



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

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

CIVICS (Primary 1 – JSS 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).

C O N T E N T

- 1. A Message to all Teachers Implementing the New Curriculum**
- 2. Rationale and Justification for Civics in Basic Education**
- 3. General Learning Outcomes**
 - 3.1. First Stage (Class 1 – Class 2)**
 - 3.2. Second Stage (Class 3 – Class 4)**
 - 3.3. Third Stage (Class 5)**
 - 3.4. Fourth Stage (Class 6)**
 - 3.5. Fifth Stage (JSS 1 – JSS 3)**
- 4. Specific learning Outcomes by Grade (Class or Form)**
 - 4.1. First Grade (Class 1)**
 - 4.2. Second Grade (Class 2)**
 - 4.3. Third Grade (Class 3)**
 - 4.4. Fourth Grade (Class 4)**
 - 4.5. Fifth Grade (Class 5)**
 - 4.6. Sixth Grade (Class 6)**
 - 4.7. Seventh Grade (Form 1)**
 - 4.8. Eighth Grade (Form 2)**
 - 4.9. Ninth Grade (Form 3)**
- 5. Outline Teaching Syllabus for First Stage of Basic Education**
 - 5.1. Classes 1 & 2**
 - 5.2. Classes 3 & 4**

6. Outline Teaching Syllabus for Second Stage of Basic Education

6.1. Class 5

6.2. Class 6

7. Outline Teaching Syllabus for Third Stage of Basic Education

7.1. Form 1 (JSS 1)

7.2. Form 2 (JSS 2)

7.3. Form 3 (JSS 3)

8. Syllabus Implementation Guidelines (Pacing Guide for Schools to Complete)

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 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.

CIVICS 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 Civics in the Curriculum?)

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

- a) Civics helps students to become responsible, clear-thinking and enlightened members, capable of creative thinking and critical analysis in making informed decisions about themselves and participating effectively in societal development.

- b) It also prepares young people for the challenges and opportunities of rapidly changing behaviours of economies and technological world.
- c) Civics helps students to have respect for others, promote equity, recognise and appreciate the equality of all human beings.
- d) The discipline trains students to have concern for other people, adhere to the rule of law and oppose any form of discrimination
- e) It promotes a spirit of cooperation, tolerance and peace in society
- f) Through Civic Education, students become aware of their rights and responsibilities in a democracy and thereby making meaningful contribution towards national economic growth.
- g) Civics educate 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.
- h) Civics develops learners' nationalism, political knowledge, skills, and ethics.
- i) Civics 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.

General Learning Outcomes (*The Learning 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 basic education.

1 First stage of Basic Education (Classes 1 & 2)

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, school, community and living together with others.
- b) An understanding of their basic rights and duties in the home.
- c) Respect in the home.
- d) Basic knowledge of their own villages, towns and country.
- e) Qualities of a good citizen.
- f) Knowledge about some important Sierra Leoneans

2 Second stage of Basic Education (Classes 3 & 4)

The learners will be able to:

- a) Identify authorities in their family.
- b) Demonstrate sense of unity.
- c) Demonstrate knowledge of their rights and responsibilities in the home and school.
- d) Identify authorities in their school.
- e) Show the differences between good and bad citizens.
- f) Identify the various jobs that people do in the community.
- g) Identify facilities in their different communities.
- h) Demonstrate knowledge about people who lived in Sierra Leone in the early times.
- i) Explain the importance of freedom
- j) Explain how our independence day is celebrated
- k) Demonstrate basic knowledge about themselves
- l) State some of the ways to show respect for their environment
- m) Identify the difference between their needs and wants.

3 Third stage of Basic Education (Class 5)

The learner will be able to:

- a) Explain who a good citizen is
- b) Explain some of the major events that helped to shape our country's history
- c) Explain the impact of educational, religious and cultural values on our country's history
- d) Differentiate governance at household, village, town and chiefdom levels
- e) Identify examples of good and bad practices in their communities
- f) Identify causes and treatment of some diseases and the effects of drug abuse
- g) Identify the values of music and arts in their communities
- h) Appreciate the role of men and women in uniform
- i) Identify problems associated with teenage pregnancy

4 Fourth stage of Basic Education (Class 6)

The learner will be able to:

- a) Discuss the importance of education
- b) Identify different levels of local administration and their functions
- c) Discuss the differences between good and bad citizens in their communities
- d) Discuss the positive effects of drugs and state how drugs are abused

- e) Discuss how to relate with people with disability in their communities
- f) Discuss ways of protecting their environment
- g) Accommodate one another irrespective of differences in terms of religion or tribe
- h) Identify their rights and responsibilities

5 Fifth stage of Basic Education (JSS 1 to JSS 3)

The learner will be able to:

- a) Define the terms ‘nationalism’ and ‘patriotism’ and state their importance.
- b) Explain the meaning of democracy and universal adult suffrage and show how these can be practised in homes and schools;
- c) Demonstrate respect for law and order in society.
- d) Tell how the various levels of local administration in the country carry out their duties and how they raise money for these functions;
- e) Define self-discipline and state how it can help him or her grow up in a positive way.
- f) Show the effects of cultism on individuals and society and indicate what he or she can do to avoid joining a cult;
- g) Suggest what the authorities can do to discourage the spread of cultism in schools and communities.
- h) Indicate how British and western influences generally have affected us as Sierra Leoneans and suggest ways of getting rid of our negative colonial mentality.
- i) Understand and explain the messages of the National Anthem and Pledge and state the occasions when the National Anthem is played or sung.
- j) Show the meaning and importance of our National Flag.
- k) Explain the symbols on the Coat of Arms and narrate their importance to the history and development of our country.
- l) Define the terms “ethnicity”, “diversity”, “national cohesion” and state the various languages spoken in the country;
- m) Highlight the three branches of government and show the functions and importance of each branch.
- n) Show why political tolerance is necessary for the conduct of free, fair and credible elections;
- o) Describe the purpose of Government Commissions and Agencies;
- p) Give examples of injustice at the home and societal levels and highlight the challenges the disabled face in society and suggest ways of catering for their needs;
- q) Give examples of children’s rights and their corresponding responsibilities.
- r) State what a National Constitution is and show the importance of national constitutions.
- s) List the most common forms of examination malpractice in our schools and suggest ways of curbing examination malpractice.
- t) Identify and discuss the major problems that young people in Sierra Leone face and highlight the contributions of some agencies in the empowerment of youths.
- u) Define and give examples of core living values and explain how to apply these values in everyday life.
- v) Describe the various ways of citizen participation in governance.
- w) Explain the beneficial and harmful effects of social media.
- x) Suggest ways of minimising climate change in our country.

Specific learning Outcomes by 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
I am a citizen	The learner will be able to: a) Define who is a citizen b) Demonstrate an understanding that they belong to the community, country and the world.
My home	The learner will be able to: a) State some of the things they do in their homes
Our home rules	The learner will be able to: a) Identify some of the rules they have in their homes
My rights in the home	The learner will be able to: a) State their basic rights in their homes
My duties in the home	The learner will be able to: a) State some of their duties in the home.
Showing respect in the home	The learner will be able to: a) Explain the meaning of respect b) State some of the ways they show respect for others

The Second Grade (Class 2)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Going to school	The learner will be able to: a) Identify types of vehicles they see on their way to school. b) Explain how to avoid road accident on their way to school
My school	The learner will be able to: a) Draw a picture of their school and classroom b) Explain some of the rules in their school c) State the attributes of a good classmate
My community	The learner will be able to: a) Name the different communities they come from. b) Describe some of the activities that people do in their communities
Sierra Leone is my country	The learner should be able to: a) Sing the first stanza of the Nation Anthem and the National Pledge b) Demonstrate how to stand when singing the National Anthem and National Pledge
I want to be a good citizen	The learner should be able to: a) State the characteristics of a good citizen b) State some of the things that bad citizens do in the community
Who is a responsible citizen?	The learner should be able to: a) Draw a picture of a responsible citizen b) Explain what a responsible citizen does
Respect	The learner will be able to: a) Explain the meaning of respect b) State some of the ways they show respect for others
Our towns and villages	The learner will be able to: a) Name the towns and villages they know in Sierra Leone b) Find out the names of people who founded these towns and villages
Some other important Sierra Leoneans	The learner should be able to: a) Name some great men and women of Sierra Leone and state their contributions

The Third Grade (Class 3)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Authorities in the family	The learner will be able to: a) Identify types of families b) Identify authorities in these families
We are all one	The learner should be able to: a) Identify the language groups in Sierra Leone b) Name the language groups in their classes c) Explain how they interact with one another in class
Your rights and responsibilities	The learner should be able to: a) Identify their basic Human Rights b) Identify their responsibilities to self and others
Our school leaders	The learner should be able to: a) Identify authorities in their schools and explain their roles
Citizens in my community	The learner should be able to: a) Define a community b) Explain their role in the community c) Show the differences between good and bad citizens
Community helpers	The learner should be able to: a) Define who a community helper is b) Identify the different jobs that people do to help develop a community
Facilities in my community	The learner should be able to: a) Define community b) Identify facilities that are available in their different communities

The Fourth Grade (Class 4)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
History of our country	The learner will be able to: a) Draw a picture of people who lived in Sierra Leone in the early times b) Explain some of the problems the early people faced c) State some of the ways in which violent actions can affect our communities
Our freedom day	The learner should be able to: a) Explain the importance of freedom b) Explain what the colours of our National Flag stand for.
Celebrating our independence	The learner should be able to” a) Discuss the significance of our independence day b) Explain how our independence day is celebrated c) Draw a picture to show how they celebrate independence day in their communities
Whom am I?	The learner should be able to: a) Demonstrate basic knowledge about themselves b) Explain how someone can become a Sierra Leonean
Respect for things	The learner should be able to: a) State some of the ways to show respect for their environment and things they use everyday
Needs and wants	The learner should be able to: a) State the difference between needs and wants b) State the things they wish to have and why

The Fifth Grade (Class 5)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Introduction to good citizenship and major historical events	The learner will be able to: a) Demonstrate an understanding of patriotism and nationalism b) Explain how the lack of patriotism and nationalism hinder the development of a country c) List some qualities of a true patriot d) Identify some of the good and bad effects of British colonial rule in Sierra Leone.

