



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

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

**SIERRA LEONEAN LANGUAGES (Class 1 – J.S.S. 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.

UNICEF supported and facilitated the original version of this major curriculum reform project. Technical expertise and oversight were provided by Redi4Change LLC, and staff of the Ministry of Basic and Senior Secondary Education (MBSSE).



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**PHILOSOPHY OF 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 Head-teacher's or 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-centred 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 memorising 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 popularisation 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 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 help teachers to describe 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 NPSE and BECE 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 considered 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 memorised definition of a concept cannot tell us if a learner really *Describe s* or *can make correct use of* that concept.

- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising 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.

### SIERRA LEONEAN LANGUAGES CURRICULUM (KÀTHEMNE)

#### **If you can't explain it simply, you don't describe 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 Kàthemne in the Curriculum?*)**

Most educators agree that *Kàthemne* should be part of the Basic Education Curriculum. Their reasons include the following:

- a) Kàthemne helps students Describe the *Tribe, Society*, and its *Culture and Traditions*, 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, active citizens and successful home makers who contribute to building the various communities they live in and the nation as a whole. Through this, subject learners can learn to interact in the *Heart Language* at all levels and become tolerant and respectful of others and develop skills to work independently and participate in decision making.
- b) Kàthemne educates learners on the use of the Language and adopt its culture, norms, beliefs and traditions 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) Káthemne helps students to develop skills in critical, creative, and computational thinking 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 Káthemne, 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 the language in a variety of environments, from the home and school environment, peer group and to the wider community. Káthemne will help students to have a clearer Description and appreciation of the use of Speech Community for easy adaptation that influence and sustain their lives as well as their communities. They are also encouraged to appreciate and celebrate the diversity of the Language Dialects, thereby, preventing it from *Language Death*.
- f) Káthemne is also about the study of the interrelationship among people, dialect, culture, traditions, beliefs, politics etc. It also enables students to develop and describe how to interact within the society through the use of the Language. It creates awareness in students of the diversity and interdependence of the world they live in and helps them to celebrate the importance of their *Heart Language* and recognise the challenges and benefits of studying the language in a society with multiple cultures, ideologies, and ways of being.

### **General Learning Outcomes (*The learning students should acquire by end of each Basic Education Stage*)**

The General Learning Outcomes of a subject tell us what learners *should know or Describe* 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 Basic Education.

#### **1 First Stage of Basic Education (Class 1 to Class 3)**

The learners will be able to demonstrate:

- a) Description of Káthemne Orthography/Sound System.
- b) An awareness of Káthemne Syllable formation.

- c) A basic knowledge of Word formation.
- d) An idea of Káthemne Verbs, Nouns and Pronouns.
- e) Basic knowledge of Sentence Structure.
- f) Ability to Describe the Days of the Week in Káthemne.
- g) Ability to Describe the Months of the year in Káthemne.

## **2 Second Stage of Basic Education (Class 4 to Class 6)**

The learners will be able to:

- a) Develop in learners the idea of syllable formation.
- b) Develop in learners the idea of word formation processes.
- c) Review the days of week and months of the year in Káthemne.
- d) Gain awareness of Sentence structure in Káthemne.
- e) Introduction the Themne Poems and Songs.
- f) Introduction to short Essays (using Language experience method).
- g) Describe the Parts of Speech in Káthemne.
- h) Tell simple stories in Káthemne.

## **3 Third Stage of Basic Education (J.S.S 1 to J.S.S 3)**

The learner will be able to:

- 1) Describe the historical background of the Themne People.
- 2) Recognize and use Káthemne Orthography/Sound System.
- 3) Develop in learners the idea of syllable formation.
- 4) Develop in learners the idea of word formation processes.
- 5) Describe the Local Calendar (the days of week and months of the year in Káthemne).
- 6) Gain awareness of the sentence structure in Káthemne.
- 7) Describe and apply the Word boundary rule in Káthemne.
- 8) Develop the Logic of counting in Káthemne.
- 9) Inculcate the forms of greetings in Káthemne
- 10) Tell and interpret various forms of Time Telling in Káthemne.
- 11) Introduction to translation



- 12) Introduction to learners short Essays (using Language experience method).
- 13) Read and comprehend simple essays in Kàthemne.
- 14) Classify Themne words in their various Parts of Speech.
- 15) Tell simple stories in Kàthemne.
- 16) Introduction to learners Themne Poems and Songs
- 17) Introduce to learners Themne literature and Culture.

### **Class/Grade Level Specific Learning Outcomes**

Specific learning outcomes of a topic or theme indicate what learners *should know or Describe* 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)***

<b>TOPIC / THEME</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<b>Themne Orthography</b>	The learner will be able to: <ul style="list-style-type: none"> <li>• Identify and write various Orthography or sounds of Kàthemne Language.</li> <li>• Gain awareness of Kàthemne syllable formation.</li> </ul>
<b>Greetings in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Describe the various forms of greetings in Kàthemne.</li> <li>• Appreciate the culture of greetings in Kàthemne.</li> <li>• Demonstrate oral greetings at class level</li> </ul>

#### ***The Second Grade (Class-2)***

<b>TOPIC / THEME</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
	The learner will be able to:

<p><b>Word Building</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of letter sounds of Káthemne.</li> <li>• Develop writing skills</li> <li>• Develop phoneme syllable chart.</li> <li>• Compose sounds/phonemes to form syllables and compose syllable to form words in Káthemne.</li> </ul>
<p><b>Themne Nouns, Verbs and Pronouns</b></p>	<ul style="list-style-type: none"> <li>• Identify and tell simple Nouns, Verbs and Pronouns</li> <li>• Use simple Nouns, Verbs and Pronouns.</li> <li>• Know their differences.</li> </ul>
<p><b>Greetings in Káthemne</b></p>	<ul style="list-style-type: none"> <li>• Describe the various forms of greetings in Káthemne.</li> <li>• Appreciate the culture of greetings in Káthemne.</li> <li>• Demonstrate oral greetings at class level</li> </ul>

