>· pencils<br>· crayons<br>· coloured chalk<br>· sugar<br>· water |

**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:<br>· demonstrate knowledge and skills in art activities which improve everyday life economically | The learners must be able to:<br>1 **make** costumes for drama and dances and sports attire<br>2 **act** in plays for commercial performance | **Artistic activities for economic empowerment** | · identifying materials for making costumes and sports attire<br>· taking body measurements and cutting out patterns<br>· sewing articles such as:<br>- pair of shorts<br>- gym dress<br>· making and using costumes and sports attire made<br>· costing and mock selling the costumes and sports attire made<br>· writing plays for commercial performance<br>· performing plays for commercial purpose | · demonstration<br>· discussion<br>· question and answer<br>· practical<br>· dramatisation<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· costumes<br>· tape measure<br>· pieces of fabrics<br>· sewing needles<br>· pairs of scissors<br>· thread<br>· mat / tables<br>· patterns<br>· observation checklist<br>· portfolio<br>· rubrics<br>· pupils' experiences |

**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:<br>· how the function of various forms of art in expressing and communicating ideas, feelings and actions | The learners must be able to:<br>1 **produce** various articles<br>2 **use** body shapes and movements to express and communicate feelings, ideas and actions | **Self expression through art** | · making items such as:<br>- hunting tools<br>- drums<br>- clay pots<br>- flower pot holders<br>· decorating the items made<br>· identifying feelings, ideas and action which can be expressed and communicated through body movements<br>· using body shapes and movements to express and communicate feelings such as happiness | · demonstration<br>· discussion<br>· question and answer<br>· practical<br>· group work<br>· project<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· clay<br>· crayons<br>· coloured chalk<br>· poles<br>· strings<br>· clay<br>· wires<br>· drums<br>· shakers<br>· whistles<br>· portfolio<br>· observation checklist<br>· rubrics |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **design** pictures on given themes or messages | **Self expression through art** | · displaying the movements and items produced<br>· appraising the movements and items produced<br>· collecting materials for drawing pictures on given themes<br>· drawing pictures on various themes and messages on health and social life | · field visit<br>· drawing<br>· demonstration<br>· practical<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· portfolio<br>· rubrics | · talular<br>· papers<br>· pencils<br>· pens<br>· paste / glue<br>· crayons<br>· coloured chalk<br>· bulletin board<br>· observation checklist<br>· portfolio<br>· rubrics<br>· pupils experiences |

**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:<br>· participate in a wide variety of artistic activities that involve manipulation of equipment | The learners will be able to:<br>1 **produce** various items to meet their needs and needs of others<br>2 **analyse** risks associated with manipulation of equipment<br>3 **demonstrate** marketing skills for selling products | **Artistic performance** | · taking body measurements and cutting out patterns<br>· sewing petticoats<br>· plaiting baskets, strings, table / door mats<br>· identifying sources of risks when using equipment<br>· practising safe ways of using equipment<br>· carrying out a market research for the products<br>· costing and marketing the products | · demonstration<br>· discussion<br>· group work<br>· portfolio<br>· teacher observation<br>· brainstorming<br>· peer assessment<br>· question and answer<br>· self assessment<br>· filed visit<br>· survey<br>· pair work<br>· practical<br>· project<br>· rubrics<br>· teacher observation` | · talular<br>· observation checklist<br>· charts / raised charts<br>· patterns<br>· pieces of fabrics<br>· sisal<br>· sewing thread<br>· pairs of scissors<br>· pins<br>· strings<br>· reeds<br>· palm leaves<br>· bamboos<br>· rubrics<br>· portfolio |

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# Syllabus for
# Life Skills

# Standard 7

**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 of diverse cultures through a commitment to moral values, human rights and 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.

# Syllabus for
# Life Skills

# Standard 7

## 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.

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**a Health promotion**

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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 :** Health promotion

**Primary outcome**: The learner will be able to make informed decisions and demonstrate health promotion 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 and 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:<br>· explain basic facts about STIs including HIV and AIDS | The learners must be able to:<br>1 **explain** the factors that influence the youth to have sexual relationships<br>2 **describe** the consequences of sexual relationships<br>3 **explain** how STIs including HIV and AIDS are spread | **Basic facts about STIs including HIV and AIDS** | · brainstorming factors that influence the youth to have sexual relationships<br>· discussing factors that influence the youth to have sexual relationships<br>· discussing the consequences of sexual relationships<br>· developing future's wheels on consequences of sexual relationships<br>· discussing how STIs including HIV and AIDS are spread | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· discussion<br>· role play<br>· singing<br>· self assessment<br>· future's wheels | · Braille materials<br>· coloured chalk<br>· toothbrushes<br>· razor blades<br>· pair of scissors<br>· needles / pins<br>· posters<br>· resource persons<br>· sign language specialist<br>· learners' experiences<br>· songs<br>· 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 **explain** the effects of STIs including HIV and AIDS<br><br>5 **identify** problems associated with HIV and AIDS<br><br>6 **explain** how to manage the problems associated with HIV and AIDS | | · discussing the effects of STIs including HIV and AIDS<br>· analysing case studies on the effects of STIs including HIV and AIDS<br>· developing future's wheels on the effects of STIs including HIV and AIDS<br><br>· identifying problems associated with HIV and AIDS<br>· developing future's wheels on problems associated with HIV and AIDS<br><br>· discussing how to manage problems associated with HIV and AIDS | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· discussion<br>· role play<br>· singing<br>· self assessment<br>· future's wheels | · Braille materials<br>· coloured chalk<br>· toothbrushes<br>· razor blades<br>· pair of scissors<br>· needles / pins<br>· posters<br>· resource persons<br>· sign language specialists<br>· learners' experiences<br>· songs<br>· observation checklist |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 7 **resist** peer pressure to have sex | | · discussing how to resist peer pressure to have sex<br>· role playing how to resist peer pressure | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· discussion<br>· role play<br>· singing<br>· self assessment<br>· future's wheels | · Braille materials<br>· coloured chalk<br>· toothbrushes<br>· razor blades<br>· pair of scissors<br>· needles / pins<br>· posters<br>· resource persons<br>· sign language specialists<br>· learners' experiences<br>· songs<br>· observation 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 able to:<br>· demonstrate an understanding of HIV testing and counselling (HTC) | The learners must be able to:<br>1 **explain** the role of HTC to the individual, family and the community<br>2 **describe** the key factors of HTC<br>3 **analyse** the main barriers to HTC<br>4 **suggest** possible solutions for overcoming the barriers to HTC | **HIV testing and counselling (HTC)** | · brainstorming the roles of HTC to the individual, family and community<br>· discussing the roles of HTC to the individual, family and community<br>· discussing the key factors of HTC<br>· analysing the barriers to HTC<br>· suggesting possible solutions for overcoming the barriers to HTC<br>· analysing case studies on overcoming the barriers to HTC | · brainstorming<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· discussion<br>· group work<br>· role play<br>· singing<br>· self assessment | · TALULAR<br>· posters<br>· resource person<br>· songs<br>· raised diagrams<br>· observation checklist<br>· sign language specialist<br>· 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 |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· explain how gender issues influence the spread of HIV and AIDS | The learners must be able to:<br>1 **explain** how gender roles are imparted by the society<br>2 **explain** some terms associated with gender<br>3 **explain** why more females than males are infected and affected by HIV and AIDS | **Gender and HIV and AIDS** | · discussing how gender role are imparted by the society<br>· discussing some terms associated with gender<br>· discussing why more females than males are infected and affected by HIV and AIDS<br>· analysing case studies on how much females and males are infected and affected by HIV and AIDS | · discussion<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· self assessment<br>· story telling<br>· role play<br>· singing | · learners' experiences<br>· stories<br>· Braille materials<br>· role play exercises<br>· observation checklist<br>· sign language specialist<br>· songs |

| 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:<br>· demonstrate an understanding of home based care and support | The learners must be able to:<br><br>1 **explain** what home based care and support involves<br><br>2 **identify** problems associated with Home based care and support<br><br>3 **discuss** ways of managing problems associated with home based care and support | **Home based care and support** | · brainstorming what home based care and support involves<br>· discussing what home based care and support involves<br><br>· identifying problems associated with Home based care<br><br>· discussing ways of managing problems associated with home based care and support<br>· visiting home based care and support centres | · brainstorming<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· research<br>· written exercises<br>· future's wheels<br>· role play<br>· self assessment | · learners' experiences<br>· resource persons<br>· case studies<br>· observation checklist<br>· Braille materials<br>· sign language specialist<br>· songs<br>· questionnaires<br>· raised diagrams<br>· journals<br>· portfolios |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 4 **explain** the importance of home based care and support | **Home based care and support** | · discussing the importance of home based care and support<br>· role playing how to give home based care and support | · brainstorming<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· research<br>· written exercises<br>· future's wheels<br>· role play<br>· self assessment | · learners' experiences<br>· resource persons<br>· case studies<br>· observation checklist<br>· Braille materials<br>· sign language specialist<br>· songs<br>· questionnaires<br>· raised diagrams<br>· journals<br>· portfolios |

**Core element** : Social development

**Primary outcome**: The learner will be able to live and work effectively as a member of the 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 learners are able to:<br>· demonstrate an understanding of the importance of resolving conflicts peacefully | The learners must be able to:<br>1 **describe** ways of resolving conflicts peacefully<br>2 **explain** ways of overcoming barriers to peaceful conflict resolution<br>3 **demonstrate** ways of overcoming barriers to peaceful conflict resolution | **Peaceful conflict resolution** | · brainstorming ways of resolving conflicts peacefully<br>· discussing ways of resolving conflicts peacefully<br>· analysing case studies on ways of overcoming barriers to peaceful conflict resolution<br>· role playing ways of overcoming barriers to peaceful conflict resolution | · discussion<br>· group work<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· role play<br>· self assessment<br>· case studies | · learners' experiences<br>· posters / raised diagrams<br>· Braille materials<br>· role play exercises<br>· observation checklist<br>· stories |

| 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:<br>· demonstrate an understanding of the importance of healthy interpersonal relationships | The learners must be able to:<br>1 **identify** types of interpersonal relationships<br>2 **discuss** factors that enhance relationships<br>3 **explain** factors that destroy relationships<br>4 **demonstrate** good interpersonal relationships | **Interpersonal relationships** | · brainstorming types of interpersonal relationships<br>· discussing types of interpersonal relationships<br>· discussing factors that enhance relationship<br>· analysing case studies on factors that enhance relationships<br>· discussing factors that destroy relationships<br>· analysing case studies on factors that destroy relationships<br>· role playing interpersonal relationships | · discussion<br>· teacher observation<br>· peer assessment<br>· oral questions<br>· written exercises<br>· case studies<br>· role play<br>· demonstration<br>· self assessment<br>· brainstorming | · learners' experiences<br>· resource persons<br>· observation checklist<br>· Braille materials<br>· stories<br>· sign language specialist |

**Term 2**

**Core element** : Social development

**Primary outcome**: The learner will be able to live and work effectively as a member of the 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 learners are able to:<br>· demonstrate an understanding of the importance of effective communication on HIV and AIDS | The learners must be able to:<br>1 **state** factors that enhance effective communication on HIV and AIDS<br>2 **explain** barriers to effective communication on HIV and AIDS messages<br>3 **describe** ways of overcoming barriers to effective communication on HIV and AIDS messages | **Effective communication on HIV and AIDS** | · discussing factors that enhance effective communication on HIV and AIDS<br>· analysing barriers to effective communication on HIV and AIDS messages<br>· discussing ways of overcoming barriers to effective communication on HIV and AIDS messages<br>· role playing barriers to effective communication on HIV and AIDS messages | · oral and written questions<br>· role play<br>· discussion<br>· peer assessment<br>· self assessment<br>· case studies<br>· teacher observation | · observation checklist<br>· stories<br>· role play exercises<br>· learners' experiences<br>· resource persons<br>· 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 |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· provide support to the less privileged | The learners must be able to:<br>1 **describe** the less privileged<br>2 **identify** the needs of the less privileged<br>3 **analyse** ways of assisting the less privileged<br>4 develop activity programmes for assisting the less privileged | **Supporting the less privileged** | · identifying the less privileged in their communities<br>· identifying the needs of the less privileged in their communities<br>· discussing ways of assisting the less privileged<br>· role playing situations depicting the youths assisting the less privileged<br>· developing activity programmes for assisting the less privileged<br>· implementing the activities | · discussion<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· future's wheels<br>· oral and written reports<br>· projects | · learners' experiences<br>· Braille materials<br>· journals<br>· portfolios<br>· raised diagrams<br>· role play exercises<br>· observation checklist |

**Core element :** Moral development

**Primary outcome:** The learner will be able to demonstrate an understanding of diverse cultures through a commitment to moral values, human rights and 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:<br>· demonstrate an understanding of the dangers of drug and substance use and abuse | The learners must be able to:<br>1 **explain** misconceptions associated with the use and abuse of drugs and substances<br>2 **explain** situations which promote abuse of drugs and substances among the youth<br>3 **discuss** how abuse of drugs and substances can expose the youth to HIV and AIDS | **Drug and substance use and abuse** | · brainstorming misconceptions associated with the use and abuse of drugs and substances<br>· discussing misconceptions associated with the use and abuse of drugs and substances<br>· discussing situations which promote the abuse of drugs and substances among the youths<br>· discussing how abuse of drugs and substances can expose the youths to HIV and AIDS<br>· discussing how to avoid drug and substance abuse | · case studies<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· role play<br>· singing<br>· future's wheels<br>· brainstorming<br>· discussion | · learners' experiences<br>· role play exercises<br>· songs<br>· observation checklist<br>· 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:<br>· guide and counsel each other on everyday challenges | The learners must be able to:<br>1 **explain** the meaning of peer guidance and counselling<br>2 **identify** everyday challenges that the youths encounter<br>3 **explain** ways of addressing the challenges that the youths encounter | **Peer guidance and counselling** | · brainstorming the meaning of peer guidance and counselling<br>· discussing the meaning of peer guidance and counselling<br>· listing everyday challenges that the youths encounter<br>· discussing everyday challenges that the youths encounter<br>· discussing ways of addressing the identified challenges<br>· analysing case studies on ways of addressing challenges which the youths encounter | · discussion<br>· teacher observation<br>· oral and written questions<br>· peer assessment<br>· role play<br>· group work<br>· singing<br>· self assessment<br>· case studies | · learners' experiences<br>· posters / raised diagrams<br>· Braille materials<br>· sign language specialist<br>· observation checklist<br>· role play exercises<br>· songs<br>· stories |

| 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:<br>· demonstrate an understanding of decision making and problem solving | The learners must be able to:<br>1 **identify** situations that may require decision making and problem solving skills<br>2 **describe** effects of wrong decision making and problem solving<br>3 **analyse** ways of resolving conflicts among the youths and parents | **Decision making and problem solving** | · brainstorming situations that may require decision making and problem solving<br>· discussing situations that may require decision making and problem solving<br>· discussing effects of wrong decision making and problem solving<br>· analysing ways of resolving conflicts among the youths and parents | · discussion<br>· teacher observation<br>· oral and written questions<br>· peer assessment<br>· role play<br>· group work<br>· singing<br>· self assessment<br>· future's wheels | · learners' experiences<br>· posters / raised diagrams<br>· Braille materials<br>· sign language specialist<br>· observation checklist<br>· role play exercises<br>· songs<br>· stories |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 4 **explain** the importance of right decision making and problem solving when resolving conflicts among the youths and parents | **Decision making and problem solving** | · discussing the importance of applying decision making and problem solving skills when resolving problems among the youths and parents<br>· role playing a situations of resolving conflicts among the youths and parents by applying decision making and problem solving skills | · discussion<br>· teacher observation<br>· oral and written questions<br>· peer assessment<br>· role play<br>· group work<br>· singing<br>· self assessment<br>· future's wheels | · learners' experiences<br>· posters / raised diagrams<br>· Braille materials<br>· sign language specialist<br>· observation checklist<br>· role play exercises<br>· songs<br>· stories |

