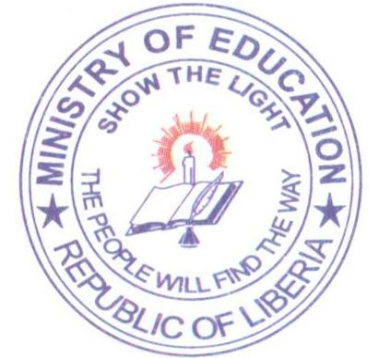


REPUBLIC OF LIBERIA

MINISTRY OF EDUCATION



NATIONAL CURRICULUM FOR GRADES 1 TO 6

SOCIAL STUDIES

February 2011

MESSAGE FROM THE MINISTER OF EDUCATION

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians cannot achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC) .

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar
MINISTER

SOCIAL STUDIES

GRADE: 1 – FIRST MARKING PERIOD

General Objectives

At the end of this unit, pupils should be able to:

- Develop relationship between man and animal
- Develop awareness on gender issues – his/her gender, name, etc.
- Identify the genders and call household members by name
- Classify people and their relationship
- Apply knowledge to classify and explain personal and family values
- Identify the sick and disadvantaged in the community

Intended Learning Outcomes:

Pupils will:

- Call animals by name
- Tell names (mother from father, sister from brother) family members
- Identify the genders and call household members by name
- Achieve self esteem
- Advocate for the sick and disadvantaged in the community

TOPIC I: SELF IDENTITY AND HUMAN RIGHTS

Specific Objectives:

At the end of this topic, pupils will be able to:

- Define themselves as human being;
- Identify domestic animals in the homes;
- Call names of others correctly;
- Identify others as members of a family
- Identify the sick in the community

OUTCOME	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Pupils will call animals by name; differentiate parents from other family members	Living things (man & animal)	Ask pupils to name animals from the (picture). Identify his/her family members by name	Pictures of dog, cat, goat, man, woman, boy and girl	Using pictures, identify each animal by name
Pupils will tell a man from a woman, boy from girl, point to a man and woman separately. Tolerance of opposite sex	Male female gender	Pupils are asked to tell difference between male & female. Stand in groups by gender; classify animals by sex	Photos of man, woman, boy, girl, male dog, female dog, female cow, male cow	Draw and label the members of your family
Pupils will call everybody by name; and identify each one; call names of household animals and identify each	name	Pupils call and identify people (classmates)by name	Pictures with names, cards with names	Write the names of the following: father, mother, brother, sister, uncle, aunt
Pupils will care for their body parts	Hygiene (definition) Hygiene of body parts a) eyes b) mouth c) nose d) develop song	Teacher define hygiene - make a sketch of the body parts	Visual aids Posters Markers pens	Describe how to care for the body parts: eyes, mouth, nose and ears
Advocate for the sick and disadvantaged	Caring for the sick and disadvantaged (people living with HIV/AIDS)	Dramatize myths about HIV/AIDS Discuss the drama and clarify	SARA Book Posters showing care for the sick and disadvantaged	Questionnaire based on the drama and poster

GRADE I – SOCIAL STUDIES

Grade I – Second Marking Period

General Objectives

At the end of the unit, pupils should be able to:

- define a home and family;
- differentiate family types
- locate and give directions of home and school;
- explain the roles of parents in the home
- follow health rules at home and at school
- discuss the roles of school authorities

Intended Outcomes

Pupils will:

- love their homes and family members;
- apply safety rules at home and at school;
- develop positive attitudes in relating to family members and friends at school.

Topic 1: Living Together At Home and School

Specific Objectives

At the end this topic, pupils should be able so:

- give definition of family,
- tell the differences in family types
- give the direction of his/her home and school
- explain the rules that govern people at home and at school.
- differentiate home from other places by things found in the home.

Outcomes	Contents	Activities	Materials	Evaluation
Pupils will like their homes and family members; Identify their homes from other homes; Appreciate living in a home	Home (types of homes building types)	Draw various types of homes; Help students identify them Pupils sketch their homes and household items	Drawings of various houses, posters, markers, pens, poster sheets	Draw pictures of houses and color them
Pupils will live with and appreciate family members; Will serve their family members (nucleus & Extended)	Types of family	Discuss family types (nuclear, Extended) Draw and name family members (nuclear, extended) Role-play parenthood	Poster sheets, pencils, markers. Drawing of people in groups, and of fathers and mothers	State how each of these help in the family: father, mother, older brother, older sister
Pupils will identify and respect community leaders, elders and other people. Be willing to serve community as well as other leaders	Home and environment	Pupils name and discuss some people in the community leadership, along with other roles.	Posters of people in groups; Drawings, poster sheets Pens, markers	Draw a meeting of community members
Pupils will live in a healthy environment	sanitation	Carry on clean up campaign on campus Role play Develop song	Buckets Hoes Wheelbarrows	State three things you do to keep your community clean

SECOND MARKING PERIOD CONTD.

Outcomes	Content	Activities	Materials	Evaluation
Pupils will practice to give direction to their homes and school; Love their homes and school Recognize and appreciate the home as the first place learning begins	Location of home and school	Pupils locate their homes and school Discuss the importance of the home/school to each other	Drawing of a home and school; Posters of school activities.	State who provides guidance in school and at home Identify three major things in their neighborhood
Develop love for and appreciate the school environment; Defend the school image at all times	The school environment and the purpose of school	Tour the school environment List certain things/objects found there Discuss the purpose of the things in the school	Handbooks of rules and regulations of school Copybooks, pens, pencils.	Draw the picture of your school and color it
Pupils will: - respect and work with each worker at school - develop positive attitudes in relating to friends at school	Friends and workers at school	Role-play the positions of workers at school Lead students in discussing the importance of establishing friendship at school.	Brooms, table, chairs handbooks, etc.	Describe three leaders in your community
Pupils will apply rules at school and at home (wash hands before and after eating) etc. will become law abiding citizens	Rules at Home and At School	Develop simple laws and rules for the class. Discuss rules made by school.	Copies of rules, copy books, pens, pencils.	Develop three rules that you follow at school and four that you follow at home
Pupils will know the causes of diarrhea	- diarrhea (defined) - causes of diarrhea	Teacher define diarrhea Use visual aids to show causes Role play Develop songs visual aids	Visual aids	State two ways to prevent diarrhea at home

SOCIAL STUDIES – GRADE: I THIRD MARKING PEREIOD

General Objectives

At the end of this unit, the pupils should be able to:

- develop awareness of man's influence on the environment
- explain how man interacts with the environment in search of living

Intended Outcomes

- pupils will experience how farming and charcoal burning destroys the forestland;
- describe how road construction and homes building also influence the environment;
- they will experience how road construction promotes trade and commerce.

TOPIC I: MAN AND ENVIRONMENT

Specific Objectives

At the end of the topic, pupils should be able to:

- define environment
- describes man's specific activities carried on in the environment
- define weather and climate
- distinguish natural resources for energy and those for generating revenue for the country

Outcome	Content	Activities	Materials	Evaluation
Pupils will experience how farming destroys forestland;	How man has influenced the environment	Discuss by group activities of man; role play several activities: road construction, farming, building, etc	Diagrams, pictures of various activities, machines, etc.	State how farming destroys the forest. How does farming affect animal life?
Describe the influence of weather and climate on man's activities in agriculture,	Effect of weather on man	Use diagram and drawings to explain and discuss the influence of weather.	Diagrams, Drawings, site seeing	Distinguish weather and climate

Outcome	Content	Activities	Materials	Evaluation
Practice farming on the landforms that influence farming (upland & lowland)	Types of landforms that influence farming	Discuss types of landforms that influence farming. Take a field trip to identify types of landforms.	Note books Maps of relief and landforms Pencils & pens	Discuss the effects of farming on land forms in Liberia
Use coal for cooking, Use energy wisely	Natural resources for energy needs	Discuss natural resources for energy. Visit a coal burning site: bring some coal to class.	Note books Pens, pencils Real coal A light bulb	How are natural resources of a country used for development? What are natural resources?
Use the natural resources of the country to generate revenue for the upkeep of family	Natural resources for the country	Discuss with class those natural resources that bring money into the country. Visit the diamond mines.	Notes, notebooks, pens, pencils	Identify three of the most important natural resources of Liberia
Purchase and learn to maintain and care for clothing	Sources and importance of clothing	. Let class state why it is important to wear clothes.	Plant, animal skin Posters, thread, etc.	Identify the sources of the clothes you wear in school (plants, animals)
Distinguish various types of shelter and house styles	Types of shelter	Let pupils draw different kinds of shelters on the board and explain same	Pictures of different types of houses/shelters Charts, posters	Draw various types of shelter found in Liberia
Pupils will learn to produce products using local raw materials: such as bamboo cars, chairs, rattan craft products, wood carvings, etc.	Local produce produced from raw materials	Pupils naming some local raw materials and tell what is produced from each. Pupils produce materials from local raw materials.	Local bamboos, tatch, ropes, rattans	Identify the sources of local produce found in Liberia

GRADE I: SOCIAL STUDIES

Fourth Marking Period

General Objectives

At the end of this unit, pupils should be able to:

- list the family's basic needs (food, clothing, shelter, medical and education)
- work together as a family to acquire their basic needs
- develop cooperation as family members

Intended Outcomes

- pupils will want to grow and eat the types of food in the environment;
- they will practice the wearing of different types of clothing at different occasions.
- Pupils will make their own gardens
- Pupils will work together cooperatively to get their basic needs.

TOPIC 4: MAN'S BASIC NEEDS AND ENVIRONMENT

At the end of this topic,. Pupils will be able to:

- explain the importance of food to man;
- identify the types of food in the environment;
- state the importance and sources of food
- identify the types of clothing we use
- work together to acquire basic needs.

Outcome	Content	Activities	Materials	Evaluation
Pupils will grow and eat the types of food in the environment Cherish the idea of belongingness Demonstrate mutual obligation to family members	Family relationship Food (types and kinds)	With the pupils, list types of food eaten in the area. Pupils role-play the work sisters and brothers do at home Discuss the importance of food to man.	Pictures of food items: chart: real food items – cassava, potatoes, eddoes, oranges Drawings of brothers and sisters and what they do	Draw two of the food we eat for energy, growth, and protection
Acknowledge the need to eat different types of food	Importance of food to man	Let class discuss the process of food preparation. Let pupils discuss why they think we should eat other food types	Pictures of different food items	Write report on a visit to the market Identify types of food sold
They will grow all kinds of food for the home and market	Sources of food	Help identify the sources of food in the community	Seeds, cutting, some food items	Field visit to nearby farms
Practine wearing different types of clothing on different occasions	Types of clothing	Class list the types of clothing and their usefulness to man	Diagrams and pictures of different types of clothing	Explain how food and cloth are important to man
Practice wearing different types of clothing at different times	Importance of clothing to man	Class state the importance of clothing List some types of clothing.	[pictures of some clothing worn at different times (winter, summer, raining and dry times, in snow	Draw some of the types of clothing we wear in Liberia, and West Africa

GRADE I – SOCIAL STUDIES

Fifth Marking Period

General Objectives

At the end of this unit, pupils should be able to:

- recognize the basic needs of man in the Liberian environment and those of neighboring West Africa countries.
- recognize Liberian and other West African dress types and eat different food types

Intended Outcomes

pupils will:

- grow and eat food common to their region;
- love wearing the dress types in Liberia and other West African countries
- love to build the house structure types in their region.
- practice the importance of co-existence in the neighborhood

TOPIC: **BASIC NEEDS: SIMILARITIES IN LIBERIA AND NEIGHBORING SIX WEST AFRICAN COUNTRIES**

Specific Objectives

At the end of this topic, pupils will be able to:

- explain the food types and dress types in Liberia;
- identify the food types in Liberia and other West African countries
- distinguish clothes types in Liberia from those of other West African countries
- distinguish structure types of Liberia from those of other West African countries
- develop the sense of living with other people