*The Third Grade (Class-3)*

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
<p><b>Sentence structure</b></p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Show a basic description of the meaning and the difference between a word and a sentence.</li> <li>• Use words into simple sentences.</li> <li>• Write simple sentences.</li> <li>• Work with others to build words and put them into simple sentences.</li> </ul>
<p><b>The Local Calendar</b></p>	<ul style="list-style-type: none"> <li>• Know and recite the days of the week and months of the year in Káthemne.</li> </ul>

<b>Greetings in Káthemne</b>	<ul style="list-style-type: none"> <li>• Relate them to their English equivalence.</li> <li>• Name them in sequence.</li>   <li>• Describe the various forms of greetings in Káthemne.</li> <li>• Appreciate the culture of greetings in Káthemne.</li> <li>• Demonstrate oral greetings at class level</li> </ul>
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*The Fourth Grade (Class 4)*

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
<b>Syllables and Word Formation</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>✧ Combine sounds into syllables.</li> <li>✧ Learn two and three letter words.</li> <li>✧ Sound and combine syllables into words.</li> </ul>
<b>The Local Calendar</b>	<ul style="list-style-type: none"> <li>✧ Know the history of the development of the names of the week and the months of the year in Káthemne.</li> <li>✧ Learn the meaning represented for each day or month of the year in Káthemne.</li> <li>✧ Appreciate the culture of eventing names of the months of the year in Káthemne.</li> <li>✧ Relate them to their English equivalence.</li> </ul>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>• Know the meaning of a sentence.</li> <li>• Use simple sentences in Káthemne.</li> </ul>
<b>Time telling</b>	<ul style="list-style-type: none"> <li>• Explain the forms of Time Telling in Káthemne.</li> <li>• Appreciate the importance of time with regards the Themne culture.</li> <li>• Describe the differences between telling time in Káthemne and the Western form.</li> </ul>

*The Fifth Grade (Class 5)*

<b>TOPIC / THEME</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<b>Sentence structure</b>  <b>Themne Poems and Songs</b>  <b>Writing simple Essays</b>  <b>Parts of Speech in Kàthemne</b>  <b>Story telling</b>  <b>Time Telling</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Introduction to learning the types of sentences in Kàthemne (Declarative, Imperative, Interrogative and Exclamatory sentences).</li> <li>• Read written Poems in Kàthemne.</li> <li>• Learn and interpret the meanings of poems in Kàthemne.</li> <li>• Compose simple songs in Kàthemne.</li> <li>• Appreciate the culture of writing poems and compose songs in Kàthemne.</li> </ul> <ul style="list-style-type: none"> <li>• Learn simple guided essays (Letter writing and Composition)</li> </ul> <ul style="list-style-type: none"> <li>• Introduction to the Parts of Speech in Kàthemne.</li> <li>• Identify the parts of speech in simple sentences and oral speeches.</li> <li>• Identify renowned story tellers in the Themne community.</li> <li>• Learn how to compose and write simple stories in Kàthemne.</li> </ul> <ul style="list-style-type: none"> <li>• Explain the forms of Time Telling in Kàthemne.</li> <li>• Appreciate the importance of time with regards the Themne culture.</li> <li>• Describe the differences between telling time in Kàthemne and the Western form.</li> </ul>

*The Sixth Grade (Class-6)*

<b>TOPIC/THEME</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<b>Sentence structure (Review)</b>  <b>Themne Poems and Songs</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Introduction to learning the types of sentences in Kàthemne (Declarative, Imperative, Interrogative and Exclamatory sentences).</li> </ul>

<p><b>(Review)</b></p> <p><b>Writing simple Essays (Review)</b></p> <p><b>Parts of Speech in Káthemne</b></p> <p><b>Story telling (Review)</b></p>	<ul style="list-style-type: none"> <li>• Read written poems in Káthemne.</li> <li>• Learn and interpret the meanings of poems in Káthemne.</li> <li>• Compose simple songs in Káthemne.</li> <li>• Appreciate the culture of writing poems and compose songs in Káthemne.</li> </ul> <p>✧ Learn simple guided essays (Letter writing and Composition)</p> <p>✧ Introduction to the Parts of Speech in Káthemne.</p> <ul style="list-style-type: none"> <li>• Identify the parts of speech in simple sentences and oral speeches.</li> <li>• Identify renowned story tellers in the Themne community.</li> <li>• Learn how to compose and write simple stories in Káthemne.</li> </ul>
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*The Seventh Grade (J.S.S-1)*

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
<p><b>The Historical Background of the Themne People</b></p> <p><b>The Orthography of Káthemne</b></p> <p><b>Syllable and Word Formation in Káthemne</b></p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Know the origin of the Themne People.</li> <li>• Describe the geographical locations of the Themnes, their socio-cultural, socio-economic, political, religious and their family life system.</li> <li>• The history of the development of the Orthography of Káthemne.</li> <li>• Identify and write various Themne Orthography or sounds of Káthemne Language.</li> <li>• Gain awareness of Káthemne syllable formation.</li> <li>• Combine sounds into syllables.</li> <li>• Learn two and three letter words.</li> </ul>

<p><b>The Local Calendar</b></p> <p><b>Greetings in Kâthemne</b></p>	<ul style="list-style-type: none"> <li>• Sound and combine syllables into words.</li> <li>• Know the history of the development of the names of the week and the months of the year in Kâthemne.</li> <li>• Learn the meaning represented for each day or month of the year in Kâthemne.</li> <li>• Appreciate the culture of eventing names of the months of the year in Kâthemne.</li> <li>• Relate them to their English equivalence.</li> <li>• Describe the various forms of greetings in Kâthemne.</li> <li>• Appreciate the culture of greetings in Kâthemne.</li> <li>• Demonstrate oral greetings at class level.</li> </ul>
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*The Eighth Grade (J.S.S-2)*

