



GOVERNMENT OF SIERRA LEONE  
*Ministry of Basic and Senior Secondary Education*

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

## SOCIAL STUDIES (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.

## **SOCIAL STUDIES 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 Social Studies in the Curriculum?*)**

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

- a) Social Studies helps students understand the world and their place in it, in terms of who they are and who they can become. These combined subjects also help children to gain the first building blocks that will make them productive, law-abiding, and active citizens who contribute to building their community and nation. Through this subject learners can learn to be tolerant and respectful of others and develop skills to work independently and in collaboration with others, and participate in decision making.
- b) Social Studies educates learners on their rights and duties as citizens, helping them to develop the knowledge, skills and attitudes that will help them to be competent, informed and responsible citizens, participate gainfully in the community and show moral/civic virtues in behaviour.

- c) Social Studies helps students to develop skills in critical, creative, and computational thinking (problem solving) which prepares them to deal with contemporary concerns in society and the world, making use of a variety of analytical tools and resources to solve problems.
- d) Through Social Studies, students learn how to integrate ideas from different disciplines (history, geography, politics, economics, population studies, etc.) to make reasoned decisions that help them to identify and address problems like poverty, injustice, and discrimination.
- e) Students live and learn in a variety of environments, from the home and school environment to the wider community. Social Studies will help students to have a clearer understanding and appreciation of the environments that influence and sustain their lives as well as their communities. They are also encouraged to appreciate and celebrate the diversity of physical and social resources they will inherit as adult citizens of Sierra Leone – and to work towards inclusive growth and sustainable development.
- f) Social studies is also about the study of the interrelationship among people. It enables students to develop an understanding of society and the human condition. It creates awareness in students of the diversity and interdependence of the world and helps them to celebrate diversity in Sierra Leone, and recognize the challenges and benefits of living in a world with multiple cultures, ideologies, and ways of being.

**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 appreciation of community, cooperation 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) Define human rights
- h) 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
- e) Show respect for rules and those in authority
- f) Identify and appreciate different kinds of relationships, including relations of authority (e.g., parent, teacher, peers, opposite sex, same sex, extended family, friendship, love and romantic relationships)
- g) Explain why we need to care of resources and the environment.
- h) Demonstrate skills in collecting and interpreting information.
- i) Demonstrate skills in critical/creative/computational thinking, civic engagement, and active citizenship.
- j) 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) Demonstrate skills in critical, creative, and computational thinking, decision making, and solving problems
- 7) Interpret maps, diagrams, etc.
- 8) Explain 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 | The learner will be able to: <ol style="list-style-type: none"> <li>a) Demonstrate basic knowledge of road safety.</li> <li>b) Draw a simple plan of his/her school and classroom</li> <li>c) Grasp the concept of time by telling the time.</li> <li>d) Appreciate the importance of peaceful co-existence and how to live peacefully with family and friends</li> </ol> |

### *The Third Grade (Class 3)*

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

### *The Fourth Grade (Class 4)*

| SUBJECT AREA                                       | SPECIFIC LEARNING OUTCOMES  |
|--|---|
| <b>The districts and provinces in Sierra Leone</b> | The learner will be able to:<br>a) Name the administrative regions of Sierra Leone and locate their headquarter towns on a map.<br>b) Present clear information on some cities and towns.<br>c) Describe and appreciate different cultural practices in his/her district.<br>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.<br>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   |
|---|--|
| <b>Sierra Leone: Location, physical features, history and economy</b> | The learner will be able to:<br>a) Relate the physical features of Sierra Leone to its history.<br>b) Describe the cultural, social and economic activities of the people of Sierra Leone.<br>c) Show the value of interdependence and cooperation among Sierra Leonean groups.<br>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"> <li>a) Develop skills in collecting and interpreting information.</li> <li>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.</li> <li>c) Explain the meaning and significance of climate change within the West African sub-region.</li> <li>d) Show evidence of critical, creative, computational thinking to solve problems and make decisions</li> </ul> |

*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"> <li>a) Explain how Early Man/Human was able to interact with the environment to support basic needs (i.e. hunting, shelter, migration, and technology).</li> <li>b) Describe how simple villages evolved into towns through technological advances (e.g. the use of iron)</li> <li>c) State how geographical factors affect economic activities in Sierra Leone.</li> <li>d) Describe and appreciate a variety of practices around the world.</li> <li>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).</li> <li>f) Evaluate the need for law and order in communities and in the country.</li> <li>g) Demonstrate through an example the concept of fair play and show how fair play contributes to peace and development.</li> <li>h) Explore the principles, features and practices that characterize democracy in Sierra Leone and other countries.</li> <li>i) Distinguish between facts and opinions</li> <li>j) Display some elements of self-discipline.</li> <li>k) Display evidence of critical, creative, computational thinking to solve problems and make decisions alone and with others in a team</li> </ul> |

*The Eighth Grade (Form 2)*

| SUBJECT AREA  | SPECIFIC LEARNING OUTCOMES  |
|---|---|
| <p><b>Physical and human geography; the Trans-Atlantic Slave Trade; British colonialism in Sierra Leone</b></p> | <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) Name and show the importance of landforms in their area.</li> <li>b) Define the terms ‘weathering’ and ‘erosion’ and how they affect the environment.</li> <li>c) Show the various types and importance of maps.</li> <li>d) Grasp the concept of time changes through a study of longitudes.</li> <li>e) List the ethnic groups in Sierra Leone and describe their political and social organisations.</li> <li>f) Describe and evaluate the Trans-Atlantic slave trade and its effect on Sierra Leone.</li> <li>g) Dramatise the Sengbe Pieh and Amistad Revolt as resistance to slavery and the slave trade.</li> <li>h) Discuss the effects of British colonialism in Sierra Leone.</li> <li>i) Explain the meaning of independence and investigate the contribution of some nationalist leaders.</li> <li>j) Show evidence of using critical, creative, and computational thinking to solve problems and make decisions</li> </ul> |

*The Ninth Grade (Form 3)*

| SUBJECT AREA   | SPECIFIC LEARNING OUTCOMES   |
|--|--|
| <p><b>Conflict, peace, justice and development</b></p> | <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) Show how social equality contributes to peace, justice and development in countries.</li> <li>b) Define the term ‘conflict’ with examples and show how conflict affects development.</li> <li>c) Dramatise some ways of resolving conflict in our schools and communities.</li> <li>d) Discuss simple ways young people can help maintain peace and stability in Sierra Leone.</li> <li>e) State the main reasons for Sierra Leone’s slow economic and social progress since independence</li> </ul> |

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|-----------------------------|--|
| Global issues; Human rights | <ul style="list-style-type: none"> <li>f) Demonstrate the value of cooperation through group work and other activities</li> <li>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.</li> <li>h) Explain the concept of rights and their significance for individuals, groups, etc.</li> <li>i) Demonstrate evidence of critical, creative, and computational thinking to solve problems and make decisions</li> </ul> |
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## SOCIAL STUDIES

### 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)  |
|--------------------------------|--|---|--|---|
| <b>UNIT: 1 My self</b>         | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw/write/say simple statements about themselves (e.g., name, age, favourite foods)</li> <li>▪ Name the different parts of their body</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about the pupils to arouse the pupils’ interest (e.g. what is your name? where do you live?)</li> <li>b) Teacher makes brief statements about him/herself</li> <li>c) Allow pupils to make brief statements about themselves</li> <li>d) Pupils name the parts of their body, including their private parts that no one is allowed to touch without their permission</li> <li>e) Pupils write or draw simple pictures of themselves and describe what is depicted in the picture</li> </ul> | <ul style="list-style-type: none"> <li>a) Observation of pupils’ drawings/writing</li> <li>b) Listen to pupils’ description of themselves</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> <li>c) Drawing/writing materials</li> </ul> |

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|--------------------------------|---|---|---|---|
| <p><b>UNIT:2 My family</b></p> | <p>After completing this <a href="#">unit the pupils</a> will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw and write simple sentences about their families</li> <li>▪ Show respect for different kinds of families (e.g., two-parent, single-parent, child-headed, guardian-headed)</li> <li>▪ State simple rules in their family</li> <li>▪ List the respective responsibilities of boys and girls, men and women in their family.</li> <li>▪ Describe things that make children happy and unhappy at home.</li> <li>▪ Explain what to do if a child is being hurt by someone at home or in school.</li> <li>▪ Identify different type of family</li> </ul> | <ul style="list-style-type: none"> <li>a) Teacher introduces the lesson by telling the class briefly about his/her family</li> <li>b) Teacher shows the class photos of his/her family</li> <li>c) <a href="#">Allow pupils to tell the class briefly about their families</a></li> <li>d) <a href="#">Inform the pupils that there are different types of families and let them name the types they know.</a></li> <li>e) <a href="#">Let pupils do simple drawings of the roles family members play at home and say what is in the drawing.</a></li> <li>f) <a href="#">Ask them why boys and girls/men and women play specific roles. Can these roles be reversed?</a></li> <li>g) <a href="#">Question the above roles in terms of equality in the family.</a></li> <li>h) <a href="#">Let pupils tell some things that make them unhappy at home or in school. Explain what to do if they are hurt at home or in school.</a></li> <li>i) <a href="#">Do a discussion on different types of family (e.g., single parent families; two parent families; grandparent as sole family; kids living with two fathers or with mothers)</a></li> </ul> | <ul style="list-style-type: none"> <li>a) Listen to pupils' statements <a href="#">about their family</a></li> <li>b) <a href="#">Observe drawings of the roles in their family.</a></li> <li>c) <a href="#">Listen to the pupils' responses during the discussion about the roles played in their families.</a></li> <li>d) <a href="#">Listen to the pupils as they describe what makes them happy and unhappy at home or in school and where to go for help if they are hurt.</a></li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> <li>d) <a href="#">Drawing materials</a></li> </ul> |
|--------------------------------|---|---|---|---|

|  |  |   |  |  |
|--|--|---|--|--|
| <p><b>UNIT:3 Keeping ourselves healthy</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define what being healthy means</li> <li>▪ State and practice simple ways of keeping themselves healthy</li> <li>▪ explain why it is necessary to be healthy</li> <li>▪ State the main parts and systems of the body and their functions</li> <li>▪ Demonstrate compassion and support for those who are sick or less able</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by showing pictures of someone who appears sick and someone who looks well and strong</li> <li>b) Discuss the difference in the two appearances.</li> <li>c) Explain that people can look well but nonetheless be ill or disabled in some way.</li> <li>d) Talk about the things we can do to keep ourselves well and healthy.</li> <li>e) Help the pupils re-identify different parts of their body by name and how to keep those parts clean and healthy (e.g., the teeth)</li> <li>f) Use pictures/diagrams/video to help the pupils understand the functions of the parts of the body</li> </ul> | <ul style="list-style-type: none"> <li>a) Listen to pupils' descriptions of how to keep themselves healthy and well</li> <li>e) Homework on "my healthy family"</li> <li>f) Identify a healthy person in the picture</li> <li>g) Listen as the pupils name the parts of the body and their functions by way of revising</li> </ul> | <ul style="list-style-type: none"> <li>A) Textbook</li> <li>B) Pictures and video where available</li> </ul>   |
| <p><b>UNIT:4 My Home</b></p>                   | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ tell where their homes are located</li> <li>▪ Describe their home</li> <li>▪ Describe the surroundings of their home</li> <li>▪ Name the things in their home</li> <li>▪ Tell the class house rules in their home and create new rules of their own.</li> </ul>   | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about pupils' home to arouse the pupils' interest</li> <li>b) Use examples for them to understand concept of home address</li> <li>c) Describe your home and ask pupils to do the same</li> <li>d) List house rules of your home and ask pupils to do the same</li> <li>e) Ask pupils which rule they like or don't like and why</li> <li>f) Ask pupils to create two additional rules of their own and say why they chose those rules</li> </ul>   | <ul style="list-style-type: none"> <li>a) Observation of pupils' responses</li> <li>b) Listen as they state the address where they live</li> <li>c) Oral presentations on the rules they created</li> </ul>  | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> <li>c) Addresses copied within the town/village where the school is</li> </ul> |

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| <b>UNIT:5 Food</b>             | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Say why we need food</li> <li>▪ List different types of food and why they are important</li> <li>▪ Identify foods they like or dislike and say why</li> </ul>   | <ol style="list-style-type: none"> <li>a) Introduce the lesson by showing pictures of different categories of foods to arouse the pupils' interest (e. g., carbohydrates, proteins, vegetables, fruits)</li> <li>b) Organize the pupils in groups of three to discuss the food they like or dislike</li> <li>c) Display a chart showing different foods and their nutritional value</li> <li>d) Discuss the importance of each food item to the body</li> </ol>                                     | <ol style="list-style-type: none"> <li>a) Observation of pupils working in small groups to see if they are listening to each other, contributing to the discussion, etc.</li> <li>b) Listen to group discussions on why they like or dislike particular food items</li> <li>c) Pupils list the importance of different foods to the body</li> </ol> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures of different food items</li> <li>c) Charts showing different foods and their nutritional value</li> </ol> |
| <b>UNIT: 6 Our environment</b> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the term environment in their own words</li> <li>▪ Explain why we need plants</li> <li>▪ List the many products we get from plants</li> <li>▪ Name some animals and call out animals that give us food</li> <li>▪ Differentiate between animals that live in town from those that live in the bush</li> <li>▪ Name and draw the animals and plants in their home or school environment</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson by taking the children for a brief environmental walk around the school. Ask pupils what they saw on their walk</li> <li>b) Pupils describe the plants in the school compound</li> <li>c) On the board, list and discuss plants and animals that produce food for humans</li> <li>d) Help pupils differentiate between town and bush animals</li> <li>e) Let the pupils draw some plants and animals in their environment</li> </ol> | <ol style="list-style-type: none"> <li>a) Observation of pupils' work</li> <li>b) Listen to pupils about what they saw on their environmental walk</li> <li>c) Allow pupils to display their drawings on the classroom walls and say what they have drawn</li> </ol>  | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Drawing materials</li> </ol>   |
| <b>UNIT: 7 Special Days</b>    | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Tell the class about their "birthday" and describe other special days</li> <li>▪ Describe the national flag and its significance</li> <li>▪ Tell the class what they know about our Independence Day</li> </ul>   | <ol style="list-style-type: none"> <li>a) Introduce the lesson by reading aloud a short story about a special day to the class (e.g., a birthday, Eid, Christmas or Independence day Celebration)</li> <li>b) Pupils to show their birthdays and how it is celebrated</li> <li>c) Work with pupils to make our national flag and discuss its importance</li> </ol>  | <ol style="list-style-type: none"> <li>a) Observation of pupils' work on the national flag</li> <li>b) Oral presentation of the pupils birthday</li> <li>c) Listen to the pupils' oral description of the National Flag and what the colours stand for.</li> </ol>  | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Materials to make the National Flag</li> </ol>   |

## Outline Teaching Syllabus for the First Stage of Basic Education (Class 2)

| 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><b>UNIT: 1 From home to school</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ List the different modes of transportation they know and which they use to get to school</li> <li>▪ Tell how to use public transport</li> <li>▪ Practise simple road safety rules</li> <li>▪ State the types of transportation children use on their way to school</li> <li>▪ Describe the things they see on their way to school</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about how the pupils get to school every day</li> <li>b) Differentiate between public and private transports, using pictures</li> <li>c) Guest presentation and discussion about the importance of road safety</li> <li>d) Invite questions from the pupils after the presentation</li> <li>e) List/show pictures of different modes of transportation in S/L for them to choose the ones they use to and from school</li> </ul> | <ul style="list-style-type: none"> <li>a) Listen to pupils' oral responses to your questions during the lesson</li> <li>b) Oral presentations on the method of transport they use to and from school</li> <li>c) Listen to the questions pupils ask after the guest speaker's presentation</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures of different types of transportation</li> <li>c) Guest speaker (a road safety officer)</li> </ul> |

