



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from September 2020)

INFORMATION COMMUNICATION TECHNOLOGY (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the [Ministry of Basic and Senior Secondary Education \(MBSSE\)](#) has issued a key reference document to guide future strategies and activities. The *National Curriculum Framework and Guidelines for Basic Education* is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their principal's office. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centered approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorizing cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularization campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in Sections 2.2.5 – 2.2.9 of the Basic Education Curriculum Framework.

The new basic education curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the

next class to prepare students well and make sure they are ready for that class. In turn the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of basic education also helps teachers to understand that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of basic education. This means that instead of failing these children and asking them to repeat class 1 or class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to BECE and NPSE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to stage 2 on condition that they are given remedial support in reading and mathematics during the first year of stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been taken into account by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year basic education cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important and content is just a way of achieving learning.**

- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for **recall** of the memorized definition of a concept cannot tell us if a learner really **understands** or **can make correct use of** that concept.

- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organizing learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources which** suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

INFORMATION COMMUNICATION TECHNOLOGY CURRICULUM

If you can't explain it simply, you don't understand it well enough!

“Some subjects are difficult for students. Teachers may know their subject very well, but it is important to see that subject from a student's perspective, and to not necessarily assume prior knowledge or skills. As a teacher, you should try to place yourself in the frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies.”

Albert Einstein

Rationale and justification (Why Do We Have ICT in the Curriculum?)

Most educators agree that **ICT** should be part of the basic education curriculum. Their reasons include the following:

1. **E-learning or Online Learning:** The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.
2. **ICT brings inclusion:** The benefits of ICT in education is of such that students in the classroom can all learn from the curriculum material. Students with special needs are no longer at a disadvantage as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the 'digital divide' and providing access to ICT tools and resources for those who are less fortunate.
3. **ICT promotes higher-order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use.

4. **ICT enhances subject learning:** It is well known these days that the use of ICT in education adds a lot of value to key learning areas like **literacy** and numeracy.
5. **ICT use develops ICT literacy and ICT Capability:** Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.
6. **ICT use encourages collaboration:** You just have to put a laptop, iPad or computer in the classroom to understand how this works. ICT naturally brings children together where they can talk and discuss what they are doing for their work and this in turn, opens up avenues for communication thus leading to language development.
7. **ICT use motivates learning:** Society's demands for new technology has not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.
8. **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.
9. **ICT use allows for effective Differentiation Instruction with technology:** We all learn differently at different rates and styles and technology provide opportunities for this to occur.
10. **ICT integration is a key part of the national curriculum:** The integration of digital technologies or ICT is a significant part of the Australian Curriculum for example, and this is a trend that many global governments are taking up as they begin to see the significance of ICT in education.
11. **We live in a “knowledge economy”:** This is an economy where it is vital to have the ability to produce and use information effectively (Weert, 2005). It is a time when ICT is pervasive and permeates throughout all industries in the economy whether it may be health, education, environment or manufacturing (Moon, Feb/Mar 2007). The significance of ICT in the Australian economy was emphasised in the recent article by Alan Patterson, CEO of the Australian Computer Society, in his statement that the “ICT industry now rivals mining in terms of the contribution to the economy” (Patterson, Jan/Feb 2013, p. 8).

Examples of General Learning Outcomes (*The Learning which Students should Acquire by the end of each Basic Education Stage*)

The General Learning outcomes of a subject tell us what learners **should know or understand** and what they **should be able to do or demonstrate**, as well as what they **should value or reflect in their attitudes/behaviour**. These are the things that learners should achieve by the time they complete each of the three stages of basic education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of stage of basic education.

1 First stage of Basic Education (Class 1 to Class 3)

The learners will be able to demonstrate:

- a) An understanding of personal identity in terms of family life, their immediate environment, simple rules at home and living together with others.
- b) An awareness of the basic concept of time and change.
- c) A basic knowledge of road safety.
- d) An idea of community and peaceful co-existence.
- e) Basic knowledge of the resources in their community.
- f) Ability to draw a simple plan of their classroom and school.

g) Acquire rudimentary skills in computational thinking and civic-mindedness

2 Second stage of Basic Education (Class 4 to Class 6)

The learners will be able to:

- a) Relate the physical features of Sierra Leone to its history.
- b) Demonstrate an understanding of the position of Sierra Leone within its sub-regional context through an investigation of geographical, historical, economic, social and political aspects.
- c) Demonstrate a spirit of cooperation and interdependence through working with others in pairs or in groups.
- d) Show positive social attitudes through tolerance for those of different backgrounds or beliefs, and respect for rules and those in authority.
- e) Describe the need for careful use of resources and care for the environment.
- f) Develop skills in collecting and interpreting information.
- g) Develop skills in critical/creative/computational thinking, civic engagement, and active citizenship.
- h) Exhibit a basic knowledge of environmental management and the necessity for the sustainable use of resources within their district or region.

3 Third stage of Basic Education (Form 1 to Form 3)

The learner will be able to:

- 1) Describe how Early Man/Humans were able to interact with the environment to support basic needs (i.e. hunting, shelter, migration, and technology)
- 2) Grasp the concept of time changes through a study of longitudes.
- 3) Describe how simple villages evolved into towns through technological advances (e.g. the use of iron).
- 4) Demonstrate awareness of the need to balance population numbers with available resources
- 5) Practice the basic elements of peaceful co-existence (e.g. respect and tolerance for other people's beliefs and cultures).
- 6) Develop skills in critical, creative, and computational thinking, decision making, and solving problems
- 7) Interpret maps, diagrams, etc.
- 8) Show how good transportation and communication systems contribute to the development of nations.
- 9) Show elementary understanding of underdevelopment and development and explain why some countries are richer than others are.
- 10) State the main reasons for Sierra Leone's slow economic and social progress since independence.
- 11) Develop and demonstrate positive attitudes (e.g. respect other people of all ages, races and religions; respect for authority, value for honesty, service or work, and the opinions of others).
- 12) State the need for law and order in communities and in the country.
- 13) Define the concept of fair play and show how fair play contributes to peace and development.
- 14) Show how social equality contributes to peace, justice and development in countries.

- 15) Evaluate some decision-making processes at national and international levels.
- 16) Describe and discuss the features of a good government.
- 17) Explore the principles, features and practices that characterize democracy in Sierra Leone and other countries.
- 18) Demonstrate the value of cooperation through group work and other activities.
- 19) Illustrate the concept 'global issues' and describe the work of organisations that are helping to make the world a better place to live in.

