



Republic of Malawi

MALAWI

PRIMARY SCHOOL SYLLABUSES

STANDARD 5

CHICHEWA

ENGLISH

MATHEMATICS

EXPRESSIVE ARTS

LIFE SKILLS

SOCIAL AND ENVIRONMENTAL SCIENCES

SCIENCE AND TECHNOLOGY

AGRICULTURE

BIBLE KNOWLEDGE

RELIGIOUS EDUCATION

Ministry of Education

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Foreword

Primary School Syllabuses

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

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

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

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

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

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

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

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

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

J. J. Matope
Secretary for Education

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Malawi's Outcomes-based Curriculum

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

Developmental Outcomes

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

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

Primary education outcomes

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

Assessment standards

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

Success criteria

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

Principles of OBE

Clarity of focus:

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

Expanded opportunity:

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

High expectations:

Educators must assist learners to reach their full potential

Criterion referenced measurement

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

**Silabasi yophunzitsira
kuwerenga, kulemba ndi
chiyankhulo-
Chichewa**

Sitandade 5

Kufunika kwa phunziro la Chichewa

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

Maluso ndi zolinga zake

a Kumva

Ophunzira adzamvetsera mwatcheru kuti amvetsetse ndi kuyankhapo m'njira komanso m'nhani zosiyansiyana.

b Kuyankhula

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

c Kuwerenga

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

d Kulemba

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

e Kuganiza mozama ndi modekha

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

f Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Chigawo : Choyamba

Luso : Kumva

Cholinga cha luso : Ophunzira adzamvetsera mwatcheru kuti amvetsetse ndi kuyankhapo m'njira komanso m'nhani zosiyansiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • amva malonje • amva mauthenga osiyansiyana	Ophunzira: 1 aperek malonje kwa anyakwawa/ mfumu 1 afotokoza uthenga wa m'nhani komanso m'nthano 2 atchula njira zotumizira mauthenga 3 achita sewero lopereka uthenga	Malonje Mauthenga	<ul style="list-style-type: none"> kuyankha malonje kwa nyakwawa / mfumu mwaulemu kuyeseza kuperek malonje kwa nyakwawa kufotokoza mauthenga m'nhani komanso m'nthano zomwe amva kutchula njira zotumizira mauthenga kuchita sewero lopereka uthenga monga wa zafulu wachibadwidwe, ukwati 	<ul style="list-style-type: none"> mafunso ndi mayankho ntchito ya awiriawiri kuchita sewero kufotokoza masewero ntchito ya m'magulu nyimbo kuonetsetsa zomwe ena akuchita 	<ul style="list-style-type: none"> ophunzira ng'oma zogwiritsa ntchito mbuwu anthu ena mauthenga apakamwa bokosi la kanema mauthenga olembedwa komanso ojambulidwa

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> azindikira mawu osiyanasiyana 	<p>4 afalitsa mauthenga wa zaufulu wa chibadwidwe, ukwati</p> <p>1 azindikira kamvekedwe ka maphatikizo komanso mawu osiyanasiyana</p>	<p>Kamvekedwe ka maphatikizo komanso mawu</p>	<ul style="list-style-type: none"> kuzindikira mauthenga opezeka m'nhani komanso m'nthano zomwe amva kuchita sewero lopereka uthenga monga wa zaufulu wa chibadwidwe, ukwati kufalitsa mauthenga monga a zaufulu wa chibadwidwe, ukwati kuzindikira kamvekedwe ka maphatikizo komanso mawu osiyanasiyana (mwachitsanzo: khumba, nkhumba, phala, mphala, mphwayi ndi ena) 	<ul style="list-style-type: none"> kuyesana/ kupimana nzeru mafunso ndi mayankho kukambirana kuchita sewero ntchito ya m'magulu ntchito ya awiriawiri kuonetsetsa zomwe ena akuchita kufotokoza 	<ul style="list-style-type: none"> mndandanda wa maphatikizo komanso mawu ophunzira anthu ena bokosi lakanema mauthenga ojambulidwa mauthenga olembedwa ng'oma zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
	<p>2 ayeseza kamvekedwe ka maphatikizo komanso mawu osiyanasiyana</p> <p>3 ayika mmagulu maphatikizo komanso mawu osiyanasiyana</p> <p>4 afananitsa maphatikizo, komanso mawu osiyanasiyana</p>		<ul style="list-style-type: none"> • kuyeseza kamvekedwe ka maphatikizo komanso mawu osiyanasiyana • kuyika m'magulu maphatikizo komanso mawu osiyanasiyana • kufananitsa maphatikizo komanso mawu osiyanasiyana ndi chithunzi (mwachitsanzo: chithunzi ndi mawu) 	<ul style="list-style-type: none"> • kudziyesa/ kudzipima nzeru • ntchito ya m'magulu • ntchito ya awiriawiri • mpikisano • kulakatula ndakatulo 	<ul style="list-style-type: none"> • makadi • zithunzi • mabuku • ng'oma zogwiritsa ntchito mbuwu • galasi logwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu • zithunzi zotukuza zogwiritsa ntchito osaona • mabuku a mu braille wogwiritsa ntchito osaona • mapepala • wayilesi

Luso : Kuyankhula

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • adziwana • atsatira zowuzidwa	Ophunzira: 1 afunsana komanso ayankhana za moyo wawo 2 afunsana komanso ayankhana za maphunziro awo 1 atchula malangizo a momwe angasamalire ena	Malonje Zowuzidwa (malangizo, malamulo, mauthenga ndi pempho la zoti achite)	<ul style="list-style-type: none"> kufunsana komanso kuyankhana za moyo wawo kufunsana komanso kuyankhana za maphunziro awo mongo: <ul style="list-style-type: none"> - umaphunzira kuti? - uli kalasi yanji? - umakonda maphunziro ati? kutchula malangizo a momwe angasamalire ena mongo: okalamba, amasiye, opuwala, ndi ena 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana ntchito za awiriawiri kuyesana/ kupimana nzeru kulakatula ndakatulo kuyimba nyimbo kuchita sewero 	<ul style="list-style-type: none"> ophunzira mabuku/matchati zithunzi galasi/kalilole zogwiritsa ntchito mbuwu ng'oma zogwiritsa ntchito mbuwu pepala/nthenga zogwiritsa ntchito mbuwu mabuku amu braille ndi zilembo zikuluzikulu zithunzi zotukuza ndakatulo

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
	<p>2 anena mauthenga osiyanasiyana</p> <p>3 afotokoza malamulo</p> <p>4 apempha zinthu moyenera</p> <p>5 apempha zoti achite moyenera</p>		<ul style="list-style-type: none"> • kunena mauthenga a zachisoni, a zachikondwerero ndi a za miyambo yina • kufotokoza malamulo monga a m'mudzi, mzinda komanso pasukulu • kupempha zinthu moyenera, mwachitsanzo: kupempha zinthu kwa aphunzitsi ndi kwa ena akuluakulu • kupempha zoti achite, moyenera mwachitsanzo: kupempha zopita kukacheza kwa anzawo 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • ntchito za awiriawiri • kuyesana/ kupimana nzeru • kulakatula ndakatulo • kuyimba nyimbo • kuchita sewero 	<ul style="list-style-type: none"> • mabuku/matchati • zithunzi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku amu braille ndi zilembo zikuluzikulu • zithunzi zotukuza • ndakatulo zolembedwa • nyimbo zolembedwa mu braille ndi zilembo zikuluzikulu

Luso : Kuwerenga

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • awerenga mawu, ziganizo ndi nkhani 	Ophunzira: 1 awerenga mawu okhudza: a masewera b kusamalira zakudya c kusamalirana d njira zothetsera mkangano e ufulu wa chibadwidwe wa ana	Mawu ndi ziganizo/ nkhani	<ul style="list-style-type: none"> • kuwerenga mawu okhudza: <ul style="list-style-type: none"> - masewero a kumudzi/ kunyumba, kusukulu monga: phada, nsikwa, bawo, nguli, chipako, mpira - kusamalirana kumudzi/ kunyumba, kusukulu monga: kukondana, kugawana zinthu, kusasankhana, kumverana chisoni - kusamalira zakudya (nsima, ndiwo, mkute, mlingo) - kusamalira munthu odwala 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu 	<ul style="list-style-type: none"> • ophunzira • zithunzi zotukuza • makadi • mabuku • matchati • galasi/kalilole zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
	<p>2 awerenga ziganizo /nkhani zokhudza:</p> <ul style="list-style-type: none"> a maseweraosiya nasiyana b kusamalira zakudya c kusamalirana d njira zothetsera mkangano e ufulu wachibadwidwe wa ana ang'onoang'ono 		<ul style="list-style-type: none"> - kupeza njira zothetsera mkangano monga: kukambirana, kugonjerana, kukhululukirana, kumvetsetsana • kuwerenga ziganizo zokhudza: <ul style="list-style-type: none"> - masewera, kusukulu monga: anyamata ndi atsikana amakonda kusewera phada - kusamalirana - kusamalira zakudya - njira zothetsera mkangano - ufulu wachibadwidwe wa ana 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza 	<ul style="list-style-type: none"> • pepala/nthenga zogwiritsa ntchito mbuwu • ophunzira • zithunzi zotukuza • makadi • mabuku

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • awerenga malangizo • awerenga nkhani, nthano ndi ndakatulo 	<p>1 awerenga malangizo osiyanasiyana monga opezeko</p> <p>a pamsewu/pazi kwangwani</p> <p>b papepala/ papaketi</p> <p>1 awerenga nkhani, nthano ndi ndakatulo</p> <p>2 awerenga nkhani zokhudza:</p> <ul style="list-style-type: none"> - njira zosamalira zakudya - masewera - kusamalirana - magule a makolo athu 	<p>Malangizo</p> <p>Nkhani, nthano ndi ndakatulo</p>	<ul style="list-style-type: none"> • kuwerenga malangizo osiyanasiyana monga opezeko: <ul style="list-style-type: none"> - pamsewu - papepala/papaketi monga: laufa watirigu (wamandazi), la thanzi ORS • kuwerenga nkhani, nthano ndi ndakatulo zokhudza: <ul style="list-style-type: none"> - masewera - kusamalirana - kusamalira zakudya - magule a makolo athu • kufotokoza zomwe awerenga m' nkhani, m' nthano ndi m' ndakatulo poona zochitika m' zithunzi • kufunsa ndi kuyankha mafunso • kupeza mfundo zazikuluzikulu m' nkhani 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • kuchita sewero • ntchito ya m'magulu • ntchito ya awiriawiri • kulakatula • kupimana nzeru • kudzipima nzeru 	<ul style="list-style-type: none"> • ophunzira • zithunzi zotukuza • makadi • mabuku • matchati • galasi/kalilole zogwiritsa ntchito mbuwu • mabuku a mu braille

Luso : Kulemba

Cholina cha luso : Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyansiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba mauthenga	Ophunzira: 1 alemba mauthenga osiyansiyana 2 ayankha mauthenga osiyansiyana	Mauthenga	<ul style="list-style-type: none"> • kulemba mauthenga okhudza; <ul style="list-style-type: none"> - ukwati - phwando - chipembedzo - masewero • kuyankha movomera kapena mokana mauthenga okhudza: <ul style="list-style-type: none"> - ukwati - phwando - chipembedzo - masewero 	<ul style="list-style-type: none"> • kukambirana • kufotokoza • mafunso ndi mayankho • ntchito ya m'magulu • ntchito ya awiriawiri • kuwonetsensa zomwe ena akuchita • kukambirana • masewero 	<ul style="list-style-type: none"> • zithunzi • zithunzi zotukuza • mabuku • mauthenga • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • mapu • mapu otukuza • zojambula • matchati • mndandanda wa maina

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> alemba zosoweka m'zojambulidwa 	1 alemba zosoweka m'zojambulidwa	Mapu ndi zithunzi	<ul style="list-style-type: none"> kukambirana zokhudza mapu komanso zojambulidwa kulemba mayina <ul style="list-style-type: none"> - m'mapu - m'zojambulidwa kulemba zosowa <ul style="list-style-type: none"> - mmapu a malo - m'zojambulidwa - m'magalafu 	<ul style="list-style-type: none"> kuwonetsetsa zomwe ena akuchita ntchito ya mmagulu ntchito yawiriawiri mafunso ndi mayankho kukambirana kupimana nzeru 	<ul style="list-style-type: none"> mndandanda wa malangizo ndime
<ul style="list-style-type: none"> alemba zidziwitso 	1 alemba zidziwitso 2 ajambula zidziwitso/ zikwangwani zosiyanasiyana	Zidziwitso/zikw angwani	<ul style="list-style-type: none"> kukambirana mfundu zoti alemba m'zidziwitso kulemba zidziwitso kuwerengera anzawo zidziwitso zomwe alemba kujambula zidziwitso/zikwangwani zosiyanasiyana 		

Luso : Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kufunika kwa kukhalirana bwino	Ophunzira: 1 atchula zomwe zimadzetsa mkangano 2 afotokoza: a njira zabwino zothetsera mkangano b ubwino wakukondana	Chikhalidwe cha anthu	<ul style="list-style-type: none"> • kutchula zomwe zimadzetsa mkangano • kukambirana zomwe zimayambitsa mkangano • kufotokoza: <ul style="list-style-type: none"> - njira zabwino zothetsera mkangano - ubwino wakukondana 	<ul style="list-style-type: none"> • sewero • mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya m'magulu • ntchito ya awiriawiri • kupikisana 	<ul style="list-style-type: none"> • ophunzira • mabuku • anthu ena • matchati • zithunzi • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma yogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> azindikira matanthauzo a ndagi azindikira nsinjiro za chiyankhulo 	<p>1 aponyerana ndagi moyenera</p> <p>2 ayankha ndagi molondola</p> <p>1 anena zining'a</p> <p>2 afotokoza matanthauzo a zining'a</p>	<p>Ndagi</p> <p>Zining'a</p>	<ul style="list-style-type: none"> kuponyerana ndagi moyenera kuyankha ndagi molondola kupeza matanthauzo kuchokera m'ndagi kunena zining'a kufotokoza matanthauzo a zining'a 	<ul style="list-style-type: none"> sewero mafunso ndi mayankho kukambirana kufotokoza ntchito ya m'magulu ntchito ya awiriawiri kupikisana 	<ul style="list-style-type: none"> ophunzira mabuku anthu ena matchati zithunzi zithunzi zotukuza galasi/kalilole zogwiritsa ntchito mbuwu ng'oma yogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kuyankhula molondola	Ophunzira: 1 afunsa mafunso osiyanasiyana molondola 2 ayankha mafunso osiyanasiyana	Kuyankha mafunso	<ul style="list-style-type: none"> • kufunsa mafunso monga: mwadya nsima, si choncho? mayankho: inde, tadya, ayi, sitinadye • funso: sudapite ku Chitipa? mayankho: inde, ndinapita ayi, sindinapite • kuyankha mafunso osiyanasiyana kuchokera mu nkhani/nthano ndi ndakatulo 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya awiriawiri • kuyesana / kupimana nzeru 	<ul style="list-style-type: none"> • ophunzira • zithunzi • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Chigawo : Chachiwiri

Luso : Kumva

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira																													
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • achita zomwe alamulidwa • adziwa kapemphedwe koyenera • atsatira malangizo 	Ophunzira: <table border="0"> <tr> <td>1 achita zomwe alamulidwa</td> <td>Kulamula</td> <td> <ul style="list-style-type: none"> • kuchita zomwe alamulidwa • kuvomera zomwe alamulidwa • kukana mwaulemu zomwe alamulidwa </td> <td> <ul style="list-style-type: none"> • mafunso ndi mayankho • kuyesana / kupimana nzeru • kudziyesa / kudzipima nzeru • mpikisano • ntchito ya m'magulu • ntchito ya awiriawiri • nyimbo </td> <td> <ul style="list-style-type: none"> • makadi • ophunzira • mndandanda wa mawu olamula • ng'oma zogwiritsa ntchito mbuwu • wezulo/belu zogwiritsa ntchito mbuwu • mndandanda wa mawu olamula mu braille zogwiri tsa ntchito osaona </td> </tr> <tr> <td>2 avomera zomwe alamulidwa</td> <td>Kupempha</td> <td> <ul style="list-style-type: none"> • kupempha moyenera • kuchita sewero lokhudza kupempha </td> <td></td> <td></td> </tr> <tr> <td>3 akana mwaulemu zomwe alamulidwa</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 apempha moyenera</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 achita sewero lokhudza kupempha</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 atsatira malangizo</td> <td>Malangizo</td> <td> <ul style="list-style-type: none"> • kutsatira malangizo </td> <td></td> <td></td> <td></td> </tr> </table>	1 achita zomwe alamulidwa	Kulamula	<ul style="list-style-type: none"> • kuchita zomwe alamulidwa • kuvomera zomwe alamulidwa • kukana mwaulemu zomwe alamulidwa 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kuyesana / kupimana nzeru • kudziyesa / kudzipima nzeru • mpikisano • ntchito ya m'magulu • ntchito ya awiriawiri • nyimbo 	<ul style="list-style-type: none"> • makadi • ophunzira • mndandanda wa mawu olamula • ng'oma zogwiritsa ntchito mbuwu • wezulo/belu zogwiritsa ntchito mbuwu • mndandanda wa mawu olamula mu braille zogwiri tsa ntchito osaona 	2 avomera zomwe alamulidwa	Kupempha	<ul style="list-style-type: none"> • kupempha moyenera • kuchita sewero lokhudza kupempha 			3 akana mwaulemu zomwe alamulidwa					1 apempha moyenera					2 achita sewero lokhudza kupempha					1 atsatira malangizo	Malangizo	<ul style="list-style-type: none"> • kutsatira malangizo 					
1 achita zomwe alamulidwa	Kulamula	<ul style="list-style-type: none"> • kuchita zomwe alamulidwa • kuvomera zomwe alamulidwa • kukana mwaulemu zomwe alamulidwa 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kuyesana / kupimana nzeru • kudziyesa / kudzipima nzeru • mpikisano • ntchito ya m'magulu • ntchito ya awiriawiri • nyimbo 	<ul style="list-style-type: none"> • makadi • ophunzira • mndandanda wa mawu olamula • ng'oma zogwiritsa ntchito mbuwu • wezulo/belu zogwiritsa ntchito mbuwu • mndandanda wa mawu olamula mu braille zogwiri tsa ntchito osaona 																														
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Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • amva nkhani, nthano komanso ndakatulo 	<p>2 afitsa uthenga motsatira malangizo</p> <p>3 ajambula zinthu motsatira malangizo</p> <p>4 alozera zinthu motsatira malangizo</p> <p>1 amva nkhani, nthano ndi ndakatulo</p> <p>2 afotokoza nkhani</p> <p>3 afotokoza nthano molondola</p>	<p>Nkhani /Nthano, Ndakatulo</p>	<ul style="list-style-type: none"> • kufitsa (kupereka) mauthenga motsatira malangizo • kujambula zinthu motsatira malangizo • kulozera zinthu motsatira malangizo • kuyankha mafunso kuchokera m'nhhani, ndakatulo komanso m'nthano zokhudza: <ul style="list-style-type: none"> - ufulu ndi udindo wa chibadwidwe - kusamalira ana amasiye • kufotokozango nkhani ndi nthano molondola 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kuyesana/ kupimana nzeru • kudziyesa/ kudzipima nzeru • mpikisano • ntchito ya m'magulu • ntchito ya awiriawiri • nyimbo • masewero • kufotokoza 	<ul style="list-style-type: none"> • ophunzira • mndandanda wa mawu olamula • makadi • makadi a mu braille ogwiritsa ntchito osaona • ng'oma zogwiritsa ntchito mbuwu • wezulo/belu zogwiritsa ntchito mbuwu • zinthu zenizeni • anthu ena • bokosi la kanema • nkhani komanso nthano zojambulidwa pakaseti

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
	<p>4 achita sewero</p> <p>5 alakatula molondola</p> <p>6 apeza phunziro la m'ndakatulo</p> <p>7 afotokoza nkhani komanso nthano molondola pogwiritsa ntchito zizindikiro (ndi manja, nkhope ndi zina)</p>		<ul style="list-style-type: none"> • kuchita sewero la matenda ofala • kulakatula ndakatulo za matenda ofala, kusamalira ana amasiye • kupeza phunziro la m'ndakatulo nkhani komanso nthano yomwe amva • kufotokozanso nkhani ndi nthano molondola pogwiritsa ntchito zizindikiro (ndi manja, nkhope ndi zina) 	<ul style="list-style-type: none"> • kuyesana/ kupimana nzeru • kuonetsetsa zomwe zikuchitika komanso zikunenedwa • mafunso ndi mayankho • mpikisano • msewero • kufotokoza 	<ul style="list-style-type: none"> • wayilesi ya kanema • zithunzi zotukuza • bokosi la kanema • makadi • makadi a mu Braille ogwiritsa ntchito osaona • zinthu zenizeni • nkhani ndi nthano zojambulidwa • anthu ena

Luso : Kuyankhula

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira kamvekedwe ka mawu	Ophunzira: 1 atchula komanso asyanitsa kamvekedwe ka maliwu mziganizo 2 asiyanitsa katchulidwe ka mawu	Maliwu a maphatikizo a malembo	<ul style="list-style-type: none"> kutchula komanso_kusianitsa kamvekedwe ka maliwu mziganizo monga: <ul style="list-style-type: none"> - nkhanza: munthu uyu ndi wa <u>nkhanza</u> - nkhwali: amakawonjola <u>nkhwali</u> pa msampha kusianitsa katchulidwe ka maliwu a mawu monga: <ul style="list-style-type: none"> - <u>chisa</u>, <u>chitsa</u> - <u>zira</u>, <u>dzira</u> - <u>seka</u>, <u>tseka</u> - <u>pala</u>, <u>phala</u> 	<ul style="list-style-type: none"> kufotokoza kuyeseza /kutsanzira 	<ul style="list-style-type: none"> matchati ng'oma yogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu pepala/nthenga zogwiritsa ntchito mbuwu zinthu monga: dzira, chisa/chitsa

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • anena malingaliro awo • amva mitundu ya utsogoleri wabwino wosiyanasianya 	<p>1 afotokoza maphunziro omwe amakonda</p> <p>2 atchula ntchito zomwe amalakalaka</p> <p>3 atchula mitundu ya masewera omwe amakonda</p> <p>1 atchula zoyenereza utsogoleri pakati pawo</p> <p>2 afotokoza nkhani/nthano zokhudza utsogoleri wabwino</p>	<p>Malingaliro</p> <p>Udindo/ utsogoleri wabwino</p>	<ul style="list-style-type: none"> • kufotokoza maphunziro omwe amakonda ndi zifukwa zake • kutchula ntchito zomwe amalakalaka kuti adzagwire ndi kufotokoza zifukwa zake • kutchula mitundu ya masewera omwe amakonda ndi kufotokoza zifukwa zake • kutchula zoyenera utsogoleri pakati pawo monga: mkalasi komanso pa sukulu • kufotokoza nkhan/nthano zokhudza utsogoleri wabwino 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • mtsutso • kuyesana/kupimana nzeru • kuchita sewero • kufotokoza 	<ul style="list-style-type: none"> • mabuku/matchati • zithunzi • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • pepala/nthenga zogwiritsa ntchito mbuwu • mabuku amu braille ndi zilembo zikuluzikulu • zithunzi zotukuza

Luso : Kuwerenga

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira					
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • awerenga nkhani momvetsetsa • awerenga ndakatulo 	Ophunzira: <table border="0"> <tr> <td>1 awerenga nkhani momvetsetsa</td> <td>Nkhani</td> <td> <ul style="list-style-type: none"> • kuwerenga nkhani mokweza monga zokhudza masewero • kuwerenga nkhani mwachinunu monga zokhudza kusamalirana, udindo/utsogoleri wabwino • kuwerenga ndakatulo mwaluso monga zokhudza kusamalira zakudya, njira zothetsera mkangano • kulakatula ndakatulo • kuyimba ndakatulo mwaluso monga zokhudza njira zothetsera mkangano, kusamalira zakudya, malingaliro/zikhumbokhumbo • kupeza matanthauzo a mawu a chilendo • kupanga ziganizo ndi mawu achilendo • kuchita sewero • kufufuza mawu kapena mfundo zazikuluzikulu m'nkhani </td> </tr> <tr> <td>1 awerenga ndakatulo mwaluso</td> <td>Ndakatulo</td> <td> <ul style="list-style-type: none"> • mafunso ndi mayankho • kukambiranana • kufotokoza • ntchito ya m'magulu • kukambiranana • ntchito ya m'magulu • ntchito ya awiriawiri • kupimana nzeru </td> </tr> </table>	1 awerenga nkhani momvetsetsa	Nkhani	<ul style="list-style-type: none"> • kuwerenga nkhani mokweza monga zokhudza masewero • kuwerenga nkhani mwachinunu monga zokhudza kusamalirana, udindo/utsogoleri wabwino • kuwerenga ndakatulo mwaluso monga zokhudza kusamalira zakudya, njira zothetsera mkangano • kulakatula ndakatulo • kuyimba ndakatulo mwaluso monga zokhudza njira zothetsera mkangano, kusamalira zakudya, malingaliro/zikhumbokhumbo • kupeza matanthauzo a mawu a chilendo • kupanga ziganizo ndi mawu achilendo • kuchita sewero • kufufuza mawu kapena mfundo zazikuluzikulu m'nkhani 	1 awerenga ndakatulo mwaluso	Ndakatulo	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambiranana • kufotokoza • ntchito ya m'magulu • kukambiranana • ntchito ya m'magulu • ntchito ya awiriawiri • kupimana nzeru 			<ul style="list-style-type: none"> • ophunzira • matchati/ mabuku • zithunzi • zotukuza • galasi/kalilole • zogwiritsa • ntchito mbuwu • ng'oma • yogwiritsa • ntchito mbuwu • pepala/nthenga • zogwiritsa • ntchito mbuwu • nkhani • nthano • ndakatulo
1 awerenga nkhani momvetsetsa	Nkhani	<ul style="list-style-type: none"> • kuwerenga nkhani mokweza monga zokhudza masewero • kuwerenga nkhani mwachinunu monga zokhudza kusamalirana, udindo/utsogoleri wabwino • kuwerenga ndakatulo mwaluso monga zokhudza kusamalira zakudya, njira zothetsera mkangano • kulakatula ndakatulo • kuyimba ndakatulo mwaluso monga zokhudza njira zothetsera mkangano, kusamalira zakudya, malingaliro/zikhumbokhumbo • kupeza matanthauzo a mawu a chilendo • kupanga ziganizo ndi mawu achilendo • kuchita sewero • kufufuza mawu kapena mfundo zazikuluzikulu m'nkhani 								
1 awerenga ndakatulo mwaluso	Ndakatulo	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambiranana • kufotokoza • ntchito ya m'magulu • kukambiranana • ntchito ya m'magulu • ntchito ya awiriawiri • kupimana nzeru 								