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
<p><b>Sentence Structure</b></p> <p><b>Word Boundary in Kâthemne</b></p> <p><b>Logic of Counting in</b></p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Introduction to learning the types of sentences in Kâthemne (Declarative, Imperative, Interrogative and Exclamatory sentences).</li> <li>• Tell what ‘Word Boundary’ is.</li> <li>• Show the importance of word boundary in Kâthemne.</li> <li>• Describe the rules governing word boundary in Kâthemne.</li> <li>• Demonstrate word boundary in simple sentences.</li> <li>• Grasp the concept of numerals in Kâthemne.</li> <li>• Know the various types/forms of counting in Kâthemne (cardinal, ordinal and counting of</li> </ul>

<b>Kàthemne</b>	objects).
<b>Dialects in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Learn number value.</li> <li>• Sustain the culture of counting in Kàthemne.</li> </ul>
<b>Time Telling</b>	<ul style="list-style-type: none"> <li>• Describe what a dialect is in Kàthemne.</li> <li>• Describe the types of dialects in Kàthemne</li> </ul>
<b>Essay Writing</b>	<ul style="list-style-type: none"> <li>• Explain the forms of Time Telling in Kàthemne.</li> <li>• Appreciate the importance of time with regards the Themne culture.</li> <li>• Describe the differences between telling time in Kàthemne and the Western form.</li> <li>• Introduction to essay writing (composition and letter writing)</li> <li>• Types of compositions and letter writing.</li> </ul>
<b>Literature and Culture</b>	<ul style="list-style-type: none"> <li>• Introduction to Themne Literature and Culture (Okapra Ubana and Yamba Gbənki).</li> <li>• Apply and adopt some concept of the Themne culture.</li> <li>• Compare and contrast the Themne Literature and that of Western Literature (Comparative Literature).</li> <li>• Develop the skills of reading comprehension.</li> <li>• Adopt the culture of reading in and outside of the classroom.</li> </ul>
<b>Reading and Comprehension</b>	

*The Ninth Grade (J.S.S-3)*

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
	The learner will be able to:

<b>Sentence Structure</b>	<ul style="list-style-type: none"> <li>• Describe and apply in everyday life the use of the types of sentences in Kàthemne (Declarative, Imperative, Interrogative and Exclamatory sentences).</li> </ul>
<b>Word Boundary in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Tell what ‘Word Boundary’ is.</li> <li>• Show the importance of word boundary in kàthemne.</li> <li>• Describe the rules governing word boundary in Kàthemne.</li> <li>• Demonstrate word boundary in simple sentences.</li> </ul>
<b>Logic of Counting in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Apply the concept of numerals of Kàthemne in real life situation.</li> <li>• Use the various types/forms of counting in Kàthemne (cardinal, ordinal and counting of objects).</li> <li>• Learn number value.</li> <li>• Sustain the culture of counting in Kàthemne.</li> </ul>
<b>Kàthemne Dialects</b>	<ul style="list-style-type: none"> <li>• Appreciate the language variation.</li> <li>• Demonstrate the dialect with example</li> </ul>
<b>Greetings in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Describe the various forms of greetings in Kàthemne.</li> <li>• Appreciate the culture of greetings in Kàthemne.</li> <li>• Demonstrate it at class level.</li> </ul>
<b>Parts of Speech in Kàthemne</b>	<ul style="list-style-type: none"> <li>• Identify words/vocabularies in their respective categories (Word Classes).</li> <li>• Use them correctly in sentences and oral speech.</li> <li>• Apply them in their every-day use of the Language.</li> </ul>
<b>Time Telling</b>	<ul style="list-style-type: none"> <li>• Explain the forms of Time Telling in Kàthemne.</li> <li>• Appreciate the importance of time with regards the Themne culture.</li> <li>• Describe the differences between telling time in Kàthemne and the Western form.</li> </ul>



<b>Essay Writing</b>	<ul style="list-style-type: none"> <li>• Introduction to essay writing (composition and letter writing)</li> <li>• Become familiar with the types of compositions and letter writing.</li> </ul>
<b>Literature and Culture</b>	<ul style="list-style-type: none"> <li>• Introduction to Themne Literature and Culture (Okapra Ubana and Yamba Gbonki).</li> <li>• Apply and adopt the concept of Themne culture.</li> <li>• Compare and contrast the Themne Literature and that of Western Literature (Comparative Literature).</li> </ul>
<b>Reading and Comprehension</b>	<ul style="list-style-type: none"> <li>• Develop the skill of reading comprehension.</li> <li>• Adopt the culture of reading in and outside of the classroom.</li> </ul>

## KÀTHEMNE

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

TOPIC/THEME	LEARNING OBJECTIVES	ASSESSMENT METHODS	TEACHING STYLE	TEACHING AND LEARNING RESOURCES
<b>Primary-1 Term 1&amp;2</b>				
Introduction to the language orthography.	By the end of the lesson, children should be able to: - Match the sounds of the language with the agreed symbols Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ε, η, ə, f, k etc.	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	<ul style="list-style-type: none"> <li>- Oral activities</li> <li>- Display of the alphabets on a chart</li> <li>- Use flash cards</li> <li>- Drawings</li> </ul>	Text books, vanguards, letter tiles, pictures/drawings -
<b>Primary-1 Term 3</b>				
Greetings	By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - Name the various types of greetings in Kàthemne - Demonstrate various forms of	<ul style="list-style-type: none"> <li>- Classroom demonstration</li> <li>- Oral greetings</li> </ul>	Kàthemne Kàsu – Book-1