Examples of Specific learning Outcomes by Topic and Class/Grade Level

Specific learning outcomes of a topic or theme indicate what learners *should know or understand* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

The First Grade (Class 1)

| AREA / TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|---|---|
| The child and his/her home environment | The learner will be able to demonstrate an understanding of personal identity in terms of family life, his/her immediate environment, simple rules and the basic concept of change. |

The Second Grade (Class 2)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|--|--|
| The school and its surroundings | <p>The learner will be able to:</p> <ol style="list-style-type: none"> a) Demonstrate basic knowledge of road safety. b) Draw a simple plan of his/her school and classroom c) Grasp the concept of time. d) Show the importance of peaceful co-existence and how to live peacefully with family and friends |

The Third Grade (Class 3)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|----------------------------|---|
| The local community | The learner will be able to: a) Show a basic understanding of the meaning and importance of diversity. b) Explain the concept of leadership, respect for rules and those in authority. c) Describe how people in their community earn a living. d) Work with others to create things and simple solve problems. |

The Fourth Grade (Class 4)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|--|---|
| The districts and provinces in Sierra Leone | The learner will be able to: a) Name the administrative regions of Sierra Leone and locate their headquarter towns on a map. b) Present clear information on some cities and towns. c) Describe and appreciate different cultural practices in his/her district. d) Demonstrate knowledge of simple environmental management measures (e.g., recycling) and the necessity for the sustainable use of resources within the district or region. e) Demonstrate critical, creative, computational skills in solving problems independently and as a team member |

The Fifth Grade (Class 5)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|---|--|
| Sierra Leone: Location, physical features, history and economy | The learner will be able to: a) Relate the physical features of Sierra Leone to its history. b) Describe the cultural, social and economic activities of the people of Sierra Leone. c) Show the value of interdependence and cooperation among Sierra Leonean groups. d) Demonstrate critical, creative, computational skills in solving problems and making decisions. |

The Sixth Grade (Class 6)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|-----------------------------|---|
| Sierra Leone in West Africa | The learner will be able to: <ul style="list-style-type: none"> a) Develop skills in collecting and interpreting information. b) Demonstrate an understanding of the position of Sierra Leone within its sub-regional context through an investigation of geographical, historical, economic, social and political aspects. c) Explain the meaning and significance of climate change within the West African sub-region. d) Show evidence of critical, creative, computational thinking to solve problems and make decisions |

The Seventh Grade (Form 1)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|---|--|
| The origins and development of Early man/humans | The learner will be able to: <ul style="list-style-type: none"> a) Explain how Early Man/Human was able to interact with the environment to support basic needs (i.e. hunting, shelter, migration, and technology). b) Describe how simple villages evolved into towns through technological advances (e.g. the use of iron) c) State how geographical factors affect economic activities in Sierra Leone. d) Gain a basic understanding and appreciation of how and why cultural practices vary worldwide. e) Develop and demonstrate positive attitudes (e.g. respect other people of all ages, races and religions; respect for authority, value for honesty, service or work, and the opinions of others). f) Evaluate the need for law and order in communities and in the country. g) Define the concept of fair play and show how fair play contributes to peace and development. h) Explore the principles, features and practices that characterize democracy in Sierra Leone and other countries. i) Distinguish between facts and opinions j) Display some elements of self-discipline. k) Display evidence of critical, creative, computational thinking to solve problems and make decisions alone and with others in a team |

The Eighth Grade (Form 2)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|--|---|
| Physical and human geography; the Trans-Atlantic Slave Trade; British colonialism in Sierra Leone | The learner will be able to: a) Name and show the importance of landforms in their area. b) Define the terms 'weathering' and 'erosion' and how they affect the environment. c) Show the various types and importance of maps. d) Grasp the concept of time changes through a study of longitudes. e) List the ethnic groups in Sierra Leone and describe their political and social organisations. f) Describe and evaluate the Trans-Atlantic slave trade and its effect on Sierra Leone. g) Dramatise the Sengbe Pieh and Amistad Revolt as resistance to slavery and the slave trade. h) Discuss the effects of British colonialism in Sierra Leone. i) Explain the meaning of independence and investigate the contribution of some nationalist leaders. j) Show evidence of using critical, creative, and computational thinking to solve problems and make decisions |

The Ninth Grade (Form 3)

| SUBJECT AREA | SPECIFIC LEARNING OUTCOMES |
|--------------|---|
| | The learner will be able to: a) Show how social equality contributes to peace, justice and development in countries. b) Define the term 'conflict' and show how conflict affects development. c) Dramatise some ways of resolving conflict in our schools and communities. d) Discuss simple ways young people can help maintain peace and stability in Sierra Leone. |

| | |
|---|---|
| Conflict, peace, justice and development | e) State the main reasons for Sierra Leone’s slow economic and social progress since independence f) Demonstrate the value of cooperation through group work and other activities g) List examples of ‘global issues’ and describe the work of organisations that are helping to make the world a better place to live in. h) Explain the concept of rights and their significance for individuals, groups, etc. i) Demonstrate evidence of critical, creative, and computational thinking to solve problems and make decisions |
| Global issues; Human rights | |

INFORMATION AND COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the First Stage of Basic Education (Class 1)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
|---|--|---|--|---|
| UNIT: 1 Identification of the computer Topic: The computer | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify non-computer related objects. ▪ Identify computer related objects. ▪ Identify a computer machine. ▪ Distinguish a computer from other information technology devices e.g. television, global system for mobile communication (GSM) Calculator, typewriter, etc.) | <ul style="list-style-type: none"> ▪ Arranges the following information technology objects on the table (real or improvised) GSM, Calculator, typewriter, pencil, ball, slate, box, computer (real or toy). ▪ Arrange the pictures of the information technology devices in a different order and leads pupils to identify these objects. | <ul style="list-style-type: none"> ▪ identify a computer from a set of pictures | <ul style="list-style-type: none"> ▪ Computer (real/toy) ▪ GSM real or toy ▪ Calculator ▪ Typewriter etc ▪ Pictures, charts. |

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|---|--|---|--|--|
| <p>UNIT:2 Parts of a computer Performance objectives:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention major components of a computer. ▪ Identify components of a computer. | <ul style="list-style-type: none"> ▪ Arranges computer parts on a table. ▪ Provides pictures of computer parts. ▪ Leads pupils to match pictures with the real objects. | <ul style="list-style-type: none"> ▪ Identify Monitor, Keyboard and system unit in pictures. ▪ Draw the picture of any identified part. | <ul style="list-style-type: none"> ▪ Real computer parts. ▪ Charts. ▪ Pictures. ▪ Flash cards. |
| <p>UNIT:3 Other parts of a computer</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention other parts of a computer. ▪ Identify other parts of a computer. ▪ Identify pictures or charts with these other parts. | <ul style="list-style-type: none"> ▪ Displays the mouse, printer and speakers on the table. ▪ Provides the pictures of the mouse, printer and speakers. ▪ Leads pupils to match pictures with objects. | <ul style="list-style-type: none"> ▪ Mention the other parts of a computer. ▪ Identify a mouse and printer in pictures or on charts. ▪ Draw the pictures of the identified parts. | <ul style="list-style-type: none"> ▪ Mouse ▪ Printer ▪ Speakers ▪ Pictures ▪ Charts ▪ Flash cards etc. |
| <p>UNIT:4 Uses of Computer I Performance Objectives:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention three uses of a computer. | <ul style="list-style-type: none"> ▪ Shows pupils things produced with a computer. | <ul style="list-style-type: none"> ▪ Pupils to mention three uses of computer. | |
| <p>UNIT:5 Where computers are used and for what purpose I i. At home for children to: a. play games b. Keep records c. for education ii. In the school for: a. keeping records for both teachers and pupils. b. learning and c. processing texts.</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention places where computers are used. ▪ Identify what computers are used for in the places mentioned. | <ul style="list-style-type: none"> ▪ Brings colourful pictures and charts where computers are being used in homes and in school. ▪ Draws and paints some of the places where computers are used. | <ul style="list-style-type: none"> ▪ Identify the specific places where computers are used. ▪ Mention some other places where computers can be used. | <ul style="list-style-type: none"> ▪ Charts or pictures of homes and schools where computers are used. |