Luso : Kulemba

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • alemba kalata • alemba nkhani zopeka 	Ophunzira: <ol style="list-style-type: none"> 1 apeza mfundo zoti alembe zokhudza a kusamalirana b kuthetsa mkangano 2 afotokoza zomwe alembe m'kalata yopita kwa m'nzake <ol style="list-style-type: none"> 1 alemba nkhani zopeka 2 alemba ndondomeko ya ndime 	Kalata Nkhani zosiyansasiyana	<ul style="list-style-type: none"> • kulemba molondola <ul style="list-style-type: none"> - mawu - ndime • kupeza mfundo zoti alembe zokhudza: <ul style="list-style-type: none"> - kusamalirana - kuthetsa mkangano • kulemba nkhani zopeka, zakusamalira mitengo, masewera a kumudzi, magule a kumudzi, kuipa kwa umbava • kukambirana mfundo za nkhani • kukonzera kulemba nkhani • kutsiriza kulemba ndime • kulemba ndondomeko ya ndime 	<ul style="list-style-type: none"> • kukambirana • kufotokoza • mafunso ndi mayankho • kuyesana • kuwonetsesa zomwe ena akuchita 	<ul style="list-style-type: none"> • mabuku • zithunzi • zithunzi zotukuza • galasi/kalilole zogwiritsa ntchito mbuwu • ng'oma zogwiritsa ntchito mbuwu • pepala / nthenga zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> alemba mwaluso 	<p>1 alemba kalata yopita kwa m'nzake</p> <p>2 alemba molondola</p> <ul style="list-style-type: none"> mawu ziganizo ndime 	Kulemba mwaluso	<ul style="list-style-type: none"> kufotokoza zomwe alembe m'kalata yopita kwa m'nzake yokhudza: kuthetsa mkangano kulemba kalata yopita kwa m'nzake kukambirana zomwe ati alembe: <ul style="list-style-type: none"> kusamalira mitengo, chilengedwe masewera akumudzi magule a makolo athu kuipa kwa umbava 	<ul style="list-style-type: none"> kukambirana kufotokoza mafunso ndi mayankho kuyesana kuwonetsesa zomwe ena akuchita 	<ul style="list-style-type: none"> mabuku zithunzi zithunzi zotukuza galasi/kalilole zogwiritsa ntchito mbuwu ng'oma zogwiritsa ntchito mbuwu pepala/nthenga zogwiritsa ntchito mbuwu

Luso : Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • achita mtsutso • azindikira nsinjiro za chiyankhulo	Ophunzira: 1 akonzekera mtsutso 2 achita mtsutso 3 apeza mfundo za m'mtsutso 4 alemba mfundozo 1 anena zining'a	Mtsutso Zining'a	<ul style="list-style-type: none"> kukonzekera mtsutso mosankha atenga mbali kuchita mtsutso pa mutu monga: <ul style="list-style-type: none"> - kusamala zakudya - njira zothetsera mkangano kupeza mfundo mumtsutso kulemba mfundo kunena zining'a monga: <ul style="list-style-type: none"> - zokhudza zakudya - kadaunda madzi, mtentha ndevu, galu wakuda 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza kuchita mtsutso ntchito ya m'magulu ntchito ya awiriawiri 	<ul style="list-style-type: none"> ophunzira matchati bolodi galasi/kalilole zogwiritsa ntchito mbuwu ng'oma yogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • amva malangizo pochita polozerpa zinthu pa mapu 	<p>2 afotokoza matanthauzo a zining'a 3 agwiritsa ntchito zining'a m'ziganizo 4 alemba zining'a ndi matanthauzo ake</p> <p>1 ajambula zinthu motsatira malangizo 2 ayankha mafunso kuchoklera pa mapu 3 alozera mapu motsatira malangizo 4 alemba nkhanikuchokera pa mapu 5 awerenga mayina a malo opezeka pa mawu</p>	Mapu	<ul style="list-style-type: none"> • kufotokoza tanthauzo la zining'a • kugwiritsa ntchito zining'a m'ziganizo • kulemba zining'a ndi matanthauzo ake • kujambula zinthu motsatira malangizo • kuyankha mafunso kuchokera pa mapu • kulozera mapu motsatira malangizo • kuwerenga mayina kuchokera pa mapu • kulemba nkhanikuchokera m'mapu 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya yekha • ntchito ya m'magulu 	<ul style="list-style-type: none"> • ophunzira • mabuku • matchati • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu • nthenga/pepala zogwiritsa ntchito mbuwu

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mitundu ya mawu	Ophunzira: 1 azindikira mitundu ya mau m'ziganizo a mayina b aneni c alowam'malo d afotokozi 2 agwiritsa ntchito mitundu ya mawu m'ziganizo 3 alemba ziganizo zawozawo	Mitundu ya mawu	<ul style="list-style-type: none"> kuzindikira mayina m'ziganizo mwachitsanzo: <ul style="list-style-type: none"> - <u>kondwani</u> wagula pensulo - <u>amayi</u> akuphika - <u>anthu</u> ali ku msonkhano - <u>mwana</u> wochenjera ndi wabwino kuzindikira aneni m'ziganizo kugwiritsa ntchito mitundu ya mawu monga: <ul style="list-style-type: none"> - mayina (mwachitsanzo: <u>buku</u> lasowa) kulemba ziganizo ndi: <ul style="list-style-type: none"> - mayina - aneni - alowam'malo - afotokozi 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambiranana kufotokoza ntchito ya yekha ntchito ya m'magulu 	<ul style="list-style-type: none"> ophunzira mabuku matchati zithunzi zotukuza ng'oma yogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu

Chigawo : Chachitatu

Luso : Kumva

Cholina cha luso : Ophunzira amvetsera mwatcheru kuti adzamvetsetse ndi kudzayankhapo m'njira komanso m'nhani zosiyanasiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • amva zokambirana	Ophunzira: 1 amva zokambirana 2 apeza mfundu zikuluzikulu zopezeka mzokambiranazo	Zokambirana	<ul style="list-style-type: none"> • kumva zokambirana; mwachitsanzo: kuonongeka kwa zachilengedwe monga mitengo, madzi • kuyankha mafunso pa zomwe amva • kupeza mfundu zikuluzikulu kuchokera m'zokambirana: <ul style="list-style-type: none"> - kusamalira za chilengedwe (mitengo, madzi, nsomba) - matenda ofala 	<ul style="list-style-type: none"> • masewero • ntchito za awiriawiri • mafunso ndi mayankho • kukambirana • kufotokoza • kupimana nzeru • kutsanzira 	<ul style="list-style-type: none"> • nthano za ophunzira • nhani zojambulidwa pa tepi • mauthenga a mu braille ndi zithunzi zotukuza • anthu • ophunzira • mndandanda wa zilapi

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> azindikira nsinjiro za chiyankhulo 	<ol style="list-style-type: none"> amva nsinjiro za chiyankhulo aponyerana zilapi/ndagi atsiriza zifanifani/ntchedzero/zilengo apeka ndagi/zilapi zoyenera apeka zifanifani zoyenera 	Zilapi/ndagi zifanifani/ntchedzero	<ul style="list-style-type: none"> kumva nsinjiro za chiyankhulo kuponyerana zilapi/ndagi kutsiriza zifanifani ntchedzero/zilengo kupeka ndagi/zilapi kupeka zifanifani ntchedzero/zilengo 	<ul style="list-style-type: none"> ntchito ya m'magulu ntchito ya awiriawiri kuyesana/kupiman a nzeru mpikisano kufotokozena masewero mafunko ndi mayankho kukambirana 	<ul style="list-style-type: none"> galasi logwiritsa ntchito mbuwu mndandanda wa zilapi mu braille ndakatulo zojambulidwa pa tepi mabuku a mu braille ng'oma yogwiritsa ntchito mbuwu

Luso : Kuyankhula

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • afotokoza nkhani za kufunika kwa kusamalira zinthu • afotokoza nthano zonena zakuyipa kwa zochitika zina • aponyerana ndagi/zilapi	Ophunzira: 1 afotokoza nkhani za kufunika kwa kusamalira zinthu 2 afotokoza nthano zonena zakuyipa kwa zochitika zina 3 aponyerana ndagi/zilapi	Nkhani Nthano Ndagi	<ul style="list-style-type: none"> kufotokoza nkhani za kufunika kwa kusamalira zakudya mmakomo mwawo, za kuyipa kwa umbava, kusamalira za chilengedwe (mitengo, nthaka, madzi, mbalame, nsomba) kufotokoza nthano zonena zakuyipa kwa kulemba ntchito ana ang'ono, matenda ofala, kusasiyanitsa kagwiridwe ka ntchito pakati pa amuna ndi akazi kuponyerana ndagi/zilapi 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kuyesana/ kupimana nzeru kuyimba nyimbo kulakatula ndakatulo kuchita sewero 	<ul style="list-style-type: none"> ophunzira zithunzi zotukuza ng'oma yogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu pepala/nthenga zogwiritsa ntchito mbuwu mabuku amu braille ndi zilembo zikuluzikulu

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
<ul style="list-style-type: none"> • ayimba nyimbo • alakatula ndakatulo 	<p>4 atsiriza zifanifani</p> <p>1 ayimba nyimbo za malangizo</p> <p>1 alakatula ndakatulo za malangizo osiyanasiyana</p>	<p>Zifanifani</p> <p>Nyimbo</p> <p>Ndakatulo</p>	<ul style="list-style-type: none"> • kutsiriza zifanifani/ntchedzero monga: kuchenjera ngati ... (chitute, kalulu) kukongola ngati ... (nyenyezi) • kuyimba nyimbo za malangizo a zaumoyo, zaulimi ndi zachilengedwe monga: kusamalira nyama zamtchire, nsomba, ndi zina • kulakatula ndakatulo za malangizo a zaumoyo, zaulimi ndi zachilengedwe monga: kusamalira nthaka, nyama zamtchire, nsomba ndi zina 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kuyesana/ kupimana nzeru • kuyimba nyimbo • kulakatula ndakatulo • kuchita sewero 	<ul style="list-style-type: none"> • munthu wotanthauzira zoynkhula mwa zizindikiro • ophunzira • zithunzi zotukuza • ng'oma yogwiritsa ntchito mbuwu • galasi/kalilole zogwiritsa ntchito mbuwu

Luso : Kuwerenga

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • awerenga sewero molondola • awerenga nkhani, nthano ndi ndakatulo 	Ophunzira: 1 awerenga sewero molondola 1 awerenga nkhani, nthano ndi ndakatulo	Sewero Nkhani, nthano ndi ndakatulo	<ul style="list-style-type: none"> • kuwerenga sewero lokhudza: <ul style="list-style-type: none"> - kumvera - kukondana • kupeza phunziro la sewero • kutenga mbali msewero • kuchita sewero la kumvera ndi kukondana • kuwerenga nkhani, nthano ndi ndakatulo zokhudza: <ul style="list-style-type: none"> - masewero - kusamalirana - kusamalira zakudya - chikhalidwe chosasiyanitsa ntchito pakati pa amuna ndi akazi • kufotokoza zomwe awerenge: nkhani, nthano poona zochitika m'zithunzi • kufunsa ndi kuyankha mafunso 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kukambirana • kufotokoza • ntchito ya kunyumba • ntchito ya m'magulu • ntchito ya yekha 	<ul style="list-style-type: none"> • zithunzi • galasi/kalilole zogwiritsa ntchito mbuwu • ophunzira • mabuku • matchati/makadi • zithunzi zotukua • ng'oma yogwiritsa ntchito mbuwu • nkhani • nthano • ndakatulo

Luso : Kulemba

Cholina cha luso : Ophunzira adzadziwa kulemba nkhani zochitika ndi zopeka molondola m'njira zosiyansiyana

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • alemba lembetso • alemba chimangirizo • alemba ndakatulo	Ophunzira: 1 alemba lembetso 1 alemba chimangirizo pa mitu yosiyansiyana 1 alemba ndakatulo zosiyansiyana	Lembetso Chimangirizo Ndakatulo	<ul style="list-style-type: none"> kulemba lembetso la ndime kukonzekera kulemba chimangirizo kulemba chimangirizo kuwerengera anzawo chimangirizo chomwe alemba kukonzekera kulemba ndakatulo kulakatula ndakatulo yomwe alemba 	<ul style="list-style-type: none"> mafunko ndi mayankho kufotokoza kuwonetsesa zomwe ena akuchita kukambirana ntchito ya m'magulu 	<ul style="list-style-type: none"> mabuku zolemba makadi mndandanda wa mawu ndi ziganizo zolemba za palmer/marion bolodi braille chimangirizo ndakatulo

Luso : Kuganiza mozama ndi modekha

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: <ul style="list-style-type: none"> • azindikira sewero la mawu opingasa ndi otsitsa • alemba ziganizo za ndime mu mndandanda woyenera 	Ophunzira: 1 achita sewero la mawu opingasa ndi otsitsa 1 alembe ziganizo za ndime mu mndandanda woyenera	Sewero la mawu Kulemba ndime	<ul style="list-style-type: none"> • kuchita sewero la mawu opingasa ndi otsitsa • kulemba sewero la mawu opingasa ndi otsitsa okhudza: <ul style="list-style-type: none"> - kuthetsa mkangano - kusamala zakudya • kuwerenga ziganizo za ndime yosokonekera • kulemba ndondomeko za ndime mu mndandanda woyenera 	<ul style="list-style-type: none"> • mafunso ndi mayankho • kufotokoza • kuwonetsetsa zomwe ena akuchita • kukambirana • ntchito ya m'magulu 	<ul style="list-style-type: none"> • mabuku • zolemba • makadi • mndandanda wa mawu ndi ziganizo • zolemba za palmer /marion • bolodi • braille

Luso : Kusanja ndi kugwiritsa ntchito chiyankhulo

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

Mlingo wa kakhozedwe	Zizindikiro za kakhozedwe	Mutu	Zina mwa zomwe ophunzira achite	Zina mwa njira zophunzitsira/ zophunzirira ndi zoyesera	Zipangizo zina zophunzitsira ndi zophunzirira
Tidzadziwa kuti ophunzira akukhoza ngati: • azindikira mawu otsutsana m'manthauzo • azindikira mawu ofanana m'manthauzo	Ophunzira: 1 apereka mawu otsutsana m'manthauzo 1 apereka mawu ofanana m'manthauzo	Mawu otsutsana Mawu ofanana m'manthauzo	<ul style="list-style-type: none"> kuperekwa mawu otsutsana m'manthauzo mwachitsanzo: <ul style="list-style-type: none"> - <u>mnyamata</u> mtsikana/msungwana - <u>gula</u> – gulitsa - chakuda – choyeria kupanga ziganizo ndi mawuwa kulemba ziganizo molondola kuperekwa mawu ofanana m'manthauzo kupanga ziganizo ndi mawu ofanana m'manthauzo 	<ul style="list-style-type: none"> mafunso ndi mayankho kukambirana kufotokoza ntchito ya yekha ntchito ya m'magulu 	<ul style="list-style-type: none"> ophunzira zithunzi zotukuza ng'oma yogwiritsa ntchito mbuwu galasi/kalilole zogwiritsa ntchito mbuwu nthenga/pepala zogwiritsa ntchito mbuwu

Mabuku ena ofunika

Chadza, EJ (1963) *Ntchito ya Pakamwa*, Blantyre: Macmillan

Chichewa Board (1990) *Chichewa Orthography Rules*. Chichewa Board, Zomba

CLS (2000) *Mtanthauzira mawu wa Chinyanja*, Blantyre: Dzuka Publishing Company

Gwengwe, JW. *Chimangirizo ndi Chifupikitso*

Kumakanga SL (1975) *Nzeru za Kale*, Blantyre: Dzuka Publishing Company

Makumbi, AJ (1975) *Maliro ndi Miyambo ya a Chewa*, Blantyre: Dzuka Publishing Company

Mphondo AH (1975) *Miyambi Yatsopano*, Blantyre: Macmillan

MIE (1991) *Silabasi yophunzitsira Sukulu za Pulayimale*, Chichewa Standard 1 mpaka 8, Zomba:
MIE

MIE (1996) *TDU Students' Handbooks 1, 2, 3, 4 ndi 5*, Domasi, MIE

Nankwenya, IAJ (1978) *Zofunika mu Galamala ya Chichewa*, Blantyre: Dzuka Publishing
Company

Ngoma S (2000) *Nsinjiro za chiyankhulo*, Blantyre: Macmillan

Nkhoma WA (1999) *Kuphunzira Chinyanja*, Zomba: Chancellor College Publications

Nthala SJ (1972) *Mawu Okuluwika m'Chinyanja*, Zambia Education Publishing House

**Syllabus for
English
Standard 5**

Rationale

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

Core elements and their outcomes

g Listening

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

h Speaking

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

i Reading

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

j Writing

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

k Critical thinking and reasoning

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

l Structure and use of language

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

Term : I

Core element : Listening

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• get things done	Learners must be able to: <ul style="list-style-type: none">• follow instructions• follow directions• carry out commands	Instruction/ directions/ commands	<ul style="list-style-type: none">• following instructions• performing different activities based on instructions• following directions• getting to a place following directions• carrying out commands• rejecting commands politely	<ul style="list-style-type: none">• role-play• pair work• group work• poetry recital• question and answer• observation checklist• peer assessment• self assessment• songs• role play• command games• pair/group work	<ul style="list-style-type: none">• learners• tape recorders• recorded sounds of syllables and words• raised pictures of animals• drums• mirror• feather

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> listen attentively to stories, riddles, similes, proverbs 	<ul style="list-style-type: none"> retell stories/riddles, similes, proverbs accurately 	Stories, riddles, similes, proverbs	<ul style="list-style-type: none"> narrating a story that has been read dramatizing a story answering questions that connect the story to their own real experiences listening to dictation passages 	<ul style="list-style-type: none"> role-play dramatization dance role-play individual/pair /group work explanation dramatization peer assessment observation question and answer games 	<ul style="list-style-type: none"> drums tape recorders recorded instructions list of instructions sign language interpreter mirror feather learners pictures of animals, eg: a cat real objects, eg: an axe, a knife

Term : I
Core element : Speaking
Primary outcome : The learners will be able to confidently express their own ideas fluently and respond appropriately to others orally in a wide range of situations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• socialize with others	Learners must be able to: <ul style="list-style-type: none">• greet others• respond formal greetings appropriately	Socializing	<ul style="list-style-type: none">• greeting others formally eg: "Good morning/ afternoon." "How are you?"• greeting their teacher and peers casually• demonstrating appropriate greetings for particular occasions• responding appropriately to formal greetings eg: "I am fine thank you, how are you?"• role playing how to respond to formal greetings	<ul style="list-style-type: none">• demonstration• question and answer• role playing• group and pair work• peer assessment• teacher assessment• role playing• teacher observation	<ul style="list-style-type: none">• a set of instructions• learners• simple maps• a list of possible requests• assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • introduce themselves to others • introduce other people 		<ul style="list-style-type: none"> • introducing themselves, eg: by mentioning their names, sex, age and where they live nationality, language, religion • responding to simple questions, eg: "Who is your father?" "Where does he live/work?" "How old are you? • describing relations in their families and community, eg: sister, brother, uncle, aunt, grandmother, grandfather • introducing relations and other people to others 	<ul style="list-style-type: none"> • role-play • individual/pair/ group work • explanation • dramatization • peer assessment • observation • question and answer • games • demonstration • role playing • teacher observation 	<ul style="list-style-type: none"> • real objects, eg: an axe, a knife • learners • tape recorders • a cinema box • raised pictures of animals • mirror/feather • sign language interpreter • family trees • raise family trees

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • get things done 	<ul style="list-style-type: none"> • give commands related to real life situations • sing command songs • give instructions • identify road signs • give directions 	Instructions/ directions/ commands	<ul style="list-style-type: none"> • giving oral commands related to class management and learning new language items, eg: "put your books away", "open your books at page...", "walk to the door," etc • singing command songs eg "If you are happy clap your hands" • giving instructions on how to get to a place • giving instructions on processes • identifying road signs • giving road signs • discussing road signs • interpreting road signs • giving directions using left/right • giving directions using cardinal points 	<ul style="list-style-type: none"> • demonstration • question and answer • role playing • group and pair work • peer assessment • teacher assessment • teacher observation 	<ul style="list-style-type: none"> • a set of instructions • learners • simple maps • a list of possible requests • assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • express and find out attitudes, feelings and thoughts 	<ul style="list-style-type: none"> • express and find out attitudes • express ability/ inability • express and find out feelings 	<p>Attitudes</p> <p>Feelings</p>	<ul style="list-style-type: none"> • expressing approval/ disapproval, eg: "That's not right/ok", Praise, eg: "well done! that's good." • apology, eg: "I'm sorry/I'm very/really sorry", regrets, eg: "No, I'm afraid." • showing respect, eg: "Excuse me!" judgement, eg: "X is better than Y" • expressing ability/inability using 'able'/ unable • expressing likes/dislikes/ wants, eg: "Would you like ..." • role playing feelings 	<ul style="list-style-type: none"> • role-play • individual/pair /group work • explanation • dramatization • peer assessment • observation • question and answer • games 	<ul style="list-style-type: none"> • real objects, eg: an axe, a knife • learners • tape recorders • a cinema box • raised pictures of animals • mirror/feather • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • give meanings of words • make sentences with given words • spell words 		<ul style="list-style-type: none"> • expressing fear and anger, eg: "Oh! What a terrible ..." "How could you do that?/", "I don't like that!" • expressing excitement and gratitude, eg: "I'm glad ...", "I'm happy ...", "I'm grateful ..." • expressing satisfaction, eg: "It's/that's nice/good beautiful ..." • expressing dissatisfaction, eg: "I don't like ... because it's..." • guessing meanings of words • giving meanings of words as used in context • discussing meanings of words • giving synonyms of words • matching words with their meanings • making sentences with given words • spelling words 	<ul style="list-style-type: none"> • singing • dramatization • individual assessment • role play • pair work • demonstration • miming for the hearing impaired 	<ul style="list-style-type: none"> • different food stuffs • raised pictures • pictures/ drawings • learners

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • Develop phonic awareness 	Learners must be able to: <ul style="list-style-type: none"> • differentiate the pronunciation of words with long and short vowel sounds • read appropriately new/difficult words • give meanings of words 	Phonics	<ul style="list-style-type: none"> • reading words with long and short vowel sounds, eg: cat, cart, pick (long l sounds and cat, pick (short vowel sound) • reading new/ difficult words • guessing meanings of words 	<ul style="list-style-type: none"> • reading a loud/ silently • individual/pair/group work • teacher observation • self/peer assessment • spying game 	<ul style="list-style-type: none"> • chart with words • word tree • word grid/ raised word grid • word bank in print, and braille • observation/ assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> predict content of a passage/poem from the illustration/title 	<ul style="list-style-type: none"> guess what the passage/story is about using illustrations/titles scan a text 	Informative/narrative texts	<ul style="list-style-type: none"> predicting content of a passage/a dialogue/poem/story based on the illustration/title matching title with the content of the passage/ story scanning a story/ passage/poem/ folktale for given words 	<ul style="list-style-type: none"> questions and answer skimming individual/pair/group work discussion brainstorming silent reading scanning dramatized reading guessing game peer/teacher assessment 	<ul style="list-style-type: none"> stories, poems, dialogues, passages with messages on gender issues and deforestation assessment checklists stories, poems, passages in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • reading instructions 	<ul style="list-style-type: none"> • read narrative and non-narrative texts • interpret simple maps/instructions/signs in the environment 	Instructional texts	<ul style="list-style-type: none"> • making sentences from substitution/matching table • responding to questions on maps/instructions/signs in the environment, eg: school maps, instructions on how to take medicines/ road signs, etc • responding to instructions on cardinal points, etc • role playing by responding to instructions, eg: “driving safely” following maps • miming “driving safely”, following maps 	<ul style="list-style-type: none"> • group/pair work • question and answer • role play • peer assessment • self assessment 	<ul style="list-style-type: none"> • simple maps • raised drawings on road signs • a list of instructions/ pictures • drawings on road signs/ raised drawings • assessment checklist • cartons for cardinal points and raised maps

