



Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 8

CHICHEWA

ENGLISH

MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS

SOCIAL AND ENVIRONMENTAL SCIENCES

SCIENCE AND TECHNOLOGY

AGRICULTURE

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

Published by:

Malawi Institute of Education

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January, 2009

Contents

Foreword.....	v
Acknowledgements.....	vi
Malawi’s Outcomes-Based Curriculum.....	viii
Developmental Outcomes.....	viii
Primary Outcomes.....	ix
Continuous Assessment.....	ix
Annual Evaluation.....	ix
Subjects and Core elements	x
 Chichewa	 1
Kufunika kwa phunziro la Chichewa.....	2
Maluso ndi zolinga.....	2
Chigawo choyamba.....	3
Chigawo chachiwiri.....	15
Chigawo chachitatu.....	28
Mabuku ena ofunika.....	35
 English	 36
Rationale.....	37
Core elements and their outcomes.....	37
Term 1 Syllabus.....	38
Term 2 Syllabus.....	57
Term 3 Syllabus.....	80
References.....	104
 Mathematics	 105
Rationale.....	106
Core elements and their outcomes.....	106
Term 1 Syllabus.....	107
Term 2 Syllabus.....	114
Term 3 Syllabus.....	119
References.....	124
 Expressive Arts	 125
Rationale.....	126
Core elements and their outcomes.....	126
Term 1 Syllabus.....	127
Term 2 Syllabus.....	133
Term 3 Syllabus.....	138
References.....	144
 Life Skills	 145
Rationale.....	146

Core elements and their outcomes.....	146
Term 1 Syllabus.....	147
Term 2 Syllabus.....	153
Term 3 Syllabus.....	162
References.....	168
Social and Environmental Sciences	169
Rationale.....	170
Core elements and their outcomes.....	170
Term 1 Syllabus.....	171
Term 2 Syllabus.....	182
Term 3 Syllabus.....	197
References.....	207
Science and Technology	208
Rationale.....	209
Core elements and their outcomes.....	209
Term 1 Syllabus.....	210
Term 2 Syllabus.....	223
Term 3 Syllabus.....	233
References.....	238
Agriculture	239
Rationale.....	240
Core elements and their outcomes.....	240
Term 1 Syllabus.....	241
Term 2 Syllabus.....	259
Term 3 Syllabus.....	274
References.....	290
Bible Knowledge.....	291
Rationale.....	292
Core elements and their outcomes.....	292
Term 1 Syllabus.....	293
Term 2 Syllabus.....	298
Term 3 Syllabus.....	301
References.....	304
Religious Education.....	305
Rationale.....	306
Core elements and their outcomes.....	306
Term 1 Syllabus.....	307
Term 2 Syllabus.....	311
Term 3 Syllabus.....	316
References.....	320

Foreword

Primary School Syllabuses

Education is a prerequisite for both individual and national development. It prepares children to play their future roles effectively in an attempt to promote and sustain a country's socio-economic development.

Nothing is more difficult in the field of education than to plan and develop appropriate curricula, to achieve the goals set for the individual and national development.

Every parent would like his /her child to be literate, numerate and have a basic understanding of science and technology; who is responsible, morally sound and a productive citizen in a democratic society, who is also equipped with skills, values and attitudes to live a healthy life, survive socially and economically and has a desire for life long learning.

The approach to teaching and learning in this new curriculum is outcomes based focusing on the development of the whole child. The approach to assessment is also outcomes based with a holistic focus. This means that regular assessment of the knowledge, skills, values and attitudes that the pupils have achieved is an integral part of the teaching and learning process.

Since the last major primary curriculum revision in 1991, there has been an information explosion globally. There have also been major political, social and economic changes here in Malawi. This has necessitated the evaluation of the current primary school curriculum. Three major forces have been catalysts to the need for reform: first, deficiencies in teacher orientation to the current curriculum resulted into poor implementation of the curriculum; second, attempts to accommodate emerging issues such as HIV and AIDS, democracy and human rights, rapid population growth, and environmental degradation into the primary school system, have resulted in an overloaded curriculum; and third, the introduction of Free Primary Education (FPE) in 1994 raised school enrolment by 68.42%. However, the human, material and physical resources were not adequate to deliver quality education. Consequently, the education system has experienced many problems such as high repetition rates, poor attendance, high drop out rates, poor learning environments, and high rates of illiteracy.

The curriculum reform is further justified by government policies introduced after the 1991 curriculum. The Constitution of Malawi (Section 25) affirms that all persons are entitled to education, and Section 13 (f) stipulates that the state shall actively promote the welfare and development of its people and that education should aim, among other things, at "eliminating illiteracy in Malawi and promote national goals such as unity..." Alongside the Constitution, there are other key documents such as Poverty Reduction Strategy Paper (PRSP), Policy and Investment Framework (PIF), and Vision 2020, which necessitate a re-structuring or reform of the 1991 curriculum to ensure that principles and philosophies of these documents are more

firmly embedded. These current policy documents indicate that there is a strong link between poverty reduction and the provision of education; hence the need for all children to have access to quality primary education.

The revised primary education syllabuses attempt to address these issues. The syllabuses were developed by various subjects panels in 2004 at the Malawi Institute of Education, Domasi, Malawi.

We are grateful to all those who were actively involved in the primary education curriculum reform process. We are also greatly indebted to DFID, GTZ and USAID for their technical assistance and financial support that made it possible for the primary education curriculum reform to take place.

J. J. Matope
Secretary for Education

Acknowledgments

The Ministry of Education and Malawi Institute of Education are grateful to all those who participated in various capacities, stages and levels in the development, refinement and production of the syllabuses. The Ministry of Education would like to acknowledge the technical and financial support of the Department for International Development (DFID), German Technical Cooperation (GTZ) and the United States Agency for International Development (USAID). The Ministry is particularly indebted to the following contributions in the drafting and development of the syllabuses as follows:

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Special thanks go to the Coordinator of the Primary Curriculum and Assessment Reform (PCAR) Davie Kaambankadzanja, and the entire PCAR Coordinating Committee for the logistical support in the Primary Curriculum and Assessment Reform process. Thanks also go to those who provided technical support in terms of typing and typesetting of the syllabuses: Mr B Chona, Ms K Katete, Mrs L Chisambi, Ms P Jia, Mrs M Kuputu, Mrs C Chimseu, Mrs J Dambula, Mrs C Shaba, Ms Khambule and Mrs T Phiri.

Malawi's Outcomes-based Curriculum

An outcome based curriculum means that learners are asked to make sense of new knowledge in the context of their existing knowledge and so develop new understandings as learning takes place. Therefore the process of learning is as important as the final product. The final products are the outcomes, that is, what learners are expected to achieve in terms of knowledge, skills, values and attitudes and they are clearly stated before teaching and learning begins. The achievements made at school however are only seen to be truly beneficial when the learners can transfer the achievements to life beyond the school and can view learning as a life long process. This is considered essential to keep pace with the changing social environment of home and work.

Developmental Outcomes

The Developmental Outcomes are general; they are what the learner is expected to achieve by the end of the primary cycle both in and outside the school. These outcomes apply to the six Learning Areas and they have been derived from Malawi's Constitution, Vision 2020, MPRSP, PIF and other education policy documents including global agreements to which Malawi is a signatory as well as from the PCAR Needs Identification Report. That is, learners should be able to:

- Communicate competently, effectively and relevantly in a variety of contexts and in multiple languages
- Apply mathematical concepts in scientific, technological, socio, environmental, cultural and economic contexts to solve problems
- Produce product and solutions through Science and Technology in a creative way and demonstrate respect for their environment to solve problems
- Demonstrate health promoting behaviour in their personal lives as well as their communities and wider environment with particular attention to prevalent diseases such as Malaria, Sexually transmitted diseases and HIV/AIDS
- Observe, interact with the natural and physical environment in order to understand and make use of their interrelationship in a responsible and appreciative manner
- Demonstrate appropriate moral, ethical and healthy behaviour in accordance with the acceptable norms and values of the society
- Make use of basic knowledge and skills necessary for life-long learning, personal advancement, the development of society and the nation
- Apply an imaginative, creative mind, vocational and managerial skills in order to initiate and participate in productive manner that will serve the individual and society

Primary education outcomes

The primary outcomes are derived from the developmental outcomes. The primary education outcomes are what the learners should know, should be able to do and the desirable attitudes that they should display by the end of the primary cycle for each Learning Area. Each of the Learning Areas has its own Primary Outcomes and its own core elements which collectively form the primary curriculum.

Assessment standards

These are outcomes that indicate the agreed level of achievement during and at the end of each year. An accumulated achievement of the standards from Standard 1 to Standard 8 per learning area determines the achievement of primary education outcomes.

Success criteria

This indicates learners' level of attainment in a given activity. A given set of such levels of attainment indicates achievement of an assessment standard.

Principles of OBE

Clarity of focus:

This means that everyone involved must have a clear picture of what is wanted at the end of the lesson. Educators must be clear about what the learners are expected to achieve.

Expanded opportunity:

Educators must find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potential.

High expectations:

Educators must assist learners to reach their full potential.

Criterion referenced measurement

Measurability of OBE is based on agreed indicators such as assessment standards and success criteria.

Silabasi yophunzitsira kuwerenga, kulemba ndi chiyankhulo- Chichewa

Sitandade 8

Kufunika kwa phunziro la Chichewa

Chiyankhulo ndi chofunika kwambiri pa moyo wa munthu choncho ndi bwino kuti ana aphunzire Chichewa. Pofuna kudziwitsa, kuchenjeza, kukopa kapena kuti zinthu zina zichitike, anthu amagwiritsa ntchito chiyankhulo. Izi zimatheka pogwiritsa ntchito luso la kumva, kuyankhula, kuwerenga ndi kulemba. Maluso a kuwerenga ndi kulemba ndi ofunika kwambiri pa maphunziro a ophunzira. Ophunzira akamvetsetsa bwino malamulo a chiyankhulo amaphunzira maluso omwe angagwiritse ntchito m'zochitika zosiyanasiyana.

Maluso ndi zolinga zake

a Kumva

Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana.

b Kuyankhula

Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana.

c Kuwerenga

Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga.

d Kulemba

Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana.

e Kuganiza mozama ndi modekha

Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro.

f Kusanja ndi kugwiritsa ntchito chiyankhulo

Ophunzira adzadziwa mmene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba.

Chigawo : Choyamba

Luso : Kumva

Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati : <ul style="list-style-type: none">· amva malonje osiyanasiyana	Ophunzira 1 amva malonje osiyanasiyana 2 ayankha malonjewo	Malonje	<ul style="list-style-type: none">· kumva malonje osiyanasiyana monga:<ul style="list-style-type: none">- paukwati / chinkhoswe- pofunsira mbeta- pamilandu / pabwalo la milandu· kuyankha malonjewo molondola	<ul style="list-style-type: none">· mafunso ndi mayankho· kufotokoza· kukambirana· kuwonetsa zomwe ena akuchita· ntchito ya awiriawiri· kuchita sewero	<ul style="list-style-type: none">· ophunzira· matchati· makadi· zithunzi· zithunzi zotukuza· nthenga/peppla zogwiritsa ntchito mbuwu· wotanthauzira chiyankhulo cha zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> asiyanitsa maliwu a mawu 	<p>1 amva maliwu a mawu osiyanasiyana</p>	Maliwu a mawu	<ul style="list-style-type: none"> kumva maliwu a mawu monga: sa/tsa, po/pso, ngwa/ng'wa, ngo/ng'o, za/dza, loza/lodza, ng'oma/ngoma kuyeseza maliwuwo m'ziganizo zolondola 	<ul style="list-style-type: none"> kufotokoza kuyeseza kuwonetsetsa zomwe ena akuchita kukambirana mafunso ndi mayankho kuyesana/kupima na nzeru ntchito ya awiriawiri kuchita sewero 	<ul style="list-style-type: none"> ophunzira matchati makadi zithunzi zithunzi zotukuza galasi/kalilole zogwiritsa ntchito mbuwu nthenga/peppla zogwiritsa ntchito mbuwu wotanthauzira chiyankhulo cha zizindikiro ng'oma zogwiritsa ntchito mbuwu
<ul style="list-style-type: none"> atsatira malangizo komanso malamulo 	<p>1 achita zomwe alamulidwa molondola</p> <p>2 achita zomwe alangizidwa molondola</p> <p>3 akana mwaulemu zomwe alamulidwa zosayenera</p> <p>4 akana mwaulemu zomwe alangizidwa zosayenera</p>	Malangizo ndi kulamula	<ul style="list-style-type: none"> kuchita zomwe alamulidwa monga kuvala yunifolomu ya sukulu kuchita zomwe alangizidwa monga kuyang'ana mbali zonse asanadutse pamsewu kukana mwaulemu zomwe alamulidwa monga: kukana kuchapa zovala za abale ake chifukwa cha chilonda/ bala kukana mwaulemu zomwe alangizidwa zosayenera 		

Luso : Kuyankhula

Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> · adziwana mwakukambi rana 	Ophunzira: 1 alonjerana molondola	Malonje	<ul style="list-style-type: none"> · kulonjerana ndi anzawo monga: <ul style="list-style-type: none"> - pa ukwati - pofunsa mbeta - pa chinkhoswe · kukambirana ndi anzawo pa zokhudza kumudzi kwawo · kutsanzikana ndi anzawo monga pa ukwati 	<ul style="list-style-type: none"> · mafunso ndi mayankho · kukambirana · kufotokoza · ntchito za awiriawiri · kuyesana / kupimana nzeru 	<ul style="list-style-type: none"> · ophunzira · zithunzi · zithunzi zotukuza · ng'oma zogwiritsa ntchito mbuwu · nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> atchula ndi kusiyanitsa maliwu molondola 	<p>1 atchula mawu ena omwe amatchulidwa molakwika</p> <p>2 apanga ziganizo ndi mawu olondolawo</p>	Maliwu	<ul style="list-style-type: none"> kutchula mawu ena omwe amatchulidwa molakwika, mwachitsanzo: <ul style="list-style-type: none"> - tsindwi (osati sindwi) - mlatho (osati ndato), - kutseka (osati kuseka chitseko) kupanga ziganizo ndi mawu olondolawo 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuyesana/ kupimana nzeru ntchito za mmagulu 	<ul style="list-style-type: none"> ophunzira zinthu zenizeni zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu wotanthauzira chiyankhulo mwa zizindikiro

Luso : Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<p>Tidzadziwa kuti ophunzira akukhoza ngati:</p> <ul style="list-style-type: none"> • awerenga mawu ndi ziganizo 	<p>Ophunzira:</p> <ol style="list-style-type: none"> 1 awerenga mawu molondola 2 apanga ziganizo ndi mawuwo 	<p>Mawu ndi ziganizo</p>	<ul style="list-style-type: none"> • kuwerenga mawu okhudza: <ul style="list-style-type: none"> - ulimi wothirira, (mtsinje, thirira, chirimwe, damu) - ulimi wansomba (damu, usodzi, m'mphepete, nyongolotsi, ziwala, nyambo, kola, mbedza) • kupanga ziganizo ndi mawuwo • kuwerenga molondola ziganizo zopangidwazo 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • kukambirana • kuyesana / kupimana nzeru • kuchita sewero • ntchito za m'magulu 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • zinthu zenizeni

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> · asonyeza kumvetsa nkhani ndi ndakatulo 	<ol style="list-style-type: none"> 1 awerenga nkhani momvetsa 2 awerenga ndakatulo mwaluso 3 apeza mfundo m'nkhani 4 ayankha mafunso pa nkhani zomwe awerenga 5 awerenga nkhani/nthano m'zithunzi 	Nkhani, ndakatulo	<ul style="list-style-type: none"> · kuwerenga nkhani zokhudza ulimi wothirira, wansomba · kuwerenga ndakatulo zokhudza ulimi wothirira, wansomba · kupeza mfundo m'nkhani zomwe awerenga · kuyankha mafunso pa nkhani zomwe awerenga · kuwerenga nkhani/nthano m'zithunzi 	<ul style="list-style-type: none"> · kuwona malo · mafunso ndi mayankho · kufotokoza · kukambirana · kuyesana / kupimana nzeru · kuchita sewero · ntchito za mmagulu 	<ul style="list-style-type: none"> · ophunzira · zithunzi · zithunzi zotukuza · ng'oma zogwiritsa ntchito mbuwu · galasi/kalilole zogwiritsa ntchito mbuwu · nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati:	Ophunzira:				
<ul style="list-style-type: none"> • alemba mwaluso 	1 alemba mwaluso a ziganizo b ndime	Kulemba mwaluso	<ul style="list-style-type: none"> • kulemba mwaluso ziganizo komanso ndime zokhudza ulimi wosiyanasiyana • kulemba ziganizo mwachikhukhuza • kulemba ndime mwachikhukhuza 	<ul style="list-style-type: none"> • kufotokoza • kusonyeza • kuyeseza • mafunso ndi mayankho • kukambirana • kuona zomwe ena alemba 	<ul style="list-style-type: none"> • zolemba • makope • zithunzi • braille • bolodi • malula • m'ndandanda wa zizindikiro za m'kalembedwe • ziganizo • zolemba • malembo • otukuza
<ul style="list-style-type: none"> • alemba lembetso 	1 alemba lembetso	Lembetso	<ul style="list-style-type: none"> • kukambirana zizindikiro za m'kalembedwe • kulemba lembetso lokhudza: <ul style="list-style-type: none"> - ulimi - malonda - kusamalira chilengedwe 		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • alemba chimangirizo ndi kalata 	<p>Ophunzira:</p> <p>1 alemba chimangirizo</p> <p>2 alemba kalata</p>	<p>Chimangirizo/ kalata</p>	<ul style="list-style-type: none"> • kulemba chimangirizo chokhudza ulimi, malonda, kusamalira chilengedwe • kulemba kalata yofunsira ntchito, kuitana anthu ku misonkhano ndi kalata za mchezo 	<ul style="list-style-type: none"> • kufotokoza • kusonyeza • kuyeseza • mafunso ndi mayankho • kukambirana • kuona zomwe ena alemba 	<ul style="list-style-type: none"> • zolemba • makope • zithunzi • braille • bolodi • malula • m'ndandanda wa zizindikiro za m'kalembedwe • ziganizo • zolemba malembo otukuza

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> azindikira kufunika kwa ulimi 	Ophunzira: 1 atchula ulimi wosiyanasiyana 2 afotokoza: a mavuto okhudza ulimi b njira zothetsera mavutowo	Ulimi wosiyanasiyana	<ul style="list-style-type: none"> kutchula mitundu ya ulimi monga: <ul style="list-style-type: none"> wa nsomba wa ziweto wa njuchi kukambirana zovuta zokhudza ulimiwu kufotokoza njira zothetsera mavutowa kukawona chitsanzo cha ulimi waphindu 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza ntchito ya m'magulu kuwonetsetsa zomwe ena akuchita kukawona malo 	<ul style="list-style-type: none"> ophunzira mabuku matchati zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> achita mtsutso 	<ol style="list-style-type: none"> achita mtsutso apeza mfundo za mtsutso alemba mfundo zopezeka mu mtsutso akonzekera mtsutso 	Mtsutso	<ul style="list-style-type: none"> kuchita mtsutso monga: <ul style="list-style-type: none"> ulimi wa fodya ndi wopindulitsa kupeza mfundo za mtsutso kulemba mfundo zopezeka mu mtsutso kukonzekera mtsutso posankha atenga mbali ndi mitu 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza ntchito ya m'magulu kuwonetsetsa zomwe ena akuchita kukawona malo 	<ul style="list-style-type: none"> ophunzira mabuku matchati zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu
<ul style="list-style-type: none"> azindikira nsinjiro za chiyankhulo 	<ol style="list-style-type: none"> azindikira matanthauzo a ndagi, zining'a ndi mikuluwiko azindikira zifanifani/ ntchedzero 	Nsinjiro za chiyankhulo	<ul style="list-style-type: none"> kuzindikira matantahuzo a ndagi, zining'a ndi mikuluwiko kutsiriza ntchedzero/zifanifani 		

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyankhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<p>Tidzadziwa kuti ophunzira akukhoza ngati:</p> <ul style="list-style-type: none"> · azindikira mitundu ya mawu 	<p>Ophunzira:</p> <p>1 azindikira mitundu ya mawu a alumikizi</p> <p>b mvekero</p> <p>c mfuwu</p>	<p>Mitundu ya mawu</p>	<ul style="list-style-type: none"> · kuzindikira alumikizi: mwachitsanzo <ul style="list-style-type: none"> - Atate <u>ndi</u> amayi - Khasu <u>kapena</u> nkhwangwa - Wabwera <u>ngakhale</u> akudwala mvekero monga: <ul style="list-style-type: none"> - Mbale yagwa kuti <u>gogobede</u> - Jese ali <u>phee</u> pamkeka mfuwu monga: <ul style="list-style-type: none"> - <u>Mayo!</u> ndikufa ine - <u>Kalanga ine</u> mphika wanga wasweka 	<ul style="list-style-type: none"> · mafunso ndi mayankho · kukambirana · kufotokoza · kuyesana/ kupimana nzeru · ntchito ya m'magulu 	<ul style="list-style-type: none"> · ophunzira · mabuku · zithunzi · zithunzi zotukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> · azindikira ntchito za mayina 	1 azindikira ntchito za mayina	Ntchito ya mayina	<ul style="list-style-type: none"> · kuzindikira ntchito za mayina mwachitsanzo: <ul style="list-style-type: none"> - kukhala mwininkhani: <u>aphunzitsi</u> abwera - kukhala pamtherankhani: Mtsikana wapha <u>njoka</u> - kukhala mtsirizo/mtsirinzitsi: Chibwe ndi <u>mkango</u> - kukhala dzina loitanira: <u>Malita</u>, thawa njokayo 	<ul style="list-style-type: none"> · mafunso ndi mayankho · kukambirana · kufotokoza 	<ul style="list-style-type: none"> · ng'oma zogwiritsa ntchito mbuwu · galasi/kalilole zogwiritsa ntchito mbuwu · nthenga/pepala zogwiritsa ntchito mbuwu

Chigawo : Chachiwiri

Luso : Kumva

Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none">avomera kapena akana pempho /kuitanidwa	Ophunzira: 1 avomera mwaulemu pempho/ kuitanidwa	Pempho Kuitanidwa	<ul style="list-style-type: none">kuvomera mwaulemu pempho kapena kugwira ntchito ina yake mwa chitsanzo: kuitanidwa ku ukwati	<ul style="list-style-type: none">mafunso ndi mayankhokukambiranakufotokozakuyesana/kupima na nzerukuchita sewero	<ul style="list-style-type: none">ophunzirazithunzi zotukuzang'oma zogwiritsa ntchito mbuwugalasi/kalilole zogwiritsa ntchito mbuwunthenga/pepala zogwiritsa ntchito mbuwuwotanthauzira chiyankhulo cha zizindikiromatchati

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> amva mauthenga osiyanasiyana 	<p>1 amva mauthenga osiyanasiyana</p> <p>2 afotokoza mauthenga omwe amva molondola</p>	Mauthenga	<ul style="list-style-type: none"> kukana mwaulemu <ul style="list-style-type: none"> pempho mwachitsanzo: kugwira ntchito ina yake kuitanidwa, mwachitsanzo: kuitanidwa ku ukwati kumva mauthenga osiyanasiyana monga kumvetsera ndondomeko ya nthawi ya mayeso awo kufotokoza molondola mauthenga omwe amva monga a maliro 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuyesana/kupima na nzeru kuchita sewero 	<ul style="list-style-type: none"> ophunzira zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepapla zogwiritsa ntchito mbuwu wotanthauzira chiyankhulo cha zizindikiro matchati

Luso : Kuyankhula

Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> atsatira zowuzidwa 	Ophunzira: 1 atchula malangizo 2 atchula malamulo 3 anena mauthenga osiyanasiyana 4 anena zomwe auzidwa ndi ena	Zowuzidwa	<ul style="list-style-type: none"> kutchula malangizo oyenera omwe makolo amapatsa ana awo kutchula malamulo ena a dziko kulengeza/kunena mauthenga monga okhudza: <ul style="list-style-type: none"> chikondwerero mpikisano chinamwali kuchita zomwe auzidwa ndi ena 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza ntchito ya awiriawiri ntchito za m'magulu kuyesana/kupima na nzeru 	<ul style="list-style-type: none"> ophunzira zithunzi zithunzi zotukuza galasi/kalilole zogwiritsa ntchito mbuwu ng'oma zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu wotanthauzira chiyankhulo mwa zizindikiro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> anena malingaliro awo amtsogolo 	1 afotokoza udindo womwe angakonde	Malingaliro	<ul style="list-style-type: none"> kutchula udindo omwe amafuna kukhala nawo monga kukhala phungu wa nyumba ya malamulo, unduna, kuntchito zosiyanasiyana kutchula zifukwa zake zomwe amaukondera udindowo kutchula mavuto omwe angakumane nawo pa udindowo 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuyesana/kupima na nzeru 	<ul style="list-style-type: none"> ophunzira zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepapla zogwiritsa ntchito mbuwu

Luso : Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • awerenga nkhani/ nthano zosiyanasiyana 	Ophunzira: 1 awerenga nkhani/nthano zosiyanasiyana	Nkhani/ nthano	<ul style="list-style-type: none"> • kuwerenga nkhani zokhudza: <ul style="list-style-type: none"> - pempho/kuitanidwa kuphwando kapena misonkhano yosiyanasiyana - phwando lotsanzikana ndi aphunzitsi, anzathu, lakubadwa - ulimi wosiyanasiyana - malingaliro awo a ntchito zamtsogolo 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • kukambirana • ntchito yokachita kunyumba 	<ul style="list-style-type: none"> • ophunzira • magazini • mabuku • manyuzipepala • ng'oma zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> · asonyeza kumvetsa ndakatulo 	<p>1 awerenga ndakatulo momvetsa</p> <p>2 apeza mfundo m'ndakatulo</p>	Ndakatul o	<ul style="list-style-type: none"> · kuwerenga ndakatulo zokhudza ulimi wosiyanasiyana, ufulu wa ana · kupeza mfundo m'ndakatulo zomwe awerenga · kuyankha mafunso kuchokera m'ndakatulo · kupeza mfundo m'ndakatulo · kuyankha mafunso pa ndakatulo zomwe awerenga 	<ul style="list-style-type: none"> · mafunso ndi mayankho · kufotokoza · kukambirana · ntchito yokachita kunyumba 	<ul style="list-style-type: none"> · ophunzira · magazini · mabuku · manyuzipepala · ng'oma zogwiritsa ntchito mbuwu · galasi/kalilole zogwiritsa ntchito mbuwu · nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • alemba kalata 	Ophunzira: 1 afotokoza zoti alembe m'kalata yantchito 2 alemba kalata yantchito	Makalata	<ul style="list-style-type: none"> • kupeza mfundo zolemba m'kalata yantchito monga: <ul style="list-style-type: none"> - ngongole ya ulimi • kufotokoza zofunika kulemba m'kalata yantchito • kulemba kalata yantchito • kuyankha kalata yantchito yokhudza <ul style="list-style-type: none"> - ngongole ya ulimi 	<ul style="list-style-type: none"> • kukambirana • kufotokoza • ntchito ya mmagulu • ntchito ya awiriawiri 	<ul style="list-style-type: none"> • kalata • makadi oyitanira anthu ku ukwati • zolemba • mapepala • zipangizo zolemba malembo otukuza

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • alemba chimangirizo 	<ol style="list-style-type: none"> 1 afotokoza zoti alembe m'chimangirizo 2 alemba chimangirizo 3 afotokoza zofunika kulemba m'zidziwitso 	Chimangirizo Zidziwitso	<ul style="list-style-type: none"> • kupeza mfundo zoti alembe m'chimangirizo zokhudza: <ul style="list-style-type: none"> - ziphuphu - katangale • kufotokoza zoti alembe m'chimangirizo chokhudza <ul style="list-style-type: none"> - ziphuphu - katangale • kukambirana zofunika kulemba m'zidziwitso zokhudza: <ul style="list-style-type: none"> - malonda - ulimi - ntchito • kulemba zidziwitso zokhudza: <ul style="list-style-type: none"> - malonda - ulimi - ntchito 	<ul style="list-style-type: none"> • kukambirana • kufotokoza • kuyesana/kupima na nzeru • mafunso ndi mayankho • kulemba • ntchito yokalembera kunyumba • ntchito ya m'magulu • ntchito ya awiriawiri 	<ul style="list-style-type: none"> • zithunzi • makope • zolembera • zipangizo zolembera malembo otukuza • zomwe ena analemba kale • nyuzipepala
<ul style="list-style-type: none"> • alemba zidziwitso 	<ol style="list-style-type: none"> 1 alemba zidziwitso 				