| | | | | |
|---|--|---|--|---|
| <p>UNIT: 6 Where computers are used and for what purpose II</p> <p>i. In supermarket for:</p> <ol style="list-style-type: none"> providing the prices of the goods. Providing information on the goods in stock. updating accounts. <p>ii. In banks for:</p> <ol style="list-style-type: none"> providing customers' statements of accounts. making it possible for a customer to withdraw money from his or her bank account at any location of his or her bank in the country. | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> Mention places where computers are used and for what purpose. Identify what computers are used for in the places mentioned. | <ul style="list-style-type: none"> Brings colourful pictures and charts where computers are being used in supermarkets and banks. Draw and paints supermarket and banks where computers are used. | <ul style="list-style-type: none"> Identify the specific places where computers are used. Mention some other places where computers can be used. | <ul style="list-style-type: none"> Charts or pictures of supermarket and banks where computers are used |
| <p>UNIT: 7 Where computers are used and for what purpose III</p> <p>i. In Hospitals and Covid-19 centres for:</p> <ol style="list-style-type: none"> Keeping records of patients. Carrying out diagnosis. Providing correct data of Ebola patients <p>ii. In offices for:</p> <ol style="list-style-type: none"> Processing documents (e.g. Letters) sending and receiving messages. | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> Mention places where computers are used. Identify what computers are used for in the places mentioned. | <ul style="list-style-type: none"> Brings colourful pictures and charts where computers are being used in hospitals, Ebola or Corona Virus (Covid-19) case management centers and offices. Draw and paints hospitals, Ebola centers and offices where computers are used. | <ul style="list-style-type: none"> Pupils identify the places where computers are used. | <ul style="list-style-type: none"> Charts or pictures of hospitals, Ebola centres and offices where computers are used |

INFORMATION AND COMMUNICATION TECHNOLOGY (Class 2)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
|--|---|---|--|---|
| UNIT: 1 A computer | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> describe a computer | <ul style="list-style-type: none"> Leads the pupils to identify major parts of a computer | <ul style="list-style-type: none"> Mention three parts of a computer. Draw a computer. | <ul style="list-style-type: none"> The computer Charts Pictures. |
| UNIT: 2 Topic: Examples of computerized electronic devices. | After completing this unit the pupils should be able to: identify different computerized devices. | <ul style="list-style-type: none"> Writes on the chalkboard the computerized electronic devices. Leads pupils to describe each of the listed items. Mentions the uses of various computerized electronic devices. | <ul style="list-style-type: none"> Pupils to fill in the missing letters in the following words. <ul style="list-style-type: none"> a. Machi _____ b. GS _____-Digit I _____ager _____ax Identify four electronic devices. Describe two of the items. Mention two uses of any two of the items. | |
| UNIT:3 Parts of a Computer. A. Monitor | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> Describe a monitor. Describe the features of a monitor (i.e. rectangular shape and has a screen and a button.) Distinguish between a monitor and a television. | <ul style="list-style-type: none"> Displays a monitor or picture for the pupils. Displays a television or a picture for the pupils. Describes a monitor. Get pupils to draw a monitor. Leads pupils to identify the different features of a monitor. | <ul style="list-style-type: none"> Draw a monitor. Draw a television. Describe a monitor. State two differences between a monitor and a television. | <ol style="list-style-type: none"> Monitor Television. Pictures. |

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| <p>UNIT: 4 Parts of a Computer. Topic B: Keyboard.</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a keyboard. ▪ Identify the parts of a keyboard. ▪ Identify a keyboard and a mouse. | <ul style="list-style-type: none"> ▪ Shows a keyboard or a picture to the pupils. ▪ Describes the keyboard. ▪ Leads pupils to identify the characters that make up their first names. ▪ Write a few names on the board. (Write the letters of your name on these keys. Identify the keys with the letters of your names.) | <ul style="list-style-type: none"> ▪ Describe a keyboard. ▪ Draw a keyboard. ▪ Mention five characters of the keyboard. ▪ Spell three names from the characters of the keyboard. ▪ (Pupils should strike the keys with the letters of their names on it as a game) | <p>i. Keyboard. li. Pictures.</p> |
| <p>UNIT: 5 Parts of a Computer. Topic C: Mouse</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Shows a mouse of a picture to the pupils. ▪ Describes a mouse. ▪ Leads pupils to mould a mouse. | <ul style="list-style-type: none"> ▪ Shows a mouse of a picture to the pupils. ▪ Describes a mouse. ▪ Leads pupils to mould a mouse. | <ul style="list-style-type: none"> ▪ Describe a mouse ▪ Draw a mouse ▪ Mould a mouse. | <ul style="list-style-type: none"> ▪ Mouse ▪ Picture ▪ Clay |
| <p>UNIT: 6 Parts of a Computer. Topic D: System unit</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Displays to the class a system unit. (Real or toy) ▪ Describes a system unit. ▪ Leads pupils to name parts of a system unit. | <ul style="list-style-type: none"> ▪ Displays to the class a system unit. (Real or toy) ▪ Describes a system unit. ▪ Leads pupils to name parts of a system unit. | <ul style="list-style-type: none"> ▪ Describe a system unit from a picture, drawings or a real system unit. ▪ Draw a system unit. ▪ Name parts of the system unit. | <ul style="list-style-type: none"> ▪ Pictures ▪ Drawings ▪ Real system units. |
| <p>UNIT: 7 Parts of a Computer. Topic E: Printer</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a printer. | <ul style="list-style-type: none"> ▪ Shows a printer (real or picture) to the pupils. ▪ Describe a printer. ▪ Leads pupils to draw a printer. | <ul style="list-style-type: none"> ▪ Describe a printer. ▪ Draw a printer. | <ul style="list-style-type: none"> ▪ Printers ▪ Pictures |

INFORMATION COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the First Stage of Basic Education (Class 3)

| Suggested Topics/Themes Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
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| UNIT 1: History of computers | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Identify early counting devices. ▪ Identify early mechanical calculating devices. ▪ Identify the land marks in the transition of early calculating devices to present day computers. | <ul style="list-style-type: none"> ▪ Engages the pupils to count with fingers, stones, sticks. ▪ Demonstrates the use of abacus. ▪ Shows | <ul style="list-style-type: none"> ▪ Mention at least two counting devices. ▪ Mention two mechanical calculating devices. ▪ Draw a calculator. | <ul style="list-style-type: none"> ▪ Sticks, stones, seeds, abacus, calculator, computer, pictures. |
| UNIT 2: Topic: Classes of Computers. | After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ▪ Identify the computer by: <ul style="list-style-type: none"> i. types ii. Degree of versatility iii. Size iv. Generation ▪ List two examples of the various classes of computers. | <ul style="list-style-type: none"> ▪ Writes on the chalkboard the various classes of computer by type, degree of versatility and sized with examples. ▪ Display pictures or cuttings of various examples of computers. | <ul style="list-style-type: none"> ▪ State the various classes of computer. ▪ Mention two examples of: <ul style="list-style-type: none"> i. analog ii. Digital iii. Hybrid computers. | <ul style="list-style-type: none"> ▪ Analog computers: <ul style="list-style-type: none"> thermometer scale machine blood pressure machine ▪ Digital computers: <ul style="list-style-type: none"> digital wrist watch Calculator Adding machine ▪ Hybrid computers: <ul style="list-style-type: none"> Pictures of petrol pumping machine Pictures / charts/ cuttings of mainframe, mini, micro, first, second, third, fourth, fifth generation computers. |