		greetings in Káthemne. Eg; - Nə dirà-i? Good morning (Plural) - Əŋ dirà-i? Good morning (Singular)		
<b>Primary-2 Term 1</b>				
Identifying sounds in words	By the end of the lesson, pupils should be able to identify individual sounds within a word environment that are combined to form a specific word. Eg; identification of the sounds ‘e’ and ‘ɛ’ - B <u>e</u> p = spoon - F <u>e</u> r = drum - M <u>e</u> r = salt - F <u>e</u> th = young	Tr. asks pupils to listen to a word and tell the sounds they hear: - B <u>e</u> p = spoon - F <u>e</u> r = drum - M <u>e</u> r = salt - F <u>e</u> th = young	Oral drill	Káthemne Kásu – Book – 1
<b>Primary-2 Term 2</b>				
Word Building	By the end of the lesson, children should be able to form new words from the sounds they have learnt. Eg: d-e-r = der m-e-r = mer k-a-r = kar	Tr. asks children to produce words maintaining sounds they learnt eg: m-u-n = mun s-ɔ-m = sɔm l-à-k = lək	Oral drill	Káthemne Kásu – Book – 1
<b>Primary-2 Term 3</b>				
Sounds combination (word syllable)	By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation	Tr. asks pupils to pronounce words by units or segments. Eg: gbu-kɛ = gbukɛ (run) wo-rək = worək (work) Tə-mà= təmə (stand)	Oral drill	Káthemne Kásu – Book-1

<b>Primary-3 Term 1</b>				
Sentence structure	- By the end of the lesson the children should be able to construct simple Themne sentences.	Tr. asks children to construct simple sentences: Eg; - Dardi rəbōthi (Delicious food) - Wur ro kaŋ (Go outside) - Mɛ yi Fode (I am Foday)	-Individual reading exercise Group reading -Story telling Talk shows	Tape recorders Kāthemnɛ Kāsu – Book-1
<b>Primary-3 Term 2</b>				
Introduction to the use of the local Calendar	By the end of the lesson children should be able to name and spell the: - Days of the week Months of the year	Tr. asks children to name the various days of the week and months of the year in their correct sequence.	-Oral exercise -Group work -Focus discussion	Kāthemnɛ Kāsu – Book-1 Flash cards
<b>Primary-3 Term 3</b>				
Counting in Kāthemnɛ	- By the end of the lesson, children should be able to: Count correctly from 1-100 in Kāthemnɛ	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Pərəŋ, Pəsas, Panle, Tamath, Dukin..... Tr. writes numbers on the board in digits and asks children to write them in words in Kāthemnɛ. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them individually in Kāthemnɛ.	Individual and group work	Kāthemnɛ Kāsu – Book-1 Flash cards

TOPIC/THEME	LEARNING OBJECTIVES	ASSESSMENT METHODS	TEACHING STYLE	TEACHING AND LEARNING RESOURCES
<b>Primary – 4 Term 1</b>				
The history of the development of the language Orthography	By the end of the lesson, children should be able to: - Identify the language orthography form the initial to the current orthography	Ask children to name the various stages of the development of the orthography	- Oral activities - Illustrations	Text books (Kàthemne, Hulimba, Krio, Mende)
Introduction to the language orthography.	By the end of the lesson, children should be able to: - Match the sounds of the language with the agreed symbols - Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ε, η, ə, f, k	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	- Oral activities - Display of the alphabets on a chart - Use flash cards - Drawings	Text books, vanguards, letter tiles, pictures/drawings
<b>Primary - 4 Term 2</b>				
Classification of language sounds	By the end lesson, children should be able to: - Classify the various sounds of the language: i) Vowel sounds ii) Consonant sounds iii) Digraphs iv) Diphthongs/Glides	Tr. asks children to: - Name the various sound categories - But letters into their various categories - Eg; Vowels (Ɛtɔŋa Ɛgbeŋ - a, á, e, i, o, u, ɔ, ε, ə)	- Illustration of alphabet sounds with picture or drawings - Group work	The source book for the four Sierra Leonean Languages
<b>Primary- 4Term 3</b>				
Word Building	By the end of the lesson, children	Ask children to produce two letter	- Group work	Text books

	<p>should be able to blend individual sounds to form words</p> <p>Eg;</p> <ul style="list-style-type: none"> <li>- d+ i= di (eat)</li> <li>- f+i= fi (die)</li> <li>- r+u= ru (plait)</li> </ul>	words	- Letter games	
<b>Primary – 5 Term 1</b>				
Identifying sounds in words	<p>By the end of the lesson, pupils should be able to identify individual sounds within a word environment that are combined to form a specific word. Eg; identification of the sounds ‘e’ and ‘ɛ’</p> <ul style="list-style-type: none"> <li>- B<u>e</u>p = spoon</li> <li>- F<u>e</u>r = drum</li> <li>- M<u>e</u>r = salt</li> <li>- F<u>e</u>th = young</li> <li>-</li> </ul>	<p>Tr. asks pupils to listen to a word and tell the sounds they hear:</p> <ul style="list-style-type: none"> <li>- B<u>e</u>p = spoon</li> <li>- F<u>e</u>r = drum</li> <li>- M<u>e</u>r = salt</li> <li>- F<u>e</u>th = young</li> </ul>	Oral drill	KáthemneKásu – Book – 1
<b>5 Term 2</b>				
Substituting sounds to form new words	<p>By the end of the lesson, children should be able to form new words out of existing ones by substituting the letters. Eg: der, mer, fer</p>	<p>Tr. asks children to produce words maintaining for example the final sound: <u>de</u>r, mer, fer</p>	Oral drill	Káthemne Kásu – Book – 1
<b>5 Term 3</b>				
Segmentation of words into syllables	<p>By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation</p>	<p>Tr. asks pupils to pronounce words by units or segments. Eg:</p> <p>Fɛ-rɛ = fɛrɛ (encourage)</p> <p>Wo-rək = worək (work)</p> <p>Tə-mà = təmà (stand)</p>	Oral drill	Káthemne Kásu – Book-1