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| <p><b>UNIT: 2 Our school</b></p>     | <p>After completing this <b>unit the pupils</b> will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw and describe their school environment</li> <li>▪ <b>List what they see in the classroom</b></li> <li>▪ Draw a simple diagram of their classroom</li> <li>▪ List the names of the people who work in their school and the type of work they do</li> <li>▪ State why it is important to go to school</li> </ul>  | <ul style="list-style-type: none"> <li>a) Introduce the lesson by letting pupils draw their school and then classroom</li> <li>b) Discuss the importance of the various people who work in the school</li> <li>c) <b>Organize a group discussion on why it is important to go to school</b></li> </ul>  | <ul style="list-style-type: none"> <li>a) Observation of pupils' working together</li> <li>b) Oral presentation <b>on why it is important to go to school</b></li> <li>c) <b>Observe pupils' drawings of their school and classroom and what is depicted</b></li> </ul>  | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) <b>Drawing materials</b></li> </ul> |
| <p><b>UNIT:3 Living together</b></p> | <p>After completing this <b>unit the pupils</b> will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw up simple rules on how to keep their school and classroom clean</li> <li>▪ Explain the importance of peaceful co-existence in the classroom and at home</li> <li>▪ Show a basic understanding of consent</li> <li>▪ Show respect for other people's boundaries e.g., personal space and possessions</li> <li>▪ <b>Create their own rules for playing outside with peers</b></li> <li>▪ <b>Define bullying and demonstrate what to do in the event of bullying</b></li> </ul> | <ul style="list-style-type: none"> <li>a) Encourage pupils to talk about the importance of class rules</li> <li>b) Group work: Pupils to draw up simple rules for their classroom and penalties for breaking the rules</li> <li>c) Pupils work in small groups to create rules for working and playing together</li> <li>d) <b>Explain the importance of playing together</b></li> <li>e) Explain the concept of bullying with examples</li> <li>f) Discuss as a class what to do in the event of bullying</li> </ul> | <ul style="list-style-type: none"> <li>a) Observation of pupils working in small groups</li> <li>b) Oral presentation <b>on peaceful co-existence</b></li> <li>c) <b>Group discussions on playing and working together</b></li> <li>d) <b>Listen to pupils ideas about bullying and what to do about it</b></li> </ul> | <ul style="list-style-type: none"> <li>a) Pictures from the textbook</li> </ul>                    |

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| <p><b>UNIT: 4 Looking after our health</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how to keep themselves clean</li> <li>▪ Show which parts of the body are private and how to look after them</li> <li>▪ Explain the concept of body integrity and privacy</li> <li>▪ Give examples of healthy and unhealthy foods</li> <li>▪ List the importance of exercise</li> <li>▪ Demonstrate effective hand washing</li> <li>▪ State the purpose of hospitals and doctors</li> <li>▪ Explain why we need medicines when sick</li> </ul>             | <ol style="list-style-type: none"> <li>a) Allow the pupils to talk about the parts of their body that they consider as private, including the vagina and the penis.</li> <li>b) Tell them how to keep these parts clean and private</li> <li>c) Discussion on exercise and healthy and unhealthy foods</li> <li>d) Small group discussion and presentation on the benefits of hand washing</li> <li>e) Whole class discussion about some common medicines and their uses</li> </ol>   | <ol style="list-style-type: none"> <li>a) Observation of pupils' work</li> <li>b) Oral presentation on the rules about hand washing</li> <li>c) Demonstration of hand-washing</li> <li>d) Assess the explanation why children must wash their hands</li> <li>e) Homework on the responsibilities of hospitals, doctors and nurses</li> </ol> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures</li> <li>c) Resource person (e.g., a nurse)</li> </ol>                           |
| <p><b>UNIT: 5 Our needs</b></p>                | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Differentiate between needs and wants</li> <li>▪ Identify essential needs such as shelter, clothes, foods, love</li> <li>▪ Draw different kinds of houses</li> <li>▪ List food items grown and not grown in their neighbourhoods</li> <li>▪ Learn how to prepare food</li> <li>▪ Explain why we need food, water, clothes, and love</li> <li>▪ Identify the importance of love and mutually respectful relationships (friends, family, romantic, etc)</li> </ul> | <ol style="list-style-type: none"> <li>a) Begin the lesson by showing the difference between needs and wants.</li> <li>b) Put a list of items on the board and ask the class to list each item under Need or Want, followed by discussion of responses</li> <li>c) Ask pupils to draw their houses and explain what's in the drawing</li> <li>d) Group work: Pupils to agree on one food as a need and explain how to prepare it</li> <li>e) Discussion on why we need food, water, clothes, shelter and different kinds of love</li> </ol> | <ol style="list-style-type: none"> <li>a) Observation of pupils' responses</li> <li>b) Oral presentation of the house they have drawn</li> <li>c) Listen to descriptions of how to prepare a food item</li> </ol>  | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> <li>c) Resource persons</li> <li>d) Drawing materials</li> </ol> |

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| <b>UNIT: 6 people in the past</b>       | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify how people in the past hunted animals for food</li> <li>▪ Explain how they collected roots, leaves and fruit and used them as food</li> <li>▪ Describe the tools they used</li> <li>▪ Explain how they used animal skins as clothes</li> <li>▪ Compare tools and house today and in the past</li> </ul>            | <ul style="list-style-type: none"> <li>a) Read the information from the textbook to the class. Ask pupils to explain how people in the past hunted animals for food</li> <li>b) Pair work. Pupils to list some of the leaves, roots and fruits collected for food</li> <li>c) Discussion on appreciating the tools used in the past</li> <li>d) Guide them to compare tools today and in the past</li> </ul>         | <ul style="list-style-type: none"> <li>a) Observation of pupils' work</li> <li>b) Oral presentation on animals for food</li> <li>c) List 3 leaves, 3 fruits and 3 animals used for food</li> <li>d) Assess pupils comparisons of tools today and in the past</li> </ul> | <ul style="list-style-type: none"> <li>a) FQSE Textbook and other relevant resources</li> <li>b) Pictures and images from the past</li> </ul>  |
| <b>UNIT: 7 Our environment</b>          | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how living things change and grow</li> <li>▪ Identify/draw things that are found in their environment</li> <li>▪ Differentiate between living and non-living things</li> <li>▪ Identify plants and animals found in the wild</li> <li>▪ Describe the characteristics of the two seasons in Sierra Leone</li> </ul> | <ul style="list-style-type: none"> <li>a) Individual work: Pupils to draw or list things that are found in their environment</li> <li>b) Pair with another pupil and compare and add to your list.</li> <li>c) Whole class discussion on living and non-living things</li> <li>d) Discussion on the wild</li> <li>e) Pupils list characteristics of the rainy and the dry seasons in Sierra Leone</li> </ul>         | <ul style="list-style-type: none"> <li>a) Observation of pupils' work</li> <li>b) Oral presentation on things found in their environment</li> <li>c) Check pupils' list of differences between living and non-living things</li> </ul>                                  | <ul style="list-style-type: none"> <li>a) FQSE Textbook and other relevant resources</li> <li>b) Pictures and charts</li> <li>c) Resource persons</li> <li>d) Drawing materials</li> </ul> |
| <b>UNIT: 8 Our school neighbourhood</b> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the neighbourhood of their school</li> <li>▪ Survey the jobs of the people living near the school</li> <li>▪ Draw/Make a list of local craft products and display them in the classroom</li> <li>▪ Discuss and assess the contributions of friends of the school</li> </ul>  | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about the school's neighbourhood to arouse the pupils' interest</li> <li>b) Arrange a visit to a local crafts worker</li> <li>c) Display samples of products made in the neighbourhood and encourage pupils to show their uses, followed by whole class discussion</li> <li>d) Discuss people in the neighbourhood who have</li> </ul> | <ul style="list-style-type: none"> <li>A) Grade the class presentation on the surveys on jobs. Observe pictures and drawings of local crafts by the pupils.</li> <li>B) Assess contributions to the discussions about the school's neighbourhood</li> </ul>             | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>a) Resource persons (the local craftsman)</li> </ul>   |

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|  |  | helped or are helping to develop the school.<br>e) Ask pupils to do a survey and class presentation on the jobs of the people living in their community |  |  |
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## 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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| <p><b>UNIT 1: The community</b></p>           | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the word community</li> <li>▪ Explain how communities do things together</li> <li>▪ Tell the location and name of their community</li> <li>▪ Narrate the history of their community</li> <li>▪ Identify who are doing good in the community</li> <li>▪ Interview people in their community</li> </ul>  | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about the class/ classroom as a community</li> <li>b) Discuss the concept of community in detail using information from the textbook. Homework on the history of their school or home community</li> <li>c) Teach about one-ness and togetherness in a particular community</li> <li>d) Pupils identify a community problem and work in small groups to generate solutions</li> </ul> | <ul style="list-style-type: none"> <li>a) Observation of pupils to see their skills in group work</li> <li>b) Oral presentations on a community problem</li> <li>a) Grading the group work of the pupils</li> <li>c) Grading homework on brief history of their community</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> </ul>                                 |
| <p><b>UNIT 2: People in the community</b></p> | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify different groups of people in the community</li> <li>▪ Appreciate differences between themselves and others in and outside their community</li> <li>▪ List some of the work people in the community do and the importance of their work</li> <li>▪ State the common values shared by community members</li> <li>▪ Describe and draw the community governance structure</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking pupils to name some ethnic groups living their community and say how these groups are different from themselves</li> <li>b) Pupils list the common values shared by community members</li> <li>c) Explain/describe the community governance structure to the class, identifying female</li> </ul>  | <ul style="list-style-type: none"> <li>a) Observation of pupils work and responses to class questions</li> <li>b) Informal assessment of pupils' depiction of the community governance structure</li> </ul>  | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>▪ Identify examples of crime in the community (e.g., crimes against persons, break-ins and theft, violence)</li> </ul>   | <p>leaders and other prominent women in governance</p> <ul style="list-style-type: none"> <li>d) Role-play examples of community workers</li> <li>e) Discuss group work as a communal effort</li> <li>f) Let the pupils say what they know about crimes in their community</li> <li>g) As a class, discuss how communities can resolve conflict</li> </ul>  | <ul style="list-style-type: none"> <li>c) Observe pupils' role play and ask them questions about it</li> </ul>  |  |
| <b>UNIT 3: Healthy living in our community</b> | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify health workers and traditional healers in the community</li> <li>▪ Discuss some common diseases in their communities</li> <li>▪ List the health facilities in their communities</li> <li>▪ Show the importance of these facilities</li> <li>▪ Name and collect plants used for medicine in their communities</li> <li>▪ Make posters about health rules – particularly practices against Covid-19</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions to arouse the pupils' interest</li> <li>b) Discuss clinical and traditional medicines</li> <li>c) Teach about the common diseases in Sierra Leone</li> <li>d) Discuss hospitals and health centres and their differences using pictures from the textbook</li> <li>e) Teach hygiene rules of washing the hands, cleaning after toilet, keeping social distance, wearing a mask</li> </ul> | <ul style="list-style-type: none"> <li>a) Observation of the work of the pupils</li> <li>b) Grading individual performance in class test</li> <li>c) Awarding marks for group work</li> <li>d) Design role-play to get them interested in good health practices</li> <li>e) Role-play on the preventative measures of Covid-19</li> </ul> | <ul style="list-style-type: none"> <li>a) FQSE Textbook</li> <li>b) Pictures and charts</li> <li>c) Resource persons</li> </ul>  |
| <b>UNIT 4: Food and farming</b>                | <p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Classify the main types of food</li> <li>▪ State the functions of these foods in the body</li> <li>▪ Match different pictorial labels of food items into their classes</li> <li>▪ Briefly describe the farming calendar in Sierra Leone</li> <li>▪ Show differences between the upland and lowland farming system</li> <li>▪ Describe some foreign foods</li> </ul>   | <ul style="list-style-type: none"> <li>a) Introduce the lesson with Questions about the need for food</li> <li>b) Display pictures of various food items on the classroom wall</li> <li>c) Discuss the importance of different categories of food</li> <li>d) Introduce the topic of agriculture, upland and low-land farming, the</li> </ul>   | <ul style="list-style-type: none"> <li>a) Observation of the work of the pupils</li> <li>b) Grading individual performance on tests</li> <li>c) Let the pupils identify foods and list their names</li> <li>d) Write report on what they saw on the farm and how it is grown and processed for eating</li> </ul>                          | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures and charts</li> <li>c) Field trip to a nearby farm</li> <li>d) Resource persons ( a farmer)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>▪ Visit a farm to understand the food journey from the soil to the dinner table</li> </ul>  | <p>farming calendar, and how certain foods are grown</p> <p>e) Undertake nearest farm visit and, in pairs, list and describe what they saw</p>   |   |  |
| <b>UNIT 5: Resources and services in the community</b> | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term 'resources'</li> <li>▪ State some resources in their community and their uses</li> <li>▪ Briefly define the term 'recycle' and give examples of recycling in their community</li> <li>▪ Name some services in the community and show the people or organisations that provide these services.</li> <li>▪ State the importance of these services to the development of the community</li> <li>▪ Suggest the proper use of these services</li> </ul> | <p>a) Introduce the lesson with questions to arouse the pupils' interest</p> <p>b) Discuss the natural resources of Sierra Leone and in the community</p> <p>c) Explain ways of managing wastes</p> <p>d) Review the need for rules and laws in the use of community resources</p> <p>e) Discuss the importance and proper management of community services</p> <p>f) Arrange a visit to a service provider and ask pupils to write down what they saw and what they thought</p> <p>g) Invite a resource person (Okada driver) to talk to the class about their service in the community. Pupils work in small groups to list the advantages and disadvantages of Okadas</p> | <p>a) Assessment of pupils' oral responses to teacher questions</p> <p>b) Assessment of the fieldtrip/visit</p> <p>c) Assessment of pupils' participation in the talk by the Okada driver.</p> <p>d) Mark the small group work on the advantages and disadvantages of using Okada services.</p> | <p>a) Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p>              |
| <b>UNIT 6: Movement and communication</b>              | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Talk about the importance of movement of people and goods in the community</li> </ul>  | <p>a) Introduce transportation with questions to arouse the pupils' interest</p> <p>b) List all the transportation models in Sierra Leone</p> <p>c) Discuss the various types of communications</p>  | <p>c) Observation of the pupils making a tin 'telephone'</p> <p>d) Grading individual performance</p> <p>e) Let the children list transport model in their region</p>   | <p>a) Textbook</p> <p>b) Pictures and charts</p> <p>c) Tins, strings and cello-tapes</p> |