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • azindikira mizimbayitso 	Ophunzira: 1 anena mizimbayitso 2 afotokoza tanthauzo la mizimbayitso 3 asiyanitsa mizimbayitso ndi chining'a	Mizimbayitso	<ul style="list-style-type: none"> • kunena mizimbayitso • kukambirana matanthauzo a mizimbayitso monga: atisiya wagwira tambala pakhosi • kugwiritsa ntchito mizimbayitso m'ziganizo • kusiyanitsa mizimbayitso ndi chining'a 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza 	<ul style="list-style-type: none"> • ophunzira • m'ndandanda wa mizimbayitso • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyanikhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyanikhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> azindikira mitundu ya ziganizo 	Ophunzira: 1 atchula mitundu ya ziganizo 2 atchula mitundu ya ziganizo za nthambi zosaima pazokha	Mitundu ya ziganizo	<ul style="list-style-type: none"> kutchula mitundu ya ziganizo iyi: <ul style="list-style-type: none"> - chopanda nthambi: Galu wadya ndiwo - cha nthambi: sindiphika lero chifukwa galu wadya ndiwo - chiganizo cha ziganizo zingapo: amayi ndi atate akulima; mwana amaseweretsa moto ndipo watentha minda koma anthu sanapse kuzindikira mitundu ya ziganizo za nthambi monga cha dzina, mfotokozi, muonjezi 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza 	<ul style="list-style-type: none"> ophunzira mabuku matchati zithunzi zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> agwiritsa ntchito misintho ya aneni 	1 azindikira misintho ya aneni	Msintho wa aneni	<ul style="list-style-type: none"> kuzindikira misintho ya aneni mwachitsanzo: <ul style="list-style-type: none"> wochitirana wom'chitira wochitsa wobwerezabwereza wochitidwa m'chibisira wochitidwa poyera wochitidwa monyazitsa wochititsitsa wotsutsana kugwiritsa ntchito misintho ya aneni m'ziganizo mwachitsanzo: <ul style="list-style-type: none"> wochitirana: ana <u>amatana</u> matope wom'chitira Maria <u>wandimatira</u> kalata 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuyesana / kupimana nzeru ntchito ya yekha 	<ul style="list-style-type: none"> ng'oma zogwiritsa ntchito mbuwu galasi / kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
			<ul style="list-style-type: none"> - wochititsitsa iwe <u>wamatitsa</u> kalatayi ing'ambika - wobwerezabwereza bwanji <u>wamatamata</u> kumaso ndi thope? - wochitira m'chibisira kalata ija <u>yamatika</u> - wochitidwa poyera mayina <u>amatidwa</u> pa bolodi 		

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> agwiritsa ntchito mawu amatanthauzo ambiri m'ziganizo zawozawo aphwanya ziganizo 	<p>1 agwiritsa ntchito mawu m'ziganizo zawozawo</p> <p>1 aphpwanya ziganizo</p>	<p>Mawu a matanthauzo ambiri</p> <p>Kuphwanya ziganizo</p>	<ul style="list-style-type: none"> kugwiritsa ntchito mawu amatanthauzo angapo m'ziganizo: <ul style="list-style-type: none"> ndamvera <u>kubuma</u> tibuma mawa malirowa wandilasa ndi <u>buma</u> kuphwanya ziganizo za nthambi mwachitsanzo: amawerenga kwambiri kuti adzakhoze mayeso amawerenga kwambiri (nthambi yoyima payokha) kuti adzakhoze mayeso (nthambi yosaima payokha) kuphwanya ziganizo zopanda nthambi 		

Chigawo : Chachitatu

Luso : Kumva

Cholinga cha luso: Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nkhani zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none">· amva nkhani, nthano komanso ndakatulo	Ophunzira: <ul style="list-style-type: none">1 amva nkhani, nthano komanso ndakatulo mwatcheru2 afotokoza nkhani, nthano komanso ndakatulo mwaluso	Nkhani ndakatulo nthano	<ul style="list-style-type: none">· kumva nkhani, nthano komanso ndakatulo monga: zokhudza maluso ngati kusoka mphasa, kuwumba mbiya, kupeta nsalu· kufotokoza nkhani, nthano komanso kulakatula ndakatulo mochititsa chidwi	<ul style="list-style-type: none">· mafunso ndi mayankho· kufotokoza· kuyesana / kupimana nzeru· kuyimba nyimbo· kuwonetsetsa zomwe ena akuchita	<ul style="list-style-type: none">· ophunzira· zithunzi· zinthu zenizeni· zithunzi zotukuza· galasi/kalilole zogwiritsa ntchito mbuwu· nthenga/pepala zogwiritsa ntchito mbuwu· braille· wotanthauzira chiyankhulo cha zizindikiro

Luso : Kuyankhula

Cholinga cha luso: Ophunzira adzapereka maganizo awoawo poyankhula mosakaika kwa ena m'zochitika zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • anena nkhani, nthano, ndagi zifanifani/ ntchedzero ndi mikuluwiko 	Ophunzira: <ol style="list-style-type: none"> 1 afotokoza nkhani, nthano, zifanifani ndi mikuluwiko mochititsa chidwi 2 aponyerana ndagi 3 atsiriza zifanifani/ ntchedzero ndi mikuluwiko 4 atanthauzira mikuluwiko 	Nkhani/ nthano Ndagi Zifanifani/ ntchedzero Mikuluwiko	<ul style="list-style-type: none"> • kufotokoza nkhani ndi nthano mochititsa chidwi • kuponyerana ndagi • kutsiriza zifanifani kapena mikuluwiko • kutanthauzira mikuluwiko 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • kuyesana / kupimana nzeru • ntchito za awiriawiri 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • ng'oma zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • wotanthauzira chiyankhulo mwa zizindikiro

Luso : Kuwerenga

Cholinga cha luso: Ophunzira adzawerenga nkhani zosiyanasiyana mosadodoma ndi mwachidwi kuti amvetse ndi kuyankhapo pa zomwe awerenga

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • awerenga sewero • awerenga nkhani/ nthano ndi ndakatulo 	Ophunzira: 1 awerenga sewero	Sewero	<ul style="list-style-type: none"> • kuwerenga sewero lokhudza ufulu ndi udindo • kupeza phunziro la sewero • kutenga mbali m'sewero • kuchita sewero 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • sewero • kukambirana • kuyesana / kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • matchati • zolemba • mabuku • bolodi • ng'oma • nthenga • makope • braille
	1 awerenga nkhani/nthano zosiyanasiyana	Nkhani/nthano	<ul style="list-style-type: none"> • kuwerenga nkhani/nthano ndi ndakatulo zokhudza maluso (osoka mphasa, kuwumba mbiya, kupeta nsalu) ulimi, njala, ulesi, chilala, thanzi 		
	2 alakatula ndakatulo		<ul style="list-style-type: none"> • alakatula ndakatulo mwaluso 		

Luso : Kulemba

Cholinga cha luso: Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • alemba ndakatulo 	Ophunzira: 1 alemba ndakatulo	Ndakatulo	<ul style="list-style-type: none"> • kupeza mfundo zoti alembe m'ndakatulo zokhudza: <ul style="list-style-type: none"> - ulimi - njala - ulesi - chilala - thanzi • kufotokoza mfundo zoti alembe • kulemba ndakatulo zokhudza: <ul style="list-style-type: none"> - ulimi - njala - ulesi 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • seweru • kukambirana • kuyesana / kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • matchati • zolemba • mabuku • bolodi • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • makope • braille

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • alemba lembetso ndi chimangirizo 	<p>1 alemba lembetso pa nkhani zopatsidwa</p> <p>2 alemba chimangirizo</p>	Lembetso, chimangirizo	<ul style="list-style-type: none"> • kulemba lembetso pa mitu yomwe awerenga • kulemba chimangirizo chokhudza ulimi, njala, ulesi, chilala, thanzi 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • sewero • kukambirana • kuyesana / kupimana nzeru • ntchito ya m'magulu • ntchito ya awiriawiri 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • matchati • zolemba • mabuku • bolodi • ng'oma yogwiritsa ntchito mbuwu • nthenga zogwiritsa ntchito mbuwu • makope • braille

Luso : Kuganiza mozama ndi modekha

Cholinga cha luso: Ophunzira adzagwiritsa ntchito chiyankhulo poganiza mozama ndi modekha komanso powunika kagwiritsidwe ntchito koyenera ka mfundo zokhudza maphunziro

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<p>Tidzadziwa kuti ophunzira akukhoza ngati:</p> <ul style="list-style-type: none"> azindikira sewero la mawu 	<p>Ophunzira:</p> <ol style="list-style-type: none"> apanga sewero la mawu opingasa ndi otsitsa alembe sewero la mawu 	<p>Sewero</p>	<ul style="list-style-type: none"> kupanga sewero la mawu opingasa ndi otsitsa mosalemba kulemba sewero la mawu opingasa ndi otsitsa mwakulemba zokhudza ulimi wa nsomba 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza ntchito za m'magulu ntchito ya awiriawiri kuchita mpikisano 	<ul style="list-style-type: none"> ophunzira zithunzi zotukuza nyuzipepala magazini makadi/bolodi ng'oma zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu
<ul style="list-style-type: none"> azindikira nsinjiro za chiyankhulo 	<ol style="list-style-type: none"> azindikira nsinjiro za chiyankhulo monga ndagi, zining'a, mikuluwiko, miyambi 	<p>Nsinjiro za chiyankhulo</p>	<ul style="list-style-type: none"> kuzindikira matanthauzo a ndagi, zining'a, mikuluwiko, miyambi 		

Luso : Kusanja ndi kugwiritsa ntchito chiyanikhulo

Cholinga cha luso: Ophunzira adzadziwa m'mene maliwu ndi malamulo a chiyanikhulo amagwiritsidwira ntchito poyankhula komanso polemba

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<p>Tidzadziwa kuti ophunzira akukhoza ngati:</p> <ul style="list-style-type: none"> asonyeza kuzindikira matanthauzo angapo a mawu amodzi agwiritsa ntchito mitundu ya mawu 	<p>Ophunzira:</p> <p>1 azindikira matanthauzo a mawu</p> <p>1 agwiritsa ntchito mitundu ya mawu osiyanasiyana</p>	<p>Mawu a matanthauzo ambiri</p> <p>Mitundu ya mawu</p>	<ul style="list-style-type: none"> kugwiritsa ntchito mawu m'ziganizo monga: <ul style="list-style-type: none"> chakudyachi chandikola msampha wakola khoswe kugwiritsa ntchito mitundu ya mawu monga: Dzina, Mneni, Muonjezi, Mfotokozi, Mperekezi, Mlimikizi, Mvekero, mfuwu 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuyesana/kupima na nzeru ntchito ya awiriawiri 	<ul style="list-style-type: none"> ophunzira mabuku matchati zithunzi zotukuza ng'oma zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

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Syllabus for Literacy and Languages - English

Standard 8

Rationale

Literacy and languages are key to human development. People use language to get things done, to inform, warn, persuade or influence others to behave in a particular way. This is achieved through listening, speaking, reading and writing. The ability to read and write well is crucial to children's academic achievement. When children have a good understanding of grammar and syntax of the language they learn and acquire skills for communication to a wide range of audiences for different purposes.

Core elements and their outcomes

a **Listening**

The learner will be able to **listen** attentively and critically to understand and respond to others in a wide range of situations through a variety of media.

b **Speaking**

The learner will be able to confidently **express** his/her own ideas fluently and respond appropriately to others orally in a wide range of situations.

c **Reading**

The learner will be able to **read** fluently and critically to understand and respond to different types of texts for enjoyment and information.

d **Writing**

The learner will be able to **write** legible factual and imaginative texts for a wide range of purposes.

e **Critical thinking and reasoning**

The learner will be able to **use** language to think and reason as well as to access, process and use information for learning.

f **Structure and use of language**

The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts.

Term : I

Core element : Listening

Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations, using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">· recognise different Sounds	The learners must be able to: <ul style="list-style-type: none">· distinguish different sounds	Phonics	<ul style="list-style-type: none">· identifying sounds in given words, eg: /e/ as in 'tell', 'get', 'fell' /ei/ as in 'tail', 'pail' 'fail' /3/ as in 'bird', 'girl' 'fur' /I/ as in 'fill', 'nill', 'pill' /i/ as in 'feel', 'kneel', 'peel' 'feet' /r/ in 'raid; 'rain' 'rice; 'pray; 'rid' /I/ as in 'learn'; 'lid' 'lead'	<ul style="list-style-type: none">· group pair/individual work· whole class work· teacher observation· peer assessment· self assessment· role-play· demonstration· question and answer	<ul style="list-style-type: none">· word cards in print and Braille· radio cassette· tapes/CDs· assessment checklists· sketch of road map· paths and roads around the school

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · get things done 	<ul style="list-style-type: none"> · follow commands · give commands 	Commands	<ul style="list-style-type: none"> · practising pronouncing different sound · listening to a variety of commands, eg: road safety commands · obeying a variety of commands, eg: road safety commands · responding to a variety of commands, eg: on smoking 	<ul style="list-style-type: none"> · group pair/individual work · whole class work · teacher observation · peer assessment · self assessment · observation · role-play · demonstration · question and answer 	<ul style="list-style-type: none"> · word cards in print and Braille · radio cassette · tapes/CDs · assessment checklists · sketch of road map · paths and roads around the school · raised · diagrams for the visual impaired

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of a story, poem/ song, play and speech they have listened to demonstrate an understanding of a conversation and figures of speech they have listened to 	<ul style="list-style-type: none"> follow stories, poems, songs and speeches retell stories, poems, songs and speeches follow conversations and figures of speech respond to different conversations analyse conversations solve riddles 	<p>Stories, poems, songs and speeches</p> <p>Conversations and figures of speech</p> <p>Riddles, proverbs, similes</p>	<ul style="list-style-type: none"> listening to oral and written stories, eg: folk tales from Malawi and elsewhere planning the content of an oral story from a title or an illustration listening to fictitious and factual stories, eg: advertisements listening to conversations identifying themes in conversations solving riddles suggesting their own riddles 	<ul style="list-style-type: none"> dramatisation group/pair work discussion question and answer explanation games self assessment peer assessment teacher assessemnt 	<ul style="list-style-type: none"> tapes radio magazines story books assessment checklists raised pictures texts in Braille resource persons a list of riddles

Term : I

Core element : Speaking

Primary outcome : The learner will be able to confidently express their own ideas fluently and respond to others orally in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· Socialize with others	Learners must be able to: <ul style="list-style-type: none">· show hospitality· welcome others· carry out introductions· accept/refuse invitations· part with each other	Socialization	<ul style="list-style-type: none">· offering hospitality to each other, eg: “Will/Would you join me for lunch?”· welcoming others eg: friends to homes, functions· introducing other people, eg: guests at a meeting· offering, accepting, refusing invitation· parting with each other, eg: “So long’ ‘fare well”	<ul style="list-style-type: none">· pair and group work· role play· demonstrations· peer observations· question and answer	<ul style="list-style-type: none">· wall charts· pictures· raised pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> recite poems and plays 	<ul style="list-style-type: none"> recite poems identify the theme/character/features of the intonation and stress in the poem 	Poetry recitals	<ul style="list-style-type: none"> composing poems on HIV/AIDS, gender, the environment and other generic issues reciting the poems discussing the theme character/features of intonation and stress in the poems 	<ul style="list-style-type: none"> pair and group work peer observation discussions questions and answer role play games individual work debates 	<ul style="list-style-type: none"> Malawian and African songs/poems recorded songs and poems on HIV and AIDS, gender, the environment
<ul style="list-style-type: none"> express and find out attitudes, feelings and thoughts 	<ul style="list-style-type: none"> take part in a debate 	Debates	<ul style="list-style-type: none"> planning the content of a debate from a topic, eg: on world, local community/of work, human rights/women empowerment propositing a motion opposing a motion taking part in a debate 		<ul style="list-style-type: none"> topics for debate sample recorded propositions and oppositions of motions

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> ask for and give information 	<ul style="list-style-type: none"> conduct an interview 	Conducting interviews	<ul style="list-style-type: none"> preparing questions for an oral interview on various issues, eg: human rights, world of work, agriculture road accidents conducting an interview summarising main points raised in an interview 	<ul style="list-style-type: none"> pair and group work role playing brainstorming peer assessment teacher assessment panel discussion individual work 	<ul style="list-style-type: none"> learners wall charts

Term : I

Core element : Reading

Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· develop phonic awareness	Learners must be able to: <ul style="list-style-type: none">· read words that have different sounds that are represented by similar letters	Phonics	<ul style="list-style-type: none">· reading aloud words that have similar sounds with different meaning, eg: blew/blue· sorting words with different sounds that are represented by same letters, eg cut/put port/work	<ul style="list-style-type: none">· group and pair work· brainstorming· demonstration· peer assessment· question and answer	<ul style="list-style-type: none">· recorded phonic sounds· phonic drilling charts (Braille)· sign language interpreter· crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · read for information 	<ul style="list-style-type: none"> · answer questions on specific information · read descriptions narratives and reports 	Reading for information	<ul style="list-style-type: none"> · answering questions on specific information, eg: events from other subjects in real world, eg: agroforestry and population · reading descriptions, narratives and reports 	<ul style="list-style-type: none"> · group and pair work · brainstorming · demonstration · peer assessment · question and answer · silent reading · scanning · skimming 	<ul style="list-style-type: none"> · recorded phonic sounds · phonic drilling charts (Braille) · sign language interpreter · crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of songs and poems, stories and plays 	<ul style="list-style-type: none"> express personal feelings about songs and poems, stories and plays distinguish fictitious and non fictitious stories and plays 	Songs, poems, stories and plays	<ul style="list-style-type: none"> reading songs and poems, stories and plays containing facts or fiction distinguishing factual and fictitious stories and plays identifying characters, setting, events in songs, plays, stories, poems from non factual ones scanning themes and main ideas in songs, poems, stories and plays skimming through songs, poems, stories and plays for main ideas 	<ul style="list-style-type: none"> pair and group work dramatization role play peer assessment question and answer scanning skimming singing 	<ul style="list-style-type: none"> sign language interpreter recorded songs, poems, stories and plays resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> predict content of a passage, poem or play from a topic 	<ul style="list-style-type: none"> predict content of passage, poem or play 	Predictions	<ul style="list-style-type: none"> answering questions on pictures, titles matching pupils' predictions with the content of the reading reading first and last paragraph, verse or scene and predict the content of the passage/poem accurately discussing their predictions 	<ul style="list-style-type: none"> role play pair and group work peer assessment question and answer predicting individual work discussion explanations 	<ul style="list-style-type: none"> supplementary readers recorded passages, poems illustrations wall charts/raised wall charts vocabulary checklist newspaper, magazine articles, etc
<ul style="list-style-type: none"> develop a reading vocabulary of at least 20,000 words 	<ul style="list-style-type: none"> read texts of at least 20,000 words 	Vocabulary building	<ul style="list-style-type: none"> asking and answering questions reordering jumbled sentences in texts 		

Term : I

Core element : Writing

Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · write for social purposes	Learners must be able to: · plan, develop and write a business and personal letter · plan and write a speech	Writing for social purposes	· planning a framework for business and personal letters · developing business and personal letters · writing guided business and personal letters using a framework · planning a speech for or against a motion · writing a guided speech	· group and pair work · asking and answering questions · demonstration · peer observation · individual work · error analysis · discussion · group work	· samples of personal and business letters, speeches and invitation messages (Braille) · resource persons · sample of speeches · guiding notes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> design media texts 	<ul style="list-style-type: none"> design crossword puzzles, scrabble games take dictation create and fill cross word puzzles plan, develop or draft play scripts, coherent composition, poems/short stories 	Creative writing	<ul style="list-style-type: none"> designing and playing own crossword puzzle and scrabbles taking dictation on topical issues eg: diseases, culture, concepts from other subjects creating and filling crossword puzzles on specific issues, eg: gender or Special Needs Education drafting plays scripts, poems short stories 	<ul style="list-style-type: none"> pair and group work explanations discussions role play asking and answer questions peer assessment task analysis teacher assessment self assessment 	<ul style="list-style-type: none"> newspapers magazines with sample crossword puzzle sample invitation cards crossword puzzles and scrabble boards model cartoons pictures resource person checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · write neatly and legibly with correct spellings and punctuations · treat writing as a process 	<ul style="list-style-type: none"> · write appropriate sentence captions or pictures · label maps, charts, diagrams, tables correctly, neatly and legibly · draft various texts 	Hand writing	<ul style="list-style-type: none"> · completing sentence captions · labelling incomplete maps, charts, objects and diagrams · punctuating sentences or messages · labelling maps, charts etc · drafting compositions, letters 	<ul style="list-style-type: none"> · pair and group work · asking and answering questions · peer assessment · task analysis · error analysis · demonstration · discussion 	<ul style="list-style-type: none"> · pictures and diagrams of maps, charts, hurdles, etc · objects · right-line paper (raised line paper) for people with disabilities

Term : I

Core element : Critical thinking and reasoning

Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: <ul style="list-style-type: none">· show under-standing of some concepts from other learning areas and use the vocabulary associated with them· identify main ideas in a paragraph	Concepts and vocabulary Critical thinking	<ul style="list-style-type: none">· planning and writing presentations using concepts from other learning areas, eg: concept about gender issues/violence against women· solving problems using appropriate concepts and vocabulary· finding main ideas in a paragraph	<ul style="list-style-type: none">· individual/pair and group work· discussions· peer assessment· teacher observation· case study· brainstorming· research· debate· explanation	<ul style="list-style-type: none">· charts· maps· diagrams· debate topics from other learning areas· list of concepts and vocabulary associated with specific learning areas· checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> use language for critical thinking process information 	<ul style="list-style-type: none"> explain cause and effect express personal opinion collect and record information in different ways analyse, interpret, present data 	Critical thinking	<ul style="list-style-type: none"> completing conditional sentences “If he had not gone ... he would not have died” debating on different emerging issues discussing how information can be collected explaining how to record information, eg: using tables, charts, etc designing charts, maps and graphs drawing diagrams, tables, lists, etc analyzing, interpreting and presenting information by using diagrams/charts/ graphs 	<ul style="list-style-type: none"> role play pair and group work peer assessment discussions explanations individual demonstration self assessment teacher assessment 	<ul style="list-style-type: none"> play scripts wall charts various topics for debates different texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> uses language to analyse information, people, events and situations 	<ul style="list-style-type: none"> keep a personal dictionary identify information to investigate/ analyse a problem, a person, events and situations 	Information analysis	<ul style="list-style-type: none"> keeping a personal dictionary drawing conclusions from research findings carrying out simple practical investigations 	<ul style="list-style-type: none"> individual/pair and group work role play debating explanation discussion demonstration 	<ul style="list-style-type: none"> pictures drawings (Braille) texts resources persons

Term : I

Core element : Structure and use of language

Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· demonstrate an understanding of various question forms in oral and written texts	Learners must be able to: <ul style="list-style-type: none">· formulate various question forms in oral and written texts· identify parts of speech	Question forms Language structure and grammar	<ul style="list-style-type: none">· discussing various question forms in oral and written texts, eg: "Would it be alright if..."· asking and answering various forms of questions, including those of the question tag· identifying parts of speech of underlined words in written texts	<ul style="list-style-type: none">· question and answer· group discussions· explanations· peer observations and assessment· teacher observations· pair and group work· self assessment	<ul style="list-style-type: none">· wall charts with various question forms· recorded texts· pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of language form and structure in oral and written narratives, descriptions, reports and argumentative texts 	<ul style="list-style-type: none"> describe uses/ function of phrases and clauses identify verb tenses in sentences 	<p>Language structure and grammar</p> <p>Tenses</p>	<ul style="list-style-type: none"> identifying various parts of speech in different types of texts differentiating a phrase from a clause identifying noun, adjective and adverb phrases and clauses stating functions of noun, adjective and adverb clauses in oral and written texts identifying verb tenses in oral and written texts, eg: present perfect tense, past continuous tense 	<ul style="list-style-type: none"> question and answer group discussions explanations peer observations and assessment teacher observations pair and group work 	<ul style="list-style-type: none"> wall charts with various question forms recorded texts pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> show an awareness and correct use of language in oral and written texts 	<ul style="list-style-type: none"> use language correctly in oral and written texts 	<p>Awareness of language use</p> <p>Awareness of language use</p> <p>Error analysis</p>	<ul style="list-style-type: none"> completing blank spaces in sentences with various parts of speech discussing sentences with correct structure and language identifying errors in oral and written texts correcting errors in oral and written texts 	<ul style="list-style-type: none"> brainstorming discussion pair work group work explanation questions and answer explanations demonstrations pair and group work peer observations and assessment teacher observation 	<ul style="list-style-type: none"> books learners charts cards pictures wall charts pictures recorded sentences or passages narratives

Term : II

Core element : Listening

Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations, using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">· recognise different sounds	The learners must be able to: <ul style="list-style-type: none">· distinguish different sounds	Phonics	<ul style="list-style-type: none">· identifying sounds in given words, eg: /e/ as in tell, get, fell /ei/ as in tail, pail, fail /3/ as in bird, girl, fur /I/ as in fill, nil, pill /i/ as in feel, kneel, peel, feet· practising pronouncing different sounds	<ul style="list-style-type: none">· brainstorming· discussion· pair and group work· demonstration· explanation· self assessment· teacher assessment· games· peer assessment	<ul style="list-style-type: none">· crossword puzzles· passages for dictation· incomplete sentences· dialogues and paragraphs· a list of words with different spelling but similar sounds· poems

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> listen actively to various media 	<ul style="list-style-type: none"> respond to a radio broadcast summarise what they have heard on the radio 	Various media	<ul style="list-style-type: none"> listening to a radio broadcast summarising what they have heard, eg: on drug and substance abuse giving their opinions on a talk/speech, eg: on human rights giving their own opinions on what they have heard, eg: on the indigenous knowledge critiquing what they have heard 	<ul style="list-style-type: none"> brainstorming discussion pair and group work demonstration explanation self assessment teacher assessment word games peer assessment 	<ul style="list-style-type: none"> crossword puzzles passages for dictation dialogues and paragraphs poems

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · get things done 	<ul style="list-style-type: none"> · give instructions 	Instructions	<ul style="list-style-type: none"> · listening to given instructions, eg: on how to construct a traditional khola' house/latrine · how to counsel people living with HIV/AIDS 	<ul style="list-style-type: none"> · brainstorming · discussion · pair and group work · demonstration · explanation · self assessment · teacher assessment · games · peer assessment 	<ul style="list-style-type: none"> · sample language games · a list of instructions · sign language interpreter · pictures · raised pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of a story, poem/ song, play and speech they have listened to 	<ul style="list-style-type: none"> follow stories, poems, songs and speeches retell stories, poems, songs and speeches 	Stories, poems, songs and speeches	<ul style="list-style-type: none"> listening to oral and written stories, eg: folk tales from Malawi and elsewhere planning the content of an oral story from a title or an illustration listening to fictitious and factual stories, eg: announcements and programmes reciting poems making speeches 	<ul style="list-style-type: none"> brainstorming discussion pair and group work demonstration explanation self assessment teacher assessment games peer assessment 	<ul style="list-style-type: none"> a list of instructions sign language interpreter pictures raised pictures songs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of a conversation and figures of speech they have listened to 	<ul style="list-style-type: none"> follow conversations and figures of speech respond to different conversations analyse conversations relate proverbs to real life situations 	Conversation and figures of speech	<ul style="list-style-type: none"> giving a theme to a poem giving their opinions about the poem dramatising poems on HIV and AIDS, peer pressure, early pregnancies summarising a conversation giving meanings to proverbs relating proverbs to real life situations 	<ul style="list-style-type: none"> brainstorming discussion pair and group work demonstration explanation self assessment teacher assessment games peer assessment question and answer debates 	<ul style="list-style-type: none"> a list of instructions sign language interpreter dialogues play scripts resource persons a list proverbs

Term : II

Core element : Speaking

Primary outcome : The learner will be able to confidently express their own ideas fluently and respond to others orally, in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">· recite poems and plays	The learners must be able to: <ul style="list-style-type: none">· recite poems· identify the theme/character/features of intonation and stress in a poem	Poetry recitals	<ul style="list-style-type: none">· composing poems on HIV and AIDS, gender, the environment and other generic issues· reciting the poems· discussing the theme character, features of intonation and stress in poems	<ul style="list-style-type: none">· pair and group work· peer observation· discussions· question and answer· narrating· role play	<ul style="list-style-type: none">· Malawian and African songs/poems· recorded songs and poems on HIV and AIDS, gender, the environment· Malawian and African short plays· resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> · recite/perform short African plays · ask and answer questions in the play 	Plays	<ul style="list-style-type: none"> · performing plays · discussing characters, theme, intonations, stress in a play · asking and answering questions 	<ul style="list-style-type: none"> · pair and group work · peer observation · discussions · question and answer · role play 	<ul style="list-style-type: none"> · recorded songs and poems on HIV and AIDS, gender, the environment · Malawian and African short plays · recorded plays on environmental & special education needs issues

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · get things done 	<ul style="list-style-type: none"> · follow instructions 	Instructions	<ul style="list-style-type: none"> · drawing of maps, diagrams, charts by following instructions · labelling maps, diagrams and charts · carrying out an experiment by following instructions 	<ul style="list-style-type: none"> · role play · games · pair and group work · discussions · explanations · peer observations · group work · individual work 	<ul style="list-style-type: none"> · recorded instructions · unlabelled maps, charts, pictures, science diagrams
<ul style="list-style-type: none"> · express and find out attitudes, feelings and thoughts 	<ul style="list-style-type: none"> · take part in a debate 	Debates	<ul style="list-style-type: none"> · planning the content of a debate from a topic, eg: on world local community/of work, human rights/ women empowerment · proposing a motion · opposing a motion 	<ul style="list-style-type: none"> · debates · discussions · asking and answering questions 	<ul style="list-style-type: none"> · topics for debate · sample recorded propositions and oppositions of motions