<b>Primary – 6 Term 1</b>				
Sentence construction	By the end of the lesson the children should be able to construct simple Themne sentences.	Tr. asks children to construct simple sentences: Eg; - Anak abothi (Delicious rice) - Wur ro kaŋ (Go outside)	-Individual reading exercise Group reading -Story telling Talk shows	Tape recorders Káthemne Kásu – Book-1
Introduction to the use of the local Calendar	By the end of the lesson children should be able to name and spell the: - Days of the week - Months of the year	Tr. asks children to name the various days of the week and months of the year in their correct sequence.	-Oral exercise -Group work -Focus discussion	Káthemne Kásu – Book-1 Flash cards
Greetings	By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - - Name the various types of greetings in Káthemne -Demonstrate various forms of greetings in Káthemne. Eg; - Nə dirà-i? Good morning (Plural) - - Əŋ dirà-i? Good morning (Singular)	-Classroom demonstration -Oral greetings	Káthemne Kásu – Book-1
<b>6 Term 2</b>				
Repeat the history of the development of the language Orthography	By the end of the lesson, children should be able to: Identify the language orthography form the initial to the current orthography	Ask children to name the various stages of the development of the orthography	- Oral activities Illustrations	Text books (Káthemne, Hulimba, Krio, Mende)
Repeat the Introduction to the language orthography.	By the end of the lesson, children should be able to: - Match the sounds of the language with the agreed symbols Articulate the various speech	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	- Oral activities - Display of the alphabets on a chart - Use flash cards Drawings	Text books, vanguards, letter tiles, pictures/drawings

	sounds of the language discretely; eg- b, d, t, ɔ, ε, η, ə, f, k			
<b>6 Term 3</b>			-	
Repeat Identifying sounds in words	By the end of the lesson, pupils should be able to identify individual sounds within a word environment that are combined to form a specific word. Eg; identification of the sounds ‘e’ and ‘ε’ - B <u>e</u> p = spoon - F <u>e</u> r = drum - M <u>e</u> r = salt - F <u>e</u> th = young	Tr. asks pupils to listen to a word and tell the sounds they hear: - B <u>e</u> p = spoon - F <u>e</u> r = drum - M <u>e</u> r = salt - F <u>e</u> th = young	Oral drill	KáthemneKásu – Book – 1
Repeat Word Building	By the end of the lesson, children should be able to form new words from the sounds they have learnt. Eg: d-e-r = der m-e-r = mer k-a-r = kar	Tr. asks children to produce words maintaining sounds they learnt eg: m-u-n = mun s-ɔ-m = sɔm l-á-k = lák	Oral drill	Káthemne Kásu – Book – 1
Repeat Sounds combination (word syllable)	By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation	Tr. asks pupils to pronounce words by units or segments. Eg: gbu-ke = gbuke (run) wo-rək = worək (work) Tə-má= təmá (stand)	Oral drill	Káthemne Kásu – Book-1
Repeat Sentence structure	By the end of the lesson the children should be able to construct simple Themne sentences.	Tr. asks children to construct simple sentences: Eg; - Dardi rəbōthi (Delicious food) - Wur ro kaŋ (Go outside) - Mε yi Fode (I am Foday)	-Individual reading exercise Group reading -Story telling Talk shows	Tape recorders Káthemne Kásu – Book-1

Repeat Introduction to the use of the local Calendar	By the end of the lesson children should be able to name and spell the: - Days of the week Months of the year	Tr. asks children to name the various days of the week and months of the year in their correct sequence.	-Oral exercise -Group work -Focus discussion	Káthemne Kásu – Book-1 Flash cards
Repeat Counting in Káthemne	- By the end of the lesson, children should be able to: Count correctly from 1-100 in Káthemne	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Pərəŋ, Pəsas, Panle, Tamath, Dukin..... Tr. writes numbers on the board in digits and asks children to write them in words in Káthemne. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them individually in Káthemne.	Individual and group work	Káthemne Kásu – Book-1 Flash cards



# BASIC EDUCATION CURRICULUM VALIDATION

## KÀTHEMÑÈ

### Teaching Syllabus Outline for the Second Stage of Basic Education (J.S.S. 1 to 3)

TOPIC/THEME	LEARNING OBJECTIVES	ASSESSMENT METHODS	TEACHING STYLE	TEACHING AND LEARNING RESOURCES
<b>J. S. S. ONE Term 1</b>				
The historical background of the Themne People	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> <li>- Explain the history and origin of the people</li> <li>- Distinguish between the Themne people from other ethnic groups in Sierra Leone.</li> </ul>	Ask children to tell the origin and the geographical location of the Themne people in Sierra Leone	<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Folk tales of the origin of Themne people</li> </ul>	The Sierra Leonean map The source book for the four Sierra Leonean Languages
The history of the development of the language Orthography	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> <li>- Identify the stages of the development of the language orthography from the initial to the current orthography</li> </ul>	Ask children to name the various stages of the development of the orthography	<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Illustrations</li> </ul>	Kàthemne J. S. S. 1 The source book for the four Sierra Leonean Languages
Introduction to the language orthography.	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> <li>- Produce the sounds of the language Eg. a, à, e, l, o, u, ɔ, ε, ə, b, d, k, h, ày, ey, th.</li> <li>- write the speech sounds of the language</li> </ul>	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	<ul style="list-style-type: none"> <li>- Oral activities</li> <li>- Display of the alphabets on a chart</li> <li>- Use flash cards</li> <li>- Drawings</li> </ul>	Kàthemne J. S. S. 1 The source book for the four Sierra Leonean Languages vanguards, letter tiles, pictures/drawings
Classification of	By the end of the lesson, children should be	By the end the lesson, children	- Illustration	Kàthemne J. S. S. 1

