CPD QTS MATERIALS

Workbook for Teachers

Part Time In-Service QTS Programme
Professional Studies

Course 2: Curriculum Expectations

(5 days, 1 Credit)

South Sudan

Contents

Module 1:
The Four Competencies

This module explores the importance of the four competencies to all learning areas and subjects.

Course 2: Curriculum Expectations

Module 1: The Four Competencies

This module explores the importance of the four competencies to all learning areas and subjects.

Learning Outcomes:

- Understand the four competencies and why they are in the curriculum
- Understand that these apply to ECD as well as primary school
- Understand the relationship of the competencies to the primary subjects
- Design learning activities that will promote the competencies in a range of Learning Areas and subjects

Key Concepts	Range and Activities
The four student competencies underpin all learning. Generic skills need a context of knowledge.	Work in pairs or small groups to study what is said about the four competencies in the Curriculum Framework. Examine the Model on Page 10 and discuss how this relates to each subject. Complete the "Design a Town" task and discuss which competencies were involved.
Understand that even the youngest children can develop within these competencies.	Work in pairs or small groups to study the ECD Curriculum and identify where learners are required to apply or develop any of the four competencies.
The four competencies have already been built into the syllabuses and primary textbooks.	Work in pairs or small groups to explore some Primary textbooks to identify those activities that promote competencies. Track these to the subject syllabuses.
Teachers need to go beyond the textbooks and design learning activities to promote the competencies.	Work in pairs or small groups to design learning activities that will promote the competencies in a range of Learning Areas and Lower Primary subjects. Work in pairs to teach some of these to a group or class and evaluate the impact.

Related Professional National Standards:

2.3 Teachers have a good understanding of the national curriculum goals, priorities, and subject standards.

Outline

Session	Content
1	Slides – Course intro and Assessment Task • *Activity 1 – Read through background information* • *Activity 2 – Discuss Assessment Task*
2	Slides – Competency Summary • *Activity 3 – Framework review of competencies* • *Activity 4 – Fact and Think!* • *Activity 5 – Co-operation discussion* • *Activity 6 – Classroom Activity to develop co-operation*
3	Slides – Communication • *Activity 7 – Communication discussion* • *Activity 8 – Communication classroom activity*
4	Slides – Critical and Creative thinking and Culture and Identity • *Activity 9 – Textbook competition!*

Resources
Curriculum Framework
ECD Curriculum and Guidance
A collection of textbooks

Background information

Student Competencies

Critical and creative thinking

Plan and carry out investigations, using a range of sources to find information

Sort and analyse information and come to conclusions

Suggest and develop solutions to problems, using their imaginations to create new approaches

Evaluate different suggested solutions

Communication

Read and comprehend critically a variety of types and forms of texts

Write fluently on diverse subjects and for different audiences

Speak clearly and communicate ideas and information coherently in a variety of situations

Listen and comprehend speech in a variety of forms

Use a range of media, technologies and languages to communicate messages, ideas and opinions

Co-operation

Work collaboratively towards common goals

Be tolerant of others and respectful of differing views, when working together

Adapt behaviour to suit **different situations**

Negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts

Contribute to environmental sustainability

Culture and identity

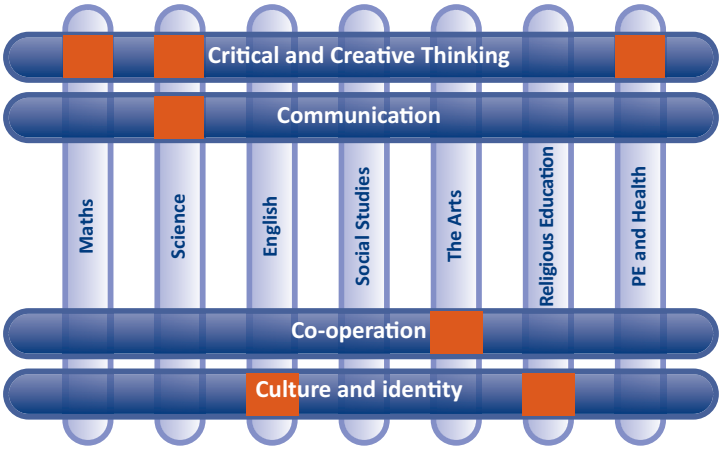
Take pride in South Sudanese identity and the diverse nature of South Sudanese society.