Education, religion and culture	The learner will be able to: a) Explain the impact of educational, religious and cultural values on our country's history
Government at the community level	The learner will be able to: a) Define government b) Differentiate governance at household, village, town and chiefdom levels
Honesty, corruption and bribery	The learner will be able to: a) Demonstrate honest practices in the home, school and community b) Identify examples of corrupt practices in their home, school and communities
Medicines, diseases and drugs	The learner will be able to: a) Identify causes and treatment of some diseases b) State the effects of drug abuse among youths in their community c) List some diseases that can spread very quickly among people
Our environment, music and arts	The learner will be able to: a) Explain ways of taking care of the environment b) Identify the role of music and arts in their communities
Our men and women in uniform	The learner will be able to: a) Exhibit knowledge of men and women in uniform b) Appreciate the role of men and women in uniform in the society
Teenage pregnancy	The learner will be able to: a) Identify factors responsible for teenage pregnancy in their community b) Identify problems associated with teenage pregnancy

The Sixth Grade (Class 6)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Education and the citizen	The learner will be able to: a) Define education b) Discuss the importance of a good education c) Demonstrate an understanding of Free Quality Education in Sierra Leone
Local administration in our country	The learner will be able to: a) Identify different levels of local administration and the services they provide in their communities
Good and bad citizen	The learner will be able to: a) Discuss the differences between good and bad citizens

Drugs and drug use	The learner will be able to: a) Discuss the positive effects of drugs b) State the ways in which drugs are abused in their communities
Persons with disabilities	The learner will be able to: a) Define disability b) State the types of disability c) Discuss how to relate with people with disabilities
Managing our environment	The learner will be able to: a) Define environment b) Discuss ways of protecting their environment
Respecting diversity	The learner will be able to: a) Define diversity b) Accommodate one another irrespective of differences in religion or tribe
Your rights as a child	The learner will be able to: a) Define rights and responsibilities b) Identify their basic rights and responsibilities in the home, school and community

The Seventh Grade (Form 1)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Nationalism and patriotism	By the end of this unit, the pupil should be able to: a) Define the terms ‘nationalism’ and ‘patriotism’. b) Show the importance of nationalism in our country. c) Indicate some ways s/he can show patriotism. d) Identify one patriotic person in his or her community and write a few sentences on him or her. e) Highlight some unpatriotic acts in the country.
Introduction to democracy	By the end of this unit, the pupil should be able to: a) Explain the meaning of democracy and universal adult suffrage; b) Highlight some features of democracy and debate in class whether these features are present in Sierra Leone. c) Show how democracy can be practised in homes and schools; d) Name the qualities of the democratic citizen and then display these qualities in their daily life;

	<p>e) Point out the relationship between voters and elected representatives;</p> <p>f) State how he or she can contribute to the building a democratic culture in Sierra Leone.</p>
Law and order in society	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Define the terms ‘law’ and ‘order’</p> <p>b) Show the relationship between law and order.</p> <p>c) Name the institutions that help to maintain law and order in our country.</p> <p>Demonstrate respect for law and order in society.</p>
Our government system	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Tell how the various levels of local administration in the country carry out their duties and how they raise money for these functions;</p> <p>b) Show the importance of local government in our country;</p> <p>c) Discuss the areas of cooperation and tension between the various local government bodies;</p> <p>d) Write a letter to his or her chiefdom, district or city government about issues affecting the community and suggesting ways of addressing these issues.</p>
How our central government raises and spends money	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Distinguish between a need and a want;</p> <p>b) Identify some of the needs of our country;</p> <p>c) Describe the main types of taxes and state why it is necessary for the citizens to pay taxes;</p> <p>d) State what a budget is and show why it is important for the Government to prepare a budget every year;</p> <p>e) Indicate why there should be close cooperation between the taxpayers and the Parliamentarians.</p>
Self-discipline	<p>By the end of the unit, the pupil should be able to:</p> <p>a) Show the difference between parent discipline and self-discipline.</p> <p>b) State the relevance of family rules in the development of young people;</p> <p>c) Define self-discipline and state its importance for the growth of young people;</p> <p>d) Narrate how self-discipline can help him or her grow up in a positive way.</p>
Cultism in our society	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Write a working definition of cultism/cliques;</p> <p>b) List some of the main reasons why young people join cults;</p> <p>c) Describe some characteristics of clique members;</p> <p>d) Show the effects of cultism on individuals and society;</p> <p>e) Indicate what he or she can do to avoid joining a cult;</p> <p>f) Suggest what the authorities can do to discourage the spread of cultism in schools and communities.</p>

Foreign influences: British colonial rule	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) State the main reasons why the British became interested in Sierra Leone; b) Show some reactions to British rule in the country; c) Indicate how British and western influences generally have affected us as Sierra Leoneans; d) Suggest ways of getting rid of our negative colonial mentality.

The Eighth Grade (Form 2)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
National symbols and emblems: The national anthem and national pledge	<p>By the end of this Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of the importance of National Symbols. b) Understand and explain the messages of the National Anthem and Pledge. c) State the occasions when the National Anthem is played or sung.
National symbols and emblems: our national flag and coat arms	<p>By the end of the Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Show the meaning and importance of our National Flag. b) Explain the symbols on the Coat of Arms and narrate their importance to the history and development of our country.
Ethnicity, diversity and national cohesion	<p>By the end of the Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define the terms “ethnicity”, “diversity”, “national cohesion”; b) State the various languages spoken in the country; c) Explain why people speak two or more languages in the country; d) Explain the role British colonial rule played towards the speaking of multiple languages in Sierra Leone; e) Examine the role of migration in ethnic interaction.
The arms of government	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define the term “government” and state the main functions of government. b) Show where the government gets its authority to rule. c) Highlight the three branches of government and show the functions and importance of each branch. d) Role-play how the three branches of government work. e) Determine why separation of powers is necessary in a democratic state.
Electoral system: Public elections in Sierra Leone	<p>By the end of this Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define the term ‘elections’ and state the importance of elections in a democracy;

	<ul style="list-style-type: none"> b) Show why political tolerance is necessary for the conduct of free, fair and credible elections; c) Draw posters on political tolerance and write election messages on non-violence; d) Analyse the role of the National Electoral Commission (NEC) in the conduct of credible elections in the country; e) Describe the electoral process in Sierra Leone.
Elements of good governance: Commissions and agencies	<p>By the end of this Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Describe the purpose of Government Commissions and Agencies; b) State the role of the National Revenue Authority in the mobilisation of domestic revenue for the Government; c) Point out why it is necessary to audit the accounts of Government Ministries, Departments and Agencies; d) Show why ordinary Sierra Leoneans have increased their confidence in the Anti-Corruption Commission; e) Suggest the kinds of punishment s/he will recommend for individuals guilty of high-level corruption.
Justices in society	<p>At the end of this Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Write their own definition of justice; b) Give examples of injustice at the home and societal levels; c) Explain how the courts administer justice; d) Highlight the challenges the disabled face in society and suggest ways of catering to their needs; e) Describe the causes of the civil war in Sierra Leone, and the justice systems set up after the war to address the atrocities committed during and immediately after the war.
Fundamental rights and freedom	<p>By the end of this Unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define the term ‘human rights’ and state the importance of human rights; b) Give the background to the adoption of the Universal Declaration of Human Rights (UDHR); c) State the importance of the UDHR; d) Classify the various human rights into five broad categories and give examples of each; e) Describe occasions when people’s rights may be suspended; f) Give examples of children’s rights and their corresponding responsibilities.

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Constitutional development in Sierra Leone	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> State what a National Constitution is and show the importance of national constitutions. Describe the key features of the colonial constitutions in Sierra Leone. Show the relevance of the Stevenson Constitution for the political history of Sierra Leone. Indicate the importance of the One-Party Constitution. Examine the structure of government under the 1991 Constitution.
The youth and social vices	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> Define the term “social vices” and indicate the causes and consequences of social vices among young people. Show how cultism is affecting our youth and educational institutions. Describe how drug and substance abuse affects students, their families and society generally. List the most common forms of examination malpractice in our schools and suggest ways of curbing examination malpractice.
Sierra Leonean youths: Challenges and prospects	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> Identify and discuss the major problems that young people in Sierra Leone face. State the major causes of youth unemployment. Describe the factors that inhibit the productive employment of the youth. Highlight the contributions of some agencies in the empowerment of youths. Describe the goals and objectives of the National Youth Scheme. Show how the realisation of these objectives will help to empower the youth and make them better citizens in the country.
Core living values	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> Define and give examples of core living values. Apply core living values in everyday life. Explain the importance of acting responsibly. Demonstrate how s/he can exhibit responsible behaviour. State how honesty is important to the individual, society and in friendships.
Citizens participation in governance	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> Define the terms governance and good governance. Analyse the characteristics of good governance. Show the meaning and importance of citizen participation in governance. Describe the various ways of citizen participation in governance.
The media in democracy	<p>By the end of this unit, the pupil should be able to:</p> <ol style="list-style-type: none"> State the meaning and importance of the Fourth Estate in a democracy.

	<ul style="list-style-type: none"> b) Discuss and analyse the functions of the press. c) Describe what press freedom means and show ways in which journalists can abuse press freedom. d) Give examples of press censorship. e) Explain the beneficial and harmful effects of social media.
The global citizen	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define the term ‘global citizenship’. b) State and discuss the qualities of a global citizen. c) Examine the concept of a global village. d) Discuss the causes and effects of climate change as an issue of global concern. e) Suggest ways of minimising climate change in our country.