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop reading vocabulary of 1,200 – 3,000 words 	<ul style="list-style-type: none"> • read words/stories/ poems, folktales • guess meanings of words • locate places on maps 	Vocabulary building	<ul style="list-style-type: none"> • reading a given passage at appropriate pace and pronunciation • identifying unfamiliar words in reading materials • discussing meaning of unfamiliar words • forming new words by supplying prefixes and suffixes to the word roots • guessing meanings of words using context • finding meanings of words using dictionaries • locating places using cardinal points 	<ul style="list-style-type: none"> • silent reading • reading aloud • scanning • brainstorming • pair/group work • self/peer assessment • question and answer • skimming • teacher assessment 	<ul style="list-style-type: none"> • old newspapers • magazines • supplementary books, eg: from other learning areas • class text • newspaper and magazine extracts in Braille and large print • assessment checklists • word grid

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • write for social purposes 	Learners must be able to: <ul style="list-style-type: none"> • write about themselves and others • complete a dialogue • write simple messages and letters/ forms/ invitations • complete a paragraph with indefinite/ definite articles 	Socializing messages and invitations	<ul style="list-style-type: none"> • writing their names/age/ where they live • writing names of family members eg father, mother, cousin • completing a dialogue • copying and filling in forms • planning the content of written messages and invitations from a picture or title • drafting, editing and revising messages and invitations • responding to messages and invitations • completing a paragraph with indefinite/definite articles 	<ul style="list-style-type: none"> • individual assessment • group and pair work • brainstorming • role play • discussion • peer assessment • group observation • teacher observation 	<ul style="list-style-type: none"> • forms • maps • diagrams • charts • pictures • raised pictures • titles • raised titles • messages • invitation • Braille materials • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate creative writing • write compositions • write processes or events in a sequence • draw pictures to show emotions • write sentences <ul style="list-style-type: none"> • write neatly and legibly with correct spelling • copy words and sentences in a straight line • punctuate sentences • take a simple dictation 	<ul style="list-style-type: none"> • write compositions • write processes or events in a sequence • draw pictures to show emotions • write sentences <ul style="list-style-type: none"> • copy words and sentences in a straight line • punctuate sentences • take a simple dictation 	<p>Creative writing</p> <p>Handwriting</p>	<ul style="list-style-type: none"> • writing compositions • writing events in a sequence • writing processes or events in a sequence • completing processes or sequential events • ordering jumbled sentences using signaling devices • drawing pictures showing emotions • writing captions • writing sentences <ul style="list-style-type: none"> • copying words and sentences in a straight line using Palmer's or Marion Richardson style of writing • taking a simple dictation • punctuating sentences 	<ul style="list-style-type: none"> • demonstration • role play • group and pair work • explanation • peer observation • teacher observation 	<ul style="list-style-type: none"> • samples of Palmer's and Marion Richardson styles of writing • a list of words and sentences • raised words and sentences

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • write plural forms of words • write words on road signs • interprete road signs 		<ul style="list-style-type: none"> • writing plural forms of words • writing words on road signs • interpreting road signs • describing road signs 	<ul style="list-style-type: none"> • demonstration • role play • group and pair work • explanation • peer observation • teacher observation 	<ul style="list-style-type: none"> • samples of Palmer's and Marion Richardson styles of writing • a list of words and sentences • raised words and sentences

Term : I
Core element : Critical thinking and reasoning
Primary outcome : The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of concepts and vocabulary related to other learning areas	Learners will be able to: <ul style="list-style-type: none">• explain some concepts/ vocabulary used in other learning areas• classify various types of food according to their groups and functions	Concepts and vocabulary building	<ul style="list-style-type: none">• defining the concepts/ vocabulary items from other learning areas in simple terms• collecting different types of foods• grouping the different food items they have collected according to groups and functions	<ul style="list-style-type: none">• individual/pair/ group work• brainstorming• question and answer• observation• self/peer/teacher assessment	<ul style="list-style-type: none">• books from other learning areas• drawings/ pictures of different types of foods• real food• raised pictures for the visually impaired

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • identify things from descriptions 	<ul style="list-style-type: none"> • give riddles • solve riddles • compete in giving and solving riddles • give meanings of proverbs • give proverbs • identify similes • give similes 	Riddles and puzzles	<ul style="list-style-type: none"> • giving riddles • solving riddles • constructing riddles • describing things, eg: objects, animals in simple form, eg: it has four legs, it walks slowly, it carries many suits with it. What is it? • writing answers to riddles • matching riddles with answers • competing in giving riddle • discussing meanings of proverbs • explaining meanings of proverbs • creating proverbs • giving proverbs • identifying similes • giving similes • comparing thing using similes 	<ul style="list-style-type: none"> • individual/pair group work • question and answer • observation • project • self/peer/teacher assessment • brainstorming • quiz 	<ul style="list-style-type: none"> • learners • matching tables • a list of vocabulary from other learning areas • different food items • different seeds • assessment checklists • observation instrument • a list of riddles • crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> collect and record information in different ways 	<ul style="list-style-type: none"> carry out a simple survey eg: on family, trees, means of transport mostly used in the area complete family trees give meanings of words 	<p>Project/simple research</p> <p>Information recording</p>	<ul style="list-style-type: none"> describing their family relations eg grandmother, grandson, uncle, aunt, etc labelling diagrams on family relations interpreting the information from tables/ diagrams writing sentences from the information presented in tables and charts recording any new words they come across in all learning areas giving the meaning of words by using context and dictionary making sentences using new words 	<ul style="list-style-type: none"> individual/pair work brainstorming question and answer self assessment peer assessment teacher assessment group work self/peer/teacher assessment observation 	<ul style="list-style-type: none"> resource person learners pictures showing HIV/AIDS victims assessment checklists tables with simple information on different topics

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> use language for critical thinking 	<ul style="list-style-type: none"> ask and answer simple questions on different topics complete proverbs 	Asking and answering questions	<ul style="list-style-type: none"> asking each other simple questions for clarification, eg: on gender issues, family relations, drug and substance abuse, beginning with “Why ...?” answering simple questions on a given topic, eg: “Why is protein important to our bodies?” Answer “For body building” formulating questions about a written text completing proverbs matching parts of proverbs with given endings writing meanings of proverbs 	<ul style="list-style-type: none"> explanation question and answer brainstorming individual/pair/ group work research self/peer/teacher assessment 	<ul style="list-style-type: none"> learners different objects drawings and pictures (raised pictures for the visually impaired learners) assessment checklists simple processes on different topics

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding and use of various question forms 	Learners must be able to: <ul style="list-style-type: none"> • use questions of various forms to communicate orally and in writing 	Question forms	<ul style="list-style-type: none"> • asking and responding to questions, eg: "What ..." "How ..." 	<ul style="list-style-type: none"> • question and answer • discussion • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • crossword puzzles • learners • objects • local environment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding and use of parts of speech to communicate in oral and written texts 	<ul style="list-style-type: none"> use modal verbs to express ability/inability and possibility/impossibility in oral and written contexts use the tenses to communicate orally and in writing 	<p>Modal verbs of ability/inability possibility/impossibility</p> <p>Tenses</p>	<ul style="list-style-type: none"> identifying the use of can/can't/could/couldn't able/unable, to express ability/inability, eg: Dalitso can/can't speak two languages identifying different tenses using different tenses in sentences, ie; Simple Present, Simple Past, Future Simple and Present Continuous, eg: "I am reading," narrating stories in different tenses underlining the different simple present, past, future and present continuous 	<ul style="list-style-type: none"> question and answer discussion teacher observation peer assessment self assessment 	<ul style="list-style-type: none"> crossword puzzles learners objects local environment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • distinguish between concrete and abstract nouns • list concrete and abstract nouns • use appropriate concrete and abstract nouns • identify types of nouns • identify indefinite/ definite articles • use indefinite/ definite articles • use various types of pronouns correctly 	Parts of speech: Nouns Types of pronouns	<ul style="list-style-type: none"> • identifying concrete nouns • identifying abstract nouns • constructing sentences using concrete and abstract nouns • underlining concrete nouns • identifying proper/ common/ collective/ abstract/ concrete nouns • identifying different types of pronouns, ie: personal (she/he/it/you) possessive, reflexive and demonstrative • using different types of pronouns in sentences correctly • filling gaps in sentences using appropriate pronouns 	<ul style="list-style-type: none"> • demonstration • brainstorming • individual work • dialogue • peer assessment • discussion • explanation • pair work • group work <ul style="list-style-type: none"> • discussion • explanation • pair work • group work • brainstorming • individual 	<ul style="list-style-type: none"> • a list of nouns • passages containing articles 'a' 'an' and the • pupils' books • charts • newspapers • magazines <ul style="list-style-type: none"> • a list of prepositions • charts • passages containing different prepositions • pictures • learners

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop and use own vocabulary • show an awareness and correct use of language in oral and written texts 	<ul style="list-style-type: none"> • identify opposites of words • use words, phrases, structures that have close/related meanings correctly 	Correct use of language	<ul style="list-style-type: none"> • giving opposites of given words, eg: <u>word</u> <u>opposite</u> large small rich poor • identifying opposites of words in different sentences • making opposite forms of words by adding prefixes eg: (dis-) obey = disobey (in-) complete = incomplete • identifying incorrect uses of words and phrases • completing sentences and paragraphs 	<ul style="list-style-type: none"> • brainstorming • discussion • group work • demonstration • explanation • self assessment • pair work • individual work • research 	<ul style="list-style-type: none"> • a list of related words/phrases • pupil's books for English and other learning areas • a list of sentences with wrongly used words • learners • texts from other learning areas • assessment checklist

Term : II
Core element : Listening
Primary outcome : The Learner will be able to listen attentively and critically, to understand and respond to others in a wide range of situations and using a variety of media

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">▪ recognise different sounds	Learners must be able to: <ul style="list-style-type: none">• distinguish different sounds of syllables and words	Phonics	<ul style="list-style-type: none">• producing /au/ sounds of words, eg sound, found giving words with /au/ sound• hearing sounds of syllables, rhyming words and ordinary words• imitating sounds of various syllables and words in context	<ul style="list-style-type: none">• role-play• pair work• group work• poetry recital• question and answer• observation checklist• peer assessment• self assessment	<ul style="list-style-type: none">• TALULAR• learners• tape recorders• recorded sounds of syllables and words• raised pictures of animals• drums• mirror• feather

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> ▪ get things done • listen attentively to stories, riddles, similes, proverbs 	<ul style="list-style-type: none"> • follow instructions • refuse to carry instructions • respond to stories • solve riddles • listen to a story 	<p>Instructions</p> <p>Stories, riddles, similes, proverbs</p>	<ul style="list-style-type: none"> • carrying out instructions • refusing to carry out instructions • dramatizing a story • retelling a story • answering questions that connect the story to their own real experiences • narrating stories • solving riddles • suggesting their own riddles • completing gaps • listening to stories 	<ul style="list-style-type: none"> • role-play • dramatization • dance • individual/pair /group work • explanation • peer assessment • observation • question and answer • games 	<ul style="list-style-type: none"> • drums • tape recorders • recorded • instructions • list of instructions • sign language interpreter • mirror • feather • learners • pictures of animals, eg: a cat • real objects, eg: an axe, a knife • a cinema box • raised pictures of animals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> listen attentively to various media and conversations 	<ul style="list-style-type: none"> dramatise a message deliver messages 	Media	<ul style="list-style-type: none"> listening to oral presentations, eg: on HIV and AIDS, gender, human rights identifying characters identifying messages role playing stories 	<ul style="list-style-type: none"> role-play individual/pair /group work explanation dramatization peer assessment observation question and answer games 	<ul style="list-style-type: none"> real objects, eg: an axe, a knife learners tape recorders a cinema box raised pictures of animals mirror/feather sign language interpreter

Term : II

Core element : Speaking

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• get things done	Learners must be able to: <ul style="list-style-type: none">• respond appropriately to instructions• use signalling devices• accept requests politely• reject requests politely• give prohibitions and warnings• give instructions	Instructions/requests	<ul style="list-style-type: none">• following instructions appropriately, eg: walking from one point to the other• using signalling devices eg "first, second, then, after that..."• making requests, eg: "Can you help me..." "Could you ...?"• accepting requests, eg: "Yes, I ... can" "Yes, you may"• rejecting requests, eg: "I am sorry I can't"• giving prohibitions, eg: "You mustn't ..."• warning others, eg: "Don't ..." "Be careful!" "Beware of..."• giving instructions on where to do something / get somewhere	<ul style="list-style-type: none">• demonstration• question and answer• role playing• group and pair work• peer assessment• teacher assessment• teacher observation	<ul style="list-style-type: none">• a set of instructions• learners• simple maps• a list of possible requests/ prohibitions instructions• assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • express and find out attitudes, feelings and thoughts 	<ul style="list-style-type: none"> • express thoughts • find out thoughts • express possibility/ impossibility • express agreement/ disagreement • express certainty/ uncertainty • express feelings 	Thoughts / feelings and attitudes	<ul style="list-style-type: none"> • expressing thoughts • finding out thoughts • expressing and finding out: <ul style="list-style-type: none"> - ability/inability, eg: "I/You/she can/can't" "able/unable to..." - expressing possibility/ impossibility eg: "Can you ..." "Yes, I can/No I can't ..." - expressing agreement/ disagreement eg: "Do you ..." "Yes, I do/No I don't..." - expressing certainty/ uncertainty eg: "I am sure/I am not sure..." "I know/I don't know..." "I think/don't think..." - making/accepting/rejecting offers eg: "May I ..." "Thank you/No, thank you." - expressing feelings of being unwell 	<ul style="list-style-type: none"> • role-play • individual/pair/group work • explanation • dramatization • peer assessment • observation • question and answer • games 	<ul style="list-style-type: none"> • real objects, eg: an axe, a knife • learners • tape recorders • a cinema box • raised pictures of animals • mirror/feather • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • ask for and give information 	<ul style="list-style-type: none"> • ask for information • tell stories 	Asking for and giving information	<ul style="list-style-type: none"> • asking for information, eg: about their environment or indigenous knowledge • describing their areas, eg: features found in their area • telling and retelling stories in their own words • identifying characters used in stories • answering oral questions that relate stories to their lives • telling their own stories • role playing stories • dramatizing stories 	<ul style="list-style-type: none"> • role-play • individual/pair /group work • explanation • dramatization • peer assessment • observation • question and answer • games 	<ul style="list-style-type: none"> • real objects, eg: an axe, a knife • learners • tape recorders • a cinema box • raised pictures of animals • mirror/feather • sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • perform songs, poems and role plays 	<ul style="list-style-type: none"> • attend to word stress and intonations when singing • dramatise songs 	Songs/poems/role plays	<ul style="list-style-type: none"> • acting out songs, eg: clapping hands, singing, shaking their bodies, beating drums, stamping feet • describing favourite personalities • role playing favourite personalities • dramatizing songs/rhymes/tongue twisters/poems 	<ul style="list-style-type: none"> • singing • dramatization • individual assessment 	<ul style="list-style-type: none"> • a song, eg: "The wheels on the bus..." • learners

Term : II

Core element : Reading

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• develop phonic awareness	Learners must be able to: <ul style="list-style-type: none">• differentiate the pronunciation of words with /au/ sound	Phonics	<ul style="list-style-type: none">• reading words with /au/ sound, eg sound, pound	<ul style="list-style-type: none">• reading a loud/silently• individual/pair/group work• group work• teacher observation• self/peer assessment• spying game	<ul style="list-style-type: none">• chart with words• word tree• word grid/raised word grid• word bank in print, and braille• observation/assessment checklist• a list of words with long and short vowel sounds in braille and large print• sign language interpreter

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of the stories, poems and texts they have read 	<ul style="list-style-type: none"> read simple passages of non fiction/historical background respond to questions eliciting main ideas of stories/passages/ poems they read read poems predict meaning of words from a given context 	<p>Stories/poems/ passages</p> <p>Vocabulary building</p>	<ul style="list-style-type: none"> reading silently/ aloud stories/poems asking questions to get clarifications on main ideas of stories /poems/ passages answering low and high order questions correctly from stories/passages/ poems they read to elicit main ideas, attitudes, feelings reading aloud poems with rhythm reciting the poems they have memorised responding to questions from the poems they read to elicit main ideas, feelings and attitudes 	<ul style="list-style-type: none"> questions and answer skimming individual/pair/group work discussion brainstorming silent reading scanning dramatized reading guessing game peer/teacher assessment 	<ul style="list-style-type: none"> stories, poems, passages with messages on gender issues and deforestation assessment checklists stories, poems, passages in Braille and large print

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • form opposites of words • identify appropriate titles for passages and stories • locate words/phrases/ sentence 	Stories/passages	<ul style="list-style-type: none"> • identifying unfamiliar words in stories/passages/ poems they have read • forming opposites of words • suggesting meanings of unfamiliar words using context • reading a given passage/story/poem • suggesting different titles • choosing appropriate titles from the suggested titles • scanning for words/ phrases/sentences in given passages, poems and stories, eg: on child labour/ abuse, indigenous knowledge 	<ul style="list-style-type: none"> • scanning • silent reading • reading aloud • word guessing • individual/pair work • dramatizing • discussion 	<ul style="list-style-type: none"> • stories/poems/ passages on child labour child abuse and indigenous knowledge • jumbled sentences • passages on different topics/theme • supplementary

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop reading vocabulary of 1,200 – 3,000 words 	<ul style="list-style-type: none"> • read texts of 1,200 – 3,000 words • give meanings of new words 	Vocabulary building	<ul style="list-style-type: none"> • reading a given passage at appropriate pace and pronunciation • identifying unfamiliar words in reading materials • discussing meaning of unfamiliar words • forming new words by supplying prefixes and suffixes to the word roots • guessing meanings of words using context • finding meanings of words using dictionaries 	<ul style="list-style-type: none"> • silent reading • reading aloud • scanning • brainstorming • pair/group work • self/peer assessment • question and answer • skimming • teacher assessment 	<ul style="list-style-type: none"> • old newspapers • magazines • supplementary books, eg: from other learning areas • class text • newspaper and magazine extracts in Braille and large print • assessment checklists • word grid

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• write for information	Learners must be able to: <ul style="list-style-type: none">• label simple maps, diagrams, charts and graphs• make a list of things• complete sentences using can/ can't	Writing for information	<ul style="list-style-type: none">• labelling simple maps, diagrams, charts and graphs• listing things, eg: shopping list/programme for wedding• planning the content of instructions and journals from a title, map or chart• drafting, editing and revising instructions and journals• responding through writing to instructions	<ul style="list-style-type: none">• group and pair work• brainstorming• role play• discussion• peer assessment• group observation• teacher observation	<ul style="list-style-type: none">• maps• diagrams• charts• lists, eg: shopping list, programme of events etc• a set of instructions• journals• raised maps, diagrams, and charts

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate creative writing 	<ul style="list-style-type: none"> • plan the content of a story, from a picture or title • write instructions using signalling devices • reorder jumbled sentences • make sentences with given words • write a story/composition • drawing a map based on instructions 	Creative writing	<ul style="list-style-type: none"> • planning the content of simple processes or events from a title or picture • writing instructions using signalling devices • reading processes or events in a sequence • completing processes or sequential events • reordering jumbled sentences • making sentences • writing stories/compositions • writing a composition/story • drawing a map based on instructions 		

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • write neatly and legibly with correct spelling 	<ul style="list-style-type: none"> • copy words and sentences in a straight line • punctuate sentences • take a simple dictation 	Handwriting	<ul style="list-style-type: none"> copying, tracing words and sentences in a straight line using Palmer's or Marion Richardson style of writing punctuating sentences taking a simple dictation 	<ul style="list-style-type: none"> demonstration role play group and pair work explanation peer observation teacher observation 	<ul style="list-style-type: none"> samples of Palmer's and Marion Richardson styles of writing a list of words and sentences raised words and sentences

Term : II

Core Element : Critical thinking and reasoning

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none">• identify things from descriptions• solve crossword puzzles• design crossword puzzles of their own	Crossword puzzles	<ul style="list-style-type: none">• giving solutions to crossword puzzles• choosing appropriate solutions from a given list to complete cross word puzzles• constructing crossword puzzles• suggesting solutions to the crossword puzzles they have designed	<ul style="list-style-type: none">• discussion• practice• observation• question and answer• peer assessment• teacher observation• checklist• individual/ pair/ group work• project• demonstration	<ul style="list-style-type: none">• crossword puzzles• learners• objects• local environment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • use language for critical thinking 	<ul style="list-style-type: none"> • present information/ events in a logical order 	Sequencing	<ul style="list-style-type: none"> • giving the meanings of the words by using context and dictionary • making sentences using the new words • reordering jumbled sentences/paragraphs of a passage/story using signalling devices and reference items and their referents 	<ul style="list-style-type: none"> • pair work • individual work • research • demonstration • peer assessment • self assessment • discussion • word games 	<ul style="list-style-type: none"> • dictionary • learners • tape recorders • a cinema box • raised pictures of animals • mirror/feather • sign language interpreter

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> demonstrate an understanding and use of parts of speech to communicate in oral and written texts 	Learners must be able to: <ul style="list-style-type: none"> use modal verbs to express ability and possibility in oral and written contexts identify past tense of irregular verbs 	Modal verbs of ability/inability possibility/impossibility Tenses	<ul style="list-style-type: none"> using may/may not, might/might not to express possibility/impossibility eg: "He may/may not come." identifying past tense of irregular verbs choosing the correct past tense form of irregular verbs 	<ul style="list-style-type: none"> question and answer discussion teacher observation peer assessment self assessment 	<ul style="list-style-type: none"> crossword puzzles learners objects local environment crossword puzzles

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • form past tense of irregular verbs • identify auxiliary verbs • use auxiliary verbs 	Auxiliary verbs	<ul style="list-style-type: none"> • forming past tense of irregular verbs appropriately • filling gaps with appropriate past tense form of irregular verbs • identifying auxiliary verbs • underlining auxiliary verbs • making sentences using auxiliary verbs • filling in gaps with auxiliary verbs • role playing using auxiliary verbs 	<ul style="list-style-type: none"> • demonstration • brainstorming • individual work • dialoguing • per assessment • discussion • explanation • pair work • group work 	<ul style="list-style-type: none"> • substitution tables • objects of different kinds • a list of nouns • passages containing articles 'a' 'an' and the • pupils' books • charts • newspapers • magazines

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
	<ul style="list-style-type: none"> • use some prepositions correctly in oral and written texts • develop correct use of conjunctions • identify descriptive adjectives 	Conjunctions	<ul style="list-style-type: none"> • identifying prepositions in oral and written texts, eg: through, from, in, to, etc • constructing sentences using different types of prepositions showing place, position, time etc • identifying conjunctions in sentences and phrases eg: but, while, etc. • joining sentences, phrases and words using different conjunctions • identifying descriptive adjectives • choosing descriptive adjectives 	<ul style="list-style-type: none"> • discussion • explanation • pair work • group work • brainstorming • individual work 	<ul style="list-style-type: none"> • a list of prepositions • charts • passages containing different prepositions • pictures • learners

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop and use own vocabulary 	<ul style="list-style-type: none"> • use descriptive adjective • use possessive adjectives • identify possessive adjectives • develop correct use of conjunctions 		<ul style="list-style-type: none"> • discussing descriptive adjectives • making sentences using descriptive adjectives • making sentences with possessive adjectives • underlining possessive adjectives • choose possessive adjectives from a list of words • forming nouns using suffix, eg - ment. eg nouns • writing using suffix 'ment' 	<ul style="list-style-type: none"> • discussion • explanation • pair work • group work • brainstorming • individual work <ul style="list-style-type: none"> • brainstorming • discussion • group work • demonstration • explanation • self assessment 	<ul style="list-style-type: none"> • a list of prepositions • charts • passages containing different prepositions • pictures • learners <ul style="list-style-type: none"> • a list of related words/phrases • pupil's books for English and other learning areas

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • show an awareness and correct use of language in oral and written texts 	<ul style="list-style-type: none"> • use words, phrases, and structures that have close/related meanings correctly • identify interrogative adjectives • use interrogative adjectives 	Correct use of language	<ul style="list-style-type: none"> • using phrases and words that have close meanings correctly, eg: <ul style="list-style-type: none"> - close/shut - deny/refuse - steal/rob • identifying errors in their own/ friend's work • underlining interrogative adjectives • describing interrogative adjectives • making sentences with interrogative adjectives 	<ul style="list-style-type: none"> • pair work • individual work • research • peer assessment • self assessment 	<ul style="list-style-type: none"> • a list of sentences with wrongly used words • learners • texts from other learning areas • assessment checklists

Term : III

Core element : Listening

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• listen attentively to stories, dialogues, similes• listen attentively to various media and conversations	Learners must be able to: <ul style="list-style-type: none">• listen to similes/stories/ dialogue• listen to a dialogue, eg: on environmental degradation• answer questions on dialogue• identify facts and opinions from the dialogue	Instructions	<ul style="list-style-type: none">• recalling similes• giving meanings of similes• relating similes to real life situations• suggesting their own similes• listening to a presentation• answering questions• summarizing a dialogue• expressing facts and opinions from the dialogue• identifying main points from the dialogue• role play a dialogue	<ul style="list-style-type: none">• self assessment• question and answer• peer assessment• group work• role-play• dramatization• pair work	<ul style="list-style-type: none">• radio• TV• recorded messages• resource persons (including sign language interpreter)• learners• songs• recorded dialogues and messages

Term : III

Core element : Speaking

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• get things done	The learners must be able to: <ul style="list-style-type: none">• carry messages from one person to another• give similes	Messages Similes	<ul style="list-style-type: none">• delivering different types of messages• responding to messages• relating messages to real life situations• interpreting messages in the media• identifying different types of messages <ul style="list-style-type: none">• giving similes• completing similes, eg: "As black as/As tall as ..."• recalling their own similes	<ul style="list-style-type: none">• role play• pair work• demonstration• group work• peer assessment• group and pair work• explanation• quiz• question and answer• self assessment	<ul style="list-style-type: none">• learners• a list of different messages• recorded messages• pictures of common symbols, eg: road signs, flags• a list of similes in print and Braille• assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> express and find out attitudes, feelings and thoughts perform songs, rhymes, tongue twisters and poems 	<ul style="list-style-type: none"> ask for/ give information recite rhymes, tongue twisters and poems 	Recitals	<ul style="list-style-type: none"> asking for information giving informations answering comprehension questions reciting poems asking and answering questions on poems 	<ul style="list-style-type: none"> demonstration singing question and answer pair work group work peer assessment 	<ul style="list-style-type: none"> rhymes tongue twisters poems assessment checklist