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|   | <ul style="list-style-type: none"> <li>▪ List some means of transportation and state their advantages and disadvantages</li> <li>▪ Locate some towns on the map of Sierra Leone</li> <li>▪ Describe various ways of communication.</li> <li>▪ Show the importance of communication</li> <li>▪ Make a simple 'telephone' using string and tins</li> </ul>  | <p>d) Let them make a simple telephone using tins and strings and cello-tape</p> <p>e) Role-play – a telephone conversation in pairs using the tin telephone made by pupils</p> <p>a) Let them explain how goods are transported in their region</p> <p>b) Let them locate their region on the map of Sierra Leone</p>  | f)  |  |
| <b>UNIT 7: Early humans</b>                       | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Name the period when early humans used stones to carve tools</li> <li>▪ Describe the Metal Age and identify the first metals early humans used</li> <li>▪ Name some objects that are made from bronze and copper</li> <li>▪ Explain what the Iron Age means</li> <li>▪ Indicate the importance of the discovery and use of iron among early humans</li> <li>▪ Name other metals used today</li> <li>▪ Assess if we are better off today than in the past on the use of tools</li> </ul> | <p>a) Introduce the lesson with questions from the previous class about people in the past</p> <p>b) Discuss brief history of human existence</p> <p>c) Show pictures or diagrams of the early metals early humans used</p> <p>d) Discuss the importance of the Iron Age to early communities</p> <p>e) Discuss the major types of metals used today. Pupils assess if we are better off today in our use of metals than in the past.</p> | <p>a) Observation of pupils' responses to teacher oral questions</p> <p>b) Grading individual work on whether we are better off today with use of tools</p> | <p>a) Textbook</p> <p>b) Pictures/diagrams of early metals</p> <p>c) Some real tools that are used today</p> |
| <b>UNIT 8: Community celebrations and customs</b> | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define community and name some community celebrations and customs</li> <li>▪ Show the relevance of these celebrations to the community</li> </ul>   | <p>a) Introduce the lesson by showing photos of popular celebrations, accompanied by teacher questions to assess pupils' prior knowledge of the topic</p>   | <p>a) Listen to the pupils' oral responses to the teacher questions. Probe responses and offer corrections where necessary.</p>                             | <p>a) Textbook</p> <p>b) Photos of community celebrations</p>  |

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|                                  | <ul style="list-style-type: none"> <li>▪ Talk about how and when some of these celebrations are held and what community people do during the celebrations.</li> <li>▪ Describe some important customs in the community and say which ones have a negative impact</li> </ul>            | <ul style="list-style-type: none"> <li>b) Pupils name and teacher lists some community customs and celebrations on the board as the pupils name them</li> <li>c) Pupils dramatize one of these celebrations.</li> <li>d) Pupils interview some resource persons to learn more about some customs and celebrations of their choice and write a brief paper on their findings.</li> <li>e) As a class, discuss the positives and negatives of some customs in the community and how to improve or change those that have a negative impact</li> </ul> | <ul style="list-style-type: none"> <li>b) Observe pupils' dramatization and allow the class to ask questions.</li> <li>c) Mark pupils written work from their interviews</li> </ul>                 | <ul style="list-style-type: none"> <li>c) Resource persons</li> </ul>                                    |
| <b>UNIT 9: National holidays</b> | <p>After completing this unit, the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define what a National Holiday is</li> <li>▪ List the National Holidays in the country</li> <li>▪ Prepare for the celebration of a National Holiday of their choice</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about the topic to arouse the pupils' interest</li> <li>b) Review the importance of holidays</li> <li>c) Allow pupils to tell what they like or dislike about particular national holidays and why.</li> <li>d) Pupils describe how they prepare for a favourite national holiday</li> </ul>  | <ul style="list-style-type: none"> <li>a) Observation of the work of the pupils</li> <li>b) Grading individual performance of the pupils<br/>On how they prepare for a favourite holiday</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook<br/>Other relevant textbooks and resources</li> </ul> |

## SOCIAL STUDIES

### 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><b>UNIT 1: Location, Size and Population Distribution by Districts in Sierra Leone ,</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Name the 16 Districts in Sierra Leone</li> <li>▪ Draw a map of Sierra Leone and fill in the Districts and their headquarter towns/cities</li> <li>▪ List some facts about the districts</li> <li>▪ Write two paragraphs about their village, town or city and what they like or dislike about it</li> <li>▪ Name and describe the social services in their district</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson by writing the following words on the board and asking pupils to tell their meanings : Location; Population; Distribution; District. Discuss these meanings as a class.</li> <li>b) Ask the class : From these words, can you tell me our topic for today?</li> <li>c) Use an atlas to name the administrative regions of Sierra Leone and locate their headquarter cities/towns on a map. Discuss the meaning and significance of a headquarter town.</li> <li>d) Read the textbook material and discuss all the districts in Sierra Leone, including their sizes and populations.</li> <li>e) Pupils describe their own towns/city/village in two paragraphs, including the social services there.</li> </ol> | <ol style="list-style-type: none"> <li>a) Oral presentation about pupils' town/city/village</li> <li>b) True/False statements</li> <li>c) Check map work for accuracy</li> <li>d) Multiple choice test on the topic</li> </ol> <p style="text-align: center;">Informal assessment of the pupils' descriptions</p> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Other relevant textbooks</li> </ol> |

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| <p><b>UNIT 2: Groups of People in the Districts</b></p> <p><b>Landforms in our District/Region</b></p> <p><b>Work, industry and transportation</b></p> <p><b>Management of resources</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Tell class the population of the districts</li> <li>▪ Identify the ethnic groups in the districts</li> <li>▪ Name highly populated areas in their Districts and give reasons for such high populations</li> </ul> <ul style="list-style-type: none"> <li>▪ Name and draw simple landforms in their region.</li> <li>▪ Show how some of the landforms help or hinder the progress of the community.</li> <li>▪ Describe and show the importance of the main economic activities in their region</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking pupils to name the Districts in Sierra Leone</li> <li>b) Individual work listing the ethnic groups in the district</li> <li>c) Visit an important landform in their community and write a short description of the landform.</li> <li>d) In small groups pupils research and list some economic activities based on landforms in their District</li> <li>e) Discuss simple environmental management measures and the necessity for the sustainable use of resources within the district or region</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral descriptions by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries on the topics (e.g, from British Council or American Embassy)</li> <li>e) Other relevant textbooks</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>▪ Identify a dream job and describe what to do to be able to get it</li> <li>▪ Assess the economic activities which bring in much money</li> </ul>  | <p>c) Explain the economic activities in all districts</p> <p>d) Group work and oral presentation on which economics activities bring much money</p> <p>e) Explain the concept of 'dream job' and allow pupils to identify their dream job, why they love that job and they must do to land the job</p>  | <ul style="list-style-type: none"> <li>▪ Short essays on pupils' dream jobs</li> <li>▪ Multiple choice questions</li> <li>▪ Mark the presentations on dream jobs</li> </ul>  |   |
| <p><b>UNIT 5: Social Services in the Districts</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain what are social services</li> <li>▪ Name two social services in their district and the services they provide</li> <li>▪ Describe the role of the district council</li> <li>▪ List and assess other services provided by the local government</li> </ul> | <p>a) Introduce the lesson with questions to arouse the pupils' interest</p> <p>b) Discuss the concept of social services and let pupils name some social services in their districts</p> <p>c) Small group work on the role of district councils</p> <p>d) Dramatization/role play about what should happen when someone visits a social service (.g., show courtesy to a visitor, answer visitor's questions, help the visitor to understand the service offered)</p> <p>e) Individual research and a short paper on other services provided by the district council</p> | <ul style="list-style-type: none"> <li>▪ Oral responses by the pupils</li> <li>▪ True/False statements</li> <li>▪ Multiple choice questions</li> </ul> <p>▪ Informal assessment of role play</p> <ul style="list-style-type: none"> <li>• Mark the short papers</li> </ul> | <p>a) Textbook</p> <p>b) Relevant maps</p> <p>c) Pictures and charts</p> <p>d) Resource persons</p> <p>e) Other relevant textbooks</p> <p>f) Internet</p> |

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| <p><b>UNIT 6: Our Natural Resources</b></p>        | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify Sierra Leone’s natural resources and their importance to our economy</li> <li>▪ Name two of our natural resources</li> <li>▪ Explain the term “renewable resource”</li> <li>▪ Name three natural resources in their district</li> <li>▪ Give examples of how to care for our natural resources and their social and economic importance</li> <li>▪ Conduct research by asking simple interview questions</li> </ul>                     | <ol style="list-style-type: none"> <li>a) Introduce the lesson by asking pupils to list the natural resources of Sierra Leone; discuss these as a class using teacher questions</li> <li>b) Read the textbook as a class and discuss Sierra Leone’s natural resources</li> <li>c) Teach renewable and non-renewable resources</li> <li>d) Group work on how to care for our renewable resources</li> <li>e) Field visit to the Ministry of Mineral Resources to research what they do there</li> </ol>                   | <ol style="list-style-type: none"> <li>a) Homework based on the learning outcomes</li> <li>b) True/False statements</li> <li>c) Short essays</li> <li>d) Multiple choice questions</li> <li>e) Oral presentation on the field trip</li> </ol>                 | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Resource persons at Mineral Resources</li> <li>e) Other relevant textbooks</li> </ol> |
| <p><b>UNIT 7: Transport and Communication</b></p>  | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Say what they know about transportation in their locations</li> <li>▪ Write the names of Mobile phone companies in Sierra Leone and the services they provide in the country</li> <li>▪ List the common means of transportation in their location</li> <li>▪ Identify what to use when you want to communicate with your friend in Liberia and why you would use it</li> <li>▪ Evaluate the various means of communication pupils use</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson with questions about the common means of transportation in their location and they assess the various means of transportation</li> <li>b) Read the textbook and discuss transportation and communication as a class</li> <li>c) Pupils to tell how they communicate with their friends (e.g., text messages; email; telephone chats, Google hangouts, other social media; etc). They discuss the advantages and disadvantages of each of these</li> </ol> | <ol style="list-style-type: none"> <li>a) Informally assess oral responses by the pupils</li> <li>b) Give homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ol> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Other relevant textbooks and resources</li> </ol>   |
| <p><b>UNIT 8: How Our District is Governed</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Locate District names on the map of Sierra Leone</li> </ul>  | <ol style="list-style-type: none"> <li>a) Introduce the lesson with questions about the importance of the government in our lives</li> <li>b) Map work finding the various regions districts and in the country</li> </ol>   | <ol style="list-style-type: none"> <li>a) Assess oral responses given by the pupils</li> <li>b) Check map work for correctness</li> </ol>   | <ol style="list-style-type: none"> <li>e) Textbook</li> <li>f) Relevant maps</li> <li>g) Pictures and charts</li> <li>h) Resource persons</li> <li>i) Other relevant textbooks</li> </ol>                      |

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|   | <ul style="list-style-type: none"> <li>▪ List the Provinces of Sierra Leone and the Districts in each Province</li> <li>▪ Describe the role of a chairman or a mayor of their local council</li> <li>▪ Write down two functions of a chief administrator and say why they are important</li> <li>▪ Show reasons why you must pay taxes</li> <li>▪ Write down two duties of the local council and say whether these duties are important or not</li> </ul>  | <ul style="list-style-type: none"> <li>c) Discuss the five regional divisions of the country</li> <li>d) Discuss the roles of the chairman/mayor and the Chief Administrator</li> <li>e) Class discussion on why we pay taxes</li> <li>f) Field visit to the Mayor's office or another municipal office. Pupils prepare questions to ask during the visit</li> </ul>  | <ul style="list-style-type: none"> <li>c) Check the pupils' questions to see if they are relevant</li> <li>d) Mark the answers to their questions</li> </ul>  |  |
| <b>UNIT 9: Customs and Celebrations of Our People</b> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Give the meaning and examples of customs; appreciate that customs can change over time</li> <li>▪ Understand that some customs may be harmful</li> <li>▪ Say what they think about the customs of a Christian marriage</li> <li>▪ Say what they have learned and what they think about funeral and the custom of the dead</li> <li>▪ Describe the ceremony at the grave side</li> <li>▪ Describe the custom of a group of people they know</li> <li>▪ Describe the custom of a naming ceremony</li> <li>▪ Name and describe some customs and traditions in their District</li> <li>▪ Describe a Muslim marriage ceremony</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking pupils to explain what we mean by 'custom'</li> <li>b) Pupils to provide and discuss examples of good customs (celebrating the birth of a baby) and harmful customs (early and forced marriages)</li> <li>c) Discuss the customs of religious marriages</li> <li>d) Explain the funeral and other customs pertaining to death</li> <li>e) Discuss the customs of various people in S. Leone</li> <li>f) Dramatization/role play of a Christian and a Muslim marriage ceremony</li> </ul> | <ul style="list-style-type: none"> <li>a) Observe the role play</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures of celebrations</li> <li>c) Resource persons</li> <li>d) Other relevant textbooks</li> </ul> |
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## SOCIAL STUDIES

### 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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| <b>UNIT 1: Sierra Leone Location, Size, Climate and Vegetation</b> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Show the difference between longitudes and latitudes</li> <li>▪ Explain why our climate is referred to as tropical climate</li> <li>▪ Locate Savannah grass land in Sierra Leone on a map</li> <li>▪ Draw a map of Sierra Leone and insert its physical features</li> <li>▪ Show how the physical features in their area affect the way of life of their community.</li> <li>▪ Distinguish between climate and vegetation</li> <li>▪ Show the relationship between climate and vegetation</li> </ul> | <ul style="list-style-type: none"> <li>a) Display longitude and latitude and explain each</li> <li>b) Explain why our climate is referred to as tropical</li> <li>c) Discuss the seasons, the hottest month and the savannah grass land</li> <li>d) Pupils draw a map of Sierra Leone and insert its physical features</li> <li>e) Discuss the features of Sierra Leone in terms of climate and vegetation</li> <li>f) Group work and presentation on relationship between climate and vegetation</li> </ul> | <ul style="list-style-type: none"> <li>a) Check pupils' map work for accuracy</li> <li>b) Informal assessment of group work presentation</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>f) Textbook</li> <li>g) Relevant maps</li> <li>h) Pictures and charts</li> <li>i) Other relevant textbooks and resources</li> </ul> |