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> narrate stories 	<ul style="list-style-type: none"> take part in a panel discussion narrate stories 	Telling stories	<ul style="list-style-type: none"> taking part in a debate planning the content of an oral panel discussion from a topic or picture, eg: on environmental degradation, population education, entrepreneurship narrating stories, eg: of events they witnessed asking and answering question on traditional Malawian/African stories 	<ul style="list-style-type: none"> role play games group work individual work discussions asking and answering questions dramatization explaining peer assessment self assessment 	<ul style="list-style-type: none"> topics for panel discussion sample recorded propositions and oppositions of motions recorded traditional and conventional stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> ask for and give information 	<ul style="list-style-type: none"> tell similes complete similes suggest own simile use simile in expressions, explain meanings of idiomatic expressions relate idiomatic expressions to real life take part in a conversation 	<p>Similes</p> <p>Idiomatic expressions</p> <p>Conversations</p>	<ul style="list-style-type: none"> completing similes using their own similes discussing meanings of idiomatic expressions explaining meanings of idiomatic expressions relating idioms to own experiences asking and answering questions on conversations giving explanations to issues in a conversation summarising main points in a conversation planning content and questions for a press conference 	<ul style="list-style-type: none"> pair and group work peer assessment discussion demonstration role playing brainstorming panel discussion individual work teacher assessment 	<ul style="list-style-type: none"> wall charts resource persons media and police reports captions

Term : II

Core element : Reading

Primary outcome : The learner will be able to read fluently and critically to understand and respond to different types of texts for enjoyment and information

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· develop phonic awareness	Learners must be able to: <ul style="list-style-type: none">· read words that have different sounds that are represented by similar letters	Phonics	<ul style="list-style-type: none">· reading aloud words that have similar sounds with different meaning, eg: blew/blue· sorting words with similar sounds that are represented by same letters, eg: trust/thrust, true/through	<ul style="list-style-type: none">· group and pair work· brainstorming· demonstration· peer assessment· question and answer· silent reading· scanning· skimming	<ul style="list-style-type: none">· recorded phonic sounds· phonic drilling charts (Braille)· sign language interpreter· crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> read for information 	<ul style="list-style-type: none"> read silently descriptive narrative and reports under timed conditions identify signalling advices 	Reading for information	<ul style="list-style-type: none"> answering questions on specific information, eg: events from other subjects in real world, eg: indigenous knowledge on controlling pests in a vegetable garden reading tests for information on genetic issues summarizing information on instructions, maps, charts, graphics, tables, telephone directory, announcements and paper recycling identifying signalling devices that connect sentences by underlining or circling stating functions of signalling devices in oral and written texts 	<ul style="list-style-type: none"> group and pair work brainstorming demonstration peer assessment question and answer silent reading scanning skimming role play 	<ul style="list-style-type: none"> recorded phonic sounds phonic drilling charts (Braille) sign language interpreter crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of songs and poems, stories and plays 	<ul style="list-style-type: none"> express personal feelings about songs/poems/stories and plays read distinguish fictitious and non fictitious stories and plays 	Songs, poems, stories and plays	<ul style="list-style-type: none"> reading songs/poems/stories and plays containing facts or fiction distinguishing factual characters, setting, events in songs, plays, stories, poems from non factual ones scanning main and subordinate ideas in stories skimming through stories for main and subordinate ideas 	<ul style="list-style-type: none"> group and pair work dramatization role play question and answer peer assessment scanning skimming singing self assessment 	<ul style="list-style-type: none"> recorded texts on various topics newspapers maps, graphs charts raised maps and charts recorded songs, poems, stories and plays resource persons sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> predict content of a passage or poem from a topic 	<ul style="list-style-type: none"> predict content of a passage, poem or play from titles or pictures 	Predictions	<ul style="list-style-type: none"> answering questions on pictures and titles matching pupils' predictions with the content of the reading reading first last paragraph, verse scene and predict the content of the passage/poem accurately discussing their predictions 	<ul style="list-style-type: none"> role play pair and group work peer assessment question and answer individual work self assessment explanations question and answer 	<ul style="list-style-type: none"> supplementary readers recorded stories and poems illustrations wall charts/raised wall charts vocabulary checklist newspaper or magazine articles
<ul style="list-style-type: none"> develop a reading vocabulary of at least 20,000 words 	<ul style="list-style-type: none"> read texts of at least 20,000 words 	Vocabulary building	<ul style="list-style-type: none"> asking and answering questions on text of more than 20,000 words completing close passage of more than 20,000 words, 		

Term : II

Core element : Writing

Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· write for social purposes· write for information	Learners must be able to: <ul style="list-style-type: none">· draft and write a personal letter and speeches· write simple curriculum vitae	Writing for social purposes Writing for information	<ul style="list-style-type: none">· drafting short speeches and invitation messages· completing personal and business letters· drafting and writing own curriculum vitae· taking down minutes of class debate or discussion· making brochures of own school or nearby hotel· designing and filling simple loan application forms	<ul style="list-style-type: none">· group and pair work· asking and answering questions· demonstration· peer observation· individual work· error analysis· discussion	<ul style="list-style-type: none">· samples of personal and business letters, speeches and invitation messages (Braille)· resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> design media texts demonstrate creative writing 	<ul style="list-style-type: none"> draft and design invitation cards draw and write cartoons with captions create and fill cross word puzzles 	<p>Media designing</p> <p>Creative writing</p>	<ul style="list-style-type: none"> designing invitation cards, eg: wedding/birthday cards drawing own cartoons on democracy, human rights, HIV and AIDS, etc. 	<ul style="list-style-type: none"> pair and group work explanations discussions role play asking and answering questions peer assessment task analysis teacher assessment self assessment 	<ul style="list-style-type: none"> newspapers, magazine with sample cross word puzzle placards sample invitation cards crossword puzzle and scrabble boards model cartoons pictures assessment checklists resource person

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · write neatly and legible with correct spellings and punctuations 	<ul style="list-style-type: none"> · plan, develop or draft play scripts, coherent composition, poems and short stories · write dictation with correct spellings and punctuations 	Hand writing	<ul style="list-style-type: none"> · drafting plays, scripts, poems and short stories · taking dictation with correct spellings and punctuation 	<ul style="list-style-type: none"> · pair and group work · asking and answering questions · peer assessment · task analysis · error analysis · VATIK approach 	<ul style="list-style-type: none"> · pictures and diagrams of maps, charts, hurdles, etc. · objects · right-line paper (raised line paper) for people with disabilities

Term : II

Core element : Critical thinking and reasoning

Primary outcome : The learner will be able to use language to think and reason as well as to access, process and use information for learning

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of concepts and vocabulary related to other learning areas use language for critical thinking 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> show an understanding of concepts and vocabulary in other learning areas deduce intentions of authors of different texts 	<p>concepts and vocabulary</p> <p>Critical thinking</p>	<ul style="list-style-type: none"> asking and answering questions using concepts and vocabulary from other learning areas discussing intentions of authors of various texts 	<ul style="list-style-type: none"> explanations asking and answering question discussion individual/pair /group work teacher observation and assessment quiz role play peer assessment 	<ul style="list-style-type: none"> observation checklist pictures assessment checklist portfolio scripts wall charts various topics for debates different texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> uses language to analyse information, people, events and situations 	<ul style="list-style-type: none"> identify facts and opinions in texts identify idiomatic expressions identify information to investigate/ analyse a problem, a person, events and situations interpret graphs 	<p>Critical thinking</p> <p>Information analysis</p>	<ul style="list-style-type: none"> identifying facts and opinions in texts identifying idiomatic expressions in texts giving correct meanings of idiomatic expressions drawing conclusions on problems, people and events presenting information on problems/people/events describing people they saw, situations they came across, problems they encountered etc interpreting information presented in graphs, tables etc 	<ul style="list-style-type: none"> individual/pair and group work role play debating explanation discussion demonstration peer observation and assessment 	<ul style="list-style-type: none"> pictures drawings (Braille) texts resources persons written topics for research

Term : II
Core element : Structure and use of language
Primary outcome : The learner will be able to understand how sounds; words and grammar can be used to create and interpret texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> demonstrate an understanding of language form and structure in oral and written narratives, descriptions, reports and argumentative texts 	Learners must be able to: <ul style="list-style-type: none"> describe uses/function of phrases and clauses 	Language structure and grammar	<ul style="list-style-type: none"> identifying parts of speech in sentences discussing functions of various parts of speech as used in sentences and passages 	<ul style="list-style-type: none"> pair work group work explanations pair and group work peer observation debates brainstorming discussion 	<ul style="list-style-type: none"> charts books wall charts observation check lists recorded descriptive and narrative texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of sentence structure to communicate orally and in written texts 	<ul style="list-style-type: none"> identify verb tenses in sentences 	Tenses	<ul style="list-style-type: none"> using correct verb tenses on oral and written narratives Past Perfect Continuous Tense 	<ul style="list-style-type: none"> individual work pair and group work discussion brainstorming peer observation teacher observation 	<ul style="list-style-type: none"> wall charts books pictures recorded sentences recorded speeches
	<ul style="list-style-type: none"> identify various structures formulate sentences using various structures 	Sentence Structure	<ul style="list-style-type: none"> identifying sentences with various structures discussing sentences with various structures constructing own sentences using various structures completing various sentence structures correctly e.g. No sooner had he...then..... 	<ul style="list-style-type: none"> peer assessment self assessment 	<ul style="list-style-type: none"> wall charts recorded speeches

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> · change sentences from one structure to another · identify different parts of speech in oral and written texts · recognize the six problem verbs · distinguish correct use of the six problem verb 	<p>Sentence structure</p> <p>Parts of speech</p> <p>Language use</p>	<ul style="list-style-type: none"> · identifying sentence structure eg: direct and indirect speech · changing sentences from one structure to another eg: direct to indirect speech · identifying different parts of speech in oral and written texts · underlining different parts of speech in sentences analyzing different parts of speech in sentences · recognizing the six problem verbs e.g. lie, lying, lay, rise, raise · differentiating the use of the six problem verbs · completing gaps using the six problem verbs 	<ul style="list-style-type: none"> · pair work · group work · brainstorming · discussion · demonstration · role playing · dramatizing · explanation 	<ul style="list-style-type: none"> · pictures · use of objects · books · wall charts · cinema box · pictures · lists of word families · personal dictionaries · wall charts · checklists

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> developed and use own vocabulary in oral and written texts 	<ul style="list-style-type: none"> use word families in sentences use suffixes to form words 	Developing own vocabulary	<ul style="list-style-type: none"> identifying and making own word families e.g. happy un happy happiness unhappiness constructing sentences using various word families mapping out related words recording and keeping personal dictionary making jigsaw puzzles identifying suffixes in various words. using suffixes to formulate words 	<ul style="list-style-type: none"> pair and group work explanation asking and answering questions peer observation and assessment teacher observation brainstorming discussions self assessment 	<ul style="list-style-type: none"> pictures use of objects books wall charts cinema box books pictures lists of words families personal dictionaries § wall charts § checklists § word lists § reduced sentences

Term : III

Core element : Listening

Primary outcome : The learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations, using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· recognise different sounds	Learners must be able to: <ul style="list-style-type: none">· distinguish different sounds	Phonics	<ul style="list-style-type: none">· identifying sounds in given words, eg: /e/ as in tell, get, fell, /ei/ as in tail, pail, fail, /3/ as in bird, girl, fur, /I/ as in fill, nil, pill, /i/ as in feel, kneel, peel, feet· practising pronouncing different sound	<ul style="list-style-type: none">· individual pair, group work· whole class work· teacher observation· peer assessment· individual assessment· question and answer· whole class work	<ul style="list-style-type: none">· word cards in print and Braille· radio cassette· tapes· CDs· TV· assessment checklists· guests speakers· newspapers· speeches

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> listen to various media with an understanding get things done 	<ul style="list-style-type: none"> respond to offers, requests, and invitations 	<p>Various media</p> <p>Requests, offers and invitations</p>	<ul style="list-style-type: none"> giving their opinions on a talk/speech, eg: on HIV and AIDS, gender, human rights, etc. giving their own opinions on what they have heard, eg: on the indigenous knowledge critiquing what they have heard responding to requests, offers, and invitations, eg: <i>requests</i> such as; “Could you clean the board for me please?” <i>offers</i> such as; “Would you like to have lunch with me?” <i>invitation</i> such as: “Would you come to my house this afternoon?” 	<ul style="list-style-type: none"> individual/pair/group work whole class work teacher observation peer assessment self assessment question and answer role play dramatization story telling press conference songs interviews 	<ul style="list-style-type: none"> word cards in print and Braille radio cassette tapes CDs TV assessment checklists guests speakers newspapers speeches

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of a story, poem/ song, play and speech they have listened to 	<ul style="list-style-type: none"> follow stories, poems, songs and speeches retell stories, poems, songs and speeches 	Stories, poems, songs and speeches	<ul style="list-style-type: none"> planning the content of an oral story from a title or an illustration listening to fictitious and factual stories, eg: adverts announcements, programmes reciting poems making speeches role-playing stories, poems, songs and speeches giving a theme to a poem giving their opinions about the poem interpreting what the poem says 	<ul style="list-style-type: none"> group work pair work miming dramatisation question and answer discussion retelling stories role play 	<ul style="list-style-type: none"> story books(in print and Braille) news papers (in print and Braille) story teller

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of a conversation and figures of speech they listen to 	<ul style="list-style-type: none"> follow conversations and figures of speech respond to different conversations analyse conversations give meanings to various idiomatic expressions 	Conversation and figures of speech	<ul style="list-style-type: none"> supporting or appreciating points raised in a conversation conducting conversations giving meanings to specific idioms using idiomatic expressions in conversation completing gaps recalling similes 	<ul style="list-style-type: none"> dramatisation group/pair work futures wheels dramatisation question and answer group/pair work explanation group/pair work explanation quiz games self assessment question and answer 	<ul style="list-style-type: none"> tapes radio magazines story books learners assessment checklists raised pictures texts in Braille resource persons

Term : III

Core element : Speaking

Primary outcome : The learner will be able to confidently express their own ideas fluently and respond to others orally, in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· recite poems and plays	Learners must be able to: <ul style="list-style-type: none">· recite poems· identify the theme/character/features of the intonation and stress in the poem· give their own opinion about the poem	Poetry recitals	<ul style="list-style-type: none">· composing poems on HIV and AIDS, gender, the environment and other generic issues· reciting the poems· discussing the theme character/features of intonation and stress in the poems	<ul style="list-style-type: none">· pair and group work· peer observation· discussions· questions and answer· explanation· demonstration	<ul style="list-style-type: none">· Malawian and African songs/poems and short plays· learners· recorded songs and poems on HIV and AIDS, gender, the environment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
§ get things done	<ul style="list-style-type: none"> · recite/perform short African plays · ask and answer questions in the play · make suggestions 	Plays Making suggestions	<ul style="list-style-type: none"> · asking and answering opinion questions on the poems · performing plays · discussing characters, theme, intonations, stress of the play · making suggestions, eg: “Why don't we form an AIDS TOTO club?” 	<ul style="list-style-type: none"> · pair and group work · peer observation · discussions · questions and answer · role play · demonstration 	<ul style="list-style-type: none"> · Malawian and African songs/poems and short plays · learners · recorded songs and poems on HIV and AIDS, gender, the environment · recorded plays on environmental and special education needs issues

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> express and find out attitudes, feelings and thoughts narrate stories 	<ul style="list-style-type: none"> take part in a panel discussion narrate stories use idiomatic expressions state orally the central idea in a story 	<p>Panel discussion</p> <p>Telling stories</p>	<ul style="list-style-type: none"> planning the content of an oral panel discussion from a topic or picture, eg: on environmental degradation, population, education entrepreneurship participating in a panel discussion summarising main points raised in a panel discussion narrating stories, eg: of events they witnessed asking and answering questions on traditional Malawian/African stories using appropriate idiomatic expression in stories, eg: proverbs, and similes in their stories identifying and discussing the central idea/characters in the story 	<ul style="list-style-type: none"> group and pair work role play group work panel discussion explanations asking and answering questions dramatization peer assessment 	<ul style="list-style-type: none"> pictures topics for panel discussion resource persons recorded traditional and conventional stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> ask for and give information 	<ul style="list-style-type: none"> take part in a debate use proverbs in expressions explain meanings of idiomatic expressions relate idiomatic expressions to real life take part in a press conference 	<p>Debate</p> <p>Proverbs</p> <p>Idiomatic expressions</p> <p>Press conference</p>	<ul style="list-style-type: none"> planning for a debate conducting a debate using appropriate language eg: propose, support, disagree, agree etc discussing meanings of various proverbs relating proverbs to their everyday life using proverbs in expressing themselves relating idioms to own experiences planning content and questions for a press conference taking part in a press conference 	<ul style="list-style-type: none"> pair and group work peer assessment role playing brainstorming panel discussion individual work teacher assessment discussion debate 	<ul style="list-style-type: none"> resource persons media and police reports captions topics for debate

Term : III

Core element : Reading

Primary outcome : The learner will be able to read fluently and critically, to understand and respond to different types of texts for enjoyment and information

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· develop phonic awareness	Learners must be able to: <ul style="list-style-type: none">· read words that have different sounds that are represented by similar letters	Phonics	<ul style="list-style-type: none">· reading aloud words that have similar sounds with different meaning, eg: blew/blue· sorting words with similar sounds that are represented by different letters, eg: bird/word/nurse	<ul style="list-style-type: none">· group and pair work· brainstorming· demonstration· peer assessment· explanation· role play	<ul style="list-style-type: none">· recorded phonic sounds· phonic charts (Braille)· sign language interpreter· crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> read for information 	<ul style="list-style-type: none"> identify words in texts that have different sounds but represented by similar letters answer questions on specific information read silently description narrative, reports under timed conditions 	<p>Phonics</p> <p>Reading for information</p>	<ul style="list-style-type: none"> grouping words with different sounds but have similar letters suggesting other words that start/end with same letters, eg: sleep/sleeve, rest/west answering questions on specific information, eg: events from other subject in real world, eg: gender, environmental degradation reading tests for information on generic issues 	<ul style="list-style-type: none"> question and answer silent reading scanning skimming 	<ul style="list-style-type: none"> texts from other learning areas reports pictures raised pictures sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> read for pleasure 	<ul style="list-style-type: none"> identify signalling devices read newspapers, magazines, novels and cartoons 	<p>Signalling devices</p> <p>Reading for pleasure</p>	<ul style="list-style-type: none"> identifying signalling devices in oral and written texts stating functions of signalling devices in oral and written texts reading local and international newspapers, novels, magazines and cartoons 	<ul style="list-style-type: none"> pair and group work role play peer assessment self assessment teacher assessment question and answer 	<ul style="list-style-type: none"> recorded texts on issues such as gender and environmental degradation newspapers maps, graphs, charts/raised maps, graphs and charts magazines novels reading games supplementary readers

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of songs and poems, stories and plays 	<ul style="list-style-type: none"> report/comment on articles read interpret a cartoon seen express personal feelings about songs/poems/stories and plays read distinguish fictitious and non fictitious stories and plays 	Songs, poems, stories and plays	<ul style="list-style-type: none"> reporting or commenting on articles read summarising events read interpreting cartoons seen reading songs/poems/stories and plays containing facts or fiction distinguishing factual characters, setting, events in songs, plays, stories and poems from non factual ones 	<ul style="list-style-type: none"> pair and group work dramatization role play peer assessment question and answer scanning skimming singing 	<ul style="list-style-type: none"> sign language interpreter recorded songs, poems, stories and plays learners resource persons

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> predict content of a passage, poem from a topic develop a reading vocabulary of at least 20,000 words 	<ul style="list-style-type: none"> predict content of passage, poem, play, illustration, etc. read texts of at least 20,000 words 	<p>Predictions</p> <p>Vocabulary building</p>	<ul style="list-style-type: none"> answering questions on pictures, titles, etc. matching pupils' predictions with the content of the reading reading first and last paragraphs, of a story and predict its content discussing their predictions accurately asking and answering questions on text of more than 20,000 words 	<ul style="list-style-type: none"> role play pair and group work peer assessment question and answer predicting individual work explanations 	<ul style="list-style-type: none"> supplementary readers recorded passages, poems illustrations vocabulary checklist illustrations wall charts/ raised wall charts newspaper, magazine articles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> · summarizing text of more than 20,000 words to about 2,000 words, · writing descriptions of about 20,000 words 	<ul style="list-style-type: none"> · role play · pair and group work · peer assessment · question and answer · individual work · explanation · personal diary (journal) entries 	<ul style="list-style-type: none"> · supplementary readers · recorded passages, poems · illustrations · wall charts/ raised wall charts · vocabulary checklist · newspaper, magazine and articles

Term : III

Core element : Writing

Primary outcome : The learner will be able to write legible, factual and imaginative texts for a wide range of purposes

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to:	Learners must be able to:				
· write for social purposes	<ul style="list-style-type: none"> · write short speeches · write invitations, eg: wedding and party invitations · reply to an invitation letter · write stories 	Speeches	<ul style="list-style-type: none"> · writing speeches · writing an application/invitation letter · replying to an invitation letter · writing a CV · writing stories · expressing opinion on stories 	<ul style="list-style-type: none"> · individual/pair/group work · question and answer · demonstration · peer observation · error analysis · peer observation · teacher observation 	<ul style="list-style-type: none"> · sample CV · brochures · loan forms · proposals · checklists · Braille materials · sign language interpreter · listening texts · written scripts · tapes
	· write adverts	Advertisements	<ul style="list-style-type: none"> · writing adverts to newspaper or radio 		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · write for information · take notes from other sources · design media texts · demonstrate creative writing 	<ul style="list-style-type: none"> · write simple project proposal for entrepreneurship activity · take notes · design brochures · design placards · draw and write cartoons with captions 	<p>Media designing</p> <p>Summary writing</p> <p>Creative writing</p>	<ul style="list-style-type: none"> · writing guided entrepreneurship or research proposal · recording data in note books · writing e-mail messages · taking notes from reading passages · taking notes from listening passages · designing own school brochures · designing placards, eg: HIV/AIDS campaign messages · drawing own cartoons on democracy, human rights, HIV and AIDS, etc. 	<ul style="list-style-type: none"> · pair and group work · explanations · discussions · role play · self assessment · asking and answer questions · peer assessment · task analysis · teacher assessment 	<ul style="list-style-type: none"> · newspaper, magazine with sample cross · placards · sample invitation cards · scrabble boards · model cartoons · cross word puzzles · pictures · assessment checklist · resource person

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · write neatly and legibly with correct spellings and punctuations 	<ul style="list-style-type: none"> · plan, develop or draft play scripts, coherent composition/ poems/short stories · use techniques eg: figurative language in compositions, etc. · write simple autobiographies, myths, legends · take dictation with correct spellings and punctuations 	Dictation	<ul style="list-style-type: none"> · drafting plays, scripts, poems, short stories · writing compositions, poems and songs by using figurative language, eg: “the grass was singing” · writing and discussing own autobiographies, myths and legends · taking dictation with correct spellings and punctuation marks 	<ul style="list-style-type: none"> · pair and group work · asking and answering questions · peer assessment · task analysis · error analysis · VATIK approach · individual/ pair / group work · question and answer · demonstration · peer observation · individual work · error analysis 	<ul style="list-style-type: none"> · pictures · diagrams maps and charts · objects · normal paper (raised line paper for physically disabled)

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> treat writing as a process 	<ul style="list-style-type: none"> draft various texts refine drafted written work, eg: play scripts, speeches re-write a story 	Writing as a process	<ul style="list-style-type: none"> drafting texts refining drafted texts editing written texts, eg: magazines re-writing stories revising drafts 	<ul style="list-style-type: none"> demonstration discussion pair and group work asking and answering questions peer assessment role play self assessment teacher assessment 	<ul style="list-style-type: none"> pencils checklist sample draft texts sample short stories sample play scripts wall charts

Term : III

Core element : Critical thinking and reasoning

Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: · demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: · produce visual and graphic materials from other learning areas to support texts	Concepts and vocabulary	· solving cross word and jigsaw puzzles using concepts and vocabulary from other learning areas · debating on issues from other learning areas · producing graphic materials	· explanations · asking and answering questions · discussion · individual/pair /group work · teacher observation and assessment · quiz · peer assessment · self assessment	· observation checklist · pictures · assessment checklist · portfolio

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · use language for critical thinking · process information · use language to analyse information, people, events and situations 	<p>§ use questions to develop thinking</p> <ul style="list-style-type: none"> · keep a personal diary · choose the best and most appropriate information from various sources · identify information to investigate/analyse a problem, a person, events and situations 	<p>Information analysis</p>	<ul style="list-style-type: none"> · asking and answering questions on issues, eg: gender · keeping a personal diary · examining different sources of the same information and choosing the best · summarizing similar information · asking and answering questions on problems, people, situations and events · making oral or written conclusions on problems, people, events and situations 	<ul style="list-style-type: none"> · individual/pair and group work · role play · debating · explanation · discussion · demonstration · self assessment · peer assessment · teacher assessment · asking and answering questions 	<ul style="list-style-type: none"> · pictures · drawings (Braille) · texts · resource persons

Term : III

Core element : Structure and use of language

Primary outcome : The learner will be able to understand how sounds, words and grammar can be used to create and interpret texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">· demonstrate an understanding of various question forms in oral and written texts	Learners must be able to: <ul style="list-style-type: none">· formulate various question forms in oral and written texts	Question forms	<ul style="list-style-type: none">· discussing various question forms in oral and written texts, eg: "Would it be alright if...".· asking and answering various forms of questions including those of the question tag· identifying question forms in descriptions, narratives on various issues· constructing various questions in oral and written texts	<ul style="list-style-type: none">· whole class discussion· question and answer· explanation· peer observations and assessment· teacher observations· pair and group work· self assessment	<ul style="list-style-type: none">· wall charts with various question forms· recorded texts· pictures

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of language form and structure in oral and written narratives, descriptions, reports and argumentative texts 	<ul style="list-style-type: none"> describe uses/function of phrasal verbs identify verb tenses in sentences 	<p>Language structure and grammar</p> <p>Tenses</p>	<ul style="list-style-type: none"> identifying uses and functions of phrasal verbs analyzing various parts of speech in different types of texts such as reports, narratives and descriptions identifying verb tenses in oral and written texts, eg: past perfect past perfect continuous 	<ul style="list-style-type: none"> group discussions explanation pair and group work peer observation debates brainstorming 	<ul style="list-style-type: none"> charts books wall charts observation check lists recorded descriptive and narrative texts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> · distinguish between active passive voices · change sentences from direct to indirect speech 	<p>Active and passive voices</p> <p>Direct and indirect speech</p>	<ul style="list-style-type: none"> · identifying active and passive voice from narratives and reports · using active and passive in oral and written texts · converting active and passive voice and vice-versa · identifying direct and indirect speech from narratives and reports · using direct and indirect speeches in oral and written texts · converting direct speech to indirect speech and vice-versa 	<ul style="list-style-type: none"> · pair and group work · demonstrations · discussions · brainstorming · debates 	<ul style="list-style-type: none"> · charts · books · wall charts · observation check lists · recorded descriptive and narrative texts · recorded sentences and passages

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> show an awareness and correct use of language in oral and written texts 	<ul style="list-style-type: none"> use language in oral and written texts formulate sentences using correct structure or language, ie; few/little identify antonyms and synonyms use finite and non-finite verbs correctly 	<p>Awareness of language use</p> <p>Awareness of language use</p>	<ul style="list-style-type: none"> using various sentences performing plays for language use constructing sentences using correct structure or language using countable and uncountable nouns in sentences identifying antonyms and synonyms using antonyms and synonyms finding antonyms and synonyms of given words using finite and non-finite verbs correctly in oral and written texts making sentences with finite and non-finite verbs 	<ul style="list-style-type: none"> brainstorming discussion individual/pair/group work explanation peer assessment self assessment question and answer demonstrations peer observations and assessment teacher observation 	<ul style="list-style-type: none"> books learners charts cards pictures wall charts pictures recorded sentences and passages narratives

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Syllabus for Numeracy and Mathematics

Standard 8

Rationale

Numeracy and mathematics aims at developing learners' critical awareness of how mathematical relationships are used in social, environmental, cultural and economic context.

At an early stage the learners will be able to count and carry out basic mathematical operations.

At a later stage the learners will be able to make inferences using manipulated data and to apply mathematics for solving practical problems in daily life.

Core elements and their outcomes

a Numbers, operations and relationships

The learner will be able to use numbers and their relationships to solve practical problems.

b Accounting and business studies

The learner will be able to **use** simple accounting procedures that will enhance decision making in business and private enterprise.

c Space and shape

The learner will be able to describe characteristics of space and shape and their application in everyday life.

d Measurement

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

e Patterns, functions and algebra

The learner will be able to use algebraic language and skills to solve textual problems

f Data handling

The learner will be able to analyze and interpret data for decision making by using graphs, tables and models.