Term : III

Core element : Reading

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the stories, poems and texts they have read	Learners must be able to: <ul style="list-style-type: none">• answer comprehension questions• predict content of a story• retell stories		<ul style="list-style-type: none">• answering comprehension questions• discussing answers to questions• choosing correct answers• predicting content of a story from the title or the picture• discussing illustrations• verifying predictions after reading• retelling stories/historical accounts/poems in their own words	<ul style="list-style-type: none">• reading aloud/ silently• individual/pair/group work• teacher observation• self/peer assessment• spying game	<ul style="list-style-type: none">• chart with words• word tree• word grid/raised word grid• word bank in print, and Braille• observation/assessment checklist

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop reading vocabulary of 1,200 – 3,000 words 	<ul style="list-style-type: none"> • identify signalling devices • read texts of 1,200 – 3,000 words • give meanings of words • scan a text 	Vocabulary building	<ul style="list-style-type: none"> • identifying signalling devices • explaining signalling devices • summarizing a passage by reordering jumbled sentences/paragraphs • reading a given passage at appropriate pace and with good pronunciation • giving meanings of words • identifying unfamiliar words in reading materials • discussing meaning of unfamiliar words • scanning a text for given words 	<ul style="list-style-type: none"> • silent reading • reading aloud • scanning • brainstorming • pair/group work • self/peer assessment • question and answer • skimming • teacher assessment 	<ul style="list-style-type: none"> • old newspapers • magazines • supplementary books from other learning areas • class text • newspaper and magazine extracts in Braille and large print • assessment checklists • word grid

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • develop and use own vocabulary 	<ul style="list-style-type: none"> • use suffixes to form new words in English • summarise main points on what they read 	Correct use of language	<ul style="list-style-type: none"> • forming new words by supplying prefixes and suffixes to the word roots • guessing meanings of words using context • finding meanings of words using dictionaries • reordering jumbled sentences 		<ul style="list-style-type: none"> • word grid in Braille and large print • sign language interpreter • a chart with word roots and new words formed by adding prefixes and suffixes

Term : III

Core element : Writing

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate creative writing• write neatly and legibly with correct spelling	The learners must be able to: <ul style="list-style-type: none">• plan the content of a story, picture or title• draft, edit, and revise processes or events in a sequence• take a simple dictation	Creative writing Handwriting	<ul style="list-style-type: none">• planning the content of simple processes or events from a title or picture• drafting, editing and revising compositions• completing letters• answering questions in paragraph form • copying, tracing words and sentences in a straight line• punctuating sentences• taking a simple dictation	<ul style="list-style-type: none">• demonstration• question and answer• individual work• teacher observation• peer assessment • demonstration• role play• group and pair work• explanation• peer observation• teacher observation	<ul style="list-style-type: none">• pencils• exercise books• pictures• a list of events in jumble order• samples of Palmer's and Marion Richardson styles of writing• a list of words and sentences• raised words and sentences

Term : III

Core element : Critical thinking and reasoning

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
• identify things from descriptions	<ul style="list-style-type: none">• design crossword puzzles of their own• identify similes	Crossword puzzles Similes	<ul style="list-style-type: none">• constructing crossword puzzles• suggesting solutions to the word puzzles they have designed• identifying similes• choosing ending of similes• giving similes• writing similes• completing similes	<ul style="list-style-type: none">• pair/individual work• brainstorming• question and answer• quiz• peer assessment• teacher assessment• discussion• practice• observation• teacher observation• checklist	<ul style="list-style-type: none">• list of riddles• learners• crossword puzzles• assessment checklist• learners• objects• local environment

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> use language for critical thinking 	<ul style="list-style-type: none"> identify facts/ opinions express a fact/an opinion and give a reason for it distinguish facts from opinions hold a simple debate 	Facts and pinions	<ul style="list-style-type: none"> reading sentences with facts and opinions listening to speeches to identify facts and opinions labeling opinions/ facts conducting debates making arguments explaining facts/ opininons labeling opinions/ facts explaining facts/ opinion to show disctriction presenting an argument for against backing an arguments discussing debate issues 	<ul style="list-style-type: none"> debate individual/pair/ group work 	<ul style="list-style-type: none"> pictures/drawings of bus/train resource persons of different professions

Term : III

Core element : Structure and use of language

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding and use of parts of speech to communicate in oral and written texts	Learners must be able to: <ul style="list-style-type: none">• use modal verbs to express ability and possibility in oral and written contexts• identify types of adverbs	Modal verbs of ability/inability, possibility/impossibility Adverbs	<ul style="list-style-type: none">• writing sentences using modal verbs that express ability/inability, possibility/impossibility• identifying different types of adverbs, eg: place, manner, time, place• choosing appropriate types of adverbs to communicate effectively• using different types of adverbs in conversations and writing• completing sentences with adverbs	<ul style="list-style-type: none">• demonstration• role play• pair work• individual work• dialogue	<ul style="list-style-type: none">• books• a list of modal verbs• learners• dialogues• charts• periodicals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate an understanding and use of simple sentence structure to communicate orally and in writing • develop and use own vocabulary 	<ul style="list-style-type: none"> • use prepositions • use conjunctions • write simple sentences of their own • use synonyms in oral and written contexts 	<p>Prepositions</p> <p>Conjunctions</p> <p>Sentence structure</p> <p>Synonyms</p>	<ul style="list-style-type: none"> • identifying prepositions of place, time, movement • using prepositions in oral and written texts • identifying conjunctions • joining sentences with correct conjunctions • constructing sentences with given words • using words/phrases with same or nearly the same meaning, eg: 'shut' and 'close', 'slay' and 'kill' 	<ul style="list-style-type: none"> • individual/pair work • learners • brainstorming • pair work • group work • explanation • discussion • demonstration • self assessment • teacher assessment • peer assessment 	<ul style="list-style-type: none"> • learners • picture books • a list of words to form opposites • a list of related words/phrases • pupil's books for English and other learning areas • puzzles • pictures (raised) • charts • cards • cinema box

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • show an awareness and correct use of language in oral and written texts 	<ul style="list-style-type: none"> • use punctuation marks 	Correct use of language	<ul style="list-style-type: none"> • identifying punctuation marks • punctuating sentences, paragraphs 	<ul style="list-style-type: none"> • individual/pair work • learners • brainstorming • pair work • group work • explanation • discussion • demonstration • self assessment • teacher assessment • peer assessment 	<ul style="list-style-type: none"> • learners • picture books • a list of words to form opposites • a list of related words/phrases • pupil's books for English and other learning areas • puzzles • pictures (raised) • charts • cards • cinema box

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Syllabus for Mathematics

Standard 5

Rationale

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

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

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

Core elements and their outcomes

a Numbers, operations and relationships

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

b Accounting and business studies

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

c Space and shape

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

d Measurements

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

e Patterns, functions and algebra

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

f Data handling

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

Term 1

Core element : Number, operations and relationships

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • recognise numbers and count up to 1,000,000 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> 1 count in intervals forward and backward up to 100,000 2 express numbers from ones to one hundred thousand in place value notation 3 recognise number symbols and names up to 100,000 	Counting	<ul style="list-style-type: none"> • reading numbers on a number line, number cards and number wheel • counting in 200s, 500s, 10,000s, 20,000s up to 100,000 in a given range • filling in missing numbers up to 100,000 in a given range • arranging numbers in correct order • modelling numbers up to 100,000 using place value notation • writing numbers up to 100,000 using place value notation • writing numbers up to 100,000 • reading and writing numbers in figures and words up to 100,000 	<ul style="list-style-type: none"> • group work • individual work • pair work • observation • question and answer • demonstration • investigation • games • peer observation • trundle • discussions • written exercises • math trails 	<ul style="list-style-type: none"> • number line • number cards • number wheel • observation tool • charts/place value charts • spike abacus • learners • bottle tops • sticks • maize piths • leaves • cuberithm board • trundle • dice

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>4 count in intervals forward and backward up to 1,000,000</p> <p>5 express numbers from ones to millions in place value notation</p> <p>6 recognise number symbols and names up to 1,000,000</p>	Counting	<ul style="list-style-type: none"> • reading numbers on a number line, number cards and number wheel • counting in 200s, 500s, 10,000s, 20,000s, 100,000s up to 1,000,000 in a given range • filling in missing numbers up to 1,000,000 in a given range • arranging numbers in correct order • modelling numbers up to 1,000,000 using place value notation • writing numbers up to 1,000,000 using place value notation • writing numbers up to 1,000,000 • reading and writing numbers in figures and words up to 1,000,000 	<ul style="list-style-type: none"> • group work • individual work • pair work • observation • question and answer • demonstration • investigation • games • peer observation • trundle • discussions • written exercises • math trails 	<ul style="list-style-type: none"> • number line • number cards • number wheel • observation tool • charts/place value charts • spike abacus • learners • bottle tops • sticks • maize piths • leaves • cuberithm board • trundle • dice

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • apply basic operations on numbers up to 1,000,000 	<p>1 add numbers with sum not exceeding 100,000 without and with regrouping</p> <p>2 add numbers with sum not exceeding without 1,000,000 and with regrouping</p>	Addition	<ul style="list-style-type: none"> • modelling addition of 6 digit numbers using spike abacus • adding numbers with sum not exceeding 100,000 without regrouping with not more than 4 addends • adding numbers up to 100,000 with regrouping with not more than 4 addends • modelling addition of 6 digit numbers using spike abacus • adding numbers with sum not exceeding 1,000,000 without regrouping with not more than 4 addends • adding numbers up to 1,000,000 with regrouping with not more than 4 addends 	<ul style="list-style-type: none"> • mental mathematics • group work • individual work • pair work • observation • question and answer • demonstration • investigation • games • discussions • written exercises • math trails • peer assessment 	<ul style="list-style-type: none"> • number line • number cards • number wheel • observation tool • charts/place value charts • spike abacus • counters • maize pits • leaves • cuberithm board • trundle • dice • basic operation tables • addition chart • braille basic operation chart

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 subtract numbers within the range of 0 to 100,000 without and with regrouping</p> <p>3 subtract numbers within the range of 0 to 1,000,000 without and with regroup</p>	Subtraction	<ul style="list-style-type: none"> • modelling subtraction of 6 digit numbers using spike abacus up to 100,000 • subtracting numbers without regrouping up to 100,000 • subtracting numbers with regrouping up to 100,000 • solving practical problems involving addition and subtraction • modelling subtraction of 6 digit numbers using spike abacus up to 1,000,000 • subtracting numbers without regrouping up to 1,000,000 • subtracting numbers with regrouping up to 1,000,000 • solving practical problems involving addition and subtraction 	<ul style="list-style-type: none"> • mental mathematics • group work • individual work • pair work • observation • question and answer • demonstration • investigation • games • discussions • written exercises • math trails • peer assessment 	<ul style="list-style-type: none"> • number line • number cards • number wheel • observation tool • charts • spike abacus • learners • bottle tops • sticks • maize pits • leaves • cuberithm board • trundle • dice • basic operation tables • addition chart • subtraction chart • braille basic operation chart

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 multiply numbers with multiplicands up to 4 digits by multipliers of 2 digit numbers with product not exceeding 999999	Multiplication	<ul style="list-style-type: none"> • reciting multiplication tables of 2 to 10 • multiplying numbers by one digit number • multiplying numbers by two digit numbers 	<ul style="list-style-type: none"> • mental mathematics • group work • individual work • pair work • observation • question and answer • demonstration • investigation • games • peer observation • discussions • written exercises • math trails • peer assessment 	<ul style="list-style-type: none"> • number line • number cards • number wheel • observation tool • charts • spike abacus • learners • maize piths • cuberithm board • trundle • dice • basic operation tables • braille basic operation chart • number square • multiplication chart

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • express numbers in terms of their prime factors 	<p>4 divide whole numbers with dividends not exceeding 1,000,000 by 2 digit numbers</p> <p>5 apply basic operations to solve practical problems in real life situation</p>	<p>Division</p> <p>Factors and multiples</p>	<ul style="list-style-type: none"> • dividing numbers by 2 digit divisors without remainder • dividing numbers by 2 digit divisors with remainder • solving practical problems involving addition and subtraction • solving practical problems involving multiplication and division • listing factors of given numbers • identifying prime factors of given numbers • expressing a number as a product of its prime factors 	<ul style="list-style-type: none"> • group assessment • group work • individual work • question and answer • observation • peer assessment • self assessment • factor tree 	<ul style="list-style-type: none"> • division chart • factor tree • number cards • number line • strings • pieces of papers • raised factor tree

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 work out highest common factor (HCF)</p> <p>3 work out lowest common multiple (LCM)</p>	Factors and multiples	<ul style="list-style-type: none"> • listing factors of given numbers • identifying common factors of the given numbers • identifying the highest common factor • finding HCF of numbers by expressing the numbers as products of their prime factors • finding HCF of numbers by dividing the numbers by their common prime factors • listing multiples of given numbers • identifying common multiples of given numbers • identifying the lowest common multiple • finding LCM of numbers by expressing the numbers as products of their prime factors • finding LCM of numbers by dividing them by prime numbers 	<ul style="list-style-type: none"> • group assessment • group work • individual work • question and answer • observation • peer assessment • self assessment • factor tree • group assessment 	<ul style="list-style-type: none"> • division chart • factor tree • number cards • number line • strings • pieces of papers • raised factor tree

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • describe fractions 	<p>1 express different fractions to their equivalent fractions</p> <p>2 add common fractions</p>	Common fractions	<ul style="list-style-type: none"> • cutting objects into equivalent fractions • shading diagrams to show equivalent fractions • finding the equivalent fractions by multiplying or dividing both numerator and denominator by same number • filling in the missing numerator or denominator in given fractions • reducing the fractions to their lowest terms • modelling addition of fractions with the same denominators • adding fractions with the same denominators • adding fractions with different but related denominators 	<ul style="list-style-type: none"> • group work • individual work • question and answer • observation • peer assessment • self assessment • factor tree • group assessment 	<ul style="list-style-type: none"> • fraction charts • paper strips • crayons • number line • number card • raised fraction chart • coloured chalk

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • describe decimal numbers 	<p>3 subtract common fractions</p> <p>4 apply the knowledge of fractions to solve practical problems</p>	<p>Common fractions</p> <p>Decimal numbers</p>	<ul style="list-style-type: none"> • modelling subtraction of fractions with the same denominator • subtracting fractions with the same denominators • subtracting fractions with different but related denominators • solving practical problems involving fractions <ul style="list-style-type: none"> • changing common fractions to decimals up to thousandth using place value chart • dividing the numerator by denominator to change the common fractions to decimals • changing decimals to fractions using place value notation • relating the number of decimal places in relationship to the number of zeros in the denominator 	<ul style="list-style-type: none"> • group work • individual work • question and answer • observation • peer assessment • self assessment • factor tree • group assessment 	<ul style="list-style-type: none"> • fraction charts • paper • crayons • number line • number card • raised fraction chart • coloured chalk

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 express decimals to common fraction up to thousandth	Decimal numbers	<ul style="list-style-type: none"> • changing decimals to fractions up to thousandth • relating the number of zeros in the denominator to the number of decimal places 	<ul style="list-style-type: none"> • group work • individual work • question and answer • observation • peer assessment • self assessment • factor tree • group assessment 	<ul style="list-style-type: none"> • fraction charts • paper • crayons • number line • number card • raised fraction chart • coloured chalk

Term 2

Core element : Accounting and business studies

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> carry out basic operations on money 	Learners must be able to: <ol style="list-style-type: none"> add money with sum not exceeding K1,000,000 without and with regrouping subtract money within the range of K1 to K1,000,000 without and with regrouping multiply money by one to two digit multipliers with product not exceeding K1,000,000 	Addition of money Subtraction of money Multiplication of money	<ul style="list-style-type: none"> adding money without regrouping with sum not exceeding K1,000,000 adding money with regrouping with sum not exceeding K1,000,000 subtracting money within the range of K1 to K1,000,000 without regrouping subtracting money within the range of K1 to K1,000,000 with regrouping multiplying money by one digit multiplier with product not exceeding K1,000,000 multiplying money by 2 digit multiplier with product not exceeding K1,000,000 	<ul style="list-style-type: none"> role play explanation field trip/excursion discussion demonstration investigation group work pair work observation group assessment peer assessment individual assessment mental mathematics individual work 	<ul style="list-style-type: none"> Shopping corner Shopping items Price tags Local market Price list chart Braille price list chart

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • apply basic operations to solve practical problems on money 	<p>4 divide money within the range of K1 to K100,000 by up to two digit divisors</p> <p>1 solve practical problems on money</p>	<p>Division of money</p> <p>Practical problems on money</p>	<ul style="list-style-type: none"> • dividing money within the range of K1 to K100,000 by one digit divisor without remainder • dividing money within the range of K1 to K100,000 by two digit divisors without remainder • preparing budgets • working out bills • role playing buying and selling activities involving basic operations on money • relating bills and budgets to real life situation 	<ul style="list-style-type: none"> • role play • explanation • field trip • discussion • demonstration • investigation • group work • pair work • observation • group assessment • peer assessment • mental mathematics 	<ul style="list-style-type: none"> • shopping corner • shopping items • price tags • price list chart

Core element : Space and shape

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of different shapes found in their environment	Learners must be able to: 1 identify different shapes from the environment	Geometrical shapes in the environment	<ul style="list-style-type: none">• playing games related to space and shape• identifying shapes in structures of the school environment• comparing two dimensional (2D) shapes from the environment• designing and constructing two dimensional shapes using wires, sticks, etc• drawing two and three dimensional shapes	<ul style="list-style-type: none">• modelling• drawing• role play• games• observation• peer assessment• group assessment• individual assessment	<ul style="list-style-type: none">• boxes• tins• sticks• papers• buildings• wires• table• reeds• containers• ropes• coins• rulers• observation check list

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • describe position 	<p>2 describe quadrilaterals, triangles and circles</p> <p>3 identify line of symmetry in a two dimensional (2D) shape</p> <p>1 draw a plan and locate position of an object</p> <p>2 relate position of objects to oneself and peers</p>	Space	<ul style="list-style-type: none"> • drawing quadrilaterals, triangles and circles • investigating the features of the quadrilaterals and triangles. • exploring the natural environment to look for natural lines of symmetry • identifying the images of an object in the natural environment • locating lines of symmetry in a given diagram • drawing lines of symmetry • drawing a simple plan of a classroom • locating position of an object from a plan • arranging objects using in front/back/ by side/on top/under, etc • describing positions of objects using eight main cardinal points 	<ul style="list-style-type: none"> • modelling • drawing • role play • games • observation • peer assessment • group assessment • individual assessment • pair work • group work 	<ul style="list-style-type: none"> • pencils • playgrounds • clay • braille rulers

Core element : Measurements

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

Assessment standard	Success criteria	Topic/Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• measure objects/ quantities using standard units for length, capacity and mass	Learners must be able to: 1 measure length of given objects 2 establish relationships between metres and kilometres	Length	<ul style="list-style-type: none">• comparing objects of different lengths• measuring objects of different lengths using 30 cm ruler/1 metre ruler• estimating and verifying length of different objects• finding perimeter of squares, rectangles and triangles by adding the sides• establishing relationship of units from mm to km• converting units such as: cm to m, m to km or vice versa	<ul style="list-style-type: none">• group work• demonstration• discussion• question and answer• explanation• pair work• role play• observation• peer assessment• group assessment• written exercises	<ul style="list-style-type: none">• sticks• charts• tables• 30 cm rulers• number line• braille ruler• football/netball ground• lawns• trundle

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 measure capacity of given objects</p> <p>4 measure mass of given objects</p> <p>5 establish the relationship between grams and kilograms</p>	<p>Capacity</p> <p>Mass</p>	<ul style="list-style-type: none"> • comparing objects of different capacities • measuring capacity of given objects using 1 litre containers • estimating and verifying capacities of containers • expressing millilitres to litres and vice versa • ordering objects of different masses • measuring mass of objects in grams and kilograms using a balance • converting grams to kilograms and vice versa 	<ul style="list-style-type: none"> • group work • pair work • explanation • discussion • demonstration • question and answer • observation • peer assessment • group assessment • experimentation • individual work 	<ul style="list-style-type: none"> • 1 metre rulers • 1 litre containers • balance • water • sand • 2 litre containers • 500ml containers • bags weighing eg: 100g, 200g, 500g, 1kg, 2kg • learners • water • firewood • tins • matches • metals • wood • see-saw • shopping corner • mass

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of time 	1 read and tell time in hours and minutes 2 write time in hours and minutes	Time	<ul style="list-style-type: none"> reading and telling time in hours and minutes using analogue clock relating analogue time to digital time setting time in hours and minutes using clock face or real clock in digital and analogue writing time in hours and minutes eg: thirteen minutes to ten in the morning as 9.47 or 13 minutes to 10 o'clock writing time in figures from words 	<ul style="list-style-type: none"> group work pair work explanation discussion demonstration question and answer observation peer assessment group assessment singing experiment reciting individual work 	<ul style="list-style-type: none"> clock face real watches digital clocks calendar squared paper braille watches braille clocks

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> measure surfaces and space of objects using non standard units 	1 measure flat surfaces using squares 2 measure space using cubes	Area Volume	<ul style="list-style-type: none"> measuring area of rectangles, squares and triangles using squared paper writing area in squares ie, 24 squares measuring space of cuboids using cubes ordering objects according to volume 	<ul style="list-style-type: none"> individual work group work pair work explanation discussion demonstration question and answer observation peer assessment group assessment experimentation 	<ul style="list-style-type: none"> water clear bottles or containers cubes squared paper cuboid tables books chairs desks benches stools

Term 3

Core element : Patterns, functions and algebra

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> investigate and extend patterns 	Learners must be able to: 1 identify number patterns 2 create number patterns	Patterns	<ul style="list-style-type: none"> identifying number patterns from given sets of numbers extending number patterns filling in missing numbers in the patterns establishing the rule of the number patterns eg: how to get from one number to the next creating number patterns using given rule creating number patterns using their own rule 	<ul style="list-style-type: none"> pair work group work demonstration explanation field trips question and answer discussion observation math trails practical work peer assessment group assessment individual work 	<ul style="list-style-type: none"> sticks stones bottle tops leaves charcoal crayons paint coloured chalk number chart chart paper raised number chart number cards calendar

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • explore number sentences 	<p>3 complete geometric patterns using physical objects</p> <p>1 solve number sentences</p>	<p>Patterns</p> <p>Algebra</p>	<ul style="list-style-type: none"> • completing given geometric patterns using physical objects • constructing geometric patterns using objects • drawing geometric patterns • exploring geometric patterns • writing their own number sentences to reflect their exploration • writing number sentences to describe a real life situation (human rights, social, economic and environmental issues) • completing number sentences 	<ul style="list-style-type: none"> • pair work • group work • demonstration • explanation • field trips • question and answer • discussion • observation • math trails • practical work • peer assessment • group assessment • games 	<ul style="list-style-type: none"> • sticks • stones • bottle tops • leaves • charcoal • crayons • paint • coloured chalk • number chart • chart paper • fibres • raised number chart • geoboard • strings

Core element : Data handling

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

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none">• collect data (information)• draw picture and bar graphs	<ol style="list-style-type: none">1 collect data (information)2 represent information in tables <ol style="list-style-type: none">1 draw picture graph to scale up to 1 to 202 draw bar graph	Picture and bar graphs	<ul style="list-style-type: none">• collecting data from the environment• recording data• sorting out data according to given characteristics• arranging data according to given characteristics• recording data using tallies and tables• representing information by drawing picture graphs where one picture represents one object• drawing bar graphs to represent number of objects for each attribute	<ul style="list-style-type: none">• discussion• observation• investigation• field trip• group work• individual work• pair work• explanation• demonstration• self assessment• group assessment	<ul style="list-style-type: none">• charts• picture graph• data• sticks• raised picture graphs• bar graphs

Assessment standard	Success criteria	Topic/ Theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> interpret data 	1 interpret tabulated data 2 interpret picture and bar graphs	Picture and bar graphs	<ul style="list-style-type: none"> reading data from tables interpreting data from tables reporting data from tables reading and interpreting picture graph reading and interpreting bar graph reporting information deduced from graphs 	<ul style="list-style-type: none"> discussion observation investigation field trip group work individual work pair work explanation demonstration self assessment group assessment 	<ul style="list-style-type: none"> charts picture graph data sticks

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Syllabus for Expressive arts

Standard 5

Rationale

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

Core elements and their outcomes

a Creating, interpreting and presenting work

The learners will be able to design, produce, demonstrate and perform sporting and artistic activities to ensure an all round development.

b Participating and collaborating

The learners will be able to demonstrate personal and interpersonal skills, through individual and group participation, in sports and arts in order to develop leadership skills and teamwork.

c Expressing and communicating

The learners will be able to analyse and use multiple forms of communication and expression in sports and arts.

d Holistic performance

The learners will be able to demonstrate an ability to perform in sports and arts in a way that integrates the psychomotor, the affective and the cognitive domains.