Build understanding of South Sudanese heritage in relation to the wider world

Appreciate and contribute to the development of South Sudanese culture

Value diversity and **respect** people of different races, faiths, communities, cultures, and those with disabilities.

Competences are not learned in isolation, but in the context of the subject areas. These provide the knowledge base. The four competencies are developed in those contexts, and may apply differently in each. There is not a direct relationship of one competency to each subject. Any competency can be developed within the context of any subject. The model below shows that the competencies intersect with all of the subjects. Within the intersections, learners develop competencies within the knowledge contexts of the subjects.

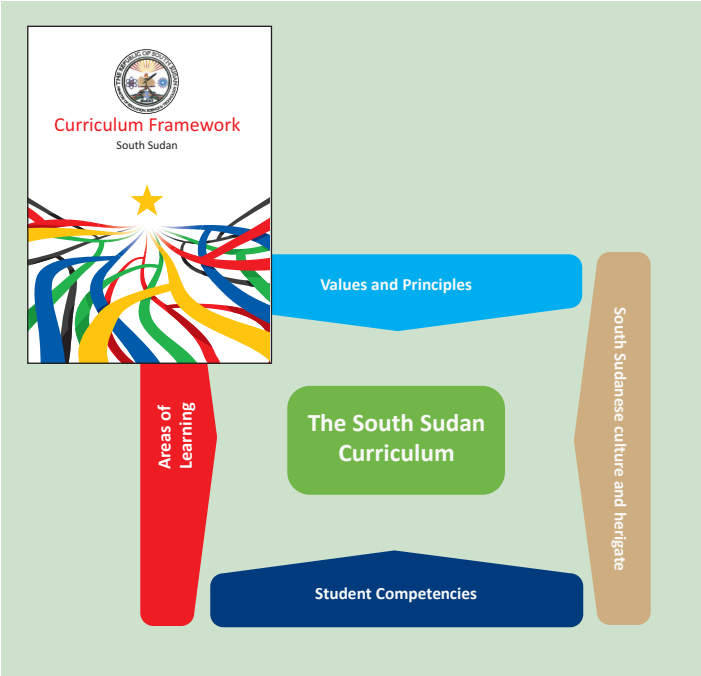


The model on the left illustrates that **critical and creative thinking** might be developed in Maths, **communication** in Science, **co-operation** in PE, or cultural appreciation in English. The competences intersect with every subject, and every skill can be developed in each subject, so all teachers are responsible for all four of the competencies.

The New ECD Curriculum

The Curriculum Framework

There is a new Curriculum Framework that puts subjects into a wider context. It sets overall aims for education along with values and principles. It also introduces a set of 'student competencies' that apply to ECD as well as primary and secondary schools. All of this takes place within the context of the South Sudan heritage and culture. This is illustrated in the diagram in the Framework:



These are all built into the curriculum, but teachers also need to be aware of the Framework and take account of them in their planning. You should refer to the Curriculum Framework as well as this booklet of guidance.

The Aims

The Curriculum Framework sets out aims for all schools from ECD to Secondary 4. These are that young people should become:

- Good citizens of South Sudan
- Successful life long learners
- Creative and patriotic individuals
- Environmentally responsible members of society

Achieving the four aims must start with the youngest children.