Outcome	Content	Activities	Materials	Evaluation
Pupils will grow and eat food types common to their region.	Food types in Liberia and West Africa (Nigeria, Ghana, Guinea, Gambia, Sierra Leone, Ivory Coast)	Identify and discuss how to grow food in Liberia, and in other West African countries; sketch food grown in Liberia & other West African countries	poster sheets, pencils, pens, markers, etc. pictures of people working together	List some of the food found in your community
Pupils will love wearing dress types of Liberia and other west African countries State the importance of living together with other people	Dress types in Liberia and West Africa Friends and people in other areas/places	Discuss the dress types of Liberia. Tell the differences in dress types in Liberia and other West African countries Role-play friendship	Different dress types on chart (real dress types)	Describe some of the dress types of Liberia
Learn to build houses typical of Liberia and West Africa	House types in Liberia and West Africa	Students to draw or sketch different house structures. Bring pictures of other house structures to class	Poster sheets. Drawings Cut pictures	Draw four of the house types found in your community

GRADE 1: SOCIAL STUDIES

SIX MARKING PERIOD

General Objectives

At the end of this period, pupils should be able to:

- list the major political sub-divisions of Liberia
- explain the political sub-divisions of Liberia and other West African countries
- recognize that people are governed by rules

Intended Outcomes

- pupils will be proud to identify with their counties and state;
- explain the complex political make-up of Liberia and other West African countries
- state that quarters and villages are a part of the political sub-divisions of the state
- recognize and respect their leaders

TOPIC: POLITICAL SUB-DIVISIONS: SIMILARITIES AND DIFFERENCES

Specific Objectives

At the end of this topic, pupils will be able to:

- identify the political sub-division
- sketch a map of Liberia
- identify the political sub-divisions of some West African countries.
- Compare the political sub-division of Liberia to those of other West African countries.
- Differentiate the smaller political sub-divisions of the state
- explain that people are ruled by laws
- demonstrate obedience to the rule of law

OUTCOMES	CONTENT	ACTIVITIES	MATERIALS	EVALUATION
Pupils will develop pride in using the map of Liberia to locate the counties. Be proud to identify with their	County Leadership Roles of the leaders	Place a political map of Liberia on the wall; help pupils sketch the map. Pupils role-play roles of leaders	Map of Liberia A chart of the counties. Poster of a Town Chief in Palava Hut	Sketch the political map of Liberia

OUTCOMES	CONTENT	ACTIVITIES	MATERIALS	EVALUATION
counties.				
Develop love and appreciate state and county structures Develop adherence to rules	State	Using the political map of Liberia and West Africa, locate a state or county	Political map of West Africa & Liberia. Sketches of maps	Draw and identify county capital on the political map of Liberia
Describe the political make up of Liberia and West African countries.	Province	Draw/sketch the political map of Liberia	Poster sheets markers, pens pencils, tapes Photo of people fighting	Explain the meaning of province
Proud to identify with the people and place of origin. Develop needs of the town/clan.	Clan & Town Leadership Roles of leaders	Student-led discussions on town/clan importance & needs	Town maps of Liberia other political maps, charts, of Liberia	Explain three important roles of a leader in the village/clan

GRADE : 2 – HISTORY (SOCIAL STUDIES)

First Marking Period

General Objectives

Upon completion of this unit, pupils should be able to:

1. develop an understanding of the neighborhood / community,
2. explain the elements of a neighborhood and a community;
3. name the social services that are provided in a neighborhood and community
4. Explain what human rights are
5. recognize their rights and responsibilities at home, school and in the community

Intended Learning Outcomes

Live with other in harmony to develop their community, school and neighborhood

TOPIC: UNDERSTANDING OUR NEIGHBORHOOD

Specific Objectives

At the end of this topic, pupils will be able to:

1. define neighborhood community
2. differentiate a neighborhood from a community
3. locate his/her community on a map
4. draw an imaginary community
5. state what human rights are in their view
6. list some of their rights and responsibilities

Outcome	Content	Activities	Materials	Evaluation
Respect others for what they are and defend his/her rights	Neighborhood: <ul style="list-style-type: none"> - what is a neighborhood - what do we find in neighborhood: <ul style="list-style-type: none"> . several families . several houses . common interest . meaning of human rights . rights and responsibilities 	Ask pupils to say what they think a neighborhood is. Give one or two names Let pupils brainstorm the meaning of human rights Let pupils list some human rights and responsibilities of people in the neighborhood	Picture of neighborhood Picture of woman or man List of rights and responsibilities of a man and a woman	Distinguish a neighborhood from a home
Describe the make up of a neighborhood and community	Neighborhoods community: <ul style="list-style-type: none"> - several neighborhoods - larger than neighborhood - share common interest 	Visit a neighborhoods community to interact with the people - let them draw neighborhoods community	Neighborhoods community map	Sketch a village and color the house of the chief
Pupils will know and appreciate elements of neighborhood and community	Elements of neighborhood and community	Ask pupils to name and list elements of neighborhood and community	Pictures of: Hospital School Houses families	Identify three important structures where you live

Outcome	Content	Activities	Materials	Evaluation
Respect the rights and responsibilities of the people in the neighborhood and community	Features of neighborhoods community	Visit some physical features in the community	Local map	List three family members and their responsibilities
Explain the history of the neighborhood	History of neighborhoods community	Ask pupils to read the history of the community	History book	Using the diagram of the neighborhood, let pupils identify their homes

Second Marking Period (Social Studies)

General Objectives

Upon completion of the period, pupils will :

1. discuss the sources of food in the community
2. name the places where food is bought
3. describe how clothes are made
4. state how houses are built
5. explain that life is important to all living things
6. explain how to protect one's life and the life of others
7. explain the importance of education
8. explain the causes of HIV/AIDS
9. define medication

Intended Learning Outcomes

Devote time and resources to the needs of the family

Topic: - Our Basic Needs in the Community
- HIV/AIDS

Specific Objectives: At the end of this period, the pupils will be able to:

1. explain the sources of food
2. state the importance of clothing
3. state the purpose for building a house
4. state the importance of education
5. Discuss the condition of people living with HIV/AIDS
6. explain the importance of medication

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
State local food in the categories of energy, bodybuilding and protective Support individuals and organizations that help to bring relief	food	Visit a gardener or a farmer. - market place - Ask children to picture the variety of food	Social Studies Textbook II Picture depicting a man/woman working on a farm and in the market	Pupils draw and color food grown in the community in the following categories: Energy, body building and protective
Use clothes according to weather condition	clothing	Ask children to bring variety of clothes Let pupils role-play and discuss which clothes to wear and at what time	clothes	Draw clothes worn during rainy and dry seasons
Distinguish house types	shelter	Walk within school environment to see similarities and differences in structures	- poster sheets - pens - pencils - markers	Draw three different houses/structures in your community
Differentiate formal and informal education State the benefits of education	Education -informal -formal	Visit other schools in the community and interact with the students	-pictures of educational institutions	Write three sentences at home about the benefits of education
Demonstrate cleanliness of the environment	Medication - malaria	Visit a hospital or clinic to see different drugs types	Pictures of Drugs, Health center, health workers, medical	Pupils identify four reasons why people

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Recognize that there is no cure for HIV/AIDS	- HIV/AIDS	Invite a health worker to talk to pupils	equipment	contract malaria Pupils state how people can contract HIV/AIDS

Third Marking Period (Social Studies)

General Objectives

Upon the completion of the period, pupils should be able to:

1. define leadership
2. explain leadership role
3. state the difference in leadership in the church and the town/district
4. explain about decision making process
5. demonstrate unity and belongingness

Intended Learning Outcome

Identify different leadership styles and develop respect for the rule of law

Topic: Local Government

Specific Objectives

At the end of this period, the pupils should be able to:

1. define leadership
2. explain decision making process
3. identify the different leadership in the church/mosque, home and town/district
4. state the causes of discrimination

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Demonstrate respect for leadership	Definition of leadership Define of Discrimination	Teacher should define leadership	Posters on discrimination and non-discrimination	Explain how discrimination affect the development of a

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
		Give example		community
Demonstrate respect for leadership	Leadership in the home	Ask student's view on the issue Discussion on family leadership	Family picture	Based on the discussion, let pupils state how leaders are chosen
Pupils will learn and understand leadership in the church/mosque. Realize that discrimination brings about disunity and impedes social progress	Leadership in the church and mosque	Visit to a mosque/church Invite a local Pastor and Imam. speak to pupils on leadership	Bible Quran Constitution of Liberia	Explain the effects of discrimination. Class work do a pictorial of people been discriminated against
Develop respect for leaders who are the symbol of authority and unity in the communities	Village, town and city leadership	Visit to town/city hall to interact with leaders	Picture of the chief	Draw the hall where community meetings are held State some of the decisions made there and by whom
Differentiate levels of leadership	Clan, district, and counties leadership	Visit the commissioner's office for discussion Brainstorm on discrimination Role-play discrimination	Picture of district commissioner	Evaluation based on the visit and discussion

Four Marking Period (Social Studies)

General Objectives

Upon completion of the period, pupils should be able to:

1. locate Liberia on the map
2. describe the physical features of Liberia
3. describe the climate of Liberia
4. demonstrate the ability to meet the needs of the child

Intended Learning Outcome

Recognize themselves as people who need guidance in order to develop and play future leadership role

Topic: Geography of Liberia

Specific Objectives

At the end of this period, the pupils should be able to:

1. locate Liberia on the map of Africa
2. list some physical features of Liberia
3. State the importance of natural resources
4. describe the climate of Liberia and its effects.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Develop the behavior of working and living in harmony with the physical and climatic conditions of Liberia	Location of Liberia	Ask children to locate Liberia on the map of Africa	Map of Africa	State the countries that have borders with Liberia
Develop the behavior of working and living in harmony with the physical and climatic conditions of Liberia	Physical features of Liberia	Divide class into two groups and let each group brainstorm on the physical features and climate of Liberia. At the end, each group report their findings for general discussion	Physical map of Liberia	Evaluation on the class activities
Develop the behavior of working and living in harmony with the physical and climatic conditions of Liberia	Climate of Liberia	Teacher should define climate and its effects Visit a nearby historical site and report		Using the physical and weather map of Liberia, identify the major features
Develop the behavior of	People of Liberia	Discuss with the children	Pictures of various people	Draw a map of Liberia and

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
working and living in harmony with the physical and climatic conditions of Liberia	<ul style="list-style-type: none"> - indigenous - settlers - third group 	<p>who came first, second and third</p> <p>Discuss the role play leadership and make comments</p>	Posters of clothes worn by each of the groups	apply separate colors to where the groups settled

Fifth Marking Period (Social Studies)

General Objectives

Upon completion of the period, pupils will:

1. State the meaning of transportation
2. Explain the meaning of communication
3. Demonstrate how to communicate with different types of communication devices
4. Explain traditional and modern type/means transportation, communication, etc.
5. State the roles that communication and transportation are playing in the Liberian society (both traditional and modern)
6. Identify safety problems in Liberia
7. Develop awareness of group membership in society and rights to communication

Intended Learning Outcome

Develop the ability to work with others in providing basic services such as communication and transportation

Topic: Transportation and Communication

Specific Objectives

At the end of this period, pupils should be able to:

1. list reasons why people travel
2. classify the kinds of transportation under three (3) main headings: land, sea, air.
3. describe some means of transportation in Liberia today and yesterday
4. List simple means of communication

5. identify various types of communication
6. describe the traditional and modern means of communication in the Liberia society (drums, songs, town criers, radio, television, post offices telephone, computer)
7. explain the problems of road safety in Liberia