**Term 3**

**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:<br>· manage stress and anxiety effectively | The learners must be able to:<br>1 **explain** situations that may lead to stress and anxiety<br>2 **explain** the effects of stress and anxiety<br>3 **describe** ways of managing stress and anxiety | **Stress and anxiety** | · brainstorming situations that may lead to stress and anxiety<br>· discussing situations that may lead to stress and anxiety<br>· analysing case studies on situations that may lead to stress and anxiety<br>· discussing effects of stress and anxiety<br>· developing futures wheels on effects of stress and anxiety<br>· discussing ways of managing stress and anxiety<br>· role playing how to manage stress and anxiety | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· self assessment<br>· discussion<br>· future's wheels<br>· story telling<br>· role play<br>· case studies | · learners' experiences<br>· Braille materials<br>· poems<br>· posters<br>· diaries<br>· journal<br>· portfolios<br>· raised diagrams<br>· stories<br>· role play exercises<br>· observation 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 able to:<br>· apply the skills of self esteem and assertiveness in everyday life | The learners must be able to:<br>1 **identify** factors that promote high self esteem<br>2 **describe** characteristics of people with high self esteem<br>3 **describe** characteristics of people with low self esteem<br>4 **explain** the importance of assertiveness | **Self esteem and assertiveness** | · identifying factors that promote self esteem<br>· playing games on how to raise self esteem<br>· discussing characteristics of people with high self esteem<br>· role playing situations depicting high and low self esteem<br>· discussing characteristics of people with low self esteem<br>· discussing the importance of assertiveness<br>· analysing case studies on assertiveness | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· self assessment<br>· discussion<br>· future's wheels<br>· story telling<br>· role play<br>· games | · learners' experiences<br>· stories<br>· Braille materials<br>· sign language specialist<br>· observation checklist<br>· journals<br>· portifolios |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 5 explain how high self esteem promotes assertiveness | | · discussing how high self esteem promotes assertiveness<br>· role playing a situation depicting assertiveness | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· self assessment<br>· discussion<br>· future's wheels<br>· story telling<br>· role play<br>· games | · learners' experiences<br>· stories<br>· Braille materials<br>· sign language specialist<br>· observation checklist<br>· journals<br>· portifolios |

**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 altitudes, 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:<br>· demonstrate an understanding of how physical growth influences psychological development | The learners must be able to:<br>1 **explain** the meaning of the terms: adolescence puberty and adolescent<br>2 **describe** the physical changes that take place in boys and girls during adolescence | **Physical and psychological changes during adolescence** | · discussing the meaning of the terms: adolescence puberty and adolescent<br>· brainstorming the physical changes that take place in boys and girls during adolescence<br>· discussing the physical changes that take place in boys and girls during adolescence<br>· comparing the physical changes taking place in boys and girls during adolescence | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· discussion<br>· role play<br>· self assessment<br>· future's wheels | · Braille materials<br>· posters<br>· resource persons<br>· sign language specialist<br>· learners' experiences |

| 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 psychological effects that are influenced by physical changes in boys and girls during adolescence | | · brainstorming the psychological effects that are influenced by physical growth in boys and girls during adolescence<br>· discussing the psychological effects influenced by physical changes during adolescence<br>· analysing cases studies on psychological effects influenced by physical growth in boys and girls during adolescence | · brainstorming<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· discussion<br>· self assessment<br>· future's wheels | · Braille materials<br>· posters<br>· resource persons<br>· sign language specialist<br>· learners' experiences |

| 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:<br>· demonstrate an understanding of the terms 'sex' and 'sexuality' | The learners must be able to:<br>1 **explain** the term 'sex' and 'sexuality'<br>2 **identify** sources of information on sex and sexuality<br>3 **explain** consequences of misinformation on sex and sexuality<br>4 **demonstrate** the importance of having right information on sex and sexuality | **'Sex' and 'sexuality'** | · brainstorming the meanings of sex and sexuality<br>· discussing the meanings of sex and sexuality<br>· identifying sources of information on sex and sexuality<br>· analysing case studies on consequences of misinformation on sex and sexuality<br>· demonstrating the importance of having right information on sex and sexuality | · discussion<br>· teacher observation<br>· peer assessment<br>· oral and written questions<br>· self assessment<br>· future's wheels<br>· story telling<br>· role play<br>· singing | · learners' experiences<br>· stories<br>· Braille materials<br>· role play exercises<br>· observation checklist<br>· sign language specialist<br>· songs |

**Core element :** Entrepreneurship and world of work
**Primary outcome**: The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and altitudes 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:<br>· demonstrate an understanding of the importance of planning in everyday life | The learners must be able to:<br>1 **explain** the meaning of planning<br>2 **describe** stages in the planning process<br>3 **identify** situations that require planning<br>4 **explain** the importance of planning | **Planning** | · brainstorming the meaning of planning<br>· discussing the meaning of planning<br>· discussing stages in the planning process<br>· identifying situations that require planning<br>· discussing the importance of planning<br>· analysing case studies on the importance of planning | · discussion<br>· self assessment<br>· teacher observation<br>· oral and written questions<br>· role play<br>· brainstorming<br>· peer assessment<br>· case studies | · pictures<br>· resource persons<br>· charts<br>· drawings<br>· learners' experiences<br>· role play exercises<br>· observation checklist<br>· stories |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 5 **identify** situations that can change plans<br><br>6 **draw** a plan on how to avoid contracting STIs including HIV and AIDS | **Planning** | · discussing situations that can change plans<br>· role playing situations that can change plan<br><br>· developing plans of action on avoiding contracting HIV and AIDS<br>· discussing their plans of action on avoiding contracting HIV and AIDS<br>· implementing the plans | · discussion<br>· self assessment<br>· teacher observation<br>· oral and written questions<br>· role play<br>· brainstorming<br>· peer assessment<br>· case studies | · pictures<br>· resource persons<br>· charts<br>· drawings<br>· learners' experiences<br>· role play exercises<br>· observation checklist<br>· stories |

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# Syllabus for Social and environmental sciences

# Standard 7

**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.

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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:<br>· describe the position of Africa in relation to latitudes and longitudes | The learners must be able to:<br>1 **describe** major latitudes and longitudes | **Latitudes and longitudes** | · discussing what latitudes and longitudes are<br>· identifying major latitudes and longitudes on a map of Africa<br>· discussing uses of latitudes and longitudes on a map of Africa | · discussion<br>· question and answer<br>· explanation<br>· group work<br>· peer assessment<br>· observation | · map of Africa<br>· map of the world<br>· environment<br>· checklist<br>· chart paper<br>· pental pens<br>· stylus<br>· sign language interpreter<br>· atlas<br>· global map |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 2 **locate** the position of Southern Africa using latitudes and longitudes | | · locating Malawi on map of Africa using latitudes and longitudes<br>· locating position of Southern Africa using latitudes and longitudes<br>· drawing a map of Africa | · question and answer<br>· explanation<br>· group work<br>· peer assessment<br>· observation<br>· discussion | · map of Africa<br>· map of the world<br>· environment<br>· checklist<br>· chart paper<br>· pental pens<br>· stylus<br>· sign language interpreter<br>· atlas<br>· global map |

**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:<br>· demonstrate an understanding of slave trade in East and Central Africa | The learners must be able to:<br>1 **describe** slave trade in East and Central Africa | **Slave trade in East and Central Africa** | · brainstorming the meaning of the term 'slave trade'<br>· discussing the causes of slave trade<br>· identifying groups of people and countries involved in slave trade in east and central Africa<br>· discussing methods used to obtain slaves | · brainstorming<br>· discussing<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· group work<br>· research<br>· demonstration | · chart papers<br>· pental markers<br>· checklist<br>· maps of Malawi, Africa and the world |

| 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 missionaries in Malawi | 2 **explain** effects of slave trade<br><br>3 **describe** how slave trade was abolished<br><br>1 **describe** the first missionaries in Malawi<br><br>2 **explain** the work of early missionaries<br><br>3 **explain** the contributions of early missionaries to Malawi | **Missionaries in Malawi** | · stating effects of slave trade<br><br>· discussing effects of slave trade on culture<br><br>· identifying first missionaries in Malawi<br>· drawing a map of Malawi showing main early missionary centres<br><br>· describing the work of early missionaries in Malawi<br><br>· discussing on the contributions of the early missionaries to Malawi | · explanation<br>· discussion<br>· question and answer<br>· debate<br>· research<br>· teacher observation<br>· peer assessment<br>· group work | · chart papers<br>· pental pens<br>· checklist<br>· map of Malawi<br>· text books<br>· Braille papers<br>· resource person<br>· sign language interpreter<br>· raised map<br>· map of Africa |

**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:<br><br>· describe the physical features of Africa | The learners must be able to:<br><br>1 **identify** major physical features of Africa | **Physical features of Africa** | · naming major physical features of Africa<br>· discussing major physical features of Africa<br>· locating major physical features including the area Rift valley on map of Africa | · discussing<br>· question and answer<br>· explanation<br>· group work<br>· peer assessment<br>· observation | · map of Africa<br>· map of the world<br>· environment<br>· checklist<br>· chart paper<br>· pental pens<br>· stylus<br>· sign language interpreter<br>· atlas<br>· global map |

| 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 major physical features of Africa | | · discussing the importance of major physical features of Africa<br>· identifying physical features that mark boundaries between countries | · brainstorming<br>· question and answer<br>· discussion<br>· explanation<br>· research<br>· group work<br>· teacher observation<br>· peer assessment<br>· individual assessment | · chart papers<br>· pental markers<br>· map of Malawi<br>· map of Africa<br>· checklist<br>· text books<br>· sign language interpreter<br>· atlas |

**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 learners are able to:<br>· demonstrate an understanding of work | Learners must be able to:<br>1 **describe** the concept work<br>2 **explain** the importance of work | **Work and money** | · brainstorming the meaning of the term 'work'<br>· identifying types of work<br>· discussing types of work<br>· discussing the importance of work<br>· debating importance of self employment | · brainstorming<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· debate<br>· demonstration | · chart paper<br>· checklist<br>· pental pens<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures and raised pictures<br>· stylus |

| 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 company and industry | 3 **identify** types of money<br><br>1 **describe** company and industry<br><br>2 **state** the difference between a company and an industry | **Companies and industries** | · discussing types of money<br>· discussing ways of keeping money safely<br><br>· identifying products made from local resources<br>· identifying goods produced by major industries and companies in Malawi<br><br>· stating the difference between a company and an industry<br>· mentioning names of major industries and companies in Malawi | · explanation<br>· field visits<br>· interviews<br>· research<br>· discussion<br>· question and answer<br>· group work<br>· teacher observation<br>· peer assessment<br>· demonstration | · magazines / newspapers<br>· paper cuttings<br>· text books<br>· hand work products<br>· resource persons<br>· chart papers<br>· pental pens<br>· pictures / raised pictures<br>· checklist<br>· sign language interpreter<br>· stylus |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **analyse** the relationship between demand and supply in relation to prices | | · discussing the meanings of terms 'demand' and 'supply'<br>· analyzing the relationship between demand and supply in relation to prices<br>· visiting a nearby market to analyze issues of demand and supply of local products<br>· role playing demand and supply | · task analysis<br>· question and answer<br>· discussion<br>· group work<br>· explanation<br>· teacher observation<br>· peer assessment<br>· role play<br>· demonstration<br>· singing | · market place<br>· films, television<br>· graph illustrating production figures and prices<br>· chart paper<br>· pental markers<br>· pictures / raised pictures<br>· textbooks<br>· highway code<br>· environment<br>· bicycles<br>· learners<br>· songs<br>· sign language interpreter |

**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:<br>· demonstrate an understanding of the major types of climates of Africa | Learners must be able to:<br>1 **describe** major types of climate of Africa<br><br>2 **explain** the influence of climate on vegetation | **Climate and vegetation of Africa** | · identifying major types of climate of Africa<br>· discussing characteristics of major types of climate of Africa<br>· locating major types of climate on the map of Africa<br><br>· explaining the influence of climate on vegetation<br>· identifying major vegetation of Africa | · brainstorming<br>· question and answer<br>· discussion<br>· explanation<br>· research<br>· group work<br>· teacher observation<br>· peer assessment | · chart papers<br>· pental markers<br>· map of Malawi<br>· map of Africa<br>· checklist<br>· text books<br>· sign language interpreter<br>· atlas |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | | · discussing the effects of climate and vegetation on human activities such as agriculture | · observation<br>· practice<br>· discussion<br>· explanation<br>· debate<br>· role play | · phones<br>· cell phones<br>· roads of Malawi<br>· drums<br>· letters<br>· Braille materials<br>· atlases<br>· transport and communication maps<br>· flags<br>· tree branches |

**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:<br>· demonstrate an understanding of centres of early civilization | The learners must be able to:<br>1 **describe** centres of early civilization in Africa | **Centres of early civilization in Africa (The Egyptian civilization)** | · brainstorming the meaning of the term 'civilization'<br>· identifying centres of early civilization<br>· locating centres of early civilization on a map | · brainstorming<br>· question and answer<br>· discussion<br>· explanation<br>· teacher observation<br>· debate<br>· peer assessment | · chart papers<br>· pental pens<br>· checklist<br>· Braille papers<br>· map of Africa<br>· stylus<br>· text book<br>· raised map |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 2 **describe** organization of centres of early civilization in Africa<br><br>3 **state** the contributions of centres of early civilization<br><br>4 **state** reasons for the decline of the Egyptian civilizations | **Centres of early civilization** | · discussing factors that led to the growth of early civilization<br>· discussing the organization of the centres of early civilization<br><br>· brainstorming the contributions of centres of early civilizations<br>· discussing the contributions of centres of early civilizations<br><br>· stating reasons for the decline of the centres of early civilizations | · discussion<br>· explanation<br>· question and answer<br>· teacher observation<br>· peer assessment | · map of Africa<br>· chart papers<br>· magic markers<br>· raised maps of Africa<br>· Braille papers<br>· stylus<br>· glue<br>· sign language<br>· world map<br>· raised world map |

**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:<br>· describe systems of government | Learners must be able to:<br>1 **identify** systems of government | **Systems of government** | · discussing systems of government<br>· identifying countries that are practicing the different systems of government | · task analysis<br>· question and answer<br>· discussion<br>· teacher assessment<br>· future's wheel<br>· explanation<br>· group work<br>· peer assessment<br>· research<br>· debate | · pental pens<br>· stylus<br>· chart / raised chart showing systems of government<br>· resource person<br>· checklist<br>· Braille paper<br>· sign language interpreter<br>· pens<br>· |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 2 **describe** the strengths and weaknesses of systems of government<br><br>3 **trace** the systems of government of Malawi | **Systems of government** | · analysing different systems of government<br>· conducting a research on systems of government in Malawi<br>· discussing the findings of the research<br><br>· drawing/tracing a flow diagram showing systems of government that have been practiced in Malawi<br>· discussing the systems of government that have been practiced in Malawi | · explanation<br>· group work<br>· peer assessment<br>· research<br>· task analysis<br>· debate | · pental pens<br>· stylus<br>· chart/raised chart showing systems of government<br>· resource person<br>· checklist<br>· Braille paper<br>· sign language interpreter<br>· pens |

| 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 the central government | 1 **describe** organizational structure of central government<br><br>2 **describe** how laws are made | **Central government** | · brainstorming meaning of the term 'central government'<br>· identifying institutions that make up central government<br>· discussing functions of central government<br>· drawing / tracing the structure of central government<br><br>· discussing stages in the making of laws<br>· role playing a mock parliament<br>· discussing the importance of laws | · question and answer<br>· discussion<br>· teacher assessment<br>· explanation<br>· group work<br>· peer assessment<br>· research<br>· demonstration<br>· role play<br>· observation<br>· modeling | · constitution of Malawi<br>· environment<br>· resource person<br>· checklist<br>· picture and raised pictures<br>· chart paper<br>· sign language interpreter<br>· text books<br>· news paper / magazines |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | **Central government** | · discussing how laws can be enforced | · task analysis<br>· question and answer<br>· discussion<br>· teacher assessment<br>· future's wheel<br>· explanation<br>· group work<br>· peer assessment<br>· research<br>· debate | · pental pens<br>· stylus<br>· chart and raised chart showing systems of government<br>· resource person<br>· checklist<br>· Braille paper<br>· sign language interpreter<br>· pens |