Term 1

Core element : Number, operations and relationships

Primary outcome : The learner will be able to use the numbers and their relationships to solve practical problems

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> recognise and write numbers 	<p>Learners must be able to:</p> <p>1 identify Roman numerals up to 1,000</p>	Roman numerals	<ul style="list-style-type: none"> reading Roman numerals up to 1,000 writing Roman numerals up to 1,000 arranging Roman numerals in ascending and descending order filling in the missing numbers 	<ul style="list-style-type: none"> group work pair work discussion demonstration explanation question and answer group assessment self assessment peer assessment mental mathematics 	<ul style="list-style-type: none"> clock face number cards charts braille clock face raised number cards number line number grid
	<p>2 state the relationship between the Roman and Arabic numbers</p>		<ul style="list-style-type: none"> converting Arabic numerals to Roman numerals converting Roman numerals to Arabic numerals 		
	<p>1 find HCF of given numbers</p>	HCF and LCM	<ul style="list-style-type: none"> finding HCF by factor method finding HCF by continued division method 		
	<p>2 find LCM of given numbers</p>		<ul style="list-style-type: none"> finding LCM by factor method solving practical problems on HCF and LCM 		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · apply basic operations to solve practical problems on numbers 	<p>1 solve practical problems involving averages</p> <p>2 carry out all the basic operations to solve problems on fractions</p>	<p>Averages</p> <p>Fractions</p>	<ul style="list-style-type: none"> · calculating averages of numbers · solving practical problems involving averages · carrying out the combination of any two basic operations on fraction · solve problems on fractions that involve brackets · solving practical problems on combinations of up to four operations in one problem 	<ul style="list-style-type: none"> · group work · pair work · discussion · demonstration · explanation · question and answer · group assessment · self assessment · peer assessment · mental mathematics 	<ul style="list-style-type: none"> · factor tree · HCF division chart · equivalent fraction chart

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 carry out all the basic operations to solve practical problems on decimals</p> <p>4 express numbers to the required degree of accuracy</p>	<p>Decimals</p> <p>Approximation and estimation</p>	<ul style="list-style-type: none"> carrying out the combination of any two basic operations on decimals working out practical problems on decimal numbers on combination of any two basic operation writing numbers to a given number of decimal places writing numbers to the nearest 10 or any multiple of 10 expressing numbers to a given number of significant figures 	<ul style="list-style-type: none"> group work pair work discussion demonstration explanation question and answer group assessment self assessment peer assessment mental mathematics investigation 	<ul style="list-style-type: none"> charts number line number board dice

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> solve practical problems involving rate, ratio and proportion 	1 find speed	Rate	<ul style="list-style-type: none"> calculating speed of objects given distance and time calculating distance given speed and time calculating time given distance and speed 	<ul style="list-style-type: none"> group work pair work discussion demonstration explanation question and answer group assessment self assessment peer assessment mental mathematics 	<ul style="list-style-type: none"> charts stop watch
	2 use ratio to calculate quantity	Ratio and proportion	<ul style="list-style-type: none"> expressing ratios to their lowest form increasing ratio decreasing quantities in given ratio solving practical problems involving ratio and simple proportion 		
	3 find percentage	Percentage	<ul style="list-style-type: none"> establishing the relationship between ratio, fraction and percentage eg: 15 out of 60 is $\frac{1}{4}$ or 25% increasing and decreasing quantities in given percentages solving practical problems involving percentages 		

Core element : Accounting and Business Studies

Primary outcome : The learner will be able to use simple accounting procedures that will enhance decision making in business and private enterprise

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> · apply basic operations to solve practical problems on money 	<p>Learners must be able to:</p> <p>1 convert kwacha to foreign currency</p>	Money	<ul style="list-style-type: none"> · converting kwacha to foreign currencies eg: US Dollars, Rand, Pounds, Euro · converting other currencies to kwacha 	<ul style="list-style-type: none"> · group work · discussion · demonstration · explanation · pair work · question and answer · peer assessment · group assessment · field trip/excursion · individual work 	<ul style="list-style-type: none"> · clearance forms · cheques · bank exchange rates · local markets · price list · bills · sale sheet
	<p>2 prepare household budgets and bills</p>	Bills and budgets	<ul style="list-style-type: none"> · preparing budgets for households · working out household bills · solving practical problems on budgets and bills 		
	<p>3 work out profit and loss</p>	Profit and loss	<ul style="list-style-type: none"> · working out profit · working out profit percent · calculating loss · calculating loss percent · solving practical problems involving profit and loss 		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 work out discount and commission	Discount and commission	<ul style="list-style-type: none"> working out discount finding discount percent working out commission finding commission percent solving practical problems involving commission and discount 	<ul style="list-style-type: none"> group work discussion demonstration explanation pair work question and answer 	<ul style="list-style-type: none"> city/council rates chart insurance forms income tax rates chart premiums chart policies insurance policies
	5 describe different taxes	Taxes	<ul style="list-style-type: none"> discussing different types of taxes calculating Value Added Tax (VAT) calculating income tax calculating custom duties solving practical problems involving taxes 	<ul style="list-style-type: none"> peer assessment group assessment field trip/ excursion mental mathematics individual work 	
	6 calculate premiums insurance policies	Premiums	<ul style="list-style-type: none"> discussing types of insurance policies discussing conditions of opening life insurance policy (generic issues) calculating premiums on life insurance calculating premiums on insured property solving practical problems involving premiums 	<ul style="list-style-type: none"> role play 	

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> use postal and bank services 	1 describe postal services	Postal services	<ul style="list-style-type: none"> discussing postal services solving practical problems involving postal services 	<ul style="list-style-type: none"> group work discussion demonstration explanation pair work question and answer peer assessment group assessment field trip/ excursion portfolios 	<ul style="list-style-type: none"> clearance forms postal order dummies postal orders specimen copies of a telegram telephone directory stamps postal service charges money order deposit forms withdrawal forms cheques
	2 describe bank services	Bank services	<ul style="list-style-type: none"> filling in deposit forms filling in withdrawal forms filling in cheques and counter folios calculating simple interest calculating compound interest up to 3 years compounded yearly solving practical problems involving simple interest and compound interest 		
<ul style="list-style-type: none"> carry out simple accounting procedures 	1 prepare simple accounts	Simple accounts	<ul style="list-style-type: none"> entering business transactions and balancing Cash Account entering business transactions and balancing Bank Account combining transactions of Cash Account and Bank Account to come up with a cash book balancing the cash book 		

Term 2

Core element : Space and shape

Primary outcome : The learner will be able to describe characteristics of space and shape and their application in everyday life.

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> construct geometrical figures 	<p>Learners must be able to:</p> <p>1 construct triangles, quadrilaterals and circles with given measurements</p> <p>2 apply the knowledge of construction to real life situation</p>	<p>Construction</p>	<ul style="list-style-type: none"> describing properties of triangles, quadrilaterals and circles drawing triangles, quadrilaterals and circles constructing triangles with given measurements constructing quadrilaterals with given measurements constructing circles with given measurements solving practical problems involving construction 	<ul style="list-style-type: none"> group work pair work individual work demonstration practical work question and answer discussion explanation observations written exercise project work tests 	<ul style="list-style-type: none"> rulers protractors set squares pencils sticks maize pith paper wire nails metal bars/ hammer glue observation check list

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 draw triangles, quadrilaterals and circles to a given scale</p> <p>4 apply the knowledge of scale drawing to real life situations</p>	Scale drawing	<ul style="list-style-type: none"> · discussing the meaning of the term scale · interpreting/translating scale · drawing figures to scale · reducing figures to a given scale · enlarging figures to a given scale · solving practical problems involving scale drawing eg: designing a plan of a room or house 	<ul style="list-style-type: none"> · practical work · pair work · group work · individual work · question and answer · observation · peer assessment · construction · teacher assessment · peer assessment · rubric 	<ul style="list-style-type: none"> · timber · observation check list · rulers · protractors · set squares · pencils · sticks · maize pith · paper · wire · nails · metal bars · hammer · glue · observation check list · rubber bands

Core element : Measurement

Primary outcome : The learner will be able to use appropriate measurement concepts and skill in real life situation.

[illegible]

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> solve practical problems involving area, capacity and volume 	1 calculate areas of composite figures	Area	<ul style="list-style-type: none"> finding areas of composite figures containing a combination of any two of the following: rectangles, squares, triangles, parallelograms and circles establishing the formula for area of a trapezium from parallelogram and rectangles finding areas of a trapezium using a formula 	<ul style="list-style-type: none"> discussion recording reporting question and answer explanation brain storming demonstration observation peer assessment group assessment practice project field visit to local shops/markets investigation 	<ul style="list-style-type: none"> scissors paper flower beds school lawn
	2 find areas of borders and lawns		<ul style="list-style-type: none"> calculating areas of borders and lawns by subtracting areas of smaller figures from areas of bigger figures solving practical problems on area 		
	3 solve practical problems involving capacity and volume	Capacity and Volume	<ul style="list-style-type: none"> estimating and verifying capacities of containers and volumes of objects converting volume to capacity and vice versa finding volumes and capacity of cuboids solving practical problems involving capacity and volume 		

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · solve practical problems involving temperature 	<p>1 read and record temperature of different substances</p> <p>2 work out practical problems involving temperature</p>	Temperature	<ul style="list-style-type: none"> · reading and recording temperatures of different substances · calculating average temperature · carrying out projects on data collection related to temperature · representing data in terms of graphs and tables · interpreting data and relating results to real life situation 	<ul style="list-style-type: none"> · experimentation · field visits · investigation · projects · question and answer · observation · discussion 	<ul style="list-style-type: none"> · number line · charts · posters · thermometers · hot and cold materials · graph paper · under five clinic card · weather station

Term 3

Core element : Patterns, functions and algebra

Primary outcome : The learner will be able to use algebraic language and skills to solve textual problems.

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> investigate and extend patterns 	<p>1 investigate and extend numeric patterns</p> <p>2 investigate and extend geometric patterns</p>	Patterns	<ul style="list-style-type: none"> identifying number patterns extending number patterns filling in missing numbers in the patterns establishing the rule of the number patterns generating number patterns from a given rule designing number patterns displaying and comparing patterns identifying geometric patterns extending geometric patterns establishing the rule of geometric patterns generating geometric patterns from a given rule investigating and appreciating patterns on artefacts designing geometric patterns displaying and comparing patterns 	<ul style="list-style-type: none"> investigations group work demonstration field trip discussion observation group assessment question and answer peer assessment individual work 	<ul style="list-style-type: none"> number charts patterns bottle tops door mats

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> add and subtract like and unlike terms 	<p>1 add like and unlike terms</p> <p>2 subtract like and unlike terms</p>	Like and unlike terms	<ul style="list-style-type: none"> representing objects with letters identifying like and unlike terms collecting like terms modelling addition of like and unlike terms adding like and unlike terms completing the addition sentence of like and unlike terms representing objects with letters identifying like and unlike terms collecting like terms modelling subtraction of like and unlike terms subtracting like and unlike terms completing the subtraction sentence of like and unlike terms simplifying simple expressions on addition and subtraction of like and unlike terms 	<ul style="list-style-type: none"> investigations group work demonstration field trip discussion observation group assessment question and answer peer assessment individual work 	<ul style="list-style-type: none"> assorted objects books bottle tops

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> solve simple linear equations 	<p>1 identify equations</p> <p>2 solve simple linear equations</p>	Linear equation	<ul style="list-style-type: none"> formulating number sentences with one unknown eg: $\square + 16 = 20$ representing the unknown by a letter eg: $y + 16 = 20$ formulating equations from given statements solving linear equations by inspection/trial solving linear equations using algebraic process solving practical problems on linear equations 	<ul style="list-style-type: none"> investigations group work demonstration field trip discussion observation group assessment question and answer peer assessment 	<ul style="list-style-type: none"> number line charts mathematical balance
<ul style="list-style-type: none"> complete number sentences by using inequalities 	<p>1 complete number sentences by inserting appropriate inequality symbols</p> <p>2 solve inequalities</p>	Inequalities	<ul style="list-style-type: none"> formulating number sentences using appropriate signs ($>$, $<$) completing number sentences by inserting correct inequality symbols solving simple inequalities by giving at least 2 possible answers that satisfy the inequality 		

Core element : Data handling

Primary outcome : The learner will be able to analyse and interpret data for decision making by using graphs, tables and models

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> collect data <ul style="list-style-type: none"> draw graphs to scale 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> collect data (information) tabulate data <ol style="list-style-type: none"> draw picture graphs draw bar graphs 	<p>Graphs</p>	<ul style="list-style-type: none"> collecting data from the environment recording data organising data determining the range of organised data representing data using tallies and tables interpreting scale drawing picture graph to given scale generating scale drawing picture graph to scale interpreting scale drawing bar graphs to given scale generating scale drawing bar graphs 	<ul style="list-style-type: none"> discussion observation investigation field trip group work individual work pair work explanation demonstration self assessment group assessment 	<ul style="list-style-type: none"> charts picture graphs bar graphs line graphs data graph paper raised picture, line and bar graphs grid board

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> interpret data work out averages 	3 draw line graph	Graphs	<ul style="list-style-type: none"> interpreting scale drawing line graphs to given scale generating scale drawing line graphs to scale 	<ul style="list-style-type: none"> discussion observation investigation field trip group work individual work pair work explanation demonstration self assessment group assessment game 	<ul style="list-style-type: none"> charts picture graphs bar graphs line graphs data graph paper raised picture, line and bar graphs dice grid board
	1 interpret picture, bar and line graphs		<ul style="list-style-type: none"> reading picture, bar and line graphs interpreting picture, bar and line graphs 		
	2 solving practical problems involving graphs	Mean, mode and median	<ul style="list-style-type: none"> working out practical problems involving graphs 		
	1 find mean, mode and median		<ul style="list-style-type: none"> calculating mean of given data determining the most frequent occurring score in given data (mode) 		
	2 organise data		<ul style="list-style-type: none"> arranging data in ascending and descending order determining the middle number of given data (median) 		

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Syllabus for Expressive Arts

Standard 8

Rationale

Expressive Arts enables learners to have exposure to traditional and diverse cultural experiences and enjoyment in music, dance, art, drama and sporting activities. Through their active involvement in the creation of these activities and demonstration of various abilities, learners do not only contribute to their holistic development as individuals or teams, but also offer alternative means of communication and promote the sense of pride in their cultural heritage. They also develop a sense of appreciation for their country's artistic skills in the fields of music, dance, art, drama and sporting activities.

Core elements and their outcomes

- a **Creating, interpreting and presenting work**
The learners will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure an all round development.
- b **Participating and collaborating**
The learners will be able to demonstrate personal and interpersonal skills, through individual and group participation, in sports and arts in order to develop leadership skills and teamwork.
- c **Expressing and communicating**
The learners will be able to analyse and use multiple forms of communication and expression in sports and arts.
- d **Holistic performance**
The learners will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Term 1

Core element : Creating, interpreting and presenting work

Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · demonstrate movements through various art works 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe movements in various artworks 2 show through artwork creatures whose movements they admire 	<p>Artistic creativity</p>	<ul style="list-style-type: none"> · performing body movements · painting following music tempo · imitating the movements of the creatures they admire · drawing the creatures they have imitated 	<ul style="list-style-type: none"> · teacher observation · demonstration · discussion · group work · portfolio · question and answer · pair work · self assessment · peer assessment · practical · rubric 	<ul style="list-style-type: none"> · talular · portfolio · observation checklist · resource persons/sign language interpreter · braille paper · learners' experiences · pencils · papers · crayons · coloured chalk · raised diagrams · rubrics

Core element : Participating and collaborating

Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · demonstrate partnership skills of leading and following 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 identify leadership roles they can imitate 2 analyse the leadership roles practised 	<p>Leadership roles</p>	<ul style="list-style-type: none"> · listing types of leaders they know · dramatising the leadership roles of the leaders they listed down · discussing successes which various leaders whose roles they dramatised meet · discussing the problems which various leaders whose roles they dramatised meet · suggesting solutions to the problems of the leaders 	<ul style="list-style-type: none"> · teacher observation · demonstration · group discussion · question and answer · field visit · pair work · brainstorming · dramatisation · self assessment · peer assessment · portfolio · rubrics 	<ul style="list-style-type: none"> · talular · observation checklist · costumes · braille paper · resource persons · sign language interpreter · pupils' experiences · pupils · rubrics

Core element : Expressing and communicating

Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> use various movements and manipulative art skills to express and communicate 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> use dances to express and communicate messages produce wall charts with different messages design story telling pictures 	<p>Self expression</p>	<ul style="list-style-type: none"> identifying dances that express and convey messages performing dances that convey messages designing patterns of wall charts making wall charts using decorative stitches and applique with messages on cross-cutting issues drawing pictures with stories on: <ul style="list-style-type: none"> HIV and AIDS gender deforestation human rights 	<ul style="list-style-type: none"> demonstration discussion question and answer brainstorming peer assessment self assessment teacher observation practical drawing portfolio rubrics 	<ul style="list-style-type: none"> talular observation checklist charts/raised charts drums shakers flutes whistles trumpets pencils crayons coloured chalk pental pens papers pictures sewing needles sewing thread pieces of fabrics patterns portfolio rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 perform sports and games to express the importance of working together	Self expression	<ul style="list-style-type: none"> · role playing stories depicted by the pictures · identifying team sports and games that express the importance of working together · playing team sports and games such as: <ul style="list-style-type: none"> - basketball - football - netball 	<ul style="list-style-type: none"> · role playing · demonstration · teacher observation · self assessment · peer assessment · question and answer · portfolio · rubrics 	<ul style="list-style-type: none"> · talular · balls · plastic papers · ribbons · observation checklist · ropes · portfolio · rubrics

Core element : Holistic performance

Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate artistic activities comprising different body movements 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> perform body movements covering personal and general space design items that meet the needs of the school or community 	<p>Artistic performance</p>	<ul style="list-style-type: none"> performing body movements which cover distance such as running performing body movements which do not cover distance such as stretching taking body measurements laying out and cutting of pattern pieces sewing dresses, skirts and blouse and attire for art performances identifying tools and materials for curio making (ziboliboli) making curios decorating curios marketing the curios 	<ul style="list-style-type: none"> demonstration discussion group work portfolio teacher observation brainstorming peer assessment question and answer practical self assessment field visit pair work rubrics 	<ul style="list-style-type: none"> talular observation checklist tape recorder pupils pupils' experiences raised charts local environment tape measure patterns pairs of scissors pieces of fabrics thread cinema box sewing needles wood adze axe vanish portfolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 perform activities that depict events of cultural significance in their community	Artistic performance	<ul style="list-style-type: none"> · identifying events of cultural significance in their community · composing songs about events of cultural significance · dancing to the songs about events of cultural significance 	<ul style="list-style-type: none"> · discussion · group work · pair work · singing · excursion · demonstration · teacher observation · self assessment · peer assessment · rubrics · portfolio 	<ul style="list-style-type: none"> · talular · newspapers · portfolio · musical instruments · songs

Term 2

Core element : Creating, interpreting and presenting work

Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> produce relevant improvised resources which can enhance learning 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> identify materials which can be used as learning resources produce learning resources 	<p>Improvisation</p>	<ul style="list-style-type: none"> listing materials which can be used as learning resources collecting and gathering locally available materials for learning purposes making simple teaching and learning resources displaying the resources made caring and storing of the resources 	<ul style="list-style-type: none"> brainstorming discussion excursion demonstration teacher observation self assessment peer assessment group work practical displaying rubrics portfolio 	<ul style="list-style-type: none"> talular portfolio observation checklist pencils stones felt pens glue/paste paints markers paper thread water pens sand sawdust grains sign language interpreter cartons tables

Core element : Participating and collaborating

Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · share artistic skills to promote team spirit and increase participation 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 collect materials for artwork in groups 2 make group products using different materials 	Teamwork	<ul style="list-style-type: none"> · identifying materials for <ul style="list-style-type: none"> - drawing - weaving - carving · discussing the use of the materials · preparing the materials for artefacts · producing the items · identifying possible markets for the items · costing the products · selling the products 	<ul style="list-style-type: none"> · demonstration · discussion · group work · question and answer · practical · teacher observation · displaying · peer assessment · portfolio · rubrics 	<ul style="list-style-type: none"> · talular · clay · sisal · wood · adze · reeds · paint · paper · resource persons · sign language interpreter · observation checklist · rubrics · portfolio

Core element : Expressing and communicating

Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> use various forms of art to communicate multi-cultural values 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> perform dances from other cultures produce simple crafts from various cultures perform situations using traditional and contemporary costumes 	<p>Multicultural values</p>	<ul style="list-style-type: none"> identifying dances from other cultures performing traditional dances from other distant cultures carving a stool, weaving baskets, mats and making pots decorating the items marketing the items made producing plays depicting events in the rural and urban settings role playing various ceremonies using typical village and urban set-up 	<ul style="list-style-type: none"> brainstorming discussion excursion practical demonstration pair work role play dramatisation teacher observation self assessment peer assessment portfolio rubrics 	<ul style="list-style-type: none"> talular costumes axe adze paint pens reeds markers paper pencils sign language interpreter bamboos saw clay panga knives plays observation checklist rubrics portfolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 interpret different tempos and dynamics indicated on traditional and contemporary pieces of music	Multicultural values	<ul style="list-style-type: none"> · singing songs of different tempos (allegro, staccato) and dynamics (forte, piano) with message of gender and democracy · interpreting different tempos and dynamics on traditional and contemporary pieces of music 	<ul style="list-style-type: none"> · singing · demonstration · question and answer · discussion · teacher observation · self assessment · peer assessment · rubrics · portfolio 	<ul style="list-style-type: none"> · talular · songs · musical instruments · audio visual equipment · observation checklist · papers · pencils · markers · sign language interpreter · rubrics · portfolio

Core element : Holistic performance

Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> demonstrate artistic activities that may lead to multicultural and international understanding 	<p>The earners will be able to:</p> <ol style="list-style-type: none"> identify songs and dances from other African countries design patterns from other African countries for making attire for different occasions use African stories to develop plays 	<p>Multicultural arts</p>	<ul style="list-style-type: none"> listing songs and dances from other African countries performing songs and dances from other African countries identifying patterns from other African countries for making attire making the patterns from other African countries for making attire sewing attire using patterns from other Africa countries developing plays from African stories performing plays developed from African stories 	<ul style="list-style-type: none"> brainstorming discussion demonstration dramatisation self assessment peer assessment teacher observation practical portfolio rubrics 	<ul style="list-style-type: none"> talular songs musical instruments observation checklist story books paper pencils markers sing language interpreter plays pieces of fabrics sewing needles sewing thread sewing machines pairs of scissors observation checklist portfolio

Term 3

Core element : Creating, interpreting and presenting work

Primary outcome : The learner will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure all round development

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> develop talents in artworks for self reliance 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> dye fabrics and fibres to produce materials of different colours carve various items 	<p>Crafts</p>	<ul style="list-style-type: none"> identifying sources of dyes discussing processes of dyeing fabrics and fibres practising dyeing fabrics making various articles using the dyed materials collecting and gathering materials for carving carving the items costing and marketing items made 	<ul style="list-style-type: none"> discussion demonstration practical group work singing excursion displaying teacher observation self assessment peer assessment portfolio rubric 	<ul style="list-style-type: none"> talular costumes portfolio strings local dyes stones pieces of fabrics songs drums flutes whistles trumpets shakers wood adze axe panga knife sign language interpreter

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 construct garments	Crafts	<ul style="list-style-type: none"> · taking body measurements · laying out and cutting pattern pieces · sewing a skirt and a pull on pair of trousers 	<ul style="list-style-type: none"> · demonstration · pair work · group work · teacher observation · self assessment · peer assessment · practical · question and answer · portfolio · rubrics 	<ul style="list-style-type: none"> · talular · sewing needles · thread · scissors · pieces of fabrics · tape measure · mat/tables · pupils experiences · pupils rubrics · observation checklist · portfolio

Core element : Participating and collaborating

Primary outcome : The learner will be able to demonstrate personal and interpersonal skills, through individual and group participation in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> research and share information on art related careers and training 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> identify local arts from which they can make a living choose careers to be trained in 	<p>Career development</p>	<ul style="list-style-type: none"> discussing local arts in their community role playing various career in their communities visiting the community to interview artists such as: <ul style="list-style-type: none"> weavers tailors painters musicians players observing the artists perform their work discussing the findings in relation to careers and training reporting the findings in relation to careers and training 	<ul style="list-style-type: none"> brainstorming excursion demonstration self discovery teacher observation self assessment peer assessment portfolio rubrics survey 	<ul style="list-style-type: none"> talular reeds pieces of fabrics paper charts/raised charts posters observation checklist resource persons portfolio audio visual equipment rubrics paper pens/pencils

Core element : Expressing and communicating

Primary outcome : The learner will be able to analyse and use multiple forms of communication and expression in sports and arts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate how various forms of art can highlight problems of discrimination and prejudice and their solutions in school or local communities 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> perform dances focussing on gender biases and equity describe art and crafts activities which are stereo-typed in their communities perform plays that show ills of discrimination and prejudice 	<p>Discrimination and prejudices in artistic performances</p>	<ul style="list-style-type: none"> state gender biases in their community performing dances that focus on gender biases and equity identifying art and crafts in their communities discussing stereo-typed art and craft activities in their communities acting out plays in which pupils are discriminated and prejudiced against because of sex, disability and race role- playing a village scene where women and men are doing similar activities, which were traditionally performed by one sex analysing the importance of doing things together 	<ul style="list-style-type: none"> brainstorming discussion demonstration role playing dramatisation teacher observation self assessment peer assessment portfolio group work rubrics portfolio 	<ul style="list-style-type: none"> talular pictures observation checklist resource persons portfolio rubrics

Core element : Holistic performance

Primary outcome : The learner will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> exhibit competence in a variety of movement and manipulative artistic activities 	<p>The learners will be able to:</p> <ol style="list-style-type: none"> perform dancing styles from immediate cultural environment and those from other African countries demonstrate manipulative skills in artistic activities imitate idealised images of artistic performances as presented in given pictorial form 	<p>Movement and manipulative skills</p>	<ul style="list-style-type: none"> identifying Malawian traditional dances and those from other African countries dancing Malawian traditional dances and those from other African countries practising manipulative skills such as: <ul style="list-style-type: none"> throwing and catching, kicking striking in physical activities carving, drawing, modelling in arts identifying the type of performance on a picture/poster 	<ul style="list-style-type: none"> demonstration discussion group work portfolio teacher observation brainstorming peer assessment question and answer self assessment pair work practical rubrics 	<ul style="list-style-type: none"> talular observation checklist audio visual equipment songs posters musical instruments charts/raised charts pens crayons coloured chalk papers balls cinema box ropes wood adze panga knives axe rubrics

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning resources
	4 express enjoyment in performing movement and manipulative artistic activities	Movement and manipulative skills	<ul style="list-style-type: none"> • mimicking the idealised images practising the performance captured on the posters/pictures • singing, dancing and playing showing enjoyment • displaying the performances to an audience 	<ul style="list-style-type: none"> • demonstration • practical • singing • teacher observation • self assessment • peer assessment • portfolio • rubrics 	<ul style="list-style-type: none"> • talular • posters • pictures • charts • musical instruments • songs • cinema box • audio visual equipment • observation checklist • portfolio • rubrics

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John, L (1990). *Art in the primary school*. New York: Chapman and Hall

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MOE (1991). *Music primary school teaching syllabus*. Domasi: Malawi Institute of Education

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Syllabus for Life Skills

Standard 8

Rationale

Life skills are abilities that enable individuals to effectively deal with demands and challenges in everyday life. The life skills enable learners to understand themselves and the world around them. Life Skills (LS) as a subject aims at continuing and extending the development of the skills that the learners bring from home with a focus on the promotion of the holistic development of the learner. Nurturing the physical, social, emotional, intellectual, creative and spiritual growth of the learners is essential for the learners' healthy living as individuals, and members of families and society, which forms the basis for facilitating all other learning. For example, through Life Skills, learners will learn to organise and manage their lives; develop a team spirit regardless of their cultural and religious backgrounds; avoid prevalent diseases such as sexually-transmitted infections (STIs), HIV and AIDS; develop positive self-esteem; identify and cope with problems of adolescence and other challenges of life as well as prepare for the world of work.