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Adjust and use the types and means of transportation and communication available to them	Meaning of transportation	Let the children discuss the meaning of transportation -draw	Picture of transportation	Assume that we all live in the traditional society of early Liberia. List the means of transportation we would have used to travel
Adjust and use the types and means of transportation and communication available to them	Types of transport <ul style="list-style-type: none"> - bus, car - truck - taxi 	Lead children to the transport union office to discuss with the children on the matter of road safety or transport hazard	photos	
Adjust and use the types and means of transportation and communication available to them	Means of transport <ul style="list-style-type: none"> - traditional - modern 	Ask pupils to discuss the means of transport	<ul style="list-style-type: none"> - hammock - pictures of taxi - bus 	
Adjust and use the types and means of transportation and communication available to them	Means of communication	Ask pupils to give examples of means of communication	Phone Radio television	State one benefit each of a mobile phone, radio and television
Cooperate with the society in providing information on the importance of communication and transportation.	Importance of communication and transportation The right to association	Take pupils to communication and transportation companies Let students form associations for various	Photos of transportation and communication devices Poster of club membership of people of different areas,positions,backgrounds etc.	Using your community as an example, state the importance of communication to your society

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Freely associate with others in matters of community welfare		purposes: Sports, drama, HIV-Health Clubs etc Discuss their roles		

Sixth Marking Period (Social Studies)

General Objectives

Upon completion of the period, pupils will:

1. Explain rules and laws in the home and the society
2. formulate rules and laws in the school and home
3. define the rights of other people
4. protect the image of the Government of Liberia

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Demonstrate loyalty to the home, community and the state	Rules in the home Freedom of Expression	-ask pupils to write rules of home and class and Let them explain Brainstorm the meaning of expressions	Document on rules	Consider yourself as the head of your home, write 4 rules for the home, considering the freedom of expression of your children
Demonstrate loyalty to the home, community and the state	Rules in the school	Talk to the disciplinary committee chairperson to discuss the school rules in class.	School hand book	Assignment Group work
Recognize leaders and show respect for national symbols	Rules in the community	Visit the Governor's office for help on how his office works	Copy of rules and regulations of the school	Write rules that apply to the school, home and community
Recognize leaders and show respect for national symbols	National emblems -the national flag National anthem	Let the children sing the national anthem or pledge and Allegiance	The Flag of Liberia Copy of the Anthem and the Pledge	State the penalties for violating public rules

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	The national court of arm	Explain the words of the National Anthem and the Pledge		

GRADE 3 – SOCIAL STUDIES

Marking Period I – Unit I

General Objectives:

At the end of the unit, pupils should be able to:

1. Explain the meaning of family;
2. Describe the different family types;
3. define a neighborhood and identify its features.
4. Describe the impact of HIV/AIDS on the economic status of the family

Intended Learning Outcomes:

Contribute positively to the improvement of their families and communities.

Care for each family member

Topic I: Local Community

II: The effects of HIV/AIDS on the economic status of the family

Specific Objectives

At the completion of the topic, pupils will be able to:

- explain the meaning of family
- identify family types (Nuclear, Extended)
- explain the basic needs of a family
- explain what is meant by a local community
- explain the difference between a local community and neighborhood community;

- list the physical features of his/her community: land, river, creek, etc.
- explain the practice of contraception in the family
- recognize the incidence of harmful cultural/traditional practice in his/her local community.
- State how HIV/AIDS affects family economy

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will be proud to belong to a family and will do all to protect that family. Make choice of religion	Basic need of the Family Meaning of family and types of family.	Discuss meaning and kinds of family. Discuss the roles and duties of each family member. Divide the class into 5 groups .Let each group choose one religion and discuss about: origin, practices of each. Report to plenary for discussion	Maps, charts Drawings of some religious buildings	Draw the nuclear and extended family of any size you like
Pupils will be involved in the discussions about their local communities. They will work and contribute to its growth and development.	Local community.	Bring posters of a local community. Lead discussion among students.	Charts, posters and photos	State how these services are provided in your community: light, water, waste disposal, communication
They will be concerned about the size of their community with regards to the work force and how they can expand its size	The size of the local community	Let students brainstorm the meaning of a local community	Drawings, posters charts, maps of communities	List some key features of a local community (School, church, health center, etc)
They will be happy to point out differences or similarities between their neighborhood and local community.	The differences between a local community and neighborhood	Explain the major differences between a neighborhood and a local community	Population map Physical map of Liberia Statistics of population.	Evaluation based on class discussion
Describe the effects of HIV/AIDS on the family	The effects of HIV/AIDS on economic status of the	Value voting on effects of HIV/AIDS on the family	Value voting Questionnaires	Using the value voting sheet, arrange the values

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	family			in the order of preference

GRADE 3 – SOCIAL STUDIES

Marking Period II – Unit II

General Objectives

Upon completion of Unit II, pupils should be able to:

- define rural and urban communities
- explain the differences between an urban (city) community and a rural community;
- classify his/her community as rural or urban;
- explain the different jobs people do in their communities;
- State the importance of literacy in their communities;
- Explain why people move from one community to another.

Intended Learning Outcomes

They will appreciate the fact that they belong to a community, whether urban or rural and will contribute to the wellbeing of that community
They will do all they can to be educated realizing that education is the key to modernization and acceptance in the larger community

Topic: **Kinds of Community**

Specific Objectives

At the completion of the topic, pupils should be able to:

- explain the differences between the urban (city) and rural communities;
- explain the interdependence of all communities;
- locate the various places and institutions in his/her community;.
- Explain the conditions of children in difficult circumstances in their communities.

- Explain why people move.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
They will appreciate the history of their own community and be proud to identify with the history and community.	Brief history of a community	Ask students to gather history of the community from their parents. Invite a prominent person of the community to visit and tell the history.	Notebooks, maps, charts.	1. Define Community 2. Give one major reason why people move
Students will learn to work and live with the diversities in the urban and rural communities.	Rural and urban communities; similarities and differences.	Draw a sketch of each community for discussion.	Crayons, poster sheets, notebooks, pen, pencils.	3. State three major differences between a rural and urban community.
Pupils will become aware about local, rural and urban communities' issues.	How the rural and urban communities depend on each other.	In small groups of 3, discuss how each of the communities depend on the other	Notebooks, chalk, pens, pencils Poster sheets	Sketch the population map of Liberia. 2.From the map, which areas have more people?
Analyze the contribution of people to the survival of the community	Population composition of a local community. Migration	Let students try to count the number of boys and girls in the class. Let each tell the number of girls, boys, women & men in their immediate family Let pupils discuss why people move.	Notebooks Graphs Charts of population of Liberia and counties	Using the population map, explain why do urban places tend to have more people than rural areas?
Pupils will identify the types of jobs people do in their own community.	Types of jobs people do in the community	Let pupils list the types of jobs people do in their communities.	Notebooks Pencils Pens Markers Poster sheets	Evaluation based on the class activities
Work with other in providing care and support	Incidence of literacy	Let class discuss the need to have a school in the	Notebooks Pencils	

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
for special population groups in the community		community invite a Guest on the topic.	pens	
Work with other in providing care and support for special population groups in the community	Problems of Special Population Group (SPG).	Guest Speaker to discuss the issue	Notebooks Pencils, and pens	

GRADE 3 – SOCIAL STUDIES

Marking Period III – Unit III

General Objectives

At the end of the Unit, pupils should be able to:

- Define weather and macro-climate
- explain the conditions of a macro-climatic condition
- Identify the two seasons of Liberia
- State the effects of the weather and other macro-climate on the lives of people and their activities.
- Explain that to have property, one must work hard

Intended Learning Outcomes

They will experience the climatic conditions and learn to cope with planning the activities to suit the conditions imposed by the weather. The Pupils will be aware that to earn a living and to own property one must work hard

TOPIC: EFFECTS OF WEATHER AND MACRO-CLIMATE

At the completion of the topic, pupils should be able to:

- Define weather and discuss its effects on our lives;
- Differentiate weather from macro-climate
- Explain the conditions that lead to macro-climatic situations and the effects on work;
- Associate certain activities with indoor or outdoor situations.
- Become aware that property is an asset

- Explain that to own property one must work earnestly.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Distinguish the major geographical features of the seasons of Liberia.	Weather (Rainy & Dry Seasons)	In groups, discuss the climate/weather of Liberia with reference to the Dry and Rainy Seasons.	A weather map of Africa & Liberia Charts, etc.	Use the climatic map of Liberia and discuss the climatic effects on the activities of Liberians
Distinguish the major geographical features of the seasons of Liberia	Duration of each season: - Rainy: April to October - Dry begins at the end of October to May	In groups discuss the duration of each season Report to the class.	A weather map of the world, Africa, West Africa & Liberia	Describe the activities that are carried on during each season in Liberia.
They will learn to carry out intensive outdoor farming activities during the Dry season and live its conditions.	Activities done during Dry season: - fishing, farming, swimming, recreation, etc.	A field trip to be discussed in class later	Fishing hooks, nets, maps of rivers in Liberia, etc. oral & group discussion	How is climate different from weather?
Preserve food for the rainy season when food is scarce, expensive and most needed. Live with the effects of the rainy season.	Activities done during the rainy season.	Discuss the activities of the rainy season. In class, collect water from the building over a period of one week and compare the daily quantity.	Buckets, Cups Bottles Jars Pans, etc.	
They will live with, and enjoy doing those activities/work that suit a particular time/weather condition.	Weather and work. Acquiring Property	Discuss the kinds of work done during rainy season. In groups explain how to acquire a property (land, cattle, buildings etc)	Charts Graphs diagrams	Explain how property is acquired in Liberia

Grade 3 – Social Studies-Unit IV (Marking Period IV)

General Objectives

Upon completion of this unit, pupils should be able to:

- state the importance of man's basic needs;
- explain the sources, importance and means of providing these needs;
- explain the benefits of education

Intended Learning Outcomes

Work toward providing their basic needs and achieve self actualization through education

TOPIC: OUR BASIC NEEDS

Specific Objectives

At the end of the topic, pupils should be able to:

- Identify the sources of food;
- Identify food types
- Develop the desire for him/her education as a means to eradicate poverty and ignorance.
- State the importance of education
- Name some educational institutions in Liberia

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Through cooperation and hard work the pupils will exert all efforts in providing the basic needs of their families	Food preparation and preservation: -plants Animals Fish others	Have children make school garden and tell each to make a backyard garden. List some food items from the nearby market.	Hoes Cutlasses Diggers Shovels Seeds cuttings	Using the market as a source, explain the sources of food in the environment
Through cooperation and hard work the pupils will exert all efforts in providing the basic needs of their families	Food preparation and preservation: -cooking Baking Processing	Discuss in group how food is prepared, preserved or processed. Invite an expert dietician to talk to the class.	Canned food; Fried doughnuts Apples, etc. Cassava, Potatoes, Eddoes	State how food is prepared.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	Others.		Poster of different food types	
Provide for themselves and families the kind of clothing and housing that portray their statuses in the society	Clothes; types & customs. -traditional dress Western dress Others.	Field trip to a nearby local market to identify types of clothes sold	Notebooks Clothes bought, etc. Pictures.	
Provide for themselves and families the kind of clothing and housing that portray their statuses in the society	Shelter; importance of shelter: -thatched houses Mud houses Zinc houses	take turn to discuss the kind of home each would like to build in the future.	pictures of all kinds of houses	
Provide for themselves and families the kind of clothing and housing that portray their statuses in the society	construction materials and house type.	let each child draw the type of house he/she desires. paste the best picture on the board.	poster sheets plain sheets pencils, pens markers, pictures of houses.	Oral Discussion
Based on their educational and economic attainment provide for themselves and families the kind of clothing and housing that portray their statuses in the society	education: - types - value	discuss the types and value of education in class.	posters markers pencils, etc.	
Exert all efforts to attain self actualization through education.	types of education: - western - traditions	Guest to be invited to discuss the two types of education.	notebooks pens pencils charts	.

GRADE 3 – SOCIAL STUDIES

Unit V: Marking Period V

General Objectives

At the end of the unit, pupils should be able to:

- identify good health habits;
- Explain health in relation to the environment
- identify communicable diseases prevalent in our society, along with their prevention.

Intended Learning Outcome

- practice health habits and rules in their homes and the environment
- they actually visit a doctor or health center in cases of health disorder.