language sounds	able to: - Classify the various sounds of the language: v) Vowel sounds vi) Consonant sounds vii) Digraphs viii) Diphthongs/Glides	should be able to: - Name the various sound categories - put letters into their various categories - Eg; Themne Vowels (ƐtɔŋaƐgbeŋ - a , á, e, i, o, u, ɔ, ɛ, ə)	of alphabet sounds with picture or drawings - Group work	The source book for the four Sierra Leonean Languages
word building	By the end of the lesson, children should be able to blend individual sounds to form words Eg: - d+i= di (eat) - f+i= fi (die) - r+u= ru (plait)	Ask children to produce two letter words	- Group work - Letter games	Káthemne J. S. S. 1 The source book for the four Sierra Leonean Languages
<b>Term 2</b>				
Segmentation of words into syllables	By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation	Tr. asks pupils to pronounce words by units or segments. Fɛ-rɛ=ferɛ (encourage) Wɔ-rək= (work) Tə-má= (stand)	Oral drill	Káthemne J. S. S. 1 The source book for the four Sierra Leonean Languages
Word boundary	By the end of the lesson, children should be able to: - Delimit the boundary between words	Tr. demonstrates word boundary Eg: <b>wrong use</b> i) Ipokɔne ii) ɔ wathɔkulɔ <b>Correct use</b> i) I po kɔne ii) ɔwath ɔ kulɔ <b>Translation</b> - I am gone	Illustrations	Káthemne J. S. S. 1 The source book for the four Sierra Leonean Languages

		- The child cries		
Translation of Words and Simple Sentences	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> <li>- Translate simple Themne words from Káthemne into English and from English into Káthemne.</li> </ul> <p><b>Examples of Word Translation Káthemne into English</b></p> <p>Fɔf = talk mer = swallow muti/muchi/tela/chela = call dine = lost mánkne = hide</p> <p><b>English into Káthemne</b></p> <p>sing = leŋ dog = átɔn pestle = kəromp light = kəwalɔŋ drought = áfithina</p>	<p>-Tr. asks children to name words in Káthemne and translate them into English while he records them on the chalkboard.</p> <p>-Tr. Guides pupils to discuss and translate simple sentences.</p>	<p>-Tr. Encourages children to work individually and in groups.</p>	<p>Teacher works and guides pupils on the exercise.</p>
Sentence construction	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> <li>- Construct simple Themne sentences.</li> <li>- Name the various types of sentences in Káthemne with examples.</li> </ul> <p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> <li>- Interrogative sentence</li> <li>- Imperative sentences</li> <li>- Exclamatory sentences</li> </ul>	<p>Tr. asks children to construct simple sentences: Eg;</p> <ul style="list-style-type: none"> <li>- Anak ábɔthi (Delicious rice)</li> <li>- Wur rokaŋ (Go outside)</li> </ul>	<p>-Individual reading exercise</p> <p>Group reading</p> <p>-Story telling</p> <p>Talk shows</p>	<p>Tape recorders</p> <p>Káthemne J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p>
<b>Term 3</b>				
Introduction to the use of the local Calendar	<p>By the end of the lesson children should be able to name and spell the:</p> <p>iii) Days of the week</p>	<p>Tr. asks children to name the various days of the week and months of the year in their</p>	<p>-Oral exercise</p> <p>-Group work</p> <p>-Focus</p>	<p>Káthemne J. S. S. 1</p> <p>The source book for the four Sierra</p>

	iv) Months of the year	correct sequence.	discussion	Leonean Languages
Káthemne Dialects	By the end of the lesson children should be able to: <ul style="list-style-type: none"> <li>- Name and spell the dialects of the language.</li> <li>- Show the areas where the various dialects are predominantly spoken in Sierra Leone</li> <li>- Identify the dialectal variations</li> </ul>	Tr. asks children to list the various dialects Explain the differences between the various dialects of the language. <b>Example: Dialects:</b> <b>Yoni dialect</b> <b>Konke dialect</b> <b>Bombali Dialect</b> <b>Western Dialect</b>	-Oral exercise -Group work -Discussion	Káthemne J. S. S. 2 The source book for the four Sierra Leonean Languages
Greetings	v) By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - - Name the various types of greetings in Káthemne -Demonstrate various forms of greetings in Káthemne. Eg; - Nə dirà-i? Good morning (Plural) - Əŋ dirà-i? Good morning (Singular)	-Classroom demonstration -Oral greetings	Káthemne J. S. S. 1
Logic of Counting	By the end of the lesson, children should be able to: Distinguish the various forms of counting; <ul style="list-style-type: none"> <li>- Cardinal counting</li> <li>- Ordinal counting</li> <li>- Counting of objects</li> </ul> Count correctly from 1-100 in Káthemne	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Pəɾəŋ, Pəsas, Panɛ, Tamath, Dukin..... Tr. writes numbers on the board in digits and asks children to write them in words in Káthemne. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them	Individual and group work	Káthemne Kásu – Book-1 Flash cards

		individually in Káthemne.		
<b>J. S. S. TWO Term 1</b>				
Sentence construction	By the end of the lesson the children should be able to: - Construct simple Themne sentences. - Name the various types of sentences in Káthemne with examples. Eg; - Declarative sentences - Interrogative sentence - Imperative sentences - Exclamatory sentences - Eg - I po bulo (I have gone to work) - Yer mi mant I mun (Give me some water to drink)	-Short answer questions - Oral exercise -Illustrations -Group work	-Individual reading exercise Group reading -Story telling Talk shows	Tape recorders Káthemne J. S. S. 2 The source book for the four Sierra Leonean Languages
Logic of Counting	By the end of the lesson, children should be able to: Distinguish the various forms of counting; - Cardinal counting - Ordinal counting - Counting of objects Count correctly from 1-100 in Káthemne	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Pəreŋ, Pəsas, Panle, Tamath, Dukin..... Tr. writes numbers on the board in digits and asks children to write them in words in Káthemne. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them individually in Káthemne.	Individual and group work	Káthemne Kásu – Book-1 Flash cards
Noun class system	By the end of the lesson, children should be able to: - Name the various noun classes of the	Tr. asks children to name the various noun classes of the language:	-Oral exercise -Illustrations -Group work	Káthemne J. S. S. 2 The source book for the four Sierra