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| <p><b>UNIT 2: Population Distribution and Composition in Sierra Leone</b></p> <p><b>The people of Sierra Leone</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the term population</li> <li>▪ Describe what migration is and some of its causes</li> <li>▪ Describe and explain population distribution</li> <li>▪ Explain why a census is conducted</li> <li>▪ Locate some densely populated areas in Sierra Leone and provide reasons for the density</li> <li>▪ Name the various ethnic groups in Sierra Leone and compare and contrast their cultural and economic activities</li> <li>▪ Draw an 'Ethnic' map of Sierra Leone</li> <li>▪ State some common characteristics of the ethnic groups</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions to arouse the pupils' interest</li> <li>b) Show Documentary on Migration. Using information from the Documentary, discuss population and describe migration, including labour migration and internal migration</li> <li>c) Talk about the Indians and Lebanese as entrepreneurs and how they increase our population</li> <li>d) Discuss the child mortality rate, using a graph</li> <li>e) Discuss ethnic groups in Sierra Leone and their cultural practices and major economic activities. How are they similar and how are they different?</li> </ul> | <ul style="list-style-type: none"> <li>a) Listen to the oral responses by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>f) Textbook</li> <li>g) Relevant maps</li> <li>h) Graphs and charts</li> <li>i) Documentary on migration</li> <li>j) Other relevant textbooks</li> </ul> |
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| <p><b>UNIT 3:<br/>Transportation and<br/>Communication<br/>Systems in Sierra<br/>Leone</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the traditional means of transportation</li> <li>▪ Discuss the advantages and disadvantages of traditional means of transportation</li> <li>▪ Evaluate some of the modern means of transportation</li> <li>▪ Describe and explain the communication methods of spreading and sharing information in Sierra Leone</li> <li>▪ Assess the use of radio, television, computer, mobile phone and the internet as means of communication</li> <li>▪ Distinguish between facts and opinion</li> <li>▪ Appreciate the value of information from a variety of sources</li> <li>▪ Identify how to find reliable information</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with a brief review of this topic as discussed in the previous class</li> <li>b) Discuss traditional means of transportation</li> <li>c) Explain communication methods of spreading and sharing information</li> <li>d) Discuss radio, television, computer, mobile phone and the internet as means of communication</li> <li>e) Explain why television is not as popular as the radio in S. Leone</li> <li>f) In small groups, pupils analyse/discuss a newspaper article and decide if the information therein is fact or opinion and if the source of information is reliable</li> <li>g) Field visit to a mobile phone office to understand how mobile phones work in communication. Write a report.</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils on the uses of the internet</li> <li>b) Assess class report on how mobile phones work in communication, using set criteria</li> <li>c) Presentation on newspaper article by the pupils</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Internet</li> <li>c) Resource person at Mobile Phone Company</li> <li>d) Other relevant textbooks and resources</li> </ul> |
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| <p><b>UNIT 4: From the Slave Trade to Independence</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the causes of the slave trade</li> <li>▪ Draw a map of Africa showing countries involved in the slave trade</li> <li>▪ List and evaluate the forces against slavery</li> <li>▪ Narrate the origin of the settlement called Granville Town</li> <li>▪ Evaluate the hut tax war as a symbol of resistance to colonial administration in Sierra Leone</li> <li>▪ Create the road map to independence for Sierra Leone</li> <li>▪ Name the first five districts in the protectorate of Sierra Leone</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by writing the word “SLAVERY” on the board and draw a circle around it. Ask students what comes to mind when they hear or see this word. List down their responses and discuss the responses as a class, correcting any inaccuracies</li> <li>b) Explain the Trans-Atlantic Slave Trade, including the reasons for it, slave trading centres in West Africa, the route from West Africa to the New World</li> <li>c) Discuss the forces against slavery that led to abolition of the slave trade</li> <li>d) Explain why there was a settlement called Granville Town</li> <li>e) Discuss British colonial rule in Sierra Leone and the road to independence in 1961</li> <li>f) Close this Unit by asking the class to research and present on the people of Sierra Leone before the Europeans arrived</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>f) Textbook</li> <li>g) Relevant maps</li> <li>h) Pictures and charts</li> <li>i) Simple documentaries</li> <li>j) Other relevant textbooks</li> </ul> |
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| <p><b>UNIT 5: Natural Resources and Economic Activities of Sierra Leone</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Compare farming, animal rearing, fishing and mining as forms of economic activities</li> <li>▪ Write down resources that come from certain districts –teacher gives a district</li> <li>▪ State the meaning and importance of natural resources</li> <li>▪ Draw an economic map of Sierra Leone</li> <li>▪ Show ways in which our natural resources are used</li> <li>▪ Distinguish between renewable and non-renewable resources</li> <li>▪ Defend the concept of fair trading</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking the pupils to name the natural resources of Sierra Leone</li> <li>b) Discuss farming, animal rearing, fishing and mining</li> <li>c) Explain about resources that come from certain districts</li> <li>d) Discuss game parks</li> <li>e) Explain things made out of iron ore</li> <li>f) Discuss reasons why we must not destroy our wild animals</li> <li>g) Discuss the concepts of renewable and non-renewable resources</li> <li>h) Pupils research and present on the natural resources Sierra Leone exports, including the issue of fair prices for these commodities</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Other relevant textbooks</li> </ul> |
| <p><b>UNIT 6: Healthy Environment</b></p>                                       | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the role of Government in our lives and what government does to keep us safe and healthy</li> <li>▪ List some sources of pollution in their community</li> <li>▪ Explain some ways to prevent Lassa Fever</li> <li>▪ List the dangers of using old syringe</li> <li>▪ Describe the methods local authorities use to maintain clean environment</li> <li>▪ Account for some of the health problems in their school environment</li> </ul>  | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking the class to list the ways in which the government keeps them safe and healthy (e.g., water sanitation; road safety; police security; garbage collection)</li> </ul>   | <ul style="list-style-type: none"> <li>a) Oral responses by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul>    | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Pictures/photos</li> <li>c) Simple documentaries</li> <li>d) Resource persons</li> <li>e) Other relevant textbooks</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>b) Discuss the role of Government in our lives</li> <li>c) Explain why we spray the drainages and how public places are cleaned</li> <li>d) Explain how pollution is caused by some vehicles and let the pupils research and present on other sources of pollution in their community</li> <li>e) Discuss the mission of private hospitals and clinics</li> <li>f) Explain some ways to prevent Lassa Fever</li> <li>g) Explain the dangers of using old syringes</li> <li>h) Pupils identify some health problems in schools</li> </ul>     |   |  |
| <b>UNIT 7:<br/>Environment,<br/>Sanitation and<br/>Harmful Practices</b> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain what is environmental sanitation and why is it important</li> <li>▪ Distinguish between good and bad environmental practices</li> <li>▪ Explain what to do to clean our environment</li> <li>▪ List where to deposit their garbage</li> <li>▪ Give examples of how germs affect people</li> <li>▪ Appreciate the concept of recycling and create their own recycling plans</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking the pupils to read the textbook material aloud in turns. Ask questions to ensure comprehension.</li> <li>b) Discuss environmental sanitation</li> <li>c) Explain good and bad environmental practices and know where to deposit your rubbish</li> <li>d) Show a relevant video on the topic</li> <li>e) Field visit to a re-cycling centre and do a write-up on how items are recycled for other purposes</li> <li>f) Pupils work in small groups to research and present their recycling plans</li> </ul> | <ul style="list-style-type: none"> <li>a) Homework based on the learning outcomes</li> <li>b) True/False statements</li> <li>c) Short essays</li> <li>d) Multiple choice questions</li> </ul> <p>Oral presentation of recycling plans</p> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Resource persons</li> <li>f) Other relevant textbooks</li> </ul> |

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| <p><b>UNIT 8: How Our Nation Sierra Leone is Governed</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how a Central Government works, including its main organs</li> <li>▪ Describe the Executive: The President and the Ministers, Parliament, the Judiciary and the Civil Service</li> <li>▪ Discuss the roles of Local Government, City Council and the councillors</li> <li>▪ Identify the administrative division of Sierra Leone – North, South, East and West</li> <li>▪ Distinguish between the chiefdom administration – Paramount Chiefs, Section Chiefs, Town Chiefs and Headmen</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions to arouse the pupils' interest</li> <li>b) Discuss Central Government - the President, the Ministers, Parliament, the Judiciary and the Civil Service</li> <li>c) Discuss the Local Government, City Council, the Chiefdom Administrations and the councillors and their different responsibilities</li> <li>d) Discuss the main organs of the central government in Sierra Leone</li> <li>e) Pupils work in small groups to research and present on chiefdom administration</li> <li>f) Field visit to Parliament/city council/local court answer teacher-made questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils on chiefdom administration</li> <li>b) Multiple choice questions</li> <li>c) Collect and mark pupils' answers to the questions on the Parliamentary visit</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Resource persons</li> <li>c) Other relevant textbooks</li> <li>d) Internet</li> </ul> |
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| <p><b>UNIT 10: Customs and Traditions</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the concept of cultural heritage and how traditions and customs evolve and change</li> <li>▪ Make a list of some Krio and other ethnic proverbs and their meanings and significance</li> <li>▪ Explain some family customs they know</li> <li>▪ Visit a traditional ruler in their area and find out about his/her work</li> <li>▪ Identify current examples of gender norms and assess whether these are positive, negative, or neutral</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson by asking pupils to describe some traditions and customs they know/practice. Why are these important to them?</li> <li>b) Explain the concept of cultural heritage and how customs and traditions evolve or change; pupils give examples</li> <li>c) Bring in a resource person to discuss some Krio words</li> <li>d) Pupils to research and explain some Krio proverbs and proverbs from other ethnic groups and discuss their significance</li> <li>e) Pupils explain and assess some family customs that they know</li> <li>f) Field visit to a traditional ruler and find out about his/her duties</li> <li>g) Homework and class discussion on current examples of gender norms</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils about visit to traditional ruler</li> <li>b) Pupils do a write-up on what they had learned from the resource person and share with the class</li> </ul> <p>Informal assessment of papers on gender norms</p> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Resource persons</li> <li>c) Other relevant textbooks</li> <li>d) Internet</li> </ul> |
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## SOCIAL STUDIES

### 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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| <p><b>UNIT 1: Position of Sierra Leone and Her Immediate Neighbours</b></p> <p><b>Sierra Leone, Liberia and Guinea</b></p> <p><b>The Mano River Union (MRU)</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Give an account of the Mano River Union (MRU), its origin, why it was formed, importance, and current status (e.g., MRU now includes Ivory Coast)</li> <li>▪ Point out the similarities and differences between the member countries in terms of physical features, climate and vegetation</li> <li>▪ Identify rivers that form boundaries between the countries</li> <li>▪ Compare the main economic activities of the member countries.</li> <li>▪ Assess the value of MRU to Sierra Leone</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions about MRU to arouse the pupils' interest</li> <li>b) Read the textbook material and discuss the information therein about Liberia, Guinea and S. Leone and the formation of the MRU</li> <li>c) On a map of West Africa, pupils locate the countries that form the MRU</li> <li>d) Pupils watch a Documentary on various aspects of the MRU (e.g., its origin; member countries, economic and political activities, achievements, etc.)</li> <li>e) Pupils visit the MRU office in Freetown to find answers to research questions they have formulated</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils on value of MRU</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Documentary on MRU</li> <li>e) Other relevant textbooks</li> <li>f) Resource person from MRU</li> <li>g) Print materials from MRU</li> </ul> |