**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:<br>· demonstrate an understanding of civic rights and responsibilities | The learners must be able to:<br>1 **describe** a democratic government<br>2 **explain** the separation of powers in a democratic government | **Democratic government** | · brainstorming the meaning of the term 'democracy'<br>· discussing principles of democratic government<br>· discussing the separation of powers in a democratic government | · explanation<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· brainstorming<br>· demonstration<br>· research<br>· interviews | · charts<br>· checklist<br>· textbooks<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus<br>· magazines |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **describe** the relationship between government and political parties<br><br>4 **explain** the importance of regular elections in a democratic government | **Democratic government** | · outlining the importance of separation of powers in a democratic government<br><br>· brainstorming the relationship between the government and political parties<br>· discussing the relationship between government and political parties<br><br>· discussing the importance of holding regular elections | · explanation<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· brainstorming<br>· demonstration<br>· research<br>· interviews | · chart papers<br>· checklist<br>· textbooks<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus<br>· magazines<br>· chart<br>· the constitution of Malawi (book)<br>· text books |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | | · explaining the advantages and disadvantages of holding regular elections in a democratic government<br>· role playing democratic elections<br>· discussing the importance of accepting fair results of the elections | · teacher observation<br>· peer assessment<br>· research<br>· interviews<br>· discussion<br>· explanation<br>· question and answer<br>· peer observation | · sign language interpreter<br>· Braille paper<br>· pental markers<br>· checklist<br>· talular<br>· chart papers<br>· newspapers<br>· posters<br>· case studies<br>· resource persons |

**Core element** : Social Development
**Primary outcome** : 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.

| 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<br>· demonstrate an understanding of HIV and AIDS | The learners must be able to:<br>1 **explain** the impact of HIV and AIDS<br>2 **describe** ways of preventing HIV and AIDS | **HIV and AIDS** | · analyzing the impact of HIV and AIDS on<br>- individual<br>- family<br>- community<br>- nation<br>· discussing how HIV and AIDS affect the social economic development of a country<br>· discussing ways in which HIV and AIDS can be prevented | · group work<br>· research<br>· singing<br>· demonstration<br>· role play<br>· future's wheel<br>· story telling<br>· poetry<br>· campaigning<br>· clarification<br>· project | · pictures and raised pictures<br>· songs<br>· films, television<br>· radio cassette recorder<br>· Braille paper<br>· raised diagrams<br>· sign language interpreters<br>· cartoons<br>· stories<br>· pental markers |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **identify** institutions that disseminate HIV and AIDS information<br><br>4 **demonstrate** how to care for people living with HIV and AIDS | **HIV and AIDS** | · singing songs on prevention of HIV and AIDS<br>· discussing strategies in HIV and AIDS awareness in Malawi<br>· carrying out awareness campaigns on HIV and AIDS<br>· identifying institutions which play a role in disseminating HIV and AIDS information<br>· discussing how institutions disseminate HIV and AIDS information<br><br>· discussing effects of discrimination against people living with HIV / AIDS | · group work<br>· research<br>· singing<br>· demonstration<br>· role play<br>· future's wheel<br>· story telling<br>· poetry<br>· campaigning<br>· value clarification<br>· project | · pictures and raised pictures<br>· songs<br>· films, television<br>· radio cassette recorder<br>· Braille paper<br>· raised diagrams<br>· sign language interpreter<br>· cartoons<br>· stories<br>· pental markers |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | **HIV and AIDS** | · identifying ways of showing compassion towards people living with HIV / AIDS<br>· role playing caring of people living with HIV / AIDS | · brainstorming<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· debate<br>· demonstration | · chart paper<br>· checklist<br>· pental pens<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · demonstration an understanding of tourism in Southern Africa | 1 **explain** importance of tourism<br><br>2 **describe** factors that influence the development of tourism in Southern Africa | **Tourism** | · brainstorm the meaning of tourism<br>· identifying major tourism centers of Southern Africa<br>· discussing the importance of tourism in Southern Africa<br><br>· brainstorming factors that influence the development of tourism in Southern Africa<br>· discussing the factors that influence the development of tourism in Southern Africa | · brainstorming<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· debate<br>· demonstration | · chart paper<br>· checklist<br>· pental pens<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus |

| 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 that hinder the development of tourism in Southern African | | · discussing factors that hinder developments in the tourism industry in Southern Africa<br>· brainstorming the factors that hinder development in tourism industry in Southern Africa | · brainstorming<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· debate<br>· demonstration | · chart paper<br>· checklist<br>· pental pens<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus |

**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<br>· demonstrate an understanding of natural disasters in Southern Africa | The learners must be able to:<br>1 **describe** causes and effects of natural disasters in Southern Africa<br>2 **explain** national and regional efforts in dealing with natural disasters | **Natural disasters in Southern Africa** | · identifying areas affected with natural disasters<br>· discussing causes of natural disasters in the affected areas<br>· discussing the effects of natural disasters<br>· discussing precautionary measures against natural disasters<br>· discussing national and regional efforts in dealing with natural disasters | · brainstorming<br>· discussion<br>· group work<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· debate<br>· demonstration | · chart paper<br>· checklist<br>· pental pens<br>· resource persons<br>· sign language interpreter<br>· Braille materials<br>· pictures / raised pictures<br>· stylus |

**Term 3**

**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:<br>· describe the population of Africa | The learners must be able to:<br>1 **describe** the population composition of Africa | **Population composition of Africa** | · researching on population figures of African countries<br>· comparing population figures of African countries in relation to distribution<br>· drawing/tracing bar graphs | · group work<br>· explanation<br>· demonstration<br>· task analysis | · atlas<br>· environment<br>· map of Africa<br>· world map<br>· sign language interpreter<br>· songs/jingles<br>· 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 **describe** the characteristics of various groups of people in Africa | | · interpreting population growth from the bar graphs<br>· discussing population composition of Africa (people of Africa)<br><br>· discussing characteristics of various groups of people in Africa<br>· locating places on a map of Africa where groups of people are found | · question and answer<br>· discussion<br>· research<br>· teacher observation<br>· peer assessment | · population<br>· pictures / raised pictures showing areas of high and low population density<br>· checklist guide questions |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 1 **describe** causes of population change in Africa<br><br>2 **explain** effects of population change in Africa | **Population change in Africa** | · identifying causes of population change in Africa<br>· discussing causes of population change in Africa<br><br>· discussing effects of population change in Africa<br>· developing a futures wheels on the causes and effects of population change in Africa<br>· suggesting solutions of population change in Africa | · question and answer<br>· discussion<br>· teacher assessment<br>· explanation<br>· group work<br>· peer assessment<br>· research<br>· demonstration<br>· role play<br>· observation<br>· modeling | · constitution of Malawi<br>· environment<br>· resource person<br>· checklist<br>· picture / raised pictures<br>· chart paper<br>· sign language interpreter<br>· text books<br>· newspaper / magazines |

**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 be able to:<br>· demonstrate an understanding of exploration in Africa | Learners must be able to:<br>1 **describe** early explorers in Africa<br>2 **locate** the routes of early explorers on a map of Africa | **Early explorers of Africa** | · identifying early explorers in Africa<br>· explaining the work of early explorers<br>· drawing map of Africa<br>· locating the routes of early explorers on map of Africa | · explanation<br>· discussion<br>· question and answer<br>· debate<br>· research<br>· teacher observation<br>· peer assessment<br>· group work | · chart papers<br>· pental pens<br>· checklist<br>· map of Malawi<br>· text books<br>· Braille papers<br>· resource person<br>· sign language interpreter<br>· raised map<br>· map of Africa |

**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 be able to:<br>· demonstrate an understanding of transport and communication systems in Africa | Learners must be able to:<br>1 **describe** transport and communication systems of Africa | **Transport and communication** | · brainstorming meanings of the terms 'transport' and 'communication'<br>· discussing types of transport and communication systems of Africa<br>· discussing types of transport and communication systems of Africa | · observation<br>· practice<br>· discussion<br>· explanation<br>· debate<br>· role play | · phones<br>· cell phones<br>· roads of Malawi<br>· drum<br>· letters<br>· Braille materials<br>· atlases<br>· transport and communication maps<br>· flags<br>· tree branches |

| 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 relationship between transport and communication and economic activities | **Transport and communication** | · researching on effectiveness of transport and communication systems in Africa<br>· discussing the advantages and disadvantages of each type of transport and communication<br>· identifying economic activities that influence transport and communication<br>· discussing how transport and communication is influenced by economic activities<br>· locating major sea and air ports of Africa | · research<br>· observation<br>· practice<br>· discussion<br>· question and answer<br>· peer assessment | · phones<br>· cell phones<br>· roads of Malawi<br>· drums<br>· letters<br>· Braille materials<br>· atlases<br>· transport and communication maps |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | | · comparing transport and communication systems of Malawi to those of other African countries | · research<br>· observation<br>· practice<br>· discussion<br>· question and answer<br>· peer assessment | · phones<br>· cell phones<br>· roads of Malawi<br>· drums<br>· letters<br>· Braille materials<br>· atlases<br>· transport and communication maps |

**Core element** : Social Development
**Primary outcome** : 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.

| 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:<br>· demonstrate an understanding of safety on the road and at work | Learners must be able to:<br>· **explain** duties of traffic police and wardens | **Safety** | · identifying duties of traffic police and wardens<br>· discussing duties of traffic police and wardens<br>· role playing duties of traffic police and wardens | · task analysis<br>· discussion<br>· group work<br>· explanation<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· role play<br>· demonstration<br>· singing<br>· poetry<br>· research | · Braille materials<br>· sand buckets<br>· fire extinguishers<br>· hose pipes<br>· checklist<br>· first aid kit<br>· picture / raised pictures<br>· chart papers<br>· pental materials<br>· text book<br>· highway code<br>· environment<br>· poems<br>· sign language interpreter<br>· songs |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 2 **describe** precautionary measures to be observed on the road<br><br>3 **describe** accidents at home, work and recreation places | **Safety** | · discussing precautionary measures to be observed on the road by drivers, cyclists, pedestrians and vendors<br>· role playing precautionary measures to be observed on the road by drivers, cyclists, pedestrians and vendors<br><br>· discussing accident that may occur at home, work and recreation places | · task analysis<br>· discussion<br>· group work<br>· explanation<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· role play<br>· demonstration<br>· singing<br>· poetry<br>· research | · Braille materials<br>· sand buckets<br>· fire extinguishers<br>· hose pipes<br>· checklist<br>· first aid kit<br>· picture / raised pictures<br>· chart papers<br>· pental materials<br>· text book<br>· highway code<br>· environment songs<br>· poems<br>· sign language interpreter<br>· films, television |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | | **Safety** | · discussing causes of accidents at home, work and recreation places<br>· discussing precautionary measures to be observed at home, work and recreation places | · task analysis<br>· discussion<br>· group work<br>· explanation<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· role play<br>· demonstration<br>· singing<br>· poetry<br>· research | · Braille materials<br>· sand buckets<br>· fire extinguishers<br>· hose pipes<br>· checklist<br>· first aid kit<br>· picture / raised pictures<br>· chart papers<br>· pental materials<br>· text book<br>· highway code<br>· environment songs<br>· poems<br>· sign language interpreter<br>· films, television |

| 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 civil wars and peaceful conflict resolution | 1 **describe** causes of civil wars<br><br>2 **explain** the effects of civil wars<br><br>3 **state** the importance of peaceful conflict resolution | **Civil wars and peaceful conflict resolution** | · brainstorming causes of civil wars<br>· discussing the causes of civil wars<br><br>· listening to a resource person on effects of civil wars<br>· drawing a futures wheels on the causes and effects of civil wars<br><br>· brainstorming the importance of resolving conflicts peacefully<br>· discussing the importance of resolving conflicts peacefully<br>· discussing peaceful conflict skills | · task analysis<br>· discussion<br>· group work<br>· explanation<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· role play<br>· demonstration<br>· singing<br>· poetry<br>· research | · Braille materials<br>· sand buckets<br>· fire extinguishers<br>· hose pipes<br>· checklist<br>· first aid kit<br>· picture / raised pictures<br>· chart papers<br>· pental materials<br>· text book<br>· highway code<br>· environment songs<br>· poems<br>· sign language interpreter<br>· films, television<br>· pictures of war |

**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:<br>· describe air conservation | The learners must be able to:<br>1 **describe** the importance of air<br>2 **describe** how air can be polluted | **Air** | · brainstorming the importance of air<br>· discussing importance of air<br>· identifying practices that pollute air<br>· discussing practices that pollute air | · brainstorming<br>· discussion<br>· question and answer<br>· role play<br>· teacher observation<br>· peer assessment<br>· group work<br>· research<br>· oral reporting<br>· poetry | · fire<br>· charcoal burner<br>· learners<br>· smoke<br>· checklist<br>· chart papers<br>· poems<br>· sign language interpreter<br>· resource person<br>· placards |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **describe** how air can be conserved | **Air** | · discussing effects of polluting air<br>· identifying ways of controlling air pollution<br>· discussing ways of controlling air pollution | · futures wheel<br>· demonstration<br>· value clarification | · old tyres<br>· pieces of clothes<br>· candles |

| Assessment standard | Success criteria | Theme/ Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| · describe natural resources of Southern Africa | 1 **identify** the natural resources of Southern Africa<br><br>2 **explain** the importance of natural resources<br><br>3 **suggest** conservation measures and management of the environment | **Natural resources of Southern Africa** | · identifying the natural resources of Southern Africa<br>· locating the distribution of natural resources of Southern Africa<br><br>· brainstorming the importance of natural resources<br>· discussing the importance of natural resources<br><br>· forecasting the consequences of misuse and mismanagement of the environment<br>· discussing the conservation measures for the environment | · futures wheel<br>· demonstration<br>· value clarification | · old tyres<br>· pieces of clothes<br>· candles |

**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 be able to:<br>· explain the importance of tolerance | Learners must be able to:<br>1 **explain** the importance of tolerance among people in society<br>2 **describe** the impact of tolerance on national development | **Moral values** | · brainstorming examples of acts of tolerance in Malawi today<br>· discussing examples of tolerance from the stories and other sources<br>· discussing the importance of tolerance among people<br>· brainstorming the effects of intolerance<br>· discussing the impact of tolerance on national development | · discussion<br>· question and answer<br>· explanation<br>· peer assessment<br>· observation | · raised pictures<br>· stories |

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# Syllabus for
# Science and technology

# Standard 7

**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. The learners will achieve this through accessing and applying the modern Science and technology, and indigenous knowledge in their everyday life.

Science and technology enables the 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.

The 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 in order 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 making 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 nutrition and health in homes, communities and the world.

**e. Marketing**

The learner will be able to apply scientific and technological knowledge of production, use and marketing processes in 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 the daily life with particular reference to the homes, schools and communities in Malawi.