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| <p>UNIT 3:</p> <p>Input Devices:</p> <p>A. Keyboard.</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a keyboard. ▪ State the functions of the keyboard. ▪ Mention the uses of the keyboard. | <ul style="list-style-type: none"> ▪ Displays the keyboard on the table for the pupils. ▪ Writes on the chalkboard notes on the uses and functions of the keyboard. ▪ Leads pupils to use keyboard to type texts. | <ul style="list-style-type: none"> ▪ Describe a keyboard. ▪ Mention the use of the keyboard. ▪ State the function of the keyboard. | <ul style="list-style-type: none"> ▪ Keyboard ▪ Computer |
| <p>UNIT 4:</p> <p>Topic B: Input Devices:</p> <p>Mouse and Joystick.</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a mouse. ▪ State the functions of the mouse. ▪ Mention the uses of the mouse. | <ul style="list-style-type: none"> ▪ Displays the mouse on the table for pupils. ▪ Writes on the chalkboard notes on the uses and functions of the mouse. ▪ Leads pupils to use the mouse. | <ul style="list-style-type: none"> ▪ Describe a mouse. ▪ Mention the uses of the mouse. ▪ State the functions of the mouse. | <ul style="list-style-type: none"> ▪ Mouse ▪ Computer. |
| <p>UNIT 5:</p> <p>Topic: Output Devices:</p> <p>A: Monitor</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a monitor. ▪ State the functions of a monitor. | <ul style="list-style-type: none"> ▪ Displays a monitor or picture before the pupils. ▪ Shows the pupils the parts of the monitor. ▪ Explain the functions of the monitor. | <ul style="list-style-type: none"> ▪ Describe and draw a monitor. ▪ State two uses of a monitor. | <ul style="list-style-type: none"> ▪ Monitor (real or picture) ▪ Computer. |
| <p>UNIT 6:</p> <p>Topic B. Printer and Speakers:</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe a printer. ▪ State the functions of a printer. | <ul style="list-style-type: none"> ▪ Displays a printer or pictures for the pupils. ▪ Shows the pupils the parts and functions of the printer. | <ul style="list-style-type: none"> ▪ State the parts of a printer. ▪ Demonstrate how to print from the computer. | <ul style="list-style-type: none"> ▪ Printer (real or picture) ▪ Computer ▪ Computer paper ▪ Ink. |

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| <p>UNIT 7: Topic: The System Unit A: The Central Processing Unit</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the components of the system unit. ▪ Describe the CPU. ▪ List the parts of the CPU. ▪ State the functions and uses of the CPU. | <ul style="list-style-type: none"> ▪ Displays components and pictures of the system unit. ▪ Displays the components or picture of the CPU. ▪ Writes notes on the chalkboard on the following: <ul style="list-style-type: none"> ○ Parts of the CPU ○ Functions of the CPU ○ Components of the system unit ▪ Leads pupils to identify components of the system unit. ▪ State the functions and uses of the CPU. | <ul style="list-style-type: none"> ▪ Mention three components of the system unit. ▪ Describe the CPU. ▪ Explain three functions of the CPU. | <ul style="list-style-type: none"> ▪ Computer ▪ Pictures. |
| <p>UNIT 8: Topic: Disk Drives</p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the location of the disk drive. ▪ Explain the meaning of the disk drive. ▪ List types of disk drives. ▪ State the functions and uses of disk drive. ▪ Describe how to operate disk drives. ▪ State the dos and don'ts of using disk drives. | <ul style="list-style-type: none"> ▪ Displays a system unit (real or pictures). ▪ Shows the pupils the location of the floppy and CD ROM drives. ▪ Shows the LED (the green light) ▪ Describes the disk drive. ▪ Explain the uses of the disk drives. ▪ Explain the dos and don'ts of using floppy disk drive. ▪ Writes notes on the chalkboard for the pupils to copy. | <ul style="list-style-type: none"> ▪ Draw a system unit and show the location of the disk drives. ▪ Identify the disk drive on a system unit. ▪ Name the three types of disk drives. ▪ State two uses of disk drives. ▪ State the dos and don'ts of using a floppy disk drive. ▪ Describe a disk drive. | <ul style="list-style-type: none"> ▪ System unit ▪ Pictures ▪ Computer ▪ Diskettes |

INFORMATION COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 4)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
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| <p>UNIT 1:</p> <p>Topic: Computer as an information Machine:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the meaning of: <ul style="list-style-type: none"> ▪ Data ▪ Information ▪ Mention sources of information. ▪ use computer as a source of information. | <ul style="list-style-type: none"> ▪ Brings some information devices to the classroom and plays/ shows them to the pupils. ▪ Demonstrates the uses of computer as a source of information. ▪ Writes notes on the chalkboard on all items listed in the Content. | <ul style="list-style-type: none"> ▪ State the meaning of Data and Information ▪ Distinguish between data and information. ▪ List three sources of information. ▪ List three ways computer can be used as a source of information. | <ul style="list-style-type: none"> ▪ Radio ▪ Television ▪ Newspaper ▪ Computer ▪ Charts ▪ Pictures. |
| <p>UNIT 2:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ List different sizes of computer. ▪ Describe different computers by size, speed and usage. | <p><i>Teacher:</i></p> <ul style="list-style-type: none"> ▪ Displays pictures of different sizes of computers. ▪ Writes short notes on the under listed computers. <ul style="list-style-type: none"> ○ Super computer ○ Main frame ○ Mini-computer ○ Micro-computer | <ul style="list-style-type: none"> ▪ List four different sizes of computers. ▪ Identify the computers commonly used in Sierra Leone today. | <ul style="list-style-type: none"> ▪ Posters or pictures of: <ul style="list-style-type: none"> ○ Super computer ○ Mainframe ○ Mini-computer ○ Micro-computer |