TOPIC: HEALTH AND SAFETY

Specific Objective

Upon completion of this topic, pupils should be able to:

- explain ways of taking care of his/her body;
- Explain that children are happy when they play
- Explain that physical exercise is good for the body
- identify some common communicable diseases and
- List the prevention and cure of the some common diseases.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
they will love to care for their bodies by brushing their teeth washing the ears and body parts daily	Body care: <ul style="list-style-type: none">- nose- eyes- ears- teeth- others	Brainstorm on care for body parts Write poems on cleanliness	Notebooks toothbrush tooth paste, etc.	Evaluation based on class work
They will apply good health	Good health habits:	Let the class develop good	Charts	Make a chart of health

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
habits in their daily lives; they will practice these habits with their families	<ul style="list-style-type: none"> - brush your teeth twice daily - take bath twice daily - wash your hands before and after eating 	health rules for itself. Discuss the rules with them.	pens Pencils Posters, etc.	rules to apply at home and at school
Cooperate with others in the home and community for the wellbeing of all	Health and the physical environments. -Garbage disposal - Sanitation - Pollution - Others	Assign children to clean the classroom on a daily basis; Let students form cleaning team at school	Brooms Trash cans rake shovel burning hole	From the activities of the health club, state how community can combat pollution
1.Demonstrate the ability to participate social activities 2. Develop regular resting habit or mental exercises	Meaning of : Leisure Recreation Rest Play	Let students discuss in groups the meanings and means for: -leisure -recreation -rest -play	-Sports page _ Musical Instruments	Tell what leisure and rest do for the body.
They will take care of sick family members and themselves by taking the right treatments for cold, flue, cough, etc. They will visit the doctor or health center for appropriate treatment	communicable diseases: <ul style="list-style-type: none"> - Common Cold or flu - Cough - Tuberculosis - others 	Discuss common colds/flu Invite a medical doctor or health worker to discuss these sicknesses (Cold or flu, Cough, Tuberculosis, others) and their prevention and care.	Health Charts Copybooks Pens, pencils Markers Poster sheets	-Suppose your little brother had a Cold or malaria, what would you do to help him, when the father or mother is away.
They will always seek means of cure and preventive measure for common cold/flu and others	Prevention and Cure: <ul style="list-style-type: none"> - Isolation of sick people. - Seeking medical attention. 	Discuss with preventive measures. Invite a Guest lecturer (Medical Personnel)	Charts Notebooks Pens, Pencils Poster Sheets, etc.	Define communicable diseases.

GRADE 3 – SOCIAL STUDIES

Marking Period VI – Unit VI

General Objectives

At the end of this Unit, pupils should be able to:

- identify types of community services;
- explain transportation and the means of travel in and out of his/her community;
- state the advantages of modern means/devices of transportation over traditional devices/means;
- List the advantages and disadvantages of the modern devices of communication over traditional ones

Intended Learning Outcome

Cherish services rendered by others and pay for the upkeep of those facilities used to provide the services

TOPIC: COMMUNITY SERVICES: TRNSPORTATION & COMMUNICATION

Specific Objectives

Upon completion of this topic, pupils should be able to:

- Define community services
- Identify the community services rendered
- Describe the means of communication and transport in their community;
- State the advantages and disadvantages of the devices used in modern transportation/communication over those of traditional ones.

OUTCOME	CONTENT	ACTIVITIES	MATERIALS	EVALUATION
Cherish and pay for services rendered by others for the benefit of the community and society	types of community services	List the types of community services in your own community	Notebooks, Pens, pencils, pens poster sheets markers	From the group presentations, highlight the major findings discussed by each group
Cherish and pay for services rendered by others for the benefit of the community and society	Kinds of transportation: Traditional modern	Identify and list the devices used for transportation and communication in your area	Poster sheets Markers Pens, pencils Notebooks	-After each service, list who provides it for your community: ie) Education (parents,

OUTCOME	CONTENT	ACTIVITIES	MATERIALS	EVALUATION
				teachers, others etc)
Cherish and pay for services rendered by others for the benefit of the community and society	Need for communication	List some reasons why we communicate Let each group present to class for discussion and clarification	Note pads pencils, pens Poster sheets Markers, etc.	Define communication Why is communication important?
Cherish and pay for services rendered by others for the benefit of the community and society	Sources of Communication	Draw some devices and in communication	Empty cup Telephone and lines Drums, etc.	Name some communication devices use in your community.
They will always have the need to travel and will use whatever means of travel is available. They will cherish whatever device they use based on distance, purpose of travel and cost.	Transportation: a) Walking b) Hammock c) Donkey/Horse d) Bus/Taxi	Make pictures or illustrations of various kinds of transportation. Discuss how people move in and out of our communities. Pupils must name some transportation means.	Posters Drawings Pencils, pens Copybooks, etc.	Why is transportation important in your community and country? List some of the means of communication in your area.
Pupils will need and value rules as a means of good social process. They will realize that their activities are guided by rules. They will make and appreciate rules	Safety Rules: <ul style="list-style-type: none"> • High Ways • Community roads • Schools • First aid 	discuss the purposes of rules in our daily interactions. Let pupils make simple rules for activities. discuss the role and meaning of First Aid.	Notebooks Rules and Regulations copies Pencils, pens Poster Sheets	State the importance of good roads to the development of the nation.

**FIRST SEMESTER
GRADE 4 – SOCIAL STUDIES**

Marking Period: 1

General Objectives

At the end of this Unit 1, pupils should be able to:

- Locate Liberia on both the world map and a map of Africa (West Africa);
- Name the rivers, mountains, lakes, of Liberia;
- Explain the slave trade and its effects on Africa;
- List the importance of the natural resources of Liberia.
- Explain that child labor is dangerous to their health and education
- Analyze the situation of HIV/AIDS on population

Intended Learning Outcome

- Pupils will help shape their physical environment through their interaction with nature.
- They will support efforts that promote the wellbeing of the child.
- They will show concern and care for people with HIV/AIDS

TOIPC: LOCATION AND FEATURES OF LIBERIA

Specific Objectives

Upon completion of this topic, pupils should be able to:

- Locate Liberia on both the World Map and the map of Africa
- locate the major mountains of Liberia
- Name the major rivers and lakes of Liberia;
- List other physical features as capes, islands;
- State the dangers of child labor
- Identify community services that cater to HIV/AIDS

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
pupils will use the knowledge of the geography of Liberia to engage in activities and programs that will improve the economic wellbeing of the people know the location of Liberia in West Africa.	location of Liberia, West Africa	name the countries bordering Liberia	Map of the physical features of Liberia Notebooks pens, pencils poster sheets	Sketch the map of Africa and locate Liberia by coloring it.
pupils will use the knowledge of the geography of Liberia to engage in activities and programs that will improve the economic wellbeing of the people know the location of Liberia in West Africa.	Boundary of Liberia: <ul style="list-style-type: none"> • North – Guinea • South – Atlantic Ocean • West – Sierra Leone • East – Ivory Coast 	pupils locate Liberia on the map of the world/Africa. Point to the South, North, East & West in class.	map of Africa map of Liberia map of the world	On a map of West Africa, locate Liberia and name its nearest neighbors.
pupils will use the knowledge of the geography of Liberia to engage in activities and programs that will improve the economic wellbeing of the people know the location of Liberia in West Africa.	Liberia's highest mountains: Mt. Nimba, Gedeh, Wologisi, Bong Range and Putu	A physical map of Liberia A relief map.	A relief map of Liberia Profile map Notebooks	Explain the importance of some mountains to the development of Liberia. Name and locate some seven longest rivers in Liberia.
pupils will use the knowledge of the geography of Liberia to engage in activities and programs that will improve the economic wellbeing of the people know the location of Liberia in West Africa.	Liberia's largest rivers: <ul style="list-style-type: none"> • St. John River • St. Paul River • Cestos River • Mano River • Lofa River • Sinoe River 	let each pupil locate a river on the map of Liberia	A physical map of Liberia, other maps of Liberia, Notebooks, pencils, pens, etc.	Draw a map of Liberia and indicate a Cape, Peninsula, and major lakes.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	<ul style="list-style-type: none"> • Cavalla River 			
pupils will initiate and support programs that prevent the exploitation of the natural resources and features of Liberia.	Capes: Definition <ul style="list-style-type: none"> • Cape Mount • Cape Palmas • Cape Mesurado 	pupils should point to a cape on the map. Give your ideas of a cape.	physical map Notebooks Pencil, pens Crayon, etc.	Practical work based on the physical map of Liberia
pupils will initiate and support programs that prevent the exploitation of the natural resources and features of Liberia	Peninsula definition: <ul style="list-style-type: none"> • Monrovia as example 	locate Monrovia on a map of Liberia. Locate other places too Draw a map of Liberia	A topography map of Liberia Notebooks pencils, markers, etc.	Practical work using the physical map of Liberia to identify major defunct mining sites
pupils will initiate and support programs that prevent the exploitation of the natural resources and features of Liberia	Lakes: <ul style="list-style-type: none"> • Lake Piso • Lake Shephrd • Lake Caratural • Lake Tileh (man-made) 	Lakes: locate Lake Piso, Lake Shephard and Lake Tileh	Crayons, pencils, poster sheets, markers, etc.	
pupils will initiate and support programs that prevent the exploitation of the natural resources and features of Liberia	Natural Resources: <ul style="list-style-type: none"> • Iron Ore • Rubber • Timber • Gold • Diamond • Others 	name some natural resources you know.	Concession map of Liberia. Drawings by students.	State how the natural resources help in the development of Liberia
Expose the practices of child labor in the community	Child Labor	Let students role-play child labor of selling in the streets and carrying heavy load.	Pictures of children in working areas	Ask why some children do the work of adults
Communicate information on			Photocopy of information in	Using the value grid, list the

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
the causes and spread of HIV/AIDS Advocate for the rights of PLWA	HIV/AIDS and the population	Visit a nearby community center to gain idea on services rendered	health services offered at health centers	factors that cause AIDS in the order of most risky to least risky

GRADE 4 – SOCIAL STUDIES

Period: 2 - Unit 2

General Objectives

At the end of this unit, pupils should be able to:

- Identify the sixteen (16) major ethnic group in Liberia;
- Identify where each group came from
- Describe factors of migration of our tribes;
- State the problems associated with migration
- Explain the consequences of torture
- Explain how movements influence the spread of HIV/AIDS

Intended Learning Outcome

Take steps to protect the dignity of the human person and his culture

Provide information on the spread of HIV/AIDS

TOPIC: PEOPLE OF LIBERIA

Specific Objectives

At the end of this topic, pupils should be able to:

- Identify the sixteen (16) major ethnic tribes of Liberia;
- Identify the places of origin of each group;
- Group tribes by similarity of language or culture;
- Tell specifically where a tribe is settled in the majority
- State the dangers torture poses to the physical and mental wellbeing

- Explain how movement affects population

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Promote cultural awareness and the contribution of various inhabitants of Liberia	three major ethnic group in Liberia: a) Early migrants (16 tribes) and their origin.	help students name the sixteen ethnic groups of Liberia. Help them to divide the sixteen tribes into groups of: Mel, Mande, Kwa, etc.	Poster sheets pens, pencils markers	Differentiate the types of migrants and their contributions to the development of Liberia
Promote cultural awareness and the contribution of various inhabitants of Liberia	Latter Migrants: <ul style="list-style-type: none"> • Free man of color (USA) • Free men of color (West Indies) 	discuss the origin of each group of migrants.	Poster sheets, pencils, pens. Markers, etc.	State the contribution of the Latter Migrants to Liberia's founding
Promote cultural awareness and the contribution of various inhabitants of Liberia	Recent migrants other West Africa from: <ul style="list-style-type: none"> • Ghana • Guinea • Nigeria • Sierra Leone • Togo 	Draw a chart of the various migrant	Chart of the various groups of migrants to Liberia Map of Liberia by ethnicity.	Explain who is a migrant Using the map of Africa, identify the capital cities of Ghana, Nigeria, Sierra Leone, Togo Differentiate the types of migrants and their contributions to the development of Liberia
pupils will appreciate contributions of others to Liberian society	contributions of some of the ethnic groups to the Liberian society.	List some of the contributions made by each ethnic group to the Liberian society.	Chart, poster sheets pencils, pens, etc.	Discuss some of the contributions made by each ethnic group
pupils will understand the history of Religion in Liberia	Trade and introduction of Religion – Kissi and Mandingo	An ethnic/tribal map of Liberia. Draw a map of Liberia	Chart, Copybooks poster Sheets Pens, pencils	What are the major religions in Liberia?
pupils will know the writer	Invention of an indigenous	discuss the origin of the Vai	Group Chart Writing tools	Who invented the vai script?