Term 1

Core element : Creating, interpreting and presenting work

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of body movements through physical activities 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe different body movements through physical activities 2 role play different animal movements 	Body movements	<ul style="list-style-type: none"> • identifying different body movements that can be done through physical activities such as: <ul style="list-style-type: none"> – walking – hopping – jumping – climbing • practising the different body movements • identifying different animal movements • imitating different animal movements 	<ul style="list-style-type: none"> • demonstration • discussion • group work • role playing • question and answer • drama • pair work • brainstorming • self assessment • peer assessment • teacher observation 	<ul style="list-style-type: none"> • talular • observation checklist • pictures • learners' experiences • whistles • drums • portfolio • rubrics

Core element : Participating and collaborating

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate cooperation in performing sports and arts 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 demonstrate team spirit in sports, music and dance 2 perform traditional and contemporary songs and dances 	Sports and artistic performances	<ul style="list-style-type: none"> • playing team sports: football • playing team sports: netball • singing songs on health and gender issues • dancing to traditional songs • dancing to contemporary songs 	<ul style="list-style-type: none"> • circuit training • demonstration • discussion • group work • role playing • question and answer • dramatisation • story telling • pair work • brainstorming • self assessment • peer assessment • teacher observation 	<ul style="list-style-type: none"> • talular • observation checklist • balls • songs • flutes • drums • costumes • sports attire • netball ground • football ground • rubrics

Core element : Expressing and communicating

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of repetitions and contrasts in art work to express feelings 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 recognise repetitions and contrasts in art work that express feelings 2 make repetitions and contrasts in art works to express feelings 	Repetitions and contrasts in art works	<ul style="list-style-type: none"> • doing repetitions and contrasts in sports and games • doing repetitions and contrasts in stories and songs • producing repetitions and contrasts as in sewing, weaving, knitting, drawing, plaiting and modelling • modelling a pot 	<ul style="list-style-type: none"> • demonstration • discussion • question and answer • brainstorming • self discovery • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • talular • observation checklist • clay • pictures • drums • whistles • flutes • shakers • bottles • sisal • knitting wool • thread • knitting needles • sewing needles • sewing thread • maize pith • sticks • card board

Core element : Holistic performance

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of challenges in everyday life	The learners must be able to: <ol style="list-style-type: none">1 describe some of challenges in everyday life and their possible solutions2 produce artistic representations of challenges and solutions	Challenges in everyday life and their solutions	<ul style="list-style-type: none">• discussing challenges in everyday life and possible solutions• drawing pictures depicting challenges in everyday life and solutions• displaying the artistic representations• dramatising the challenges and solutions	<ul style="list-style-type: none">• demonstration• discussion• group work• self discovery• teacher observation• brainstorming• question and answer• dramatisation• story telling• practice• self assessment• peer assessment	<ul style="list-style-type: none">• talular• observation checklist• clay• posters• charts• water• cinema box• sugar / local glue• felt pens• papers• paints• rubrics

Term 2

Core element : Creating, interpreting and presenting work

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of artistic shapes 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 create different kinds of shapes 2 produce toys of different shapes 	Artistic shapes and movements	<ul style="list-style-type: none"> • drawing geometrical shapes • creating shapes using the body • designing toys of different shapes • sewing and stuffing toys • knitting and stuffing toys • playing various games using the toys 	<ul style="list-style-type: none"> • demonstration • discussion • pair work • question and answer • self discovery • practice • teacher observation • self assessment • peer assessment 	<ul style="list-style-type: none"> • talular • papers • crayons • pencils • paints • thread • wool • sewing needles • learners' experiences • local environment • portfolio • observation checklist • rubrics • sugar • coloured chalk

Core element : Participating and collaborating

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of sports attire and costumes 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe appropriate dress for different artistic performances 2 make attire and costumes for different sports and artistic performances 	Sports attire and art costumes	<ul style="list-style-type: none"> • discussing the appropriate dress for sports • discussing appropriate dress for artistic performances • selecting materials for making sports attire and costumes • making the sports attire • making costumes • using the sports attire • using the costumes in: <ul style="list-style-type: none"> – drama – dance 	<ul style="list-style-type: none"> • demonstration • discussion • pair work • question and answer • brainstorming • teacher observation • self assessment • peer assessment 	<ul style="list-style-type: none"> • talular • learners' experiences • maize husks • drums • flute • whistles • banjo • guitar • posters • wood • pictures • pair of scissors • local paint • pieces of cloth • sewing needles • portfolio • rubrics

Core element : Expressing and communicating

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of verbal and non verbal forms of art	The learners must be able to: <ol style="list-style-type: none">1 perform activities that use verbal and non-verbal forms of arts2 produce items to convey messages	Communication through artworks	<ul style="list-style-type: none">• singing songs that convey messages• dramatising a situation to convey message• drawing cartoons• making puppets	<ul style="list-style-type: none">• demonstration• discussion• question and answer• dramatisation• brainstorming• practice• story telling• teacher observation• self assessment• peer assessment	<ul style="list-style-type: none">• talular• observation checklist• charts• drums• shakers• flutes• whistles• papers• pencil• pens• local paint• sisal• portfolio• rubrics

Core element : Holistic performance

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of items used in the community 	<p>The learners will be able to:</p> <ol style="list-style-type: none"> 1 describe items commonly used in the community 2 produce a variety of items for use in the community from local materials 	Items for use in the community	<ul style="list-style-type: none"> • brainstorming items commonly used in the community • discussing items commonly used in the community • weaving brooms • plaiting ropes for doormats • modelling toys • carving wooden spoons • costing and marketing items 	<ul style="list-style-type: none"> • brainstorming • demonstration • discussion • group work • self discovery • teacher observation • question and answer • practice • self assessment • peer assessment 	<ul style="list-style-type: none"> • local environment • talular • observation checklist • posters • charts • clay • sisal • wire • bottles • sand • water • cinema box • maize pith • wood • sugar • paints • rubrics • portfolio

Term 3

Core element : Creating, interpreting and presenting work

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of risks in sports and artistic performances 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 identify sources of risks in art works and sports 	<p>Risks and safe practices in art works and sports</p>	<ul style="list-style-type: none"> • brainstorming sources of risks in artwork and sports • discussing the sources of risks in weaving, knitting and carving activities • discussing risk behaviours in games such as putting on rings, necklaces, watches and bangles 	<ul style="list-style-type: none"> • brainstorming • demonstration • discussion • pair work • dramatisation • teacher observation • story telling • singing • self assessment • peer assessment 	<ul style="list-style-type: none"> • talular • observation checklist • learners' experiences • charts • pictures • posters • portfolio • rubrics

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 demonstrate safety practices in art works and sports		<ul style="list-style-type: none"> • discussing safe and unsafe practices in crafts and games • role playing safety practices in crafts and games 	<ul style="list-style-type: none"> • demonstration • question and answer • discussion • pair work • role play • teacher observation • self assessment • peer assessment 	<ul style="list-style-type: none"> • talular • observation checklist • charts • pictures • costumes • local environment • portfolio • rubrics

Core element : Participating and collaborating

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of collaboration in making and using artistic items 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 make various local musical instruments 2 play various local musical instruments 	Local musical instruments	<ul style="list-style-type: none"> • identifying suitable materials for making local musical instruments • making a variety of local musical instruments • playing various local musical instruments • practising playing musical instruments accompanied by a song and a dance 	<ul style="list-style-type: none"> • demonstration • question and answer • discussion • resource person • pair work • practice • teacher observation • self assessment • peer assessment 	<ul style="list-style-type: none"> • talular • learners' experiences • drums • flutes • whistles • banjo • trumpets • guitar • poster • wood • adze • papers • pencils • pens • local paint • pair of scissors • glue • portfolio • observation checklist • rubrics

Core element : Holistic performance

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate competence in various forms of artistic activities	The learners will be able to: <ol style="list-style-type: none">1 produce various artistic items2 market the various artistic items	Making and marketing various artistic items	<ul style="list-style-type: none">• composing songs• knitting a baby's bonnet and bottees• sewing a magyar dress/ magyar shirt• costing various artistic products• marketing various artistic products	<ul style="list-style-type: none">• demonstration• discussion• question and answer• practice• brainstorming• teacher observation• self assessment• peer assessment	<ul style="list-style-type: none">• talular• learners' experiences• knitting wool• pieces of cloth• knitting needles• tape measures• papers• pencils• tables• observation checklist• portfolio• rubrics

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Syllabus for Life skills

Standard 5

Rationale

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

Core elements and their outcomes

a Health promotion

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

b Social development

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

c Moral development

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

d Personal development

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

e Physical development

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

f Entrepreneurship and world of work

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

Term 1

Core element : Health promotion

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • explain the effects of malaria	The learners must be able to: 1 identify the causes of malaria 2 identify modes of transmission of malaria	Causes, spread and effects of malaria	<ul style="list-style-type: none">• brainstorming causes of malaria• discussing causes of malaria • brainstorming modes of transmission of malaria• discussing transmission of malaria• role playing transmission of malaria• singing songs about transmission of malaria	<ul style="list-style-type: none">• brainstorming• teacher observation• peer assessment• oral and written questions• discussion• role play• singing• self assessment	<ul style="list-style-type: none">• braille materials• coloured chalk• pair of scissors• charts/raised diagrams• posters• resource persons• sign language specialist• role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • describe preventive measures of malaria 	<p>3 explain the effects of malaria</p> <p>1 explain the preventive measures for malaria</p> <p>2 campaign for the prevention of malaria</p>	<p>Causes, spread and effects of malaria</p> <p>Prevention of malaria</p>	<ul style="list-style-type: none"> • discussing signs and symptoms of malaria • brainstorming the effects of malaria on the individual and the family • discussing the effects of malaria on the individual and the family • analysing case studies on effects of malaria on the individual and family • brainstorming ways of preventing malaria • discussing ways of preventing malaria • writing messages on the prevention of malaria • discussing the effectiveness of preventive measures of malaria 	<ul style="list-style-type: none"> • brainstorming • peer assessment • teacher observation • oral and written questions • discussion 	<ul style="list-style-type: none"> • raised diagrams • braille materials • posters • treated nets • pens • local paints • <i>mpungabwi</i> • cow dung

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • describe modes of transmission of STIs including HIV 	<p>The learners must be able to:</p> <p>1 identify modes of transmission of STIs and HIV</p>	Spread of STIs and HIV	<ul style="list-style-type: none"> • brainstorming modes of transmission of STIs including HIV • discussing transmission of STIs including HIV singing songs about transmission of STIs including HIV • discussing signs and symptoms of STIs including HIV 	<ul style="list-style-type: none"> • brainstorming • teacher observation • peer assessment • oral and written questions • discussion • role play • singing • self assessment 	<ul style="list-style-type: none"> • braille materials • coloured chalk • toothbrush • razor blades • pair of scissors • needles/pins • charts/raised • posters • resource persons • sign language specialist • learners • resource persons • sign language specialist • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate an understanding of the effects of STIs, HIV and AIDS • describe preventive measures of STIs, HIV and AIDS 	<p>1 explain effects of STIs, HIV and AIDS</p> <p>1 explain the effective preventive measures of STIs, HIV and AIDS</p>	<p>Effects of STIs, HIV and AIDS</p> <p>Prevention of STIs, HIV and AIDS</p>	<ul style="list-style-type: none"> • brainstorming the effects of STIs, HIV and AIDS on the individual and the family • discussing the effects of STIs, HIV and AIDS on the individual and the family • analysing case studies on effects of STIs, HIV and AIDS on the individual and family • brainstorming ways of preventing STIs, HIV and AIDS • discussing ways of preventing STIs, HIV and AIDS 	<ul style="list-style-type: none"> • brainstorming • peer assessment • teacher observation • oral and written questions • discussion 	<ul style="list-style-type: none"> • raised diagrams • braille materials • posters • treated nets • pens • local paints

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • display positive attitudes and practices that will help in the prevention of and spread of STIs, HIV and AIDS 	<p>2 mention positive practices that will help to prevent the spread of STIs, HIV and AIDS</p> <p>3 guide and counsel peers on positive practices that help to prevent contraction and spread of STIs, HIV and AIDS</p> <p>1 campaign for the prevention of STIs, HIV and AIDS</p>		<ul style="list-style-type: none"> • discussing the effectiveness of preventive measures of STIs, HIV and AIDS • role playing guidance and counselling • writing messages on the prevention of STIs, HIV and AIDS 	<ul style="list-style-type: none"> • role play • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • role play exercises • observation checklist

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none">• demonstrate resistance to peer pressure	<ol style="list-style-type: none">1 distinguish between good and bad company2 explain effects of bad and good company3 appreciate the importance of resisting negative peer pressure	Peer pressure resistance	<ul style="list-style-type: none">• identifying characteristics of good and bad company• discussing characteristics of good and bad company• discussing effects of bad and good company• developing a future's wheels on the effects of good and bad company• discussing causes and effects of peer pressure• discussing the importance of resisting peer pressure	<ul style="list-style-type: none">• role play• teacher observation• oral and written questions• peer assessment• case studies• singing• future's wheels	<ul style="list-style-type: none">• case studies write up• braille materials• observation checklist• resource persons• sign language specialist• songs• musical instruments• role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • analysing case studies on peer pressure • role playing situations showing resistance to peer pressure • singing songs on peer pressure resistance 		

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of basic human rights and responsibilities 	The learners must be able to: <ol style="list-style-type: none"> 1 explain how they can exercise their human rights responsibly 2 describe how other people should respect their rights 	Respecting human rights and responsibilities	<ul style="list-style-type: none"> • brainstorming their experiences in exercising human rights responsibly • discussing their experiences in exercising human rights responsibly • organising and role playing situations showing human rights being exercised responsibly • discussing lessons learnt from role plays • brainstorming how other people should respect their human rights • discussing how other people should respect their human rights 	<ul style="list-style-type: none"> • brainstorming • discussion • teacher observation • oral questions • peer assessment • written exercises • case study • future's wheels • role playing • research 	<ul style="list-style-type: none"> • learners • Constitution of Malawi • resource persons • observations • laws of Malawi • role play exercise • illustrations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 describe situations when their rights may not be respected</p> <p>4 explain what appropriate actions they would take when their rights are not respected</p>	Respecting human rights and responsibilities	<ul style="list-style-type: none"> • analysing a case study on how other people should respect their human rights • brainstorming situations when their rights may not be respected • discussing situations when their rights may not be respected • conducting a research project in the home village and the school on how human rights may not be respected • brainstorming actions that can be taken when addressing situations when human rights are not respected • discussing actions that can be taken when addressing situations when human rights are not respected 	<ul style="list-style-type: none"> • brainstorming • discussion • teacher observation • oral questions • peer assessment • written exercises • case study • future's wheels • role playing • research 	<ul style="list-style-type: none"> • learners • Constitution of Malawi • resource persons • observations • laws of Malawi • role play exercise • illustrations

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • analysing a table showing actions to be taken when human rights are not respected in different situations eg (school, home, community) 	<ul style="list-style-type: none"> • written exercises • story telling • teacher observation • peer assessment • oral and written questions • singing • discussion • role play 	<ul style="list-style-type: none"> • Human Rights Charter extract • posters • raised diagrams • songs • role play exercises

Term 2

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none"> • demonstrate conflict resolution skills 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 identify causes of conflicts in the home, class, school and community 2 explain effects of conflicts in the home, class, school and community 3 demonstrate ways of resolving conflicts peacefully 	Peaceful conflict resolution	<ul style="list-style-type: none"> • discussing causes of conflicts in the home, class, school and community • analysing case studies on causes and effects of conflicts • discussing effects of conflicts in the home, class, school and community • discussing ways of resolving conflicts peacefully 	<ul style="list-style-type: none"> • discussion • teacher observation • written exercises • peer assessment • oral and written questions • future's wheels • case studies 	<ul style="list-style-type: none"> • learners • resource persons • observation checklist • case studies • songs • musical instruments • raised posters • sign language specialist • braille materials • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 explain the importance of resolving conflicts peacefully		<ul style="list-style-type: none"> • role playing a situation depicting resolving conflicts peacefully • singing songs on peaceful conflict resolution • discussing the importance of resolving conflicts peacefully 	<ul style="list-style-type: none"> • future's wheels • teacher observation • self assessment • peer assessment • oral and written questions • case studies • role play • singing 	

Core element : Moral development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate moral responsibilities towards the less privileged groups	The learners must be able to: 1 state moral responsibilities towards the less privileged groups in the community	Morals and values	<ul style="list-style-type: none">• discussing the less privileged groups in the community• investigating and discussing moral responsibilities towards the less privileged groups in the communities• assessing moral responsibilities towards the less privileged groups	<ul style="list-style-type: none">• discussion• teachers observation• oral questions• written exercises• self assessment• peer assessment• group• assessment	<ul style="list-style-type: none">• learners• posters/pictures• raised diagrams• local environment• case studies• braille materials• stylus• handframe• sign language specialist• diaries• portfolios• journals

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 apply moral responsibilities towards the less privileged groups		<ul style="list-style-type: none"> • conducting project work to support the less privileged groups • role playing giving support to the less privileged groups • composing and / or singing songs on supporting the less privileged in the society 	<ul style="list-style-type: none"> • research • research reports • oral and written questions • peer assessment • self assessment • project • role play • singing 	<ul style="list-style-type: none"> • observation checklist • sign language specialist • songs • musical instruments • braille materials • posters • raised diagrams • diaries • portfolios • journals • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate acceptable behaviour at home and at school 	<ol style="list-style-type: none"> 1 describe acceptable and unacceptable behaviour at home and school 2 identify results of acceptable and unacceptable behaviours 3 demonstrate acceptable behaviour at school and at home 	Morals and values	<ul style="list-style-type: none"> • brainstorming acceptable and unacceptable behaviours • discussing acceptable and unacceptable behaviours • discussing results of acceptable and unacceptable behaviours • telling stories on results of acceptable and unacceptable behaviours • composing and/or singing songs on acceptable behaviours • role playing acceptable behaviours at home and at school • practising acceptable behaviours at home and at school 	<ul style="list-style-type: none"> • discussion • teachers observation • peer assessment • oral and written questions • self assessment • future's wheels • storytelling • role play • singing 	<ul style="list-style-type: none"> • learners • stories • braille materials • stylus • handframe • role play exercises • observation checklist • sign language specialist • case studies • songs • musical instruments • mirrors • feathers • diaries • journals • portfolios • role play exercises

Core element : Moral development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • explain factors that affect exercising morals and values 	<p>The learners will be able to:</p> <ol style="list-style-type: none"> 1 identify factors that can affect exercising morals and values 2 compare the challenges that boys and girls face when exercising morals and values 	Morals and values	<ul style="list-style-type: none"> • brainstorming factors that can affect exercising morals and values • composing and reciting poems on factors which can affect exercising morals and values • discussing ways of addressing the factors which can affect exercising morals and values • conducting research on challenges that boys and girls face when exercising morals and values 	<ul style="list-style-type: none"> • brainstorming • teacher observation • oral and written questions • peer assessment • self assessment • discussion • essay writing • poetry recitals • singing • research • discussion 	<ul style="list-style-type: none"> • learners • charts • braille materials • role play exercises • questionnaires • observation checklist • sign language specialist • mirrors • feathers • raised diagrams • portfolios • journals • diaries • poems • songs

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 demonstrate ways of addressing challenges which can arise from exercising morals and values		<ul style="list-style-type: none"> • discussing challenges that boys and girls face when exercising morals and values • comparing the challenges that boys and girls face when exercising morals and values • discussing ways of addressing challenges which can arise from exercising morals and values • role playing ways of addressing challenges that can arise from exercising morals and values 	<ul style="list-style-type: none"> • poetry recital • teacher observation • peer assessment • self assessment • oral and written questions <ul style="list-style-type: none"> • discussion • role play 	<ul style="list-style-type: none"> • role play exercises

Core element : Moral development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • examine different cultural practices and beliefs in relation to morals and values 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 identify cultural practices and beliefs that affect common or general issues such as gender, HIV and AIDS 2 explain the impact of the cultural practices and beliefs on girls and boys 	Morals and values	<ul style="list-style-type: none"> • state cultural practices and beliefs • discussing cultural practices and beliefs • discussing cultural practices and beliefs that affect generic issues such as: <ul style="list-style-type: none"> – HIV and AIDS – gender – indigenous knowledge • discussing the impact of the cultural practices and beliefs on girls and boys • composing and /or singing songs on cultural practices and beliefs that prevent or promote HIV and AIDS 	<ul style="list-style-type: none"> • discussion • oral and written questions • teacher observation • peer assessment • self assessment • research • singing • future's wheels 	<ul style="list-style-type: none"> • learners • braille materials • role play • exercises • questionnaires • observation checklist • case studies • local environment • resource persons • sign language specialist • feathers • diaries • journals

Core element : Personal development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate self-esteem	The learners must be able to: <ol style="list-style-type: none">1 explain factors that affect self-esteem2 explain characteristics of people with low and high self-esteem	Knowing oneself	<ul style="list-style-type: none">• brainstorming factors that promote/enhance self-esteem• analysing case studies on factors that affect self-esteem• discussing characteristics of people with low and high self-esteem• telling stories of people with low and high self-esteem	<ul style="list-style-type: none">• brainstorming• self assessment• teacher observation• peer assessment• oral and written questions• discussion• case studies• story telling	<ul style="list-style-type: none">• learners• case studies• braille materials• raised diagrams• magazine pictures• pencil pens• charcoal• crayons'• coloured chalk• glue• sign language specialist• journals• diaries• portfolios• role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 compare personal abilities with those of others</p> <p>4 demonstrate personal abilities</p>		<ul style="list-style-type: none"> • discussing personal abilities and those of others • role playing how self-esteem can help in avoiding contracting HIV/AIDS 	<ul style="list-style-type: none"> • discussion • role play • teacher observation • peer assessment • oral and written questions • self assessment 	

Core element : Personal development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • identify their own goals in life 	<p>The learners will be able to:</p> <ol style="list-style-type: none"> 1 explain the importance of setting goals in life 2 describe their own goals in life 3 analyse factors that can affect the achievement of their goals in life 	Setting goals	<ul style="list-style-type: none"> • discussing the meaning of a goal • discussing the importance of setting goals in life • discussing their own goals in life • discussing reasons for choosing their goals • setting goals • analysing factors that affect the achievement of their goals • discussing how to deal with factors that can affect the achievement of their goals 	<ul style="list-style-type: none"> • discussion • self assessment • teacher observation • peer assessment • oral and written questions • role play 	<ul style="list-style-type: none"> • TALULAR • pictures • charts • drawings • resource persons • raised diagrams • sign language specialist • learners • role play exercises

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 demonstrate how to deal with factors that can affect the achievement of their goals in life		<ul style="list-style-type: none"> • role play situations on how to deal with factors that can affect the achievement of their goals • singing songs on setting goals 	<ul style="list-style-type: none"> • role play • singing • demonstration 	<ul style="list-style-type: none"> • songs • musical instruments • role play exercises

Core element : Personal development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • display problem solving and decision-making skills 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 identify problems encountered in everyday life 2 demonstrate ways of solving problems experienced in everyday life 	Problem solving and decision-making	<ul style="list-style-type: none"> • discussing problems encountered in everyday life, eg: <ul style="list-style-type: none"> – child labour – access to services – peer pressure – sexual abuse – moral decay • discussing ways of solving problems experienced in everyday life • role playing solving problems and making decisions • analysing case studies on problem solving and decision-making • singing songs on problem solving and decision-making 	<ul style="list-style-type: none"> • brainstorming • oral and written questions • peer assessment • teacher observation • self assessment • discussion • case studies • singing • role play 	<ul style="list-style-type: none"> • pictures • charts • posters • puzzles • learners • stories • games • sign language specialist • braille materials • case studies • portfolio • raised diagrams • diaries • journals • songs • role play exercises

Term 3

Core element : Physical development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the physical changes in an individual and how the physical changes affect the behaviour as they grow up	The learners will be able to: <ol style="list-style-type: none">1 identify stages in human development2 describe which activities are done at certain stages of human development	Stages in human development	<ul style="list-style-type: none">• brainstorming stages in human development• discussing stages in human development• brainstorming activities done at different stages of human development• discussing activities done at different stages of human development• analysing the table showing different activities at different stages of development	<ul style="list-style-type: none">• brainstorming• oral questions• teacher observation• peer assessment• discussion• role playing• analysis	<ul style="list-style-type: none">• learners• resource persons• specialist• journals• portfolios• table• charts• role play exercise

Core element : Entrepreneurship and world of work

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• display sound financial management skills	The learners must be able to: <ol style="list-style-type: none">1 explain how to manage finances properly in entrepreneurship2 demonstrate sound financial management	Managing finances	<ul style="list-style-type: none">• discussing the how to manage finances properly in entrepreneurship• discussing effects of good and poor management of finances in entrepreneurship• drawing simple budgets of up to K1,000.00 for business• role playing sound financial management	<ul style="list-style-type: none">• discussion• oral questions• teacher observation• peer assessment• future's wheels• role play	<ul style="list-style-type: none">• learners• resource persons• braille materials• sign language specialist• posters• raised diagrams• role play exercises

Core element : Entrepreneurship and world of work

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate entrepreneurship skills	The learners must be able to: 2 identify institutions where one can access knowledge and skills in small scale businesses - 3 identify entrepreneurship skills	Entrepreneurship skills	<ul style="list-style-type: none"> • discussing sources of knowledge and skills on entrepreneurship • analysing case studies on institutions where one can access knowledge and skills on entrepreneurship • brainstorming entrepreneurship skills • discussing entrepreneurship skills 	<ul style="list-style-type: none"> • brainstorming • oral questions • teacher observation • peer assessment • discussion • case studies 	<ul style="list-style-type: none"> • different commodities • a shop scene • pictures • posters • charts • raised diagrams • sign language specialist • resource persons • braille materials