The student competencies

There are four **student competencies** set out in the Curriculum Framework:

- Communication
- Critical and creative thinking
- Co-operation
- Culture and identity

These are developed across all the subjects and learning areas. Developing these competencies starts in the ECD phase. The learning activities appropriate for young children lend themselves to the development of all four competencies. Although the children are young, they can still think, communicate, co-operate and appreciate their culture and identity, but they will do so at a simpler level.

Communication

Learning to communicate is fundamental to young children's development, and to do so they must be given as many opportunities to do so. Talk – with adults and to each other – is central to this development, and must come before reading and writing. Children need to be encouraged to ask questions and to suggest their own ideas, and they need to have these ideas valued by their teachers. Reading and writing will come later, but the basis for this will be laid in the ECD phase through talk, and though a whole range of activities in which they learn to recognise, draw and sort shapes.

Critical and creative thinking

Critical and creative thinking are at the heart of learning for young children as they explore the world around them and try to make sense of it.

Co-operation

This is a period when young children move from the individual to the social, and learning to co-operate and to work and play with other is a crucial part of their development.

Culture and Identity

All learning at this stage is part of the induction of young children into their culture. From behaviour and beliefs to the songs, rhymes and stories, all learning contributes to their cultural development.

Listening	Learners listen and comprehend so that they can respond appropriately to others. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usages appropriately. Learners should have opportunities to listen to: • Stories being read • Each other • Adults giving explanations • Recordings *(eg radio and TV)*
Speaking	Learners speak clearly, fluently and confidently to different people. They express ideas and communicate information and experiences to others. They ask and answer questions, and know how to initiate and develop conversations. Learners should have opportunities to: • Tell stories • Describe events and experiences • Speak to different people • Share ideas and experiences • Talk about likes and dislikes • Make plans and investigate • Comment and report • Take part in role-play and drama
Reading	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as signs, labels, books, posters, advertisements and electronic media. They begin to recognize the intentions and techniques used by authors. Learners should have opportunities to read and listen to: • Stories and poems with predictable language *(eg with rhymes, repetitions and refrains)* • Traditional folk tales • Stories and poems from a range of cultures • ICT-based text where available

Writing	Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audience. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. Learners should have opportunities to write:
	• In a range of forms and styles including narratives, poems, notes, lists, signs, labels, captions, messages, instructions etc
	• For a range of purposes including to:
	  ○ communicate to others
	  ○ create imaginary worlds
	  ○ explore experiences
	  ○ organise and explain information
	• Using a range of media including books, paper, posters, and electronic media where available

LANGUAGE ACTIVITIES

<table>
<tr><td rowspan="4">Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects.

Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books.

Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.</td><td rowspan="2">PP1</td><td rowspan="2">Learning Outcomes</td><td>Speaking and Listening</td><td>L1a Express themselves orally and begin to ask questions (talk about what they are doing and what they have seen, ask about things that puzzle them)
L1b Listen with increasing attention and follow instructions (follow stories, join in games which involve giving and carrying out instructions)
L1c Join in repeated refrains (eg in rhymes, poems, riddles,)</td></tr>
<tr><td>Pre-Reading and Pre-Writing</td><td>L1d Look at books with some interest and handle them with care.
L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story)
L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing)</td></tr>
<tr><td>Range</td><td colspan="2">Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, speaking, asking, replying and listening to other people (To include text and pictures on screen where possible)</td></tr>
<tr><td rowspan="3">PP2</td><td rowspan="2">Learning Outcomes</td><td>Speaking and Listening</td><td>L2a Express themselves effectively, joining events and ideas. ("I like this because ....")
L2b Talk about their interests and their learning (discuss their activities with their teacher and other children)
L2c Listen attentively in a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions</td></tr>
<tr><td>Pre-Reading and Pre-Writing</td><td>L2d Follow stories and begin to recount a sequence of events
L2e Recognise some simple words (their own names, familiar labels etc)
L2f Begin to use writing as a form of communication (real and in role-play) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings)</td></tr>
<tr><td>Range</td><td colspan="2">Stories, rhymes, poems, news, riddles news telling books, drawing, painting, role-play, speaking, asking, replying and listening to other people. (To include other media and keyboards where possible)</td></tr>
</table>

The Definition and Selection of Key Competencies

Oecd, 2018

What Competencies Do We Need for a Successful Life and a Well-Functioning Society? Today's societies place challenging demands on individuals, who are confronted with complexity in many parts of their lives. What do these demands imply for key competencies that individuals need to acquire?