Core elements and their outcomes

a Health promotion

The learner will be able to make informed decisions and demonstrate health promoting behaviour in his/her personal life as well as in his/her community and wider environment with particular attention to prevalent diseases such as malaria, STIs, HIV and AIDS.

b Social development

The learner will be able to live and work effectively as a member of a family, a group, a community and a nation with respect for gender equity and show an understanding of individual rights and responsibilities within the wider society.

c Moral development

The learner will be able to demonstrate an understanding and appreciation of diverse cultures through a commitment to morals, values, human rights and the rule of law.

d Personal development

The learner will be able to use positive self-esteem for achieving and extending personal potential to respond effectively to daily challenges.

e Physical development

The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as plays, games and sports in order to contribute to the development of positive attitudes, values and self-esteem.

f Entrepreneurship and world of work

The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Term I

Core element : Health promotion

Primary outcome: The learners will be able to make informed decision and demonstrate health promoting behaviour in their personal lives as well as in their communities and wider environment with particular attention to prevalent diseases such as malaria, STIs and HIV/AIDS

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> explain basic facts about HIV and AIDS 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the terms HIV and AIDS explain how HIV is transmitted explain how HIV can be prevented identify risky behaviours that can lead to the spread of HIV and AIDS to vulnerable groups 	<p>Basic facts about HIV and AIDS</p>	<ul style="list-style-type: none"> brainstorming the terms HIV and AIDS discussing the terms “HIV and AIDS” discussing how HIV is transmitted discussing how HIV can be prevented identifying risky behaviours and vulnerable groups that can lead to the spread of HIV 	<ul style="list-style-type: none"> brainstorming teacher observation oral and written questions peer observation self assessment discussion singing 	<ul style="list-style-type: none"> learners charts braille materials role play questionnaire sign language specialist raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>5 explain how mother to child HIV transmission occurs</p> <p>6 explain how mother to child HIV transmission can be prevented</p> <p>7 explain the importance of preventing mother to child transmission as a fight against HIV and AIDS</p> <p>8 explain the role of the community in prevention of mother to child transmission</p>		<ul style="list-style-type: none"> · discussing how mother-to-child HIV transmission occurs · discussing the importance of preventing mother to child transmission as a fight against HIV and AIDS · discussing the role of community in prevention of mother to child transmission (PMTCT) 	<ul style="list-style-type: none"> · brainstorming · teacher observation · oral and written questions · peer observation · self assessment · discussion · singing 	<ul style="list-style-type: none"> · learners · charts · braille materials · role play · questionnaire · sign language specialist · raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · explain how gender issues influence the spread of HIV and AIDS 	<ol style="list-style-type: none"> 1 explain how stereotyped expectations shape the lives of women and girls in terms of HIV and AIDS 2 explain women and girls empowerment in relation to HIV and AIDS 3 analyse factors that make women and girls more vulnerable to HIV and AIDS infection 4 suggest ways of dealing with HIV and AIDS in relation to gender 	Gender and HIV and AIDS	<ul style="list-style-type: none"> · discussing how stereotyped expectations shape the lives of women and girls in terms of HIV and AIDS · discussing women and girls empowerment in relation to HIV and AIDS · analysing factors that make women and girls more vulnerable to HIV infection · suggesting ways to deal with HIV and AIDS as it relates to gender 	<ul style="list-style-type: none"> · discussion · teacher observation · written exercises · peer assessment · oral and written questions · future's wheels · case studies 	<ul style="list-style-type: none"> · learners · resource person · observation checklist · case studies · songs · raised posters · specialist · braille materials · role play exercises

Core element : Physical development

Primary outcome: The learner will be able to demonstrate an understanding of how physical growth is linked to social, emotional and personal development through participation in activities such as play, games and sports in order to contribute to the development of positive attitudes, values and self esteem

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · demonstrate an understanding of sexuality 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain factors that influence sexuality 2 describe physical and psychological changes in boys and girls during adolescence 3 explain how sexuality affects adolescent behaviour 	<p>Sexuality</p>	<ul style="list-style-type: none"> · discussing factors that influence sexuality · identify physical changes that take place on boys and girls during adolescence · describing psychological changes that boys and girls experience during adolescence · discussing how sexuality affects behaviour · analysing case studies on how sexuality affects behaviour 	<ul style="list-style-type: none"> · case studies · oral and written questions · teacher observation · peer assessment · self assessment · role play · singing · future's wheels · oral and written report 	<ul style="list-style-type: none"> · learners' experiences · role play exercises · songs · observation checklist · stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>4 identify problems associated with adolescents' sexuality</p> <p>5 discuss effects of the problems associated with adolescents' sexuality</p> <p>6 discuss how life skills can assist adolescents cope with challenges associated with sexuality</p> <p>7 appreciate the importance of having correct information on sexuality</p>		<ul style="list-style-type: none"> Identifying problems associated with adolescents' sexuality Discussing effects of the problems associated with adolescents' sexuality discussing how life skills can assist adolescents cope with challenges associated with sexuality discussing how boys and girls would deal with sex and sexuality issues that affect them role playing a situation depicting the importance of having correct information on sexuality 	<ul style="list-style-type: none"> case studies oral and written questions teacher observation peer assessment self assessment role play singing future's wheels oral and written report 	<ul style="list-style-type: none"> learners' experiences role play exercises songs observation checklist stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of home based care and support 	<ol style="list-style-type: none"> explain the terms “discharge planning” and “referral processes” explain how to take care of people with chronic illnesses explain how to support those who care for the chronically ill 	Home Based Care and Support	<ul style="list-style-type: none"> explaining the terms “discharge planning” describing the “referral” process discussing how to care for patients who are chronically ill discussing how to support those who care for the chronically ill 	<ul style="list-style-type: none"> brainstorming oral and written questions teacher peer assessment research written exercises self assessment future’s wheels 	<ul style="list-style-type: none"> learners’ experiences resource persons case studies observation braille materials sign language songs

Term 2

Core element : Moral development

Primary outcome: The learner will be able to demonstrate an understanding of diverse cultures through a commitment to moral values, human rights and rule of law.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the dangers of drugs and substance abuse 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the effects of abusing drugs and substances explain the importance of counselling those addicted to drugs and substances describe ways that can assist drug and substance abusers to stop their habits 	<p>Drug and substance use and abuse</p>	<ul style="list-style-type: none"> brainstorming the effects of drug and substance abuse discussing the effects of drug and substance abuse discussing the importance of counselling those addicted to drug and substance discussing ways that can assist drug and substance abusers to stop their habits 	<ul style="list-style-type: none"> case studies oral and written questions teacher observation peer assessment self assessment role play singing future's wheels 	<ul style="list-style-type: none"> learners' experiences role play exercises songs observation checklist stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 explain why some people find it difficult to stop abusing drugs and substances	Drug and substance use and abuse	<ul style="list-style-type: none"> · analysing case studies on assisting drug and substance abuses · discussing why some people find it difficult to stop abusing drugs and substances · role playing a situation depicting people assisting drug and substance abusers 	<ul style="list-style-type: none"> · case studies · oral and written questions · teacher observation · peer assessment · self assessment · role play · singing · future's wheels 	<ul style="list-style-type: none"> · learners' experiences · role play exercises · songs · observation checklist · stories

Core element : Social development

Primary outcome: The learners will be able to live and work effectively as members of a family, a group, a community, a nation with respect for a gender equity and show an understanding of individual rights and responsibilities within wider society

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the importance of healthy interpersonal relationships 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe types of interpersonal relationships analyse interpersonal relationships explain factors that enhance and destroy relationship identify roles and responsibilities of people in a relationship 	<p>Interpersonal relationships</p>	<ul style="list-style-type: none"> mentioning types of interpersonal relationships discussing types of interpersonal relationships analysing factors that enhance and destroy relationships discussing roles and responsibilities of people in a relationship role playing situations depicting roles and responsibilities in relationships 	<ul style="list-style-type: none"> case studies oral and written questions teacher observation peer assessment self assessment role play singing future's wheels 	<ul style="list-style-type: none"> learners' experiences role play exercises songs observation checklist stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of effective communication on HIV and AIDS 	<ol style="list-style-type: none"> explain factors that enhance and destroy effective communication on HIV and AIDS messages explain the importance of effective communication on HIV and AIDS messages 	Effective communication on HIV and AIDS	<ul style="list-style-type: none"> brainstorming factors that enhance and destroy effective communication on HIV and AIDS messages discussing factors that enhance and destroy effective communication on HIV and AIDS messages discussing the importance of effective communication on HIV and AIDS messages 	<ul style="list-style-type: none"> case studies oral and written questions teacher observation peer assessment self assessment role play singing future's wheels 	<ul style="list-style-type: none"> learners' experiences role play exercises songs observation checklist stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 demonstrate the importance of effective communication on HIV and AIDS messages		<ul style="list-style-type: none"> · analysing case studies on importance of effective communication on HIV and AIDS message · role playing importance of effective communication on HIV and AIDS messages 	<ul style="list-style-type: none"> · case studies · oral and written questions · teacher observation · peer assessment · self assessment · role play · singing · future's wheels 	<ul style="list-style-type: none"> · learners' experiences · role play exercises · songs · observation checklist · stories

Core element : Personal development

Primary outcome: The learners will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · guide counsel each other on everyday challenges 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain the importance of peer guidance and counselling groups 2 organise peer guidance and counselling groups 3 develop work plans that can be done in peer counselling groups 	<p>Peer guidance and counselling</p>	<ul style="list-style-type: none"> · discussing the importance of peer guidance and counselling · analysing case studies on peer guidance and counselling · organizing peer guidance and counselling groups · developing work plans for peer guidance and counselling 	<ul style="list-style-type: none"> · brainstorming · teacher observation · story telling · peer assessment · future's wheels · case studies · role play 	<ul style="list-style-type: none"> · learners' experiences · stories · braille materials · raised diagrams · sign language interpreters · poems · posters

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> manage stress and anxiety 	<p>1 explain the importance of managing stress and anxiety</p> <p>2 describe effects of stress and anxiety on people's health and future plans</p> <p>3 demonstrate how to manage stress and anxiety</p>	Stress and anxiety	<ul style="list-style-type: none"> brainstorming the importance of managing stress and anxiety discussing the importance of managing stress and anxiety describing the effects of stress and anxiety on people's health and future plans developing future's wheels on effects of stress and anxiety demonstrating how to manage stress and anxiety 	<ul style="list-style-type: none"> brainstorming teacher observation peer assessment self assessment future's wheels story telling role play 	<ul style="list-style-type: none"> learners' experiences braille materials observation checklists poems posters portfolios journals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of the importance of resolving conflicts peacefully 	<ol style="list-style-type: none"> explain the importance of resolving conflicts peacefully demonstrate how to resolve conflicts peacefully explain the effects of not resolving conflicts peacefully 	Peaceful conflict resolution	<ul style="list-style-type: none"> brainstorming ways of resolving conflicts peacefully discussing the importance of resolving conflicts peacefully role playing ways of resolving conflicts peacefully brainstorming effects of not resolving conflicts peacefully discussing effects of not resolving conflicts peacefully developing futures wheels on effects of not resolving conflicts peacefully 	<ul style="list-style-type: none"> discussion group work oral and written questions teacher observation peer assessment role play self assessment case study 	<ul style="list-style-type: none"> learners experiences poster/raised diagrams Braille materials role play exercise observation checklist stories

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of decision making and problem solving 	<p>1 explain how decision making and problem solving steps and skills can be used in solving problems</p> <p>2 explain the consequences of making rushed decisions when solving problems</p> <p>3 demonstrate making well thought decisions when solving problems</p>	<p>Decision making and problem solving</p>	<ul style="list-style-type: none"> discussing how decisions making and problem solving skills can be used when resolving child abuse situations analyzing case studies on solving problems discussing consequences of making rushed decision when solving problems role playing situations depicting well thought decisions when solving problems 	<ul style="list-style-type: none"> brainstorming oral and written questions peer assessment observation self assessment case studies singing role play discussion 	<ul style="list-style-type: none"> pictures charts learners stories sign language interpreter Braille materials portfolios raised diagrams diaries songs

Term 3

Core element : Personal development

Primary outcome: The learners will be able to use positive self esteem for achieving and extending personal potential to respond effectively to daily challenges

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> · apply the skills of self-esteem and assertiveness in everyday life 	<ol style="list-style-type: none"> 1 explain the importance of having high self-esteem and assertiveness 2 identify factors that can destroy self-esteem and assertiveness 3 explain ways of rebuilding self-esteem 4 demonstrate high self-esteem and assertiveness 	Self-esteem and assertiveness	<ul style="list-style-type: none"> · discussing the importance of having high self-esteem and assertiveness · identifying factors that can destroy self-esteem and assertiveness · discussing ways of rebuilding self-esteem and assertiveness · demonstrating situations that depict high self-esteem and assertiveness 	<ul style="list-style-type: none"> · discussion · teacher observation · peer assessment · oral questions · self assessment · future's wheels · role play · games · debate 	<ul style="list-style-type: none"> · learners · case studies · braille materials · sign language interpreter · raised diagrams

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of sexual harassment and abuse 	<ol style="list-style-type: none"> explain the meaning of the term sexual harassment and abuse describe causes of sexual harassment and abuse describe the dangers of sexual harassment and abuse identify appropriate ways and skills of protecting oneself from sexual harassment and abuse 	Sexual harassment and abuse	<ul style="list-style-type: none"> brainstorming the meanings of the terms “sexual harassment and abuse” discussing the meaning of the terms sexual harassment “and “sexual abuse” discussing causes of sexual harassment and abuse discussing appropriate ways and skills of protecting oneself from sexual harassment and abuse developing a future’s wheels on effects of sexual harassment and abuse 	<ul style="list-style-type: none"> posters discussion resource persons learners observation checklist case studies future’s wheels story telling 	<ul style="list-style-type: none"> learners posters stories braille materials resource person language specialist interpreter case studies portfolios journals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 identify responsible people or organisations to whom they can report sexual harassment and abuse cases	Sexual harassment and abuse	<ul style="list-style-type: none"> analyzing case studies on sexual harassment and abuse identifying responsibilities people or organizations to whom they can report sexual harassment and abuse cases discussing ways of protecting oneself from sexual harassment abuse 	<ul style="list-style-type: none"> posters discussion resource persons learners observation checklist case studies future's wheels story telling 	<ul style="list-style-type: none"> learners posters stories braille materials resource person language specialist interpreter case studies portfolios journals

Core element : Entrepreneurship and work of work

Primary outcome: The learner will be able to understand the world of work in its widest sense and demonstrate how to access further knowledge, skills and attitudes needed for work.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> practice entrepreneurship skills that will prevent the spread of HIV 	<ol style="list-style-type: none"> explain the importance of entrepreneurship identify appropriate entrepreneurship skills discuss appropriate skills of financial management in entrepreneurship explain effects of gender roles in entrepreneurship 	Entrepreneurship and HIV and AIDS	<ul style="list-style-type: none"> discussing the importance of entrepreneurship identifying appropriate entrepreneurship skills discussing appropriate skills of financial management discussing effect of gender role in entrepreneurship debating on the motion “poverty leads to contracting HIV” analysing the debate 	<ul style="list-style-type: none"> discussion teacher observation oral and written questions self assessment research story telling case studies 	<ul style="list-style-type: none"> learners resource persons posters raised diagrams diaries journals questionnaire resource persons braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of the importance of Anti Retro Viral (ARV's) 	<ol style="list-style-type: none"> explain the meaning of Anti Retro Viral (ARV's) explain how the ARV's work describe the side effects of ARV's explain the role of food during ARV's treatment identify institutions where to access ARV's 	Anti Retro Viral (ARV's)	<ul style="list-style-type: none"> brainstorming the meaning of ARV's discussing the meaning of ARV's discussing how the ARV's work explaining the side effects of ARV's discussing the importance of eating the right foods during ARV's treatment discussing institutions where they can access ARV's 	<ul style="list-style-type: none"> oral questions group discussion teacher observation peer assessment role play self assessment written exercises future's wheels 	<ul style="list-style-type: none"> resource persons learners observation checklist portfolios journals dairies case studies sign language specialist

Core element : Social development

Primary outcome: The learners will be able to live and work effectively as members of a family, a group, a community, a nation with respect for a gender equity and show an understanding of individual rights and responsibilities within the wider society

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learner are able to:</p> <ul style="list-style-type: none"> demonstrate the importance of supporting orphans and vulnerable children 	<p>The learners will be able to:</p> <ol style="list-style-type: none"> explain the meanings of the terms “orphan” and “vulnerable children” identify the needs of orphans and vulnerable children analysing ways of assisting orphans and vulnerable children 	<p>Orphans and vulnerable children</p>	<ul style="list-style-type: none"> brainstorming the meaning of the terms “orphans and “vulnerable children” discussing the meanings of the terms “orphan” and “vulnerable children” identifying the needs of orphans and vulnerable children discussing ways of assisting orphans and vulnerable children analysing case studies on ways of helping orphans and vulnerable children 	<ul style="list-style-type: none"> discussion teacher observation peer assessment written questions role playing self assessment case studies singing 	<ul style="list-style-type: none"> braille materials sign language interpreter resource persons observation checklist case study materials song

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Syllabus for Social and environmental sciences

Standard 8

Rationale

Social and Environmental Sciences will contribute to the development of the learners' full potential, identity, self-esteem and dignity through tracing their history and investigating the inter-relationship between Malawi and the world on one hand, and the individual, family, society and the environment, on the other. This will influence learners to act responsibly on the environment for its sustainable use.

Core elements and their outcomes

- a **Inter- relationship between individual, family society and the environment**
The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs and practices.
- b **Inter-dependence between Malawi and the world**
The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects.
- c **Environmental protection**
The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations.
- d **People and the environment**
The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts.
- e **Social Development**
The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law

Term 1

Core element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the solar system 	<p>The learners must be able to:</p> <p>1 describe the solar system</p>	Solar system	<ul style="list-style-type: none"> discussing the sun, stars and the moon discussing the stars, the moon and the sun brainstorming the meaning of the term 'solar system' 	<ul style="list-style-type: none"> brainstorming discussion question and answer teacher observation peer assessment demonstration group work explanation observation study circle 	<ul style="list-style-type: none"> resource person arial phones chart papers pental markers text books checklist Braille materials sign language interpreter global map showing solar system torch raised pictures

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe characteristics of the planets	Solar system	<ul style="list-style-type: none"> · identifying the planets in the solar system · drawing/tracing the solar system · discussing the characteristics of the planets · comparing of the earth and other planets 	<ul style="list-style-type: none"> · brainstorming · discussion · question and answer · teacher observation · peer assessment · demonstration · group work · explanation · observation 	<ul style="list-style-type: none"> · resource person · arial phones · chart papers · pental markers · text books · checklist · Braille materials · sign language interpreter · global map showing solar system · torch · raised pictures

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the shape of the earth 	1 describe the shape of the earth	The shape of the earth	<ul style="list-style-type: none"> examining the shape of the earth from the environment and pictures modeling a globe using paper, clay etc identifying proofs that the earth is round discussing proofs that show that the earth is round drawing proofs that show that the earth is round 	<ul style="list-style-type: none"> brainstorming discussion question and answer explanation teacher observation peer assessment demonstration role play group work 	<ul style="list-style-type: none"> chart papers pental markers text books checklist sign language interpreter balls torch map of the world environment global map

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> describe the movement of the earth 	<p>2 describe the movements of the earth</p> <p>3 explain the effects of rotation and revolution</p>	The earth's movement	<ul style="list-style-type: none"> demonstrating rotation and revolution using the globe and the torch deducing the terms 'rotation' and 'revolution' drawing the position of the earth on its axis discussing effects of rotation and revolution of the earth role playing rotation and revolution 	<ul style="list-style-type: none"> brainstorming discussion question and answer teacher observation peer assessment demonstration group work explanation observation 	<ul style="list-style-type: none"> resource person arial phones chart papers pental markers text books checklist Braille materials sign language interpreter global map showing solar system torch raised pictures

Core element : Interrelationship between individual, family and society

Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">· demonstrate an understanding of slave trade in West Africa (the Great Triangle slave trade)	The learners must be able to: 1 describe slave trade in West Africa	Slave trade in West Africa (the Great Triangle)	<ul style="list-style-type: none">· discussing the causes of slave trade· identifying groups of people and countries involved in slave trade in west Africa· locating places where the slaves were obtained	<ul style="list-style-type: none">· brainstorming· question and answer· discussion· explanation· teacher observation· debate· peer assessment· research	<ul style="list-style-type: none">· chart papers· pental pens· checklist· Braille papers· map of Africa and the world· stylus· text book· raised map

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain effects of slave trade	Slave trade in West Africa (the Great Triangle slave trade)	<ul style="list-style-type: none"> · discussing methods of obtaining slaves · tracing on the world map the movement of slaves (the great triangle movement) · stating effects of slave trade · discussing effects of slave trade on culture and other aspects · discussing how slave trade was abolished 	<ul style="list-style-type: none"> · discussion · explanation · question and answer · teacher observation · peer assessment 	<ul style="list-style-type: none"> · map of Africa · chart papers · magic markers · raised maps of Africa · Braille papers · stylus · glue · sign language · world map · raised world map

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the partition of Africa 	<p>1 identify the causes for the partitions of Africa</p> <p>2 describe the partition of Africa</p> <p>3 explain the effects of the partition of Africa</p>	<p>Partition of Africa</p>	<ul style="list-style-type: none"> brainstorming causes of the partitions of Africa discussing causes of partition of Africa identifying countries that partitioned Africa locating the countries that partitioned Africa on the world map drawing/tracing map of Africa showing how Africa was partitioned discussing effects of population of Africa debating on the partition of Africa 	<ul style="list-style-type: none"> brainstorming research demonstration group work explanation discussion question and answer debate group work teacher observation peer assessment 	<ul style="list-style-type: none"> text books text books checklist chart papers pental markers sign language interpreter Braille materials

Core element : Social Development

Primary outcome: The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law.

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of gender issues 	<p>Learners must be able to</p> <ol style="list-style-type: none"> explain gender related terms describe the impact of gender inequality 	<p>Gender equality in the society</p>	<ul style="list-style-type: none"> brainstorming the meaning of the term 'gender' discussing gender related terms discussing the impact of gender inequality in the school and society at large examining ways of reducing gender inequality in the school and society at large 	<ul style="list-style-type: none"> brainstorming discussion question and answer role play teacher observation peer assessment group work 	<ul style="list-style-type: none"> chart paper pental markers textbooks pictures/raised pictures Braille materials sign language interpreter checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify factors that promote gender imbalance</p> <p>4 analyze effects of gender stereotyping in development</p>		<ul style="list-style-type: none"> · role playing the impact of gender inequality in the society · identifying factors that promote gender imbalance · suggesting ways of promoting gender balance in the society · identifying situations where gender stereotyping is common · discussing effects of gender stereotyping in development 	<ul style="list-style-type: none"> · brainstorming · discussion · explanation · question and answer · teacher observation · peer assessment · group work · field visit to market 	<ul style="list-style-type: none"> · pictures/raised pictures · chart papers · pental markers · checklist · sample materials of trading goods eg: bicycles, radios · sign language interpreter · resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>1 describe cross cultural expressions in different societies</p> <p>2 identify forces that influence cultural change</p>	Culture	<ul style="list-style-type: none"> · role playing effects of gender stereotyping in development · discussing ways of preventing gender stereotyping · discussing the cross-cultural expressions through local and inter cultural festivals · role playing some of the cultural expressions · identifying forces that influence cultural change · identifying organizations which promote the preservation of culture 	<ul style="list-style-type: none"> · brainstorming · discussion · explanation · question and answer · teacher observation · peer assessment · group work · field visit to market 	<ul style="list-style-type: none"> · pictures/raised pictures · chart papers · penal markers · checklist · sample materials of trading goods eg: bicycles, radios · sign language interpreter · resource person · pictures · clothes · arts models · environment · resource person · songs · stories

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the Greek civilization 	<p>1 describe the factors that influenced the growth of Greek civilization</p> <p>2 explain the reasons for the decline of the Greek civilization</p> <p>3 explain the contributions of the Greeks to the world</p>	Greek civilization	<ul style="list-style-type: none"> locating the Greek civilization discussing the origins of Greek civilization discussing the factors that influenced the growth and of the Greek civilization brainstorming reasons for the decline of the Greek civilization discussing the reasons for the decline of Greek civilization finding out from the community the contributions from the Greeks discussing the contributions from Greeks to the world 		

Term 2

Core element : Environmental Protection

Primary outcome : The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">· describe mineral resources of the world	The learners must be able to: 1 identify mineral resources of the world	Mineral Resources of the world	<ul style="list-style-type: none">· brainstorming mineral resources of the world· discussing mineral resources of the world· isolating energy sources from the minerals· locating places where mineral resources are found on the world map	<ul style="list-style-type: none">· brainstorming· discussion· question and answer· teacher observation· peer assessment· research· education visit/field visit· group work	<ul style="list-style-type: none">· resource person· chart paper· pental pens· economic map of the world· pictures/raised pictures· Braille materials· checklist· magazines/newspapers· raised map· sign language interpreter

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 describe the uses of minerals</p> <p>3 explain ways through which minerals and their products can be used sustainably</p>		<ul style="list-style-type: none"> · discussing uses of minerals · identifying products made from minerals · discussing importance of minerals · suggesting ways through which mineral products can be reused · discussing ways of sustainable extraction of some minerals 	<ul style="list-style-type: none"> · brainstorming · discussion · question and answer · teacher observation · peer assessment · research · education visit/field visit · group work 	<ul style="list-style-type: none"> · resource person · chart paper · pental pens · economic map of the world · pictures/raised pictures · Braille materials · checklist · magazines/newspapers · raised map · sign language interpreter · coal · gemstone · copper products · aluminum products · assorted products

Core element : Interrelationship between individual, family and society

Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the Roman civilizations 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe factors that influenced the growth of Roman civilization explain factors for the decline of Roman civilization 	Roman civilization	<ul style="list-style-type: none"> discussing the origins of Roman civilization locating Roman civilization centre discussing the factors that influenced the growth of Roman civilization brainstorming the reasons for the decline of Roman civilization discussing the reasons for the decline of Roman civilization 		<ul style="list-style-type: none"> maps pictures artifacts

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the contributions of the Romans to the world	Roman civilization	<ul style="list-style-type: none"> · finding out from the community the contributions from the Romans · discussing the contributions from Romans to the world 		

Core element : Social Development

Primary outcome: The learner will be able to demonstrate an understanding of diverse cultures and religions through a commitment to moral values, human rights and the rule of law.

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of human rights 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> explain the types of human rights, freedoms and responsibilities describe rights of special groups of people explain the importance of observing human rights 	Human rights	<ul style="list-style-type: none"> brainstorming human rights discussing human rights classifying the human rights into types/categories identifying the rights of special groups of people discussing the rights of special groups of people discussing the importance of observing human rights discussing how human rights can be promoted 		

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of everyday economics 	<p>4 explain the effects of human rights abuse</p> <p>1 describe trade</p> <p>2 discuss factors that affect trade</p> <p>3 describe hire purchase</p>	<p>Trade and hire purchase</p>	<ul style="list-style-type: none"> identifying examples of when human rights abuse discussing the effects of abusing human rights discussing the importance of observing human rights discussing how human rights can be protected brainstorming meaning of the term 'trade' identifying types of trade discussing importance of trade discussing factors that affect trade brainstorming meaning of the term 'hire purchase' 	<ul style="list-style-type: none"> brainstorming discussion explanation question and answer teacher observation peer assessment group work field visit to market 	<ul style="list-style-type: none"> pictures/raised pictures chart papers pental markers checklist markets sample materials of trading goods eg bicycles, radios sign language interpreter resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of insurance 	<p>1 describe insurance</p> <p>2 examine the importance of insurance</p>	Insurance	<ul style="list-style-type: none"> discussing the advantages and disadvantages of hire purchase brainstorming meaning of the term 'insurance' discussing meaning of insurance discussing the types of insurance enlisting insurance policies discussing the importance of insurance identifying insurance companies in Malawi 	<ul style="list-style-type: none"> brainstorming discussion question and answer teacher observation peer assessment research 	<ul style="list-style-type: none"> chart paper pental markers text books Braille materials checklist resource person samples of insurance policies insurance brochures

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of budgeting 	1 identify types of budgets 2 describe the importance of budgeting	Budgeting	<ul style="list-style-type: none"> brainstorming meaning of the term 'budgeting' discussing meaning of the term 'budgeting' identifying types of budgets discussing the importance of budgeting discussing factors to be considered when budgeting debating the importance of budgeting 	<ul style="list-style-type: none"> brainstorming question and answer explanation discussion debate teacher assessment peer assessment 	<ul style="list-style-type: none"> charts pental markers text books checklist sign language interpreter resource person money pictures of social services raised pictures
	1 describe sources of government revenues	Malawi Revenue Authority	<ul style="list-style-type: none"> identifying how government raises revenue discussing how the government uses its revenue brains racing services the government provides to the people 		

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the role of the Malawi Revenue Authority 	<p>2 examine the role of the Malawi Revenue Authority (MRA)</p> <p>3 discuss the challenges faced by MRA</p>	<p>Malawi Revenue Authority</p>	<ul style="list-style-type: none"> discussing services the government provides to the people debating on the importance of paying taxes brainstorming the role of MRA discussing the role of MRA brainstorming the challenges faced by MRA suggesting solutions to the challenges faced by MRA carrying out advocacy campaign 	<ul style="list-style-type: none"> brainstorming question and answer explanation discussion debate teacher assessment peer assessment 	<ul style="list-style-type: none"> charts pental markers text books checklist sign language interpreter resource person

Core element : People and Environment

Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of civic rights and responsibilities 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe the main features of the Constitution of Malawi describe the structure of the Government of Malawi 	<p>The Constitution of the Republic of Malawi</p>	<ul style="list-style-type: none"> brainstorming the meaning of the term 'constitution' discussing the main features of the constitution of the Republic of Malawi discussing functions of the constitution of the republic of Malawi discussing the structure of the government of Malawi 	<ul style="list-style-type: none"> brainstorming question and answer discussion teacher observation peer assessment group work interview research explanation 	<ul style="list-style-type: none"> resource person constitution of the Republic of Malawi chart paper national flag laws of Malawi national anthem radio pictures/raised pictures Braille materials checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the national symbols of Malawi		<ul style="list-style-type: none"> · drawing/tracing the structure of the Government of Malawi · examining the national symbols of Malawi · discussing the significance of national symbols of Malawi · drawing national symbols of Malawi 	<ul style="list-style-type: none"> · discussion · question and answer · teacher observation · peer assessment · group work · demonstration · research · interviews · explanation · task analysis 	<ul style="list-style-type: none"> · models of nation court of arms · pictures/raised pictures · chart papers · pental markers · posters · banners · maps/raised maps · Braille materials · stylus · sign language interpreter · constitution of republic of Malawi · text books · newspapers/ magazines · checklist