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
of the first indigenous script in Liberia	script the Vai.	script. Name the man who invented it.	and materials	
pupils will understand the importance of traditional societies	Poro and Sande societies – the Lorma, Gola, Mende, and Vai	State why the Poro and Saned societies are important to the tribes that practice them.	poster sheet pencils,pens markers.	What is meant by traditional societies? In what way/s do traditional societies promote family values?
pupils will know the contributions of Kru and Grebo to sea-faring	sea-faring activities and folk songs – Kru and Gr.ebo	find out why the Kru and Grebo were the first to go to sea.	Notebooks pencils and pens	How does seafaring contribute to the development of families?
pupils will understand the influence of Christianity and Western Education.	Christianity and Western Education. New WorldSettlers:	Define Christianity and its role in education in Liberia. Name some of the early schools started here to bring western education	posters, poster sheets, pencils, markers, pens, etc.	Explain how Christianity help to spread western education in Liberia
Understand the reasons for migration	Migration. Different kinds of migration	lead students into defining migration. Name the kinds of migration with the students.	Notebooks clipping of people moving in groups:	State the effects of migration
Recognize the dangers child labor poses to physical and mental wellbeing of children	Child Labor	In groups, let students discuss the dangers of child labor. Role-play child labor	Poster, Copy of CRC	State who is a child. Explain what is referred to as child labor
Delay sexual activities until marriage	How HIV/AIDS is spread by migration	Filling questionnaires that access students' attitudes, feelings and emotions on HIV/AIDS	Structured questions on attitudes	Practical work based on structured questions on HIV/AIDS

GRADE 4 – SOCIAL STUDIES

Unit: 3 – Marking Period: 3

General Objectives

Upon completion of this Unit, pupils should be able to:

- Name the original founders of American Colonization Society;
- Explain why the American Colonization Society was founded;
- List reasons that led to the founding of Liberia;
- State when Liberia was founded;
- Describe the system of Government in the early days of Liberia
- Name the three branches of Liberian Government and State the function of each branch.
- Explain how the trans Atlantic slave trade violated the rights of children in Africa

Intended Learning Outcome

- Pupils will recognize the roles of Liberia and recognize that children need love, care and protection

TOPIC: FOUNDING OF THE LIBERIAN STATE

Specific Objectives

At the end of this topic, pupils should be able to:

- Name the founders and some members of the American Colonization Society;
- Explain why the American colonization Society was founded;
- Explain the reasons that led to the founding of Liberia;
- State when Liberia was founded and the system of Government that existed at the time
- Name the three branches of the Liberian Government and the specific functions of each branch.
- Explain how the trans Atlantic slave trade violated the rights of children in Africa

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will show loyalty to their country and cherish its history.	Founding of the American Colonization Society.	discuss the founding of the American Colonization Society with emphasis on the date and place.	Chart, Calendar, Notebooks and pens, pencils.	Class exercises, based on the historical documents of Liberia

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will show loyalty to their country and cherish its history.	Some members of the American Colonization Society: <ul style="list-style-type: none"> • Bushrod Washington • Elijah Caldwell • Robert Finley, etc. 	name some of the founding members of the American Colonization Society.	Notebooks Pens, pencils.	Class exercises, based on the historical documents of Liberia
Pupils will show loyalty to their country and cherish its history.	Aims of the ACS, why Liberia was founded: <ul style="list-style-type: none"> • To find a home for freed slaves; • To form the first Negro Republic in Africa. • Christianize and civilize the people of Africa 	In groups, discuss the aims of the ACS.	Notebooks Charts Pens, pencils	Class exercises, based on the historical documents of Liberia
Promote Liberia's image at the international level by their participation. Provide care and support for the family country	<ul style="list-style-type: none"> • Founding of Liberia • System of Government 	Discuss why Liberia was founded.	Group Chart, Map of Liberia Notebooks.	Give some reasons why Liberia was founded
Promote Liberia's image at the international level by their participation. Provide care and support for the family country	Parental care and protection	In groups, let children discuss how parents protect their children Role-play parenthood	Poster of family members together in group. Poster showing care giving to a disabled or child	Draw a happy family (Father, mother, brother, sister) and state who does what to make the family happy
Promote Liberia's image at the international level by their participation. Provide care and support for the family country	structure of the Liberia Government and functions: <ul style="list-style-type: none"> • Legislative • Executive • Judiciary 	Group made into structure that represents the branches of Government.	Note Pads Pencils, pens. Copies of our Constitution	Explain the functions of the branches of the Liberian Government.

GRADE 4 SOCIAL STUDIES

Unit 4 – Period 4

General Objectives

At the end of this Unit IV, pupils should be able to :

1. Define government
2. Explain what a unitary state is
3. Describe the structures and functions of local government
4. identify the head of each branch of government and tell the function of each head;
5. describe the structure and function of national government;
6. identify the five interim governments between 1990 and 2005;
7. explain factors that led to the formation of the various interim governments
8. Explain the roles of Group of 77, Christian Association of the Blind, National Commission on Disabilities, which are responsible for the wellbeing of the disables

Intended Learning Outcomes

- pupils will become aware of government functions and advocate for the support of disabled people in the society

TOPIC: FORMATION OF THE LIBERIA GOVERNMENT SYSTEM AND STRUCTURE

Specific Objectives

At the end of this topic, pupils should be able to:

1. Define Government
2. Explain the structure of a local and national government
3. Define disability
4. List some causes of disability

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVAULATION
Respect rule of law and advocate support for the	Local Government 1. Town	List the elements that make up the structure of our local	posters, poster sheets, pens, pencils, etc.	Define Government List the things that make up

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVAULATION
disabled in society	2. clan 3. chiefdom 4. district 5. county	Government define Government		the local government of Liberia Who heads the local government of Liberia
Respect rule of law and advocate support for the disabled in society	Branches of Government: <ul style="list-style-type: none"> Legislature Executive Judiciary 	Role Play	Copy of the Constitution pens, pencils copybooks, etc.	Group discussion guided.
Respect rule of law and advocate support for the disabled in society	Interim Government and Heads – 1990 to 2005.	Role Play: Heads of each Interim Period.	Notebooks pencils pens	Graph the branches of Government of Liberia and name their respective heads
Respect rule of law and advocate support for the disabled in society	Definition of Disability Causes of Disability	Let pupils brainstorm the definition of disability Let them state and discuss some causes of disability Let them discuss how the government can help the disabled	Poster showing a male or female with a amputated leg or arm or a blind person, etc Poster showing the importance of the white cane	Practical class work and experience based on the branches of the Liberian government

GRADE 4 SOCIAL STUDIES

Unit V – Period: V

General Objectives

At the end of Unit V, pupils should be able to:

1. identify the categories of workers in the Liberia Society
2. differentiate the types of workers within the Liberian Society;
3. Explain the importance of acquiring skills to earn a living;
4. identify the kinds of work educated Liberian women do;
5. identify the kinds of work non-educated Liberian do.

6. Explain what sexual exploitation of children mean

Intended Learning Outcomes

- Develop respect for the dignity of labor and discourage prostitution

TOPIC: WAYS OF EARNING A LIVING

Specific Objectives

At the end of this topic, pupils should be able to:

- 1 Identify the categories of workers in the Liberian Society;
- 2 Differentiate the types of workers within the Liberian Society;
- 3 Explain the importance of acquiring a skill to earn a living
- 4 Identify the work women do in the Liberian society
- 5 Identify the kinds of work non-educated Liberians do.
- 6 State the dangers of sexual exploitation
- 7 Explain why children get involved in prostitution.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Develop respect for the dignity of labor	Categories of workers in Liberia: 1. Government Workers: a) Public teachers, doctors, etc. b) Police & soldiers c) Public Corporations Workers	Ask pupils to identify the many ways in which people earn a living.	pencils, pens poster sheets, notebooks	Define sexual exploitation Explain why children get into prostitution? Define prostitution.
Develop respect for the dignity of labor	Types of Workers: a) Skilled Workers b) Unskilled workers	Write the names of the various types of jobs.	Notebooks Pens, pencils	Explain the advantages of unskilled labor
Develop respect for the dignity of labor	Categories of women workers: 1. Educated women	Role Play: pupils should sort out work women do in each category	Poster sheets Posters, pens, pencils.	Evaluation based on the class activities

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	Definition of: -Sex Exploitation -Prostitution	Let pupils brainstorm on the following terms: -Sex -Exploitation -prostitution Let them discuss the dangers of prostitution in their society.	Poster of various works people do to earn a dignified living. Poster on communicable diseases and their effects on the body.	

GRADE 4 – SOCIAL STUDIES

Unit V – Period: V

General Objectives

At the end of Unit V, pupils should be able to:

1. Give the definition of communication;
2. List the means of communication;
3. Develop simple modes of some communication devices.

Intended Learning Outcomes

- Pupils will differentiate different communication means and devices

TOPIC: COMMUNICATION

Specific Objectives

At the end of this topic, pupils should be able to:

1. Define communication
2. Name the different means of communication.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Make appropriate use of the	Communication	Define the term	Posters, poster sheets	Draw some of the things

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
means/types of communication devices		‘communication’ Ask students to name ways people communicate.	Pens, pencils, etc.	used for communication in traditional Liberian society.
Make appropriate use of the means/types of communication devices	Types of communication: <ul style="list-style-type: none"> Verbal Communication 	Posters of people in a group. Put means of communication into ‘verbal’	Pens, pencils Poster sheet Markers	Group work
Make appropriate use of the means/types of communication devices	Non-verbal: <ul style="list-style-type: none"> Letters Handouts Magazines Textbooks Charts, Newspapers Signs & signals, etc. 	Group Work & Role Play	Poster sheets Posters, pens, pencils Posters of various kinds/means of communication devices	Distinguish verbal and non-verbal communication

GRADE 4 – SOCIAL STUDIES

Unit VI – Period: VI

General Objectives

At the end of this Unit, pupils should be able to:

1. Define Transportation
2. Explain the general idea of transportation;
3. identify the three forms/kinds of transportation (Land, Air, Sea);
4. List the traditional and modern use of each form of transport;
5. Explain why people travel;
6. Explain the essence of transportation.

Intended Learning Outcomes

- Pupils will use each forms of transportation as may be available based on needs

TOPIC: TRANSPORTATION

Specific Objectives

At the end of this topic, pupils should be able to:

- Define transportation;
- Identify the general forms of transportation;
- Classify each form of transportation under the modern or traditional form;
- Explain why people travel.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Differentiate the various categories of transportation	Transportation – movement of people and goods from one place to another.	Ask pupils to tell what each thinks the idea of transportation involved.	Notebooks Pencils, pens Poster sheets Markers, etc.	Practical work based on the types of transportation available
Make appropriate use of the means/types of communication devices	Categories of Transportation: <ul style="list-style-type: none">• Land – walking, Taxis, buses, etc.• Sea/Water- Canoe, boats, ships, etc.• Air – rockets, Airplanes, Helicopters.	<ul style="list-style-type: none">• Group work to draw things used as a means of transportation by land, Sea and Air.	Poster Sheets Crayons Markers, pencils, pens rulers, etc.	Explain how air transport helps in the development of a place.
Pupils will know the different usages of transportation	Different uses of transportation: <ul style="list-style-type: none">• To carry or move people from one place to another.• Carry goods from place to place.	Display your drawings for viewing and discussion	Drawings of examples of means of transportation.	Draw various of forms of transportation
Pupils will appreciate the early means of transportation	Early means of transportation: <ul style="list-style-type: none">• Walking• Hammock• Human back	Ask the pupils to discuss the means of transportation that was used mostly during our civil crisis.	Pictures Posters, pens, pencils, markers & Crayons	List three means of travels in early times. State three reasons why people travel.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will understand why people travel.	Why people travel: (to go): <ul style="list-style-type: none"> • To work • To school • To hospital • To distant places 	Let students brainstorm on the importance of transportation.	Not Pads, Pencils, posters, pens	Quizzes.