CIVICS

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

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
Unit 1: I am a citizen	After completing this unit, the learner will be able to: a) Define who is a citizen b) Demonstrate an understanding that they belong to the community, country and the world.	a) Teacher introduces the lesson with questions about the meaning of a citizen. b) Teacher makes brief statements about him/herself as a citizen. c) Teacher allows pupils to make brief statements about themselves as citizens. d) Pupils draw simple pictures of themselves and describe what is depicted in the pictures.	a) Observation of pupils' drawings b) Oral presentations about myself as a citizen.	a) Civics textbook b) Pictures and illustrations c) Drawing materials d) Civics teaching guide
Unit 2: My home	After completing this unit, the learner will be able to: a) State some of the things they do in their homes	a) Teacher introduces the lesson by telling the class briefly about his / her family. b) Shows the class photos of his/her family c) Allows pupils to tell the class briefly about their families d) Let pupils do simple drawings of their home and say what is in the drawing	a) Listens to pupils' statements about their family b) Observe drawings of their family	a) Civics textbook b) Pictures and illustrations a) Drawing materials b) Civics teaching guide
Unit 3: Our home rules	After completing this unit, the learner will be able to: a) Identify some of the rules they have in their homes	a) Introduces the lesson by asking pupils to state some of the rules they have in their homes. b) Teacher encourages pupils to identify the rules that are common in all homes. c) Teacher asks pupils to discuss the importance of these rules in their homes. d) Teacher asks pupils to	a) Listens to the responses of the pupils. b) Observes pupils as they demonstrate c) Asks questions.	a) Civics textbook b) Pictures and illustrations c) Civics teaching guide

		demonstrate how they perform some of these rules.		
Unit 4: My rights in the home	After completing this unit, the learner will be able to: a) State their basic rights in their homes	b) Introduce the lesson with questions about pupils' basic human rights at home to arouse the pupils' interest c) Use examples for them to understand concept of basic human rights. d) Teacher states the rights he/she enjoyed in his childhood. e) Ask pupils to state some of the rights they enjoy at home.	a) Observation of pupils' responses b) Oral presentations about their basic rights. c) Pupils are required to list their basic human rights.	a) Civics textbooks b) Pictures and illustrations c) Civics teaching guide
Unit 5: My duties in the home	After completing this unit, the learner will be able to: a) State some of their duties in the home.	a) Introduces the lesson by discussing what is meant by duty. States some of the duties of the pupils in their homes, schools, and the community. Allows pupils to list some of the duties they perform in their homes, school, and community. b) Put the pupils into groups to discuss how they feel when they perform their duties in their homes, school and community. c) Teaches them the importance of the duties they perform in their homes, school, and community.	a) Observation of pupils working in small groups b) Oral presentations c) Group discussions on the importance of the duties they perform in their homes, school and community.	a) Civics textbook b) Pictures and illustration c) Civics teaching guide
Unit 6: Showing respect in the home	After completing this unit, the learner will be able to: a) Explain the meaning of respect b) State some of the ways they show respect for others	a) Introduces the lesson by asking pupils to explain the meaning of respect. Teacher asks pupils to state how they show respect for people in their homes, school, and the community. b) Asks pupils to explain how they feel when they show respect	a) Listening to pupils' responses. b) Observation of pupils' work c) Observes pupils as they role-play.	a) Civics textbook b) Pictures and illustrations c) Drawing materials d) Civics teaching guide

		for people. c) Teacher concludes by asking pupils to role-play how they show respect for people.		
--	--	---	--	--

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)
Unit 7: Going to school	After completing this unit, the learner will be able to: a) Identify types of vehicles they see on their way to school. b) Explain how to avoid road accident on their way to school	a) Introduce the lesson with questions about how they get to school, to arouse the pupils' interest b) Differentiate between public and private transports c) Discussion about the importance of road safety d) List/show pictures of different modes of transportation in S/L for them to choose the ones they use to school e) Discuss the time it takes to get to school	a) Listen to pupils' responses b) Identify public transports and private transports c) Oral presentations on the method of transport they use to school d) Draw your selected transport mode	a) Civics textbook b) Pictures and illustrations c) Drawing materials d) Civics teaching guide
Unit 8: My school	After completing this unit, the learner will be able to: c) Draw a picture of their school and classroom d) Explain some of the rules in their school e) State the attributes of a good classmate	a) Introduce the lesson by letting pupils draw their school and then classroom b) Discussion the importance of the various people who work in the school c) Organize a group discussion on why it is important to go to school	a) Observation of pupils' work b) Oral presentation of what is in the classroom c) Observe pupils' drawings of their school and classroom	a) Civics textbook b) Pictures and illustrations c) Drawing materials d) Civics teaching guide

Unit 9: My community	After completing this unit, the learner will be able to: a) Name the different communities they come from. b) Describe some of the activities that people do in their communities	a) Encourage pupils to talk about the different communities they come from. b) Group work. Pupils to draw pictures showing some of the activities that people do in their communities. c. Draw a picture of pupils and other children helping to keep their community clean. d) Teacher encourages pupils to explain the importance of cleaning their environment.	a) Listens to pupils' responses b) Observation of pupils' working in small groups c) Observation of pupils' work/pictures	a) Pictures/diagrams/illustrations from the civics textbook b) Drawing materials. c) Civics teaching guide.
Unit 10: Sierra Leone is my country	After completing this unit, the learner will be able to: a) Sing the first stanza of the Nation Anthem and the National Pledge b) Demonstrate how to stand when singing the National Anthem and National Pledge	a) Encourages pupils to recite the first stanza of the national anthem and the national pledge b) Encourages pupils to talk about the importance of the national anthem and the pledge c) Discussion on the way pupils stand when singing the national anthem and the pledge	a) Listens to pupils' as they recite b) Oral presentation on the importance of the national anthem and the pledge. c) Observation of the way pupils stand and sing.	a) Civics textbook b) Pictures and illustrations c) Civics teaching guide.
Unit 11: I want to be a good citizen	After completing this unit, the learner should be able to: a) State the characteristics of a good citizen b) State some of the things that bad citizens do in the community	a) Teacher encourages pupils to name some of the good things they do in their homes and the communities. b) Teacher asks pupils to state some of the things they should not do in their homes and communities. c) Teacher concludes by explaining to pupils that	a) Listens to pupils' responses. b) Oral presentation by the pupils.	a) Civics textbooks b) Civics teaching guide

		<p>the good things they do are the characteristics of a good citizen.</p> <p>d) Encourages pupils not to do the bad things which will portray them as bad citizens.</p>		
Unit 12: Who is a responsible citizen?	<p>After completing this unit, the learner should be able to:</p> <p>a) Draw a picture of a responsible citizen</p> <p>b) Explain what a responsible citizen does</p>	<p>a) Encourages pupils to draw a person giving support to someone or a group of people.</p> <p>b) Pupils are asked to explain what they have drawn.</p> <p>c) Teacher discusses with pupils the characteristics of a responsible citizen.</p>	<p>a) Listens to pupils' responses.</p> <p>b) Oral presentation by pupils.</p> <p>c) Observation of pupils' work.</p>	<p>a) Civics textbooks</p> <p>b) Civics teaching guide</p> <p>c) Drawings and pictures.</p>
Unit 13: Respect	<p>After completing this unit, the learner will be able to:</p> <p>a) Explain the meaning of respect</p> <p>b) State some of the ways they show respect for others</p>	<p>a) Introduces the lesson by asking pupils to explain the meaning of respect. Teacher asks pupils to state how they show respect for people in their homes, school, and the community.</p> <p>b) Asks pupils to explain how they feel when they show respect for people.</p> <p>c) Teacher concludes by asking pupils to role-play how they show respect for people.</p>	<p>a) Listening to pupils' responses.</p> <p>b) Observation of pupils' work</p> <p>c) Observes pupils as they role-play.</p>	<p>a) Civic textbook</p> <p>b) Pictures and illustrations</p> <p>c) Drawing materials</p> <p>d) Civics teaching guide.</p>
Unit 14: Our towns and villages	<p>After completing this unit, the learner will be able to:</p> <p>a) Name the towns and villages they know in Sierra Leone</p> <p>b) Find out the names of people who founded these towns and villages</p>	<p>a) Asks pupils to name the towns and villages in Sierra Leone that they know</p> <p>b) Gives home work to pupils to find out the names of the founders of those villages and towns.</p>	<p>a) Listens to pupils' responses</p> <p>b) Observation of pupils' home works.</p>	<p>a) Civics textbook</p> <p>b) Pictures and illustrations</p> <p>c) Civics teaching guide.</p>

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)
Unit 1: Authorities in the family	After completing this unit, the learner will be able to: a) Identify types of families b) Identify authorities in these families	a) Introduces the lesson by asking pupils to name the types of families they know b) Explains/describes the family governance structure to the class c) Discusses the concept of families in detail using information from the textbook d) Teach about oneness and togetherness in a particular family e) Show them why the family is important f) Pupils identify a family problem (e.g. polygamy, single parenting) and how these affect children	a) Observation of pupils to see their skills in group work b) Oral presentations on a family problem a) Grading the group work of the pupils c) Awarding marks for group work	a) Civics textbook b) Pictures and illustrations c) Civics teaching guide
Unit 2: We are all one	After completing this unit, the learner should be able to: a) Identify the language groups in Sierra Leone b) Name the language groups in their classes c) Explain how they interact with one another in class	a) Introduces the lesson by asking pupils to name some ethnic groups living in Sierra Leone b) Discusses the importance of languages in the communities c) Role-play examples of languages in the class d) Pupils identify the things they share in common in	a) Observation of the work of the pupils b) Grading individual performance c) Awarding marks for group work d) Grading homework on identifying and listing languages spoken in the class	a) Civics textbook b) Pictures and illustrations c) Civics teaching guide

<p>Unit 3: Your rights and responsibilities</p>	<p>After completing this unit, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify their basic Human Rights b) Identify their responsibilities to self and others 	<p>class.</p> <ul style="list-style-type: none"> a) Introduces the lesson with questions on basic human rights and responsibilities to arouse the pupils' interest b) Teacher states the rights he/she enjoyed in his childhood. c) Ask pupils to state some of the rights they enjoy at home. d) Uses examples for them to understand concept of basic human rights and responsibilities. e) Asks pupils to role-play on their rights and responsibilities. 	<ul style="list-style-type: none"> a) Teacher listens to the responses of pupils as they state their basic human rights and responsibilities. b) Asks pupils to explain how they feel if their rights are abused. c) Asks pupils to explain how they feel when they perform their responsibilities in their homes and in school. d) Teacher listens as pupils discuss the importance of their basic human rights and responsibilities. e) Observes pupils as they role-play on their rights and responsibilities. 	<ul style="list-style-type: none"> a) Civics textbooks b) Pictures and illustrations c) Civics teaching guide.
<p>Unit 4: Our school leaders</p>	<p>After completing this unit, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify authorities in their schools and explain their roles 	<ul style="list-style-type: none"> a) Teacher introduces the lesson with definition of authority b) Questions pupils about the authorities they know in their school. c) Asks pupils to explain what authorities do in their school. d) Teacher lists down school authorities and discusses their roles with pupils. e) Asks volunteers to role-play on the role of 	<ul style="list-style-type: none"> a) Teacher listens as pupils explain the meaning of authority. b) Teacher listens as pupils identify school authorities and explain what each of them does in school. c) Teacher observes as Some pupils' role-play on the role of school authorities. 	<ul style="list-style-type: none"> a) Civics textbook b) Pictures and charts c) Civics teaching guide.