Core element : Interrelationship between individual, family and society

Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of political history of Malawi 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe colonial period of Nyasaland explain advantages and disadvantages of Nyasaland as a British colony 	<p>Nyasaland as a British colony</p>	<ul style="list-style-type: none"> discussing factors that led Nyasaland to become a British protectorate describing how Nyasaland was administered as a colony discussing advantages and disadvantages of Nyasaland having been a British protectorate debating on the advantages and disadvantages of Nyasaland having been a British protectorate 	<ul style="list-style-type: none"> brainstorming research demonstration group work explanation discussion question and answer debate group work teacher observation peer assessment 	<ul style="list-style-type: none"> text books checklist chart papers pental markers sign language interpreter Braille materials

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of independent Malawi 	<p>1 describe the fight for independence of Malawi</p> <p>2 describe the socio economic developments under the Malawi Congress Party</p>	Independent Malawi	<ul style="list-style-type: none"> discussing Nyasaland African Congress discussing how Malawi attained self-government discussing the formation of Malawi Congress party (MCP) discussing how Malawi attained independence and republican status identify the socio economic developments under the Malawi Congress Party discussing socio economic development under the Malawi Congress Party 	<ul style="list-style-type: none"> explanation discussion question and answer debate group work teacher observation peer assessment 	<ul style="list-style-type: none"> reference books checklist chart papers pental markers sign language interpreter Braille materials

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain why Malawi changed from one party system of government to multiparty system	Independent Malawi	<ul style="list-style-type: none"> · discussing how Malawi changed from one party system to multiparty system of government · discussing the advantages and disadvantages of multiparty system in Malawi 	<ul style="list-style-type: none"> · explanation · discussion · question and answer · debate · group work · teacher observation · peer assessment 	<ul style="list-style-type: none"> · reference books · checklist · chart papers · pental markers · sign language interpreter · Braille materials

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of liberation of Africa 	<p>1 describe liberation of Africa</p> <p>2 describe the contributions of made by prominent African leaders towards the liberation of Africa</p>	Liberation of Africa	<ul style="list-style-type: none"> brainstorming the major liberation strategies used in Africa discussing the major liberation strategies used in Africa brainstorming past and present prominent African leaders discussing the contribution of past and present prominent African leaders towards the liberation of Africa 	<ul style="list-style-type: none"> brainstorming discussion explanation question and answer teacher observation peer assessment group work 	<ul style="list-style-type: none"> chart papers pental pens map of Africa checklist Braille papers glue text books stylus

Term 3

Core element : Interdependence between Malawi and the World

Primary outcome : The learner will be able to demonstrate an understanding of the position of Malawi within its regional and global contexts through an investigation of historical, geographical, social and environmental aspects

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · demonstrate an understanding of the major types of climates and natural vegetation of the world 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> 1 describe major types of climates of the world 	<p>World climate and natural vegetation</p>	<ul style="list-style-type: none"> · identifying major types of climates of the world · discussing characteristics of major types of climates of the world · locating major types of climate on the world map 	<ul style="list-style-type: none"> · brainstorming · discussion · question and answer · explanation · teacher observation · peer assessment · demonstration · role play · group work 	<ul style="list-style-type: none"> · chart papers · pental markers · text books · checklist · earth globe · sign language interpreter · balls · torch · global map · map of the world · environment · reference books · resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the influence of climate on vegetation	World Climate and natural vegetation	<ul style="list-style-type: none"> · explaining the influence of climate on vegetation · discussing the effects of climate and vegetation on human activities · locating types of natural vegetation of the world · discussing types of natural vegetation of the world 	<ul style="list-style-type: none"> · brainstorming · discussion · question and answer · explanation · teacher observation · peer assessment · demonstration · role play · group work 	<ul style="list-style-type: none"> · chart papers · pental markers · text books · checklist · sign language interpreter · balls · torch · global map · map of the world · environment · reference books · resource person

Core element : Environmental Protection

Primary outcome : The learner will be able to make informed decisions considering local, regional and global consequences to maintain a balance between humans and their environment to ensure its sustained use for present and future generations

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of environmental conservation and management 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> identify factors that cause desertification explain the effects of desertification identify organisations that conserve the environment 	<p>Environment al conservation and management</p>	<ul style="list-style-type: none"> brainstorming factors that cause desertification discussing causes of desertification on the environment discussing the effects of desertification drawing a problem tree on the effects of desertification suggesting ways of managing identifying projects to conserve the environment around the school carrying out projects to conserve the environment around the school 		<ul style="list-style-type: none"> local environment posters newspaper articles learners' experiences photographs pictures resource persons songs

Core element : People and Environment

Primary outcome : The learner will be able to demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of socio economic institutions operating in Malawi, Africa and the world 	<p>The learners must be able to:</p> <p>1 describe Socio economic institutions operating in Malawi, Africa and the world</p>	<p>Socio economic institutions</p>	<ul style="list-style-type: none"> identifying socio economic institutions in Malawi, Africa and the world discussing socio economic institutions in Malawi, Africa and the world 	<ul style="list-style-type: none"> brainstorming discussion question and answer education visit research teacher observation peer assessment group work map drawing task analysis 	<ul style="list-style-type: none"> tape/films resource person chart papers world maps map of Africa map of Malawi checklist Braille paper raised maps sign language pental markers hearing aids pictures/raised pictures stylus

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>2 explain aims and functions of socio economic institutions</p> <p>3 identify countries operating different socio economic institution</p>	Socio economic institutions	<ul style="list-style-type: none"> · researching on aims and functions of each of the socio economic institutions · discussing the aims and functions of each of the socio economic institutions · discussing advantages and disadvantages of the socio economic institutions · discussing conditions for each socio economic institutions · naming operating countries of each socio economic institutions · locating/tracing member countries on a map of the world 	<ul style="list-style-type: none"> · brainstorming · discussion · question and answer · group work · teacher observation · peer assessment · demonstration · task analysis · debate 	<ul style="list-style-type: none"> · charts · pental pens · text books · checklist · map of Malawi, Africa and the world · environment · resource person · pictures/raised pictures · Braille materials

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of regional and international organisations 	<p>1 identify some regional and international organisations</p> <p>2 describe the contributions of each of the regional and international organisations</p>	<p>International and regional organisations</p>	<ul style="list-style-type: none"> identifying some regional and international organizations: UND, AU, EU, ECOWAS, OPEC discussing the aims of each of the regional and international organizations finding out from the community the contributions made by the regional and international organizations discussing the contributions of each of the regional and international organisations 		<ul style="list-style-type: none"> map newspaper articles magazines resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of Commonwealth 	<p>1 explain the origin of the Commonwealth</p> <p>2 describe the activities of the Commonwealth</p> <p>3 describe the achievements of the commonwealth</p>	The Commonwealth	<ul style="list-style-type: none"> discussing the origin of the Commonwealth discussing the main aims of the Commonwealth compare the aims of the Commonwealth with those of AU listening to a resource person on the activities of the Commonwealth identifying institutions of the Commonwealth identifying local institutions and activities of the Commonwealth comparing the achievements of the Commonwealth with those of AU suggesting ways in which the activities of the Commonwealth can be improved 	<ul style="list-style-type: none"> brainstorming discussion question and answer group work teacher observation peer assessment demonstration task analysis debate 	<ul style="list-style-type: none"> map newspaper articles magazines resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of type of pollution 	<p>1 identify various types of pollution</p> <p>2 describe the effects of pollution</p> <p>3 identify factors that contribute to global warming</p>	pollution	<ul style="list-style-type: none"> brainstorming types of pollution discussing activities that lead to each type of pollution brainstorming the effects of pollution discussing the effects of pollution identifying factors that contribute to global warming discussing the effects of global warming 	<ul style="list-style-type: none"> brainstorming discussion question and answer group work teacher observation peer assessment demonstration task analysis debate 	<ul style="list-style-type: none"> charts pental pens text books checklist map of Malawi, Africa and the world environment resource person pictures/raised pictures Braille materials pesticides pictures of vehicles

Core element : Interrelationship between individual, family and society

Primary outcome : The learner will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural and religious beliefs and practices

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of family and rights of family members 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> identify types of families explain some advantages and disadvantages of each type of family explain some of the rights of family members 	<p>Family as a social institution and rights of family members</p>	<ul style="list-style-type: none"> discussing the meaning of family discussing types of families discussing the importance of a family as a family institutions discussing advantages and disadvantages of each type role playing some of the problems faced by each type of family finding out from different sources what family members are entitled to 	<ul style="list-style-type: none"> discussion observation explanations peer assessment teacher observations debate role play 	<ul style="list-style-type: none"> local environment pictures of people worshipping resource person pictures of large and small families pictures of over crowded classrooms

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate ways of caring for other people 	<p>1 describe people who need care</p> <p>2 state ways in which needy people are taken care of in their community</p>	Moral values	<ul style="list-style-type: none"> discussing the family entitlements (rights) discussing factors to consider when exercising one's rights mentioning people who need care stating reasons why they need care discussing ways of how people are taken care of in their community role playing ways of how needy people are taken care of in their community visiting the needy 	<ul style="list-style-type: none"> discussion observation explanations peer assessment teacher observations debate role play 	<ul style="list-style-type: none"> resource persons pictures/raised pictures charts

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Syllabus for Science and technology

Standard 8

Rationale

This subject contributes to the intellectual and practical development of the learners to enable them to manage the changes that modern science and technology, and indigenous knowledge bring to all sectors of the economy. The learners will achieve this through accessing and applying the modern science and technology, and indigenous knowledge in their everyday life.

Science and technology enables the learners, through investigation and inquiry, understand the basic knowledge and skills of science and technology through practice so as to integrate their use in their daily lives both at home and school.

The learners will use the acquired knowledge and skills of science and technology to investigate and understand the relationships between health and nutrition, production and marketing processes to improve the quality of life for themselves and others.

Core elements and their outcomes

- a. **Basic scientific knowledge, skills and attitudes**
The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.
- b. **Scientific investigation for application**
The learner will be able to investigate relationships, identify and solve practical problems in science and technology.
- c. **Knowledge for development**
The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.
- d. **Nutrition and health**
The learner will be able to demonstrate an understanding of the interrelationship between nutrition and health in homes, communities and the world.
- e. **Marketing**
The learner will be able to apply scientific and technological knowledge of production, use and marketing processes in economic activities in order to increase local productivity and contribute to the market economy of the country.
- f. **Managing change**
The learner will be able to understand, innovate and manage scientific and technological changes in the daily life with particular reference to the homes, schools and communities in Malawi.

Term 1

Core element : Scientific investigation for application

Primary outcome: The learner will be able to investigate relationships, identify and solve practical problems in science and technology.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">· use the findings from scientific investigations to solve practical problems in everyday life	Learners must be able to: <ol style="list-style-type: none">1 plan a scientific investigation2 conduct a scientific investigation to solve a given problem3 write a report of a scientific investigation	Scientific investigations	<ul style="list-style-type: none">· identifying problems in the area of science and technology· planning scientific investigations· carrying out the scientific investigations· reporting the findings of the investigations	<ul style="list-style-type: none">· brainstorming· research· investigation· question and answer· oral and written questions· teacher observation· self assessment· peer assessment· group work· project	<ul style="list-style-type: none">· TALULAR· the learners' experiences· the local environment· resources for conducting investigations· an observation checklist· rubrics· portfolios

Core element : Basic scientific knowledge, skills and attitudes

Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> develop an understanding of how the human circulatory system functions 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> identify the parts of the human circulatory system explain the functions of the parts of the human circulatory system 	<p>The human circulatory system</p>	<ul style="list-style-type: none"> discussing parts of the human circulatory system drawing and labelling the parts of the human circulatory system discussing the appearance of blood in the different parts of the human circulatory system discussing the functions of the parts of the human circulatory system discussing the blood circulation 	<ul style="list-style-type: none"> discussion peer assessment demonstration group/pair work self assessment question and answer oral and written questions teacher observation oral and written reports experimentation 	<ul style="list-style-type: none"> charts specimens of the heart and blood vessels diagrams of the heart rubrics an observation checklist TALULAR the learners' experiences fresh blood of an animal, eg, goat, chicken or cattle clear bottles

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	<p>3 describe the composition of blood</p> <p>4 explain the causes, effects and ways of controlling bleeding</p>	The human circulatory system	<ul style="list-style-type: none"> · discussing the composition of blood · discussing the role of each component of blood in the circulatory system · identifying causes of bleeding · discussing the effects of bleeding · discussing how bleeding can be controlled · discussing the importance of donating blood 	<ul style="list-style-type: none"> · group assessment · group/pair work · future's wheels · discussion · debate · case studies · research 	<ul style="list-style-type: none"> · pictures · containers · models of a heart

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of the human breathing system 	<p>1 identify the parts of the breathing system</p> <p>2 explain how breathing takes place</p> <p>3 explain how to care for the breathing system</p>	The human breathing system	<ul style="list-style-type: none"> discussing the parts of the breathing system drawing and labelling the parts of the breathing system modelling the parts of the breathing system discussing how breathing takes place demonstrating how breathing takes place discussing the importance of the breathing system discussing problems that can affect the breathing system discussing how to care for the breathing system 	<ul style="list-style-type: none"> question and answer games peer assessment discussion group assessment investigation assignments teacher observation self assessment oral and written questions oral and written reports 	<ul style="list-style-type: none"> charts rubrics pictures clay raised diagrams capillary tubes the learners' experiences razor blades and knives lung models balloons plastic bottles transparent jars TALULAR an observation checklist rubber sheets rubber bands

Core element : Nutrition and health

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between nutrition and health 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe the different ways of improving the nutritional value of food prepare, cook and serve food dishes with improved nutritional value 	<p>Improving the nutritional value of food</p>	<ul style="list-style-type: none"> discussing the different ways of improving the nutritional value of meals preparing nutritious meals discussing the food nutrients in the dishes prepared discussing the importance of improving the nutritional value of meals 	<ul style="list-style-type: none"> discussion question and answer teacher observation group work peer assessment self assessment oral and written reports investigation research 	<ul style="list-style-type: none"> foodstuffs charts raised diagrams pictures the learners' experiences cooking utensils tea towels rubrics TALULAR an observation checklist

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	3 explain the effects of poor and good nutrition	Improving the nutritional value of food	<ul style="list-style-type: none"> · discussing effects of poor and good nutrition on an individual, family, community and nation · discussing the importance of good nutrition 	<ul style="list-style-type: none"> · future's wheels · oral and written questions 	

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop an understanding of proper meal planning and preparation to meet the individual nutritional needs 	1 plan meals for the invalids, convalescents, vegetarians and elderly people	Meals for invalids, convalescents, vegetarians and elderly people	<ul style="list-style-type: none"> discussing the meanings of the terms: <ul style="list-style-type: none"> invalids convalescents vegetarians elderly people discussing the reasons why some people become vegetarians discussing suitable meals for the: <ul style="list-style-type: none"> invalids convalescents vegetarians elderly people planning meals for the invalids, convalescents, vegetarians and elderly people 	<ul style="list-style-type: none"> discussion question and answer teacher observation brainstorming peer assessment demonstration oral and written questions self assessment oral and written reports investigation research group work 	<ul style="list-style-type: none"> charts raised diagrams pictures the learners' experiences cooking utensils foodstuffs water tea towels TALULAR an observation checklist rubrics tea towels dish towels dish cloths cleaning materials

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 prepare, cook and serve meals for the invalids, convalescents, vegetarians and elderly people	Meals for invalids, convalescents, vegetarians and elderly people	<ul style="list-style-type: none"> · preparing meals for the invalids, convalescents, vegetarians and elderly people · cooking and serving meals for the invalids, convalescents, vegetarians and elderly people · displaying and evaluating the meals 	<ul style="list-style-type: none"> · discussion · question and answer · teacher observation · brainstorming · peer assessment · demonstration · oral and written questions · self assessment · oral and written reports · investigation · research · group work 	<ul style="list-style-type: none"> · charts · raised diagrams · pictures · the learners' experiences · cooking utensils · foodstuffs · water · tea towels · TALULAR · an observation checklist · rubrics · dish towels · dish cloths · cleaning materials

Core element : Knowledge for development

Primary outcome: The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · apply scientific and technological skills, values and attitudes to develop new technologies 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> 1 describe the different types of kitchens 2 improve a traditional kitchen 3 design and construct items to improve a traditional kitchen 	<p>Improving the traditional kitchen</p>	<ul style="list-style-type: none"> · discussing the types of kitchens · comparing a traditional and a modern kitchen · discussing the strengths and limitations of a traditional kitchen · suggesting the ways of improving a traditional kitchen · designing an improved traditional kitchen · constructing mud stoves, sun tables with a soak pit and mud shelves to improve a traditional kitchen 	<ul style="list-style-type: none"> · discussion · question and answer · peer assessment · teacher observation · self assessment · oral and written questions · oral and written reports · demonstration · group work · project 	<ul style="list-style-type: none"> · pictures · charts · local community · the learners' experiences · traditional and modern kitchens · TALULAR · rubrics · an observation checklist · materials for constructing mud stoves, sun tables and mud shelves

Core element : Marketing

Primary outcome: The learner will be able to apply scientific and technological knowledge of production, use and marketing processes in economic activities in order to increase local productivity and contribute to the market economy of the country.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of how to improve the quality of products 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> identify products that can be improved 	<p>Improving the quality of marketable products</p>	<ul style="list-style-type: none"> identifying the common products in the communities discussing the ways of improving the quality of the products 	<ul style="list-style-type: none"> discussion demonstration teacher observation field visits question and answer peer assessment group work investigation oral and written questions self assessment oral and written report research 	<ul style="list-style-type: none"> local environment TALULAR packaging materials assorted products foodstuffs an observation checklist newspaper cuttings posters charts/raised diagrams the learners' experiences rubrics

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	<p>2 practise how to improve products</p> <p>3 explain the importance of improving the quality of products</p>	Improving the quality of marketable products	<ul style="list-style-type: none"> · choosing products to be improved · discussing how to improve the products · practising how to improve the products · displaying the products for evaluation · discussing the effects of improving the quality of products · discussing the importance of improving the quality of products 		

Core element : Managing change

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of food processing 	<p>Learners must be able to:</p> <p>1 describe the different ways of processing food</p>	<p>Food processing</p>	<ul style="list-style-type: none"> brainstorm the meaning of the term 'food processing' discussing the meaning of the term 'food processing' discussing reasons for processing food discussing different techniques of processing food discussing the advantages and disadvantages of food processing 	<ul style="list-style-type: none"> brainstorming discussion investigation question and answer demonstration project teacher observation peer assessment self assessment oral and written questions oral and written reports 	<ul style="list-style-type: none"> the learners' experiences TALULAR pictures foodstuffs the local environment rubrics an observation checklist materials for processing food

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 practise processing different foods	Food processing	<ul style="list-style-type: none"> · identifying the materials for making: <ul style="list-style-type: none"> - jam - juices - syrup - peanut butter · discussing how to make: <ul style="list-style-type: none"> - jam - juices - syrup - peanut butter · practising how to make: <ul style="list-style-type: none"> - jam - juices - syrup - peanut butter · discussing how to improve the taste of the products made · practising how to improve the taste of the products made · practising how to store the products made 		

Team 2

Core element : Basic scientific knowledge, skills and attitudes

Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> develop an understanding of the process of human conception, growth and development 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe the process of conception in humans identify the needs of a pregnant woman and an unborn baby 	<p>Reproduction in humans</p>	<ul style="list-style-type: none"> discussing how pregnancy occurs discussing the signs and symptoms of pregnancy discussing the stages of the growth of a baby from conception to birth discussing the needs of a pregnant woman and an unborn baby, eg: <ul style="list-style-type: none"> food (balanced diet) rest antenatal care discussing how the unborn baby gets its food from the mother 	<ul style="list-style-type: none"> question and answer discussion peer assessment investigation self assessment teacher observation oral and written questions inquiry demonstration group/pair work peer assessment future's wheel 	<ul style="list-style-type: none"> charts raised diagrams pictures rubrics TALULAR the learners' experiences an observation checklist resource persons samples of contraceptives raised diagrams nappies soap water

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	<p>3 explain how to care for a baby</p> <p>4 identify common diseases of children</p>	Human reproduction	<ul style="list-style-type: none"> · discussing the time taken from conception to the birth of a baby · discussing how to take care of a baby: <ul style="list-style-type: none"> - exclusive breast feeding - complementary feeding - bathing - sleeping · demonstrating how to care for a baby · practising how to care for a baby · identifying the common diseases of children · discussing the effects of the diseases · discussing ways of preventing the diseases · discussing the importance of under-five clinics 		<ul style="list-style-type: none"> · basin · dolls · baby cot

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	5 explain the importance of family planning	Human reproduction	<ul style="list-style-type: none"> · discussing the reasons for family planning · discussing the family planning methods 		

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop an understanding of the existence and properties of substances in various states of matter 	1 describe solutions and mixtures	Solutions and mixtures	<ul style="list-style-type: none"> discussing the meanings of the following terms: <ul style="list-style-type: none"> solvent solution solute soluble insoluble investigating soluble and insoluble substances with respect to a given solvent discussing the meaning of the term 'mixture' discussing the composition of mixtures discussing different types of mixtures discussing uses of mixtures in everyday life 	<ul style="list-style-type: none"> oral questions discussion demonstration question and answer experimentation investigation peer assessment self assessment written questions teacher observation oral and written reports project 	<ul style="list-style-type: none"> beans sugar salt soda fertiliser soap powder maize flour ash sieves winnowers cloth filter paper rubrics solvents local environment TALULAR the learners' experiences an observation checklist maize grains

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	2 prepare different types of mixtures	Solutions and mixtures	<ul style="list-style-type: none"> · discussing how to prepare different types of mixtures · preparing the different types of mixtures 	<ul style="list-style-type: none"> · oral questions · discussion · demonstration · question and answer · experimentation · investigation · peer assessment · self assessment · written questions · teacher observation · oral and written reports · project 	<ul style="list-style-type: none"> · sugar · salt · soda · fertiliser · soap · flour · ash · sieve · winnower · cloth · filter paper · rubrics · solvents · the local environment · TALULAR · the learners' experiences · an observation checklist

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	3 separate different types of mixtures	Solutions and mixtures	<ul style="list-style-type: none"> · discussing how to separate mixtures using various ways · separating the mixtures using various ways, such as: <ul style="list-style-type: none"> - filtration - sieving - magnetisation - winnowing - hand picking - decantation - distillation · discussing the importance of the separation of mixtures in everyday life 		<ul style="list-style-type: none"> · sources of heat · evaporation container · mixtures · containers · iron filings · magnets · water · rubrics · distillation apparatus

Core element : Nutrition and health

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> develop an understanding of the methods of cooking food 	<p>Learners must be able to:</p> <p>1 describe the baking method of cooking</p> <p>2 practise baking food</p>	<p>Methods of cooking</p>	<ul style="list-style-type: none"> discussing the meaning of the term 'baking method of cooking' identifying baked foods in the communities discussing the rules for baking food discussing the advantages and disadvantages of baking observing a demonstration on baking food practising how to bake different types of food displaying and evaluating the baked foods 	<ul style="list-style-type: none"> brainstorming group work demonstration teacher observation peer assessment discussion self assessment oral and written questions question and answer investigation project 	<ul style="list-style-type: none"> cooking utensils foodstuffs ingredients tea towels dish cloths cleaning materials water the learners' experiences rubrics an observation checklist TALULAR sources of heat

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	<p>3 describe the roasting method of cooking</p> <p>4 practise roasting food</p>	Methods of cooking	<ul style="list-style-type: none"> · brainstorming the meaning of 'roasting method of cooking' · identifying the different types of foods that can be roasted · discussing the rules of roasting food · discussing the advantages and disadvantages of roasting food · observing a demonstration on the roasting method of cooking · practising how to roast the different types of food · displaying and evaluating the roasted foods · comparing the baking and the roasting methods of cooking 		

Core element : Managing change

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> initiate the innovations and technologies that can be used to conserve the environment 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe the activities that lead to the destruction of environment make the technologies for conserving the environment 	<p>Technologies for conserving the environment</p>	<ul style="list-style-type: none"> identifying the activities that lead to the destruction of the environment discussing the activities that lead to the destruction of the environment discussing the effects of destroying the environment identifying environment friendly technologies used in the communities to conserve the environment, eg: <ul style="list-style-type: none"> solar driers solar cookers biogas fuel saving stoves compositing 	<ul style="list-style-type: none"> question and answer discussion brainstorming peer assessment pair work project self assessment teacher observation oral and written questions oral and written reports investigation 	<ul style="list-style-type: none"> the local environment charts models of technologies resource persons TALULAR the learners' experiences portfolios pictures an observation checklist rubrics

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			<ul style="list-style-type: none"> · discussing the technologies for conserving the environment · making some of the technologies for conserving the environment · testing the technologies for conserving the environment 	<ul style="list-style-type: none"> · research 	

Term 3

Core element : Basic scientific knowledge, skills and attitudes

Primary outcome: The learner will be able to understand and apply scientific knowledge, skills and attitudes to solve everyday problems and provide a base for further learning.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">analyse the sources and uses of electricity	Learners must be able to: 1 identify sources of electricity 2 construct series and parallel circuits	Electricity and simple circuits	<ul style="list-style-type: none">discussing the sources of electricityidentifying the negative and positive terminals of a cellconstructing simple electric circuits using cells, bulbs, switches and connectorsdrawing electric circuits using symbols to represent a bulb, cell and switchdiscussing what causes a bulb to give light	<ul style="list-style-type: none">oral questionsdiscussiondemonstrationquestion and answerexperimentationgamesinvestigationwritten questionsself assessmentpeer assessmentteacher observationoral and written reports	<ul style="list-style-type: none">cellsconductors of electricitytorch bulbsimprovised battery holderscircuit boardsrubricswiresan observation checklistTALULARthe learners' experiencesswitches

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
	3 describe the uses of electricity in everyday life	Electricity and simple circuits	<ul style="list-style-type: none"> · discussing series and parallel circuits · constructing series and parallel circuits · drawing the parallel and series circuits · exploring switching applications in everyday life · investigating the effects of using series and parallel circuits on the brightness of bulbs · discussing the uses of electricity in everyday life · discussing the importance of safety when using electrical appliances · exploring ways of producing electricity using locally available resources 	<ul style="list-style-type: none"> · demonstration · group/pair work · research · group work · pair work 	<ul style="list-style-type: none"> · an observation checklist · the learners' experiences · non-conductors of electricity · cardboards · tins · electrical appliances · pencils · boards

Core element : Nutrition and health

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the relationships among income, food supply, family size and nutrition 	<p>Learners must be able to:</p> <p>1 describe the relationships among income, food supply and family size</p>	<p>Family size, income and food supply</p>	<ul style="list-style-type: none"> discussing the meanings of the terms: <ul style="list-style-type: none"> family size income food supply discussing the effects of family size, income and food supply on the nutritional status of family members discussing the advantages of a small family size in relation to the nutritional status of family members 	<ul style="list-style-type: none"> question and answers teacher observation brainstorming peer assessment future's wheels self assessment oral and written questions discussion 	<ul style="list-style-type: none"> charts pictures raised diagrams an observation checklist rubrics TALULAR the learners' experiences

Core element : Knowledge for development

Primary outcome: The learner will be able to interpret and apply scientific and technological knowledge with ethical responsibility for the environment as well as making improvements in the quality of life and develop respect for vocational work.

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of laundering different garments and linen 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> launder family clothes and bed linen 	<p>Laundering clothes and bed linen</p>	<ul style="list-style-type: none"> identifying fibres from which clothes and bed linen are made classifying clothes according to type of fibre demonstrating how to launder family clothes and bed linen made from synthetic and natural fibres practising how to launder family clothes and bed linen 	<ul style="list-style-type: none"> discussion demonstration group/pair work question and answer teacher observation oral and written questions self assessment peer assessment project 	<ul style="list-style-type: none"> various garments bed linen laundry equipment laundry materials water an observation checklist TALULAR rubrics the learners' experiences

Core element : Managing change

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of HIV and AIDS 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> describe how HIV is transmitted care for people living with HIV and AIDS 	HIV and AIDS	<ul style="list-style-type: none"> discussing the meanings of the abbreviations: <ul style="list-style-type: none"> HIV AIDS discussing how HIV is transmitted discussing common infections associated with HIV and AIDS discussing ways of preventing the spread of HIV brainstorming the needs of people living with HIV and AIDS discussing ways of caring for people living with HIV and AIDS 	<ul style="list-style-type: none"> brainstorming discussion written tests question and answer values clarification demonstration peer assessment self assessment teacher observation investigation project role play 	<ul style="list-style-type: none"> the learners' experiences the local environment pictures charts resource persons TALULAR rubrics an observation checklist

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Syllabus for Agriculture

Standard 8

Rationale

Agriculture contributes more than 60% of Malawi's economy. Over 80% of the population are fully involved in farming to earn a living. Agriculture as a subject in primary schools is a prerequisite for both individual and national development and contributes to the physical and intellectual development of the learner. Since primary education is terminal to the majority of the learners, it is important to equip them with relevant knowledge, appropriate skills and positive values to enable them function as responsible and productive adults in the society.

Learners will apply the acquired knowledge and skills for environmental conservation, sustainable crop and animal production and efficient marketing of the products to maximize profits.

The curriculum also caters for the academic needs of those learners who proceed to secondary education.