GRADE 5 – SOCIAL STUDIES

Unit 1 – Period I

General Objectives

Upon completion of grade 5, pupils should be able to:

1. know how to locate Liberia on the map of West Africa/Africa
2. State the size and population of Liberia
3. Describe the physical features of Liberia
4. Describe the climate and vegetation of Liberia.

Intended Learning Outcomes

Engage in specific activities (economic, social) based on the climate and physical features of Liberia

TOPIC: GEOGRAPHY

Specific Objectives

At the end of this period, pupils should be able to:

1. Locate Liberia on the map of West Africa/Africa.
2. Identify the political sub-division of Liberia on the map of Liberia.
3. explain the size and population of Liberia;
4. Locate the mountains, rivers, lakes, peninsulas, and capes of Liberia.
5. Explain the difference between weather and climate;
6. Name the seasons of Liberia and tell the length of each;
7. Identify the industry of Liberia;
8. Name some common plants of Liberia

9. State the importance of transportation and communication.
10. Explain the advantages of children involvement in decision making

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Differentiate the physical features of Liberia.	Location and Boundaries of Liberia: <ol style="list-style-type: none"> 1. West Africa 2. Guinea on the North 3. Atlantic Ocean on the South 4. Sierra Leone on the West 5. Ivory Coast on the East. 	Place a map of West Africa on the chalk board and have pupils locate Liberia.	<ul style="list-style-type: none"> • Poster Sheets • Map of West Africa • Map of Africa 	Ask pupils to draw a map of West Africa locate the boundaries of Liberia
Pupils will identify the counties of Liberia	Counties of Liberia: <ul style="list-style-type: none"> • Montserrado • Grand Bassa • Sinoe • Maryland • Bong • Cape Mount • Nimba • Grand Gedeh • Lofa • Grand Kru • Rivercess • Margibi • Bomi • River Gee • Gbarpolu 	Ask pupils to identify the political sub-division of Liberia on the map of Liberia. Group work, divide the class into two groups.	Map of Liberia	Allow pupils to group the counties by region Divide the map of Liberia into regions using colors: -blue -green -red -black -orange, etc

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Relate the physical features to the climatic effects on the vegetation of Liberia.	Size and Population of Liberia: 1. 38,000 Square Miles 2. 2.2 million people	Discuss the population of each political sub-division of each county. Divide the class into two groups for class discussion and each group makes a report to the class.	Political Map of Liberia	Class Assignment based on the population map of Liberia.
Pupils will be able to appreciate the physical features of Liberia.	Physical Features: 1. Mountains 2. Capes 3. Plateau 4. Hills 5. Islands 6. Peninsulas	Ask pupils to locate mountains, Capes, Plateau, hills, Island and Peninsular on the physical map of Liberia.	Physical map of Liberia	Practical work based on the physical map of Liberia.
Pupils will be able to know the climate and vegetation of Liberia	Climate and Vegetation: 1. Rain Forest 2. Savanna 3. Mangrove Swamp 4. Rainy Season and Dry Season.	Ask pupils to discuss the seasons of Liberia and tell the length of each. The advantages and disadvantages of each season. Explain the types of climate and vegetation in Liberia	<ul style="list-style-type: none"> Vegetation map of Liberia Posters Markers 	pupils draw climatic and vegetation map.
Pupils will highly differentiate industry transportation and communication.	Industry, Transportation and Communication: 1. Mini industry 2. Agricultural Industry 3. Manufacturing Industry 4. Air Transport 5. Sea Transport 6. Land Transport	<ul style="list-style-type: none"> Take pupils on a field trip of local industries; Discuss the small and large scale industries in Liberia. Discuss the importance of Sea, Land, Air 	Visual Aids of land, Air, and Sea transports, Examples: car, train, ship, and Air plane.	Ask pupils what are the things we transport by air, land, sea, etc. On the map of Liberia, students should identify major rivers.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
		transport in Liberia to economic development...		
Develop the ability to think critically and make meaningful suggestions or recommendations.	10. Radio 11. Television 12. Poster 13. Oral Definition of participation -importance of child participation	Discuss the importance of the various means of communication to development. Take students on a field trip of some of the communication institutions. Example: Lone Star, Celcom, Commium, Post Office. In groups ,discuss the advantages of child participation in decision making . Let each group report to call for discussion and clarification	Visual Aids on Communication. Example: Cell Phones, Letters, SSB Radio, Talking Drum, Town Crier, etc. Makers, Posters	Ask pupils to list various transport of communication. Assignment- Ask students to listen to radio and watch Action News and outline the news heard to report to class.

GRADE 5 – SOCIAL STUDIES

Unit 2 – Period 2

General Objectives

Upon the completion of this unit, pupils should be able to:

1. Know the history of Liberia
2. Ensure that children are safe and protected from harm at all times
3. Explain the myths and misconceptions about HIV/AIDS.

Intended Learning Outcomes.

- Uphold the principles of non-discrimination
- Develop interpersonal relationship with people living with HIV/AIDS.

TOPIC: MIGRATION OF PEOPLE TO LIBERIA

Specific Objectives

At the end of this period, pupils will be able to:

1. Name the sixteen major ethnic groups of Liberia;
2. Locate the origins of the early ethnic groups on the map of Africa;
3. Identify the areas occupied by the early ethnic groups on the map of Africa;
4. Explain why the Early Ethnic Groups left their original homelands and came to Liberia
5. Define child protection
6. Explain the responsibilities of parents, child protection agencies, communities and the government
7. List the origin of the second ethnic group
8. Define Slavery
9. Outline the contribution made by each ethnic group of Liberian society
10. Explain the formation and function of the American Colonization Society
11. Identify problems faced by people living with HIV/AIDS.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will analyze the contributions of each ethnic groups of Liberia Support programs that cater to the rights of people living HIV/AIDS..	Who are the people of Liberia? Early migrants: 1. Bassa 2. Belle 3. Dan (Gio) 4. Dei 5. Gbandi 6. Kissi 7. Gola 8. Grebo 9. Kpelle 10. Krahn	Ask pupils to list/name the sixteen ethnic groups of Liberia. Ask pupils to group the ethnic groups on the basis of similarity of culture and languages.	Students text books/poster sheet/blackboard.	Ask pupils to group the various ethnic groups by language. <u>Assignment.</u> Identify the major ethnic groups on the map of Liberia

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	11. Kru 12. Lorma – Buzzi 13. Mano-Mah 14. Madingo 15. Mende 16. Vai			
Pupils will state the origin of Early Migrants of Liberia.	Origins of Early Migrant	Discuss the origin s of the early ethnic groups with particular reference to the ancient Empires of Africa. Place a map on the wall and help pupils identify areas originally occupied by the Early ethnic groups.	Map of Africa Map of West Africa/Atlas	State the origin of the early migrants Sketch the map of the early empire of songhai.
Pupils know the causes of Migration	Causes of Migration.	Discuss the factors that led to break up of the Kingdoms or Empires. Ask pupils to discuss freedom and security and suitable farmlands . Divide the class into two groups for group work and report.	Pupils textbooks and other resources.	Give assignment and quizzes.
Pupils will understand what is slavery and the origin of slaves from Africa, America & West Indies.	Later Migrants: Free slaves from America Africans from the Congo. Free slaves from the West Indies.	Discuss the origin of the second ethnic group with particular reference to the concept of slavery. Discuss the formation and function of the American colonization Society	Text book	1. Using the population Map of Liberia to identify the population groups of Liberia.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
		Discuss the founding of the Republic of Liberia.		
	Recent Migrants: 1. Ghanaians 2. Nigerians 3. Sierra Leonean 4. Guineans 5. Togolese 6. Others	Discuss the recent migrants.	Text book	
Advocate for the welfare of children	Child Protection Child Welfare Agencies	In groups of 4 or 5, let each group discuss: Child Protection Responsibilities of the child Responsibilities of parents Responsibilities of child welfare agencies Responsibilities of Government	Poster sheets Markers	List some child protection agencies and state their roles in Liberia
Support Programs that cater to the rights of people living with HIV/AIDS	The rights of people living with HIV/AIDS	Divide class into two groups. Let each group discuss the rights of people living with HIV/AIDS.	Handouts on information about HIV/AIDS prevention.	Outline specific programs on HIV/AIDS (practical work).

GRADE 5 – SOCIAL STUDIES

Unit – 3: Period: 3

General Objectives

At the end of the unit, pupils will:

Describe Liberia's system of Government;

Identify other systems of government

Explain that the lives of children are endangered when introduced to early sex

Intended Learning Outcomes

- Support programs that cater to the needs of children.

TOPIC: SYSTEMS OF GOVERNMENT

Specific Objectives

At the end of this period, pupils should be able to:

1. List the duties and responsibilities of a citizens;
2. Explain the rights of citizens as prescribed by the Constitution
3. Identify the three branches of Government;
4. Explain the function of each branch of Government;
5. Describe the concept of separation of powers;
7. Identify the National Emblems;
8. Draw the National Flag and tell what each color represents;
9. Explain the meaning of the National Anthem;
10. Explain the meaning of the Court of Arms;.
11. Recite the Pledge of Allegiance

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will show patriotism to the country and its emblem.	Citizenship: A. Who is citizen of Liberia? B. Duties and responsibilities of citizenship C. Rights of a citizen. D. Form of Liberian Government. 1. Branches of Government	Have a copy of the Constitution – read and explain the rights and responsibilities of a citizen. Discuss the function of Government. Draw the National Flag and explain the meaning of each color show pupils	Pupils' textbooks. The Constitutions of Liberia.	Describe Pornography and its effects on the lives of children -Define Pornography

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Support programs that buttress government efforts to discourage child pornography.	2. Function of Government 3. The National Flag; 4. The National Anthem D. Other Systems of Government. E. Child pornography	how to sing the National Anthem. Explain the meaning of the Anthem. Recite the Pledge of Allegiance Let the pupils discuss the danger of child pornography and early sex	Posters of infected persons with STD,HIV/AIDS	Practical exercise based on the National Colors and Emblem.

GRADE 5 – SOCIAL STUDIES

Unit: 4 – Period: 4

General Objectives

At the end of this unit, pupils should be able to:

1. Identify basic rights as defined by the Constitution of Liberia.
2. Explain the rights of the child

Intended Learning Outcome

Respect the rights of others and protect his/her own rights.

TOPIC: BASIC RIGHTS

Specific Objectives

At the end of this period, pupils will be able to:

1. List the Basic and Fundamental Rights as defined by the Constitution;
2. Explain the meaning of freedom;
3. Explain the concept of freedom of speech, thought, and religion.

4. List the rights of the child

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Uphold the principles of universal freedom and advocate against their involvement of children in violence.	Fundamental Rights Freedom Child Rights	Group work: Divide the class into two groups to discuss as to whether people are enjoying their fundamental rights in Liberia and report to class their answers. Role-play on the violation of child rights Carry out other related activities.	The Constitution of Liberia Copy of convention on the rights of the child Posters, markers	Using the Documents of the Liberia Constitution and universal rights do practical exercises in class.

GRADE 5 – SOCIAL STUDIES

Unit 5: Period: 5

General Objectives

At the end of this unit, pupils will be able to:

1. Explain Liberia's economic development.
2. List the economic activities of Liberia
3. Analyze the challenges of disadvantaged children

Intended Learning Outcome

Contribute to the economic development of the nation.