	<p>language</p> <ul style="list-style-type: none"> <li>- Use them correctly</li> </ul>	<p>Eg; U/Ɔ, á/áŋ, a/aŋ, kə/ák, tə/tá, rə/rá, mə/má, w/b, k/ŋa</p> <p>-Uthem/Ɔthem- old man (Themne)</p> <p>-ábok/áŋbo- snake</p> <p>Təyek/táyek- monkeys (Themne)</p> <p>Kumpa- spoon</p>	-Focus discussion	Leonean Languages
<b>Term 2</b>				
Translation of Words and Simple Sentences	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> <li>- Translate simple Themne words from Káthemne into English and from English into Káthemne.</li> </ul> <p><b>Examples of Word Translation</b></p> <p><b>Káthemne into English</b></p> <p>gbal = write</p> <p>báf = brush</p> <p>wuni = a person/person</p> <p>dis = yesterday/to feed</p> <p>kəpet = a town</p> <p><b>English into Káthemne</b></p> <p>guard = bumər</p> <p>dark = ɔsum</p> <p>whet = wothər</p> <p>light = kəwaləŋ</p> <p>drought = áfithina</p> <p><b>Examples of Simple Sentence Translation</b></p> <p><b>Káthemne into English</b></p> <ul style="list-style-type: none"> <li>-Fodeŋ ɔ gbuke = Foday runs</li> <li>-Ɔwir ufəth = a young goat</li> <li>-Ruma rəfu = a new shirt/dress</li> </ul>	<p>-Tr. asks children to name words in Káthemne and translate them into English while he records them on the chalkboard.</p> <p>-Tr. Guides pupils to discuss and translate simple sentences.</p>	-Tr. Encourages children to work individually and in groups.	Teacher works and guides pupils on the exercise.

	<p>-Ōwath ɔ po der = the child has come</p> <p>-kəpet kəbana = a big town</p> <p><b>English into Kàthemne</b></p> <p>- I lived in Makeni</p> <p>I yi ro Məkeni</p> <p>-The nest room is my room.</p> <p>Àŋkonko māŋ bəp-e, àŋāmi ŋeŋ.</p> <p>-Hard work pays.</p> <p>Kà worək sɔbɛ kə rām.</p> <p>- The sun is bigger than the moon.</p> <p>Àret rà tha bondà ta àŋof.</p>			
Word Classes	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> <li>- Name the nine parts of speech</li> <li>- Spell each part of speech correctly</li> <li>- Classify words correctly</li> </ul>	<p>Tr. asks children to name the various parts of speech.</p> <p><b>Eg:</b></p> <ul style="list-style-type: none"> <li>- Mes – Nouns</li> <li>- Təmātəmes- Pronouns</li> <li>- Eyo - Verbs</li> </ul>	<p>-Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p>	<p>Kàthemne J. S. S. 2</p> <p>The source book for the four Sierra Leonean Languages</p>
Dialects of the language	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> <li>- Name and spell the dialects of the language.</li> <li>- Show the areas where the various dialects are predominantly spoken in Sierra Leone</li> <li>- Identify the dialectal variations</li> </ul>	<p>Tr. asks children to list the various dialects</p> <p>Explain the differences between the various dialects of the language.</p> <p><b>Example: Dialects:</b></p> <p><b>Yoni dialect-</b> Shim, kádare, fənthá.</p> <p><b>Konke dialect</b> – sim, Dàrà, Lole, etc.</p>	<p>-Oral exercise</p> <p>-Group work</p> <p>-Discussion</p>	<p>Kàthemne J. S. S. 2</p> <p>The source book for the four Sierra Leonean Languages</p>
<b>Term 3</b>				
Introduction to Essay Writing	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> <li>- Name the four types of essays</li> </ul>	<p>Essay type questions.</p>	<p>-Witten exercises</p> <p>-Group work</p>	<p>Kàthemne J. S. S. 2</p> <p>The source book for the four Sierra</p>

	(Narrative, Descriptive, Argumentative and Explanatory). - Explain the steps involved in essay writing. - Write a short essay in Káthemne Language		-Individual work	Leonean Languages
Introduction to Reading and Comprehension	By the end of the lesson children should be able to: - Read simple essay passages in the Sierra Leonean languages. - Answer questions drawn from a given passage.	- Short answer questions -Asks Oral questions	-Oral exercise -Group work -Focus discussion	Káthemne J. S. S. 2 The source book for the four Sierra Leonean Languages
<b>J. S. S. THREE Term 1</b>				
Noun class system continues	By the end of the lesson, children should be able to: - Name the various noun classes of the language - Use them correctly	Tr. asks children to name the various noun classes of the language: Eg; I/U/ɔ/, á/áŋ, a/aŋ, kə/ák, tə/tá, rə/rá, mə/má, w/b, k/ŋa -Uthem/ɔthem- an old man/the old man (Themne) -ábok/áŋbo- snake/the snake Təyek/təyek- monkeys/the monkeys	-Oral exercise -Illustrations -Group work -Focus discussion	Káthemne J. S. S. 3 The source book for the four Sierra Leonean Languages
Word Classes continues	By the end of the lesson children should be able to: - Name the nine parts of speech - Spell each part of speech correctly - Classify words correctly	Tr. asks children to name the various parts of speech. <b>Eg:</b> - Mes – Nouns - Təmə-təmes (Pronouns) - Eyo - Verbs	-Oral exercise -Illustrations -Group work	Káthemne J. S. S. 3 The source book for the four Sierra Leonean Languages