Core elements and their outcomes

a **Farm business and marketing**

The learner will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises.

b **Agricultural Environment and Soil Science**

The learner will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainability.

c **Farm tools, machinery and technology**

The learner will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity.

d **Crop production**

The learner will be able to grow selected field crops, vegetables and flowers profitably.

e **Livestock production**

The learner will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

f **Agroforestry**

The learner will be able to incorporate agro forestry concepts and skills to improve crop and livestock production for environmental sustainability.

Term 1

Core element : Farm business and marketing

Primary outcome: The learners will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">demonstration an understanding of knowledge, skills and values of economic principles in agricultural production	The learners must be able to: 1 describe problems of farm business	Problems of farm business	<ul style="list-style-type: none">brainstorming problems of farm businessdiscussing the problems of farm business:<ul style="list-style-type: none">what to producewhen to producehow to producewhere to producehow much to produce	<ul style="list-style-type: none">discussingbrainstormingquestion and answerpeer assessmentteacher observationdebatecase study	<ul style="list-style-type: none">learners' experienceschartspicturescase studiestopics for debate

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 explain the principles that can be used to solve the problems of farm business	Principles of farm business	<ul style="list-style-type: none"> • discussing solutions to the problems of farm business • discussing economic principles in agricultural production: <ul style="list-style-type: none"> - supply and demand - comparative advantage - substitution of inputs • applying principles of farm business in decision making • visiting a farm to observe how the economic principles are applied • recording the observation • reporting the findings 	<ul style="list-style-type: none"> • brainstorming • discussion • question and answer • peer assessment • teacher observation • field visits 	<ul style="list-style-type: none"> • learners' experiences • charts

Core element : Agricultural environment and soil science

Primary outcome: The learners will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of soil fertility 	<p>The learners must be able to:</p> <p>1 identify fertile and infertile soils</p>	Soil fertility	<ul style="list-style-type: none"> brainstorming the meaning of the term “soil fertility” discussing the meaning of the term “soil fertility” brainstorming the characteristics of fertile and infertile soils discussing the characteristics of fertile and infertile soils 	<ul style="list-style-type: none"> field visit discussion recording reporting question and answer written tests/ exercises brainstorming teacher observation 	<ul style="list-style-type: none"> school garden soil samples local environment learners’ experiences resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
			<ul style="list-style-type: none"> • visiting local environment to observe fertile and infertile soils • recording the observations • reporting the observations on fertile and infertile soils 		

Core element : Farm tools, machinery and technology

Primary outcome: The learners will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of indigenous farm machinery and technologies 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> identify different types of indigenous farm machinery and technologies in their communities 	<p>Indigenous farm machinery and technologies</p>	<ul style="list-style-type: none"> brainstorming various indigenous farm machinery and technologies discussing various indigenous farm machinery and technologies: <ul style="list-style-type: none"> - planting frames - querns (mphero) - leaf bags (zikwatu) - pesticides: ash Tephrosia muwawane marigold soot (mwayi) 	<ul style="list-style-type: none"> discussion demonstration role playing brainstorming question and answer quiz explanation research field visit 	<ul style="list-style-type: none"> loaners' experiences local community farm tools indigenous farm machinery resource persons questionnaire

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 explain uses of different indigenous farm machinery and technologies	Use of indigenous farm machinery and technologies	<ul style="list-style-type: none"> visiting the community to observe indigenous farm machinery and technologies recording the observations carrying out simple survey on indigenous farm machinery and technologies brainstorming uses of different indigenous farm machinery and technologies discussing uses of different indigenous farm machinery and technologies 	<ul style="list-style-type: none"> discussion demonstration role playing brainstorming question and answer quiz explanation 	<ul style="list-style-type: none"> indigenous farm machinery and technologies local environment resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
			<ul style="list-style-type: none"> • demonstrating the use of different indigenous farm machinery and technologies • practising how to use indigenous farm machinery and technologies 		

Core element : Crop production

Primary outcome: The learners will be able to grow selected field crops, vegetables and flowers profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners is able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the knowledge, skills and values of importance and environmental factors for fruit production 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the importance of fruits identify exotic and indigenous fruits 	<p>Importance of fruits</p> <p>Classification of fruits</p>	<ul style="list-style-type: none"> brainstorming importance of fruits discussing the importance of fruits collecting samples of fruits grown in the area classifying the fruits into <ul style="list-style-type: none"> exotic indigenous 	<ul style="list-style-type: none"> brainstorming discussion question and answer written exercise oral questions teacher observation discussion question and answer written exercises teacher observation peer assessment oral questions 	<ul style="list-style-type: none"> learners' experiences processed products from fruits pictures of some processed products raised diagrams samples of fruits local community raised pictures

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	3 describe the environmental conditions suitable for growing fruits	Suitable conditions for fruit production	<ul style="list-style-type: none"> • brainstorming the suitable conditions for growing fruits • discussing environmental conditions suitable for various types of fruits • locating on a map of Malawi the main fruit growing areas • selecting fruits to be grown in the orchard 	<ul style="list-style-type: none"> • brainstorming • discussion • question and answer • demonstration 	<ul style="list-style-type: none"> • charts/pictures showing fruits • map of Malawi • posters • templates of map of Malawi

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	4 prepare land for fruit growing	Land preparation	<ul style="list-style-type: none"> • discussing the appropriate time for preparing land for growing fruits • brainstorming activities involved in the preparation of land for growing fruits • discussing activities involved in the preparation of land for growing fruits • preparing land for growing fruits 	<ul style="list-style-type: none"> • brainstorming • discussion • question and answer • written exercise • oral questions • teacher observation • excursion • demonstration • practical work 	<ul style="list-style-type: none"> • learners' experiences • processed products from fruits • pictures of some processed products • raised diagrams • local environment • hoes • rake • garden

Core element : Livestock production

Primary outcome: The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
We will know this when the learners is able to: <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of management principles of fish 	The learners must be able to: <ol style="list-style-type: none"> explain the importance of fish farming 	Importance of fish farming	<ul style="list-style-type: none"> discussing the meaning of the term 'fish farming' brainstorming the importance of "fish farming" discussing the importance of fish farming in Malawi 	<ul style="list-style-type: none"> brainstorming discussion explanation role play debate case study 	<ul style="list-style-type: none"> learners' experiences local environment topics for debate case studies
	<ol style="list-style-type: none"> select suitable species of fish for farming 	Selection of fish for farming	<ul style="list-style-type: none"> identifying different species of fish suitable for farming discussing characteristics of fish species suitable for farming 	<ul style="list-style-type: none"> interview drawing modelling teacher observation peer assessment 	<ul style="list-style-type: none"> interview schedule checklist rubrics specimens of fish

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	3 construct a fish pond	Pond construction	<ul style="list-style-type: none"> • drawing suitable species of fish • selecting the species of fish suitable for farming • discussing the factors considered when selecting a site for fish pond • brainstorming the materials needed for the construction of a fish pond • visiting a nearby fish farm to observe how the fish pond was constructed • recording and reporting the observations • drawing plan of fish pond/modelling a fish pond 	<ul style="list-style-type: none"> • question and answer • written quiz • portfolio • brainstorming • discussion • question and answer • debating • peer assessment • teacher observation • demonstration • group work • field trip • written tests • practical work 	<ul style="list-style-type: none"> • materials needed for fish pond construction • pupils' experiences • resource persons • farming community • land • checklist • fish pond • learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	4 stock the pond	Stocking the fish pond	<ul style="list-style-type: none"> constructing a fish pond discussing the meaning of the term 'stocking' discussing the meaning of the term 'fingerlings' discussing the procedure to be followed when stocking a fish pond stocking the fish pond 	<ul style="list-style-type: none"> brainstorming discussion educational visit rubrics written tests portfolio peer assessment teacher observation 	<ul style="list-style-type: none"> fingerlings water buckets fish pond weigh scale pails pictures raised diagram checklists learners' experiences
	5 explain feed and feeding procedure of fish	Fish feeding	<ul style="list-style-type: none"> discussing types of feeds for fish: discussing the suitable amounts of feed for fish feeding the fish in the pond 	<ul style="list-style-type: none"> brainstorming discussion drawing modelling demonstration teacher assessment observation 	<ul style="list-style-type: none"> feed samples weigh scale pails checklist

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	6 control fish parasites	Parasites of fish	<ul style="list-style-type: none"> • discussing the signs of overfeeding of fish in a pond • visiting a fish farm to observe feeding fish in ponds • recording and reporting the observations • discussing parasites of fish • drawing the parasites of fish • discussing effects of the parasites of fish • discussing control measures of fish parasites • controlling fish parasites 	<ul style="list-style-type: none"> • written tests • practical • peer assessment • discussion • observation • drawing • practical work 	<ul style="list-style-type: none"> • samples of fish parasites • pictures/ drawings • posters • raised pictures and posters • learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	7 control fish predators	Fish predators	<ul style="list-style-type: none"> • discussing the meaning of the term “predator” • discussing fish predators • drawing fish predators • discussing effects of fish predators • discussing control measures of fish predators • controlling fish predators 	<ul style="list-style-type: none"> • brainstorming • discussion • drawing • identification • modelling • observation • teacher assessment • peer assessment 	<ul style="list-style-type: none"> • models of predators • pictures/ drawings of predation • posters • raised diagrams • checklist • traps • scare-crows
	8 maintain a fish pond	Pond maintenance	<ul style="list-style-type: none"> • discussing how to maintain a fish pond • demonstrating how to maintain a fish pond 	<ul style="list-style-type: none"> • discussion • demonstration • practical work • group work 	<ul style="list-style-type: none"> • rammers • pond • hoes • learners’ experience

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	9 harvest fish from a pond	Fish harvesting	<ul style="list-style-type: none"> • practising how to maintain a fish pond • visiting a fish farmer to observe how a fish pond is maintained • recording and reporting the observations • discussing methods of harvesting fish • demonstrating how to harvest fish • harvesting fish 	<ul style="list-style-type: none"> • teacher assessment • peer assessment • written tests • question and answer • discussion • demonstration • practical work 	<ul style="list-style-type: none"> • slashers • axes • rakes • panga knives • fish nets • fish hooks • drums • measuring boards • baskets
	10 market fish	Fish processing	<ul style="list-style-type: none"> • discussing different methods of processing fish • demonstrating methods of processing fish • processing fish 	<ul style="list-style-type: none"> • discussion • demonstration • question and answer • practical work • teacher observation 	<ul style="list-style-type: none"> • fire • wire mesh • firewood • knives • baskets • salts • assessment checklist

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
		Grading fish	<ul style="list-style-type: none"> • grading the fish • displaying fish for sale • selling fish • keeping records of sales 	<ul style="list-style-type: none"> • peer assessment • written tests • discussion • practical work 	<ul style="list-style-type: none"> • display table • grading board • samples of fish • local environment • learners' experiences

Core element : Agroforestry

Primary outcome: The learners will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, values and skills of establishing an agroforestry plot 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> establish an agroforestry plot 	<p>Agroforestry plot establishment</p>	<ul style="list-style-type: none"> discussing cultural practices when establishing an agroforestry plot designing an agroforestry plot preparing land for an agroforestry plot planting the selected trees 	<ul style="list-style-type: none"> brainstorming discussion demonstration practical work teacher observation peer assessment checklist rubrics 	<ul style="list-style-type: none"> local environment school garden agroforestry trees arable crops pupils' experiences hoes panga knives organic manure

Term 2

Core element : Farm business and marketing

Primary outcome: The learners will be able to apply basic knowledge, skills and values of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of risks in farm business and how to deal with them 	<p>The learners must be able to:</p> <p>1 describe risks in farm business</p>	<p>Risks in farm business</p>	<ul style="list-style-type: none"> brainstorming the meaning of the term “risks” in farm business discussing the meaning of the term “risks” in farm business identifying some risks associated with farm business <ul style="list-style-type: none"> weather changes fire price changes pests and diseases floods 	<ul style="list-style-type: none"> brainstorming discussion recording portfolio question and answer peer assessment teacher observation case study debate role play futures’ wheels 	<ul style="list-style-type: none"> local environment learners’ experiences topics for debate case studies

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 explain how to cope with risks in farm business	Risk management	<ul style="list-style-type: none"> - policy changes • discussing risks associated with agriculture as a business • brainstorming how to cope with risks in farm business • discussing how to cope with risks in farm business • visiting farms to observe results of risk taking in farm business • recording the observations • reporting the findings 	<ul style="list-style-type: none"> • brainstorming • discussion • recording • portfolio • question and answer • peer assessment • teacher observation • field trips • practical 	<ul style="list-style-type: none"> • local environment • learners' experiences

Core element : Agricultural environment and soil science

Primary outcome: The learners will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of soil nutrients 	<p>The learner must be able to:</p> <ol style="list-style-type: none"> describe major soil nutrients describe deficiency signs of major soil nutrients in main food crops 	<p>Soil nutrients</p> <p>Deficiency signs</p>	<ul style="list-style-type: none"> listing soil nutrients grouping the nutrients: <ul style="list-style-type: none"> major minor discussing uses of some major soil nutrients: <ul style="list-style-type: none"> nitrogen phosphorus potassium visiting a school garden to observe some nutrient deficiency signs in maize, cassava and groundnuts 	<ul style="list-style-type: none"> excursion discussion demonstration drawing reporting question and answer case study 	<ul style="list-style-type: none"> school garden samples of plants with deficiency signs case study passage learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
			<ul style="list-style-type: none"> • identifying the deficiency signs • recording the observations • reporting deficiency signs observed • drawing the affected crops 	<ul style="list-style-type: none"> • teacher observation • written tests • practical • field visit • demonstration • peer assessment • question and answer 	<ul style="list-style-type: none"> • local environment • soil

Core element : Farm tools, machinery and technology

Primary outcome: The learners will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of the role of technology in agricultural production 	<p>The learner must be able to:</p> <ol style="list-style-type: none"> identify agricultural technologies that can be used to improve productivity 	<p>Modern agricultural technologies</p>	<ul style="list-style-type: none"> discussing modern agricultural technologies that can be used to improve productivity: <ul style="list-style-type: none"> irrigation weeding using herbicides composting toilets <ul style="list-style-type: none"> skyloo arborloo permaculture 	<ul style="list-style-type: none"> discussion drawing modeling interview teacher observation peer assessment written test 	<ul style="list-style-type: none"> learners' experiences local community pictures raised diagrams

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 describe how agricultural technologies can improve productivity	Improving agricultural productivity through technologies	<ul style="list-style-type: none"> visiting farms to find out how agricultural technology improves productivity recording the observations reporting the findings brainstorming how agricultural technology improves productivity discussing how agricultural technology improves productivity 	<ul style="list-style-type: none"> checklist teacher observations peer assessment written test task analysis visits/field trips discussion demonstration interviews 	<ul style="list-style-type: none"> learners' experiences local community checklist interview schedule samples of agricultural technologies local community learners' experiences

Core element : Crop production

Primary outcome: The learners will be able to grow selected field crops, vegetables and flowers and apply the recommended husbandry practices accordingly.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of methods of fruit propagation 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> propagate fruits 	<p>Fruit propagation</p>	<ul style="list-style-type: none"> discussing the meaning of the term “fruit propagation” brainstorming methods of fruit propagation discussing methods of fruit propagation: <ul style="list-style-type: none"> - budding - stem cuttings - seed - grafting demonstrating fruit propagation propagating fruits 	<ul style="list-style-type: none"> discussion brainstorming demonstration question and answer written exercises teacher observation oral questions checklist rubrics 	<ul style="list-style-type: none"> learners’ experiences fruit trees suckers seeds resource persons stem cuttings

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of fruit husbandry practices 	2 plant bananas, paw-paws, guavas and indigenous fruits	Establishment of an orchard	<ul style="list-style-type: none"> discussing appropriate time for planting bananas, paw-paws, guavas and indigenous fruits brainstorming how to plant paw-paws, bananas, guavas indigenous fruits demonstrating how to plant bananas, pawpaws, guavas and indigenous fruits planting bananas, paw-paws, guavas and indigenous fruits 	<ul style="list-style-type: none"> discussion brainstorming demonstration practical written exercise teacher observation oral questions checklist rubrics 	<ul style="list-style-type: none"> orchard field learner's experiences tree seedlings water baskets

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	<p>3 apply manure, fertilizers to bananas, paw-paws, guavas and indigenous fruits</p> <p>4 weed an orchard</p>	<p>Fertilizer application</p> <p>Weeding an orchard</p>	<ul style="list-style-type: none"> • discussing when, how, type and amount of manure or fertilizers to apply in bananas, paw-paws, guavas and indigenous fruits • applying manure or fertilizers to bananas, pawpaws, guavas and indigenous fruits • discussing methods of weeding an orchard: <ul style="list-style-type: none"> - hand weeding - slashing - light hoeing - chemical weeding • demonstrating how to weed an orchard • practising how to weed an orchard 	<ul style="list-style-type: none"> • discussion • brainstorming • demonstration • practical • written exercise • teacher observation • oral questions • brainstorming • discussion • demonstration • practical work • drawing • teacher observation • written exercises • checklist 	<ul style="list-style-type: none"> • baskets • various types of fertilizers • manure • containers • farm tools • fertilizer cups • learners' experiences • samples of weeds • orchard • hoes • slashers

Core element : Livestock production

Primary outcome : The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate understanding of knowledge, skills and values in the goats 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain importance of goats 	<p>Importance of goats</p>	<ul style="list-style-type: none"> identifying products from goats discussing the importance of goats 	<ul style="list-style-type: none"> discussion teacher observation peer assessment case study debate role paly futures' wheels 	<ul style="list-style-type: none"> case studies topics for debate observation checklist farming community charts of showing goats, goat products raised diagrams learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	<p>2 describe different breeds of goats</p> <p>3 explain methods of improving the local goats</p>	<p>Breeds of goats</p> <p>Improving local goats</p>	<ul style="list-style-type: none"> discussing different breeds of goats based on functions: <ul style="list-style-type: none"> milk meat hair visiting a near by goat farm to identify breeds of goats brainstorming ways of improving local goat recording the observation reporting the observation discussing characteristics of goats suitable for improving the herd 	<ul style="list-style-type: none"> discussion question and answer written tests peer assessment oral questions peer observation discussion brainstorming field visit demonstration practical work 	<ul style="list-style-type: none"> farming community charts showing goats and housing goat products raised diagrams pictures charts products from goats learners' experiences farming community charts showing improved goats

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	4 construct a suitable goat house	Goat house construction	<ul style="list-style-type: none"> • discussing methods of improving the local goats: <ul style="list-style-type: none"> - selection - crossing breeding - outbreeding • brainstorming types of goat houses • discussing types of goat houses • visiting a goat farm to observe types of goat house • recording the observations • reporting the findings • drawing goat houses • modelling goat houses • constructing a suitable goat house 	<ul style="list-style-type: none"> • field visit • practical work • brainstorming • discussion • drawing • modelling 	<ul style="list-style-type: none"> • local environment • constructing materials • models of goat houses • pictures • raised pictures

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	5 feed goats	Goat feeding	<ul style="list-style-type: none"> • discussing feeding habits of goats • identifying feeds suitable for goats • visiting a goat farm to observe what goats are fed • recording the observations • reporting the findings • feeding goats 	<ul style="list-style-type: none"> • field visit • practical work • group work • peer assessment • teacher observation • discussion 	<ul style="list-style-type: none"> • samples of goat feeds • local environment • goats
	6 control diseases and parasites in goats	disease and parasites in goats and their control	<ul style="list-style-type: none"> • identifying diseases and parasites of goats • drawing parasites of goats • modelling parasites of goats • discussing effects of diseases and parasites on goats 	<ul style="list-style-type: none"> • discussion • demonstration • practical work • peer assessment • teacher observation • drawing • field visit 	<ul style="list-style-type: none"> • parasites specimens • checklist • bottles for keeping parasites • learners' experiences • drugs • preservation liquid

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
			<ul style="list-style-type: none"> • discussing signs and symptoms of diseases in goats • discussing how diseases and parasites are controlled in goats • demonstrating how diseases and parasites are controlled in goats • controlling diseases and parasites of goats 		

Core element : Agroforestry

Primary outcome: The learner will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learner is able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge and skills of managing agroforestry plots 	<p>The learner must be able to:</p> <ol style="list-style-type: none"> manage an agroforestry plot 	<p>Agroforestry plot management</p>	<ul style="list-style-type: none"> discussing ways of managing agroforestry plot <ul style="list-style-type: none"> weeding/banking fertilizer and manure application pest and disease control demonstrating agroforestry management practices carrying out agroforestry management practices 	<ul style="list-style-type: none"> discussion demonstration practical work teacher observation peer assessment 	<ul style="list-style-type: none"> farm tools fertilizer/manure pegs ropes learners' experiences chemicals

Term 3

Core element : Farm business and marketing

Primary outcome: The learners will be able to apply basic knowledge and skills of farm business and marketing to increase the profitability of agricultural enterprises

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of knowledge, skills and values of the problems of agricultural marketing and their solutions	The learners must be able to: 1 identify problems associated with the marketing of agricultural products	Problems of Agricultural marketing	<ul style="list-style-type: none">• discussing problems associated with marketing agricultural produce:<ul style="list-style-type: none">- bulkiness of the produce- seasonality of produce- perishability of produce• visiting a market to inquire problems of marketing agricultural	<ul style="list-style-type: none">• brainstorming• discussion• question and answer• peer assessment• teacher observation• field visits• interview• case study• futures' wheels	<ul style="list-style-type: none">• local environment• learners' experiences• questionnaire• case studies

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 explain possible solutions of the problems of agricultural marketing	Solutions to problems of agricultural marketing	<ul style="list-style-type: none"> products • recording the observations • discussing the findings • reporting findings for class discussion • brainstorming possible solutions of agricultural marketing problem • discussing possible solutions of agricultural marketing problems 	<ul style="list-style-type: none"> • brainstorming • discussion • interviews • peer assessment • question and answer • teacher observation 	<ul style="list-style-type: none"> • resource persons • learner s' experience

Core element : Agricultural environment and soil science

Primary outcome: The learners will be able to demonstrate an awareness of the environmental factors which influence agricultural production with emphasis on soil and water, and modify and conserve them for sustainable production

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of improving soil fertility 	<p>The learners must be able to:</p> <p>1 improve soil fertility</p>	<p>Improving soil fertility</p>	<ul style="list-style-type: none"> brainstorming ways of improving soil fertility discussing ways of improving soil fertility: <ul style="list-style-type: none"> mixed cropping agroforestry applying manure crop rotation fallowing making compost manure practicing ways of improving soil fertility 	<ul style="list-style-type: none"> brainstorming practical discussion question and answer oral questions written exercises peer assessment task analysis group work demonstration futures' wheels case study 	<ul style="list-style-type: none"> soil samples local environment grass water ash rubbish pit animal dung checklist learners' experiences case studies

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 carry out a project on improving soil fertility	Improving soil fertility	<ul style="list-style-type: none"> • discussing the importance of improving soil fertility • carrying out a project on improving soil fertility 	<ul style="list-style-type: none"> • teacher observation • debating • portfolio • practical • project • discussion • debating • project • portfolio • practical • rubrics 	<ul style="list-style-type: none"> • tree seedlings/seeds • polythene pots • local environment • learners' experience • resource persons • school garden

Core element : Farm tools, machinery and technology

Primary outcome: The learners will be able to use and maintain farm tools and machinery, apply improved agricultural technology and observe safety rules to increase farm productivity.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstration an understanding of knowledge, skills and values of agricultural technology in improving farm productivity 	<p>The learners must be able to:</p> <p>1 use agricultural technologies</p>	<p>Use of modern agricultural technologies</p>	<ul style="list-style-type: none"> brainstorming the use of modern agricultural technologies discussing use of modern agricultural technologies <ul style="list-style-type: none"> herbicides planting frame visiting local farms to observe how to use modern agricultural technologies recording the observations 	<ul style="list-style-type: none"> discussion field visit practical peer assessment written exercises teacher observation brainstorming 	<ul style="list-style-type: none"> learners' experiences local community pictures of technological devices technological devices resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	2 construct some modern agricultural technologies	Construction of some agricultural technologies	<ul style="list-style-type: none"> • reporting how to use the agricultural technologies • practicing how to use agricultural technologies • brainstorming how to construct some modern agricultural technologies • discussing how to construct some modern agricultural technologies • constructing some modern agricultural technologies • displaying constructed agricultural technologies 	<ul style="list-style-type: none"> • brainstorming • discussion • demonstration • practical work • peer assessment • written exercises • teacher observation 	<ul style="list-style-type: none"> • learners' experiences • local community • pictures of technological devices • construction materials • resource persons

Core element : Crop production

Primary outcome: The learners will be able to grow selected field crops, vegetables and flowers profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values of fruit husbandry 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe proper way of pruning prune fruit trees in an orchard 	<p>Pruning fruit trees</p>	<ul style="list-style-type: none"> brainstorming proper way of pruning fruit trees discussing the procedure for pruning fruit tree brainstorming reasons for pruning discussing reasons for pruning fruit trees demonstrating how to prune fruit trees practising how to prune fruit trees 	<ul style="list-style-type: none"> written exercises oral questions teacher observation discussion brainstorming demonstration practical work observation 	<ul style="list-style-type: none"> learners' experiences pangas/axes ladders resource persons learners' experiences pangas/axes ladders

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	3 identify pests and diseases in fruit trees	Pests and diseases	<ul style="list-style-type: none"> • brainstorming common pests and diseases in fruit trees • discussing pests and diseases that attack fruits • scouting the orchard to observe and identify pests and diseases • recording the observations • reporting the findings • collecting and preserving some pests and diseased parts of a plant 	<ul style="list-style-type: none"> • brainstorming • discussion • field visits • exhibition • demonstration • practical • written test • teacher observation • peer assessment 	<ul style="list-style-type: none"> • learners' experiences • specimens of pests and diseased plant parts • checklist • resource person • portfolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	4 control pests and diseases in fruit trees	Pest and disease control in fruit trees	<ul style="list-style-type: none"> • brainstorming methods of controlling the pests and diseases in fruit trees • discussing methods of controlling the pests and diseases in fruit trees • visiting a farm to observe how pests and diseases are controlled in fruit trees • recording the observations • reporting the findings • demonstrating how to control the pests and diseases in fruit trees • practising how to control the pests and diseases in fruit trees 	<ul style="list-style-type: none"> • brainstorming • discussion • field visits • exhibition • demonstration • practical • written test • teacher observation • peer assessment 	<ul style="list-style-type: none"> • learners' experiences • specimens of pests and diseased plant parts • suitable pesticides • sprayers • checklist • resource person • portfolio

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	5 harvest fruits	Harvesting fruits	<ul style="list-style-type: none"> • discussing signs of maturity of bananas, paw-paws and guavas • discussing how to harvest bananas, paw-paws and guavas • demonstrating how to harvest bananas, paw-paws and guavas • practising how to harvest bananas, paw-paws and guavas 	<ul style="list-style-type: none"> • discussion • field visits • demonstration • practical • written test • teacher observation • peer assessment 	<ul style="list-style-type: none"> • containers • ladders • learners' experiences

Core element : Livestock production

Primary outcome : The learners will be able to rear farm animals such as poultry, fish, rabbits, goats and cattle profitably.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none"> demonstrate an understanding of knowledge, skills and values in the management of cattle 	The learners must be able to: <ol style="list-style-type: none"> explain the importance of cattle 	Importance of cattle	<ul style="list-style-type: none"> brainstorming importance of cattle in Malawi discussing the importance of cattle in Malawi 	<ul style="list-style-type: none"> discussion question and answer teacher observation peer assessment 	<ul style="list-style-type: none"> pictures of cattle raised diagrams of cattle samples of cattle products, eg: milk, hides and meat
	<ol style="list-style-type: none"> describe different breeds of cattle 	Breeds of cattle	<ul style="list-style-type: none"> discussing different breeds of cattle discussing different breeds of cattle based on functions: <ul style="list-style-type: none"> dairy beef 	<ul style="list-style-type: none"> discussion question and answer teacher observation peer assessment drawing 	<ul style="list-style-type: none"> pictures of cattle raised diagrams learners' experiences clay water pictures of different breeds

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	3 describe methods of improving cattle	Methods of cattle improvement	<ul style="list-style-type: none"> • discussing characteristics of Malawi zebu • visiting a nearby farm to observe different breeds of cattle • recording the observations • reporting the findings • drawing different breeds of cattle • modelling different breeds of cattle • displaying the models • brainstorming ways of improving cattle • discussing ways of improving cattle 	<ul style="list-style-type: none"> • modelling • displaying • brainstorming • discussion • brainstorming • discussion • question and answer • written tests 	<ul style="list-style-type: none"> • posters • realia • pictures of different breeds • learners' experiences • posters • realia

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methodologies	Suggested teaching learning and assessment resources
	4 describe suitable cattle house	Cattle housing	<ul style="list-style-type: none"> • brainstorming types of cattle houses • discussing types of cattle houses • visiting a cattle farm to observe cattle houses • drawing different cattle houses • modelling different cattle houses • recording the observations • reporting the findings 	<ul style="list-style-type: none"> • brainstorming • discussion • field visits • report • recording • checklist • rubrics 	<ul style="list-style-type: none"> • learners' experiences • local environment • pictures • raised diagrams • models • samples of cattle houses

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
	5 feed cattle	Cattle feeding	<ul style="list-style-type: none"> • brainstorming feeds for cattle • discussing feeds for cattle • identifying feeds suitable for cattle • visiting a nearby cattle farm to observe how cattle are fed • recording the observations • reporting the findings 	<ul style="list-style-type: none"> • brainstorming • discussion • teacher observation • peer assessment • quizzes • written tests 	<ul style="list-style-type: none"> • pictures • farming community • checklist • samples of cattle feeds • rubric
	6 control diseases and parasites in cattle	Parasites and diseases control in cattle	<ul style="list-style-type: none"> • discussing diseases and parasites of cattle • discussing effects of diseases and parasites of cattle • visiting a nearby farm to observe how diseases and parasites are controlled 	<ul style="list-style-type: none"> • peer assessment • discussion • field visit • practical work • teacher observation • demonstration 	<ul style="list-style-type: none"> • peer assessment • spacemen's of parasites of cattle • diagrams • pictures of parasites • local environment

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • recording the observations • reporting the findings • drawing parasites of cattle • modelling parasites of cattle • discussing signs and symptoms of diseases of cattle • discussing how to control diseases and parasites of cattle 		

Core element : Agroforestry

Primary outcome: The learner will be able to incorporate agroforestry concepts and skills to improve crop and livestock production for environmental sustainability

Assessment standards	Success criteria	Theme/Topic	Suggested activities	Suggested teaching, learning and assessment methodologies	Suggested teaching and learning resources
<p>We will know this when the learner is able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of knowledge and skills of establishing agroforestry plots 	<p>The learner must be able to:</p> <p>1 manage an agroforestry plot</p>	<p>Management of Agroforestry plots</p>	<ul style="list-style-type: none"> • discussing ways of managing the agroforestry trees <ul style="list-style-type: none"> - pruning - controlling bush fire - harvesting • carrying out agroforestry management practices • discussing parts of plants that can be collected as fodder • collecting the said parts • feeding animals on fodder 	<ul style="list-style-type: none"> • discussing • practical work • peer assessment • teacher observation • demonstration 	<ul style="list-style-type: none"> • learners' experiences • farm tools • chemicals • resource persons • agroforestry plot

References

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- Ministry of Agriculture (1994) *Guide to Agricultural production in Malawi 1994 - 1996*, Agricultural Communication Branch - Lilongwe
- Ministry of Education (1991) *Malawi Primary School Teaching Syllabus for Agriculture: Standards 5 – 8*. MIE – Domasi

Syllabus for Bible knowledge

Standard 8

Rationale

The primary school Bible knowledge syllabus will offer an alternative to address the generic issues such as environmental degradation, moral decay, violence and juvenile delinquency, Sexually transmitted infections (STIs), HIV and AIDS and drug and substance abuse. The syllabus therefore aims at focusing the teaching of Bible knowledge to address these generic issues besides giving historical facts, beliefs, doctrines and practices. It also encourages learner centred/participatory teaching methods.