Tolerate all children, regardless of their status, culture, language or race

TOPIC: ECONOMIC DEVELOPMENT

Specific Objectives

At the end of this period, pupils should be able to:

1. Tell the difference between subsistence agriculture and commercial/plantation agriculture in Liberia;
2. Name some of the major agro-industries in pre war and present day Liberia;
3. Identify fishery as a component of Liberia's economy
4. Identify some of the mining sectors in pre-war and present day Liberia;
5. Identify the small and large scale industries in Liberia;
6. Differentiate between small and large scale industries;
7. State the problems affecting Liberia's economy development
8. Describe ways to assist disadvantaged children

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
<p>Pupils will analyze the economic development of Liberia.</p> <p>Describe the roles farmers play in the economic development of Liberia</p> <p>Demonstrate the desire to engage in economic activities</p> <p>Differentiate the needs of disadvantaged/disabled children from normal children</p> <p>Demonstrate empathy for disadvantage/disabled children</p>	<p><u>Agriculture</u></p> <p>A. Subsistence Agriculture</p> <p>B. Plantation Agriculture</p> <p>C. Fishing Companies</p> <p>D. Forestry</p> <p><u>Mining</u></p> <p>A. Bong Mines</p> <p>B. LAMCO, etc.</p> <p><u>Small Scale Industries</u></p> <p>A. Local furniture shop</p> <p>B. Die-dye</p> <p>C. Others</p> <p><u>Large Scale Industries</u></p> <p>A. Manufacturing Industries:</p>	<p>Let pupils do the activities of small and large scale industries:</p> <p>Take pupils on field trips to industries sites.</p> <p>Discuss the problems affecting Liberia's economy.</p>	<p>Pupils' textbooks.</p> <p>Research materials.</p> <p>Posters of various types of children: orphaned, displaced, missing, etc</p>	<p>Carryout exercises that will enlighten students on economic benefits derived from our major small and large scale industries.</p> <p>Explain how the community can help its orphans and disadvantaged children</p>

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	1. CEMENCO 2. Monrovia Breweries 3. Distilleries Problems Affecting Liberia's Economy Today: A. war B. closure of many companies			
	C. Low Revenue Intake. Meaning of Separation Disadvantaged Children	Divide the class into two groups for group discussion. Role play the activities of the fishing companies in Liberia. Divide class into 2 groups. Group 1 discusses how children when separated from parents; Group 2 discusses ways to support disadvantaged children. Groups report to class for discussion		

GRADE 5 – SOCIAL STUDIES

Unit 6: Period: 6

General Objectives

At the end of this unit, pupils should be able to:

1. Identify pollution in our environment and how to prevent it.

Intended Learning Outcome

- Pupils will prevent environmental pollution

TOPIC: ENVIRONMENTAL POLLUTION AND CONTROL

Specific Objectives

At the end of this marking period, pupils should be able to:

1. define pollution;
2. identify some of the causes of pollution;
3. Identify the harmful effect of pollution
4. Identify means of controlling pollution.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will guide against those things that contributes to environmental pollution in the community.	Pollution A. What is pollution? B. What are the causes of pollution in community/environment? Control of Pollution: A. Law – Legislation B. Public Education C. Community or Local Initiatives.	Take a field trip. Let pupils identify some of the causes of pollutions in their neighborhoods. Identify the health hazards that result from pollution. Help pupils identify means of controlling pollution. Discuss the use of mass media in controlling	Students' Textbooks Teacher's Manuals	Practical Exercises based on the causes and prevention of environmental pollution.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
		pollution.		
		Ask pupils to discuss some of the problems of pollution. Device strategies of combating problems of pollution/and other problems.		

GRADE 5 – SOCIAL STUDIES

Unit 7 – Period 6

General Objectives

At the end of this unit, pupils should be able to:

Explain Liberia's relations with other West African countries.

Intended Learning Outcome

- Advocate to promote Liberia's relation with other West African countries.

TOPIC: LIBERIA AND HER RELATIONS WITH OTHER WEST AFRICAN COUNTRIES

Specific Objectives

At the end of this period, pupils will be able to:

1. Analyze the history of West Africa;
2. List the English and French Speaking West African countries;
3. Explain the work of ECOWAS; WADA, and MRU.
4. Name the major rivers of West Africa;
5. Name the climatic regions of West Africa;
6. Explain the type of natural vegetation, Agriculture, Industries, and transportation in West Africa
7. Describe the desert in the North.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
<p>Differentiate the climatic effects on the countries of West Africa.</p> <p>Describe Liberia's role in the socio-political development of West Africa</p> <p>List the economic importance of the rivers of West Africa</p> <p>Encouraged to become farmers and contribute to the agriculture development of West Africa</p> <p>Engaged in industrial activities to enhance economic development of the region</p> <p>Engage in transportation activities</p>	<p>Size of West Africa 2.5 million Square mile (6.2 million km).</p> <p><u>Countries of West Africa</u></p> <p>English Speaking:</p> <ol style="list-style-type: none"> 1. Liberia 2. Nigeria 3. Sierra Leone 4. Ghana 5. Gambia <p>English/French Speaking (bilingual)</p> <ol style="list-style-type: none"> 1. Mauritania 2. Senegal 3. Mali 4. Niger 5. Guinea 6. Guinea Bissau 7. Burkina-Faso 8. Ivory Coast 9. Togo 10. Benin 11. Cameroon <p><u>The Three (3) Main Belts</u></p> <ol style="list-style-type: none"> a) Land below 1,000ft. b) Land between 1,000 ft. 3,000ft. c) :am over 3,000ft 	<p>Pupils list West African countries.</p> <ul style="list-style-type: none"> - Group A, list English Speaking countries and group B list French Speaking countries; while group C list the bi-lingual West African countries. - Have pupils find on the map of West Africa the areas that have vegetation grassland, forest and mangrove swamps. - Upland-refer to mountain ranges. - Define and explain about coastal plain. 	<p>Map of Africa and map of West Africa</p> <p>West Africa Map –political map</p> <p>Student's textbooks</p> <p>New Geography of West Africa/Liberia.</p>	<p>Practical class exercises using the climatic and physical maps of West Africa. i.e.</p> <p>On a map of West Africa, indicate the capital cities of the countries.</p> <p>Draw the map of West Africa and indicate the major rivers</p>
	<p>4. <u>Major Rivers of West Africa</u></p> <ol style="list-style-type: none"> 1. The River Niger 	<p>- identify the rivers on the Atlas/physical map</p>	<p>- make available Vegetation Map of West Africa</p>	<p>State how agriculture helps in developing</p>

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	2. The Senegal River 3. The Volta River 4. The Cavalla River 5. <u>The Climatic Region of West Africa</u> 1. Desert in the North 2. Grassland Climate 3. Upland 4. Coastal Climate 6. <u>National Vegetation</u> a) Mangrove swamps b) Forest c) Grassland d) Desert 7. <u>Types of Agriculture</u> a) Shifting Cultivation bush burning b) Subsistence Agriculture c) Plantation Agriculture	<ul style="list-style-type: none"> - Discuss the climatic regions of West Africa. - Describe Grassland Climate-long-dry seasons (4 months or more) most of Africa - Pupils discuss Shifting Cultivation or bush burning. - Pupils discuss what is subsistence agriculture and Plantation Agriculture 	ATLAS Poster sheets, markers, etc Let students list the types of agricultural practices in West Africa Discuss the uses of the major rivers of West Africa	friendship amongst the West African countries Explain how land in acquired in Liberia Identify the countries that produce the most cattle in West Africa Draw the physical map of Africa and indicate the countries with desert, forest, grassland, swampy land. Use color for each feature
	8. <u>Problems Facing West African Agriculture</u> a) Depending on one or two crops. b) Land ownership by ethnic groups. c) Over-grazing and cattle management. d) Shifting cultivation Subsistence Farming	<ul style="list-style-type: none"> - What are crops? Let pupils list the crops they know. - What is cattle management? - Pupils discuss subsistence farming advantages and disadvantages. 		

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	<p>Crops rotation, use of fertilizer, machinery and soil erosion.</p> <p><u>Industries</u></p> <p>9. Economic Development</p> <p>a) minerals</p> <p>b) Small Scale Industries</p> <p>c) Large Scale Industries.</p> <p>10. <u>Transportation</u></p> <p>a) Animal and Human Portorage head carrying.</p> <p>b) Water transport</p> <p>c) Railways, Roads</p> <p>e) Air transport</p>	<p>- Discuss land ownership by ethnic groups.</p>		

GRADE 6 SOCIAL STUDIES

Unit: 1 – Period : 1

General Objectives

Upon the completion of this unit, pupils should be able to:

1. State when the Liberia was officially founded.
2. List the factors that lead to the founding of Liberia
3. Identify the problems of pregnant women and nursing mothers.
4. Explain the implications of HIV/AIDS on the family.

Intended Learning Outcome

- Demonstrate concern for nursing and pregnant women
- Develop high sense of self esteem.

TOPIC: THE FOUNDING OF THE LIBERIAN STATE

Specific Objectives

At the end of the period, the pupils should be able to:

1. Explain who founded the Liberian State;
2. Give the names of founding members of the American Colonization Society;
3. Tell when the Liberian state was officially founded;
4. Identify the various periods of Liberian History – from Colonial period to the present
5. Protect the rights of disadvantaged women and children;
6. Describe the effects of HIV/AIDS on the family.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will understand why Liberia was founded and recognize the efforts of those who founded Liberia.	The Founding of Liberia	<ul style="list-style-type: none">- Pupils be allowed to discuss the founding of Liberian State- Discuss Slave Trade and factors that led to repatriation of slaves to Serra Leone and Africa.	Early map of Liberia Sketch of the present map of Liberia	
Demonstrate concern for nursing mothers and pregnant women Make responsible choices about sex and when to start a	Purpose of the ACS Reasons for Repatriation Disadvantage women and children	<ul style="list-style-type: none">- Discuss in group the work and problems encountered by the Pioneers upon arrival to Sierra Leone and Liberia- Do a role play/drama on the arrival of the	Poster with pictures of pregnant women and nursing mothers and children Diagram of the stages of the Family Cycle. (Posters, markers, etc.)	Give pupils Assignments and Pop Quizzes at the end of the week. Give group assignment with specific task. Who are the disadvantaged

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
family.	The Family Cycle and HIV/AIDS	<p>Pioneers</p> <ul style="list-style-type: none"> - Discuss what is Cheap Domestic Labor? <p>Let the class discuss care and support for disadvantaged women and children</p> <p>Divide class into three groups and let each group discuss how HIV/AIDS can be prevented at each stage of the family Life cycle.</p>		<p>in society?</p> <p>State two reasons why freed slaves were brought to Africa.</p> <p>Questionnaires on HIV/AIDS and the Family Life Cycle</p>

GRADE 6 – SOCIAL STUDIES

Unit 2 – Period 2

General Objectives

At the completion of this unit pupils should be able to:

- State several ways in which Liberian earn their livelihood;
- Tell the difference between goods and services
- Identify ways to give special attention and protection to refugees and their children
- Explain the importance of upholding the rights of children.

Intended Learning Outcome

- Pupils will develop interest in various ways of earning a livelihood
- Guide children set their own goals and make decisions for their future.