**Term 1**

**Core element :** Scientific investigation for application

**Primary outcome:** The learner will be able to investigate relationships, 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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· conduct scientific investigations | The learners must be able to:<br>1 **plan** a scientific investigation | **Scientific investigations** | · generating scientific questions leading to investigations<br>· selecting questions to be investigated<br>· discussing the type of data to answer the questions<br>· discussing how the data will be collected to answer the questions<br>· gathering the appropriate materials for the investigation | · discussion<br>· peer assessment<br>· investigation<br>· question and answer<br>· written exercises<br>· oral questions<br>· teacher observation<br>· self assessment<br>· oral and written reports | · TALULAR<br>· graph paper<br>· worksheets<br>· learners' experiences<br>· materials for conducting scientific investigations<br>· rubric<br>· observation checklist<br>· portfolios |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **carry** out scientific investigations<br><br>3 **draw** appropriate conclusions from scientific investigations | **Scientific investigations** | · setting up experiments<br>· collecting and recording the data<br><br>· analysing the collected data<br>· making conclusions from the analysed data<br>· making generalisations using findings from different groups | · discussion<br>· investigation<br>· peer assessment<br>· question and answer<br>· written exercises<br>· oral questions<br>· self assessment<br>· teacher observation<br>· oral and written reports<br>· investigation<br>· experimentation<br>· group work | · TALULAR<br>· graph paper<br>· materials for conducting experiments and other investigations<br>· learners' experiences<br>· observation checklist<br>· portfolios<br>· rubric |

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· develop an understanding of the process of human development | The learners must be able to:<br>1 **explain** functions of reproductive parts of human beings<br>2 **explain** the process of fertilisation in human beings | **Human development** | · naming the reproductive parts of people<br>· drawing and labeling the reproductive parts<br>· discussing the functions of the reproductive parts<br>· discussing the process of fertilisation<br>· discussing the misconceptions about pregnancy | · question and answer<br>· group discussion<br>· investigation<br>· research<br>· reports<br>· role play<br>· demonstration<br>· debate<br>· future's wheels<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· self assessment | · learners' experiences<br>· raised diagrams<br>· charts<br>· rubric<br>· observation checklist<br>· TALULAR<br>· posters |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · develop an understanding of the human nervous system and its functions | 1 **describe** the structure and functions of the brain<br><br>2 **describe** the effects of drug and substance abuse on the brain<br><br>3 **state** causes of damage to the brain | **The human nervous system** | · discussing the location and structure of the brain<br>· drawing the parts of the brain<br>· discussing the functions of the main parts of the brain<br>· discussing the relationship between the brain and the sense organs<br><br>· identifying drugs and substances that affect the brain<br>· investigating the effects of drug and substance abuse<br>· discussing the effects of drug and substance abuse<br>· discussing the dangers of damage to the brain, eg:<br>- brain damage<br>- loss of memory<br>- seizures<br>· discussing how to care for the brain | · question and answer<br>· group discussion<br>· investigation<br>· games<br>· demonstration<br>· case studies<br>· future's wheels<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· teacher observation<br>· oral and written reports<br>· research | · learners' experiences<br>· charts<br>· models<br>· resource persons<br>· local communities<br>· posters / raised diagrams<br>· newspapers<br>· magazines<br>· rubric<br>· TALULAR<br>· observation checklist |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of flowering and non-flowering plants | 1 **classify** plants into flowering and non-flowering plants<br><br>2 **explain** the functions of parts of a flower | **Flowering and non-flowering plants** | · observing and collecting various types of plants<br>· classifying the plants into flowering and non-flowering plants<br>· discussing the uses of flowering and non-flowering plants<br><br>· collecting different types of flowers<br>· discussing the reproductive parts of plants<br>· discussing the functions of parts of a flower<br>· dissecting, drawing and labelling the parts of a flower | · question and answer<br>· teacher observation<br>· demonstration<br>· concept maps<br>· enter-educate<br>· discussion<br>· oral and written questions<br>· peer assessment<br>· self assessment<br>· investigation<br>· oral and written reports | · learners' experiences<br>· charts<br>· a variety of flowering and non-flowering plants<br>· flowers<br>· pictures<br>· observation checklist<br>· rubric<br>· TALULAR<br>· raised diagrams |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · develop an understanding of the processes of pollination, fruit and seed dispersal | 1 **explain** the process of pollination<br><br>2 **explain** the process of fertilisation in plants<br><br>3 **describe** fruit and seed dispersal | **Pollination, fruit and seed dispersal** | · discussing the term 'pollination'<br>· identifying types of pollination, eg:<br>- cross pollination<br>- self pollination<br>· discussing agents of pollination, eg:<br>- wind<br>- insect<br>· comparing insect and wind pollinated flowers<br><br>· discussing the term and process of fertilisation in plants<br><br>· discussing fruit and seed dispersal and agents of dispersal<br>· discussing the features of fruit and seed dispersal<br>· discussing the importance of fruit and seed dispersal | · field visits<br>· question and answer<br>· teacher observation<br>· discussion<br>· project<br>· experimentation<br>· investigation<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· oral and written reports | · learners' experiences<br>· samples of flowers<br>· local environment<br>· seeds<br>· razor blades<br>· charts<br>· rubric<br>· observation checklist<br>· samples of fruits<br>· magnifying glasses |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · develop an understanding of the conditions necessary for seed germination | 1 **state** the conditions necessary for seed germination<br><br>2 **investigate** the conditions necessary for seed germination | **Seed germination** | · brainstorming the conditions necessary for seed germination<br>· discussing the conditions necessary for seed germination<br><br>· conducting the experiments to investigate the conditions necessary for seed germination<br>· recording the observations<br>· drawing conclusions and reporting the findings | · question and answer<br>· written and oral reports<br>· teacher observation<br>· experimentation<br>· peer assessment<br>· self assessment<br>· discussion<br>· project | · learners' experiences<br>· posters<br>· charts<br>· raised diagrams<br>· cotton wool<br>· water<br>· refrigerator<br>· jars<br>· tins<br>· bean seeds<br>· razor blades<br>· portifolios<br>· rubric<br>· observation checklist<br>· local environmental<br>· magnifying glasses |

**Core element :** Marketing
**Primary outcome:** The learner will be able to apply scientific and technological knowledge in production, use and marketing processes in economic activities 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, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>§ apply science and technology to produce and market toys | The learners must be able to:<br>1 **identify** types of toys<br>2 **design** different types of toys<br>3 **make** different types of toys | **Technologies made in the school for marketing** | · brainstorming types of toys<br>· discussing the types of toys<br>· designing the different types of toys<br>· discussing the designs<br>· making different types of toys<br>· discussing how the toys work | · brainstorming<br>· question and answer<br>· role play<br>· group work<br>· peer observation<br>· pair work<br>· peer assessment<br>· discussion<br>· demonstration<br>· oral and written questions<br>· self assessment<br>· oral and written reports<br>· investigation | · rubric<br>· banana sap<br>· gelatin<br>· paper<br>· rubber bands<br>· wires<br>· paper planks<br>· water<br>· source of heat<br>· wires<br>· soft wires<br>· stencils<br>· sample toys<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 4 **cost** the different types of toys | **Technologies made in the school for marketing** | · discussing the factors to consider when costing the toys<br>· determining the prices of the toys<br>· discussing the ways of marketing toys | · project<br>· teacher observation | · observation checklist<br>· TALULAR<br>· labels / price tags |

**Core element :** Managing change

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

| **Assessment standards** | **Success criteria** | **Theme/topic** | **Suggested teaching and learning activities** | **Suggested teaching, learning and assessment methods** | **Suggested teaching, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the need to solve the problem of scarcity of technologies in the classroom | The learners must be able to:<br>1 **identify** classroom technologies | **Classroom technologies** | · identifying the technologies used for teaching and learning in the classroom, eg:<br>- chalkboard<br>- paper<br>- rulers<br>· discussing the problems affecting technologies in the classroom, eg:<br>- scarcity<br>- vandalism<br>- safety<br>· discussing the ways of solving the problems affecting technologies in the classroom | · brainstorming<br>· discussion<br>· question and answer<br>· demonstration<br>· peer assessment<br>· experimentation<br>· oral and written questions<br>· debate<br>· case studies<br>· project<br>· self assessment<br>· investigation<br>· research<br>· teacher observation | · local environment<br>· learners' experiences<br>· TALULAR<br>· chart paper<br>· pental pens<br>· anti-dust chalk<br>· pictures<br>· observation checklist<br>· rubric |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **improvise** classroom technologies | **Classroom technologies** | · discussing how to improvise classroom technologies<br>· improvising classroom technologies<br>· discussing advantages and disadvantages of improvised classroom technologies<br>· discussing how to care for and store classroom technologies | · brainstorming<br>· question and answer<br>· oral questions<br>· demonstration<br>· discussion<br>· written questions<br>· peer assessment<br>· investigation<br>· research<br>· oral and written reports<br>· teacher observation | · drums<br>· bell<br>· rubric<br>· audio visual equipment<br>· tins<br>· strings<br>· TALULAR<br>· rubric<br>· observation checklist<br>· learners' experiences<br>· materials for improvising classroom technologies |

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· develop an understanding of how the human digestive system functions | The learners must be able to:<br>1 **identify** parts of the digestive system<br>2 **state** functions of parts of the digestive system<br>3 **explain** how to care for the digestive system | **The human digestive system** | · identifying parts of the digestive system<br>· drawing and labelling parts of the digestive system<br>· dissecting and observing digestive systems of smaller animals<br>· discussing the functions of various parts of the digestive system<br>· discussing the problems associated with the digestive system, eg: | · question and answer<br>· group discussion<br>· investigation<br>· games<br>· demonstration<br>· observation<br>· oral and written questions<br>· peer assessment<br>· self assessment<br>· oral and written reports | · learners' experiences<br>· charts<br>· models<br>· resource persons<br>· local communities<br>· posters<br>· newspapers<br>· magazines<br>· rubric<br>· TALULAR<br>· observation checklist |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | | **The human digestive system** | - heart burn<br>- tooth decay<br>- gut infection<br>- constipation<br>- diarrhoeal diseases<br>· discussing the ways of keeping the digestive system healthy | · question and answer<br>· group discussion<br>· investigation<br>· games<br>· demonstration<br>· observation<br>· oral and written questions<br>· self assessment<br>· peer assessment<br>· oral and written reports | · learners' experiences<br>· diagrams of the digestive system<br>· specimens of the digestive system<br>· models of teeth<br>· water<br>· observation checklist<br>· rubric<br>· charts<br>· pictures<br>· TALULAR<br>· charts |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of the vertebrates | 1 **classify** the vertebrates<br><br>2 **explain** how a fish moves | **Vertebrates** | · identifying the five groups of the vertebrates<br>· discussing the characteristics of the vertebrates<br>· drawing and labelling the external features of the vertebrates<br><br>· observing the movement of fish<br>· discussing the movement of fish with the aid of diagrams | · group / pair work<br>· discussion<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· question and answer<br>· oral and written reports<br>· investigation | · specimen of fish, amphibians, reptiles, birds and mammals<br>· charts<br>· graph paper<br>· worksheets<br>· observation checklist<br>· rubric<br>· TALULAR<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of the invertebrates | 3 **state** protection mechanisms used by some vertebrates<br><br>1 **identify** the invertebrates that are found in their communities<br><br>2 **classify** the invertebrates into four groups | **Invertebrates** | · discussing the dangers faced by various vertebrates<br>· observing how the vertebrates protect themselves<br>· discussing how the vertebrates protect themselves from danger<br><br>· identifying the groups of the invertebrates<br>· discussing the characteristics of the invertebrates<br>· drawing and labelling the external features of the invertebrates<br><br>· classifying the invertebrates into four groups | · group assessment<br>· project<br>· group / pair work<br>· discussion<br>· teacher observation<br>· question and answer<br>· oral and written questions<br>· self assessment<br>· peer assessment<br>· oral and written reports<br>· investigation | · specimen of fish, amphibians, reptiles, birds, mammals and invertebrates<br>· charts<br>· graph paper<br>· worksheets<br>· magnifying glasses<br>· TALULAR<br>· observation checklist<br>· rubric<br>· learners' experiences<br>· charts<br>· local environment |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **identify** the different stages of the life cycles of a housefly and a grasshopper<br><br>4 state the advantages and disadvantages of the invertebrates | **Invertebrates** | · investigating the life cycles of a housefly and a grasshopper<br>· observing and recording the behaviour of some stages of the life cycles of the above insects<br><br>· discussing the advantages and disadvantages of the invertebrates | · group assessment<br>· project<br>· group / pair work<br>· discussion<br>· teacher observation<br>· question and answer<br>· oral and written questions<br>· self assessment<br>· peer assessment<br>· oral and written reports<br>· investigation | · specimen of fish, amphibians, reptiles, birds, mammals and invertebrates<br>· charts<br>· graph paper<br>· worksheets<br>· magnifying glasses<br>· TALULAR<br>· observation checklist<br>· rubric<br>· learners' experiences<br>· charts<br>· local environment<br>· nymphs of grasshoppers<br>· fresh grass<br>· a cage |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of the structure of parts of a plant | 1 **describe** different types of leaves, stems and roots | **Parts of a plant** | · visiting a woodlot to observe different types of stems and leaves<br>· discussing types of leaves and their arrangement<br>· drawing and labelling different types of leaves<br>· discussing types of stems, eg:<br>- erect<br>- creeping<br>- underground<br>- climbing<br>· drawing and labelling different types of stems<br>· discussing types of roots<br>· drawing types of roots, eg:<br>- tap root (bean plant)<br>- fibrous roots (grass)<br>- prop roots (maize plant)<br>- tuberous roots (cassava) | · question and answer<br>· investigation<br>· demonstration<br>· project<br>· peer assessment<br>· field visits<br>· self assessment<br>· oral and written questions<br>· teacher observation<br>· oral and written reports<br>· discussion | · charts<br>· observation checklist<br>· local environment<br>· samples / specimens of plants<br>· pictures<br>· rubric<br>· TALULAR<br>· learners' experiences |

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

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of methods of cooking food | The learners must be able to:<br><br>1 **describe** stewing and frying methods of cooking<br><br>2 **cook** food using stewing method | **Methods of cooking** | · brainstorming the different methods of cooking food<br>· discussing 'stewing' and 'frying' methods of cooking<br><br>· identifying the suitable foods for stewing method<br>· discussing the rules for stewing method<br>· discussing the advantages and disadvantages of stewing method<br>· observing a demonstration on stewing method<br>· practising stewing food<br>· displaying and evaluating the stewed dishes | · brainstorming<br>· group work<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· question and answer<br>· discussion<br>· oral and written reports<br>· investigation<br>· project | · cooking utensils<br>· foodstuffs<br>· ingredients<br>· tea towels<br>· dish cloths<br>· cleaning materials<br>· observation checklist<br>· water<br>· learners' experiences<br>· TALULAR<br>· rubric<br>· resource persons |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **cook** food using 'frying' method | **Methods of cooking** | · identifying the suitable foods for the frying method of cooking<br>· discussing the rules for the frying method of cooking<br>· discussing the advantages and disadvantages of the frying method of cooking<br>· practising frying food<br>· displaying the fried food<br>· evaluating the fried food | · brainstorming<br>· group work<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· discussion<br>· question and answer<br>· written and oral reports<br>· investigation | · cooking utensils<br>· foodstuffs<br>· ingredients<br>· tea towels<br>· dish cloths<br>· cleaning materials<br>· observation checklist<br>· water<br>· learners' experiences<br>· rubric<br>· TALULAR |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · develop an understanding of proper meal planning and preparation | 1 **plan** meals for sedentary and manual workers<br><br>2 **prepare,** cook and serve meals for sedentary and manual workers | **Meals for sedentary and manual workers** | · discussing the factors to consider when planning meals for:<br>- sedentary workers<br>- manual workers<br>· planning nutritious meals for sedentary and manual workers<br><br>· observing a demonstration on preparing nutritious meals for sedentary and manual workers<br>· preparing and cooking the meals<br>· serving the meals attractively<br>· displaying and evaluating the meals | · brainstorming<br>· group work<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· question and answer<br>· oral and written reports<br>· investigation | · cooking utensils<br>· foodstuffs<br>· ingredients<br>· tea towels<br>· dish cloths<br>· cleaning materials<br>· observation checklist<br>· water<br>· learners' experiences<br>· TALULAR<br>· rubric |