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| <p><b>UNIT 2: Physical Features, Vegetation and Climate of West Africa</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use atlas for map reading</li> <li>▪ Describe details about the seasons in Sierra Leone</li> <li>▪ Name and locate the highest mountain in West Africa, the highest mountain in Sierra Leone and the important rivers in Sierra Leone</li> <li>▪ Describe the physical features of West Africa</li> <li>▪ Sketch a map of West Africa and show the areas of Savannah vegetation</li> <li>▪ Find out the meaning of an oasis and how an oasis is formed</li> <li>▪ State areas in Sierra Leone with Mangrove vegetation and show this on a map</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions to assess pupils' prior knowledge about the topic (e.g., what is an oasis? How are oases formed?)</li> <li>b) Use an atlas to show the class the physical features of West Africa.</li> <li>c) As a class read the textbook material on oasis, vegetation and climate of West Africa, taking time to show these on a map of West Africa</li> <li>d) Discuss the seasons in Sierra Leone and their characteristics</li> <li>e) Class to name and locate on a map the highest mountain in West Africa, the highest mountain in S. Leone and the important rivers in Sierra Leone.</li> <li>f) Discuss areas in S. Leone with Mangrove vegetation, using photos/pictures, or a field trip</li> </ul> | <ul style="list-style-type: none"> <li>a) Check map work for accuracy</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Resource persons</li> <li>f) Other relevant textbooks</li> <li>g) Internet</li> </ul> |
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| <p><b>UNIT 3: Transport and Communication in Sierra Leone and Other West African Countries</b></p> <p><b>Sierra Leone in West Africa</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe and explain the West African Transportation and Communication model</li> <li>▪ List the benefits of good roads</li> <li>▪ Discuss water and air transportation in West Africa, including Sierra Leone</li> <li>▪ Describe the role of the National Telecommunication Commission (NATCOM)</li> <li>▪ Analyse the significance of mobile companies in Sierra Leone</li> <li>▪ List the names of key bridges in Sierra Leone and the persons or stories behind their names</li> </ul> <p>The teacher shall also help the pupils to be able to:</p> <ul style="list-style-type: none"> <li>▪ List the countries in West Africa</li> <li>▪ Divide these countries according to their official languages</li> <li>▪ Name the largest and smallest countries in West Africa according to size</li> <li>▪ Name the most populous country</li> <li>▪ List the countries that are on the coast and those inland and show how their location influences their economic activities</li> <li>▪ Point out some of the main differences between the coastal and inland countries</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions pertaining to the topic</li> <li>b) Explain the West African Transportation and Communication system</li> <li>c) Discuss the benefits of good roads, water and air transportation in West Africa</li> <li>d) Discuss the role of the National Telecommunication Commission (NATCOM)</li> <li>e) Field trip to NATCOM</li> <li>f) List the mobile companies in S. Leone and the services they provide to customers</li> <li>g) Group work locating the countries of West Africa on a map</li> <li>h) Pupils research and evaluate Sierra Leone’s membership in a West African organization</li> </ul> | <ul style="list-style-type: none"> <li>▪ Oral presentation by the pupils</li> <li>▪ Homework on a mobile phone company of their choice</li> <li>▪ True/False statements</li> <li>▪ Short essays</li> <li>▪ Multiple choice questions</li> </ul> <p>Check the maps for accuracy</p> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Other relevant resources</li> </ul> |
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| <p><b>UNIT 4: Sierra Leone and Other Regional and World Organisations</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain foreign affairs and international corporation</li> <li>▪ List and assess the duties of Ambassadors</li> <li>▪ Assess the role and value of our passport</li> <li>▪ Describe the aims/objectives and work of ECOWAS and evaluate its activities and achievements</li> <li>▪ Identify which organs of the UN are responsible for Children, women, human rights, etc</li> <li>▪ Identify the human and civil rights guaranteed to Sierra Leoneans</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson by listing key words from the topic on the board and asking pupils to explain their meaning: foreign affairs; international cooperation; ambassador; passport, human and civil rights). Correct any pupil misunderstandings and wrong answers</li> <li>b) Call on individual pupils to read passages in the text book and use oral questions and answers to assess pupils' comprehension of the material</li> <li>c) Pupils research and discuss the importance of immigration, passports, Ambassadors</li> <li>d) Outline the aims and benefits of ECOWAS</li> <li>e) Discuss the organs of the UN and name those responsible for Children's Education and evaluate their work</li> <li>f) Outline some achievements of ECOWAS</li> <li>g) Explain what the letters UNICEF stand for and research and write a report on the work of UNICEF in Sierra Leone</li> <li>h) Pupils research and present on UN Organizations responsible for Children, women, human rights</li> </ol> | <ul style="list-style-type: none"> <li>▪ Informal assessment of pupils' responses</li> <li>▪ Homework on the duties of the immigration office, ambassadors, etc.</li> <li>▪ True/False statements</li> <li>▪ Short essays assessing the work of ECOWAS and UNICEF in Sierra Leone</li> <li>▪ Presentation on different UN organs</li> </ul> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Resource persons</li> <li>f) Other relevant resources</li> </ol> |
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| <p><b>UNIT 5: Ethnic Groups and Common Cultural Practices in Sierra Leone Guinea and Liberia</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ List all the ethnic groups in Sierra Leone</li> <li>▪ Describe some cultural practices of their own ethnic group and identify similarities with practices of other ethnic groups in the class</li> <li>▪ Describe and explain traditional ceremonies Apply the important life stages to their own lives</li> <li>▪ Perform some cultural music and dances</li> <li>▪ Give an opinion about marriage and traditional settings in modern times</li> <li>▪ Name two ethnic groups found in Sierra Leone, Liberia and Guinea each</li> <li>▪ Name and describe the functions/importance of two traditional societies for men and two for women in Sierra Leone</li> <li>▪ Identify protective and harmful practices common in Sierra Leone, Liberia, and Guinea</li> <li>▪ Research and present on fishing and bush hunting in Sierra Leone</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson by asking the class to name all the ethnic groups in Sierra Leone and their predominant locations in the country</li> <li>b) Class reads passages in the text book and answers teacher questions</li> <li>c) As a class, discuss all the ethnic groups in Sierra Leone</li> <li>d) Class to research and present on the cultural practices of different ethnic groups in Sierra Leone</li> <li>e) Explain traditional ceremonies and the importance of stages in life, using references to students' own lives and experiences</li> <li>f) Discuss musical instruments and encourage the class to bring in musical instruments and perform some cultural music and dance</li> <li>g) Discuss the cultural importance of traditional societies (e.g., Bondo and Poro societies) for women and men in Sierra Leone</li> <li>h) Discuss protective and harmful cultural practices common to Sierra Leone, Liberia, and Guinea (e.g., Female Genital Mutilation; early marriage, gender inequality)</li> <li>i) Discuss marriage and traditional settings in modern times; Class to prepare a debate on early marriage</li> </ol> | <ul style="list-style-type: none"> <li>▪ Oral presentation by the pupils</li> <li>▪ Homework: Opinion paper on early marriage</li> <li>▪ True/False statements</li> <li>▪ Short essays</li> <li>▪ Multiple choice questions</li> </ul> <p>Assess the class debate using criteria such as content, coherence, etc.</p> | <ol style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Videos, Simple documentaries</li> <li>e) Other relevant textbooks and resources</li> </ol> <p>textbook and other pertinent History textbooks</p> |
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| <p><b>European rule in West Africa</b></p> | <p>At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the Trans-Atlantic slave trade and how it affected West Africa</li> <li>▪ Outline the role of Sierra Leone in the trade</li> <li>▪ Draw a map of the Trans-Atlantic slave trade route</li> <li>▪ Explain why Europeans colonised West Africa</li> <li>▪ Identify the European countries that colonised West Africa.</li> <li>▪ Compare and contrast the systems of administration in the British and French colonies</li> <li>▪ Debate the positive and negative effects of European colonial rule in West Africa.</li> </ul> | <p>a)Begin this topic by dividing the board into three sections. In section 1, write K (K stands for what the pupils already know about the topic). In section 2, Write W (W stands for what they want to know about the topic). In section 3 of the board, write L (L stands for what will learn about the topic at the end of the lesson). Next, ask the class what they already know about the Trans-Atlantic Slave Trade. List all their responses under K on the board without correcting any wrong answers at this time. Ask the pupils what they want to know about the Atlantic Slave Trade and write down their answers under W on the board. Leave the L section blank at this time. Using the textbook and teacher materials from other sources discuss the Trans-Atlantic slave trade. Divide the class into small groups of 4 pupils and ask them to draw the route of the Atlantic Slave Trade from West Africa to the New World in America. Discuss the effects of the slave trade. At this time, ask the pupils what they have learned about the slave trade and list their responses under L on the board. Correct wrong responses or clear pupil misunderstandings. To close the lesson or the topic, ask the pupils to go back to their initial responses under K and correct any wrong responses there. As homework, ask the pupils to write</p> |  |  |
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|  |  | <p>individual papers about the lasting effects of slavery on West Africa. Collect and mark the papers.</p> <ul style="list-style-type: none"><li>a) Discuss the effects of colonial rule in West Africa.</li><li>b) Class to research and write individual papers on the effects and legacies of colonial rule in West Africa.</li></ul> | <p>Mark pupils' individual papers</p> <p>Assess pupils' papers</p> |  |
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| <p><b>UNIT 6: Common Health Needs in Sierra Leone and other West African Countries</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand HIV/AIDs, Ebola, and COVID-19 and modes of transmission</li> <li>▪ Describe personal hygiene, including genital and menstrual hygiene, and period poverty</li> <li>▪ Explain environmental hygiene</li> <li>▪ Describe and explain foods and food hygiene</li> <li>▪ Discuss health centres, hospitals, and medical supplies</li> <li>▪ Understand the concept of mental health and common related problems among adolescents</li> <li>▪ State ways in which West Africans meet health needs</li> <li>▪ Appreciate the work of W.H.O.</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with questions to assess what pupils already know HIV/AIDS, Ebola, and COVID-19</li> <li>b) Class to read these topics from the text book and from other sources. Check for understanding of the material</li> <li>c) Discuss HIV/AIDS, Ebola, and COVID-19 and modes of transmission and prevention</li> <li>d) Impress on pupils that they should show compassion for sufferers and not stigmatisation</li> <li>e) Explain the concepts of personal and environmental hygiene and mental health among youth</li> <li>f) Discuss the importance of menstrual hygiene and highlight that menstruation is a healthy part of most females of reproductive age</li> <li>g) Explain foods and food hygiene, with examples</li> <li>h) Discuss what is health and state ways in which West Africans meet health needs</li> <li>i) Discuss what the letters W.H.O stand for and the work of this organization</li> <li>j) Group work: Research and present on the benefits and drawbacks/challenges of WHO</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> </ul> <p>Oral presentation on work of WHO<br/>Assess the content of the presentation for accuracy and evidence of research from 3 or 4 sources</p> | <ul style="list-style-type: none"> <li>a) Textbook and other relevant resources such as the Internet, articles, magazines</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Resource persons</li> <li>f) Other relevant textbooks</li> </ul> <p>textbook<br/>Encyclopedia<br/>Magazines; news articles;<br/>documentaries</p> |
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| <p><b>UNIT 7: Common Population Problems and Healthy Living</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Calculate and discuss the difference in the population figures of Sierra Leone</li> <li>▪ Describe and explain child mortality rates</li> <li>▪ Define puberty, fertility and infertility</li> <li>▪ Identify methods of contraception</li> <li>▪ Identify the problems associated with an over-crowded classrooms</li> <li>▪ List three population problems in Sierra Leone. How and why are they a problem</li> <li>▪ State reasons why people migrate, including forced migration and trafficking</li> <li>▪ Research and suggest ways to prevent rural-urban migration</li> </ul> | <ul style="list-style-type: none"> <li>a) Discuss the difference in the population figures of S. Leone</li> <li>b) Explain child mortality rates</li> <li>c) Discuss puberty. Fertility, infertility, and contraceptives as measures for birth control</li> <li>d) Explain labour migration</li> <li>e) Discuss the problems associated with an overcrowded classroom</li> <li>f) Read the textbook and conduct a discussion on population problems in S. Leone</li> <li>g) Pupils to research and present on ways to prevent rural urban migration</li> </ul> | <ul style="list-style-type: none"> <li>a) Homework based on the learning outcomes</li> <li>b) True/False statements</li> <li>c) Short essays</li> <li>d) Multiple choice questions</li> </ul> <p>Assess pupils' presentations on this research</p> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts on the topic</li> <li>d) Simple documentaries on the problems of over-population</li> <li>e) Resource persons to speak about benefits and challenges of over-population</li> <li>f) Other relevant resources</li> </ul> |
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| <p><b>UNIT 8: Economic Activities of the People of West Africa</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe Agricultural activities and agro-based industries in West Africa</li> <li>▪ Describe and explain small and large scale farming for subsistence and commercial</li> <li>▪ Describe food production and marketing</li> <li>▪ Use a medium of their choice to show an understanding of the role of women in agriculture and their traditional under-representation in different work sectors</li> <li>▪ Explain why West African countries do not grow enough food to feed their people</li> <li>▪ Use a concept map to explain details about various types of mining</li> <li>▪ Draw a map of Sierra Leone showing various mining sites</li> <li>▪ Name the countries that produce oil in West Africa and discuss the economic impact of oil production on these countries</li> <li>▪ Analyse the reasons why traders (and other people) must pay taxes</li> <li>▪ Assess the activities of mining companies operating in Sierra Leone</li> </ul> | <ul style="list-style-type: none"> <li>a) Discuss Agriculture and agro-based industries in S. Leone</li> <li>b) Lead a class discussion on small and large scale farming - subsistence or commercial</li> <li>c) Discuss food production and marketing and the role which women play in these</li> <li>d) Discuss why West African countries do not grow enough food to feed their people</li> <li>e) Read the textbook and discuss various types of mining. Show pupils how to use a concept map to show the details about the various types of mining</li> <li>f) Draw a map of S. Leone showing mining sites</li> <li>g) Explain what is an industry and why traders and others must pay taxes</li> <li>h) Discuss countries that produce oil in West Africa. Let pupils research and present on the impact of oil production on these countries</li> <li>i) Discuss companies that manufacture plastic bowls in S. Leone and the ubiquity of plastic bowls in the country</li> <li>j) Discuss and assess mining companies operating in S. Leone</li> </ul> | <ul style="list-style-type: none"> <li>a) Oral presentation by the pupils</li> <li>b) Homework based on the learning outcomes</li> <li>c) True/False statements</li> <li>d) Short essays</li> <li>e) Multiple choice questions</li> <li>f) Pupils will display and explain their group concept maps as you listen and assess informally</li> <li>g) Pupils present their research findings on the impact of oil production</li> </ul> <p>Class presentation on various mining companies in S. Leone</p> | <ul style="list-style-type: none"> <li>a) Textbook</li> <li>b) Relevant maps</li> <li>c) Pictures and charts</li> <li>d) Simple documentaries</li> <li>e) Resource persons</li> <li>f) Other relevant resources</li> </ul> |
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## SOCIAL STUDIES

### Outline Teaching Syllabus for the Third Stage of Basic Education JSS 1 (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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| <p><b>UNIT 1: Man/Human origins, development and characteristics</b></p> <p><b>1. Looking at history</b></p> <p><b>2. The theory of evolution</b></p> <p><b>3. Five stages of man /Humans</b></p> <p><b>4. The characteristics of man/Humans</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe and compare traditional and scientific theories of the origin of man/humans</li> <li>▪ Describe the five stages of man/Humans</li> <li>▪ Appreciate the special characteristics of human beings</li> <li>▪ Name the major human races</li> <li>▪ List the main metals used by early humans and describe how these metals helped to transform their lives; Compare those metals to metals in popular use today</li> <li>▪ Show how the agricultural revolution changed the lives of Stone Age communities.</li> <li>▪ Describe how simple villages evolved into towns through technological advances (e.g. iron technology).</li> </ul> | <p>a) Introduce the lesson by asking questions pertaining to the topic. Assess the pupils' responses by asking follow-up questions.</p> <p>b) Discuss and compare traditional and scientific theories of the origin of man/humans</p> <p>c) Discuss the five stages of man/humans and explain the special characteristics of human beings</p> <p>d) List the major human races and their characteristics</p> <p>e) Show the pupils how to use tables and diagrams to classify the population of Sierra Leone</p> <p>f) Always link what is taught to the pupil's experience</p> <p>g) Arouse pupils' interest through activities</p> <p>h) Pupils to read passages from the textbook, followed by whole class discussion and pupil questions.</p> | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Assess pupils on group work participation</p> <p>g) Answering questions using a map, table or diagram from the textbook</p> | <p>a) Print resources (e.g. pictures, charts and posters, Holy Bible and Holy Quran)</p> <p>b) Textbook; other resources/materials</p> <p>c) Audio-visual media (e.g. DVD recordings about the topic)</p> <p>d) Historic/archaeological sites in or near the community</p> <p>e) Documentaries on the topic (teacher could take the class to the British Council or similar places for this)</p> <p>f) The Internet</p> |

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|  |   | <p>i) Research and debates: e.g. Debate in class the motion: <i>'This House believes that the Darwinian theory of evolution is the correct view of the origin of humans.'</i></p> <p>Making use of the environment, e.g. visit to a blacksmith to see different kinds of metal and how they are used</p>  | <p>Assess the pupils' knowledge during debates and correct inaccuracies after the debate with the whole class</p>   |   |
| <p><b>UNIT 2: Man's/Human's Environment</b></p> <ol style="list-style-type: none"> <li>1. The universe</li> <li>2. Planet Earth – its shape and movement</li> <li>3. The environment of planet Earth</li> <li>4. The human population</li> <li>5. The Sierra Leone environment</li> <li>6. Early migration into our country</li> <li>7. Our population today</li> <li>8. The solar system</li> <li>9. The seasons</li> </ol> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe and draw the planets in the solar system,</li> <li>▪ Show how the Earth's movement around the Sun causes the seasons.</li> <li>▪ Describe the relationship between the Sun and the other planets.</li> <li>▪ Explain how the rotation of the Earth causes day and night.</li> <li>▪ Describe the global population and the population of Sierra Leone</li> <li>▪ Describe the environment</li> <li>▪ Discuss migration and reasons for it</li> <li>▪ Assess the pros and cons of population growth</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson by asking general questions about the topic to know what pupils already know about the topic. E.g., Who can tell me what causes day and night? What causes eclipse of the moon and sun? What is the population of people living in the world today? Discuss the pupils' responses as a class before delving into the lesson.</li> <li>b) Discuss the global population and the population of Sierra Leone</li> <li>c) Describe the environment and relate to migration. Ask the pupils to provide reasons why people migrate, giving concrete examples from their own lives.</li> <li>d) Use a lamp or another source of light to demonstrate what causes night and day.</li> <li>e) Pupils to read passages from the textbook, followed by discussion and questions.</li> <li>f) Develop pupils' map skills as the lesson is taught.</li> </ol> | <ol style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations</li> <li>h) Answering questions using a map, table or diagram</li> </ol> | <ol style="list-style-type: none"> <li>a) Textbook and other resources such as videos from the British Council (teacher could take the class to the British Council or to similar places)</li> <li>b) Models of the Earth and Sun</li> <li>c) Diagram of the Solar system</li> <li>d) Lamp or other light source</li> <li>e) Globe/maps</li> <li>f) Diagrams illustrating rotation and revolution of the Earth</li> <li>g) Diagram of the eclipse of the Moon and Sun</li> <li>h) Table showing areas of land masses</li> </ol> |

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| <p><b>UNIT 3: Man's/Human's Culture</b></p> <p><b>1. What is culture</b></p> <p><b>2. The family</b></p> <p><b>3. Functions of the family</b></p> <p><b>4. Cultural beliefs and family size</b></p> <p><b>5. Family life cycle</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use a medium of their choice to demonstrate understanding of the meaning and role of culture</li> <li>▪ Describe and appreciate the fundamental institutions which hold a society together</li> <li>▪ Describe different forms of family found in Sierra Leone and elsewhere</li> <li>▪ Appreciate the function and importance of families</li> <li>▪ Discuss the relationship between cultural beliefs and family size</li> <li>▪ Describe the family life cycle as interpreted by traditional and modern religions</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions to arouse the pupils' interest.</li> <li>b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</li> <li>c) Associate what is taught with the pupil's experience</li> <li>d) Arouse children's interest through activities such as pupils drawing their Family Tree and presenting it in class</li> <li>e) Pupils to read passages from the textbook, followed by discussion of teacher-made questions.</li> <li>f) Pupils work in small groups and use their phones to research the different meanings and the roles of culture</li> <li>g) Explain the fundamental institutions which hold a society together</li> <li>h) Discuss different forms of family found in Sierra Leone and elsewhere</li> <li>i) Pupils discuss and share how to appreciate the function and importance of families</li> <li>j) As a class, discuss the relationship between cultural beliefs and family size. Integrate CSE topics and activities</li> <li>k) Discuss the family life cycle as interpreted by traditional and modern religions. Let pupils work in small groups to determine the stage they are at and some of what they are experiencing at this stage.</li> </ul> | <ul style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook and other pertinent resources; relevant articles</li> <li>b) Internet (pupils' phones)</li> </ul> |
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| <p><b>UNIT 4: Population and Resources</b></p> <p><b>1. Renewable and non-renewable resources</b></p> <p><b>2. Family needs</b></p> <p><b>3. Family size</b></p> <p><b>4. Population and resources in Sierra Leone</b></p> <p><b>5. Population distribution</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the role of resources in meeting our needs</li> <li>▪ Appreciate the difference between renewable and non-renewable resources</li> <li>▪ Name the differences between family needs and family size</li> <li>▪ Describe the pattern of population growth in Sierra Leone over a period of years</li> <li>▪ Use diagram to show the age structure of a population</li> <li>▪ Describe the pattern of population distribution in Sierra Leone</li> <li>▪ Appreciate the problems of having a large population, and how these can be overcome</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the topic by listing different resources on the board and asking pupils to classify them under Renewable and Non-renewable. Discuss the pupils' classifications and correct inaccuracies.</li> <li>b) The class to read aloud passages from the textbook, followed by discussion and pupil questions</li> <li>c) Discuss the role of resources in meeting our needs</li> <li>d) Explain the use of diagram to understand the age structure of a population</li> <li>e) Discuss the pattern of population distribution in S. Leone, using a population map</li> <li>f) Pupils discuss and prepare a poster on the relationship between family size and family needs</li> <li>g) Discuss family planning; Integrate relevant CSE topics and activities</li> </ul> | <ul style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Assess the posters</li> </ul> <p>Assess CSE activities</p>                                  | <ul style="list-style-type: none"> <li>a) Textbook and other resources; Internet; teacher notes</li> <li>b) Pictures of different types of families around the world</li> <li>c) Picture of the Kibbutz family in Israel.</li> <li>d) Diagrams of nuclear and extended families (these could be found in the textbook).</li> <li>e) Pictures of different family members performing various functions</li> <li>f) Resource person (e.g. talk from a social worker)</li> <li>g) Family tree showing role of family members</li> </ul> |
| <p><b>UNIT 5: Communication in the Service of Man/Human</b></p> <p><b>1. Importance of communication</b></p> <p><b>2. Types of communication</b></p> <p><b>3. Language and communication</b></p> <p><b>4. Using communication</b></p>                               | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of communication for human interaction</li> <li>▪ Describe different forms of communication;</li> <li>▪ Appreciate the value of language</li> <li>▪ Explain how language develops;</li> <li>▪ Evaluate different ways of collecting and storing information</li> </ul>  | <ul style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions to arouse the pupils' interest. E.g., ask questions about pupils' experiences with communication on social media</li> <li>b) Discuss the importance of communication for human interaction, using contributions from the pupils</li> <li>c) Discuss different forms of communication;</li> <li>d) Explain the ways to appreciate the value of language</li> <li>e) Discuss how language develops</li> <li>f) Discuss different ways of collecting and storing information</li> </ul>  | <ul style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations</li> <li>h) Answering questions using a map, table or diagram</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook and other resources from the teacher</li> <li>b) Internet</li> </ul>  |