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| <p>UNIT 3: Hardware components of the computer system.</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the term hardware: ▪ Mention the components of the computer hardware. | <ul style="list-style-type: none"> ▪ Shows the components that make up the hardware. ▪ Shows pictures of the hardware components. ▪ Writes notes on the chalkboard for the pupils to copy. | <ul style="list-style-type: none"> ▪ Mention two components of computer hardware. ▪ Give three examples of an input device. | <ul style="list-style-type: none"> ▪ Keyboard ▪ Monitor ▪ System unit ▪ Joystick ▪ Mouse ▪ Pictures |
| <p>UNIT 4: Topic: Software components of the computer system:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the term software. ▪ Mention different types of software. ▪ List examples of each type of software. ▪ Mention what each type of software is used for. | <ul style="list-style-type: none"> ▪ Boots the computer to demonstrate what the operating system does. ▪ Types short texts to demonstrate word processing. ▪ Draws objects to demonstrate graphics. ▪ Plays prince or any other available games to demonstrate entertainment. ▪ Add numbers to demonstrate spreadsheets. ▪ Write notes on the chalkboard for pupils to copy. | <ul style="list-style-type: none"> ▪ Explain the term software. ▪ Name three different types of software. ▪ Write down two examples of each type of software. ▪ Mention the uses of each software mentioned in 3 above. | <p>A computer with all the necessary software installed.</p> |
| <p>UNIT 5: Topic: Storage Devices:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the term storage devices. ▪ Mention storage devices. | <ul style="list-style-type: none"> ▪ Displays a system unit on the table. ▪ Shows pupils types of storage devices except the hard disk, which cannot easily be seen. ▪ Lists types of storage devices and write short notes on them. | <ul style="list-style-type: none"> ▪ Explain storage devices. ▪ Mention three types of storage devices. | <ul style="list-style-type: none"> ▪ Floppy disk ▪ Compact disk ▪ DVD ▪ Hard disk (if available) |

INFORMATION COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 5)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
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| UNIT 1: THEME: COMPUTER APPLICATIONS 1 | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Explain the term, computer system. ▪ State the components of the computer system. ▪ Explain the terms: <ul style="list-style-type: none"> ▪ Hardware ▪ Software ▪ Users ▪ Type with the computer. | <ol style="list-style-type: none"> 1. Displays computer hardware and software. 2. Explains computer system. 3. Explains the terms: <ul style="list-style-type: none"> • Hardware • Software • Users 4. Shows the pupils pictures of computer and someone operating it. 5. Demonstrate the application of computer by simple typing of names and letters. 6. Write notes on the chalkboard. | <ol style="list-style-type: none"> 1. Explain the term computer system; 2. Mention two parts of a computer system; 3. Explain the terms: <ul style="list-style-type: none"> • Hardware • Software • Users 4. Type their names. | <ol style="list-style-type: none"> 1. Monitor 2. System unit. 3. Keyboard 4. Toy computer. 5. Pictures 6. Mouse 7. Printer |
| UNIT 2: Topic: Connecting different parts of a computer. | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Identify all the parts of computer available for connection; ▪ Recognize and connect correctly the different parts of computer. | <ul style="list-style-type: none"> ▪ Displays the different computer cables. ▪ Shows the different types of computer cables to pupils. ▪ Explains the uses of each of the computer cables. ▪ Demonstrate necessary precaution to be taken in connecting the parts together. ▪ Connect the parts of computer together. | <ol style="list-style-type: none"> 1. Mention three major parts of the computer to be connected. 2. Explain the term computer cables; 3. Mention two types of computer cables. | <ol style="list-style-type: none"> 1. System units 2. Monitor. 3. Keyboard. 4. Mouse 5. Power cable 6. Printer cable 7. Printer |

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| <p>UNIT 3: Topic: Booting the computer system</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the term, booting. ▪ Describe the steps for booting a computer. ▪ Mention ways of booting; ▪ Demonstrate how to boot the computer. | <ul style="list-style-type: none"> ▪ Displays an already connected computer set. ▪ Explains what booting is. ▪ Demonstrate how a computer system boots. | <ul style="list-style-type: none"> ▪ Define booting; ▪ Mention three steps in booting a computer system. ▪ Name two ways of booting. | <p>The computer system.</p> |
| <p>UNIT 4: Topic: Using the keyboard.</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and recognize the different sections that make up the keyboard. ▪ Recognize the location of the keys that make up each section. | <ul style="list-style-type: none"> ▪ Leads the pupils to identify various sections of the keyboard and explain their functions. ▪ Demonstrates the use of the keys that make up each section. ▪ Writes notes on the chalkboard on the uses of keyboard. ▪ Loads word processor and practices entering data on using the keyboard. ▪ Emphasis should be on practice rather than theory. | <ul style="list-style-type: none"> ▪ List the sections of a keyboard. ▪ Mention two uses of the three listed sections. | <ul style="list-style-type: none"> ▪ Pictures of enhanced keyboard. ▪ Toy keyboard. ▪ Keyboard |
| <p>UNIT 5: Topic: Windows as an operating system:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Boot the computer. ▪ Mention the functions of the desktop. ▪ Identify three program icons on the desktop. ▪ Use computer to explore (examine) files. ▪ Copy a file from one folder to the other. ▪ Shut down windows. | <ul style="list-style-type: none"> ▪ Boot the computer and explain the process. ▪ Defines desktop. ▪ Locates desktop. ▪ Defines the term icon. ▪ Locate an icon. ▪ Explains the functions of each item on the desktop including Taskbar, Recycle bin, My computer, start button etc. ▪ Identifies files to be copied. ▪ Copies the identified files. ▪ Closes all windows. ▪ Shuts down windows. | <ul style="list-style-type: none"> ▪ List three items found on the desktop. ▪ List the steps taken to copy a file from one folder to the other. | <ul style="list-style-type: none"> ▪ Computer(s) with windows installed. |

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| UNIT 6: Topic: Care of computer I: | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ List ways of taking good care of a computer system. ▪ Give reasons why computers should be taken care of. | <ul style="list-style-type: none"> ▪ Cleans the system using neat duster | <ul style="list-style-type: none"> ▪ Name three ways of caring for the computer. ▪ Give two reasons for caring for the computer. | <ul style="list-style-type: none"> ▪ Neat duster. ▪ Cotton wool. |
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INFORMATION COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 6)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
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| UNIT 1: Using Microsoft Word I | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Load and quit Microsoft word. ▪ Type and edit documents. ▪ Save and retrieve documents. ▪ Identify and use title bar buttons. ▪ Identify the menu bar. | <ul style="list-style-type: none"> ▪ Demonstrates loading and quitting Microsoft word. ▪ Types and moves within the document to demonstrate editing of documents. ▪ Demonstrates saving and retrieval of documents. ▪ Minimizes and restores to demonstrate title bar buttons. | <ul style="list-style-type: none"> ▪ Type and edit a sentence of two lines provided by the teacher. ▪ Save and retrieve a document. | <ul style="list-style-type: none"> ▪ A computer with Microsoft word installed. |