		<p>identified school authorities.</p> <p>f) Asks pupils to write a list of school authorities in their exercise books.</p>	<p>d) Teacher observes the work of pupils.</p>	
Unit 5: Citizens in my community	<p>After completing this unit, the learner should be able to:</p> <p>a) Define a community</p> <p>b) Explain their role in the community</p> <p>c) Show the differences between good and bad citizens</p>	<p>a) Introduces the lesson with a definition of a community.</p> <p>b) Discusses various occupations of people in the communities.</p> <p>c) Discusses the characteristics of good and bad citizens in the communities with pupils</p> <p>d) Allows pupils to write these in their exercise books.</p> <p>e) Explains to pupils the need to be a good citizen.</p> <p>f) Asks pupils to draw diagram of a good citizen For example, a person giving support to the disabled, protecting a vulnerable woman or a child.</p>	<p>a) Teacher listens to pupils as they explain the meaning of community, identify their different communities and works that people do in their communities.</p> <p>b) Listens as pupils discuss the need to be a good citizen.</p> <p>c) Teacher observes the characteristics of good and bad citizens which pupils have written in their books and the diagrams.</p>	<p>a) Civics textbook</p> <p>b) Pictures and charts</p> <p>c) Civics teaching guide</p>
Unit 6: Community helpers	<p>After completing this unit, the learner should be able to:</p> <p>a) Define who a community helper is</p> <p>b) Identify the different jobs that people do to help develop a community</p>	<p>a) Teacher introduces the lesson by discussing with pupils who a community helper is.</p> <p>b) Allows pupils to identify the different jobs that people do in their communities to help develop the community.</p> <p>c) Writes on the board the definition of a community worker</p> <p>d) Explains the different jobs that people do in</p>	<p>a) Observation of the work of the pupils</p> <p>b) Grading individual performance.</p>	<p>a) Civics textbook</p> <p>b) Pictures and charts</p> <p>c) Civics teaching guide.</p>

		<p>their communities</p> <p>e) Asks pupils to copy in their exercise books.</p>		
Unit 7: Facilities in my community	<p>After completing this unit, the learner should be able to:</p> <p>a) Define community</p> <p>b) Identify facilities that are available in their different communities</p>	<p>a) Introduces the lesson with a definition of a community.</p> <p>c) Questions about the facilities available in their different communities.</p> <p>d) Discusses with pupils the various facilities in their different communities and their importance.</p> <p>e) Asks pupils to draw diagrams of some of the facilities in their communities.</p> <p>f) Explain ways of managing the facilities in their communities.</p>	<p>a) Teacher listens to the responses of pupils</p> <p>b) Observes pupils' works.</p>	<p>a) Civics textbook and other relevant textbooks</p> <p>b) Pictures and charts</p> <p>c) Civics teaching guide.</p>

SOCIAL STUDIES AND CIVICS

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)
Unit 8: History of our country	After completing this unit, the learner will be able to: a) Draw a picture of people who lived in Sierra Leone in the early times b) Explain some of the problems the early people faced c) State some of the ways in which violent actions can affect our communities	a) Introduces the lesson by explaining to pupils about people who lived in Sierra Leone in the early times. b) Discusses with pupils some of the problems the early people faced. c) Asks the pupils to explain violent actions that have taken place in their communities d) Asks pupils to explain how violent actions and other problems affect their communities.	a) Oral presentation by pupils on the early people b) Listening to pupils' explanations c) Questioning	a) Civics textbook b) Civics teaching guide
Unit 9: Our freedom day	After completing this unit, the learner should be able to: c) Explain the importance of freedom d) Explain what the colours of our National Flag stand for.	a) Introduce the lesson with questions on the topic to arouse the pupils' interest b) Asks pupils to draw the national flag c) Discusses with pupils what each of the colours of the national flag stands for.	a) Oral presentation by the pupils b) Listening to pupils' responses c) Observation of pupils' work d) Asking multiple choice questions	a) Civics textbook b) Pictures and charts c) Civics teaching guide d) Other relevant textbooks
Unit 10: Celebrating our independence	After completing this unit, the learner should be able to" d) Discuss the significance of our independence day e) Explain how our independence day is celebrated f) Draw a picture to show how	a) Introduces the lesson by discussing with pupils the significance of Sierra Leone independence day. b) Ask pupils to describe independence day celebration which they	a) Listening to oral presentation by pupils of how independence in Sierra Leone looks like. b) Observation of	a) Civics textbook b) Civics teaching guide c) Pictures and charts d) Other relevant textbooks and resources

	they celebrate independence day in their communities	have witnessed. c) Asks pupils to draw a picture showing how independence day in Sierra Leone looks like.	pupils' work c) Asking multiple choice questions	
Unit 11: Who am I?	After completing this unit, the learner should be able to: c) Demonstrate basic knowledge about themselves d) Explain how someone can become a Sierra Leonean	a) Introduces the lesson with teacher introducing himself to pupils b) Asks individual pupils to introduce themselves to the class c) Discusses with pupils the ways through which a person can become a Sierra Leonean d) Asks each pupil to explain what makes him/her a Sierra Leonean.	▪ Listening to oral presentation by the pupils ▪ Questioning	a) Civics textbook b) Civics teaching guide c) Other relevant textbooks
Unit 12: Respect for things	After completing this unit, the learner should be able to: a) State some of the ways to show respect for their environment and the things they use everyday	b) Introduces the lesson with description of an environment. c) Asks pupils to draw the environment they belong to. d) Discusses with pupils the ways of protecting the environment. e) Allows pupils to dramatize/role play on how they show respect for their environment	▪ Oral presentation by the pupils ▪ Observation of pupils' work ▪ Questioning	a) Civics textbook b) Relevant maps c) Pictures and charts d) Civics teaching guide e) Other relevant textbooks
Unit 13: Needs and wants	After completing this unit, the learner should be able to: c) State the difference between needs and wants d) State the things they wish to have and why	a) Introduce the lesson by discussing with pupils the difference between needs and wants. b) Asks pupils to list the things they want and why. c) Helps pupils to separate needs from their wants	a) Listening to oral presentation made by the pupils b) Observation c) Questioning	a) Civics textbooks b) Civics teaching guide c) Pictures and illustrations d) Other relevant textbooks

CIVICS

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)
Unit 1: Introduction to good citizenship and major historical events	After completing this unit, the learner will be able to: <ol style="list-style-type: none"> a) Demonstrate an understanding of patriotism and nationalism b) Explain how the lack of patriotism and nationalism hinder the development of a country c) List some qualities of a true patriot d) Identify some of the good and bad effects of British colonial rule in Sierra Leone. 	<ol style="list-style-type: none"> a) Introduces the lesson by discussing with pupils the meaning of citizenship to arouse the pupils' interest b) Writes on the board the words "Patriotism" and "nationalism" and explains each. c) Explains how the lack of patriotism and nationalism affect a country. d) Asks pupils to dramatize/role-play on the qualities of a true patriot. e) Discusses with pupils a brief historical background of British colonialism. f) Encourages pupils to outline the good and bad effects of British colonial rule in Sierra Leone 	<ol style="list-style-type: none"> a) Listening to oral presentation by the pupils b) Homework based on the learning outcomes c) Questioning 	<ol style="list-style-type: none"> a) Civics textbooks b) Relevant maps c) Pictures and illustrations d) Civics teaching guide e) Other relevant textbooks and resources
Unit 2: Education, religion and culture	After completing this unit, the learner will be able to: <ol style="list-style-type: none"> a) Explain the impact of educational, religious and cultural values on our country's history 	<ol style="list-style-type: none"> b) Introduce the lesson by discussing with pupils the educational, religious and cultural values of Sierra Leone's history to arouse the pupils' interest c) Allows pupils to dramatize/role-play on educational, religious or cultural values to the class. 	<ol style="list-style-type: none"> a) Listening to oral presentation by the pupils b) Observation of role-play c) Questioning 	<ol style="list-style-type: none"> a) Civics textbooks b) Pictures and illustrations c) Civics teaching guide d) Other relevant textbooks