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|   |  | <p><b>g)</b> Pupils to read passages from the textbook, followed by discussions.</p> <p><b>h)</b> Let pupils research and present additional information about different ways of collecting and storing information now and in the past.</p>  |   |   |
| <p><b>UNIT 6: Global Issues: Achievements and Prospects</b></p> <ol style="list-style-type: none"> <li><b>1. Nations and symbols of nationalism</b></li> <li><b>2. Citizens of a country</b></li> <li><b>3. Interdependence of nations</b></li> <li><b>4. Global issues</b></li> <li><b>5. International Organisations</b></li> <li><b>6. Population and resources</b></li> <li><b>7. Uneven development</b></li> </ol> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the attributes of a nation;</li> <li>▪ Describe the rights, duties and obligations of Citizens</li> <li>▪ List the ways in which nations depend on each other in today's world</li> <li>▪ Discuss the nature of some of today's global issues and problems and be able to discuss and suggest solutions to them;</li> <li>▪ Appreciate the value of international organisations</li> <li>▪ Show the relationship between population, resources and development in rich and poor countries.</li> <li>▪ Indicate why birth rates in richer countries are generally lower than in poorer countries and their implications.</li> <li>▪ Debate the major problems associated with rapid population growth.</li> <li>▪ Discuss population control measures.</li> </ul> | <ol style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions (e.g., Who can name some symbols of Sierra Leone? Why are national flags important?</li> <li>b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</li> <li>c) Associate what is taught with the pupil's experience</li> <li>d) Arouse children's interest through activities</li> <li>e) Discuss the attributes of a nation;</li> <li>f) Ask pupils to list and share the roles and responsibilities they have at home. What do they think of these? Explain the duties and obligations of Citizens. What do pupils think of these? Ask pupils to work in small groups and create their own duties and responsibilities of citizens</li> <li>g) Work as a class to list and discuss the ways in which nations depend on each other in today's world (e.g., trade; combatting a pandemic; protection from enemy attacks)</li> <li>h) Discuss the nature of some of today's global issues and problems; Use concrete examples of global issues, e.g., over-population; teen pregnancy; early</li> </ol> | <ol style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations</li> <li>h) Answering questions using a map, table or diagram</li> </ol> | <ol style="list-style-type: none"> <li>a) Textbook and other resources such as the Internet, magazine articles.</li> <li>b) Social Studies map</li> <li>c) Resource person (e.g. a demographer, economist or development worker)</li> <li>d) Map showing broad division between rich and poor countries</li> <li>e) Table and pie chart showing the Earth's population</li> </ol> |



## SOCIAL STUDIES

### Outline Teaching Syllabus for the Third Stage of Basic Education JSS 2 (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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| <p><b>UNIT 1: Early Man's/Human's development and urbanization</b></p> <ul style="list-style-type: none"> <li>▪ <b>Periods of Man's/Human's development</b></li> <li>▪ <b>Stone Age Man/Humans</b></li> <li>▪ <b>The Neolithic revolution</b></li> <li>▪ <b>The Metal Age</b></li> <li>▪ <b>Origins of urbanization</b></li> <li>▪ <b>Man's/human's unique mental powers</b></li> </ul> <p><b>Planet Earth – Structure and Surface Features</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Relate the scientific explanation of man's/human origin to their stages of development</li> <li>▪ State the differences between the periods of man's/human development</li> <li>▪ Discuss man's/human development during each of the three stages</li> <li>▪ Explain the development of agriculture in Africa and elsewhere</li> <li>▪ Explain the origins of urbanization</li> <li>▪ Describe the functions and importance of the human brain</li> </ul> <p>The teacher may also help pupils to:</p> <ul style="list-style-type: none"> <li>▪ Identify landforms in their areas and state how these landforms affect the way of life of the people.</li> <li>▪ Show the action of wind, running water and other agents on the environment and their impact.</li> <li>▪ Interpret contour lines and indicate why they are important.</li> </ul> | <p>a) Introduce the lesson by showing pictures/images depicting different stages of human development.</p> <p>b) Ask questions to know pupils' prior knowledge about the images and the topics (ii) try to find out the pupils' difficulties and discuss them during the lesson.</p> <p>c) Class to read passages from the textbook, followed by discussion and questions.</p> <ul style="list-style-type: none"> <li>▪ Discuss the explanations of man's/human origin and stages of development</li> <li>▪ Discuss the development of agriculture in Africa and elsewhere</li> <li>▪ Explain the origins of urbanization</li> <li>▪ Illustrate contour lines on the board and explain how they work. Read the textbook on this topic and discuss the importance of contour lines.</li> </ul> | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Oral presentations</p> <p>h) Answering questions using a map, table or diagram</p> | <p>a) Textbook and other pertinent resources such as the Internet</p> <p>b) Documentaries from National Geographic and similar sources.</p> <p>c) Artwork on the topic</p> <p>d) Visit to certain landforms in the community.</p> |

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| <p><b>UNIT 2: Man’s/Human’s social and physical environment</b></p> <ul style="list-style-type: none"> <li>▪ Elements on Earth which support life</li> <li>▪ Physical environment of Sierra Leone</li> <li>▪ Social environment of Sierra Leone</li> <li>▪ Migration and the environment</li> <li>▪ Migration and population growth</li> </ul> <p><b>Forging the nation-state of Sierra Leone</b></p> <p><b>Atlantic Slave Trade and the Sengbe Pieh story</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain how air, water and sunlight support life</li> <li>▪ Identify the geographical features of Sierra Leone which support life</li> <li>▪ Appreciate the importance of our rivers</li> <li>▪ Describe how physical and human activities have helped to change the landscape of Sierra Leone</li> <li>▪ Narrate the migration story of the various ethnic groups in Sierra Leone</li> <li>▪ Explain the effects of migration on the environment and on the population growth in Sierra Leone</li> </ul> <p>The teacher may also teach/re-visit some of the following</p> <ul style="list-style-type: none"> <li>▪ State the causes and curse of the Atlantic slave trade and its overall impact on human history.</li> <li>▪ Demonstrate the need for peaceful co-existence.</li> <li>▪ Determine the meaning of freedom and independence for individuals (as illustrated, for example, by Sengbe Pieh) and nations (Sierra Leone).</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions about the topic to arouse the pupils’ interest.</li> <li>b) Show the class a physical map of Sierra Leone, pointing out geographical features and rivers and asking the class the functions of the rivers.</li> <li>c) Let the pupils list certain economic and other activities associated with the geographical features of the country</li> <li>d) Pupils to read passages from the textbook, followed by whole class discussion and questions.</li> <li>e) In small groups pupils use their phones and other devices in the class to research the migration of various ethnic groups in Sierra Leone</li> </ul> <p>--Begin this topic by asking the class if they have seen the bridge named after Sengbe Pieh. Discuss the bridge—where it is located, its function, etc. Why is the bridge named after Sengbe Pieh?<br/> --Pupils take turns to read the textbook material aloud. Using teacher prepared questions, conduct a whole class discussion of the passages/sections as they are read out.</p> | <ul style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations of the research on migration of ethnic groups in Sierra Leone</li> </ul> <p>Assess pupils’ oral responses during the discussion</p> | <ul style="list-style-type: none"> <li>a) Textbook and other resources pertinent to the topics</li> <li>b) Artwork: Diagrams and pictures of Sierra Leoneans representing various ethnic groups.</li> </ul> <ul style="list-style-type: none"> <li>a) Map: The triangle of the Atlantic slave trade</li> <li>b) Picture of Sengbe Pieh and the Amistad revolt.</li> <li>c) Film/Documentary: Amistad</li> </ul> |
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| <p><b>British colonial rule in Sierra Leone</b></p>  | <p>Explain how the British colonized Sierra Leone and the impact of colonization.</p>  | <p>--Discuss Bunce Island as a slave trading centre.<br/> --Use a map to show the route of the Atlantic Slave Trade from West Africa to the New World.<br/> --Discuss resistance to slavery, using the film Amistad to discuss Sengbeh Pieh's story as an example of resistance to slavery.</p> <p>--Discuss efforts to abolish the slave trade, the return of freed slaves to Sierra Leone, and the founding of Freetown.<br/> --Discuss British Colonial rule in Sierra Leone, including resistances to colonialism like Bai Bureh and the Hut Tax war<br/> --Pupils to research and present on the legacies of British colonial rule in Sierra Leone.</p> | <p>Answering questions using a triangular slave trade map</p> <p>Short essay questions<br/> Multiple choices</p> <p>Assess the presentations.</p>   |   |
| <p><b>UNIT 3: cultural traits, family organisation and religions</b></p> <ul style="list-style-type: none"> <li>• Cultural traits</li> <li>• Cultural traits relating to marriage</li> <li>• Forms of marriage</li> <li>• Family organisations and duties</li> <li>• Religion</li> <li>• Some world religions</li> <li>• Religion and population issues</li> </ul> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Add more to their knowledge about the characteristics of culture</li> <li>• Discuss the cultural traits relating to marriage among the Sherbro and other ethnic groups in Sierra Leone</li> <li>• Describe forms of marriage and family organisation</li> <li>• Describe the functions and characteristics of religion</li> <li>• Identify some world religions, and the differences among religions</li> <li>• State the main religions in Sierra Leone</li> </ul> | <p>a) Introduce the lesson by writing words/vocabulary from the topics on the board (e.g., cultural trait; identity; forms of marriage). Ask pupils to give the meanings of the words. Ask them to guess the topic of the lesson from the words.</p> <p>b) Review the characteristics of culture as a class using teacher oral questions</p> <p>c) Define and explain the definition of the term 'cultural trait'</p> <p>d) explain the cultural traits relating to marriage among</p>   | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> | <p>a) Textbook</p> <p>b) Internet</p> <p>c) Current African and world magazines</p> <p>d) World Encyclopaedia</p> <p>e) Teacher's own resources</p> |

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| <p><b>Nations and symbols of nationalism</b></p> <p><b>Patriotism</b></p>  | <ul style="list-style-type: none"> <li>List the effects of religion on population issues</li> </ul> <p>The teacher should also help pupils to:</p> <ul style="list-style-type: none"> <li>Describe and draw the symbols of independence in Sierra Leone;</li> <li>Debate the significance of each symbol;</li> <li>Write short biographies of the architects of Sierra Leone's independence;</li> <li>List and discuss some practical ways in which Sierra Leoneans can demonstrate their patriotism.</li> <li>Show how young people in particular can express their patriotism;</li> <li>Suggest ways in which we can promote national integration.</li> </ul> | <p>the Sherbro and other ethnic groups in Sierra Leone</p> <p>e) As a class, discuss different forms of marriage and family. Integrate CSE material here.</p> <p>f) Pupils to research and present on different religions and their practices.</p> <p>g) Discuss the effects of religion on population issues</p> <p>h) Pupils to read passages from the textbook, followed by discussion and questions.</p> <p>a) Discuss the meaning of the word "Nation"</p> <p>b) Discuss the meaning of nationalism, differentiating between positive and negative nationalism.</p> <p>c) Pupils read textbook material followed by class discussion</p> <p>d) Pupils to write papers on how young people can express their patriotism.</p> <p>e) Pupils research and present on ways to promote national integration</p> | <p>Mark pupils papers using criteria set by the teacher.</p> <p>Assess pupils' presentations using set criteria.</p>  | <p>a) National symbols e.g. Flag, Coat of Arms, National Anthem)</p> <p>b) Pictures of patriotic Sierra Leoneans</p> |
| <p><b>UNIT 4: Population Changes, migration and land resources</b></p> <ul style="list-style-type: none"> <li>Growth of the human population</li> <li>Stages in population growth</li> </ul> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>Describe the growth of human population</li> <li>Explain the meaning of growth rate and age/sex structures</li> <li>Explain how population data can be given by means of tables and bar graphs</li> </ul>  | <p>a) Introduce the lesson by writing and discussing vocabulary pertinent to the topic on the board to arouse the pupils' interest.</p> <p>b) Ask questions about the topic that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</p>  | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> | <p>Textbook and other resources</p> <p>Documentaries of:</p>   |

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| <ul style="list-style-type: none"> <li>▪ <b>Age structure</b></li> <li>▪ <b>The population of Sierra Leone</b></li> <li>▪ <b>Migration in Sierra Leone</b></li> <li>▪ <b>Farming in Sierra Leone and role of women in farming communities</b></li> <li>▪ <b>Land as a resource</b></li> </ul> <p><b>Migration patterns and their effects</b></p> <p><b>Conflicts and wars</b></p> <p><b>The refugee problem</b></p> <p><b>Drought and other environmental problems</b></p> | <ul style="list-style-type: none"> <li>▪ Explain the distribution and discuss the characteristics of the population of Sierra Leone.</li> <li>▪ List and explain the various types of migration</li> <li>▪ Describe farming and land tenure systems in Sierra Leone</li> <li>▪ Appreciate the role of women in farming communities</li> <li>▪ Appreciate the value of land as a resource</li> <li>▪ Outline the main types of migration and their effects.</li> <li>▪ Describe the principal causes of migration in early and contemporary times.</li> <li>▪ Discuss the causes of drought and its impact on human and animal populations in selected parts of the world.</li> </ul> | <ul style="list-style-type: none"> <li>c) Discuss the growth of human population</li> <li>d) Discuss the meaning of growth rate and age/sex structures</li> <li>e) Show how population data can be given by means of tables and bar graphs</li> <li>f) Explain farming and land tenure systems in S. Leone</li> <li>g) Pupils explain ways to appreciate the role of women in farming communities</li> <li>h) Ask pupils to work in small groups to list some reasons why people migrate, perhaps with examples from their own lives</li> <li>i) Encourage pupils to read passages from the textbook, followed by class discussion and questions.</li> <li>j) Pupils to research and present on the refugee problem in West Africa</li> </ul> | <ul style="list-style-type: none"> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Answering questions using a map, table or diagram</li> </ul> <p>Oral presentation on the refugee problem. Award marks using set criteria</p>                  | <ul style="list-style-type: none"> <li>- mass migrations across the world</li> <li>- world conflicts and wars</li> <li>- drought in the Sahel</li> </ul>  |
| <p><b>UNIT 5: Modern communications and population data</b></p> <ul style="list-style-type: none"> <li>▪ <b>Telecommunications</b></li> <li>▪ <b>The press</b></li> <li>▪ <b>Books</b></li> <li>▪ <b>Postal services</b></li> <li>▪ <b>The mass media</b></li> <li>▪ <b>Communications and education</b></li> <li>▪ <b>Collection and uses of population data</b></li> </ul>   | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify modern means of communications</li> <li>▪ Explain their origins and functions</li> <li>▪ Appreciate the importance of modern communication systems in the spread of education</li> <li>▪ Explain the importance of census figures</li> <li>▪ Explain the role of the mass media in census campaigns</li> </ul> <p>The teacher may also help pupils to:</p> <ul style="list-style-type: none"> <li>▪ Define communication;</li> </ul>   | <ul style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions to arouse the pupils' interest (e.g., questions relating to use of social media to communicate)</li> <li>b) Ask questions that (i) challenge the pupils' to critically analyse social media and newspaper material (ii) try to find out the pupils' difficulties.</li> <li>c) Associate what is taught with the pupil's experience <ul style="list-style-type: none"> <li>▪ Discuss the means of communications and explain their origins and functions</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>a) Essay questions that require short analytical answers about media communication.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> </ul> | <ul style="list-style-type: none"> <li>a) Textbook and other resources</li> <li>b) Different forms of communication in ancient and modern times</li> <li>c) Resource persons</li> <li>d) Visit to radio stations newspaper offices, etc.</li> </ul> |