**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, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of laundering different garments | The learners must be able to:<br>1 **identify** different types of stains and how to remove them<br>2 **launder** a shirt and a blouse made from cotton | **Laundering a shirt and a blouse** | · discussing different types of stains<br>· demonstrating how to remove stains from garments and articles<br>· practising how to remove stains from garments<br>· discussing how to launder a shirt and a blouse<br>· demonstrating how to launder a shirt and a blouse<br>· practising how to launder a shirt and a blouse | · question and answer<br>· group work<br>· group discussion<br>· project<br>· investigation<br>· observation<br>· self assessment<br>· peer assessment<br>· oral and written questions<br>· research<br>· oral and written reports | · stained garments<br>· soap<br>· detergents<br>· laundry materials and equipment<br>· dirty shirts and blouses<br>· basins<br>· bleach<br>· learners' experiences<br>· observation checklist<br>· TALULAR<br>· rubric |

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

| **Assessment standards** | **Success criteria** | **Theme/topic** | **Suggested teaching and learning activities** | **Teaching, learning and assessment methods** | **Suggested teaching, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the technologies for domestic use in the communities | The learners must be able to:<br>1 **describe** the technologies for domestic use | **Technologies for domestic use** | · discussing the technologies for domestic use in the communities, eg:<br>- charcoal burner<br>- crotchets<br>- clay pots<br>- *mphero*<br>- needles<br>- flour sieve<br>- wooden spoon<br>- winnower<br>- pestle and mortar<br>· collecting the materials to produce some of the technologies | · brainstorming<br>· question and answer<br>· group work<br>· peer observation<br>· pair work<br>· demonstration<br>· discussion<br>· teacher observation<br>· oral and written questions<br>· self assessment<br>· investigation<br>· field visits<br>· oral and written reports | · assorted technologies for domestic use<br>· local environment<br>· TALULAR<br>· learners' experiences<br>· resource persons<br>· rubric<br>· observation checklist<br>· materials for making technologies for domestic use |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **make** the technologies for domestic use | **Technologies for domestic use** | · making the technologies used for:<br>- cooking<br>- crotcheting<br>- cooling water<br>- grinding grain<br>- sewing / knitting<br>- sieving<br>- cooking<br>- winnowing<br>- for processing foods in the home, eg, groundnut flour<br>· testing the technologies<br>· displaying the technologies | | |

**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, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the properties of light, heat and sound<br><br>· demonstrate an understanding of the various types and uses of forces | The learners must be able to:<br>1 **state** the properties of light, heat and sound<br>2 **make** the technologies associated with light, heat and sound<br><br>1 **identify** the types of forces | **Properties of light, heat and sound**<br><br>**Forces** | · discussing the properties of light, heat and sound<br>· designing and making the technologies that use the principles of light, heat and sound<br>· practising how to use the designed technologies<br><br>· discussing the meaning of 'force'<br>· exploring the objects which exert a push or a pull, eg:<br>- magnets<br>- springs | · brainstorming<br>· investigation<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· experimentation<br>· question and answer<br>· discussion<br>· reports<br>· games<br>· oral and written questions<br>· self assessment | · sources of heat, light and sound<br>· observation checklist<br>· learners' experiences<br>· torches<br>· candles<br>· matches<br>· cardboard<br>· rulers<br>· magnets<br>· wires<br>· cells<br>· metals<br>· nails<br>· springs |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **state** uses of forces<br><br>3 **make** the technologies that use the principles of force | **Forces** | - rubbers<br>- electricity<br>- earth<br>- animals<br>· discussing the types of the forces, eg:<br>- magnetic<br>- gravitational<br>- elastic<br>· demonstrating various types of the forces<br><br>· discussing uses of the forces<br><br>· designing and making the technologies that use forces, eg:<br>- catapults<br>- traps<br>- balances<br>- bow and arrow | · brainstorming<br>· group work<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· experimentation<br>· question and answer<br>· discussion<br>· games<br>· oral and written questions<br>· self assessment<br>· oral and written reports<br>· investigation<br>· research | · observation checklist<br>· learners' experiences<br>· torches<br>· candles<br>· matches<br>· cardboard<br>· rulers<br>· magnets<br>· wires<br>· cells<br>· metals<br>· nails<br>· coins<br>· plastic pens<br>· wood<br>· rubric<br>· scale<br>· rubber bands<br>· TALULAR |

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

| **Assessment standards** | **Success criteria** | **Theme/topic** | **Suggested teaching and learning activities** | **Suggested teaching, learning and assessment methods** | **Suggested teaching, learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the nutritional deficiency diseases and how to prevent them | The learners must be able to:<br>1 **describe** the different nutritional deficiency diseases<br>2 **explain** the causes of nutritional deficiency diseases | **Nutritional deficiency diseases** | · identifying the nutritional deficiency diseases, eg:<br>- night blindness<br>- scurvy<br>- rickets<br>- anaemia<br>- goiter<br>· discussing the causes of the nutritional deficiency diseases<br>· discussing the signs and symptoms of the nutritional deficiency diseases | · brainstorming<br>· discussion<br>· question and answer<br>· teacher observation<br>· peer assessment<br>· group work<br>· games<br>· role play<br>· self assessment<br>· oral and written questions<br>· oral and written reports<br>· investigation | · charts<br>· raised diagrams<br>· pictures<br>· local environment<br>· learners' experiences<br>· TALULAR<br>· resource persons<br>· rubric<br>· observation checklist |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **explain** preventive measures and treatment of the nutritional deficiency diseases | **Nutritional deficiency diseases** | · discussing the preventive measures and treatment of the nutritional deficiency diseases<br>· inviting a resource person to give a talk on the different nutritional deficiency diseases | · brainstorming<br>· discussion<br>· question and answer<br>· teacher observation<br>· games<br>· excursion<br>· peer assessment<br>· self assessment<br>· oral and written questions<br>· field / educational visits<br>· oral and written reports<br>· research<br>· investigation | · charts<br>· raised charts<br>· pictures<br>· raised pictures<br>· local environment<br>· learners' experiences<br>· observation checklist<br>· TALULAR<br>· resource persons<br>· rubric<br>· interview schedule<br>· questionnaires |

**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, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of dyeing materials | The learners must be able to:<br>1 **identify** the fabrics and other materials that can be dyed<br>2 **explain** the process of dyeing the fabrics and other materials | **Dyeing materials** | · discussing the meaning of the term 'dye'<br>· identifying the fabrics and other mateirals which can be dyed<br>· discussing the other materials that can be dyed<br>· discussing the materials used for dyeing<br>· discussing the process of dyeing the fabrics, eg:<br>- patterning<br>- printing<br>- fixing<br>- drying | · question and answer<br>· discussion<br>· brainstorming<br>· peer assessment<br>· pair work<br>· teacher observation<br>· project<br>· self assessment<br>· demonstration<br>· oral and written questions<br>· oral and written reports<br>· investigation | · trees<br>· charts/ raised diagrams<br>· resource persons<br>· dyes<br>· learners' experiences<br>· observation checklist<br>· portfolios<br>· rubric<br>· TALULAR<br>· fabrics<br>· samples of dyed articles<br>· strings<br>· clean water |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **dye** the fabrics and other materials | | · practising how to dye the fabrics and other materials<br>· display the dyed fabrics and other materials | | · basins |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---|---|---|---|---|---|
| · applying the scientific knowledge to make and use the simple machines | 1 **make** the simple machines that use the principles of levers<br><br>2 **make** the simple machines that use the pulley systems | **Machines** | · designing the simple machines that use the principle of levers<br>· making the simple machines<br>· testing the machines<br>· evaluating the machines<br><br>· designing pulleys<br>· making the pulleys<br>· testing the pulleys<br>· evaluating the pulleys | · question and answer<br>· peer assessment<br>· discussion<br>· field trips<br>· experimentation<br>· teacher observation<br>· oral and written questions<br>· self assessment<br>· investigation<br>· research<br>· oral and written reports | · tins<br>· grease<br>· oil<br>· pulleys<br>· paper clips<br>· loads<br>· materials for making levers and pulleys<br>· levers<br>· glue<br>· bottle tops<br>· strings<br>· clay<br>· wires<br>· observation checklist<br>· rubric<br>· TALULAR<br>· learners' experiences |

**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, learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the changes that take place in boys and girls as they grow up | The learners must be able to:<br>1 **describe** the physical and emotional changes that take place in the boys and girls as they grow up<br>2 **explain** the effects of premarital sex | **Growing up** | · discussing the physical and emotional changes that take place in the boys and girls as they grow up<br>· discussing the term 'ovulation'<br>· discussing the effects of premarital sex<br>· developing futures wheel on the dangers of premarital sex | · question and answer<br>· group discussion<br>· investigation<br>· research<br>· reports<br>· role play<br>· demonstration<br>· debate<br>· future's wheels<br>· oral and written questions<br>· teacher observation<br>· peer assessment<br>· self assessment | · learners' experiences<br>· raised diagrams<br>· charts<br>· rubric<br>· observation checklist<br>· TALULAR<br>· posters |

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# Syllabus for Agriculture

# Standard 7

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of factors of agricultural production | The learners must be able to:<br>1 **describe** factors of agricultural production | **Factors of production** | · brainstorming factors of agricultural production<br>· discussing factors that affect agricultural production:<br>- land<br>- labour<br>- capital<br>- management<br>· discussing how each factor affects agricultural production | · brainstorming<br>· discussion<br>· visits/field trips<br>· peer assessment<br>· checklist | · local community<br>· learners' experiences<br>· interview schedule |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · visiting a farm to observe how the factors are used<br>· recording the observations<br>· reporting the findings | | |

**Core element :** Agricultural environment and soil science

**Primary outcome:** The 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of water cycle | The learners must be able to:<br>1 **describe** water cycle | **Water cycle** | · brainstorming the meaning of the term water cycle<br>· brainstorming how water is gained and lost<br>· discussing the water cycle<br>· drawing the water cycle | · brainstorming<br>· discussion<br>· excursion<br>· teacher observation<br>· written test<br>· group work<br>· debate<br>· advocacy | · local community<br>· pictures<br>· charts<br>· a case study<br>· learners' experiences |
| | 2 **explain** how water can be polluted | **Water pollution** | · brainstorming ways of polluting water<br>· developing futures' wheels on water pollution | · case study<br>· peer assessment<br>· written quiz<br>· future's wheel<br>· problem tree | · problem tree<br>· futures' wheels<br>· case studies<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · discussing case studies on water pollution<br>· role play about water pollution<br>· discussing methods of keeping water safe<br>· visiting a near by polluted water source to observe causes and effects of water pollution<br>· recording observation<br>· reporting observation | · role play<br>· resource person | · local environment<br>· resource person |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **conserve** water | **Water conservation** | · discussing ways of conserving water<br>· visiting nearby water conservation structures to observe ways of conserving water<br>· recording the observations<br>· reporting the findings<br>· drawing some water conservation structures<br>· practicing ways of conserving water | · field visit<br>· discussion<br>· dramatizing<br>· drawing<br>· practical<br>· teacher observation<br>· task analysis<br>· question and answer<br>· group work<br>· demonstration | · learners' experiences<br>· local environment<br>· checklist<br>· drawings<br>· raised drawings |

**Core element :** Farm tools, machinery and technology

**Primary outcome:** The learners 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of uses, safety and maintenance of farm machinery | The learners must be able to:<br>1 **describe** farm machinery | **Farm machinery** | · brainstorming various farm machinery<br>· discussing the main parts and uses of farm machinery:<br>- plough<br>- ridger<br>- sprayer<br>· drawing farm machinery and labeling their parts<br>· modeling farm machinery | · discussion<br>· drawing<br>· teacher observation<br>· oral questions<br>· written exercises<br>· modelling | · learners' experiences<br>· local environment<br>· wire<br>· maize pith<br>· wood<br>· drawings |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **use** farm machinery | **Uses of farm machinery** | · discussing uses of farm machinery<br>· visiting nearby farm to observe how farm machinery are used<br>· recording the observations<br>· reporting the findings<br>· practising proper use of some farm machinery | · discussion<br>· drawing<br>· practical<br>· task analysis<br>· teacher observation<br>· oral questions<br>· written exercises | · learners' experiences<br>· local environment<br>· soil<br>· wood<br>· wire<br>· maize pith<br>· ox-cart<br>· ridger<br>· oxen<br>· donkeys |

**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 methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of knowledge, skills and values of different flowers | The learner must be able to:<br>1 **describe** types of flowers | **Types of flowers** | · brainstorming flowers grown in the area<br>· discussing examples of types of flowers grown in Malawi:<br>- tree flowers<br>- bulbs<br>- shrubs<br>- ground cover<br>- climbers<br>· visiting flower gardens to observe different types of flowers<br>· recording the observations<br>· reporting the observations | · brainstorming<br>· discussion<br>· question and answer<br>· written exercises<br>· teacher observation<br>· peer assessment<br>· oral questions<br>· field visit | · samples of flowers<br>· local community<br>· pictures<br>· raised charts<br>· charts showing flowers<br>· posters<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **explain** the importance of flower | **Importance of flowers** | · discussing factors that should be considered for selecting flowers for production<br>· brainstorming the importance of flowers<br>· discussing the reasons for growing flowers<br>- scaring pests<br>- beauty<br>- commercial<br>- industrial raw materials<br>- medication<br>- food | · brainstorming<br>· discussion<br>· question and answer<br>· written exercises<br>· oral questions | · learners' experiences<br>· pictures/raised diagrams of some flowers<br>· posters |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate knowledge, skills and values in husbandry practices for lowers | 1 **establish** flower nurseries | **Flower nursery establishment** | · discussing the activities involved in establishing flower nurseries:<br>- construction of fence<br>- mixing proportion of sand, compost and clay<br>- filling polythene tubes/trays<br>- preparing nursery beds<br>- planting (seeds and cuttings) | · discussion<br>· demonstration<br>· teacher observation<br>· peer assessment | · plastic paper<br>· poles<br>· compost manure<br>· twine (string)<br>· resource persons<br>· local environment<br>· learners' experiences |
| | 2 **manage** flower nurseries | **Flower nursery management** | · discussing the activities involved in flower nursery management<br>- watering<br>- weeding<br>- controlling pests and diseases<br>- hardening -off<br>· managing flower nursery | · practical<br>· demonstration<br>· peer assessment<br>· teacher observation<br>· checklist<br>· rubrics<br>· written tests | · nurseries<br>· watering cans<br>· water source(s)<br>· sample of pest and diseased flowers<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **choose** a suitable land for growing flowers | **Site selection** | · scouting the school environment to choose the suitable site for growing flowers<br>· selecting the suitable site for growing flowers | · teacher observation<br>· demonstration<br>· practical<br>· oral questions | · learners' experiences<br>· local environment |
| | 4 **prepare** land for growing flowers | **Land preparation** | · brainstorming activities involved in preparation of land for growing flowers<br>· demonstrating how to prepare land for growing flowers<br>· preparing land for growing flowers | · brainstorming<br>· discussion<br>· demonstration<br>· practical<br>· written test<br>· teacher observation<br>· checklist<br>· rubrics<br>· oral questions | · resource person<br>· learners' experiences<br>· seeds<br>· cutting<br>· grass<br>· reeds |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 5 **transplant** flowers | **Transplanting flowers** | · brainstorming steps for transplanting of planting flowers<br>· discussing steps for transplanting flowers<br>· demonstrating how to transplant flowers<br>· transplanting flowers | · brainstorming<br>· discussion<br>· demonstration<br>· practical<br>· observation<br>· oral questions<br>· written quiz<br>· checklist<br>· rubrics | · land<br>· water<br>· hoes<br>· seeds<br>· seedlings<br>· watering cans<br>· pail/bucket<br>· resource persons<br>· learners' experience |