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| <p>UNIT 2: The components of computer systems.</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ State the components of the computer system. ▪ State the uses of the computer system. | <ul style="list-style-type: none"> ▪ Demonstrates using the computer to type a letter. ▪ Show pupils pictures of users operating computer. ▪ Writes notes on the things listed in the Content on the chalkboard. | <ul style="list-style-type: none"> ▪ List three components of a computer system. ▪ Type these sentences “My name is Adrian Jude Stevens. I am in primary six.” | <ul style="list-style-type: none"> ▪ Computer system ▪ Pictures. |
| <p>UNIT 3: Using Microsoft Word II</p> | <p>After completing this unit the pupils should be able to:</p> <p>Identify and use the tools bar.</p> <ul style="list-style-type: none"> ▪ Bold, underline and italicize text. ▪ Format font type, font size and colour. ▪ Align text. ▪ Undo and redo actions: ▪ Use word art and clipart objects. ▪ Copy and paste text. ▪ Cut and paste text. | <ul style="list-style-type: none"> ▪ Displays the computer system. ▪ Identifies tools bar. ▪ Demonstrates the following: <ul style="list-style-type: none"> ○ Use of some tools on the tools bar. ○ Formatting of font type, font size, colour and text alignment. ○ Word art and clipart images. ○ Copy, cut and paste text. | <ul style="list-style-type: none"> ▪ Type in groups “God loves children” using different font types, font sizes and colour and alignments. ▪ Type the “Lord’s Prayer”. | <ul style="list-style-type: none"> ▪ A computer with Microsoft word and clipart installed. ▪ Computer paper. ▪ Printer. |
| <p>UNIT 4: Topic: Computer Games:</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Follow the games. ▪ Predict actions of the key players. ▪ Suggest possible solutions to the key problems | <ul style="list-style-type: none"> ▪ Displays adventure game. ▪ Demonstrates adventure game e.g. prince ▪ Asks leading questions on the problems encountered by the adventurers. | <ul style="list-style-type: none"> ▪ Play computer games in groups. ▪ Follow the game. ▪ Predict the actions of the key players. ▪ Suggest possible solutions to the key problems. | <ul style="list-style-type: none"> ▪ Computer with adventure games (e.g. prince, Dave, test drive, Mario installed). |

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| <p>UNIT 5: Drawing with Paint</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain paint as a drawing programme. ▪ Open the paint programme. ▪ List the icons on the toolbox. ▪ Name colours on the colour palette. ▪ Draw geometrical figures using lines, ellipses and rectangles. ▪ Draw freehand images and figures. ▪ Use the fill tool to colour figures. ▪ Use alphabet tool to label the objects. ▪ Save a drawing. ▪ Print a drawing. | <ul style="list-style-type: none"> ▪ Demonstrates the uses of each paint tool. ▪ Writes down the procedure of drawing with paint on the chalkboard. ▪ Draws some figures and labels them. ▪ Saves a drawing. ▪ Prints a drawing. | <ul style="list-style-type: none"> ▪ Open the paint window. ▪ List 6 tools on the toolbox. ▪ List five colours on the colour palette. ▪ Draw a tin using the paint programme. ▪ Draw a plate containing Rice or Fufu or cassava leaves. ▪ Save a drawing. ▪ Print a drawing. | <ul style="list-style-type: none"> ▪ Charts of images for practice. ▪ A functional computer with paint software installed. ▪ Computer paper ▪ Printer |
| <p>UNIT 6: Topic: Care of computer II</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ List ways of caring for the computer. ▪ State reasons why we should take care of human ware (users). | <ul style="list-style-type: none"> ▪ Arranges the chairs and tables in a comfortable manner. ▪ Arranges the monitor, keyboard, system unit, UPS and stabilizers in a prescribed manner. | <ul style="list-style-type: none"> ▪ List three ways of caring for the computer; ▪ Give two reasons why we should take care of human ware. | <ul style="list-style-type: none"> ▪ Chair ▪ Tables ▪ Fan ▪ Air-conditioner ▪ Computer ▪ UPS ▪ Stabilizer. |
| <p>UNIT 7: Topic: Computer and the society</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention small scale and large scale applications of computer in the society. ▪ List the career opportunities associated with computer usage. ▪ Identify ways of misusing the computer. | <ul style="list-style-type: none"> ▪ Write on the chalkboard both small and large scales applications of computer in the society. ▪ Organizes excursion to neighbourhood where computers are used. | <ul style="list-style-type: none"> ▪ Mention four small scale applications of computer. ▪ Mention two large scale applications of computer. ▪ List two negative impacts of computer usage. ▪ State the benefits of using computers. | <ul style="list-style-type: none"> ▪ Computerized clocks and wrist watches. ▪ Pictures. |

INFORMATION COMMUNICATION TECHNOLOGY

Outline Teaching Syllabus for the Third Stage of Basic Education (Form 1)

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/Supplementary) |
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| UNIT 1: Introduction to ICT. | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Know the key concepts of computing ▪ Brief history of the computer ▪ The definition of a computer ▪ The main components of a computer ▪ The main functions of a computer | | <ul style="list-style-type: none"> ▪ Identify computer from other equipment. ▪ Label the different components of a computer system ▪ Copy notes written on the chalkboard by the teacher. ▪ List three components of a computer system. ▪ What are some of the main functions of a computer? | <ul style="list-style-type: none"> ▪ Computer system ▪ Pictures. ▪ Recommended computer Text book by Daniel A. Stevens |
| UNIT 2: Introduction to Microsoft word processing | After completing this unit the pupils should be able to: <ul style="list-style-type: none"> ▪ Load and quit Microsoft word with ease. ▪ Type and edit documents without any difficulty. ▪ Save and retrieve documents at a fast pace. ▪ Identify and use title bar buttons. ▪ Identify the menu bar. ▪ Opening a file ▪ Moving around the document Window ▪ Moving through a document ▪ Editing characters and document ▪ Printing a document without any difficulty | <ul style="list-style-type: none"> ▪ Demonstrates loading and quitting Microsoft word. ▪ Types and moves within the document to demonstrate editing of documents. ▪ Demonstrates saving and retrieval of documents. ▪ Minimizes and restores to demonstrate title bar buttons. ▪ Open a saved document and send to print | <ul style="list-style-type: none"> ▪ Type and edit a sentence of two lines provided by the teacher. ▪ Save and retrieve a document. ▪ Print any document | <ul style="list-style-type: none"> ▪ A computer with Microsoft word installed and a projector |

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| <p>UNIT 3: Creating a Word Document</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Load and quit Microsoft word without any difficulty ▪ Able to open a new word document ▪ Know all the basic commands of word ▪ Type and edit documents without any difficulty. ▪ Save and retrieve documents | <ul style="list-style-type: none"> ▪ Demonstrates loading Microsoft word. ▪ Demonstrate opening a new Window ▪ Types and moves within the document to demonstrate editing of documents. ▪ Demonstrates saving and retrieval of documents. ▪ Open a saved document and send to print | <ul style="list-style-type: none"> ▪ Type and edit a sentence of two lines provided by the teacher. ▪ Save and retrieve a document. ▪ Print any document | <ul style="list-style-type: none"> ▪ A computer with Microsoft word installed and a printer attached. ▪ Recommended text book by Daniel A. Stevens |
| <p>UNIT 4: Working with your document</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Load Microsoft Word Window. ▪ Exploring the Word Window. ▪ Entering word commands ▪ Exploring the Tool bars. ▪ Opening a File. ▪ Move around the Document Window. ▪ Moving through a Document. | <ul style="list-style-type: none"> ▪ Identification of tools bar: Applying bold, underline and italics to next. ▪ Formatting font type, font size and colour. ▪ Text alignment. ▪ Redo and undo actions. ▪ Using word art and clipart objects. ▪ Copy and paste text. ▪ Cut and paste text. ▪ Displays the computer system. ▪ Identifies tools bar. | <ul style="list-style-type: none"> ▪ Type in groups “Jehovah God loves children” using different font types, font sizes and colour and alignments. ▪ Type the “Lord’s Prayer”. | <ul style="list-style-type: none"> ▪ A computer with Microsoft word and clipart installed. ▪ Computer paper. ▪ Printer. |