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| <p><b>Communication in the service of people</b></p>  | <ul style="list-style-type: none"> <li>▪ Explain the importance of language in human communication;</li> <li>▪ Describe the development of written communication;</li> <li>▪ Describe some modern means of communicating at a distance and indicate how they have made the world a much smaller place;</li> <li>▪ Define the term ‘mass media’ and show the importance of the mass media;</li> <li>▪ Illustrate how social media has changed the way young people and others communicate</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Explain how to appreciate the importance of modern communication systems in the spread of education</li> <li>▪ Discuss the importance of census figures</li> <li>▪ Discuss the role of the mass media in census campaigns</li> </ul> <p>d) Arouse children’s interest through activities.</p> <p>e) Pupils to read passages from the textbook, followed by discussion and questions.</p>   | <p>f) Grading pupils on group work and individual activities given by the teacher</p> <p>g) Oral presentations on topics pertaining to the lesson</p>   |  |
| <p><b>UNIT 6: Colonization, urbanization and global problems and disasters</b></p> <ul style="list-style-type: none"> <li>▪ Colonisation</li> <li>▪ Urbanisation</li> <li>▪ Unemployment – solutions</li> <li>▪ The global problems of refugees</li> <li>▪ International aid agencies</li> <li>▪ Disasters</li> </ul> <p><b>Urbanization and social problems in Africa</b></p> <p><b>Egypt and the Nile</b></p> <p><b>Growth of commercial and administrative centres</b></p> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and research global issues</li> <li>▪ Analyse various forms of colonisation and why it is a global problem</li> <li>▪ Discuss the factors that have given rise to urbanization in Africa and elsewhere</li> <li>▪ Become aware of worldwide refugee situation and appreciate the work of international organisations in solving the problems of refugees</li> <li>▪ Evaluate the importance of geography (i.e. Fertile Crescent, Tigris and Euphrates Rivers) in the development of early towns.</li> <li>▪ Comment on why urbanization is a big issue in African countries today;</li> <li>▪ Trace the growth and development of their town or city;</li> <li>▪ Show the connection between economic activities in Sierra Leone and urbanisation;</li> </ul> | <p>a) Introduce the lesson with clear and concise questions to arouse the pupils’ interest.</p> <p>b) Ask questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ difficulties.</p> <p>c) Associate what is taught to the pupil’s experience</p> <p>d) Pupils to identify a global issue and research and present it in class</p> <p>e) Discuss different forms of colonisation and why it is a global problem</p> <p>f) Discuss urbanisation and its attendant problems</p> <p>g) Discuss worldwide refugee situation and appreciate the work of international organisations in solving the problems of refugees</p> <p>h) Arouse children’s interest through activities</p> <p>i) Pupils to read passages from the textbook and other</p> | <p>a) Essay questions that require short answers</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Oral presentations</p> <p>h) Answering questions using a map, table or diagram</p> | <p>a) Textbook and other resources</p> <p>b) Documentary (urbanisation in Africa – National Geographic)</p> <p>c) Artwork: Urbanisation in Sierra Leone</p> <p>d) Egypt and the Nile (The History Channel)</p> <p>e) Visits to production and trade centres (e.g. markets).</p> <p>f) Atlas</p> <p>g) Current African and world magazines</p> <p>h) Current World Encyclopaedia</p> <p>i) Internet (from class computer and/or pupils’ personal devices)</p> |

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| <p><b>Economic activities in Sierra Leone</b></p> <p><b>Global issues</b></p>   | <ul style="list-style-type: none"> <li>▪ Suggest possible solutions to the problems of urbanization in a chosen city.</li> <li>▪ Research and present on a global issue of their choice</li> </ul>   | <p>sources, followed by discussion and questions.</p> <p>After reading and discussing material from the textbook and other sources, pupils to research and present on one global issue from a list provided by teacher.</p>  | <p>Mark pupils' presentation using set criteria.</p>   |  |
| <p><b>Culture, family and socialisation</b></p> <p><b>Respecting differences</b></p> <p><b>Sierra Leonean culture</b></p> <p><b>Family life cycles</b></p> <p><b>Socialisation</b></p> <p><b>Education and employment in Sierra Leone</b></p> | <p>After completing this <a href="#">unit the pupils</a> should be able to:</p> <ul style="list-style-type: none"> <li>▪ Indicate why it is important to respect people who are different from themselves;</li> <li>▪ Dramatize certain aspects of Sierra Leonean culture;</li> <li>▪ Explain the meaning of 'family life cycle' and show its importance in our lives;</li> <li>▪ Identify the agents of socialisation and their roles</li> <li>▪ State why it is necessary for boys and girls to receive equal education;</li> <li>▪ Research and present a short account of an educated woman in their community;</li> <li>▪ List some benefits of education to themselves, their communities and the country;</li> <li>▪ Classify the workers in a modern economy.</li> </ul> | <p>a) Introduce the lesson by writing five brief statements pertaining to the topics on the board. E.g. "All civilization originated in Egypt and the Nile Valley"; "Most refugees are economic migrants fleeing poverty in their own country"; "Boys and girls should have different kind of education". Ask pupils to write down brief initial responses to your five statements.</p> <p>b) Call on a few students to read out their initial responses and explain/defend each response.</p> <p>c) Teach the lesson by pupils reading passages from the textbook and other sources, followed by whole class discussion using teacher questions.</p> <p>d) <b>Integrate material from CSE into appropriate sub-topics during this lesson.</b></p> <p>e) Close the lesson by asking pupils to re-visit their initial</p> | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p><b>g)</b> Oral presentations</p> <p><b>h)</b> Answering questions using a map, table or diagram</p> | <p>a) <a href="#">Textbook and other resources such as the Internet; articles; resources persons</a></p> <p>b) Resource persons from the community</p> <p>c) Wall map</p> <p>d) Pictures and diagrams depicting family life cycles in Sierra Leone</p> <p>e) Visits to different work places</p> |

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|   |   | responses to the statements and make changes based on what they have now learned.   |  |   |
| <b>Transportation geography</b>   | <p>After completing this <a href="#">unit the pupils</a> should be able to:</p> <ul style="list-style-type: none"> <li>▪ State the importance of good transportation systems to the development of countries;</li> <li>▪ Trace the development of various transportation modes over time;</li> <li>▪ Outline the advantages and disadvantages of each transportation system.</li> <li>▪ Describe the different modes of transportation in Sierra Leone and how they contribute to social and economic development;</li> <li>▪ Show how commercial motor cycles have revolutionized transportation of Sierra Leone.</li> </ul> | <p>a) Introduce the lesson by asking students about their mode of transportation to school.</p> <p>b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</p> <p>c) Associate what is taught to the pupil's experience</p> <p>d) Arouse children's interest through activities such as debates about using "Okada" as a means of transportation.</p> <p>e) Pupils to read passages from the textbook and other sources, followed by discussion and questions.</p> | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p><b>g)</b> Oral presentations</p> <p><b>h)</b> Answering questions using a map, table or diagram</p> | <p><a href="#">Textbook and other resources</a></p> <ul style="list-style-type: none"> <li>- Images/pictures of different forms of transportation across the world and in Sierra Leone in ancient and modern times</li> <li>--Resource persons (e.g., Poda-poda or Okada representative to speak about the advantages and challenges experienced by their members.</li> </ul>                               |
| <p><b>Inter-dependence of nations</b></p> <p><b>Introduction to International Relations</b></p> <p><b>European colonization</b></p> <p><b>Issues of development and under-development</b></p> | <p>After completing this <a href="#">unit the pupils</a> will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe some ways in which different parts of the world are inter-related.</li> </ul> <p>Assess the major reasons why Europeans colonized Africa and the impact of such colonization.</p> <ul style="list-style-type: none"> <li>▪ Show basic understanding of underdevelopment and development and indicate why</li> </ul>   | <p>--Introduce the lesson by asking pupils to name organizations of which Sierra Leone is a member. Write their responses on the board for discussion. Add your list to their own and discuss.</p> <p>--Pupils to read passages from the textbook and other sources, followed by discussion and questions.</p>  | <p>--Essay questions that require short answers.</p> <p>--Multiple-choice questions</p> <p>--Grading pupils on group work activities</p> <p>--Oral presentations</p>   | <p><a href="#">Textbook and other resources like the Internet, radio and TV news channels.</a></p> <p>Documentary (e.g. meeting of world leaders, discussing international issues)</p> <ul style="list-style-type: none"> <li>- Oxfam and world poverty</li> <li>- Map of European colonialism in Africa</li> <li>- Publications and symbols of the United Nations and other world organisations</li> </ul> |

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|  | <p>some countries are richer than others are.</p> <ul style="list-style-type: none"> <li>Investigate poverty and other social problems in the developing world.</li> </ul>  | <p>--Discuss the European Scramble for Africa and why Europeans colonized Africa.</p> <p>--Discuss colonial rule in Africa and its impact on Africans then and now.</p> <p>--Pupils to research and present on colonial influences in Sierra Leone (e.g., our legal system, roads and other infrastructure; the English language)</p>   | <p>--Answering questions using a map, table or diagram</p> <p>Assess the oral presentation using set criteria</p>  |   |
| <p><b>Government and politics in Sierra Leone</b></p> <p><b>Governing people</b></p> <p><b>The Constitution</b></p> <p><b>Branches of government</b></p> | <p>After completing this <a href="#">unit the pupils</a> will be able to:</p> <ul style="list-style-type: none"> <li>Explain the significance of a Constitution in a country;</li> <li>Describe and show the relationship between the three main branches of government and their main functions;</li> <li>Discuss what could happen if there is a breakdown in the relationship between the three branches of government;</li> <li>Role-play the functions of the Executive, Legislature and Judiciary.</li> </ul> | <ol style="list-style-type: none"> <li>Introduce the lesson by asking pupils to name the services provided by government of Sierra Leone for its citizens, specifically those that directly affect the pupils' lives. As a class, discuss these services and link them with the role of government in a country.</li> <li>Ask pupils to name the political parties in Sierra Leone.</li> <li>Pupils to read passages from the textbook and other sources, followed by discussion and questions.</li> <li>Pupils to research and present on a political party of their choice, describing their platform or what they stand for, their history, and their accomplishments, etc.</li> <li>Organize a mock election in your class to increase pupils' understanding of the political process</li> <li>Discuss the three Branches of government.</li> </ol> | <ol style="list-style-type: none"> <li>Essay questions that require short answers. Multiple-choice questions</li> <li>Matching words and their meanings</li> <li>True/false statements</li> <li>Homework, based on the questions in the textbook or teacher-made questions.</li> <li>Grading pupils on group work activities</li> <li>Assess pupils' oral presentations</li> <li>Informal assessment of the mock election</li> </ol> | <p><a href="#">Textbook</a> and <a href="#">other resources</a></p> <p>Abridged form of the Sierra Leone Constitution<br/>Visit to chiefdom and local councils, Parliament<br/>Resource persons</p> |

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|  |  | g) Discuss the Constitution of Sierra Leone, using the abridged form of the Constitution. Invite questions from the pupils. | Informal assessment of pupils questions and answers |  |
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## **SOCIAL STUDIES**

### **Outline Teaching Syllabus for the Third Stage of Basic Education JSS 3/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><b>UNIT 1: Evolution, over-population and Man’s/Humans’ struggle for existence</b></p> <ul style="list-style-type: none"> <li>▪ <b>Evolution</b></li> <li>▪ <b>Changes which take place in the process of evolution</b></li> <li>▪ <b>Darwin’s theory</b></li> <li>▪ <b>Man’s/Human’s unique qualities</b></li> <li>▪ <b>World’s population trends and over-population</b></li> <li>▪ <b>Man’s/Human struggle for existence</b></li> <li>▪ <b>Rapid population growth and quality of human life</b></li> </ul> | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain and discuss the origin and development of Man/human and other living things</li> <li>▪ Explain Charles Darwin’s theory about the origin of living things</li> <li>▪ Relate Darwin’s theory of life to the contemporary world</li> <li>▪ Explain how Man’s/humans’ unique qualities have contributed to their existence</li> <li>▪ Discuss how human over-population causes problems of rapid population growth and poor quality of life (link this to family planning)</li> <li>▪ Describe some disasters that have contributed in reducing the world’s population</li> </ul> | <ul style="list-style-type: none"> <li>a) Introduce the lesson with clear and concise questions that will tell you what the class already knows about the unit topics</li> <li>b) Ask questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ difficulties.</li> <li>c) Explain the origin and development of Man/Humans</li> <li>d) Discuss Charles Darwin’s theory about the origin of living things and compare with Creationism</li> <li>e) Discuss how Man’s/human’s unique qualities have</li> </ul> | <ul style="list-style-type: none"> <li>a) Essay questions that require short answers.</li> <li>b) Multiple-choice questions</li> <li>c) Matching words and their meanings</li> <li>d) True/false statements</li> <li>e) Homework, based on the questions in the textbook or teacher-made questions.</li> <li>f) Grading pupils on group work activities</li> <li>g) Oral presentations</li> </ul> | <p>Textbook and other resources like magazines and articles pertaining to the topics; the Internet</p> |