**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 methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of knowledge, skills and values of management principles for rabbit production | The learners must be able to:<br>1 **explain** the importance of rabbits | **Importance of rabbits** | · identifying different rabbit products<br>· discussing the importance of rabbits | · discussion<br>· observation<br>· question and answer<br>· written tests<br>· peer assessment | · rabbit products |
| | 2 **describe** different breeds of rabbits | **Breeds of rabbits** | · identifying different breeds of rabbits<br>· discussing different breeds of rabbits<br>· drawing different breeds of rabbits<br>· display the breeds drawn | · discussion<br>· drawing<br>· teacher observation<br>· peer assessment<br>· written tests | · rabbits<br>· pictures/ drawings<br>· learners' experiences<br>· raised diagrams<br>· local environment |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **describe** housing of rabbits | **Housing rabbits** | · brainstorming types of houses for rabbits<br>· discussing different types of rabbit houses<br>· visiting a farm to observe houses for rabbits<br>· recording the observations<br>· reporting the observations<br>· drawing rabbit houses<br>· constructing models of rabbit houses | · brainstorming<br>· discussion<br>· drawing<br>· practical<br>· modelling<br>· checklist<br>· rubrics<br>· written tests | · pictures<br>· construction materials<br>· resource person<br>· learners' experiences |
| | 4 **construct** a house for rabbits | | · constructing a suitable rabbit house | · field visit<br>· demonstration<br>· rubrics | · local environment<br>· poles<br>· strings<br>· panga knives<br>· thatching grass<br>· bricks<br>· water |

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to<br>· demonstrate an understanding of knowledge and values of agroforestry | The learners must be able to:<br>1 **explain** importance of agroforestry | **Importance of agroforestry** | · brainstorming the meaning of the term agroforestry<br>· discussing the meaning of the term agroforestry<br>· discussing the importance of agroforestry | · field visits<br>· question and answer<br>· brainstorming<br>· discussion<br>· question and answer<br>· teacher observation<br>· checklist | · local environment<br>· resource person<br>· picture/raised pictures<br>· products of trees<br>· learners' experiences<br>· trees |

**Term 2**

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to: demonstrate an understanding of marketing functions | The learners must be able to:<br>1 **describe** marketing functions | **Marketing functions** | · brainstorming the meaning of the term "marketing functions"<br>· discussing the meaning of the term marketing functions<br>· visiting a market to observe some marketing activities<br>· recording marketing activities observed<br>· reporting on the findings<br>· brainstorming the activities involved in the following | · recording<br>· reporting<br>· discussion<br>· role playing<br>· peer assessment<br>· interview<br>· teacher observation<br>· written exercises<br>· checklist | · local environment<br>· learners' experiences<br>· interview schedule<br>· checklist |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | marketing functions:<br>- processing<br>- grading<br>- packaging<br>- advertising<br>- storage<br>· discussing the activities involved in each marketing function<br>· discussing the importance of each marketing function | | |
| | 2 **conduct** marketing functions | **Marketing functions** | · conducting some of the marketing functions<br>· displaying the marketing functions performed<br>· evaluating some of the marketing function | · practical work<br>· recording<br>· reporting<br>· peer assessment<br>· teacher observation | · learners' experiences<br>· local environment |

**Core element :** Agricultural environment and soil science

**Primary outcome:** The 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate an understanding of soil conservation | The learners must be able to:<br>1 **explain** how soil can be lost | **Soil erosion** | · discussing the meaning of the term "soil erosion"<br>· describing ways in which soil can be lost<br>· discussing causes and effects of soil erosion using futures' wheels<br>· visiting a nearby eroded area to observe the causes and effects of soil erosion<br>· recording the observations<br>· reporting the findings | · peer assessment<br>· excursion<br>· discussion<br>· record<br>· report<br>· peer assessment<br>· teacher observation<br>· futures' wheels | · local environment<br>· learners' experiences<br>· observation<br>· checklist<br>· recording |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **conserve** soil | **Soil conservation** | · discussing ways of conserving soil<br>· observing how soil is conserved in the local environment<br>· recording the observations<br>· drawing some soil conservation structures<br>· reporting the findings<br>· practising some soil conservation measures | · discussion<br>· field visit<br>· peer assessment<br>· question and answer<br>· experimenting<br>· recording<br>· drawing<br>· teacher observation<br>· group work<br>· demonstration | · local environment<br>· learners' experiences<br>· checklist<br>soil water<br>· drawings<br>· rubrics<br>· pictures |

**Core element :** Farm tools, machinery and technology

**Primary outcome:** The learners 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 methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of knowledge skills and values of safety, uses and maintenance of farm machinery | The learners must be able to:<br>1 **apply** safety measures when using farm machinery | **Safety measures when using machinery** | · brainstorming safety measures when using farm machinery<br>· discussing safety measures when using farm machinery<br>· visiting a nearby farm to observe safety measures when using farm machinery<br>· recording the observations<br>· reporting the findings<br>· practising safety measures when using farm machinery | · brainstorming<br>· discussion<br>· field visit<br>· demonstration<br>· practical<br>· oral questions<br>· peer assessment<br>· teacher observation<br>· written exercises | · local environment<br>· learners' experiences<br>· farm machinery |

**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 methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate knowledge skills and values in husbandry practices for flowers | The learners must be able to:<br>1 **apply** manure and fertilizers to flowers | **Manure and fertiliser application** | · discussing when, how type and amount of fertilizers and manure to apply in flowers<br>· demonstrating how to apply fertilizer and manure to flowers<br>· applying fertilizer and manure to flowers | · oral questions<br>· brainstorming<br>· discussion<br>· demonstration<br>· practical work<br>· teacher observation<br>· written exercise<br>· checklists<br>· rubric | recommended fertilizers<br>manure<br>containers<br>learners' experiences<br>shovel<br>samples of flowers<br>flower garden<br>hoes<br>slashers<br>pangas |
| | 2 **weed** flower garden | **Weed control** | · brainstorming methods of weeding flowers | | garden folk<br>hand trowel<br>checklist |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · discussing methods of weeding flowers:<br>- hand weeding<br>- slashing<br>- light hoeing<br>- chemical control<br>· demonstrating how to control weeds in flowers<br>· weed flowers | · discussion<br>· brainstorming<br>· demonstration<br>· practical<br>· written exercises<br>· oral questions<br>· teacher observation | · learners' experiences<br>· pangas<br>· flower cutters<br>· slashers |
| | 3 **tend** flowers | **Tending flowers** | · discussing the meaning of pruning, thinning and trimming<br>· brainstorming the reasons for pruning, thinning and trimming<br>· discussing procedure of pruning, thinning and trimming flowers<br>· practising how to prune, trim and thin flowers | · discussion<br>· brainstorming<br>· demonstration<br>· practical<br>· written exercises<br>· oral questions<br>· teacher observation | · learners' experiences<br>· pangas<br>· flower cutters<br>· slashers |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 4 **describe** pests and diseases of flowers | **Pests and diseases of flowers** | · brainstorming common pests and diseases of flowers<br>· discussing common pests and diseases of flowers<br>· scouting the flower garden to observe and identify pests and diseases of flowers<br>· recording the observations<br>· reporting the observations<br>· collecting and preserving some pests and diseases as specimen | · written exercises<br>· discussion<br>· field visits<br>· practical<br>· brainstorming<br>· written tests<br>· teacher observation<br>· peer assessment<br>· oral questions | · spacemen's of pests<br>· preservatives<br>· newspapers<br>· learners' experiences<br>· resource persons<br>· local environment |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 5 **control** pests and diseases in flowers | **Pest and disease control in flowers** | · exhibiting the preserved pests and diseased plant parts<br>· brainstorming methods of controlling pests and diseases<br>· discussing methods of controlling pests and diseases<br>· visiting a farm to observe how pests and diseases are controlled<br>· recording the observations<br>· reporting the findings<br>· practising how to control pests and diseases in flowers | · written exercises<br>· discussion<br>· field visits<br>· practical<br>· brainstorming<br>· written tests<br>· teacher observation<br>· peer assessment<br>· oral questions | · local environment<br>· rubrics<br>· checklist<br>· learners' experiences<br>· pesticides<br>· tobacco residues<br>· marigold |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 6 **harvest** flowers | **Harvesting flowers** | · discussing how to harvest flowers<br>· visiting a farm to observe how flowers are harvested<br>· recording the observations<br>· reporting the observations<br>· demonstrating how to harvest flowers<br>· practising how to harvest flowers<br>· discussing how to preserve flowers<br>· preserving flowers | · discussion<br>· field visits<br>· demonstration<br>· written tests<br>· teacher observation<br>· peer assessment<br>· checklist<br>· written tests | · containers<br>· flowers<br>· resource person<br>· learners' experiences<br>· checklist<br>· local environment |

**Core element** : Livestock production

**Primary outcome:** The learners will be able to rear small 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate an understanding of knowledge, skills and values of the management principles for rabbit production | The learners must be able to:<br>1 **explain** ways of feeding rabbits | **Feeding rabbits** | · brainstorming types of feeds suitable for rabbits<br>· discussing types of feeds suitable for rabbits<br>· discussing how to feed rabbits<br>· practising how to feed rabbits | · peer assessment<br>· brainstorming<br>· demonstration<br>· teacher observation<br>· written tests<br>· checklist<br>· rubrics | · local environment<br>· samples of rabbit feeds<br>· feeders<br>· drinkers<br>· water<br>· checklists<br>· portfolio |

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to: | The learners must be able to:<br><br>2 **explain** different systems of agroforestry | **Systems of Agroforestry** | · visiting nearby agroforestry plots to observe different systems of agroforestry<br>· identifying different systems of agroforestry<br>· recording the observations<br>· reporting the findings<br>· discussing different types of agroforestry :<br>- improved fallows<br>- fodder banks | · field visits<br>· discussion<br>· question and answer<br>· recording<br>· reporting | · local environment<br>· learners' experiences<br>· pictures of different agroforestry systems<br>· raised diagrams of different agroforestry systems |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of knowledge, values and skills of establishing an agroforestry plot | 3 **identify** suitable trees for agroforestry | **Suitable agroforestry trees** | - live fences<br>· brainstorming characteristics of suitable trees to integrate with suitable arable crop<br>· discussing characteristics of suitable trees to integrate with suitable arable crop<br>· visiting a nearby agroforestry plot to identify suitable trees for agroforestry<br>· recording the observations<br>· reporting the findings | · brainstorming<br>· discussing<br>· demonstration<br>· practical work<br>· teacher observation<br>· peer assessment<br>· field visit | · local environment<br>· farm tools<br>· learners' experiences |

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to: | The learners must be able to:<br><br>1 **describe** marketing function | **Marketing functions** | · brainstorming the activities involved in the following marketing functions:<br>- marketing research<br>- transporting<br>- selling<br>- buying<br>· discussing the activities involved in the marketing functions | · recording<br>· reporting<br>· discussion<br>· role playing<br>· peer assessment<br>· enterview<br>· teacher observation<br>· written exercises<br>· checklist | · local environment<br>· learners' experiences<br>· enterview schedule<br>· checklist |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · discussing the importance of each marketing function<br>· conducting some of the marketing functions<br>· displaying the marketing functions performed<br>· evaluating some of the activities involved in the marketing functions | | |

**Core element** : Agricultural environment and soil science

**Primary outcome:** The 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of knowledge, skills and values of soil classification | The learners must be able to:<br>1 **classify** soils according to texture | **Soil texture** | · discussing the meaning of the term 'soil texture'<br>· discussing different textural classes of soil<br>- sand<br>- loam<br>- clay<br>· classifying soil according to texture<br>· discussing suitable crops for different classes of soil | · discussion<br>· filed visits<br>· peer assessment<br>· question and answer<br>· experimenting<br>· recording<br>· drawing<br>· teacher observation<br>· group work | · local environment<br>· learners' experiences<br>· checklist<br>· soil<br>· water |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **classify** soils according to structure | **Soil structure** | · discussing the meaning of the term "soil structure"<br>· classifying soils according to their structures<br>- loose<br>- compact<br>- crumb<br>· discussing the characteristics of each class of soil | · discussion<br>· drawing<br>· question and answer<br>· peer assessment<br>· teacher observation | · checklist<br>· rubrics<br>· soil<br>· water<br>· hoes<br>· local environment<br>· learners' experiences<br>· drawings |
| | 3 **describe** soil profile | **Soil profile** | · drawing various structures of soil<br>· discussing the meaning of the term "soil profile"<br>· digging a pit (or scrapping side of a gully) to observe different layers of soil | | |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · drawing and labeling a soil profile<br>· discussing the characteristics of each layer of soil | · discussion<br>· recording<br>· drawing<br>· question and answer<br>· peer assessment<br>· teacher observation<br>· practical<br>· field visit | · checklist<br>· rubrics<br>· learners' experiences<br>· drawings<br>· local environment<br>· hoes<br>· rulers<br>· measuring tape<br>· pick |
| | 4 **describe** suitable layer of soil for crop production | **Soil profile** | · identifying the suitable layer for crop production<br>· discussing how each of the characteristics of the identified layers promote crop production | · discussion<br>· observation<br>· peer assessment | · local environment<br>· learners' experiences |

**Core element :** Farm tools, machinery and technology

**Primary outcome:** The learners 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate an understanding of knowledge, skills and values of safety, uses and maintenance of farm machinery | The learners must be able to:<br>1 **maintain** farm machinery | **Maintenance of farm machinery** | · discussing how to maintain farm machinery<br>· visiting farmers to observe how farm machinery are maintained<br>· practising how to maintain farm machinery | · discussion<br>· field visit<br>· practical<br>· teacher observation<br>· peer assessment<br>· demonstration<br>· role play<br>· brainstorming<br>· question and answer<br>· quiz<br>· explanation | · learners' experiences<br>· local community<br>· farm machinery<br>· resource persons |