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| <p>UNIT 5: Navigating into your word document</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ To use the mouse to move around your document ▪ To use the keyboard and use the necessary keys to move around your document | <ul style="list-style-type: none"> ▪ Open a saved word document or a new document ▪ Use the mouse to navigate around the document. ▪ Explain the essence of the right click and the left click on the mouse ▪ Use the required keys on the keyboard to move around the document. ▪ Double click in an insertion area to display the go to option that can take you to a specific area within the document | <ul style="list-style-type: none"> ▪ To effectively type or open a word document ▪ They should click or drag in an insertion area to move around your document ▪ Can also left click and then chose the go to option to take you to a specific area within your document. ▪ Should also use the required keys to navigate your document | <ul style="list-style-type: none"> ▪ A computer with Microsoft word and clipart installed. ▪ Computer paper. ▪ Printer. |
| <p>UNIT 6: Doing more with Microsoft word</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Delete characters ▪ Inserting characters ▪ Deleting words ▪ Inserting and deleting blank lines ▪ Displaying special characters ▪ Selecting logical blocks ▪ Undoing editing changes ▪ Creating a memo ▪ Previewing a document ▪ Changing line spacing | <ul style="list-style-type: none"> ▪ Open a saved word document or start a new document ▪ Explain the two modes for entering text: these are; insert mode and the overtyp mode. ▪ Explain and show the preview command that will allow you to see your document the way it will be printed | <ul style="list-style-type: none"> ▪ Perform all the functions explained in the teaching style column in groups and then as individuals with relative ease ▪ Should be conversant with all the word commands and then apply them when performing the above functions. | <ul style="list-style-type: none"> ▪ A computer with Microsoft word and clipart installed. |

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| <p>UNIT 7: Drawing and Paint</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain paint as a drawing programme. ▪ Open the paint programme. ▪ List the icons on the toolbox. ▪ Name colours on the colour palette. ▪ Draw geometrical figures using lines, ellipses and rectangles. ▪ Draw freehand images and figures. ▪ Use the fill tool to colour figures. ▪ Use alphabet tool to label the objects. ▪ Save a drawing. ▪ Print a drawing. | <ul style="list-style-type: none"> ▪ Demonstrates the uses of each paint tool. ▪ Writes down the procedure of drawing with paint on the chalkboard. ▪ Draws some figures and labels them. ▪ Saves a drawing. ▪ Prints a drawing. | <ul style="list-style-type: none"> ▪ Open the paint window. ▪ List 6 tools on the toolbox. ▪ List five colours on the colour palette. ▪ Draw a tin using the paint programme. ▪ Draw a plate containing Rice or Fufu or cassava leaves. ▪ Save a drawing. ▪ Print a drawing. | <ul style="list-style-type: none"> ▪ Charts of images for practice. ▪ A functional computer with paint software installed. ▪ Computer paper ▪ Printer |
| <p>UNIT 8: Care of computer</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ List ways of caring for the computer. ▪ State reasons why we should take care of human ware (users). | <ul style="list-style-type: none"> ▪ Caring for the hard disk. ▪ Protection from power problem: UPS, stabilizer, etc. ▪ Human ware <ul style="list-style-type: none"> • The sitting position • Using the antiglare protector • Positioning of monitor base • Maintaining a dust-free environment • Safety precautions to: <ul style="list-style-type: none"> ○ Reduce fatigue ○ Stimulate interest in computing ○ Promote healthy habits. | <ul style="list-style-type: none"> ▪ List three ways of caring for the computer; ▪ Give two reasons why we should take care of human ware. | <ul style="list-style-type: none"> ▪ Chair ▪ Tables ▪ Fan ▪ Air-conditioner ▪ Computer ▪ UPS ▪ Stabilizer. |

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| | | <ul style="list-style-type: none"> ▪ Arranges the chairs and tables in a comfortable manner. ▪ Arranges the monitor, keyboard, system unit, UPS and stabilizers in a prescribed manner. | | |
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INFORMATION COMMUNICATION TECHNOLOGY
Outline Teaching Syllabus for the Third Stage of Basic Education (Form 2)

| Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core/ Supplementary) |
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| UNIT 1: Editing text with the tools in word | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Activate the spell check tool in word ▪ Open a second document window ▪ Use the Thesaurus ▪ Copying text between documents ▪ Moving text ▪ Replacing text | <ul style="list-style-type: none"> ▪ Demonstrates loading and opening a document in Microsoft word. ▪ Types and moves within the document to demonstrate editing of documents. ▪ Moves thoroughly within the document ensuring that the dictionary and spell check tools are activated. ▪ Demonstrates opening a second document window ▪ Copy text from one part of the document and pasting it to another part, ▪ Move and replace text from different section. | <ul style="list-style-type: none"> ▪ Type and edit a sentence of two or more lines provided by the teacher making sure that the dictionary is activated and a proper spell check is done on the document. ▪ Copy a word from one sentence and paste it to another sentence within your document. ▪ Move and replace text from one section to another | <ol style="list-style-type: none"> 1. A computer with Microsoft word installed 2. The recommended text book by Daniel A. Stevens |

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| <p>UNIT 2:</p> <p>Working with Margins, Tabs and Text</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Change the default to any specific value ▪ Set new tabs ▪ Creating an itemized list ▪ Searching and replacing text ▪ Setting paragraph alignment | <ul style="list-style-type: none"> ▪ Demonstrate using the page setup command to allow changes to the default margin of 1.25” to any specified value ▪ Demonstrate setting a new tab to affect the current paragraph or selected text ▪ Define a bullet which is a symbol placed before text in a paragraph which causes the text to stand out from the rest of the document. <ul style="list-style-type: none"> ○ Demonstrate the application of a bullet in the current paragraph or select series of paragraphs ○ Apply a bullet using numbering of your choice of designing numbers ▪ Demonstrate the replace command by searching a document from the insertion point to specified text ▪ Set the alignment of a paragraph to a different setting from that of the default. | <ul style="list-style-type: none"> ▪ Type and edit a sentence of two or more lines provided by the teacher making sure that the dictionary is activated and a proper spell check is done on the document. ▪ Copy a word from one sentence and paste it to another sentence within your document. ▪ Move and replace text from one section to another | <ul style="list-style-type: none"> ▪ A computer with Microsoft word installed ▪ The recommended text book by Daniel A. Stevens |
| <p>UNIT 3:</p> <p>Formatting Lines and Paragraphs</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Format a paragraph by setting line and paragraph spacing ▪ Opening the options in paragraph dialog box ▪ Choose extra space | <ul style="list-style-type: none"> ▪ Format paragraphs ▪ Set line and paragraph spacing ▪ Single spaced text ▪ Double-spaced text ▪ Paragraph dialog box ▪ Paragraph spacing ▪ Choose extra space ▪ Specify paragraph spacing | <ul style="list-style-type: none"> ▪ Identify and apply the various formatting available in word. ▪ Set the line and paragraph spacing ▪ Apply single, double and extra spacing ▪ Open a paragraph dialog box ▪ Specify paragraph spacing | <p>I. Computer installed with Microsoft word</p> <p>II. Recommended text book by Daniel A. Stevens</p> |