Unit 3: Government at the community level	After completing this unit, the learner will be able to: a) Define government b) Differentiate governance at household, village, town and chiefdom levels	a) Introduces the lesson by discussing with pupils the meaning of government to arouse the pupils' interest b) Discusses governance at household, village, towns and chiefdom levels with pupils c) Encourages pupils to dramatize/role-play on governance at household, village, town or chiefdom level.	a) Listening to oral presentation by the pupils. b) Observation of pupils' work c) Questioning	a) Civics textbooks b) Pictures and illustrations c) Civics teaching guides d) Other relevant textbooks and resources
Unit 4: Honesty, corruption and bribery	After completing this unit, the learner will be able to: a) Demonstrate honest practices in the home, school and community b) Identify examples of corrupt practices in their home, school and communities	a) Introduces the lesson by discussing with pupils the meaning of honesty, bribery and corruption. b) Allows pupils to role-play on honesty, bribery or corruption c) Asks pupils to identify some of the corrupt practices they have experienced in their homes, schools and communities.	a) Listening to oral presentation by the pupils. b) Observation of pupils' work c) Questioning	a) Civics Textbook b) Pictures and charts c) Civics teaching guide d) Other relevant textbooks
Unit 5: Medicines, diseases and drugs	After completing this unit, the learner will be able to: a) Identify causes and treatment of some diseases b) State the effects of drug abuse among youths in their community c) List some diseases that can spread very quickly among people	a) Introduces the lesson by discussing with pupils the causes and treatment of some diseases that can spread very quickly among people. b) Discusses with pupils the effects of drug abuse among youths. c) Asks pupils to identify other harmful effects of drug abuse. d) Teacher writes on the board a list of the effects of drug abuse and diseases that can spread very quickly among people. e) Allows pupils to write in their exercise books the list of the effects of drug abuse and	a) Listening to pupils' responses. b) Observation of pupils works. c) Homework based on the learning outcomes.	a) Civics textbooks b) Civics teaching guides. c) Pictures and diagrams.

		diseases listed on the board.		
Unit 6: Our environment, music and arts	<p>After completing this unit, the learner will be able to:</p> <p>a) Explain ways of taking care of the environment</p> <p>b) Identify the role of music and arts in their communities</p>	<p>a) Introduces the lesson by discussing with pupils what an environment is and stating some of the ways of taking care of an environment.</p> <p>b) Lists on the board some of the ways of taking care of the environment</p> <p>c) Asks the class to identify other ways of taking care of the environment.</p> <p>d) Asks pupils to write in their exercise books some of the ways in which they take care of their environment.</p> <p>e) Asks pupils to identify some of their local musicians and artists.</p> <p>f) Asks some students to sing for the class.</p> <p>g) Allows pupils to identify the role of music and arts in their communities.</p>	<p>a) Listening to Oral presentation by the pupils on ways of taking care of the environment.</p> <p>b) Questioning on the role of music and arts in their environment.</p> <p>c) Observation of pupils work.</p>	<p>a) Civics textbooks</p> <p>b) Pictures and diagrams.</p> <p>c) Civics teaching guide.</p> <p>d) Other relevant textbooks</p>
Unit 7: Our men and women in uniform	<p>After completing this unit, the learner will be able to:</p> <p>a) Exhibit knowledge of men and women in uniform</p> <p>b) Appreciate the role of men and women in uniform in the society</p>	<p>a) Introduces the lesson with questions on men and women in uniform to arouse the pupils' interest</p> <p>b) Teacher allows pupils to identify men and women in uniform.</p> <p>c) Teacher encourages pupils to identify the role of men and women in uniform in the society.</p> <p>d) Asks pupils to explain the importance of the role of men and women in society</p> <p>e) Asks pupils to dramatize the role of men and women in uniform.</p>	<p>a) Listening to oral presentation by the pupils on men and women in society.</p> <p>b) Questioning on the importance of the role of men and women in society.</p> <p>c) Observation of the drama.</p>	<p>a) Civics Textbooks</p> <p>b) Pictures and diagrams.</p> <p>d) Civics teaching guide.</p> <p>e) Other relevant textbooks.</p>

<p>Unit 8: Teenage pregnancy</p>	<p>After completing this unit, the learner will be able to:</p> <ul style="list-style-type: none"> a) Identify factors responsible for teenage pregnancy in their community b) Identify problems associated with teenage pregnancy 	<ul style="list-style-type: none"> a) Introduces the lesson with questions on teenage pregnancy to arouse the pupils' interest b) Allows pupils to explain what teenage pregnancy is. c) Discusses with pupils the problems associated with teenage pregnancy. d) Discusses with pupils some of the factors responsible for teenage pregnancy. e) Asks pupils to explain why teenage pregnancy is not good. f) Asks pupils to explain why they should avoid teenage pregnancy. 	<ul style="list-style-type: none"> a) Listening to oral presentation by the pupils on factors responsible for teenage pregnancy. b) Questioning on problems associated with teenage pregnancy. 	<ul style="list-style-type: none"> a) Civics Textbooks b) Pictures and diagrams. c) Civics teaching guide. d) Other relevant textbooks
---	--	--	--	--

CIVICS

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)
Unit 1: Education and the citizen	<p>After completing this unit, the learner will be able to:</p> <ul style="list-style-type: none"> a) Define education b) Discuss the importance of a good education c) Demonstrate an understanding of Free Quality Education in Sierra Leone 	<ul style="list-style-type: none"> a) Introduces the lesson by discussing with pupils the meaning of education. b) Discusses with pupils the importance of good education. c) Asks pupils to identify some of the ways through which they can acquire good education. d) Discusses with pupils the meaning of Free Quality Education (FQE). e) Asks pupils to outline some of the benefits of FQE. 	<ul style="list-style-type: none"> a) Listening to the Oral presentation by the pupils on the meaning of education. b) Listening as pupils identify some of the ways through which they can acquire good education. c) Questioning on the benefits of FQE to the pupils. 	<ul style="list-style-type: none"> a) Civics textbooks b) Pictures and diagrams. c) Other relevant textbooks d) Civics teaching guide.
Unit 2: Local administration in our country	<p>After completing this unit, the learner will be able to:</p> <ul style="list-style-type: none"> a) Identify different levels of local administration and the services they provide in their communities 	<ul style="list-style-type: none"> a) Introduces the lesson through discussions with pupils on the meaning of local administration. b) Encourages pupils to identify the different levels of local administration. c) Allows pupils to identify some of the services provided in their community by their local administrations. 	<ul style="list-style-type: none"> a) Listening to Oral presentation by the pupils on the meaning of local administration. b) Listening to pupils as they identify the different levels of local administration. c) Listening to pupils as they state some of the services that 	<ul style="list-style-type: none"> a) Civics textbooks b) Relevant maps and Pictures. c) Civics teaching guide. d) Other relevant textbooks e) Field trip.

			local administrations provide for them.	
Unit 3: Good and bad citizen	After completing this unit, the learner will be able to: a) Discuss the differences between good and bad citizens	<ul style="list-style-type: none"> a) Teacher Introduces the lesson through discussions with pupils on citizenship. b) Encourages pupils to name some of the good things they do in their homes and the communities. c) Teacher asks pupils to state some of the things they should not do in their homes and communities. d) Teacher explains to pupils that the good things they do are the characteristics of good citizens. e) Encourages pupils not to do the bad things which will portray them as bad citizens. f) Teacher writes on the board the characteristics of good citizens and bad citizens and allows pupils to copy the note in their exercise books. 	<ul style="list-style-type: none"> ▪ Listening to the oral presentation by the pupils ▪ Homework on the differences between good and bad citizens. ▪ Observation of pupils' work. 	<ul style="list-style-type: none"> a) Civics textbooks b) Relevant pictures and diagrams. c) Civics teaching guide d) Other relevant textbooks
Unit 4: Drugs and drug use	After completing this unit, the learner will be able to: a) Discuss the positive effects of drugs b) State the ways in which drugs are abused in their communities	<ul style="list-style-type: none"> a) Teacher defines drug. b) Have discussions with pupils on the positive effects of drugs. c) Asks pupils to identify other positive effects of drugs which they know. d) Allows pupils to have group discussions on some of the ways in which drugs are abused in their communities. e) Asks pupils to explain why it is important for them not to engage in drug abuse. 	<ul style="list-style-type: none"> ▪ Listening to pupils as they identify some of the positive effects of drug abuse. ▪ Questioning pupils on some of the ways in which drugs are abused in their communities. 	<ul style="list-style-type: none"> a) Civics textbooks b) Relevant pictures. c) Civics teaching guide. d) Other relevant resources

Unit 5: Persons with disabilities	<p>After completing this unit, the learner will be able to:</p> <p>a) Define disability State the types of disability</p> <p>b) Discuss how to relate with people with disabilities</p>	<p>a) Teacher introduces the lesson by asking pupils to explain the meaning of disability.</p> <p>b) Have discussions with pupils on the different types of disability.</p> <p>c) Allows pupils to explain what they have learnt from disabled people when interacting with them.</p> <p>d) Allows pupils to identify some of the positive contributions made by some disabled persons in their community.</p> <p>e) Asks pupils to discuss ways in which they can support persons with disability in their homes, school and communities.</p>	<ul style="list-style-type: none"> ▪ Listening to oral presentation by the pupils on the meaning and types of disability. ▪ Home work on how to relate with persons with disability. ▪ Observation of pupils' work. ▪ Questioning pupils on some of the ways of supporting disabled persons. 	<p>a) Civics textbooks</p> <p>b) Civics teaching guide</p> <p>c) Pictures</p> <p>d) Other relevant textbooks</p>
Unit 6: Managing our environment	<p>After completing this unit, the learner will be able to:</p> <p>a) Define environment</p> <p>b) Discuss ways of protecting their environment</p>	<p>a) Introduces the lesson by discussing with pupils what an environment is</p> <p>b) Asks pupils to state some of the ways of taking care of an environment.</p> <p>c) Lists on the board some of the ways of taking care of the environment</p> <p>d) Asks the class to identify other ways of taking care of the environment.</p> <p>e) Asks pupils to write in their exercise books some of the ways in which they take care of their environment.</p>	<p>a) Listening to Oral presentation by the pupils on ways of taking care of the environment.</p> <p>b) Questioning on the role of music and arts in their environment.</p> <p>c) Observation of pupils work.</p>	<p>a) Civics textbooks</p> <p>b) Pictures and diagrams.</p> <p>c) Civics teaching guide.</p> <p>d) Other relevant textbooks</p>
Unit 7: Respecting diversity	<p>After completing this unit, the learner will be able to:</p> <p>a) Define diversity</p> <p>b) Accommodate one another irrespective of differences in religion or tribe</p>	<p>a) Introduces the lesson by discussing with pupils what respect for diversity is</p> <p>b) Discuss with pupils the ways of accommodating one another irrespective of differences in</p>	<p>a) Listening to oral presentation by the pupils</p> <p>b) Questioning based on the learning</p>	<p>a) Civics textbooks</p> <p>b) Pictures and illustrations on the topic</p> <p>c) Civics teaching guide</p> <p>d) Other relevant</p>

		religion or tribe c) Allow pupils to role-play how to accommodate one another.	outcomes c) Observation of role-play	resources
Unit 8: Your rights as a child	After completing this unit, the learner will be able to: a) Define rights and responsibilities b) Identify their basic rights and responsibilities in the home, school and community	a) Introduces the lesson with questions on basic human rights and responsibilities to arouse the pupils' interest b) Teacher states the rights he/she enjoyed in his childhood. c) Ask pupils to state some of the rights they enjoy in the home, school and community. d) Uses examples for them to understand concept of basic human rights and responsibilities. e) Asks pupils to role-play on their rights and responsibilities.	a) Teacher listens to the responses of pupils as they state their basic human rights and responsibilities. b) Asks pupils to explain how they feel if their rights are abused. c) Asks pupils to explain how they feel when they perform their responsibilities in their homes and in school. d) Teacher listens as pupils discuss the importance of their basic human rights and responsibilities. e) Observes pupils as they role-play on their rights and responsibilities.	a) Civics textbooks b) Pictures and illustrations c) Civics teaching guide.