**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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate an understanding of knowledge, skills and values of vegetable | The learners must be able to:<br>1 **identify** types of vegetables grown in the area | **Types of vegetables** | · brainstorming indigenous and exotic vegetables grown in the area<br>· discussing indigenous and exotic vegetables grown in the area<br>· classifying the vegetables according to their edible parts<br>· drawing some of the vegetables<br>· displaying the drawings | · brainstorming<br>· discussions<br>· question and answer<br>· teacher observation<br>· written tests<br>· self-assessment<br>· reporting<br>· galary walk | · samples of vegetables<br>· pictures<br>· posters<br>· local community<br>· learners' experiences |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 2 **explain** the importance of vegetables | **Importance of vegetables** | · brainstorming the importance of vegetables<br>· discussing the importance of vegetables | · brainstorming<br>· discussions<br>· question and answer<br>· written quiz | · learners' experiences<br>· question item<br>· sample of vegetables<br>· pictures<br>· posters<br>· local community |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| · demonstrate an understanding of knowledge, skills and values of vegetable husbandry practices | 1 **establish** a nursery for the selected vegetables | **Nursery establishment** | · discussing steps to be followed when preparing land for nursery beds<br>· establishing the nursery beds | · discussions<br>· demonstration<br>· practical<br>· peer assessment<br>· teacher assessment<br>· checklist<br>· rubrics | · hoes<br>· water<br>· measuring tape<br>· rope/string<br>· pegs<br>· manure<br>· checklist<br>· rubrics<br>· axes<br>· pangas<br>· poles<br>· reeds/grass |
| | 2 **manage** a nursery for the selected vegetable | **Nursery management** | · discussing steps to be followed when managing a vegetable nursery<br>- watering<br>- weeding<br>- pests and disease control<br>- hardening-off<br>· managing a nursery bed | · discussion<br>· demonstration<br>· practical work<br>· teacher observation<br>· peer assessment<br>· checklist<br>· rubrics | · school garden<br>· vegetable seeds<br>· hoes<br>· water<br>· measuring tape<br>· rope/string<br>· pegs<br>· manure/fertilizers<br>· checklist |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 3 **choose** a suitable site for growing the selected vegetables | **Site selection** | · discussing the characteristics of a suitable site for growing leafy vegetables<br>· scouting the school area to choose a site for growing leafy vegetables<br>· selecting the site for leafy vegetable growing<br>· constructing a fence around the selected site | · discussion<br>· scouting<br>· demonstration<br>· teacher observation<br>· peer assessment<br>· question and answer<br>· practical | · local environment<br>· learners' experience |
| | 4 prepare land for growing the selected vegetables | **Land preparation** | · brainstorming activities done during land preparation<br>· discussing activities done during land<br>- clearing land<br>- tilling<br>- harrowing | | |

| Assessment standards | Success criteria | Theme/topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 5` **transplant** vegetable seedlings | **Transplanting vegetables** | - making beds<br>· preparing and applying manure<br>· discussing when and how to transplant vegetable seedlings<br>· discussing the recommended spacing of the selected leaf vegetables<br>· demonstrating how to transplant vegetable seedlings at the recommended spacing<br>· transplanting vegetable seedlings | · brainstorming<br>· discussion<br>· demonstration<br>· practical<br>· teacher observation<br>· peer assessment | · school garden<br>· learners' experiences<br>· water<br>· watering can<br>· mulching grass<br>· hoes<br>· fertilizers<br>· pesticides |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | 6 **manage** vegetables in field beds | **Field management practices for leafy vegetables** | · discussing field management practices for leafy vegetables<br>· discussing the importance of watering, mulching, thinning, weeding, fertilizer application, disease and pest control<br>· demonstrating each of the management practices for vegetable production<br>· practising each of the management practices | · discussion<br>· question and answer<br>· brainstorming<br>· practical<br>· teacher observation<br>· peer assessment<br>· brainstorming<br>· practical work | · school garden<br>· learners' experiences<br>· knives<br>· harvesting baskets or buckets |
| | 7 **harvest** vegetables | **Harvesting vegetables** | · brainstorming the procedure for harvesting the selected vegetable<br>· harvesting vegetables using appropriate procedures | · discussions<br>· demonstration<br>· teacher observation<br>· checklist<br>· rubrics | |

**Core element :** Livestock production

**Primary outcome:** The learners will be able to rear small 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 methodologies** | **Suggested teaching learning and assessment resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>demonstrate an understanding of knowledge, skills and values of management principles for rabbit production | The learners must be able to:<br>1 **explain** disease and parasite control for rabbits | **Disease and parasite control of rabbits** | · brainstorming diseases and parasite of rabbits<br>· discussing diseases and parasites of rabbits<br>· identifying diseases and parasites of rabbits<br>· drawing some parasites of rabbits<br>· discussing measures for controlling diseases and parasites of rabbits | · brainstorming<br>· discussion<br>· demonstration<br>· drawing<br>· modelling<br>· practical<br>· written tests<br>· teacher observation<br>· peer assessment | · local environment<br>· diseased rabbits<br>· pictures of infected rabbits<br>· spacemen of parasites<br>· raised diagrams<br>· checklists |

| Assessment standards | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methodologies | Suggested teaching learning and assessment resources |
|---|---|---|---|---|---|
| | | | · demonstrating how to control diseases and parasites of rabbits<br>· practising how to control diseases and parasites of rabbits | | |

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# Syllabus for
# Bible knowledge

# Standard 7

## 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, Sexually transmitted infections (STIs), HIV/AIDS and drug and substance abuse. The syllabus therefore aims at focusing on 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 responsibilities, 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:<br>· demonstrate an understanding of the story of Gideon | The learners must be able to:<br>1 **describe** a judge<br>2 **explain** the roles and responsibilities of a judge<br>3 **explain** the story of Gideon<br>4 **describe** the mission of Gideon | **Judges** | Ÿ brainstorming who a judge is<br>Ÿ discussing who a judge is<br>Ÿ role playing a judge<br>Ÿ brainstorming the roles and responsibilities of a judge<br>Ÿ discussing the roles and responsibilities of a judge<br>Ÿ role playing the roles and responsibilities of a judge<br>Ÿ telling the story of Gideon discussing how God ruled through Gideon<br>Ÿ identifying the mission of Gideon<br>Ÿ discussing the mission of Gideon<br>Ÿ role playing Gideon as a judge | Ÿ story telling<br>Ÿ pair work<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ talular<br>Ÿ pupils' experiences<br>Ÿ observation checklists<br>Ÿ charts<br>Ÿ pictures<br>Ÿ films/video tapes/audio tapes<br>Ÿ the Bible<br>Judges 6, 7 and 8<br>Judges 15: 1-16<br>Judges 16: 1-31<br>Ÿ portifolios<br>Ÿ rubrics |

| 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 the story of Samson | 1 **explain** the story of Samson<br><br>2 **describe** the mission of Samson | **Judges** | Ÿ telling the story of Samson<br>Ÿ discussing how God ruled through Samson<br><br>Ÿ identifying the mission of Samson<br>Ÿ discussing the mission of Samson<br>Ÿ role playing Samson as a judge | Ÿ story telling<br>Ÿ pair work<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ talular<br>Ÿ pupils' experiences<br>Ÿ observation checklists<br>Ÿ charts<br>Ÿ pictures<br>Ÿ films / video tapes / audio tapes<br>Ÿ the Bible<br>Judges 6, 7 and 8<br>Judges 16: 23-31<br>Ÿ portifolios<br>Ÿ rubrics |

| 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 the story of Deborah | 1 **explain** the story of Deborah<br><br>2 **describe** the mission of Deborah<br><br>1 **explain** the story of Jephthah<br><br>2 **describe** the mission of Jephthah | **Judges** | Ÿ telling the story of Deborah<br>Ÿ discussing how God ruled through Deborah<br><br>Ÿ identifying the mission of Deborah<br>Ÿ discussing the mission of Deborah<br><br>Ÿ role playing Deborah as a judge<br>Ÿ telling the story of Jephthah<br>Ÿ discussing how God ruled through Jephthah<br><br>Ÿ identifying the mission of Jephthah<br>Ÿ discussing the mission of Jephthah<br>Ÿ role playing Jephthah as a judge | Ÿ story telling<br>Ÿ pair work<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ talular<br>Ÿ pupils' experiences<br>Ÿ observation checklists<br>Ÿ charts<br>Ÿ pictures<br>Ÿ films / video tapes / audio tapes<br>Ÿ the Bible<br>Judges 4: 1-24<br>Judges 11: 1 – 28<br>Judges 11: 29 - 40<br>Ÿ portifolios<br>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:<br>· demonstrate an understanding of Jesus' teachings in parables | The learners must be able to:<br>1 **describe** a parable<br>2 **explain** the parable of the good Samaritan<br>3 **explain** the parable of the two sons | **Teaching in parables** | Ÿ brainstorming the meaning of the term parable<br>Ÿ discussing the meaning of the term parable<br>Ÿ narrating the parables of the good Samaritan<br>Ÿ discussing the meaning of the parable of the good Samaritan<br>Ÿ discussing lessons learnt from the parable of the good Samaritan<br>Ÿ narrating the parables of the two sons<br>Ÿ discussing the meaning of the parable of the two sons<br>Ÿ discussing lessons learnt from the parable of the two sons | Ÿ brainstorming<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ posters<br>Ÿ pupils' experiences<br>Ÿ charts<br>Ÿ pictures<br>Ÿ observation checklists<br>Ÿ the Bible<br>Lk 10: 25 – 37<br>Matt 21: 28 – 31<br>Ÿ portifolios<br>Ÿ rubrics |

| Assessment standard | Success Criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 4 **explain** the parable of the lost son<br><br>5 **explain** the parable of the lost coin | **Teaching in parables** | Ÿ narrating the parables of the lost son<br>Ÿ discussing the meaning of the parable of the lost son<br>Ÿ discussing lessons learnt from the parable of the lost son<br><br>Ÿ narrating the parable of the lost coin<br>Ÿ discussing the meaning of the parable of the lost coin<br>Ÿ discussing the lesson learnt from the parable of the lost coin | Ÿ brainstorming<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ posters<br>Ÿ pupils' experiences<br>Ÿ charts<br>Ÿ pictures<br>Ÿ observation checklists<br>Ÿ the Bible<br>Luke 15: 8 – 10<br>Luke 15: 11– 32<br>Ÿ portifolios<br>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 learners are able to:<br>· demonstrate an understanding of the use of parables | The learners must be able to:<br>1 **explain** the use of parables in Malawian culture<br>2 **explain** the use of parables in Jesus teaching | **Use of parables** | Ÿ brainstorming parables used in their cultures<br>Ÿ discussing parables used in their cultures<br>Ÿ stating reasons for the use of the parables in their own culture<br>Ÿ telling parables used in Jewish culture<br>Ÿ giving reasons why Jesus used parables in his teaching | Ÿ brainstorming<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ story telling<br>Ÿ peer assessment<br>Ÿ self assessment | Ÿ pupils' experiences<br>Ÿ charts<br>Ÿ pictures<br>Ÿ posters<br>Ÿ observation checklists<br>Ÿ the Bible<br>Luke 8: 4 - 21<br>Luke 10: 25 – 37<br>Matt 21: 28 – 31<br>Luke 15: 11 – 32<br>Ÿ portifolios<br>Ÿ rubrics<br>Ÿ braille materials<br>Ÿ hand frames<br>Ÿ stylus |

**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 responsibilities, 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:<br>Ÿ demonstrate Christian understanding on drugs and substances | The learners must be able to:<br>1 **describe** common drugs and substances<br>2 **explain** uses of common drugs and substances | **Drugs and substances** | Ÿ brainstorming common drugs and substances<br>Ÿ discussing common drugs and substances<br>Ÿ identifying uses of common drugs<br>Ÿ discussing uses of common substances<br>Ÿ discussing dangers of overdosing drugs and substances by any person | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ discussion<br>Ÿ debate<br>Ÿ singing<br>Ÿ teacher observation<br>Ÿ peer observation<br>Ÿ oral or written exercises<br>Ÿ self assessment | Ÿ talular<br>Ÿ pictures<br>Ÿ charts<br>Ÿ posters<br>Ÿ observation checklists<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ songs<br>Ÿ portifolios<br>Ÿ rubrics |

**Term 2**

**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 responsibilities, 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:<br>Ÿ demonstrate an understanding of christian teaching on drug and substance abuse | The learners must be able to:<br>1 **explain** causes of drug and substance abuse<br><br>2 **describe** prevention of drug and substance abuse | **Drug and substance abuse** | Ÿ brainstorming the meaning of drug and substance abuse<br>Ÿ discussing the meaning of drug and substance abuse<br>Ÿ discussing causes of drug and substance abuse<br>Ÿ researching on drug and substance abuse<br><br>Ÿ brainstorming ways of abusing drugs and substances<br>Ÿ discussing ways of abusing drugs and substances are abused<br>Ÿ discussing how churches can prevent drug and substance abuse | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ discussion<br>Ÿ debate<br>Ÿ singing<br>Ÿ teacher observation<br>Ÿ peer observation<br>Ÿ oral or written exercises<br>Ÿ self assessment | Ÿ talular<br>Ÿ pictures<br>Ÿ charts<br>Ÿ posters<br>Ÿ observation checklists<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ songs<br>Ÿ the Bible<br>Genesis 9: 20-22<br>Prov. 20: 1; 31: 4-7<br>Prov. 23: 29-30<br>Gal. 5: 19-21<br>1 Cor. 6: 9-10, 19-20<br>Ÿ portifolios<br>Ÿ rubrics |

| Assessment standard | Success Criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **explain** christian teachings on drug and substance abuse | **Drug and substance abuse** | Ÿ identifying Bible passages on drugs and substance abuse<br>Ÿ discussing Bible passages on drugs and substance abuse<br>Ÿ singing songs on drug and substance abuse | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ discussion<br>Ÿ debate<br>Ÿ singing<br>Ÿ teacher observation<br>Ÿ peer observation<br>Ÿ oral or written exercises<br>Ÿ self assessment | Ÿ talular<br>Ÿ pictures<br>Ÿ charts<br>Ÿ posters<br>Ÿ observation checklists<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ songs<br>Ÿ the Bible<br>Genesis 9: 20-22<br>Prov. 20: 1<br>Prov. 23: 29-30<br>Gal. 5: 19-21<br>1 Cor. 6: 9-10<br>Ÿ portifolios<br>Ÿ rubrics |

**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:<br>Ÿ demonstrate an understanding of sacraments | The learners must be able to:<br>1 **describe** sacraments<br>2 **describe** how sacraments are administered<br>3 **explain** the importance of sacraments | **Christian growth** | Ÿ brainstorming the meaning of the term 'sacrament'<br>Ÿ discussing the meaning of the term sacraments<br>Ÿ mentioning some christian sacraments<br>Ÿ brainstorming how sacraments are administered<br>Ÿ discussing how sacraments are administered<br>Ÿ discussing the importance of sacraments<br>Ÿ listening to a talk by a resource person on the importance of sacraments | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ role playing<br>Ÿ teacher observation<br>Ÿ resource person<br>Ÿ discussion<br>Ÿ peer observation<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ observation checklists<br>Ÿ video tapes/ audio tapes<br>Ÿ radios<br>Ÿ resource persons<br>Ÿ the Bible<br>Matt. 3: 13-16<br>Matt. 26: 26-30<br>Acts 8: 36-38<br>John 13: 1-12<br>1 Cor. 11: 23-30<br>Ÿ portifolios<br>Ÿ rubrics |