TOPIC: WAYS OF EARNING A LIVING IN LIBERIA AND SELECTED AFRICAN COUNTRIES – WEST,EAST,SOUTH,AND NORTH

Specific Objectives

Upon the completion of the unit pupils should be able to:

1. Name some general farm crops which may be common to the selected countries of West Africa.
2. Identify, for example, that cocoa is a leading farm product of Ghana;
3. Identify some major cattle breeding counties in West Africa for example Guinea;
4. Name cocoa as a major farm crops of South-eastern Nigeria.
5. List and explain some specific needs of refugees
6. Explain the importance of educating the girl child.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Support programs that enhance economic interdependence of West African States	Selected West African Countries a) Ghana – Cocoa b) Guinea – Cattle c) Sierra Leone – Coffee d) Nigeria – Cocoa	e) Discuss the vegetation patterns of West African Countries f) Give pupils home assignment to search for information on the case study on the selected African states.	i) Map of Africa j) Geography of West Africa and k) New Geography of Liberia. l) Poster for the map of Africa, West Africa.	Sketch the map of west Africa and put in the countries and capitals..
Realize the importance of raising domestic animals	2. <u>North Africa</u> a) Cattle raising among moors of Northern part of the Sahara Desert	g) Let the class discuss each pupil's report.		Sketch the map of East Africa and put in the countries.
Communicating freely on issues that affect children welfare.	b) The Oasis dwellers (a sub-ethnic group of the moors who grow millet, rice, water melons, etc. c) The Tibu-animals herbs d) Other occupation. 3. <u>South Africa</u> a) Modern farming family in the Savanna land.	h) Let pupils discuss in group of 4 ways their parents and other family members earn their living.		Describe : Refugees Explain how a refugee is different from a displaced person. How are they alike?

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
<p>Learn about other people on the continent of Africa their contributions to the development of Africa.</p> <p>Organize assistance in aid packages for refugees and children</p>	<p>b) Abubakar’s family a nomadic group that lives in a desert area.</p> <p>c) Gold and diamond mines workers of South Africa, the continent’s leading producer of these minerals</p> <p><u>East Africa</u></p> <p>a) the nomadic mosaic people who constitute the majority of cattle breeders in the country.</p> <p>b) Major farm crops grown consist of rice, wheat, cotton, maize, altalta for cattle feeds, The Rights of Children under Customary Marriage</p>	<p>Let the pupils brainstorm on the treatment of refugees and their children</p> <p>Divide the class into two groups.</p> <p>Let each group list some rights a child enjoys under customary marriage.</p> <p>Compare the lists and discuss the differences in class.</p>	<p>Posters of pictures of refugees and displaced people.</p> <p>Copy of Customary Laws of Liberia.</p> <p>The Liberian Constitution, notebooks and posters.</p>	<p>Group Exercises on the rights of the child.</p> <p>Practical Class Work.</p>

GRADE 6 – SOCIAL STUDIES

Unit 3 – Period 3

General Objectives

- Upon the completion of this unit, pupils should be able to identify the geographic location of Africa on the World Map.
- Sketch the geographic features of Africa.

Intended Learning Outcome

- Pupils will understand the geographic feature of Africa.

TOPIC: GEOGRAPHY OF AFRICA

Specific Objectives

At the end of the period, pupils should be able to:

1. identify the geographic location of Africa on the World map;
2. Locate the highest mountains in Africa.
3. Name the largest rivers and lakes in Africa
4. Describe the climatic conditions and vegetation areas of Africa.
5. Identify the major groups of Africa's people
6. Locate the major cities of Africa

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Distinguish the climatic and vegetation zones of West Africa.	A. Boundaries of Africa B. Highest Mountains of Africa C. Largest Rivers and Lakes D. Uses and users of the rivers and lakes. E. People of Africa groupings and complexion. F. Major cities of Africa their population.	Using the map of West Africa in groups, pupils; (a) locate geographic location of Africa on the world map. (b) Pupils name and locate the highest mountain in Africa (c) locate largest rivers and lakes in Africa. Discuss the major groups of Africa's people.	<ul style="list-style-type: none">• Use the World Map• Use the world Atlas• Research materials	Carryout practical class exercises using the climatic and vegetation maps of West Africa.

GRADE 6 – SOCIAL STUDIES

Unit 3 – Period 3

General Objectives

At the end of this unit pupils should be able to :

- Explain the functions of Regional Organizations and other organizations.
- Justify the existence of drug laws.

Intended Learning Outcome

- Pupils should identify the inner-workings of regional organizations.
- Support the work of drug control agencies

TOPIC: INTERNATIONAL RELATIONSHIP AMONG AFRICAN STATES

Specific Objectives

At the end of this period, the pupils should be able to:

1. Identify some African organization such as the organization of African unity – African Union (AU)
2. Identify the Economic Community of West African States (ECOWAS) and the Mano River Union (MRU)
3. Identify or discuss the aims and objectives of each of these organizations.
4. Name the members states of each of these organizations;
5. Identify some of the specific programs of OAU/AU, Mano River Union, ECOWAS and MRU
6. List the activities of drug enforcement agencies in West Africa.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will recognize the importance of the regional organizations. Teach others about the danger drugs abuse poses to health. Organize campaign against the sue of illegal drugs.	<ul style="list-style-type: none">• Organization of African Unity (OAU)<ol style="list-style-type: none">1. Date of formation2. Member states of the organizations3. Functions of the organizations.4. Problems and achievements• Mano River Union (MRU)<ol style="list-style-type: none">1. Date of formation	Pupils begin with the historical background on the formation of the OAU. Give factors that led to its formation. Name its present Regional Headquarters. Help pupils identify the member states of the organization. Discuss the function of OAU. Discuss the many	a) History of Liberia/West Africa b) Regional documents	Designed questionnaires on the organizations of the West African States and their functions. Practical Exercises using the Political Map of West Africa.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
	2. member states of the organization 3. function of the organization. 4. problems and achievements • West Africa Rice Development (WARDA) 1. Date and formation 2. member stats of WARDA 3. Function of WARDA 4. Problems & Achieve 5. State the definition of drugs. The effects of drugs on health -Some common illegal drugs found in Liberia. Form anti-drugs body in the class	achievements of the organization Follow the same pattern of activities for the other organizations Other related activities. List some illegal drugs and their effects on human health.		

GRADE 6 – SOCIAL STUDIES

Unit 4 – Period 4

General Objectives

Upon the completion of this unit pupils should be able to:

Identify the geographic location of Liberia in West Africa

Describe the environmental and climatic conditions of West Africa.

- Explain the economic and social ties among Liberia and other neighbors

- Ensure that child rights are enforced and protected everywhere.

Intended Learning Outcome

- Pupils will appreciate and understand the geographic location of Liberia in West Africa.
- Demonstrate the awareness that children are not to be detained in the same facilities with adults.

TOPIC: LIBERIA AND WEST AFRICA

Specific Objectives

At the end of this period, pupils should be able to:

- State the geographic location of West Africa
- Compare the environmental and climatic conditions of Liberia with her neighbors – rainfall, weather, vegetation, etc..
- Compare similarities in language, customs, and general culture traits;
- Tell the population cultural pattern as well as modality and mobility trends within these countries.
- Define Juvenile .
- Explain why there should separate courts for children.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Distinguish the climatic and environmental condition of West Africa	A. The Geographic location of West Africa. B. Environmental and climatic conditions of Liberia and her neighbors. C. historical and political aspects of Liberia and close neighbors.	Divide <u>the into five groups. Let each group report on; 1. 1. 1. Geographic location of Liberia</u> 2. Compare the environmental conditions of Liberia and her immediate neighbors. 3. Discuss the historical and political development of	<ul style="list-style-type: none"> • Map of Africa • Map of West Africa 	1. sketch the map of West Africa and label the countries.
Become aware of the effects of colonization on the west African Coast.	1. COLONIALISM IN Africa and how it affected Guinea, Ivory Coast, and			

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
<p>Be aware of Liberia's relationship with her neighbors.</p> <p>Advocate that a child offender is tried in Juvenile court.</p> <p>-Make sure the court is meant to correct the child.</p>	<p>Sierra Leone.</p> <p>2. Independence dates of the former colonies and Liberia.</p> <p>3. Independence of these countries .</p> <p>4. Economic and social ties among</p> <p>5. Juvenile and Juvenile court.</p>	<p>Liberia and her immediate neighbors.</p> <p>4. Make reference to colonialism in Africa and explain how it affected. Guinea, Ivory Coast and Sierra Leone</p>		
	<p>Liberia and her neighbors.</p> <p>D. comparative study of similarities in languages, customs and general culture traits.</p> <p>E. Population, culture, patterns, responsibility and mobility within these countries.</p>	<p>5. Discuss Independence dates of former colonies and Liberia</p> <p>Let each group report to class for clarification. Let them discuss why there should be a juvenile court.</p>	<p>Pupil's textbooks</p> <p>History of Liberia</p> <p>Poster with a child in court.</p>	<p>Assignments</p> <p>Explain climate and weather are related.</p> <p>Define juvenile.</p> <p>Explain why we need a juvenile court.</p>

GRADE 6 – SOCIAL STUDIES

Unit 5 – Period 5

General Objectives

Upon the completion of this unit pupils should be able to:

1. know the current events and historical commemoration
2. List the importance of National Holidays in Liberia
- 3, describe the role of the media as partner in information dissemination and other communication.

Intended Learning Outcome

- Pupils will appreciate and understand the historical commemorations of Liberia
- Develop interest in the work of the media as a link between and among people of diverse backgrounds.

TOPIC: CURRENT EVENTS AND HISTORICAL COMMEMORATIONS

Specific Objectives

At the end of this period, pupils should be able to:

1. Name the major national holidays of Liberia;
2. Tell the significant of each holiday;
3. Define Media
4. Name the contributions of some media institutions (Print,/Electronics) in Liberia
5. Analyze major media stories
6. Explain the causes and effects of the Liberia civil war
7. Identify means of ending conflict.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
<ul style="list-style-type: none"> Develop interest in Liberia's historical commemoration and use the media as medium for information in the society. Understand the causes and effects of the various conflicts in Liberian society. 	1. The National Holiday 2. Religious holidays 3. plan programs on holidays 4. Major newspapers, news stories. 5. Liberia civil war. 6. The 1980 Coup 7. The 1980 Coup d'état and its origin and causes 8. Other causes of war 9. The effect of the war.	Plan appropriate indoor programs with the pupils. Pupils read news papers aloud in class. Let students organize a Press club and report to class important events in the school, community and nation	<ul style="list-style-type: none"> Pupils textbooks Teachers manual Research materials 	List some of the national holidays observed in Liberia.. -Explain 2 functions of the media in Liberia. -explain how the media can help people during war.
	The Role of the media	In two groups let the class debate as to whether the 1980 Coup was necessary or	Newspapers clippings, -magazines, radios, TV etc	Name some of media houses in Liberia and explain their

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
		not. Critique the debate in class and clarify.		roles in the development of the country.
		6. Pupils discuss the coup origin and causes. 7. Pupils discuss other causes of the war and its effects		

GRADE 6 – SOCIAL STUDIES

Unit 6 – Period 6

General Objectives

Upon the completion this unit pupils should be able to:

1. know the cultural trends of Liberia
2. understand the similarities of Liberian /culture.
3. demonstrate opposition to harmful socio-cultural practices(early marriage ,FGM etc)

Intended Learning Outcome

- pupils will appreciate the trends of culture and its similarities in Liberia.
- Incorporate and promote the positive aspects of socio-cultural practices in their communities.

TOPIC: CULTURAL TRENDS OF LIBERIA

Specific Objectives

At the end of this period, pupils will be able to:

1. identify the cultural trends of Liberia
2. describe the similarities of culture
3. Describe the customs of Liberia
4. define socio-cultural practices
5. List the advantages and disadvantages of social and cultural practices
6. state specific harm associated with harmful socio-cultural practices.

OUTCOME	CONTENT	ACTIVITIES	MATERIAL	EVALUATION
Pupils will appreciate the cultural trends of Liberia Create an awareness of harmful socio-cultural practices.	1. Culture 2. culture norms and pattern of Liberia. 3. Liberia Arts and Crafts. 4. Customs of Liberia: <ul style="list-style-type: none"> - preparation of food. - Building of homes - Marriage, divorce, child care, death, etc. 4. Courtesies. Socio-cultural practices -Advantages and Disadvantages	Divide the class into groups and let each group bring some cultural artifacts to class for clarification. Pupils should discuss some socio-cultural practices Including advantages and disadvantages.	Cultural artifacts. Drawings, Sassa, horns, masks etc.	Define culture. What are cultural norms Draw some of the things used in the Liberian culture for music and information



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