CIVICS

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

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning Teaching Resource (Core/Supplementa)
Unit 1: Nationalism and patriotism	By the end of this unit, the pupil should be able to: a) Define the terms 'nationalism' and 'patriotism'. b) Show the importance of nationalism in our country. c) Indicate some ways s/he can show patriotism. d) Identify one patriotic person in his or her community and write a few sentences on him or her. e) Highlight some unpatriotic acts in the country.	a) Introducing the lesson by asking questions pertaining to the topic. Assess the pupils' responses by asking follow-up questions. b) Discuss and compare nationalism and patriotism c) Discuss the importance of nationalism and patriotism in Sierra Leone d) Outline the ways of showing patriotism and nationalism e) Arouse pupils' interest through asking them to identify nationalists and patriots in their communities and say something about him/her. f) Asks pupils to name instances of unpatriotic acts in their communities.	a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the textbook or teacher-made questions. e) Grading pupils on group work activities	a) Print resources (e.g. pictures, charts and posters) b) Civics Textbook; otl textbooks/materials c) Historic/archaeologi l sites in or near the community d) Documentaries on t topic (teacher could take the class to the British Council for th
Unit 2: Introduction to democracy	By the end of this unit, the pupil should be able to: a) Explain the meaning of democracy and universal adult suffrage; b) Highlight some features of democracy and debate in class whether these features are present in Sierra Leone. c) Show how democracy can be practised in homes and schools; d) Name the qualities of the democratic citizen and then	a) Introduces the lesson with general questions about the topic to know what pupils already know about the topic. E.g., Who can tell the class what is democracy and universal adult suffrage? Discuss the pupils' responses as a class before delving into the lesson. b) Discusses how democracy can be practised in the homes, schools and communities c) Describes who a democratic	a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework, based on the questions in the civics textbook or teacher-made questions. f) Grading pupils on	a) Civics textbooks and other relevant resources b) Teaching guide c) Fieldtrip to National Elections Commissic (NEC) offices

	<p>display these qualities in their daily life;</p> <p>e) Point out the relationship between voters and elected representatives;</p> <p>f) State how he or she can contribute to the building of a democratic culture in Sierra Leone.</p>	<p>citizen is.</p> <p>d) Ask the pupils to present a role-play on the qualities of a democratic citizen.</p> <p>e) Discusses with pupils the relationship between voters and elected representatives.</p> <p>f) Pupils to read passages from the civics textbook, followed by discussion and questions.</p> <p>g) Discusses with pupils ways of contributing to building a sustainable democratic culture in Sierra Leone.</p>	<p>group work activities</p> <p>g) Oral presentations</p>	
Unit 3: Law and order in society	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Define the terms 'law' and 'order'</p> <p>b) Show the relationship between law and order.</p> <p>c) Name the institutions that help to maintain law and order in our country.</p> <p>d) Demonstrate respect for law and order in society.</p>	<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 with the pupil's experience</p> <p>d) Arouse children's interest through activities such as pupils defining law and order</p> <p>e) Pupils to read passages from the textbook, followed by discussion and questions on law and order.</p> <p>f) Identifies and discusses with pupils the institutions responsible for maintaining law and order in our country.</p> <p>g) Allows pupils to role-play on respect for law and order in society.</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) Homework, based on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on role-play activities</p> <p>f) Oral presentations</p>	<p>a) Civics textbook and other pertinent resources; relevant articles</p> <p>b) Teaching guide</p>
Unit 4: Our government system	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Tell how the various levels of local administration in the country carry out their duties and how they raise money for these</p>	<p>a) Discusses with pupils' the different levels of local administration and their functions such as how to raise funds.</p> <p>b) The class to read aloud passages</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and</p>	<p>a) Civics textbook and other resources; teacher notes</p> <p>b) Teaching guide</p> <p>c) Visit to a local council</p> <p>d) Resource persons (e</p>

	<p>functions;</p> <p>b) Show the importance of local government in our country;</p> <p>c) Discuss the areas of cooperation and tension between the various local government bodies;</p> <p>d) Write a letter to his or her chieftom, district or city government about issues affecting the community and suggesting ways of addressing these issues.</p>	<p>from the civics textbook, followed by discussion on our government system</p> <p>c) Discusses with pupils the importance of local government in a country.</p> <p>d) Highlights the areas of cooperation and tension between the local government bodies e.g. between local council and native administration over control revenue.</p> <p>e) Explains to pupils how to write a letter to authorities about challenges faced by their communities and suggesting ways of addressing them</p> <p>f) Asks pupils to write a letter to a local authority stating some of the challenges faced in their communities and suggesting ways of addressing them.</p>	<p>their meanings</p> <p>d) Homework, based on the questions in the civics textbook or teacher-made questions.</p> <p>e) Grading pupils on their letter writing activities</p> <p>f) Oral presentations</p>	<p>inviting people from the local council)</p>
<p>Unit 5: How our central government raises and spends money</p>	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Distinguish between a need and a want;</p> <p>b) Identify some of the needs of our country;</p> <p>c) Describe the main types of taxes and state why it is necessary for the citizens to pay taxes;</p> <p>d) State what a budget is and show why it is important for the Government to prepare a budget every year;</p> <p>e) Indicate why there should be close cooperation between the taxpayers and the Parliamentarians.</p>	<p>a) Introduces the lesson with clear and concise questions to arouse the pupils' interest. E.g., ask questions about pupils' understanding of needs and wants</p> <p>b) Discusses with pupils the difference between needs and wants.</p> <p>c) Asks pupils to list the things they want and why.</p> <p>d) Helps pupils to separate needs from their wants</p> <p>e) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</p> <p>f) Associate what is taught with the pupil's experience</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) Homework, based on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p>	<p>a) Civics textbook and other resources; Internet; articles.</p> <p>b) Resource person (e. talk from a government officer a social worker)</p> <p>c) Teaching guide</p>

		<ul style="list-style-type: none"> g) Arouse children’s interest through activities h) Discusses with pupils the types of taxes and why it is important to pay taxes i) Discusses with pupils the meaning of budget, its importance and how to prepare a budget; j) Discusses with pupils the need for a close cooperation between tax payers and parliamentarians. 		
Unit 6: Self-discipline	<p>By the end of the unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Show the difference between parent discipline and self-discipline. b) State the relevance of family rules in the development of young people; c) Define self-discipline and state its importance for the growth of young people; d) Narrate how self-discipline can help him or her grow up in a positive way. 	<ul style="list-style-type: none"> a) Introduce the lesson with clear and concise questions (e.g., What is self-discipline? b) Ask questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ difficulties. c) Associate what is taught with the pupil’s experience d) Arouse children’s interest through activities e) Discuss with pupils the difference between imposed discipline and self-discipline; f) Explain to pupils how self-discipline contributes to the growth of a child g) Allows pupils to discuss how self-discipline can help them grow up in a positive way 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the textbook or teacher-made questions. e) Grading pupils on group work activities f) Oral presentations 	<ul style="list-style-type: none"> a) Civics textbook and other resources such as the Internet, magazine articles. b) Teaching guide
Unit 7: Cultism in our society	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Write a working definition of cultism/cliques; b) List some of the main reasons why young people join cults; c) Describe some characteristics of clique members; d) Show the effects of cultism on individuals and society; 	<ul style="list-style-type: none"> a) Introduces the lesson with questions on cultism/cliques to arouse the pupils’ interest b) Allows pupils to explain why young people involve in cultism. c) Discusses with pupils some of the things that clique members do in our communities. d) Allows pupils to discuss ways in which cultism can affect their 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the civics textbooks 	<ul style="list-style-type: none"> a) Civics textbooks and other resources such as the Internet, magazine articles. b) Teaching guide

	<p>e) Indicate what he or she can do to avoid joining a cult;</p> <p>f) Suggest what the authorities can do to discourage the spread of cultism in schools and communities.</p>	<p>communities.</p> <p>e) Allows pupils to discuss how they can prevent themselves from being involved in cultism.</p> <p>f) Asks pupils to role-play on ways of discouraging cultism in schools and communities.</p>	<p>or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations.</p>	
<p>Unit 8: Foreign influences: British colonial rule</p>	<p>By the end of this unit, the pupil should be able to:</p> <p>a) State the main reasons why the British became interested in Sierra Leone;</p> <p>b) Show some reactions to British rule in the country;</p> <p>c) Indicate how British and western influences generally have affected us as Sierra Leoneans;</p> <p>d) Suggest ways of getting rid of our negative colonial mentality.</p>	<p>a) Introduce the lesson with clear and concise questions (e.g., Why the British became interested in Sierra Leone?)</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 with the pupil's experience</p> <p>d) Arouse children's interest through activities</p> <p>e) Discusses with pupils the reactions of the indigenous Sierra Leoneans to the British rule;</p> <p>f) Discusses with pupils how the British and western influences generally affected Sierra Leoneans.</p> <p>g) Identify and discuss some of the negative colonial mentality that people have developed over time.</p> <p>h) Discusses with pupils the ways of getting rid of colonial mentality from the minds of Sierra Leoneans</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p>	<p>a) Civics textbooks and other resources such as the Internet, magazine articles.</p> <p>b) Teaching guide</p>