**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 responsibilities, 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:<br>Ÿ demonstrate an understanding of christian approach to human rights and responsibility | The learners must be able to:<br>1 **describe** vulnerable groups in society<br>2 **describe** street children | **Responsibilities for vulnerable groups** | Ÿ brainstorming the vulnerable groups in society<br>Ÿ discussing the vulnerable groups in groups<br>Ÿ brainstorming the meaning of the term 'street children'<br>Ÿ discussing the meaning of the term street children<br>Ÿ investigating factors that lead children to live in the streets<br>Ÿ discussing factors that lead children to live in the streets<br>Ÿ stating children's rights which are violated when they live in the streets | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ discussion<br>Ÿ debate<br>Ÿ teacher observation<br>Ÿ research<br>Ÿ future's wheels<br>Ÿ peer assessment<br>Ÿ oral or written exercises<br>Ÿ role play<br>Ÿ self assessment | Ÿ talular<br>Ÿ local environment<br>Ÿ observation checklists<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ the Bible<br>Isaiah 58: 7<br>Acts 3: 1-10<br>Ÿ pupils' experiences<br>Ÿ charts<br>Ÿ pictures<br>Ÿ portifolios<br>Ÿ rubrics |

| Assessment standard | Success Criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 3 **explain** Christian responsibilities on street children | **Responsibilities for vulnerable groups** | Ÿ listing christian roles and responsibilities on street children<br>Ÿ role playing how to care for street children | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ discussion<br>Ÿ debate<br>Ÿ teacher observation<br>Ÿ research<br>Ÿ future's wheels<br>Ÿ peer assessment<br>Ÿ oral or written exercises<br>Ÿ role play<br>Ÿ self assessment | Ÿ talular<br>Ÿ local environment<br>Ÿ observation checklists<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ the Bible<br>Isaiah 58: 7<br>Acts 3: 1-10<br>Ÿ pupils' experiences<br>Ÿ charts<br>Ÿ pictures<br>Ÿ portifolios<br>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:<br>Ÿ demonstrate an understanding of God's rule through Saul and David | The learners must be able to:<br>1 **describe** a King<br>2 **describe** the kingship of Saul<br>3 **describe** the kingship of David | **Kings of Israel** | Ÿ brainstorming the meaning of a King<br>Ÿ discussing the meaning of King<br>Ÿ role playing a King<br>Ÿ telling the story of Saul as first king of Israel<br>Ÿ discussing how God ruled through Saul<br>Ÿ telling the story of Saul and David<br>Ÿ discussing how God protected David<br>Ÿ narrating the story of David and Goliath<br>Ÿ discussing how God ruled through David as a king | Ÿ story telling<br>Ÿ pair work<br>Ÿ group work<br>Ÿ question and answer<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ self assessment<br>Ÿ oral or written exercises | Ÿ talular<br>Ÿ learners' experiences<br>Ÿ observation checklists<br>Ÿ charts<br>Ÿ pictures<br>Ÿ films / video tapes / audio tapes<br>Ÿ the Bible:<br>1 Samuel 9: 1-27<br>1 Samuel 10: 17-25<br>1 Samuel 15: 24-26<br>1 Samuel 16: 1-13<br>14-23<br>1 Samuel 17: 1-11<br>41-54<br>1 Samuel 20: 1-42<br>Ÿ portifolios<br>Ÿ rubrics |

**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:<br>Ÿ demonstrate an understanding of communication with God | The learners must be able to:<br>1 **explain** meaning of communication<br><br><br><br><br><br><br>2 **explain** ways of communicating with God | **Communicating with God** | Ÿ brainstorming meaning of communication<br>Ÿ brainstorming the different ways in which people communicate with each other<br>Ÿ role playing how people communicate with each other<br><br>Ÿ brainstorming how people communicate with God<br>Ÿ discussing ways of communicating with God<br>Ÿ role playing communicating with God | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ group work<br>Ÿ teacher observation<br>Ÿ discussion<br>Ÿ peer observation<br>Ÿ oral and written exercises | Ÿ local environment<br>Ÿ observation checklists<br>Ÿ video tapes<br>Ÿ radios<br>Ÿ the Bible<br>1Kings 18: 36-38<br>1 Sam 1: 10-20<br>Acts 16: 25-27<br>Acts 9: 36-41<br>Acts 10: 3-23<br>Ÿ portifolios<br>Ÿ rubrics |

| 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 prayer in the life of a christian | **Communicating with God** | Ÿ giving reasons why people pray<br>Ÿ narrating stories from the Bible showing the use of prayer<br>Ÿ composing and saying a prayer | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ group work<br>Ÿ teacher observation<br>Ÿ discussion<br>Ÿ peer observation<br>Ÿ oral and written exercises | Ÿ local environment<br>Ÿ observation checklists<br>Ÿ video tapes<br>Ÿ radios<br>Ÿ the Bible<br>1Kings 18: 36-38<br>1 Sam 1: 10-20<br>Acts 16: 25-27<br>Acts 9: 36-41<br>Acts 10: 3-23<br>Ÿ portifolios<br>Ÿ rubrics |

**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 responsibilities, 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:<br>Ÿ demonstrate an understanding of the relationship between the church and politics | The learners must be able to:<br>1 **describe** church and politics<br>2 **describe** the relationship between church and politics<br>3 **explain** Bible teachings on the relationship between the church and politics | **Church and politics** | Ÿ brainstorming church and politics<br>Ÿ discussing church and politics<br>Ÿ discussing the relationship between church and politics<br>Ÿ discussing what different churches say about politics<br>Ÿ stating situations where different churches can play a role in politics<br>Ÿ discussing situations where different churches can play a role in politics<br>Ÿ giving Bible teachings on politics<br>Ÿ discussing Bible teachings on politics | Ÿ brainstorming<br>Ÿ question and answer<br>Ÿ group work<br>Ÿ discussion<br>Ÿ teacher observation<br>Ÿ peer observation<br>Ÿ oral or written exercises<br>Ÿ self assessment | Ÿ talular<br>Ÿ video tapes / audio tapes<br>Ÿ radios<br>Ÿ pictures<br>Ÿ the Bible<br>Psalm 47:2-3<br>1 Sam. 16: 12-13<br>11 Sam 12: 5<br>Matt. 17: 24-27<br>Luke 20:20-26<br>John 17: 14-16<br>Rom. 13: 1-7<br>Ÿ portifolios<br>Ÿ rubrics |

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# Syllabus for
# Religious Education

# Standard 7

## 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** : Speaking and listening to God

**Primary outcome** : The learner will be able to demonstrate an understanding of the 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 methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>Ÿ demonstrate an understanding of God's messengers | The learners must be able to:<br>1 **describe** how people send messages to others<br>2 **define** the term **"**God's messengers"<br>3 **identify** God's messengers | **God's messengers** | Ÿ brainstorming ways people send messages<br>Ÿ discussing how people send message<br>Ÿ role playing sending messages in everyday life<br>Ÿ brainstorming the term 'God's messengers'<br>Ÿ identifying God's messengers | Ÿ pair work<br>Ÿ group work<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ singing<br>Ÿ role playing | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ religious books<br>Ÿ raised pictures<br>Ÿ 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 |
|---|---|---|---|---|---|
| | 1 **list** types of God's messengers<br><br>2 **describe** how God's messengers were chosen<br><br>3 **describe** the qualities of God's messengers<br><br>1 **describe** roles of messengers in everyday life<br><br>2 **describe** the roles of God's messengers in different religions | **Types, choice and qualities of God's messengers**<br><br>**Roles of God's messengers** | Ÿ listing God's messengers<br><br>Ÿ explaining how they were chosen<br><br>Ÿ researching on qualities<br>Ÿ discussing the report<br><br>Ÿ brainstorming roles of messengers in everyday life<br>Ÿ discussing roles of messengers in everyday life<br>Ÿ researching on the roles of God's messengers<br><br>Ÿ reporting on the research findings<br>Ÿ discussing the findings | Ÿ pair work<br>Ÿ group work<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ singing<br>Ÿ role playing | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ religious books<br>Ÿ raised pictures<br>Ÿ 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 |
|---|---|---|---|---|---|
| | 3 **discuss** the importance of the work of God's messengers<br><br>4 **explain** the challenges of God's messengers | | Ÿ researching on the importance of the work of God's messengers<br>Ÿ reporting on the research findings<br>Ÿ discussing the findings<br><br>Ÿ brainstorming on challenges of God's messengers<br>Ÿ discussing challenges of God's messengers | Ÿ pair work<br>Ÿ group work<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ singing<br>Ÿ role playing | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ religious books<br>Ÿ raised pictures<br>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 methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>Ÿ demonstrate an understanding of marriage and family life from different religious perspectives | The learners must be able to:<br>1 **explain** the concept of marriage<br>2 **describe** types of marriage<br>3 **explain** the concept of family life | **Concept of marriage and family life** | Ÿ brainstorming meaning of marriage<br>Ÿ discussing the types of marriage<br>Ÿ researching types of marriage<br>Ÿ discussing research findings<br>Ÿ reporting research findings<br>Ÿ discussing concept of family life | Ÿ story telling<br>Ÿ role playing<br>Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ peer assessment<br>Ÿ teacher's observation<br>Ÿ question and answer | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ role play<br>Ÿ Bible<br>Ÿ Quran<br>Ÿ Hadith<br>Ÿ resource person<br>Ÿ video<br>Ÿ raised pictures |

| 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:<br>Ÿ appreciate the importance of family life from different religious perspectives | The learners must be able to:<br>1 **state** what society says about marriage<br><br>2 **explain** what society teaches about family life<br><br>3 **describe** roles of family members<br><br>1 **describe** religious teachings on marriage<br><br>2 **tell** religious teachings on family life<br><br>3 **explain** religious teachings on family planning | **Teachings of society on marriage and family life**<br><br>**Religious teachings on marriage and family life** | Ÿ brainstorming what society teaches about marriage<br>Ÿ discussing what society teaches about marriage<br><br>Ÿ brainstorming what society teaches about family life<br>Ÿ discussing what society teaches about family life<br><br>Ÿ brainstorming roles of members of the family<br>Ÿ discussing roles of members of the family<br><br>Ÿ identifying religious teachings on marriage<br>Ÿ discussing religious teachings on marriage<br><br>Ÿ identifying religious teachings on family life<br>Ÿ discussing religious teachings on family life<br>Ÿ listening to a resource person<br>Ÿ discussing the presentation | Ÿ story telling<br>Ÿ role playing<br>Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ peer assessment<br>Ÿ teacher's observation<br>Ÿ question and answer | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ role play<br>Ÿ Bible<br>Ÿ Quran<br>Ÿ Hadith<br>Ÿ resource person<br>Ÿ video<br>Ÿ raised pictures |

| Assessment standard | Success Criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 1 **explain** the importance of marriage<br><br>2 **describe** the importance of family life<br><br>3 **tell** challenges of family life | **Importance of marriage and family life** | Ÿ brainstorming the importance of marriage<br>Ÿ discussing the importance of marriage<br><br>Ÿ brainstorming the importance of family life<br>Ÿ discussing the importance of family life<br><br>Ÿ brainstorming the challenges of family life<br>Ÿ discussing the challenges of family life | Ÿ story telling<br>Ÿ role playing<br>Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ peer assessment<br>Ÿ teacher's observation<br>Ÿ question and answer | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ stories<br>Ÿ role play<br>Ÿ Bible<br>Ÿ Quran<br>Ÿ Hadith<br>Ÿ resource person<br>Ÿ video<br>Ÿ raised pictures |

**Term 2**
**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 methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>Ÿ demonstrate an understanding of the relationship between God and His creation | The learners must be able to:<br>1 **describe** things created by God<br>2 **explain** reasons why God created the universe<br>1 **explain** the relationship between people and the environment<br>2 **state** how people take care of the environment | **God' s creation**<br>**Relationship among God's creations** | Ÿ brainstorming things created by God<br>Ÿ discussing why God created the universe<br>Ÿ describing what people get from created things<br>Ÿ copying and completing a table<br>Ÿ identifying relationship between people and environment<br>Ÿ discussing how people care for the environment | Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ teacher's observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ story telling<br>Ÿ role playing<br>Ÿ research | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ Bible<br>Ÿ Hadith<br>Ÿ Quran<br>Ÿ drawing materials<br>Ÿ stories<br>Ÿ resource person<br>Ÿ 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 |
|---|---|---|---|---|---|
| | 1 **discuss** challenges to God's creation<br><br>2 **explain** reasons for taking care of God's creation | **Importance of taking care of God's creation** | Ÿ brainstorming challenges to God's creation<br>Ÿ discussing challenges to God's creation<br><br>Ÿ visiting a site<br>Ÿ brainstorming reasons for caring for God's creation<br>Ÿ discussing reasons for caring for God's creation | Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ teacher's observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ story telling<br>Ÿ role playing<br>Ÿ research | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ Bible<br>Ÿ Hadith<br>Ÿ Quran<br>Ÿ drawing materials<br>Ÿ stories<br>Ÿ resource person<br>Ÿ sign language interpreter |

**Term 3**
**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 methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>· demonstrate an understanding of the relationship of human beings on God's creation | The learners must be able to:<br>1 **describe** the contributions of religions on conserving the environment<br>2 **explain** the responsibility of human beings over God's creation | **Responsibility over God's creation** | Ÿ describing the contributions of religions on conserving the environment<br>Ÿ brainstorming the responsibility of human beings on God's creation<br>Ÿ discussing the responsibility of human beings on God's creation | Ÿ pair work<br>Ÿ class discussion<br>Ÿ group work<br>Ÿ teacher's observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ story telling<br>Ÿ role playing<br>Ÿ research | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ Bible<br>Ÿ Hadith<br>Ÿ Quran<br>Ÿ drawing materials<br>Ÿ stories<br>Ÿ resource person<br>Ÿ 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 |
|---|---|---|---|---|---|
| | 1 **plan** a project to take care of God's creation<br><br>2 **carry** out a project to take care of God's creation<br><br>3 **evaluate** the project to care for God's creation | **Project work to take care of God's creation** | Ÿ identifying what the class can do to care for God's creation<br>Ÿ planning how to carry out the project to care for God's creation<br><br>Ÿ carrying out a task to care for God's creation<br><br>Ÿ reporting on the project<br>Ÿ evaluating the project | | |

**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 methods** | **Suggested teaching and learning resources** |
|---|---|---|---|---|---|
| We will know this when the learners are able to:<br>Ÿ develop an understanding of what different religions teach about poverty | The learners must be able to:<br>1 **state** the meaning of poverty<br>2 **explain** causes of poverty<br>3 **explain** what different religions teach about poverty<br>4 **state** challenges of poverty | **Concept of poverty** | Ÿ identifying basic needs<br>Ÿ brainstorming types of poverty<br>Ÿ brainstorming causes of poverty<br>Ÿ discussing causes of poverty<br>Ÿ brainstorming what different religions teach about poverty<br>Ÿ discussing what different religions teach about poverty<br>Ÿ brainstorming challenges of poverty<br>Ÿ discussing the challenges of poverty | Ÿ drawing<br>Ÿ pair work<br>Ÿ group work<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ singing<br>Ÿ role playing<br>Ÿ reciting<br>Ÿ research<br>Ÿ futures wheel | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ songs<br>Ÿ role play<br>Ÿ stories<br>Ÿ religious books<br>Ÿ resource persons<br>Ÿ newspapers<br>Ÿ radios<br>Ÿ raised pictures |

| Assessment standard | Success criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 1 **state** ways society deals with poverty<br><br>2 **describe** local organisations that deal with poverty<br><br>3 **explain** how religious organisations deal with poverty | **How institutions deal with poverty** | Ÿ identifying examples of poverty<br>Ÿ discussing ways society deals with poverty<br><br>Ÿ brainstorming local organisations dealing with poverty<br>Ÿ discussing efforts of local organisations on dealing with poverty<br><br>Ÿ brainstorming religious organisations dealing with poverty<br>Ÿ discussing efforts of religious organisations on dealing with poverty | | |

| Assessment standard | Success Criteria | Theme/Topic | Suggested teaching and learning activities | Suggested teaching, learning and assessment methods | Suggested teaching and learning resources |
|---|---|---|---|---|---|
| | 1 **plan** a project on helping the poor<br><br>2 **carry** out the project to help the poor<br><br>3 **evaluate** the project | **Project on helping the poor** | Ÿ brainstorming the needs of the poor in the community<br>Ÿ discussing how to carry out a project on helping the poor<br><br>Ÿ carrying out a task to help the poor in the community<br><br>Ÿ reporting on the project<br>Ÿ evaluating the project | Ÿ drawing<br>Ÿ pair work<br>Ÿ group work<br>Ÿ class discussion<br>Ÿ teacher observation<br>Ÿ peer assessment<br>Ÿ question and answer<br>Ÿ singing<br>Ÿ role playing<br>Ÿ reciting<br>Ÿ research<br>Ÿ futures wheel | Ÿ learners' experiences<br>Ÿ observation checklist<br>Ÿ charts<br>Ÿ pictures<br>Ÿ songs<br>Ÿ role play<br>Ÿ stories<br>Ÿ religious books<br>Ÿ resource persons<br>Ÿ newspapers<br>Ÿ radios<br>Ÿ raised pictures |

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