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> demonstrate an understanding of generic issues in relation to the world of work 	<p>3 explain effects of gender roles in entrepreneurship</p> <p>4 explain the importance of creative thinking as a skill in improving quality of products</p>	Entrepreneurship	<ul style="list-style-type: none"> researching on different ways of earning a living discussing gender roles in entrepreneurship discussing how entrepreneurship activities can be carried out by both sexes discussing effects of gender roles on entrepreneurship discussing the importance of creative thinking as a skill in improving quality of products role playing a situation in which creativity is demonstrated singing songs on creative thinking in entrepreneurship 	<ul style="list-style-type: none"> research field trip interview oral and written questions research report group assessment case studies peer assessment role play future's wheels teacher observation singing 	<ul style="list-style-type: none"> learners questionnaire raised diagrams posters resource persons sign language specialist braille materials diaries portfolios journals questionnaires case studies role play exercises observation checklist songs

Assessment standard	Success criteria	Topic/theme	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 show appreciation for gender equity in entrepreneurship	Entrepreneurship	<ul style="list-style-type: none"> • analysing case studies on gender equity • role playing gender equity in entrepreneurship 	<ul style="list-style-type: none"> • case studies • oral questions • teacher observation • peer assessment • written exercises • role play • singing 	<ul style="list-style-type: none"> • resource persons • braille materials • portfolios • learners experiences • talular • songs • musical instruments • case studies • sign language specialist • observation checklist • role play exercises

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Syllabus for Social and environmental sciences

Standard 5

Rationale

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

Core elements and their outcomes

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

Term 1

Core element : Inter-relationship between individual, family, society and the environment

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the position of a district in relation to neighbouring districts 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe a compass direction 2 explain the location of their district using cardinal points 	Location	<ul style="list-style-type: none"> • describing compass direction • drawing/modeling compass points • discussing the importance of cardinal points • locating districts on a map of Malawi using cardinal points • locating their districts in relation to neighbouring districts 	<ul style="list-style-type: none"> • explanation • discussion • question and answer • modelling • drawing • group work • observation • peer assessment • task analysis • self assessment 	<ul style="list-style-type: none"> • Atlas • map of Malawi • chart paper • pentel markers • raised map of Malawi • Braille paper • stylus • checklist • environment • sign language interpreter

Term 1

Core element : People and Environment

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are be able to: <ul style="list-style-type: none"> • describe population change 	The learners must be able to: 1 examine population sizes their district	Population	<ul style="list-style-type: none"> • identifying population figures in the district • drawing/tracing population distribution graphs • comparing the number of people within a Traditional Authority in the district 	<ul style="list-style-type: none"> • explanation • discussion • question and answer • role-play • group work • peer assessment • self assessment • task analysis 	<ul style="list-style-type: none"> • population figures of Traditional Authority • drawing materials/raised material • population graphs • pictures showing disasters and new settlements • raised pictures • raised posters • Braille materials • glue • string

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 explain factors that influence the population change their district</p> <p>3 describe effects of large population in their district</p> <p>4 suggest ways of sustaining the resources in the environment</p>	Population	<ul style="list-style-type: none"> • drawing/tracing population distribution map of the district • brainstorming factors that influence population change • discussing factors that influence population change in the district • brainstorming population change • describe of population change • enquiring from the community on the solutions to sustain natural resources • carrying out the project to improve a damaged environment 	<ul style="list-style-type: none"> • futures wheel • question and answer • discussion • observation • peer assessment • group work 	<ul style="list-style-type: none"> • text book • population data • charts / raised • scissors • checklist • map of Malawi showing population distribution • graph paper • raised maps • rulers/pencils

Core element : Social Development

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are be able to: <ul style="list-style-type: none">• demonstrate an understanding of civic rights and responsibilities	Learners must be able to: <ol style="list-style-type: none">1 describe how power and status can be used properly in the family, school and community	Governance	<ul style="list-style-type: none">• brainstorming the meanings of the terms 'power' and 'status'• brainstorming how power and status can be used properly in the family, school and community• discussing how power and status can be used properly between men and women	<ul style="list-style-type: none">• discussion• question and answer• role play• observation• explanation• case study	<ul style="list-style-type: none">• resource persons• checklist• news paper extracts

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 describe how power and status can be abused in the family, school and in the community</p> <p>3 suggest solutions to abuse of power and status</p>	Governance	<ul style="list-style-type: none"> • role playing how power and status can be used properly • brainstorming how power can be abused • discussing how power and status can be abused • identifying pictures depicting incidents of abusing power including those of gender based violence • role playing how power and status can be abused • suggesting solutions to abuse of power and status • examining case study of abuse of power 	<ul style="list-style-type: none"> • group work • peer assessment • discussions • question and answer • case studies • observation • role playing 	<ul style="list-style-type: none"> • news paper cuttings • news paper extracts • resource person • charts showing family and gender roles and responsibilities • raise charts • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	1 explain basic human rights 2 identify basic human rights and responsibilities 3 explain how human rights are violated	Human rights and responsibilities	<ul style="list-style-type: none"> • role-playing basic human rights and responsibilities at school and in the community • discussing basic human rights and responsibilities at school and in the community • brainstorming the term human rights • discussing the term human rights • identifying basic human rights • identifying basic human rights for children • brainstorming how human rights are violated • discussing how human rights are violated 	<ul style="list-style-type: none"> • case study • question and answer • discussion • explanation • role playing 	<ul style="list-style-type: none"> • learners' experiences • constitution of Malawi • laws of Malawi • resource person • stories • songs • posters • raised diagrams • case study

Core element : Social Development

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know when the learners are able to: <ul style="list-style-type: none">• demonstrate acts of bravery and courage	Learners must be able to: <ol style="list-style-type: none">1 explain any acts of bravery and courage they have heard about2 explain the importance of bravery and courage	Moral values	<ul style="list-style-type: none">• describing brave acts of both men and women which they have heard about in their communities• narrating personal experiences about acts of bravery and courage from their community• finding out from guardians/parents people who showed acts of bravery and courage• discussing the importance of bravery and courage	<ul style="list-style-type: none">• question and answer• explanation• discussion• story telling• dramatization• observation• case studies	<ul style="list-style-type: none">• picture stories• chart• catapult• checklist• Braille materials• raised posters

Term 2

Core element : Inter-dependence between Malawi and the world

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the major physical features in a district	Learners must be able to: 2 identify physical features in the district 2 explain the importance of the physical features in the district	Major physical features in a district	<ul style="list-style-type: none">• identifying physical features in a district• discussing the distribution of physical features in a district• discussing the importance of physical features in a district• drawing map of a district• modeling map of a district	<ul style="list-style-type: none">• brainstorming• discussion• explanation• observation• drawing• modelling	<ul style="list-style-type: none">• map of a district• map of Malawi• environment• stones• bricks• clay/paper mashe• learners' experiences• realia eg, fish, trees, water, firewood, boats• checklists

Core element : Interrelationship between individual, family and society

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of early kingdoms of Malawi	Learners must be able to: <ol style="list-style-type: none">1 identify the early kingdoms of Malawi	Early kingdoms of Malawi	<ul style="list-style-type: none">• researching on the early kingdoms of Malawi• drawing a map of Malawi• locating the early kingdoms on the map of Malawi	<ul style="list-style-type: none">• discussion• question and answer• teacher observation• peer assessment• research• reporting• explanation• group work	<ul style="list-style-type: none">• chart papers• pental markers• text books• pictures/raised pictures• checklist• map/raised map• Braille materials• sign language interpreter• resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 describe the political structures of the early kingdoms</p> <p>3 explain factors that led to the growth and decline of early kingdoms of Malawi</p>		<ul style="list-style-type: none"> • discussing the political structures of the early kingdoms • discussing the similarities and differences in the political structures • discussing the factors that led to the growth of the early kingdoms • discussing the organizational structure of the kingdoms • researching into the rise and fall of the kingdoms of Malawi • discussing research findings on the rise and fall of the kingdoms of Malawi 	<ul style="list-style-type: none"> • discussion • question and answer • teacher observation • peer assessment • research • reporting • explanation • group work 	<ul style="list-style-type: none"> • chart papers • pental markers • text books • pictures/raised pictures • checklist • map/raised map • Braille materials • sign language interpreter • resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 explain the contributions of the early kingdoms of Malawi		<ul style="list-style-type: none"> • discussing how people in their villages earn their living • discussing the contributions made by the early kingdoms of Malawi 	<ul style="list-style-type: none"> • discussion • question and answer • teacher observation • peer assessment • research • reporting • explanation • group work 	<ul style="list-style-type: none"> • chart papers • pental markers • text books • pictures/raised pictures • checklist • map/raised map • Braille materials • sign language interpreter • resource person

Core element : Environmental Protection

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of soil as a natural resource	The learners must be able to: 1 identify types of soil	Soil	<ul style="list-style-type: none">• collecting samples of different types of soil• identifying types of soil	<ul style="list-style-type: none">• explanation• discussion• question answer• field visits• observation• teacher assessment	<ul style="list-style-type: none">• soil samples• water• rocks• chart showing eroded areas/ raised chart• woodlot• vetiva grass• sign language interpreter• soil products

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 explain the importance of soil	Soil	<ul style="list-style-type: none"> • naming the products from the soil • identifying different uses of soil in the environment • discussing importance of soil • moulding different items using soil 	<ul style="list-style-type: none"> • explanation • discussion • question and answer • field visits • observation • teacher assessment 	<ul style="list-style-type: none"> • soil samples • water • rocks • chart showing eroded areas/ raised chart • woodlot • vetiva grass • sign language interpreter • checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 explain ways through which soil can be destroyed</p> <p>4 describe different ways of conserving the soil</p>		<ul style="list-style-type: none"> • discussing ways in which soil can be destroyed • visiting some eroded areas around the school • discussing ways of conserving soil • planting trees and grass around the school 	<ul style="list-style-type: none"> • discussion • visit projects • explanation • discussion • question and answer • field visits • observation • teacher assessment 	<ul style="list-style-type: none"> • soil samples • water • rocks • chart showing eroded areas • woodlot • vetiva grass • sign language interpreter • raised chart

Core element : People and Environment

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are be able to: <ul style="list-style-type: none">• demonstrate an understanding of administrative structures at a district level	Learners must be able to: <ol style="list-style-type: none">1 describe district administrative structures2 explain types of councils in Malawi	District administrative structure	<ul style="list-style-type: none">• identifying administrative structures at the district level (ie traditional, political and professional structures)• discussing different administrative structures at district level• discussing different types of councils in Malawi• discussing functions of councils in Malawi	<ul style="list-style-type: none">• modeling• discussion• question and answer• explanation• task analysis	<ul style="list-style-type: none">• sawdust• sugar• seeds• salt• maize husks• raised charts showing administrative structures• sign language interpreter• stylus• resource persons

Core element : Social Development

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of gender equality	Learners must be able to: <ol style="list-style-type: none">1 identify gender roles and responsibilities intheir societies2 explain the effects of gender inequality in family, school and the society	Gender	<ul style="list-style-type: none">• identifying family roles and responsibilities• discussing family roles and responsibilities• role playing family roles and responsibilities• brainstorming gender inequality in society	<ul style="list-style-type: none">• discussion• explanation• question and answer• group work• peer assessment• teacher observation• role playing• futures wheel• clarification	<ul style="list-style-type: none">• news paper cuttings• news paper extracts• resource person• charts/raised charts showing family roles and responsibilities• checklist

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • discussing the effects of gender inequality in the home and school • role playing gender balance activities in the home and school • analysing case studies on gender imbalance 	<ul style="list-style-type: none"> • discussion • explanation • question and answer • group work • peer assessment • teacher observation • role playing • futures wheel • clarification 	<ul style="list-style-type: none"> • news paper cuttings • news paper extracts • resource person • charts/raised charts showing family roles and responsibilities • checklist

Term 3

Core element : Interdependence between Malawi and the World

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of transport and systems of communication in the district	The learners must be able to: <ul style="list-style-type: none">1 identify the means of transport and communication that are used in the district	Transport and Communication in the district	<ul style="list-style-type: none">• brainstorming means of transport and communication in the district• discussing how each means of transport and communication is used in the district	<ul style="list-style-type: none">• field trip• brainstorming• discussion• question and answer• explanation• teacher observation	<ul style="list-style-type: none">• pictures of different modes of communication/ raised pictures• environment

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 explain the importance of transport and communication in the district</p> <p>3 explain advantages and disadvantages of various means of transport and communication</p>		<ul style="list-style-type: none"> • discussing the importance of transport and communication in the district • mentioning problems of transport and communication in the district • drawing a map showing road network in the district • discussing advantages and disadvantages of various means of transport • discussing advantages and disadvantages of various means of communication 	<ul style="list-style-type: none"> • discussion • drawing • observation • peer assessment • research • discussion • question and answer 	<ul style="list-style-type: none"> • pictures of different modes of transport and communication • map of the district • raised map of the district • checklist • sign language interpreter

Core element : People and Environment

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of relationship that exists among departments and institutions at a district	The learners must be able to: <ul style="list-style-type: none">1 identify different institutions and departments in the district	Institutions and departments that provide social services in the district	<ul style="list-style-type: none">• naming different institutions and departments in the district MRA office• discussing the social institutions and departments in their districts	<ul style="list-style-type: none">• research• discussion• question and answer• peer assessment• teacher observation	<ul style="list-style-type: none">• questionnaire• pictures showing some activities• environment• sign language interpreter• raised pictures• checklist• resource person

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 describe development activities carried out in a district</p> <p>3 identify source of funding for social services in the district</p>		<ul style="list-style-type: none"> • conducting a research on development activities carried out in a district • discussing the development activities carried out in a district • matching the institutions/ departments with development activities carried out in the district • discussing the interrelationship among different departments in a district • discussing the relationship between taxes and developments in a district • conducting a visit to a nearby social institution 		

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>4 discuss uses and importance of paying taxes</p> <p>1 discuss roles of financial institutions</p>	Financial institutions	<ul style="list-style-type: none"> • discussing sources of funding for the institution they visited • brainstorming the uses and importance of paying taxes • discussing the uses and importance of paying taxes <ul style="list-style-type: none"> • brainstorming the meaning of term financial institution • discussing the meaning of financial institution • brainstorming types of financial institutions • discussing types of financial institutions • discussing role of financial institutions 	<ul style="list-style-type: none"> • discussion • question and answer • research • role-playing 	<ul style="list-style-type: none"> • resource • learners' experiences • financial data • posters • pictures

Core element : Social Development

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of road safety	The learners must be able to: <ol style="list-style-type: none">1 identify road users2 explain causes of accidents3 suggest preventative measures against road accidents	Traffic Rules	<ul style="list-style-type: none">• identifying road users• discussing road users• researching on the causes of road accidents and accidents at work• discussing how accidents could be prevented	<ul style="list-style-type: none">• discussions• question and answers• role play• teacher observation• singing	<ul style="list-style-type: none">• resource persons• checklist• slogans• songs• traffic police attire

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 identify traffic rules for road users		<ul style="list-style-type: none"> • brainstorming rules governing road users • role-playing duties of a traffic officer • singing songs about traffic rules 	<ul style="list-style-type: none"> • discussions • question and answers • role play • teacher observation • singing 	<ul style="list-style-type: none"> • resource persons • checklist • slogans • songs • traffic police attire

Core element : People and Environment

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

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of safety at work	The learners must be able to: 1 explain causes of accidents at work place	Safety at work	<ul style="list-style-type: none">• discussing different work people do• brainstorming causes of accidents at work place• finding out from the community situations that can cause accidents• discussing situations that can cause accidents	<ul style="list-style-type: none">• research• discussion• role-play• question and answer• peer assessment• observation• explanation• case study	<ul style="list-style-type: none">• textbooks• resource persons• environment• pictures/raised pictures• highway code• checklist• newspaper extracts

Assessment standard	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 identify safety rules at work place		<ul style="list-style-type: none"> • role playing precautionary measures to minimize road accidents • discussing precautionary measures against accidents at work 	<ul style="list-style-type: none"> • research • discussion • role-play • question and answer • peer assessment • observation • explanation • case study 	<ul style="list-style-type: none"> • textbooks • resource persons • environment • pictures/raised pictures • highway code • checklist • newspaper extracts

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Syllabus for Science and Technology Standard 5

Rationale

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

Science and technology will enable the learners, through investigation and inquiry, acquire basic scientific and technological knowledge, skills and attitudes. The learners will use the knowledge, skills and attitudes to investigate and understand the relationships between health and nutrition, production and marketing processes, among other things, to improve the quality of their life and that of other people in their communities.

Core elements and their outcomes

a Basic scientific knowledge, skills and attitudes

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

b Scientific investigation for application

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

c Knowledge for development

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

d Nutrition and health

The learner will be able to demonstrate an understanding of the interrelationship between nutrition and health in order to effectively deal with nutritional and health problems in homes, community and the world.

e Marketing

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

f Managing change

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

Term 1

Core element : Scientific investigation for application

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of conducting scientific investigation 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> 1 explain stages of scientific investigation 2 plan an investigation on a simple pendulum 	Scientific investigations	<ul style="list-style-type: none"> • discussing meanings of scientific investigation • discussing stages of scientific investigation • planning an investigation on a simple pendulum <ul style="list-style-type: none"> - demonstrating oscillation cycle by moving around a circle of learners - observing oscillations of different objects pendulum <ul style="list-style-type: none"> - swing - borehole handle (mjigo) - bicycle peddling - bicycle wheel - discussing the following terms: 	<ul style="list-style-type: none"> • oral and written questions • discussion • group work • group assessment • demonstration • experimentation • research • practical • self assessment • peer assessment • oral and written reports • investigation • teacher observation • field visits 	<ul style="list-style-type: none"> • TALULAR • prepared questions • resource persons • observation checklist • portfolios • rubric • learners' experiences • string with hooks • clay balls • watches • nails • rulers • papers • stand • sticks

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 conduct an investigation on oscillating systems</p> <p>4 relate oscillation of a simple pendulum to everyday life</p>	Scientific investigations	<ul style="list-style-type: none"> - oscillation - cycle - frequency <ul style="list-style-type: none"> • investigating factors affecting the frequency of a pendulum – length and mass <ul style="list-style-type: none"> – recording observations – interpreting findings recorded in a table – reporting findings by highlighting interesting details • discussing the application of oscillation to everyday life 	<ul style="list-style-type: none"> • oral and written questions • discussion • group work • group assessment • demonstration • experimentation • research • practical • self assessment • peer assessment • oral and written reports • investigation • teacher observation • field visits 	<ul style="list-style-type: none"> • TALULAR • prepared questions • resource persons • observation checklist • portfolios • rubric • learners' experiences • string with hooks • clay balls • watches • nails • rulers • papers • stand • sticks • pendulum

Core element : Nutrition and health

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the importance of food to the body	Learners must be able to: <ol style="list-style-type: none">1 explain the meanings of food and health2 classify food into groups3 describe common food taboos and beliefs in their communities	Food and health	<ul style="list-style-type: none">• brainstorming the meanings of food and health• discussing the meanings of food and health• brainstorming examples of food items• discussing functions of the various types of food• classifying the food items according to functions in the body• classifying the food according to the six food groups• brainstorming common food taboos and beliefs	<ul style="list-style-type: none">• teacher observation• discussion• field visits• question and answer• peer assessment• investigation• singing• research• self assessment• oral and written questions• oral and written reports• cards	<ul style="list-style-type: none">• pupils' experiences• TALULAR• interview schedule• rubric• pictures of food items• portfolios• samples of food items• posters/raised posters• questionnaire• resource persons• songs

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>4 describe the effects of common food taboos, beliefs and habits on health</p> <p>5 appreciate the importance of eating a variety of food</p>	Food and health	<ul style="list-style-type: none"> • discussing food taboos and beliefs on health • developing future's wheels on the effects of food beliefs and taboos • discussing the importance of eating a variety of food • discussing good eating habits which can encourage the eating of a variety of food 	<ul style="list-style-type: none"> • group assessment • enter-educate • games • future's wheels 	<ul style="list-style-type: none"> • local environment • raised diagrams • drawing paper • stories • observation checklist • diagrams

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • describe types of energy 	1 explain the meaning of the term “energy” 2 identify different types of energy 3 explain uses of different types of energy 4 describe simple energy changes 5 make simple devices that use energy 6 describe simple energy changes	Types of energy	<ul style="list-style-type: none"> • explaining the meaning of the term energy • identifying different types of energy, eg: <ul style="list-style-type: none"> - heat - light - chemical - sound • discussing different uses of types of energy • investigating uses of different types of energy • reporting about uses of different types of energy • discussing simple energy changes • demonstrating simple energy changes • discussing some simple energy convectors • brainstorming on simple devices that use energy • discussing simple devices that use energy • making simple devices that use energy 	<ul style="list-style-type: none"> • excursion • oral and written questions • observation • individual work • group discussion • written questions • investigation • self assessment • peer assessment • demonstration • experimentation • oral and written reports • discussion • project • teacher observation 	<ul style="list-style-type: none"> • local environment • observation checklist • pupils' experiences • resource persons • charcoal • fuel • candles • torches • matches • wires • cells • nails • wood • TALULAR • rubric • bulbs • bell • whistle • torch • sticks • shaped tree branch • elastic bands

Core element : Knowledge for development

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of indigenous technologies 	Learners must be able to: 1 explain scientific principles applied in some of the indigenous technologies	Indigenous technologies	<ul style="list-style-type: none"> • discussing the indigenous technologies such as those used in: <ul style="list-style-type: none"> - food preservation - separation of mixtures - corn flour production - water purification - <i>chidulo</i> production - removal of cyanide from cassava • discussing scientific principles applied in indigenous technologies • collecting samples of indigenous technologies • practising some of the indigenous technologies 	<ul style="list-style-type: none"> • question and answer • peer assessment • teacher observation • practical • demonstration • project • investigation • discussion • self assessment • field visits • oral and written questions • oral and written reports 	<ul style="list-style-type: none"> • pupils' experiences • observation checklist • TALULAR • models and samples of indigenous technologies • toys • grinding stone (<i>mphelo</i>) • interview schedule • mortar • pestle • rubric

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 improve some of the indigenous technologies		<ul style="list-style-type: none"> • identifying technologies which can be improved • discussing improvements that can be made to the indigenous technologies identified • designing the improved indigenous technologies • practising how to improve indigenous technologies 	<ul style="list-style-type: none"> • question and answer • group discussion • investigation • practical • peer assessment • project • case studies • self assessment • investigation • research • oral and written reports • oral and written questions • teacher observation • field visits 	<ul style="list-style-type: none"> • TALULAR • local environment • resource persons • pupils' experiences • samples of technological devices • pictures • portfolios • questionnaire • interview schedule • rubric • observation checklist • resource persons

Core element : Basic scientific knowledge, skills and attitudes

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of worm infections	Learners must be able to: <ol style="list-style-type: none"> 1 identify different types of worms 2 describe the infection cycles of round worm, tapeworm and hookworm 3 identify the signs, symptoms and effects of round-worm, tapeworm and hookworm infections on human beings 	Worm infections	<ul style="list-style-type: none"> • discussing different types of worms • identifying different types of worms • drawing different types of worms • discussing how one can be infected with worms • brainstorming signs and symptoms of roundworm, tapeworm and hookworm infestations in human beings 	<ul style="list-style-type: none"> • brainstorming • singing • project • discussion • question and answer • teacher observation • self assessment • peer assessment • future's wheels • oral and written questions • oral and written reports • investigation • research • educational visits • drawing 	<ul style="list-style-type: none"> • TALULAR • songs • charts/raised charts • pictures/ raised pictures • resource persons • pupils' experiences • observation checklist • rubric • questionnaire • interview schedule

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 control and prevent infections of roundworms, tapeworms and hookworms	Worm infections	<ul style="list-style-type: none"> • discussing the signs and symptoms of roundworm, tapeworm and hookworm infections • discussing the effects of tapeworm, roundworm and hookworm infections on human beings • brainstorming control and preventive measures of roundworm, tapeworm and hookworm infections • discussing how to control and prevent tapeworm, roundworm and hookworm infections • singing songs on how to control and prevent the worm infections • practising how to control tapeworm, hookworm and roundworm infections 	<ul style="list-style-type: none"> • brainstorming • singing • project • discussion • question and answer • teacher observation • future's wheels • peer assessment • peer observation • group work • pair work • self assessment • oral and written questions • oral and written reports • investigation • research 	<ul style="list-style-type: none"> • TALULAR • songs • charts/raised charts • pictures/ raised pictures • resource persons • pupils' experiences • observation checklist • questionnaire • interview schedule • rubric

Core element : Knowledge for development

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of technology and their uses	Learners must be able to: 1 describe technologies used for solving problems in their communities	Technological innovations	<ul style="list-style-type: none">• visiting places where technological devices are found• discussing how the technologies work• discussing problems solved by the technologies• investigating the impact/contribution of technologies on peoples lives	<ul style="list-style-type: none">• field visits• question and answer• group discussion• investigation• practical• peer assessment• project• self assessment• research• oral and written questions• oral and written reports• teacher observation• discussion• demonstration	<ul style="list-style-type: none">• TALULAR• local environment• resource persons• pupils' experiences• samples of technological devices• pictures• questionnaire• portfolios• rubric• observation checklist

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 explain the problems of technologies used in the communities</p> <p>4 identify situations or problems in need of technological solutions in everyday life</p> <p>5 design new technologies for solving everyday problems</p>	Technological innovations	<ul style="list-style-type: none"> • listing the technologies used in the communities • brainstorming problems of technology • discussing solutions to the problems of technology • brainstorming situations need technological solutions • discussing situations or problems which need technological solutions • brainstorming stages in designing new technologies • discussing stage in designing new technology • making new technologies to solve everyday problems 	<ul style="list-style-type: none"> • question and answer • group discussion • practical • project • teacher observation • peer assessment • self assessment • field visits • discussion • oral and written questions • oral and written reports • investigation • research 	<ul style="list-style-type: none"> • TALULAR • local environment • resource persons • pupils' experiences • technological devices • pictures • portfolios • observation checklist • rubric • questionnaire • interview schedule