Sentence construction	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> <li>- Construct simple Themne sentences.</li> <li>- Name the various types of sentences in Káthemne with examples.</li> </ul> <p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> <li>- Interrogative sentence</li> <li>- Imperative sentences</li> <li>- Exclamatory sentences</li> </ul> <p>Eg:</p> <ul style="list-style-type: none"> <li>- I po bulo (I have gone to work)</li> <li>- Yer mi mant I mun (Give some water to drink)</li> </ul>	<ul style="list-style-type: none"> <li>-Short answer questions</li> <li>- Oral exercise</li> <li>-Illustrations</li> <li>-Group work</li> </ul>	<ul style="list-style-type: none"> <li>-Individual reading exercise</li> <li>Group reading</li> <li>-Story telling</li> <li>Talk shows</li> </ul>	<p>Tape recorders</p> <p>Káthemne J. S. S. 3</p> <p>The source book for the four Sierra Leonean Languages</p>
Translation of Words and Simple Sentences	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> <li>- Translate simple Themne words from Káthemne into English and from English into Káthemne.</li> </ul> <p><b>Examples of Word Translation</b></p> <p><b>Káthemne into English</b></p> <p>thomə = dance</p> <p>mun = drink</p> <p>wuni = a person/person</p> <p>dirá = sleep</p> <p>kəpet = a town</p> <p><b>English into Káthemne</b></p> <p>rush = yagba</p> <p>dark = əsum</p> <p>work = worək</p> <p>light = kəwaləŋ</p> <p>drought = əfithina</p>	<ul style="list-style-type: none"> <li>-Tr. asks children to name words in Káthemne and translate them into English while he records them on the chalkboard.</li> <li>-Tr. Guides pupils to discuss and translate simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Tr. Encourages children to work individually and in groups.</li> </ul>	<p>Teacher works and guides pupils on the exercise.</p>

	<p><b>Examples of Simple Sentence Translation</b></p> <p><b>Káthemne into English</b></p> <ul style="list-style-type: none"> <li>-Mareŋ ɔ thómɔ = Marie dances</li> <li>-Ɔwir ɔ mun = The goat drinks</li> <li>-Wuni ufi = a dead person</li> <li>-Ɔwath ɔ po dirá = the child has slept</li> <li>-kəpet kəkur = an ancient town</li> </ul> <p><b>English into Káthemne</b></p> <ul style="list-style-type: none"> <li>-The boy rushed to the car Ɔwath runi ɔ yagba kəkɔ ka ɔŋlɔri</li> <li>-The room is dark Áŋkonko ásum</li> <li>-You earn when you work Ɔŋ sɔthɔ be ɔŋ worək-e</li> <li>-The sun produces light Áret rə sɔŋ kəwalɔŋ</li> <li>-We experienced drought this year Sə sɔthɔ áfithina káren áke.</li> </ul>			
<b>Term 2</b>				
Letter Writing	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> <li>- Name the three types of letters</li> <li>- Identify the various parts of a letter</li> <li>- Write a simple letter in Káthemne</li> </ul>	Essay type questions	-Illustrations -individual work	Káthemne J. S. S. 3 The source book for the four Sierra Leonean Languages
Telling the Time	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> <li>- Draw and label the various parts of the clock in Káthemne</li> <li>- Tell the time in Káthemne</li> <li>- Show the various sources of visualizing the time Eg: shadows, cock crowing, the cry of birds etc.</li> </ul>	Tr. asks children to --Short answer written questions -Oral questions	-Oral exercise -Illustrations -Group work -Flash cards and drawings	Káthemne J. S. S. 2 The source book for the four Sierra Leonean Languages

More work on Logic of Counting	By the end of the lesson, children should be able to: Distinguish the various forms of counting; - Cardinal counting - Ordinal counting - Counting of objects Count correctly from 1-100 in Káthemne	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Pəreŋ, Pəsas, Panle, Tamath, Dukin..... Tr. writes numbers on the board in digits and asks children to write them in words in Káthemne. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them individually in Káthemne.	Individual and group work	Káthemne Kásu – Book-1 Flash cards
Literature	By the end of the lesson children should be able to: - Narrate simple stories - Read and explain simple stories and appreciate Poems in Káthemne - Name the genres of literature (Prose, Drama and Poetry). - Name the sources of literature	-Short answer questions -Oral questions -Multiple choice questions	-Oral exercise -Dramatizations -Group work	-Okapəra Ubana By; Aske B. Gbla -Namina Wada by; Gbongbo Serry
Culture	By the end of the lesson children should be able to: - Explain certain aspects of their culture. Eg; Farming, Rites of passage, dress code etc. - Demonstrate aspects of culture	-Short answer questions -Oral questions -Multiple choice questions	-Oral exercise -Dramatizations -Group work	-Okapəra Ubana By; Aske B. Gbla -Namina Wada by; Gbongbo Serry

## **GENERAL RECOMMENDATIONS**

Be it recommended that:

1. The teaching of the four selected Sierra Leonean Languages be taught in the primary schools as provided for in the Education Policy, 1993.
2. The teaching of Indigenous Languages be done at Basic Education level and that it should be made compulsory at BECE.
3. Sierra Leonean Languages be made core in the primary level.
4. The full curriculum of Sierra Leonean Languages be developed for all levels of Basic Education.
5. The preparation of primers for primary schools be facilitated by MBSSE.
6. Teachers of Indigenous Languages be motivated to become more effective and efficient in the classroom.
7. A printing press for the publication of SLL materials be set up by the government of Sierra Leone.
8. Appropriate and Adequate teaching Learning materials of Indigenous Languages be provided to school for effective teaching and learning.
9. The desk of Sierra Leonean Languages at MEST be reactivated.

## **TEAM MEMBERS**

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