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| <p><b>Law and order in society</b></p> <p><b>Sierra Leone’s judicial systems</b></p> <p><b>Corruption and Sierra Leone’s legal system</b></p>   | <ul style="list-style-type: none"> <li>▪ Identify the major causes of indiscipline in our country and suggest ways of curbing indiscipline.</li> <li>▪ Discuss the need for law and order and identify the institutions that help to maintain law and order.</li> <li>▪ Anticipate the consequences of breakdown of law and order.</li> <li>▪ Discuss the causes and effects of corruption in Sierra Leone and the Anti-Corruption Office and its work</li> <li>▪ Describe the role of the Sierra Leone legal system in the fight against corruption.</li> </ul> | <p>contributed to their existence</p> <p>f) Class discusses the need for law and order</p> <p>g) Arouse children’s interest through activities (e.g., pupils interview personnel from Sierra Leone’s Judicial System; Pupils write a newspaper article on how to combat corruption in the legal system)</p> <p>h) Pupils visit the Anti-Corruption Office and find out their role and how they work</p> <p>i) Pupils to read passages from the textbook, followed by discussion and questions.</p> | <p>Class presentation of report on the visit to Anti-Corruption Office</p>  | <p>Resource persons from the judiciary, Police, Anti-corruption Commission, Correctional houses, youth groups, etc. Documentary on corruption and its effects on society Publications on Sierra Leone’s Judicial System; corruption in Sierra Leone</p> |
| <p><b>UNIT 2: Ecosystems and environmental management</b></p> <ul style="list-style-type: none"> <li>▪ <b>Composition of the ecosystem</b></li> <li>▪ <b>Inter-relationship and inter-dependence among elements in the ecosystem</b></li> <li>▪ <b>Food chain</b></li> <li>▪ <b>Maintaining a balance in the ecosystem</b></li> <li>▪ <b>Effects of Man’s/human activities on the ecosystem</b></li> <li>▪ <b>Environmental management</b></li> </ul> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the components of an ecosystem</li> <li>▪ Name the different types of ecosystem</li> <li>▪ Make a detailed study of ecosystem in their locality</li> <li>▪ Explain the inter-relationship between the different elements of an ecosystem</li> <li>▪ Explain how Man’s/human activities affect the ecosystem</li> <li>▪ Appreciate the importance of environmental management</li> </ul>  | <p>a) Introduce the lesson with a list of words pertaining to the topics in Unit 2. Discuss the meanings of these words to prepare pupils for the lesson. Next the class reads the materials from the textbook and:</p> <ul style="list-style-type: none"> <li>▪ Discuss the components of an ecosystem</li> <li>▪ Pupils make a detailed study of ecosystem in their locality</li> <li>▪ Discuss the different elements of an ecosystem and how they affect each other</li> </ul>                 | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> | <p>Textbook and other resources, e.g., Internet</p>   |

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| <p><b>Conflict &amp; peace-building</b></p> <p><b>Governance</b></p> <p><b>Terrorism</b></p> <p><b>Making the world a safer place</b></p>   | <p>The teacher may also work with the class on the these topics and help pupils to achieve the following learning outcomes:</p> <ul style="list-style-type: none"> <li>▪ Identify how social equality contributes to peace, justice and development in countries and how the reverse leads to conflict.</li> <li>▪ Draw concept maps to show their understanding of the relationship between difference and inequality.</li> <li>▪ Describe systems of privilege and oppression locally and globally.</li> <li>▪ Explain conflict situations they have been involved in, and their role in resolving or aggravating the conflict.</li> <li>▪ Identify words related to peace building.</li> <li>▪ Outline and discuss the reasons for the civil war in Sierra Leone and suggest concrete steps to prevent its re-occurrence.</li> <li>▪ State what young people can do to minimise conflict in their communities.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Explain how human activities affect the ecosystem, with examples</li> <li>▪ Discuss the importance of environmental management. Pupils work in small groups and make posters on ways to manage our environment</li> </ul> <p>--Provide pupils with examples of terrorist acts that they research and present in class.</p> <p>--Pupils to read passages from the textbook, followed by discussion and questions.</p> <p>--In small groups of 3 or 4, pupils to research and prepare posters on how to minimize conflict in their communities. Display posters in the classroom walls for class discussion.</p> | <p>g) Essay questions that require short answers.</p> <p>h) Multiple-choice questions</p> <p>i) Assess pupils' oral presentations of their posters</p> <p>j) Assess pupils' research, using set criteria such as content and clarity of the presentation</p> | <p>Print sources:</p> <ul style="list-style-type: none"> <li>- Oxfam and world poverty</li> <li>- Publications on conflict, conflict prevention and peace-building</li> </ul> <p>Films</p> <ul style="list-style-type: none"> <li>- Hotel Rwanda</li> <li>- Sometimes in April</li> <li>- Blood Diamond (History Chanel)</li> </ul> <p>Documentaries and clips on terrorism</p> |
| <p><b>UNIT 3: Culture, Socialization and education in Sierra Leone</b></p> <ul style="list-style-type: none"> <li>▪ Culture</li> <li>▪ Sierra Leone culture</li> <li>▪ Process of socialization</li> <li>▪ Education in Sierra Leone</li> <li>▪ The employment situation in Sierra Leone</li> </ul> <p><b>Role of social institutions in population decision-making</b></p> | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Review some characteristics of culture</li> <li>▪ Appreciate our cultural heritage and suggest ways of promoting them</li> <li>▪ Identify the agents of socialization</li> <li>▪ Describe our educational system and show the benefits of education to the individual, family, community and the nation with respect to resource development</li> <li>▪ Discuss some problems of education in Sierra Leone and how these impact individuals and society</li> </ul>  | <p>a) Introduce the lesson by asking general questions on some of the topics this unit will cover, to assess pupils' prior knowledge</p> <p>b) Discuss the features of culture, heritage and suggest ways of promoting them</p> <p>c) Organize a debate about the positives (e.g., strong community support) and negatives (e.g., child marriage) of some</p>   | <p>a) Listen to pupils responses</p> <p>b) Essay questions that require short answers.</p> <p>c) Multiple-choice questions</p> <p>d) Matching words and their meanings</p> <p>e) True/false statements</p> <p>f) Homework, based on the questions</p>        | <p><a href="#">Textbook and other resources; Internet</a></p> <p>Print sources</p> <ul style="list-style-type: none"> <li>- Change the World in Eight Steps: A set of posters and activities for 7-14 year olds investigating the UN Millennium Development Goals (Oxfam 2005)</li> </ul>   |

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| <p><b>Attaining the Sustainable Development Goals -SDGs</b></p> <p><b>Economic and Social progress in Sierra Leone</b></p> <p><b>Inequalities in the world</b></p> <p><b>Strategies for Development</b></p> | <ul style="list-style-type: none"> <li>▪ State the likely causes of unemployment in Sierra Leone and suggest solutions to the unemployment problems</li> <li>▪ State the role of some social institutions in population decision-making</li> <li>▪ State their understanding of the term ‘development’.</li> <li>▪ Discuss the social and economic indicators in Sierra Leone, and explain why these indicators are not very encouraging.</li> <li>▪ Discuss some of the poverty reduction (wealth creation) strategies in Sierra Leone and evaluate the extent to which they have succeeded in reducing poverty or creating wealth for ordinary Sierra Leoneans.</li> <li>▪ Define entrepreneurship and classify some major businesses in Sierra Leone.</li> </ul> | <p>cultural practices in Sierra Leone</p> <p>d) Explain the agents of socialization and assess their role</p> <p>e) Discuss our educational system and the benefits to the individual, family, community and the nation</p> <p>f) Pupils list and discuss some problems with Sierra Leone’s education system as they relate to them personally and to society</p> <p>g) Discuss the likely causes of unemployment and suggest solutions to the problems</p> <p>h) Explain the role of some social institutions in population decision-making</p> <p>i) In small groups, pupils select one Sustainable Development Goal and research and present on it</p> <p>j) Pupils to read passages from the textbook and other sources followed by discussion and questions.</p> | <p>in the textbook or teacher-made questions.</p> <p>g) Grading pupils on group work activities</p> <p>h) Oral presentations</p> <p>Answering questions using a map, table or diagram</p> <p>Assess the presentations</p> | <ul style="list-style-type: none"> <li>- Sierra Leone Poverty Reduction Strategy Papers</li> <li>- Vision 2025</li> <li>- Agenda for Change</li> <li>- Agenda for Prosperity</li> </ul> <p>Documentaries and clips showing causes and effects of poverty in the world</p> |
| <p><b>UNIT 4: Population and the conservation of resources</b></p> <ul style="list-style-type: none"> <li>▪ Resources</li> <li>▪ Conservation</li> </ul>  | <p>After completing this unit the pupils will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe what resources are and how they can be used more efficiently</li> </ul>   | <p>a) Ask the class to define the meaning of resources and to list examples</p> <p>b) Discuss in detail what resources are and how they should be used</p>  | <p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p>   | <p><b>Textbook and other resources; Internet</b></p> <p>Print sources</p> <ul style="list-style-type: none"> <li>- Get Global: A skills-based approach to active</li> </ul>   |

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| <ul style="list-style-type: none"> <li>▪ <b>Pollution</b></li> <li>▪ <b>Age and sex structure of the Sierra Leone population</b></li> <li>▪ <b>Population growth and the use of community resources</b></li> <li>▪ <b>Problems of rural-urban migration in Sierra Leone</b></li> <li>▪ <b>Population planning and control</b></li> </ul> <p><b>The youth and social problems</b></p> <p><b>Education and youth empowerment</b></p> <p><b>The global citizen</b></p> <p><b>NGOs (Non-governmental organisations) and youth development</b></p> | <ul style="list-style-type: none"> <li>▪ Explain what conservation is, and describe some conservation methods</li> <li>▪ Describe the various types of pollution, their causes and how they can be controlled</li> <li>▪ State the importance of the age/sex composition of the Sierra Leone population</li> <li>▪ Appreciate the problem of rural-urban migration in Sierra Leone</li> <li>▪ Explain the importance of population planning and control. Integrate CSE material here.</li> </ul> <p>The teacher may also help pupils to:</p> <ul style="list-style-type: none"> <li>▪ Explain the concept of youth empowerment and state the relationship between a good system of education and youth empowerment.</li> <li>▪ Identify and discuss some of the major problems affecting young people.</li> <li>▪ Discuss the dangers of cultism, gangs, and cliques and suggest ways of eradicating them in Sierra Leone.</li> <li>▪ Write a charter, committing themselves to avoid anti-social and criminal vices.</li> <li>▪ Explain the meaning and significance of a global citizen.</li> <li>▪ Identify NGOs working for youth development in Sierra Leone</li> </ul> | <p>c) Explain conservation and describe some conservation methods</p> <p>d) Discuss the various types of pollution and how they can be controlled</p> <p>e) Discuss the importance of the age/sex composition of S. Leone population</p> <p>f) Discuss the problem of rural-urban migration and how it can be minimized</p> <p>g) Explain the importance of population planning and control.</p> <p>h) Pupils to read passages from the textbook and other sources followed by discussion and questions.</p> <p>i) In small groups, pupils write and present their charters to the class</p> <p>Research and present posters on NGOs working for youth development in Sierra Leone</p> | <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Assess Oral presentations of pupils' charters</p> <p>Assess posters using set criteria (e.g., content from 2 or 3 sources, clarity of presentation)</p> | <p>global citizenship (Action Aid 2003)</p> <p>- Your World, My World: A Wake Up: World photo-pack for Citizenship (Oxfam 2001)</p> <p>Internet</p> <p>Field visits to relevant NGOs and governmental agencies dealing with youth issues</p> <p>Resource persons</p> |
| <p><b>UNIT 5: Transportation systems</b></p> <ul style="list-style-type: none"> <li>▪ <b>Land transportation</b></li> <li>▪ <b>Water transportation</b></li> </ul>  | <p>After completing this unit the pupils will be able to:</p>  | <p>a) Introduce the lesson by asking pupils to name different transportation systems and their</p>   | <p>a) Essay questions that require short answers.</p>   | <p>Textbook and other resources like the Internet</p>  |

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| <ul style="list-style-type: none"> <li>▪ <b>Air transportation</b></li> <li>▪ <b>Transportation and communication</b></li> </ul> <p><b>Transportation and population change</b></p> <p><b>Sierra Leone and the wider world</b></p> <p><b>International cooperation</b></p> <p><b>Regional &amp; international organisations</b></p> | <ul style="list-style-type: none"> <li>▪ Discuss and explain the development of the different means of transportation by land, water and air</li> <li>▪ Discuss transportation as an important means of communication</li> <li>▪ Explain how transportation affect population change</li> </ul> <p>The teacher may also help pupils to:</p> <ul style="list-style-type: none"> <li>▪ Explain the concept of inter-dependence of nations and discuss Sierra Leone’s relationship with sub-regional, regional and global organisations.</li> <li>▪ Identify ways in which Sierra Leone has benefitted from its relationship with other countries and international organisations.</li> <li>▪ Show ways in which Sierra Leone has helped other countries.</li> </ul> | <p>advantages and disadvantages.</p> <p>b) Ask follow-up questions that (i) challenge the pupils’ intellect</p> <p>c) Discuss the development of the different means of transportation by land, water and air</p> <p>d) Explain how transportation affects population change</p> <p>e) Pupils to read passages from the textbook in pairs. In turns, one pupil will read a paragraph aloud and explain it to the other pupil who will note down the explanation in writing and vice versa. This pair reading will be followed by a teacher-led discussion of the material as students self-correct inaccuracies in the notes they had written.</p> | <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Oral presentations</p> <p>Answering questions using a map, table or diagram</p> <p>Check for pupils’ comprehension of the material being read</p> | <p>Resource persons from Ministry of Foreign Affairs and International Cooperation, and Embassies in Sierra Leone</p> <p>Publications from the UN, AU, Commonwealth, etc.</p> <p>Documentaries and clips of meetings of international bodies</p> |
| <p><b>UNIT 6: Youth and social problems</b></p> <ul style="list-style-type: none"> <li>▪ <b>Young and youthful population</b></li> <li>▪ <b>Characteristics of adolescents</b></li> <li>▪ <b>Common social problems among young people</b></li> <li>▪ <b>Sexually transmitted diseases (STDs)</b></li> </ul>                        | <p>After completing this unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the terms ‘young and youthful population’, dependency burden</li> <li>▪ Identify and discuss some of the problems of youths (e.g., peer pressure)</li> <li>▪ Demonstrate examples of assertive behaviour to respond to peer pressure</li> <li>▪ Describe what is meant by sexually transmitted diseases (STDs)</li> <li>▪ Explain how STDs are communicated and ways of preventing their spread</li> </ul>   | <p>a) Introduce the lesson by asking pupils to individually list some social problems faced by youth today, boys and girls (e.g., peer pressure, drugs, teen pregnancy) and how to address the problems. Ask pupils to pair up with another pupil to discuss and add to their lists. Ask one member of each pair to</p>  | <p>a) Listen to pupils’ responses and assess them informally</p> <p>b) Homework, based on the questions in the textbook or teacher-made questions.</p>  | <p>Textbook and other resources like the Internet, magazines, newspapers</p>   |



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|  |  | must justify and defend the rights they have included in their charter. | pupils' charters, using set criteria |  |
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**SOCIAL STUDIES**  
**Syllabus Implementation Guidelines (Pacing Guide)**

One way of helping all teachers prepare for implementing the subject in their school or district is for a group of teachers to get together and plan how they will pace the various topics. This means deciding on the sequence in which topics will be taught in each grade over the period of a school term (14 weeks). Teachers will use their subject knowledge and professional experience to decide on the order in which topics should be taught and how long it would take to complete so that students achieve the learning involved. Teachers may not need to cover all topics, but they must make good decisions on the key topics that are important for learners to achieve what is prescribed in the curriculum. ***School heads and teachers are urged to arrange workshops for this exercise to be carried out before the start of the school year. This can be for each school or for a cluster of schools, or even for all schools in a district. The template below is provided as a guide for this exercise.***

**Subject Teachers:** ..... **Class/Form** ..... **Term** .....

| Week1  | Week2  | Week3  | Week4  | Week5  | Week6  | Week7  | Week8  | Week9  | Week10 | Week11 | Week12 | Week13 | Week14 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Topics | Topics | Topics | Topics |        | Topics |        |        | Topics |        |        | Topics |        |        |
|        | Topics |        |        | Topics |        | Topics |        |        | Topics |        |        | Topics |        |
| Topics |        | Topics |        |        | Topics |        | Topics | Topics |        |        | Topics |        |        |

**Reviewed and Approved by: .....**  
**Name(s) & Designation(s): e.g. 1. Ms. Mattia (Head Teacher); 2. Mr. Conteh (D.D.); 3. Mrs. Cole (Senior Teacher)**