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 identify ways in which scientific contributions have impacted people's daily lives		<ul style="list-style-type: none"> • discussing ways in which scientific contributions have impacted people's daily lives, eg: <ul style="list-style-type: none"> - portable water - improved varieties of crops - medicine - electricity - telephones • discussing the importance of the cited contributions to people's lives 	<ul style="list-style-type: none"> • question and answer • group discussions • practical • project • portfolios • teacher observation • peer assessment • self assessment • visits • investigation • research • oral and written questions • oral and written reports 	<ul style="list-style-type: none"> • TALULAR • local environment • resource persons • pupils' experiences • technological devices • pictures/raised pictures • rubric • questionnaire • interview schedule • observation checklist

Term 2

Core element : Basic scientific knowledge, skills and attitudes

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

Assessment standards	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • classify animals according to their characteristics 	Learners must be able to: <ul style="list-style-type: none"> 1 classify animals according to their biological characteristics 2 classify animals according to the type of food they eat 	Classification of animals	<ul style="list-style-type: none"> • brainstorming characteristics of animals • discussing characteristics of animals • classifying animals based • brainstorming the food which different animals eat • investigating types of food eaten by different animals • classifying the animals according to the type of food they eat 	<ul style="list-style-type: none"> • peer assessment • teacher observation • question and answer • experimentation • observation • discussion • concept mapping • group work • self assessment • field visits • oral and written questions • oral and written reports • discussion 	<ul style="list-style-type: none"> • observation checklist • resource persons • charts/raised charts • TALULAR • natural / local environment • pupils' experiences • seeds • maize husks • specimens of vertebrates and invertebrates • rubric

Assessment standards	Success criteria	Theme/ Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 classify animals according to their skeletal system	Classification of animals	<ul style="list-style-type: none"> • visiting the local environment to observe various animals • recording the characteristics of the various animals • classifying the animals into vertebrates and invertebrates • drawing some vertebrates and invertebrates 	<ul style="list-style-type: none"> • peer assessment • teacher observation • question and answer • experimentation • observation • discussion • concept mapping • group work • self assessment • field visits • oral and written questions • oral and written reports • discussion 	<ul style="list-style-type: none"> • observation checklist • resource persons • charts/raised charts • TALULAR • natural / local environment • pupils' experiences • seeds • maize husks • specimens of vertebrates and invertebrates • rubric • specimens of insects, rodents, fish, worms, grasshoppers

Core element : Marketing

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate and understanding of problems in associated with marketing	Learners must be able to: 1 describe problems associated with marketing	Problems of marketing	<ul style="list-style-type: none">• visiting a market to identify marketing activities• identifying problems associated with marketing• discussing problems with marketing	<ul style="list-style-type: none">• discussion• question and answer• written exercises• teacher observation• peer assessment• self assessment• oral questions• oral and written reports• investigation• research• field visits	<ul style="list-style-type: none">• pupils' experiences• samples of local products• local environment pictures• charts/raised charts• TALULAR• rubric• observation checklist• interview schedule

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 suggest possible solutions to problems associated with marketing		<ul style="list-style-type: none"> • brainstorming possible solutions to problems associated with marketing • discussing possible solutions to problems associated with marketing 	<ul style="list-style-type: none"> • brainstorming • project • discussion • oral questions • written exercises • teacher observation • group work • research • peer assessment • self assessment • field visits • oral and written reports • investigation 	<ul style="list-style-type: none"> • pupils' experiences • local environment • observation checklist • rubric • TALULAR • questionnaire • interview schedule

Core element : Managing change

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

Assessment standards	Success criteria	Theme/topic	Suggested teaching and learning activities	Teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of information and communication technologies 	Learners must be able to: 1 identify technologies for sending and receiving messages	Technologies for sending and receiving messages	<ul style="list-style-type: none"> • identifying technologies for sending and receiving messages, eg: <ul style="list-style-type: none"> - radio - telephone - bell - drum - cell phones - fax machines - computers • discussing how the technologies are used to send and receive messages • demonstrating how to send and receive messages using the technologies • practising how to send and receive messages using the technologies 	<ul style="list-style-type: none"> • brainstorming • discussion • question and answer • demonstration • peer assessment • field visits • self assessment • project • oral and written questions • oral and written reports • investigation • research • teacher observation 	<ul style="list-style-type: none"> • pupils' experiences • string telephone • observation checklist • rubric • tins • TALULAR • telephone • computer • bell • walk-talkie • cell phone • radio • TV • empty bottles

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 describe how technologies are used to send and receive messages</p> <p>3 practise coding and decoding messages</p>		<ul style="list-style-type: none"> • identifying technologies that are used for sending and receiving messages in the homes, eg: <ul style="list-style-type: none"> - drums - empty bottles - whistles • discussing how the technologies are used to send and receive messages • discussing what coded messages are • practising developing codes for sending messages • using codes to send messages • decoding messages 	<ul style="list-style-type: none"> • group work 	<ul style="list-style-type: none"> • empty bottles • local environment • road signs • flags • resource persons • whistles • drums

Term 3

Core element : Basic scientific knowledge, skills and attitudes

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> explore the interdependence between plants and animals in the environment 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> explain how plants and animals depend on each other in the environment describe how the presence of plants and animals help to maintain a balance in the environment explain the meaning of food chain 	<p>The relationship between plants and animals</p>	<ul style="list-style-type: none"> visiting the school's natural environment observing and recording how plants and animals in the environment benefit from each other discussing how plants and animals in the environment benefit from each other discussing processes that maintain the environment brainstorming meaning of food chain discussing meaning of food chain drawing a food chain 	<ul style="list-style-type: none"> discussion oral and written questions excursion observation individual work peer assessment self assessment oral and written reports investigation research 	<ul style="list-style-type: none"> pupils' experiences raised charts raised pictures TALULAR local environment charts seeds pictures maize husks observation checklist rubric

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 demonstrate how to care for the environment	The relationship between plants and animals	<ul style="list-style-type: none"> • discussing how to care for the environment • practising how to care for the environment around the school • giving a talk at the morning assembly on caring for the environment 	<ul style="list-style-type: none"> • discussion • oral and written questions • excursion • observation • individual work • peer assessment • self assessment • oral and written reports • investigation • research 	<ul style="list-style-type: none"> • pupils' experiences • raised charts • raised pictures • TALULAR • local environment • charts • seeds • pictures • maize husks • observation checklist • rubric

Core element : Marketing

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of technologies that increase production and profit 	Learners must be able to: 1 identify technologies for marketing that can assist in selling goods and services	Technologies for marketing	<ul style="list-style-type: none"> • visiting enterprises using technologies for marketing • naming technologies for marketing that can assist in selling goods and services, eg: <ul style="list-style-type: none"> - newspapers - billboards - television - brochures - posters - computers - radios - telephones • discussing how technologies for marketing assist in selling goods and services 	<ul style="list-style-type: none"> • role play pair work • discussion • question and answer • teacher observation • demonstration • peer assessment • educational visits • self assessment • oral and written questions • oral and written reports • investigation • research 	<ul style="list-style-type: none"> • pupils' experiences • resource persons • local environment • observation checklist • TALULAR • rubric • questionnaire • interview schedule • tools for making technologies • radio • TV set • cell phone • oxcart • bicycle

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>3 produce models of technologies for marketing that can assist in selling goods and services</p> <p>4 use some technologies for marketing that can assist in selling goods and services</p>	Technologies for marketing	<ul style="list-style-type: none"> • discussing how the technologies for marketing work • making models of technologies for marketing • demonstrating how the technologies for marketing are used 	<ul style="list-style-type: none"> • role play pair work • discussion • question and answer • teacher observation • demonstration • peer assessment • educational visits • self assessment • oral and written questions • oral and written reports • investigation • research 	<ul style="list-style-type: none"> • pupils' experiences • resource persons • local environment • observation checklist • TALULAR • rubric • questionnaire • interview schedule • tools for making technologies • radio • TV set • cell phone • oxcart • bicycle • newspaper/magazine • whistle • drum

Core elements : Nutrition and health

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the relationship between nutrition and health	Learners must be able to: <ul style="list-style-type: none">1 explain the meanings of the terms 'nutrients', 'nutrition' and 'malnutrition'2 describe the main food nutrients and their functions3 explain the relationship between nutrition and health	Nutrition and health	<ul style="list-style-type: none">• discussing the meaning of the terms 'nutrition' and 'health'• discussing the relationship between nutrition and health• identifying the six main food nutrients• discussing the six main food nutrients and their functions, eg:<ul style="list-style-type: none">- protein- carbohydrates- vitamins- mineral elements- fats- water	<ul style="list-style-type: none">• question and answer• investigation• brainstorming• teacher observation• peer assessment• self assessment• discussion• oral and written questions• oral and written reports• written questions• group discussions• panel discussion• future's wheels	<ul style="list-style-type: none">• pupils' experiences• TALULAR• observation checklist• posters/raised posters• resource persons• rubric

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 describe causes of malnutrition 5 describe the effects of malnutrition		<ul style="list-style-type: none"> • discussing the meaning of the term 'malnutrition' • discussing the effects of malnutrition • developing future's wheels on the effects of malnutrition 		

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Syllabus for Agriculture

Standard 5

Rationale

Agriculture is important in Malawi. It contributes more than 60% to the economy of the country. In addition, over 80% of the population in Malawi is fully involved in farming for a living.

As a result of the role it plays in the economy of this country, agriculture is one of the subjects taught in primary schools. As a school subject, agriculture is a prerequisite for both individual and national development. In addition, it contributes to the physical and intellectual development of the learner.

Since primary education is terminal for the majority of children, it is important that learners are equipped with relevant and appropriate agricultural knowledge, skills and positive values for them to function as responsible and productive citizens in the society. The knowledge, skills and values that learners will acquire in agriculture will help them to conserve the environment, sustain improved crop and animal production and market their products for maximum profit.

The present primary school agriculture curriculum prepares learners, not only for farming careers, but also for academic needs of those learners who proceed to secondary education.

Core elements and their outcomes

a Farm business and marketing

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

b Agricultural Environment and Soil Science

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

c Farm tools, machinery and technology

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

d Crop production

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

e Livestock production

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

f Agroforestry

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

Term 1

Core element : Farm business and marketing

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of agriculture as a business	Learners must be able to: 1 identify farming activities	Meaning of agriculture	<ul style="list-style-type: none"> • brainstorming farming activities • surveying farming activities in the community • discussing farming activities, eg <ul style="list-style-type: none"> - rearing poultry - fish farming - rearing rabbits - growing tobacco - tobacco farming - growing flowers - vegetable farming - fruit farming - rearing goats - rearing sheep - raising cattle - raising pigs 	<ul style="list-style-type: none"> • brainstorming • discussion • field trips • written reports • oral questions 	<ul style="list-style-type: none"> • learners' experiences • local environments • pictures/raised diagrams • charts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate an understanding of the meaning, branches and importance of agriculture 	<p>2 explain the meaning of the term agriculture</p>		<ul style="list-style-type: none"> • discussing the meaning of the term 'agriculture' • drawing a substitution table to depict the meaning of agriculture • formulating alternative definitions using a substitution table • justifying the terms used in the given alternative definitions 	<ul style="list-style-type: none"> • discussion • drawing • group work • written test • oral questions 	<ul style="list-style-type: none"> • learners' experiences • local environments • test items • pictures/raised pictures • drawings

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 explain the branches of agriculture	Branches of agriculture	<ul style="list-style-type: none"> • discussing the main branches of agriculture (crop and livestock production) • discussing the sub-branches into which each of the agriculture activities can be placed • matching each of the agriculture activities with the appropriate sub-branches, eg: <ul style="list-style-type: none"> - horticulture (floriculture, oreliculture and pomoculture, - silviculture - abriculture 	<ul style="list-style-type: none"> • peer assessment • teacher observation • written tests 	<ul style="list-style-type: none"> • local environments • learners' experiences • posters • pictures/raised diagrams • resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 state the importance of agriculture to an individual, family and the nation	Importance of agriculture	<ul style="list-style-type: none"> • drawing a chart showing main branches and sub-branches of agriculture • playing games on branches of agriculture to illustrate the sub-divisions • listing the importance of agriculture to an individual, family and the nation • identifying samples of agricultural products • composing poems and songs on the importance of agriculture in Malawi • reciting poems and singing songs 	<ul style="list-style-type: none"> • discussion • observation • games • recitals • question and answer • peer assessment • role play • teacher observation • discussion • observation • poems • question and answer • peer assessment • role play/game • drawing 	<ul style="list-style-type: none"> • learners' experiences • local environments • various agricultural products • poem on flowers • real materials • learners' experiences • local environments • various agricultural products • poem on flowers • games

Core element : Agricultural Environment and Soil Science

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of the meaning, elements and effects of agricultural environment on agricultural production	Learners must be able to: 1 identify the elements of the agricultural environment	Elements of agricultural environment	<ul style="list-style-type: none">• brainstorming the elements of agricultural environment, e.g.:<ul style="list-style-type: none">- plants- soil- animals- water- wind- sunlight• observing the elements of agricultural environment in the locality	<ul style="list-style-type: none">• discussion• observation• excursions• oral reports• drawing• group work• modelling	<ul style="list-style-type: none">• local environments• learners' experiences• diagrams• realia, e.g.:<ul style="list-style-type: none">- soil- pests- water• checklists• charts/raised diagrams• display table• models• newspaper cuttings

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 explain the meaning of agricultural environment	Meaning of agricultural environment	<ul style="list-style-type: none"> • visiting the school garden to observe an agricultural environment • brainstorming the meaning of the term agricultural environment • discussing the meaning of the term agricultural environment 	<ul style="list-style-type: none"> • excursion • observation • brainstorming • discussion • question and answer 	<ul style="list-style-type: none"> • school gardens • local environments • learners' experiences

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	5 describe the importance of each of the elements of the agricultural environment	Elements of agricultural environment	<ul style="list-style-type: none"> • discussing the importance of each element of agricultural environment • drawing some of the elements of agricultural environment • modeling some of the elements of agricultural environment • displaying the models of the elements of agricultural environment 	<ul style="list-style-type: none"> • discussion • observation • excursions • oral reports • drawing • group work • modelling 	<ul style="list-style-type: none"> • local environments • learners' experiences • diagrams • realia, e.g.: <ul style="list-style-type: none"> - soil - pests - water • checklists • charts/raised diagrams • display table • models • newspaper cuttings

Core element :

Farm tools, machinery and technology

Primary outcome:

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of farm tools and their uses	Learners must be able to: 1 identify common farm tools and their parts	Farm tools	<ul style="list-style-type: none">• brainstorming common farm tools,<ul style="list-style-type: none">- rakes- axes- sickles- slashers- watering cans- hoes- trowels- handforks- panga• identifying common farm tools• examining the parts of each of the farm tools• drawing some of the farm tools• modelling some farm tools	<ul style="list-style-type: none">• brainstorming• observation• drawing• modelling• self assessment• question and answer	<ul style="list-style-type: none">• farm tools• pictures/charts• learners' experiences• resource persons• checklists• raised diagram• models

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 describe uses of farm tools	Uses of farm tools	<ul style="list-style-type: none"> • brainstorming uses of each of the farm tools • discussing uses of the farm tools • matching farm tools and their uses 	<ul style="list-style-type: none"> • brainstorming • discussion • oral questions • peer assessment • written exercises • teacher observation 	<ul style="list-style-type: none"> • farm tools • pictures • learners' experiences • resource persons • charts/pictures

Core element : Crop production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of types of crops grown in Malawi 	<p>Learners must be able to:</p> <ol style="list-style-type: none"> 1 name crops grown in Malawi 2 identify areas where different crops are grown in Malawi 	Crops grown in Malawi	<ul style="list-style-type: none"> • listing the crops grown in Malawi • visiting a nearby farm to observe some crops grown in Malawi • drawing some of the crops grown in Malawi <ul style="list-style-type: none"> • brainstorming areas where each of the crops are grown in Malawi • researching on areas where different crops are grown in Malawi • locating areas where each of the crop is grown on a map of Malawi 	<ul style="list-style-type: none"> • brainstorming • discussion • observation • question and answer • recording • peer assessment • oral questions • reporting <ul style="list-style-type: none"> • brainstorming • discussion • drawing • observation • demonstration • peer assessment • research 	<ul style="list-style-type: none"> • some of the crops grown in Malawi • pictures • learners' experiences • local community • question items • charts <ul style="list-style-type: none"> • samples of cash crops • learners' experiences • resource persons • pictures • charts • local environment • map of Malawi

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 explain the importance of crops grown in Malawi	Importance of crops in Malawi	<ul style="list-style-type: none"> • explaining the importance of crops grown in Malawi • visiting nearby farms to observe crops grown in Malawi 	<ul style="list-style-type: none"> • explanation • excursion • recording • reporting • observation • written tests • oral questions 	<ul style="list-style-type: none"> • local environment • learners' experiences • samples of crops • pictures • question items

Core element : Livestock production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of farm animals in Malawi	Learners must be able to: 1 identify farm animals raised in Malawi	Farm animals in Malawi	<ul style="list-style-type: none">• brainstorming farm animals in Malawi• visiting a nearby farm to observe farm animals in Malawi• identifying farm animals in Malawi• discussing some farm animals in Malawi• drawing some farm animals in Malawi• modelling some farm animals in Malawi• displaying models and some farm animals in Malawi	<ul style="list-style-type: none">• brainstorming• identification• discussion• field visits• drawing• observation• written test• modelling	<ul style="list-style-type: none">• learners' experiences• drawings• pictures/raised diagrams• local environment• test items• resource persons• checklists

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 group farm animals according to their characteristics	Characteristics of farm animals	<ul style="list-style-type: none"> • brainstorming the characteristics of farm animals in Malawi • discussing the characteristics of farm animals in Malawi • grouping farm animals according to: <ul style="list-style-type: none"> - what they eat - their habitat - their appearance • drawing some farm animals according to their characteristics 	<ul style="list-style-type: none"> • brainstorming • listing • discussion • grouping • written test • drawing 	<ul style="list-style-type: none"> • learners' experiences • pictures/diagrams • drawings • test items • charts • raised pictures/diagrams

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	3 explain the importance of farm animals in Malawi	Importance of farm animals in Malawi	<ul style="list-style-type: none"> • brainstorming the importance of farm animals in Malawi • discussing the importance of common farm animals in Malawi <ul style="list-style-type: none"> - food - manure - source of income - source of raw materials - source of power - source of employment 	<ul style="list-style-type: none"> • brainstorming • discussion • written tests • oral questions • self assessment • peer assessment 	<ul style="list-style-type: none"> • learners' experiences • test items • samples of products of farm animals • pictures/raised diagrams

Core element : Agroforestry

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of trees grown in Malawi	Learners must be able to: 1 name trees grown in Malawi	Trees grown in Malawi	<ul style="list-style-type: none">• naming trees grown in Malawi• labelling trees grown in Malawi• describing trees grown in Malawi• visiting a forest to identify trees	<ul style="list-style-type: none">• naming• describing• field visits• observation• drawing• written exercises• question and answer• peer assessment• recording• reporting	<ul style="list-style-type: none">• local environment• pictures/raised pictures• drawings• test items• learners' experiences• samples of some trees

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 classify trees grown in Malawi	Classification of trees	<ul style="list-style-type: none"> • classifying trees grown in Malawi, eg <ul style="list-style-type: none"> - indigenous - exotic • discussing the characteristics of some of the indigenous and exotic trees grown in Malawi 	<ul style="list-style-type: none"> • classifying • oral questions • peer assessment • teacher observation • discussion 	<ul style="list-style-type: none"> • learners' experiences • charts • local environment • pictures/raised diagrams

Term 2

Core element : Agricultural Environment and Soil Science

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching learning and assessment method	Suggested teaching and learning resources
<p>We will know this when learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the meaning, elements and effects of agricultural environment on agricultural production 	<p>Learners must be able to:</p> <p>1 describe harmful effects of each of the environmental elements on agricultural production</p>	<p>Harmful effects of the environmental elements on agricultural production</p>	<ul style="list-style-type: none"> • brainstorming harmful effects of each of the environmental elements on agricultural production • observing some harmful effects of the environmental elements on agricultural production • discussing harmful effects of the environmental elements on agricultural production • telling stories on harmful effects of some environmental elements on agricultural production 	<ul style="list-style-type: none"> • brainstorming • observation • discussion • drawing • excursion • story telling • case study 	<ul style="list-style-type: none"> • local environment • learners' experiences • pictures • charts • diagrams • newspaper cuttings • stories/case studies

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • drawing some harmful effects of the environmental factors on agricultural production • Composing and singing songs on harmful effects of some environmental elements on agricultural production 	<ul style="list-style-type: none"> • brainstorming • observation • discussion • drawing • excursion • story telling • case study 	<ul style="list-style-type: none"> • local environment • learners' experiences • pictures • charts • diagrams • newspaper cuttings • stories/case studies

Core element : Farm tools, machinery and technology

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate safety rules when using farm tools	Learners must be able to: 1 use farm tools safely	Safe ways of using farm tools	<ul style="list-style-type: none">• brainstorming safe ways of using farm tools• discussing safe ways of using farm tools• demonstrating how to use farm tools• using farm tools safely	<ul style="list-style-type: none">• brainstorming• discussion• oral questions• written exercise• teacher observation• peer assessment• demonstration• practice	<ul style="list-style-type: none">• checklists• safety rules• learners' experiences• farm tools• pictures• drawings• diagrams

Core element : Crop production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of crop husbandry practices 	The learners must be able to: <ol style="list-style-type: none"> 1 explain the term crop husbandry practices 2 identify crop husbandry practices 	Crop husbandry practices	<ul style="list-style-type: none"> • brainstorming the meaning of crop husbandry practices • discussing the meaning of crop husbandry practices • brainstorming crop husbandry practices • discussing crop husbandry practices • demonstrating some crop husbandry practices • practising some crop husbandry practices • discussing the importance of some crop husbandry practices • visiting a nearby farm to observe some crop husbandry practices - recording the observations 	<ul style="list-style-type: none"> • discussion • brainstorming • excursion • recording • reporting • practical work • demonstration • discussion • brainstorming • excursion • recording • reporting 	<ul style="list-style-type: none"> • learners' experiences • pictures • farm tools • farm inputs • resource persons • local environment • learners' experiences • pictures • farm tools • farm inputs • resource persons • local environment

Core element : Livestock production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of farm animal husbandry practices	The learners must be able to: 1 describe farm animal husbandry practices	Farm animal husbandry practices	<ul style="list-style-type: none">• brainstorming farm animal husbandry practices<ul style="list-style-type: none">– housing– feeding– breeding-disease and parasite control• brainstorming different types of housing for farm animals• visiting nearby farms to identify types of animal houses• discussing types of animal housing• brainstorming characteristics of a good house for farm animals• discussing the importance of housing farm animals properly	<ul style="list-style-type: none">• brainstorming• discussion• field visits• drawing• written exercises• observation• peer assessment	<ul style="list-style-type: none">• pictures/raised diagrams• learners' experiences• charts• drawings• local environment• resource persons

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
			<ul style="list-style-type: none"> • identifying some types of farm animal houses • discussing the importance of feeding animals properly • discussing what breeding farm animals involves • brainstorming characteristics of local and exotic breeds of farm animals • discussing the importance of improving the local breeds of farm animals • drawing some of the breeds of farm animals 		

Core element : Agroforestry

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of trees grown in Malawi	Learners must be able to: 1 state importance of trees grown in Malawi	Importance of trees grown in Malawi	<ul style="list-style-type: none">• brainstorming the importance of trees grown in Malawi• discussing the importance of trees grown in Malawi, for:<ul style="list-style-type: none">- medicine- shelter- food/feed- firewood- enriching the soil- construction materials- provision of oxygen• visiting a nearby local environment to observe importance of trees	<ul style="list-style-type: none">• brainstorming• discussion• demonstration• written tests• oral questions	<ul style="list-style-type: none">• local environment• learners' experiences• resource persons• samples of tree products

Core element : Farm business and marketing

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • describe types of farming systems	Learners must be able to: 1 describe different types of farming systems	Types of farming systems	<ul style="list-style-type: none">• brainstorming different types of farming systems• discussing different types of farming systems• visiting commercial and subsistence farmers to observe the characteristics of different types of farming systems• discussing the characteristics of subsistence and commercial farming	<ul style="list-style-type: none">• brainstorming• discussion• field visits• written tests• question and answer• teacher observation	<ul style="list-style-type: none">• learners' experiences• resource persons• local environment• various agricultural products

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 explain why farming is considered as a business	Agriculture as a business	<ul style="list-style-type: none"> • brainstorming the meaning of the term 'business' • discussing the meaning of the term 'business' • visiting nearby farmers to find out how they are using farming as a business • brainstorming the aims of agriculture as a business • discussing the aims of agriculture as a business <ul style="list-style-type: none"> - to increase yield - to reduce cost per unit area - to maximise profit • discussing how farming may become a profitable business 	<ul style="list-style-type: none"> • brainstorming • discussion • field visits • reporting • oral questions • written exercises • teacher observation • peer assessment • recording 	<ul style="list-style-type: none"> • learners' experiences • local community • posters • raised diagrams • interview schedules • sample of agricultural products • resource persons • checklists

Term 3

Core element : Agricultural environment and soil science

Primary Outcome : The learner will be able to demonstrate an awareness of the environmental elements which influence Agricultural production with emphasis on soil and water and modify and conserve them for sustainability.