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| <p>UNIT 4: Using of symbols</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ To Insert symbols ▪ Selecting symbol from dialog box ▪ Choosing Special character tab | <ul style="list-style-type: none"> ▪ Demonstrate the insertion of a symbol in a document ▪ Open a dialog box and select symbols of their choice ▪ Click on the special characters tab to view other commonly used symbol | <ul style="list-style-type: none"> ▪ Inserting of a symbol ▪ Selecting symbols from a dialog box ▪ Click on the special characters tab to view other commonly used symbol | <ul style="list-style-type: none"> ▪ Computer installed with Microsoft word ▪ Recommended text book by Daniel A. Stevens |
| <p>UNIT 5: Indentation, Bullets and Numbering</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Know how to indent one or more lines of text ▪ Have knowledge on hanging indents ▪ Be able to create hanging indent ▪ Have full knowledge on bullets and numbering ▪ Be able to create bullets and numbering lists ▪ Know how to open and use the bullets and numbering dialog box ▪ Understand how to use the Ruler | <ul style="list-style-type: none"> ▪ To indent one or more lines of text ▪ Increase/decrease indent buttons on the formatting toolbar ▪ Hanging indents ▪ Bullets and numbering ▪ The bullets and numbering dialog box ▪ The Ruler | <ul style="list-style-type: none"> ▪ Be comfortably able to open an existing word document and then be able to perform the task of increasing and decreasing the indentation of one or more lines ▪ Perform the task of using a hanging indent in the existing document ▪ Show how to use the bullets and numbering functions ▪ Set tabs, indents and margins using the ruler ▪ Adjust tabs and margins on the ruler | <ul style="list-style-type: none"> ▪ Computer installed with Microsoft word ▪ Recommended text book by Daniel A. Stevens |

INFORMATION COMMUNICATION TECHNOLOGY
Outline Teaching Syllabus for the Third Stage of Basic Education (Form 3)

| Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching Resources (Core /Supplementary) |
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| <p>UNIT 1: 1. Editing text with the tools in word</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Format text. ▪ Insert/edit an image. ▪ Insert/edit a link. ▪ Paste content. ▪ Insert an emoticon. ▪ View and edit HTML. ▪ Page preview | <ul style="list-style-type: none"> ▪ Identify the text you want to affect <ul style="list-style-type: none"> ○ If you want to make a change to some existing text (to delete it, format it, move it), you need to identify what text is to be affected. When you do that, you are said to "select" the text. When you select text, Word highlights the text ▪ Add text <ul style="list-style-type: none"> ○ To add text to your document, use the keyboard or the mouse to position the cursor where you want to add your text, then type. If any text is selected, your typing will over-write the selected text. ▪ Delete text ▪ Copy text from one place to another ▪ Change formatting ▪ Checking spelling and grammar | <ul style="list-style-type: none"> ▪ Identify and apply the various formatting available in word. ▪ Adding text, set the line and paragraph spacing ▪ Apply single, double and extra spacing ▪ Open a paragraph dialog box ▪ Specify paragraph spacing ▪ Applying spell checker format | <ul style="list-style-type: none"> ▪ Computer installed with Microsoft word |

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| <p>UNIT 2: Working with margins, tabs and text</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define margins ▪ Set Mirror Margins ▪ Change margins ▪ Set Default or Custom ▪ Adjust Tab Stops Using the Ruler (left tab, the center tab, and the right tab) | <ul style="list-style-type: none"> ▪ Open the template or a document based on the template whose default settings you want to change. ▪ On the Format menu, click Document, and then click the Margins tab. ▪ Make any changes that you want, and then click Default. ▪ ▪ Identify which version of Microsoft Word this lesson concerns ▪ Discuss the rules associated with margins <ul style="list-style-type: none"> ▪ Detail the feature that helps you understand what your margins will look like before applying them ▪ Click the Layout tab. ▪ Click the Margins button. ▪ Pluck a proper margin setting from the menu. <p>To be sure you have the margins set to 1-inch:</p> <ul style="list-style-type: none"> ▪ Click on the Page Layout tab ▪ Click on Margins to see a drop-down menu ▪ Make sure Normal is selected | <ul style="list-style-type: none"> ▪ What is the gutter in the custom margins option in Microsoft Word? ▪ What are mirror margins in Microsoft Word? ▪ What to do if you need different margins than the ones offered by Microsoft Word ▪ The definition of mirror margins ▪ What the gutter is used for in the customs margins option ▪ What is important to consider regarding page numbers when using mirror margins ▪ The difference between margins on a cover page and margins on a regular page | <ul style="list-style-type: none"> ▪ Computer installed with Microsoft word |
| <p>UNIT 3: Formatting Lines and Paragraphs</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Changing Fonts & Spacing ▪ Inserting Page Numbers ▪ Creating Headers ▪ Setting Document Margins ▪ Changing the Indentation | | | |
| <p>UNIT 4: Using of symbols</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ | | | |

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| <p>UNIT 5: Indentation, Bullets, Numbering and the Ruler</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ | | | |
| <p>UNIT 6: Computer and the society</p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Mention small scale and large scale applications of computer in the society. ▪ List the career opportunities associated with computer usage. ▪ Identify ways of mis-using the computer. ▪ Identify ethical and legal issues pertaining computing technology; ▪ List the important of considering ethical and societal implications on technology ▪ Mention problems relating to technology and its effects on society; | <ul style="list-style-type: none"> ▪ Computerized clocks and wrist watches replacing grandfather’s clocks with pendulum. ▪ Word processing replacing typing with manual typewriter. ▪ Computerized door locks replacing manual door locks. ▪ Automated gate ▪ Automated garage door <ul style="list-style-type: none"> • Automated traffic control mechanism replacing traffic wardens • Games • CAT-scan used in hospitals replacing x-ray. • Desktop publishing used in big publishing houses (e.g. book publishers and newspapers publishers). • Computer-aided graphic design in entertainment industry. • In education sector: video projector for presentation of papers or lectures at seminars, workshops and conferences. • Large scale applications of computers. • Autopilots used in big airplanes. | <ul style="list-style-type: none"> ▪ Mention four small scale applications of computer. ▪ Mention two large scale applications of computer. ▪ List two negative impacts of computer usage. ▪ State the benefits of using computers. | |

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| | | <ul style="list-style-type: none"> • News reporting via satellite communication, e.g. CNN, BBC, Aljazeera. • Office automation e.g. fax, electronic mail, internet, and image scanning. • Space shuttle <ul style="list-style-type: none"> • Robotics in manufacturing companies. • Flexi-teller card used to withdraw money from tell machines or (ATM) in banks. <p>iii. Career opportunities in computer industry.</p> <ul style="list-style-type: none"> • Management • System analysis (system analyst) • Programming (e.g. application programmer) • Technical support • Education (teachers) • Data communications (e.g. data communications specialist) • Operations (e.g. computer operator, computer librarian, data entry operator etc. <p>iv. Areas of mis-use of computer As good and beneficial to the society computer might be, their mis-use are borne out in the following areas:</p> <ul style="list-style-type: none"> • Invasion of privacy. • Computer virus • Job loses • Fraud • Stealing <p>▪</p> | | |
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