CIVICS

Outline Teaching Syllabus for the Third Stage of Basic Education (JSS 2)

Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/ Supplementary)
Unit 1: National symbols and emblems: The national anthem and national pledge	By the end of this Unit, the pupil should be able to: a) Demonstrate knowledge of the importance of National Symbols. b) Understand and explain the messages of the National Anthem and Pledge. c) State the occasions when the National Anthem is played or sung.	a) Introduces the lesson by showing pictures/images depicting national symbols and emblems. b) Asks 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. c) Arouses children's interest through activities d) Class to read passages from the textbook, followed by discussion and questions. ▪ Discusses with pupils the importance of national symbols and emblems ▪ Explains to pupils the messages of the national anthem and pledge ▪ Asks pupils to state the occasions when the national anthem and pledge are recited	a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the textbook or teacher-made questions. e) Grading pupils on group work activities f) Oral presentations	a) Civics textbooks and other pertinent resources such as the Internet b) Teaching guide. c) Placards of national anthem and pledge
Unit 2: National symbols and emblems: our national flag and coat arms	By the end of the Unit, the pupil should be able to: a) Show the meaning and importance of our National Flag. b) Explain the symbols on the Coat of Arms and narrate their importance to the history and development of our country.	a) Introduces the lesson by showing the pictures of our national flag and coat of arms to pupils to motivate them. b) Asking questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties. c) Associate what is taught with	a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the	a) Civics textbooks and other resources pertinent to the topics b) Artwork: Diagrams and pictures of our National Flag and Coat of Arms. c) Teaching guide

		<p>pupils' experiences</p> <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) 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> <p>g) Discusses with pupils the meaning and importance of the national flag</p> <p>h) Discusses with pupils the meaning and importance of the coat of arms of Sierra Leone</p>	<p>textbook or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p>	
<p>Unit 3: Ethnicity, diversity and national cohesion</p>	<p>By the end of the Unit, the pupil should be able to:</p> <p>a) Define the terms "ethnicity", "diversity", "national cohesion";</p> <p>b) State the various languages spoken in the country;</p> <p>c) Explain why people speak two or more languages in the country;</p> <p>d) Explain the role British colonial rule played towards the speaking of multiple languages in Sierra Leone;</p> <p>e) Examine the role of migration in ethnic interaction.</p>	<p>a) Introduces the lesson by writing words/vocabulary from the topics on the board (e.g. ethnicity; diversity; national cohesion). Ask pupils to explain what they understand by the words.</p> <p>b) Writes on the board the definitions of the words and discusses them with the pupils</p> <p>c) Asks pupils to state the languages they speak</p> <p>d) Writes on the board the various languages spoken in the country.</p> <p>e) Discusses with pupils the role that British colonial rule played towards having multiple languages spoken</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) Homework, based on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p>	<p>a) Civics textbook and other pertinent resources</p> <p>b) Teaching guide</p>

		<p>in Sierra Leone.</p> <p>f) Pupils to research and present on different religions and their practices.</p> <p>g) Discusses with pupils the role of migration in ethnic interactions</p>		
Unit 4: The arms of government	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Define the term “government” and state the main functions of government.</p> <p>b) Show where the government gets its authority to rule.</p> <p>c) Highlight the three branches of government and show the functions and importance of each branch.</p> <p>d) Role-play how the three branches of government work.</p> <p>e) Determine why separation of powers is necessary in a democratic state.</p>	<p>a) Introduces the lesson by writing vocabulary pertinent to the topic on the board to motivate the pupils.</p> <p>b) Asks questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ difficulties.</p> <p>c) Discusses with the meaning of government and its main functions.</p> <p>d) Discusses with pupils how government its authority to rule.</p> <p>e) Discusses with pupils the three branches of government, stating their importance.</p> <p>f) Allows pupils to role-play on the three branches of government.</p> <p>g) Explains to pupils the meaning of separation of power and why it is necessary in a democratic state.</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on role-play</p>	<p>a) Civics textbook and other resources</p> <p>b) Teaching guide</p>
Unit 5: Electoral system: Public elections in Sierra Leone	<p>By the end of this Unit, the pupil should be able to:</p> <p>a) Define the term ‘elections’ and state the importance of elections in a democracy;</p> <p>b) Show why political tolerance is necessary for the conduct of free, fair and credible elections;</p>	<p>a) Introduces the lesson with clear and concise questions to motivate the pupils (e.g. questions relating to the meaning of elections and how they are conducted)</p> <p>b) Ask questions that (i) challenge the pupils’ to</p>	<p>a) Essay questions that require short analytical answers about media communication.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and</p>	<p>a) Civics textbook and other resources</p> <p>b) Resource persons</p> <p>c) Visit to NEC offices.</p> <p>d) Drawing materials</p>

	<p>c) Draw posters on political tolerance and write election messages on non-violence;</p> <p>d) Analyse the role of the National Electoral Commission (NEC) in the conduct of credible elections in the country;</p> <p>e) Describe the electoral process in Sierra Leone.</p>	<p>critically free and fair elections (ii) tries to find out the pupils' limitations in the knowledge of the topic.</p> <p>c) Associate what is taught with the pupil's experience</p> <ul style="list-style-type: none"> ▪ Discusses with pupils the meaning of elections and their importance in a democracy. ▪ Presents to class a picture depicting political tolerance ▪ Asks pupils to develop messages on non-violence in elections. ▪ Discusses with pupils the meaning of political tolerance stating why it is necessary for free, fair and credible elections. ▪ Asks pupils to explain what they know about National Electoral Commission (NEC). ▪ Discusses with pupils electoral process in Sierra Leone. 	<p>their meanings</p> <p>d) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on group work and individual activities given by the teacher</p> <p>f) Oral presentations on topics pertaining to the lesson</p>	
<p>Unit 6: Elements of good governance: Commissions and agencies</p>	<p>By the end of this Unit, the pupil should be able to:</p> <p>a) Describe the purpose of Government Commissions and Agencies;</p> <p>b) State the role of the National Revenue Authority in the mobilisation of domestic revenue for the Government;</p> <p>c) Point out why it is necessary to audit the accounts of Government Ministries, Departments and Agencies;</p> <p>d) Show why ordinary Sierra Leoneans have increased their</p>	<p>a) Introduces the lesson with clear and concise questions (e.g. questions related to good governance, commissions and agencies) to motivate them.</p> <p>b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' limitations related to the topics.</p> <p>c) Associate what is taught to the pupil's experience</p> <p>d) Explains to pupils what commissions and agencies</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Listening to responses of pupils</p> <p>f) Oral presentations</p>	<p>a) Civics textbook and other resources</p> <p>b) Teaching guide</p>

	<p>confidence in the Anti-Corruption Commission;</p> <p>e) Suggest the kinds of punishment s/he will recommend for individuals guilty of high-level corruption.</p>	<p>are and the purpose of establishing them.</p> <p>e) Discusses with pupils National Revenue Authority (NRA) as an agency and how it mobilizes revenue for the government.</p> <p>f) Discusses with pupils the need to audit government ministries, departments and agencies.</p> <p>g) Discusses with pupils the role of Anti-Corruption Commission (ACC), highlighting the successes it has made and some of the challenges it is facing in the fight against corruption.</p> <p>h) Asks pupils to identify some of the corrupt practices in schools and recommend punishments for the perpetrators.</p>		
Unit 7: Justices in society	<p>At the end of this Unit, the pupil should be able to:</p> <p>a) Write their own definition of justice;</p> <p>b) Give examples of injustice at the home and societal levels;</p> <p>c) Explain how the courts administer justice;</p> <p>d) Highlight the challenges the disabled face in society and suggest ways of catering to their needs;</p> <p>e) Describe the causes of the civil war in Sierra Leone, and the justice systems set up after the war to address the atrocities committed during and immediately after the war.</p>	<p>a) Introduces the lesson by discussing with pupils the word "Justice"</p> <p>b) Asks pupils to state definitions of justice and injustice</p> <p>c) Writes on the board the definition of justice and injustice</p> <p>d) Asks pupils to give examples of injustices in the home and school</p> <p>e) Asks pupils to highlight some of the injustices faced by the disabled in society</p> <p>f) Discusses with pupils how the courts administer justice to address the needs of the</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p> <p>g) Answering questions using a map, table or diagram</p>	<p>a) Civics textbooks and other resources such as the Internet; articles; resource persons</p> <p>b) Teaching guide</p>

		<p>disabled.</p> <p>g) Discusses with pupils how injustice contributed to the civil war in Sierra Leone</p> <p>h) Discusses with pupils the justice system set up after the war to address the atrocities committed during the war.</p>		
Unit 8: Fundamental rights and freedom	<p>By the end of this Unit, the pupil should be able to:</p> <p>a) Define the term 'human rights' and state the importance of human rights;</p> <p>b) Give the background to the adoption of the Universal Declaration of Human Rights (UDHR);</p> <p>c) State the importance of the UDHR;</p> <p>d) Classify the various human rights into five broad categories and give examples of each;</p> <p>e) Describe occasions when people's rights may be suspended;</p> <p>f) Give examples of children's rights and their corresponding responsibilities.</p>	<p>a) Introduces the lesson by discussing with pupils the concept of human rights and stating its importance.</p> <p>b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' limitations related to the topic.</p> <p>c) Associates what is taught to the pupils' experience through discussions on the background to the adoption of UDHR and its importance</p> <p>d) Arouse pupils' interest through activities such as debates on the importance of human rights.</p> <p>e) Discusses with pupils the various categories of human rights, stating examples.</p> <p>f) Discusses with pupils some the occasions when people's rights may be suspended.</p> <p>g) Discusses with pupils examples of children's rights and the corresponding responsibilities</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p>	<p>a) Civics textbook and other resources such as copies of the UDHR; CRC documents; 1991 constitution of Sierra Leone</p> <p>b) Teaching guide</p>