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of managing environmental elements for increased production	Learners must be able to: 1 identify ways of managing each of the environmental elements	Management of environmental factors	<ul style="list-style-type: none">• brainstorming ways of managing each of the environmental elements• observing some ways used for managing environmental elements at nearby farms• discussing ways used to manage the environmental elements	<ul style="list-style-type: none">• brainstorming• field visits• discussion• reporting• observation	<ul style="list-style-type: none">• checklists• local farms• learners' experiences• resource persons• pictures/raised diagrams• charts

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 manage the elements of the agricultural environment	Managing the elements of the agricultural environment	<ul style="list-style-type: none"> • planning for a project • identifying resources for carrying out the project • carrying out the project • discussing strategies for managing the elements of the agricultural environment 	<ul style="list-style-type: none"> • project work • field work • observation • demonstration • report writing • discussion 	<ul style="list-style-type: none"> • appropriate farm tools • school gardens • learners' experiences

Core element : Farm tools, machinery and technology

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate appropriate skills for maintaining farm tools	Learners must be able to: 1 maintain farm tools	Maintenance of farm tools	<ul style="list-style-type: none">• discussing ways of maintaining some farm tools• visiting nearby farms to observe how farm tools are maintained• demonstrating ways of maintaining some farm tools• maintaining some farm tools	<ul style="list-style-type: none">• field visits• discussion• demonstration• practical work• report writing• teacher observation	<ul style="list-style-type: none">• local farms• learners' experiences• broken down farm tools• resource persons• pictures• drawings• models• reports

Core element : Crop production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of crop husbandry practices for maize	Learners must be able to: 1 describe crop husbandry practices for maize	Crop husbandry practices for maize	<ul style="list-style-type: none"> • brainstorming crop husbandry practices for maize • discussing husbandry practices for maize, eg: <ul style="list-style-type: none"> - land preparation - planting - weeding - fertilizer and manure application - pest and disease control - harvesting 	<ul style="list-style-type: none"> • brainstorming • discussion • observation • question and answer 	<ul style="list-style-type: none"> • school gardens • learners' experiences • pictures

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	2 demonstrate crop husbandry practices for maize	Maize growing	<ul style="list-style-type: none"> • demonstrating crop husbandry practices for maize • demonstrating husbandry practices for maize based on farming calendar 	<ul style="list-style-type: none"> • demonstrating • practical work • group work • observation • peer assessment • teacher observation • self assessment 	<ul style="list-style-type: none"> • farm tools • farm inputs • learners' experiences • school gardens

Core element : Livestock production

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none"> • demonstrate an understanding of farm animal husbandry practices in Malawi 	The learner must be able to: 3 discuss animal husbandry practices	Farm animal husbandry practices	<ul style="list-style-type: none"> • brainstorming diseases and parasites of farm animals • discussing how diseases and parasites affect farm animals • brainstorming methods of controlling diseases and parasites of farm animals • discussing methods of controlling diseases and parasites of farm animals • brainstorming on feeds • visiting a nearby farm to identify animal feeds • discussing the importance of feed farm animals properly 	<ul style="list-style-type: none"> • brainstorming • observation • oral questions • peer assessment • teacher observation • discussion • field visits • recording • reporting • future's wheel • problem - tree 	<ul style="list-style-type: none"> • learners' experiences • charts • pictures • feeds • local farms • resource persons

Core element : Agroforestry

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of trees grown in Malawi	Learner must be able to: 4 identify types of forests	Types of forests	<ul style="list-style-type: none">• brainstorming the meaning of term forest• discussing types of forests, eg:<ul style="list-style-type: none">- natural forests- planted forests• visiting nearby natural and planted forests• differentiating between natural and planted forests	<ul style="list-style-type: none">• brainstorming• discussion• field trips• observation• question and answer• peer assessment	<ul style="list-style-type: none">• local environment• learners' experiences• resource persons• charts• pictures

Core element : Farm business and marketing

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

Assessment standards	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • demonstrate an understanding of farm business concepts	Learners must be able to: 1 describe farm business concepts	Farm business concepts	<ul style="list-style-type: none">• brainstorming what farm business are• discussing farm business concepts, eg:<ul style="list-style-type: none">- decision making- financing- record keeping- marketing• demonstrating some of the farm business concepts	<ul style="list-style-type: none">• brainstorming• discussion• oral questions• written exercises• peer assessment• teacher observation	<ul style="list-style-type: none">• learners' experiences• test items

References

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- Ministry of Education (1991) *Malawi Primary School Teaching Syllabus: Needlecraft and Home Economics Standards 3 – 8*. MIE - Domasi
- Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 5*. MIE Domasi.
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- Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 7*. MIE Domasi.
- Ministry of Education (1997) *Agriculture Teachers' Guide for Standard 8*. MIE Domasi.
- Ministry of Agriculture (1994) *Guide to Agricultural production in Malawi 1994 - 1996*, Agricultural Communication Branch - Lilongwe
- Ministry of Education (1991) *Malawi Primary School Teaching Syllabus for Agriculture: Standards 5 – 8*. MIE – Domasi

**Syllabus for
Bible knowledge
Standard 5**

Rationale

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

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

Core elements and their outcomes

God the Father

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

Life of Jesus

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

Christian life

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

Christian approaches to contemporary issues

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

Term 1

Core element : God the Father

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • describe the family of Jacob 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 Explain the story of Jacob's marriage with Rachel and Leah 2 identify members of Jacob's family 3 tell the story of Joseph in Canaan 	The family of Jacob	<ul style="list-style-type: none"> describing Jacob's marriage with Leah and Rachel stating the reason why Jacob fled to Mesopotamia listing names of Jacob's children stating the relationship between Joseph and the other members of the family narrating the dreams of Joseph stating reasons why Joseph was hated by his brothers telling the story of Joseph in Canaan and Egypt 	<ul style="list-style-type: none"> pair work group work question and answer class discussion teacher observation story telling peer assessment self assessment 	<ul style="list-style-type: none"> cinema box observation checklists pictures song films/video tapes/audio tapes charts the Bible (Good news) <p>Genesis 29: 16-30 Genesis 34: 1 Genesis 35: 23-26 Genesis 37: 1-11 Genesis 37: 12-36 Genesis 42: 1-9 Exodus 1: 1-14</p>

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	4 narrate the story of the Hebrews in Egypt		<ul style="list-style-type: none"> • discussing Joseph's story in Egypt • discussing why Jacob sent his sons to Egypt • narrating how Joseph treated his brothers in Egypt • discussing the settlement of Jacob's family in Egypt • discussing the relationship between the Hebrews and the Egyptians 	<ul style="list-style-type: none"> • pair work • group work • question and answer • class discussion • teacher observation • story telling • peer assessment • self assessment 	<ul style="list-style-type: none"> • cinema box • observation checklists • pictures • song • films/video tapes/audio tapes • charts • the Bible (Good news) <p>Genesis 34: 1 Genesis 37: 1-11 Genesis 42: 1-9 Exodus 1: 1-14</p>

Core element : The Life of Jesus

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • explain the call of the twelve Apostles 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe the call of the disciples 2 describe the choice of the twelve Apostles 3 explain the work of believers today 	The call of the twelve Apostles	<ul style="list-style-type: none"> • brainstorming the meaning of the term 'disciple' • discussing the meaning of the term 'disciple' • discussing the disciples' responses to Jesus' call • brainstorming the meaning of the term 'Apostles' • mentioning the names of the twelve Apostles • discussing the mission of the Apostles • listing the duties of Jesus' followers • discussing why believers of today join communities of believers (church) 	<ul style="list-style-type: none"> • brainstorming • group work • question and answer • class discussion • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • pupils' experiences • charts • pictures • films/video tape/audio tapes • the Bible <p>Lk 5: 1–11 Matt 4:18 – 22 Mark 1: 16 – 20 Lk 6: 12 – 16 Matt 10: 1 – 4 Mark 3: 13 – 19 Matt 4: 12 Lk 4: 14-15 Mark 2: 12-13</p> <ul style="list-style-type: none"> • observation checklists • portfolios • rubrics • Lk 8: 40-42

Core element : Christian Life

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: • explain how Jesus showed love to all people	The learners must be able to: 1 describe Bible stories on how Jesus showed love to the Gentiles 2 explain the importance of love	The love of Jesus	<ul style="list-style-type: none">• identifying Bible stories where Jesus showed love to the gentiles• discussing Bible stories where Jesus showed love to the gentiles• role playing Bible stories where Jesus showed love to the gentiles• sharing experiences of love• discussing the importance of love	<ul style="list-style-type: none">• story telling• brainstorming• discussion• role playing• teacher observation• peer observation• question and answer	<ul style="list-style-type: none">• observation check lists• learners' experiences• video tapes/ audio tapes• newspapers• the Bible• pictures <p>Matt. 15: 22-28 Luke 7: 1-10 Luke 10: 25-37 John 12: 20-23 Lk 8: 49-56 • portifolios • rubrics</p>

- Core element** : Christian approaches to contemporary issues
- Primary outcome** : Learners will be able to demonstrate an understanding of christian approaches on human rights and democracy, HIV and AIDS, the environment, drug and substance abuse.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • describe christian understanding of human rights and democracy 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe the rights of children 2 explain the rights of children in the Bible 3 explain responsibilities of children in the church, family and school 	Human Rights	<ul style="list-style-type: none"> • identifying rights of children • discussing rights of children • brainstorming the rights of children in the Bible • discussing the rights of children in the Bible • identifying responsibilities of children in the church, family and school • discussing responsibilities of children in the church, family and school • role playing responsibilities of children in the church, family and school 	<ul style="list-style-type: none"> • brainstorming • discussion • role play • teacher observation • peer assessment • question and answer • self assessment • oral or written exercises 	<ul style="list-style-type: none"> • local environment • observation checklists • pupils' experiences • the Bible <p>Genesis 2: 7 Genesis 25: 27-34 Lk 2: 42 – 49 Lk 18: 15 – 17</p> <ul style="list-style-type: none"> • portifolios • rubrics

Term 2

Core element : God the Father

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the call of Moses 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe the childhood of Moses 2 explain the flight of Moses from Egypt to Midian 3 describe God's call of Moses 	The call of Moses	<ul style="list-style-type: none"> • telling how Moses was spared as a baby • narrating the upbringing of Moses in his own home • telling Moses' stay in pharaoh's house as an adopted son • discussing Moses' involvement with his tribesmen • telling reasons for Moses flight to Midian • narrating Moses' experiences with the burning bush • discussing Moses' response to God's call • discussing Moses' journey back to Egypt 	<ul style="list-style-type: none"> • story telling • pair work • group work • question and answer • class discussion • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • pictures of burning bush • song • films/video tape/audio tapes • charts • the Bible <p>Exodus 1: 15-19 Exodus 2: 1-14 Exodus 2: 11-25 Exodus 3: 1-21 Exodus: 6: 20</p> <ul style="list-style-type: none"> • observation checklists • portfolios • rubrics • a cinema box

Core element : The Life of Jesus

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of miraculous healings of Jesus 	<p>The learners must be able to:</p> <p>1 describe how to help sick people</p>	Healing Miracles	<ul style="list-style-type: none"> • listing diseases people suffer in the society • discussing how to take care of the sick 	<ul style="list-style-type: none"> • brainstorming • group work • question and answer • class discussion • story telling • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • learners' experiences • charts • pictures • films/video tape/audio tapes • the Bible <p>Lk 5: 17 – 24 Lk 6: 6-11 Lk 7: 1 – 10 Lk 8 : 40-42 Lk 8: 49 – 56 Lk 13: 10-17 Lk 17: 11 – 19 Mk 5: 1-20 Jn 5: 1-10 <ul style="list-style-type: none"> • portfolios • rubrics • observation checklists </p>

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
	<p>2 describe some healing miracles that Jesus performed on request</p> <p>3 describe healing miracles that Jesus performed out of sympathy</p>		<ul style="list-style-type: none"> • brainstorming the meaning of the term 'miracle' • discussing the meaning of the term 'miracle' • listing some miracles that Jesus performed on request: <ul style="list-style-type: none"> - the healing of the Roman officer's servant - the healing of Jairus' daughter - the healing of the paralysed man - the healing of the ten lepers • discussing the miracles • telling miracles that Jesus performed out of compassion • discussing miracles that Jesus performed out of compassion 	<ul style="list-style-type: none"> • brainstorming • group work • question and answer • class discussion • story telling • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • learners' experiences • charts • pictures • films/video tape/audio tapes • the Bible <p>Lk 5: 17 – 24 Lk 7: 1 – 10 Lk 8: 49 – 56 LK 8 : 40-42 Lk 17: 11 – 19 Mk 5:1-20 Lk 6: 6-11 LK 13: 10-17 Jn 5: 1-10</p> <ul style="list-style-type: none"> • portfolios • rubrics • observation checklists

Core element : Christian approaches to contemporary issues
Primary outcome : Learners will be able to demonstrate an understanding of christian approaches on human rights and democracy, HIV and AIDS, the environment, drug and substance abuse.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • describe Christian approach to HIV and AIDS 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain the spread of HIV 2 describe Christian approaches to HIV and AIDS prevention 	HIV and AIDS	<ul style="list-style-type: none"> • identifying ways how HIV is spread • discussing ways how HIV is spread • role playing ways how HIV is spread • identifying ways of preventing HIV and AIDS • discussing ways of preventing HIV and AIDS • stating the Christian understanding on HIV and AIDS prevention 	<ul style="list-style-type: none"> • brainstorming • discussion • role play • teacher observation • peer assessment • question and answer • group work • self assessment • oral or written exercises 	<ul style="list-style-type: none"> • local environment • observation checklists • pupils' experiences • the Bible <p>Genesis 39: 1-23 Exodus 20: 14</p> <ul style="list-style-type: none"> • portifolios • rubrics

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<ul style="list-style-type: none"> • demonstrate an understanding of Christian appreciation of the environment 	<ol style="list-style-type: none"> 1 describe things created by God 2 explain the importance of the natural environment 3 describe the responsibilities of Christians on the natural environment 	Environment	<ul style="list-style-type: none"> • listing things created by God • describing things created by God • discussing the importance of the environment • stating ways of caring for the environment • identifying the Christian responsibilities on the environment • discussing the Christian responsibilities on the environment • planting flowers or trees 	<ul style="list-style-type: none"> • brainstorming • discussion • role playing • teacher observation • peer observation • question and answer • demonstration • practice 	<ul style="list-style-type: none"> • observation checklists • pupils' experiences • the Bible Genesis 1: 24-25 Genesis 1 28-30 Genesis 2: 5-6 Genesis 2: 8-12 Genesis 2: 11-12 Deut 23: 12-14 Prov 12 V 10 Lev 11: 1-2 • portifolios • rubrics

Term 3

Core element : God the Father

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the departure of the Hebrews from Egypt to Canaan 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 describe the Passover feast 2 describe Hebrews' departure from Egypt 	Departure of Hebrews from Egypt to Canaan	<ul style="list-style-type: none"> • brainstorming the meaning of the term "Passover" • discussing the meaning of the term "Passover" • discussing the Passover meal • discussing reasons why Pharaoh allowed the Hebrews to go and worship their God in the desert • discussing why the Passover meal was eaten while standing 	<ul style="list-style-type: none"> • pair work • group work • question and answer • class discussion • teacher observation • peer assessment • self assessment 	<ul style="list-style-type: none"> • pictures • films/video tapes • charts • the Bible Exodus 12: 1-14 Exodus 12: 29-37 Exodus 13: 17-22 • observation checklists • portifolios • rubrics

Core element : Christian Life

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of Jesus' love among different beliefs	The learners must be able to: <ol style="list-style-type: none">1 explain the term 'tolerance'2 explain Jesus' love for everyone3 describe tolerance as an act of love among people	Tolerance	<ul style="list-style-type: none">• brainstorming the meaning of the term 'tolerance'• discussing the meaning of the term 'tolerance'• listing situations where Jesus showed love to everyone• discussing situation where Jesus showed love to everyone• giving Bible stories where Jesus taught about tolerance• discussing bible stories where Jesus taught about tolerance• role playing situations where tolerance is shown	<ul style="list-style-type: none">• brainstorming• discussion• group work• role playing• teacher observation• peer assessment• question and answer• oral or written exercises• self assessment	<ul style="list-style-type: none">• local environment• observation check lists• pupils' experiences• video tapes/ audio tapes• newspapers• the Bible Mk 12: 28-33 Luke 7: 1-10 John 8: 1-11 Luke 9: 1-9 Luke 19: 1-9 Luke 23: 33-34 Luke 6: 27-36 <ul style="list-style-type: none">• portifolios• rubrics

Core element : Christian approaches to contemporary issues
Primary outcome : Learners will be able to demonstrate an understanding of Christian approaches on human rights and democracy, HIV and AIDS, the environment and drug and substance abuse.

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none"> • describe Christian teaching on drug and substance abuse 	The learners must be able to: <ol style="list-style-type: none"> 1 describe causes and effects of drug and substance abuse 2 explain Bible stories on drug and substance abuse 	Drugs and substance abuse	<ul style="list-style-type: none"> • brainstorming causes and effects of drug and substance abuse • discussing causes and effects of drug and substance abuse • role playing effects of drug and substance abuse • drawing futures' wheels on causes and effects of drug and substance abuse • identifying Bible stories on drug and substance abuse • discussing Bible stories on drug and substance abuse 	<ul style="list-style-type: none"> • brainstorming • discussion • role playing • teacher observation • peer assessment • question and answer • future's wheels • value clarification • oral or written exercises 	<ul style="list-style-type: none"> • observation checklists • pupils' experiences • religious books • the Bible <p>Genesis 9: 20-24 Habakkuk 2:1 5-16 Isaiah 5:11 Proverbs 20: 1 Proverbs 23: 31-35 I Cor 6: 10</p> <ul style="list-style-type: none"> • portifolios • rubrics

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**Syllabus for
Religious Education
Standard 5**

Rationale

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

Core elements and their outcomes

a An awareness of God

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

b Speaking and listening to God

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

c Moral values and beliefs

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

d Social development

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

Term 1

Core element : An awareness of God

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • show an understanding of honouring God in different religions 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain ways of honouring each other 2 describe ways of honouring God in different religions 3 explain the importance of honouring God in different religions 	Honouring God	<ul style="list-style-type: none"> • brainstorming ways of honouring each other • discussing ways of honouring each other • brainstorming ways of honouring God in different religions • discussing ways of honouring God in different religions • role playing ways of honouring God in different religions • brainstorming the importance of honouring God in different religions • discussing the importance of honouring God in different religions 	<ul style="list-style-type: none"> • class discussion • teacher observation • question and answer • pair work • role play • singing 	<ul style="list-style-type: none"> • learners' experiences • observation checklist • charts • Bible • Quran • other sacred books • resource person

Core element : Speaking and listening to God

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: • demonstrate an understanding of how God speaks to His people in the contemporary world	The learners must be able to: 1 describe different ways people speak to each other 2 discuss different ways through which God speaks to His people in the contemporary world 3 explain different ways through which people speak to God in the contemporary world	God speaks to His people	<ul style="list-style-type: none"> • brainstorming ways people speak to each other • discussing ways people speak to each other • researching on ways through which God speaks to His people in the contemporary world • discussing ways through which God speaks to His people in the contemporary world • role playing ways God speaks to His people in different religions in the contemporary world • brainstorming ways through which people speak to God in the contemporary world • discussing ways through which people speak to God in the contemporary world 	<ul style="list-style-type: none"> • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • reciting • researching 	<ul style="list-style-type: none"> • learners' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

Core element : Moral values and beliefs

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of religious symbols and artefacts	The learners must be able to: <ol style="list-style-type: none">1 describe religious symbols and artefacts2 classify the religious symbols and artefacts according to religions3 explain when the religious symbols and artefacts are used4 discuss the meanings of religious symbols	Religious symbols and artefacts	<ul style="list-style-type: none">• identifying the religious symbols and artefacts• drawing the religious symbols and artefacts• visiting places of worship• classifying religious symbols and artefacts• discussing when they are used in everyday life• explaining when they are used in different religions• brainstorming meanings of religious symbols• discussing meanings of religious symbols	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• role playing• researching• visits	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• religious books• resource persons• newspapers• radios

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• develop an awareness of HIV and AIDS from religious perspective	The learners must be able to: <ol style="list-style-type: none">1 state what different religions teach about HIV and AIDS2 explain how religious groups assist people living with HIV and AIDS3 discuss importance of assisting people living with HIV and AIDS	Religious teachings on HIV and AIDS	<ul style="list-style-type: none"> • brainstorming teachings of different religions on HIV and AIDS • discussing teachings of different religions on HIV and AIDS • discussing how religious groups care for people living with HIV and AIDS • role playing caring for people living with HIV and AIDS • brainstorming importance of assisting people living with HIV and AIDS • discussing the importance of assisting people living with HIV and AIDS 	<ul style="list-style-type: none"> • pair work • group work • class discussion • teacher observation • peer assessment • question and answer • singing • role playing • researching • futures wheel 	<ul style="list-style-type: none"> • learners' experiences • observation checklist • charts • pictures • songs • role play • stories • religious books • resource persons • newspapers • radios

Term 2

Core element : An awareness of God

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
<p>We will know this when the learners are able to:</p> <ul style="list-style-type: none"> • show an understanding of teaching on honouring God in different religions 	<p>The learners must be able to:</p> <ol style="list-style-type: none"> 1 explain reasons of honouring God 2 describe teachings on honouring God in different religions 3 explain the importance of the teachings on honouring God in different religions 	Teachings on honouring God	<ul style="list-style-type: none"> • brainstorming reasons of honouring God • discussing reasons of honouring God • brainstorming teachings on honouring God in different religions • discussing teachings on honouring God in different religions • listening to a resource person on the importance of teachings on honouring God in different religions • discussing the presentation of the resource person 	<ul style="list-style-type: none"> • class discussion • group work • teacher's observation • question and answer • peer assessment • pair work • singing 	<ul style="list-style-type: none"> • learners' experiences • observation checklist • Bible • Quran • charts • stories • resource person

Core element : Speaking and listening to God

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• show an understanding of how people respond to God in the contemporary world	The learners must be able to: <ol style="list-style-type: none">1 explain how people respond to God in different religions2 explain reasons why people respond differently to God in the contemporary world3 discuss the importance of responding to God in the contemporary world	Responding to God	<ul style="list-style-type: none">• identifying different ways of how people respond to God in the contemporary world• role playing ways of how people respond to God in different religions• brainstorming the reasons why people respond differently to God in the contemporary world• discussing the reasons why people respond differently to God in the contemporary world• brainstorming the importance of responding to God in the contemporary world• discussing the importance of responding to God in the contemporary world	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• singing• role playing• researching	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• Bible• Qu'ran• resource person• newspapers• radios

Core element : Moral values and beliefs

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• develop an appreciation for religious symbols and artefacts	The learners must be able to: <ol style="list-style-type: none">1 explain how religious symbols and artefacts are used in different religions2 explain the importance of the religious symbols and artefacts	Importance of religious symbols and artefacts	<ul style="list-style-type: none">• identifying uses of symbols and artefacts in different religions• discussing the uses of symbols and artefacts in different religions• brainstorming the importance of religious symbols and artefacts• discussing the importance of the religious symbols and artefacts	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• role playing• research	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• Bible• Qu'ran• resource person• newspapers• radios

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• develop an awareness of gender and religion	The learners must be able to: <ol style="list-style-type: none">1 explain roles of men and women in religions2 discuss changing roles in religions	Gender and religion	<ul style="list-style-type: none">• identifying roles of women and men in various religions• explaining religious stories on roles of men and women in different religions• role playing roles of men and women in different religions• researching on emerging gender roles which should be appreciated in different religions• giving reasons why such emerging gender roles should be appreciated• role playing some of the emerging roles of men and women in different religions	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• singing• role playing• research• futures wheel	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• Bible• Qu'ran• resource persons• newspapers• radios

Term 3

Core element : Speaking and listening to God

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of worship in different religions	The learners must be able to: <ol style="list-style-type: none">1 explain ways of worship in different religions2 discuss the importance of worship in different religions	Worship	<ul style="list-style-type: none">• brainstorming ways of worship in different religions• discussing ways of worship in different religions• researching on the importance of worship in different religion• discussing the importance of worship in different religions	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• singing• role playing• research• futures wheel	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• Bible• Qu'ran• resource persons• newspapers• radios

Core element : Moral values and beliefs

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• demonstrate an understanding of honesty and trust in different religions	The learners must be able to: <ol style="list-style-type: none">1 explain the concepts of honesty and trust2 discuss religious teachings on honesty and trust3 explain the importance of religious teachings on honesty and trust in different religions	Honesty and trust	<ul style="list-style-type: none">• brainstorming the meaning of honesty and trust• discussing the meaning honesty and trust• researching on religious teachings on honesty and trust• discussing religious teachings on honesty and trust• brainstorming importance of religious teachings on honesty and trust• discussing importance of religious teachings on honesty and trust	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• role playing• research	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• stories• Bible• Qu'ran• resource persons• newspapers• radios

Core element : Social development

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

Assessment standard	Success criteria	Theme/Topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching and learning resources
We will know this when the learners are able to: <ul style="list-style-type: none">• develop an understanding of gender teachings in different religions	The learners must be able to: <ol style="list-style-type: none">1 explain what different religions teach about gender2 discuss the importance of religious teachings on gender	Religious teachings on gender	<ul style="list-style-type: none">• researching on what different religions teach on gender• discussing what different religions teach on gender• brainstorming importance of religious teachings on gender• discussing the importance of religious teaching on gender	<ul style="list-style-type: none">• pair work• group work• class discussion• teacher observation• peer assessment• question and answer• singing• role playing• research• futures' wheels	<ul style="list-style-type: none">• learners' experiences• observation checklist• charts• pictures• role play• stories• Bible• Qu'ran• resource person• newspapers• radios

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