Bible beliefs, skills and practices are used to assist the child live in harmony with the spiritual and physical world and be a responsible citizen.

Core elements and their outcomes

God the Father

The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through the prophets, judges and kings.

Life of Jesus

The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus.

Christian life

The learner will be able to demonstrate an understanding of Christian principles as a guide for this life and the life to come.

Christian approaches to contemporary issues

The learner will be able to demonstrate an understanding of Christian approaches on human rights and democracy, gender, politics, HIV and AIDS, the environment, drug and substance abuse and vulnerable people.

Term 1

Core element : God the Father

Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of God's rule through prophets 	<p>The learners must be able to:</p> <p>1 describe the meaning of the term 'prophet'</p> <p>2 describe how the messages of prophets were carried out</p>	Prophets	<ul style="list-style-type: none"> brainstorming the meaning of the term 'prophet' discussing the meaning of the term prophet brainstorming importance of prophets discussing importance of prophets brainstorming how prophets convey their messages discussing how prophets convey their messages 	<ul style="list-style-type: none"> story telling pair work group work question and answer class discussion teacher observation peer assessment self assessment oral or written exercises 	<ul style="list-style-type: none"> pupils' experiences charts pictures the Bible: <ul style="list-style-type: none"> Isaiah 1: 2-31 Isaiah 3: 16-26 Amos 2: 6-8 8: 4-14 9: 1-4 Micah 2: 1-13 3: 1-12 7: 1-7 Jeremiah 1: 1-19 2: 9-13 4: 1-4 Genesis 37: 1-11 films/video tapes observation checklists

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 describe the message of Isaiah</p> <p>4 describe the message of Jeremiah</p> <p>5 describe the message of Amos</p> <p>6 describe the message of Micah</p> <p>7 describe how God ruled through Isaiah</p>	Prophets	<p>Y identifying the mission of Isaiah</p> <p>Y discussing the messages of Isaiah</p> <p>Y identifying the mission of Jeremiah</p> <p>Y discussing the message of Jeremiah</p> <p>Y identifying the mission of Amos</p> <p>Y discussing the message of Amos</p> <p>Y identifying the mission of Micah</p> <p>Y discussing the message of Micah</p> <p>Y brainstorming how God guided Isaiah in his mission</p> <p>Y discussing how God guided Isaiah in his mission</p>	<p>Y story telling</p> <p>Y pair work</p> <p>Y group work</p> <p>Y question and answer</p> <p>Y class discussion</p> <p>Y teacher observation</p> <p>Y peer assessment</p> <p>Y self assessment</p> <p>Y oral or written exercises</p>	<p>Y pupils' experiences</p> <p>Y charts</p> <p>Y pictures</p> <p>Y the Bible: Isaiah 1: 2-31 Isaiah 3: 16-26 Amos 2: 6-8 8: 4-14 9: 1-4 Micah 2: 1-13 3: 1-12 7: 1-7 Jeremiah 1: 1-19 2: 9-13 4: 1-4</p> <p>Y films/video tapes</p> <p>Y observation checklists</p>

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>8 describe how God ruled through Jeremiah</p> <p>9 describe how God ruled through Amos</p> <p>10 describe how God ruled through Micah</p>	Prophets	<p>Y brainstorming how God guided Jeremiah in his mission</p> <p>Y discussing how God guided Jeremiah in his mission</p> <p>Y brainstorming how God guided Amos in his mission</p> <p>Y discussing how God guided Isaiah in his mission</p> <p>Y discussing how God guided Micah in his mission</p> <p>Y discussing how prophets of today carry out the message of God</p>	<p>Y story telling</p> <p>Y pair work</p> <p>Y group work</p> <p>Y question and answer</p> <p>Y class discussion</p> <p>Y teacher observation</p> <p>Y peer assessment</p> <p>Y self assessment</p> <p>Y oral or written exercises</p>	<p>Y pupils' experiences</p> <p>Y charts</p> <p>Y pictures</p> <p>Y the Bible:</p> <p>Isaiah 1: 2-31</p> <p>Isaiah 3: 16-26</p> <p>Amos 2: 6-8</p> <p>8: 4-14</p> <p>9: 1-4</p> <p>Micah 2: 1-13</p> <p>3: 1-12</p> <p>7: 1-7</p> <p>Jeremiah 1: 1-19</p> <p>2: 9-13</p> <p>4: 1-4</p> <p>Y films/video</p> <p>tapes</p> <p>Y observation checklists</p>

Core element : The Life of Jesus

Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of Jesus' triumphant entry into Jerusalem 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of the term 'triumphant entry' 2 explain Jesus' triumphant entry into Jerusalem 3 describe the cleansing of the temple during the passion week 	<p>Jesus' triumphant entry into Jerusalem</p>	<ul style="list-style-type: none"> • brainstorming the meaning of the term 'triumphant entry' • discussing the meaning of the term 'triumphant entry' • role playing triumphant entry • locating Jerusalem on the map of Palestine in the time of Jesus • discussing events that occurred during the triumphant entry into Jerusalem • discussing the significance of Jesus entry into Jerusalem • discussing the activities that took place when Jesus entered the temple • discussing the reaction of Jesus towards the activities taking place in the temple • discussing the plot of the chief priests 	<ul style="list-style-type: none"> • drawing • group work • question and answer • class discussion • pair work • teacher observation • peer assessment • self assessment • oral or written exercises 	<ul style="list-style-type: none"> • pupils' experiences • charts • pictures • films/video • tapes/audio • tapes • observation checklists • map of Palestine • the Bible • Matt.21: 1 – 17 • Mark 11: 1 – 9 • Luke 19: 28 – 48 • John 12: 12 – 19 • portfolios • rubrics

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and responsibilities, gender, politics, HIV and AIDS, the environment, drug and substance abuse, vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <p>ÿ demonstrate an understanding of christian values</p>	<p>The learners must be able to:</p> <p>1 explain value of life</p> <p>2 describe abuse of power</p>	<p>Human rights</p>	<p>ÿ brainstorming the meaning of the concepts:</p> <ul style="list-style-type: none"> - 'value of life' - 'capital punishment' - 'abortion' <p>ÿ discussing the meanings</p> <p>ÿ discussing the rights violated through capital punishment and abortion</p> <p>ÿ discussing christian attitudes on capital punishment and abortion</p> <p>ÿ brainstorming the meaning of the term 'abuse of power'</p> <p>ÿ discussing how power is abused</p> <p>ÿ suggesting ways of fighting against corruption</p> <p>ÿ discussing ways christians can fight against corruption</p>	<p>ÿ brainstorming</p> <p>ÿ question and answer</p> <p>ÿ discussion</p> <p>ÿ teacher observation</p> <p>ÿ group work</p> <p>ÿ peer assessment</p> <p>ÿ self assessment</p> <p>ÿ written or oral exercises</p>	<p>ÿ talular</p> <p>ÿ pupils' experiences</p> <p>ÿ observation checklists</p> <p>ÿ video tapes/audio tapes</p> <p>ÿ radios</p> <p>ÿ the Bible</p> <p>Genesis 2: 7</p> <p>Genesis 4: 14-15</p> <p>Exodus 1: 15-21</p> <p>Exodus 2: 1-5</p> <p>Exodus 20: 13</p> <p>John 7: 24</p> <p>Rom. 12: 19</p> <p>ÿ portfolios</p> <p>ÿ rubrics</p>

Term 2

Core element : The Life of Jesus

Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the arrest and trials of Jesus 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the meanings of the terms 'arrest' and 'trial' explain the arrest of Jesus describe the trials of Jesus 	<p>Arrest and Trial of Jesus</p>	<ul style="list-style-type: none"> brainstorming the meaning of the terms <ul style="list-style-type: none"> 'arrest' 'trials' discussing the meaning of <ul style="list-style-type: none"> arrest trials role playing <ul style="list-style-type: none"> arrest trials discussing the story of the last supper discussing the events in the garden of Gethsemane mentioning the accusations made against Jesus discussing the events that occurred during the trials 	<ul style="list-style-type: none"> story telling group work question and answer brainstorming class discussion pair work teacher observation peer assessment 	<ul style="list-style-type: none"> pupils' experiences charts pictures films/video tapes/audio tapes observation checklists the Bible Luke 22: 47 – 53 Luke 23: 1 – 25 Luke 22: 66-71 Luke 26: 66-71 Mathews 26: 47-56 Mathews: 27: 11 – 31

Core element : Christian Life

Primary outcome : The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <p>ÿ demonstrate an understanding of forgiveness as shown in the bible</p>	<p>The learners must be able to:</p> <p>1 explain the meaning of forgiveness</p> <p>2 explain why people ask God for forgiveness</p>	Forgiveness	<p>ÿ brainstorming the meaning of the term 'forgiveness'</p> <p>ÿ discussing the meaning of forgiveness</p> <p>ÿ discussing stories of forgiveness</p> <p>ÿ role playing forgiveness</p> <p>ÿ discussing situations that require forgiveness</p> <p>ÿ discussing some Bible stories where forgiveness is shown</p>	<p>ÿ brainstorming</p> <p>ÿ question and answer</p> <p>ÿ story telling</p> <p>ÿ group work</p> <p>ÿ class discussion</p> <p>ÿ teacher observation</p> <p>ÿ oral or written exercises</p> <p>ÿ peer assessment</p> <p>ÿ self assessment</p>	<p>ÿ observation checklists</p> <p>ÿ religious books</p> <p>ÿ radios</p> <p>ÿ video tapes/ audio tapes</p> <p>ÿ the Bible</p> <p>Isaiah 38: 1-5</p> <p>John 8: 1-11</p> <p>Luke 23: 39-43</p> <p>Genesis 50: 15-21</p> <p>Acts 7: 60</p> <p>2 Tim. 4: 16</p> <p>Luke 15: 11-31</p> <p>ÿ portfolios</p> <p>ÿ rubrics</p>

Core element : Christian approaches to contemporary issues

Primary outcome : The learner will be able to demonstrate an understanding of christian approaches on human rights and responsibilities, gender, politics, HIV and AIDS, the environment, drug and substance abuse, vulnerable people.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <p>ÿ demonstrate an understanding of christian teachings on work and leisure</p>	<p>The learners must be able to:</p> <p>1 describe work and leisure</p> <p>2 explain the importance of work and leisure</p> <p>3 explain Bible teachings on work and leisure</p>	<p>Work and leisure</p>	<p>ÿ brainstorming the meanings of the terms 'work and 'leisure'</p> <p>ÿ discussing the meaning of the terms 'work' and 'leisure'</p> <p>ÿ mentioning activities they do during leisure time</p> <p>ÿ discussing the importance of work and leisure</p> <p>ÿ discussing the christian value of work and leisure</p> <p>ÿ planning for life career</p> <p>ÿ discussing the stories from the Bible on work and leisure</p> <p>ÿ carrying out a project on work</p>	<p>ÿ brainstorming</p> <p>ÿ question and answer</p> <p>ÿ discussion</p> <p>ÿ teacher observation</p> <p>ÿ group work</p> <p>ÿ project</p> <p>ÿ peer assessment</p> <p>ÿ oral or written exercises</p> <p>ÿ self assessment</p> <p>ÿ futures wheel</p>	<p>ÿ pupils experiences</p> <p>ÿ observation checklists</p> <p>ÿ video tapes/audio tapes</p> <p>ÿ radios</p> <p>ÿ the Bible</p> <p>Proverbs 12: 24; 24: 30-34; 10: 4</p> <p>Genesis 2: 1-3</p> <p>2 Kings 5: 20-27</p> <p>2 Thessalonians 3: 6-15</p> <p>ÿ portfolios</p> <p>ÿ rubrics</p>

Term 3

Core element : God the Father

Primary outcome : The learner will be able to demonstrate an understanding of creation, obedience, God as the Father and His leadership through prophets, judges and kings.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the rule of God through prophets today 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe roles of the prophets describe prophetic roles of christians describe how God rules through the christians today 	<p>Roles of the prophets</p>	<ul style="list-style-type: none"> brainstorming the meaning of the word 'role' discussing the meaning of the word 'role' discussing the role of prophets role playing the role of prophets discussing how God guides christians role playing the prophetic role of christians today identifying the christian mission discussing how God rules through christians today 	<ul style="list-style-type: none"> pair work group work question and answer class discussion teacher observation peer assessment self assessment oral or written exercises 	<ul style="list-style-type: none"> pupils' experiences charts pictures the Bible: <ul style="list-style-type: none"> Isaiah 1: 2-31 Isaiah 3: 16-26 Amos 2: 6-8 8: 4-14 9: 1-4 Micah 2: 1-13 3: 1-12 7: 1-7 Jeremiah 1: 1-19 2: 9-13 4: 1-4 films/videos portifolios rubrics observation checklists

Core element : The Life of Jesus

Primary outcome : The learner will be able to demonstrate an understanding of the family, life, work, death and resurrection of Jesus

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of Jesus' crucifixion and resurrection 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the meaning of the terms 'crucifixion' and 'resurrection' explain the crucifixion of Jesus describe the resurrection of Jesus 	<p>The crucifixion and resurrection of Jesus</p>	<ul style="list-style-type: none"> brainstorming the meanings of the terms 'crucifixion' and 'resurrection' discussing the meanings of the terms 'crucifixion' and 'resurrection' discussing the events that took place on the way to Golgotha discussing the events that took place when Jesus was on the cross discussing the burial of Jesus mentioning the people who first visited the tomb discussing the experiences of the people who first visited the tomb discussing occasions when Jesus appeared to different people after His resurrection 	<ul style="list-style-type: none"> brainstorming group work question and answer class discussion pair work teacher observation peer assessment self assessment oral or written exercises 	<ul style="list-style-type: none"> pupils' experiences charts pictures films/video tapes/audio tapes observation checklists the Bible Lk 23: 26 – 55 Lk 24: 1 – 49 Matt 27: 32 – 66 Matt 28: 1 – 20 Mark 15: 2 – 32 John 20: 1 – 29 John 19: 16-19 portfolios rubrics braille materials

Core element : Christian Life

Primary outcome : The learner will be able to demonstrate an understanding of christian principles as a guide for this life and the life to come

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <p>ÿ demonstrate an understanding of forgiveness of each other</p>	<p>The learners must be able to:</p> <p>1 explain why people should forgive each other</p> <p>2 explain how people are forgiven</p>	<p>Reasons for forgiveness</p>	<p>ÿ brainstorming reasons for forgiving each other</p> <p>ÿ discussing reasons for forgiving each other</p> <p>ÿ discussing experiences on forgiveness</p> <p>ÿ discussing stories from the Bible where individuals were forgiven</p> <p>ÿ role playing Bible stories where individuals were forgiven</p>	<p>ÿ brainstorming</p> <p>ÿ question and answer</p> <p>ÿ story telling</p> <p>ÿ group work</p> <p>ÿ class discussion</p> <p>ÿ teacher observation</p> <p>ÿ oral or written exercises</p> <p>ÿ peer assessment</p> <p>ÿ self assessment</p>	<p>ÿ local environment</p> <p>ÿ observation checklists</p> <p>ÿ religious books</p> <p>ÿ radios</p> <p>ÿ video tapes/ audio tapes</p> <p>ÿ the Bible</p> <p>Isaiah 38: 1-5</p> <p>Genesis 50: 20-21</p> <p>Acts 7: 60</p> <p>2Tim. 4: 16</p> <p>Luke 15: 11-31</p> <p>Colossians 3: 13</p> <p>Matt. 6: 12</p> <p>ÿ portfolios</p> <p>ÿ rubrics</p>

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Syllabus for Religious Education

Standard 8

Rationale

A child is always preoccupied with discovering oneself, family and the world around him/her. Religious Education will contribute to the development of the learner's full identity, dignity and self-esteem through moral, social and spiritual development. This will influence the learners to act as responsible citizens and live in harmony with others.

Core elements and their outcomes

a An awareness of God

The learner will be able to demonstrate an understanding of how people perceive God and Creation of the world from different religious perspectives.

b Speaking and listening to God

The learner will be able to demonstrate an understanding of origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

c Moral values and beliefs

The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals and celebrations and value of life.

d Social development

The learner will be able to understand his/her role, that of religious groups and charitable organizations on poverty, politics, critical contemporary issues such as HIV/AIDS and Gender, disabilities, and world of work.

Term 1

Core element : An awareness of God

Primary outcome : The learner will be able to demonstrate an understanding of how people perceive God and creation of the world from different religious perspectives

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <p>Ÿ demonstrate an understanding of rites of passage in different religions</p>	<p>The learners must be able to:</p> <p>1 describe the concepts “rites of passage”</p> <p>2 describe rites of passage in different religions</p> <p>3 role play the rites of passage in different religions</p> <p>4 explain similarities of how rites of passages are conducted in different religions</p>	<p>Concept of rites of passage</p>	<p>Ÿ brainstorming the term “rites of passage”</p> <p>Ÿ discuss the term “rites of passage”</p> <p>Ÿ identifying rites of passage in different religions</p> <p>Ÿ discussing rites of passage in different religions</p> <p>Ÿ role playing rites of passage in different religion</p> <p>Ÿ brainstorming similarities of rites of passage in different religions</p> <p>Ÿ discussing similarities of rites of passage in different religions</p>	<p>Ÿ pair work</p> <p>Ÿ class discussion</p> <p>Ÿ group work</p> <p>Ÿ teacher’s observation</p> <p>Ÿ peer assessment</p> <p>Ÿ question and answer</p> <p>Ÿ story telling</p> <p>Ÿ role playing</p>	<p>Ÿ pupils’ experiences</p> <p>Ÿ observation checklist</p> <p>Ÿ charts</p> <p>Ÿ Bible</p> <p>Ÿ Hadith</p> <p>Ÿ Quran</p> <p>Ÿ stories</p> <p>Ÿ pictures</p> <p>Ÿ sign language interpreter</p>

Core element : An awareness of God

Primary outcome : The learner will be able to demonstrate an understanding of how people perceive God and creation of the world from different religious perspectives

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an appreciation of rites of passage in different religions 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> examine the importance of rites of passage in different religions explain the relevance of rites of passage in different religions in the contemporary world 	<p>Importance of rites of passage</p>	<ul style="list-style-type: none"> researching on the importance of rites of passage in the contemporary world reporting on the research findings discussing the report brainstorming the relevance of the rites of passage in the contemporary world discussing the relevance of the rites of passage in the contemporary world 	<ul style="list-style-type: none"> question and answer teacher observation peer assessment pair work group work class discussion story telling role playing research 	<ul style="list-style-type: none"> pupils' experience observation checklist charts drawing materials stories Bible Quran Hadith pictures raised pictures sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>1 plan a research project on the importance of rites of passage</p> <p>2 carry out the research</p> <p>3 report the research findings</p>	Research project on the importance of rites of passage	<ul style="list-style-type: none"> ÿ identifying stages of rites of passage in different religions ÿ discussing stages in rites of passage in different religions ÿ choosing a specific rite of passage for the project ÿ discussing content of the research ÿ assigning responsibilities and tasks to various groups ÿ carrying out the project ÿ reporting the project ÿ evaluating the project 	<ul style="list-style-type: none"> ÿ brainstorming ÿ discussion ÿ group work ÿ question and answer ÿ observation ÿ research 	<ul style="list-style-type: none"> ÿ observation checklist ÿ interview schedule ÿ sign language interpreter ÿ raised pictures ÿ pictures

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of the origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <p>• develop an understanding of how people discover talents</p>	<p>The learners must be able to:</p> <p>1 describe the concept 'talent'</p> <p>2 identify people's talents</p> <p>3 explain how people discover talents</p> <p>4 role play people's talents</p>	People's talents	<ul style="list-style-type: none"> brainstorming the meaning of the term 'talents' researching on peoples talents discussing people's talents identifying things learnt at home and in the school explaining how people discover talents dramatizing how people discover talents role playing people's talents 	<ul style="list-style-type: none"> pair work group work class discussion teacher observation peer assessment question and answer singing role playing 	<ul style="list-style-type: none"> pupil's experiences observation checklist charts pictures role play stories religious books resource persons newsletter radios raised pictures braille material sign language interpreter

Term 2

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of the origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> show an appreciation that talents are a gift from God 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe religious teaching about people's talents identify stories of people who have been given special talents by God describe religious teachings about the importance of talents 	God gives talents	<ul style="list-style-type: none"> identifying religious stories about people who have special talents describe religious teachings on talents discussing the importance of talents 	<ul style="list-style-type: none"> pair work group work class discussion teacher observation peer assessment question and answer singing role playing 	<ul style="list-style-type: none"> pupil's experiences observation checklist charts pictures raised pictures stories religious books resource persons newsletter radios raised pictures guitar drums balls newspaper radio cassette shakers sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> · appreciate life as a gift from God 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain why people are happy when a child is born 2 role play peoples reactions after the birth of a child 3 explain the importance of life 4 describe religious teaching which show life as a gift from God 	Value of life	<ul style="list-style-type: none"> · brainstorming peoples reaction on the birth of a child · narrating stories of happiness after the birth of child · role playing peoples reaction after the birth of a child · brainstorming the importance of life · discussing the importance of life · identifying religious stories which show life as a gift from God · discussing religious stories which show life as a gift from God 	<ul style="list-style-type: none"> · story telling · role playing · class discussion · question and answer · teacher observation · peer assessment · pair work 	<ul style="list-style-type: none"> · pictures · stories · role play · charts · Bible · Quran · Hadith · pupils' experiences · raised pictures · sign language interpreter

Core element : Moral values and beliefs

Primary outcome : The learner will be able to demonstrate an appreciation of human virtues, religious symbols and artefacts, festivals, celebrations and value of life

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the value of life from different religious perspective 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe peoples' reactions when a person dies identify the interrelationship between life and death research on the religious beliefs about life after death 	Life after death	<ul style="list-style-type: none"> showing how people react when a person dies discussing people's reactions when someone dies tracing some of their names in different religions researching religious beliefs about life after death sharing religious beliefs about life after death 	<ul style="list-style-type: none"> story telling role playing class discussion question and answer teacher observation peer assessment pair work 	<ul style="list-style-type: none"> pictures stories role play charts Bible Quran Hadith pupils' experiences raised pictures sign language interpreter

Core element : Social development

Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> show an understanding of what different religions teach about human rights and responsibilities 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> explain the concept of human rights examine the importance of respecting human rights and responsibilities discuss the relationship between human rights and responsibilities 	Human rights	<ul style="list-style-type: none"> brainstorming the concept human rights discussing the concept human rights discussing the importance of respecting human rights and carrying out responsibilities explaining the effects of violating human rights and not carrying out responsibilities listening to the resources person on human rights and responsibilities asking questions on the talk summarizing the main points of the presentation 	<ul style="list-style-type: none"> drawing pair work group work class discussion teacher observation peer assessment question and answer singing role playing reciting research 	<ul style="list-style-type: none"> dictionary pupils' experiences observation checklist charts pictures songs role play stories religious books resource persons newspapers radios raised pictures

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>4 explain what different religions teach about human rights and responsibilities</p> <p>5 role play stories from different religions on human rights and responsibilities</p>	Human rights	<ul style="list-style-type: none"> · identifying teachings from different religions on human rights and responsibilities · discussing teachings of different religions on human rights and responsibilities · role playing stories from different religions on human rights and responsibilities 	<ul style="list-style-type: none"> · drawing · pair work · group work · class discussion · teacher observation · peer assessment · question and answer · singing · role playing · reciting · research 	<ul style="list-style-type: none"> · dictionary · pupils' experiences · observation checklist · charts · pictures · songs · role play · stories · religious books · resource persons · newspapers · radios · raised pictures

Term 3

Core element : Social development

Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">show an understanding of what different religions teach about democracy	The learners must be able to: <ol style="list-style-type: none">explain the concept of democracydiscuss the importance of democracyexplain roles of different religions in promoting democracyrole play stories from different religions on democracy	Democracy	<ul style="list-style-type: none">brainstorming the concept of democracydiscussing the concept democracydiscussing the importance of understanding democracylistening to a resource person on democracyasking questions on the presentationsummarizing the main points of the presentation	<ul style="list-style-type: none">drawingpair workgroup workclass discussionteacher observationpeer assessmentquestion and answersingingrole playingrecitingresearch	<ul style="list-style-type: none">dictionarypupils' experiencesobservation checklistchartspicturessongsrole playstoriesreligious booksresource personsnewspapersradiosraised pictures

Core element : Social development

Primary outcome : The learner will be able to understand his/her role, that of religious and charitable organisations on poverty, politics, HIV/AIDS, Gender, disabilities, and world of work.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> develop an understanding of the teachings of different religions on tolerance 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe what tolerance involves share stories on tolerance explain what different religions teach about tolerance role play religious stories on tolerance 	Tolerance	<ul style="list-style-type: none"> discussing the term tolerance brainstorming tolerance discussing the term tolerance sharing stories on tolerance listening to resource persons on tolerance discussing what different religions teach on tolerance role playing religious stories on tolerance 	<ul style="list-style-type: none"> drawing pair work group work class discussion teacher observation peer assessment question and answer singing role playing reciting research 	<ul style="list-style-type: none"> pupils' experiences observation checklist charts pictures songs role play stories religious books resource persons newspapers radios sign language interpreter

Core element : Speaking and listening to God

Primary outcome : The learner will be able to demonstrate an understanding of the origins of various religions, how God communicates to people, how people respond to God, respect for religious leaders and worship in different religions.

Assessment standard	Success Criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of how people overcome challenges 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> describe challenges share religious teachings on challenges explain ways of overcoming challenges 	<p>Overcoming challenges</p>	<ul style="list-style-type: none"> discuss the term challenge brainstorming various challenges people meet in their everyday lives discussing the challenges brainstorming examples of challenges different religions discussing the challenges from different religions identifying religious teachings on how to overcome challenges discussing the teachings from scriptures on how to overcome challenges singing songs on how to overcome challenges 	<ul style="list-style-type: none"> class discussion teacher observation peer assessment question and answer research songs 	<ul style="list-style-type: none"> pupil's experiences observation checklist charts pictures religious books resource persons newsletter radios raised pictures sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>1 plan a research project on overcoming challenges to the community</p> <p>2 carry out the research project</p> <p>3 report the research project</p>	Research project on overcoming challenges	<ul style="list-style-type: none"> ÿ identifying challenges to the community ÿ discussing challenges to the community ÿ choosing a specific challenge to the community for the project ÿ discussing content of the research ÿ assigning responsibilities and tasks to various groups ÿ carrying out the project ÿ reporting on the project ÿ evaluating the project 	<ul style="list-style-type: none"> ÿ brainstorming ÿ discussion ÿ group work ÿ question and answer ÿ research ÿ observation 	<ul style="list-style-type: none"> ÿ observation checklist ÿ interview schedule ÿ sign language interpreter ÿ pictures ÿ raised pictures

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