CIVICS

Outline Teaching Syllabus for the Third Stage of Basic Education (JSS 3)

Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core /Supplementary)
Unit 1: Constitutional development in Sierra Leone	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) State what a National Constitution is and show the importance of national constitutions. b) Describe the key features of the colonial constitutions in Sierra Leone. c) Show the relevance of the Stevenson Constitution for the political history of Sierra Leone. d) Indicate the importance of the One-Party Constitution. e) Examine the structure of government under the 1991 Constitution. 	<ul style="list-style-type: none"> a) Introduces the lesson with pupils by discussing what national constitution is and highlighting its importance. b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' limitations related to the topic. c) Discusses with pupils the features of the colonial constitutions in Sierra Leone. d) Discusses with pupils the relevance of Stevenson Constitution in the political history of Sierra Leone e) Discusses with pupils the importance of One Party Constitution in Sierra Leone. f) Discusses with pupils the structure of government under the 1991 constitution of Sierra Leone. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the textbook or teacher-made questions. e) Grading pupils on group work activities f) Oral presentations 	<ul style="list-style-type: none"> a) Civics textbook and other resources like magazines and articles pertaining to the topics; the Internet b) Teaching guide c) 1991 constitution d) Stevenson Constitution e) Resource persons from the judiciary, Police, parliamentarians etc.
Unit 2: The youth and social vices	<p>By the end of this unit, the pupil should be able to:</p>	<ul style="list-style-type: none"> a) Introduce the lesson with a list of words pertaining to 	<ul style="list-style-type: none"> a) Essay questions that require short 	<ul style="list-style-type: none"> a) Civics textbook and other

	<ul style="list-style-type: none"> a) Define the term “social vices” and indicate the causes and consequences of social vices among young people. b) Show how cultism is affecting our youth and educational institutions. c) Describe how drug and substance abuse affects students, their families and society generally. d) List the most common forms of examination malpractice in our schools and suggest ways of curbing examination malpractice. 	<p>the topic, to prepare pupils for the lesson and to assess their prior knowledge of the topic.</p> <ul style="list-style-type: none"> b) Ask questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ limitations in knowledge related to the topic. c) Link what is taught to the pupil’s experience d) Discusses with pupils the meaning of social vices, causes and consequences on young people e) Discusses with pupils how cultism affects the youth and the educational institutions f) Allows pupils to highlight how drug and substance abuse affect students, their families and society generally. g) Allows pupils to identify forms of examination malpractices and suggest ways of addressing them 	<p>answers.</p> <ul style="list-style-type: none"> b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the civics textbooks or teacher-made questions. e) Grading pupils on group work activities f) Oral presentations 	<p>resources, e.g., Internet</p> <ul style="list-style-type: none"> b) Teaching guide c) Case studies
<p>Unit 3: Sierra Leonean youths: Challenges and prospects</p>	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Identify and discuss the major problems that young people in Sierra Leone face. b) State the major causes of youth unemployment. c) Describe the factors that inhibit the productive employment of the youth. d) Highlight the contributions of some agencies in the empowerment of youths. 	<ul style="list-style-type: none"> a) Introduces the lesson with clear and concise questions (e.g. questions related to what the word “Youth” means; their challenges and prospects). b) Ask questions that (i) challenge the pupils’ intellect and (ii) try to find out the pupils’ limitations in knowledge related to 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) Homework, based on the questions in the textbook or teacher-made 	<ul style="list-style-type: none"> a) Civics textbook and other resources; Intern b) Teaching guide c) Reports of the National Youth Scheme d) Resource person from National Youth Commissio

	<ul style="list-style-type: none"> e) Describe the goals and objectives of the National Youth Scheme. f) Show how the realisation of these objectives will help to empower the youth and make them better citizens in the country. 	<ul style="list-style-type: none"> c) Discusses with pupils the major causes of youth unemployment in Sierra Leone d) Discusses with pupils the contributions of some identified agencies in the empowerment of the youth in Sierra Leone. e) Discusses with pupils the goals and objectives of the National Youth Scheme. f) Discusses with pupils how the realization of these objectives will help to empower the youth and make them better citizens of Sierra Leone. 	<ul style="list-style-type: none"> questions. e) Grading pupils on group work activities f) Oral presentations 	
Unit 4: Core living values	<p>By the end of this unit, the pupil should be able to:</p> <ul style="list-style-type: none"> a) Define and give examples of core living values. b) Apply core living values in everyday life. c) Explain the importance of acting responsibly. d) Demonstrate how s/he can exhibit responsible behaviour. e) State how honesty is important to the individual, society and in friendships. 	<ul style="list-style-type: none"> a) Introduces the lesson through discussions with pupils the meaning and examples of core living values. b) Ask questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' limitations in knowledge related to the topic. c) Always link what is taught to the pupil's experience d) Motivates pupils by engaging them in activities such as asking them to identify ways of applying core living values in their daily life. e) Allows pupils to role-play 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework, based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities g) Oral presentations 	<ul style="list-style-type: none"> a) Civics textbook and other resources; Intern b) Teaching guide c) Illustrations on vanguards

		<p>on the application of core living values</p> <p>f) Discusses with pupils the importance of acting responsibly in the home, school and community.</p> <p>g) Allows pupils to role-play on responsible behaviour.</p> <p>h) Discusses with pupils the importance of honesty to the individual, society and friendship</p>		
Unit 5: Citizens participation in governance	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Define the terms governance and good governance.</p> <p>b) Analyse the characteristics of good governance.</p> <p>c) Show the meaning and importance of citizen participation in governance.</p> <p>d) Describe the various ways of citizen participation in governance.</p>	<p>a) Introduces the lesson by discussing with pupils the meaning of governance in the home and school.</p> <p>b) Ask follow-up questions that (i) challenge the pupils' intellect and (ii) try to find out the pupils' difficulties.</p> <p>c) Associate what is taught with the pupil's experience</p> <p>d) Arousing children's interest through activities.</p> <p>e) Encourages pupils to dramatize/role-play on governance at household, village, town or chiefdom level.</p> <p>f) Discusses with pupils the difference between good governance and bad governance.</p> <p>g) Allows pupils to outline the characteristics of good governance and bad</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) Homework, based on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Observing pupils' notes</p> <p>g) Oral presentations</p>	<p>a) Civics textbooks and other resources like the Internet</p> <p>b) Teaching guide</p>

		<p>governance</p> <p>h) Discusses with pupils the importance of citizens' participation in governance</p> <p>i) Discusses with pupils and writes on the board the various through which citizens participate in governance.</p>		
Unit 6 The media in democracy	<p>By the end of this unit, the pupil should be able to:</p> <p>a) State the meaning and importance of the Fourth Estate in a democracy.</p> <p>b) Discuss and analyse the functions of the press.</p> <p>c) Describe what press freedom means and show ways in which journalists can abuse press freedom.</p> <p>d) Give examples of press censorship.</p> <p>e) Explain the beneficial and harmful effects of social media.</p>	<p>a) Introduces the lesson by discussing with pupils the meaning and importance of the Fourth Estate in democracy.</p> <p>b) Organises pupils in groups to discuss and analyse the functions of the press</p> <p>c) Discusses with pupils what press freedom means and how it can be abused by journalists</p> <p>d) Discusses with pupils the meaning of 'press censorship' and states examples.</p> <p>e) Discusses with pupils the beneficial and harmful effects of social media.</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) Homework, based on the questions in the textbook or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p> <p>g) Observation of pupils' notes</p>	<p>a) Civics textbook and other resources like the Internet, magazines, Newspapers</p> <p>b) Teaching guide</p> <p>c) Resource persons from the Independent Media Commission (IMC)</p>
Unit 7: The global citizen	<p>By the end of this unit, the pupil should be able to:</p> <p>a) Define the term 'global citizenship'.</p> <p>b) State and discuss the qualities of a global citizen.</p> <p>c) Examine the concept of a global village.</p> <p>d) Discuss the causes and effects of climate change as an issue of global</p>	<p>a) Introduces the lesson by discussing with pupils the meaning of global citizenship and qualities of a global citizen</p> <p>b) Discusses with pupils the concept of a global village.</p> <p>c) Discusses with pupils the causes and effects of</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) Homework, based</p>	<p>a) Civics textbooks and other resources like the Internet, magazines, Newspapers</p> <p>b) Teaching guide</p>

	<p>concern.</p> <p>e) Suggest ways of minimising climate change in our country.</p>	<p>climate change and the ways of minimizing them</p>	<p>on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p> <p>g) Observation of pupils notes</p>	
<p>Unit 8: Constitutional development in Sierra Leone</p>	<p>By the end of this unit, the pupil should be able to:</p> <p>a) State what a National Constitution is and show the importance of national constitutions.</p> <p>b) Describe the key features of the colonial constitutions in Sierra Leone.</p> <p>c) Show the relevance of the Stevenson Constitution for the political history of Sierra Leone.</p> <p>d) Indicate the importance of the One-Party Constitution.</p> <p>e) Examine the structure of government under the 1991 Constitution.</p>	<p>a) Introduces the lesson by discussing with pupils the meaning of constitution and its importance to a nation.</p> <p>b) Discusses with pupils the features of the colonial constitutions in Sierra Leone.</p> <p>c) Discusses with pupils the relevance of Stevenson Constitution in the political history of Sierra Leone</p> <p>d) Discusses with pupils the importance of One Party Constitution in Sierra Leone.</p> <p>e) Discusses with pupils the structure of government under the 1991 constitution of Sierra Leone</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) Homework, based on the questions in the civics textbooks or teacher-made questions.</p> <p>e) Grading pupils on group work activities</p> <p>f) Oral presentations</p> <p>g) Observation of pupils notes</p>	<p>a) Civics textbook and other resources like the Internet, magazines. Newspapers</p> <p>b) Teaching guide</p> <p>c) 1991 constitution</p> <p>d) Stevenson constitution</p> <p>e) The One Party constitution</p>

CIVICS

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**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
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)