Defining such competencies can improve assessments of how well prepared young people and adults are for life's challenges, as well as identify overarching goals for education systems and lifelong learning. A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.

For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating. Individuals need a wide range of competencies in order to face the complex challenges of today's world, but it would be of limited practical value to produce very long lists of everything that they may need to be able to do in various contexts at some point in their lives. Through the DeSeCo Project, the OECD has collaborated with a wide range of scholars, experts and institutions to identify a small set of key competencies, rooted in a theoretical understanding of how such competencies are defined. Each key competency must:

- contribute to valued outcomes for societies and individuals
- help individuals meet important demands in a wide variety of contexts
- be important not just for specialists but for all individuals.

What Makes a Quality Curriculum?

UNESCO, 2016

Sustainable Development Goal Four has to do with education in the post-2015 development agenda. It aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Given the essential role of curriculum in enabling quality learning and in articulating and supporting education that is relevant to holistic development, our purpose in this paper is to identify what makes a quality curriculum, so as to support curricular innovation in UNESCO Member States to the end of the realization of Sustainable Development Goal Four. In this we are assuming that curriculum, given its essential role in the provision of quality learning for all children and young people, and in articulating and supporting education that is relevant to holistic development, is critical in the realization of SDG 4. It is the curriculum that determines to a large extent whether education is inclusive, thus playing a significant role in ensuring that provision is equitable.

It is the curriculum that provides the structure for the provision of quality learning, especially where teachers might be under-qualified and inexperienced, their classrooms under-resourced, and their students lacking the prior frameworks within which to situate their learning. And it is the curriculum that articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development. We thus argue that curriculum lies at the crossroads of these four key aspects of SDG 4: that education should be (1) inclusive and equitable, (2) characterized by quality learning, (3) promoting lifelong learning, and (4) relevant to holistic development.

Curriculum, in other words, provides the bridge between education and development – and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest, holistic sense of the term, that span that bridge.

SKILL	DESCRIPTION	EXAMPLE BEHAVIORS
Identify desired outcomes	Determine one or more desired results or consequences of the communication	Identify an author's main argument Determine the information needed to adequately respond to a question Recognize information that is extraneous to the main point of a discussion
Craft clear messages	Create messages that accurately convey intended meaning, appropriately utilizing nonlinguistic cues (body language, visual aids)	Form grammatically correct sentences Effectively use hand gestures for emphasis Avoid digressions Explain a concept by using a diagram
Model others' minds	Recognize and account for others' knowledge, beliefs, dispositions, and emotions	Determine an audience's level of knowledge or expertise in a topic Explain how personal background might affect interpretation of message Anticipate emotional reaction
Adhere to conventions	Follow the rules or norms of specific disciplines or contexts	Use rhetorical strategies common to discipline Use terminology consistent with usage in domain Cite sources appropriately Write or speak at the appropriate level of formality
Account for social and cultural differences	Identify and account for variability in social and cultural norms	Recognize cultural differences in communicative norms Avoid culturally specific slang or idioms Seek out information on an unfamiliar culture before initiating cross-cultural communication
Select appropriate channels	Utilize the most appropriate communicative channel	Describe the advantages and disadvantages of using email or instant messaging to hold a conversation Determine whether a face-to-face conversation will be more effective than a remote conversation
Active listening	Actively attend to a sender's message, withhold judgment, monitor and clarify understanding	Maintain eye contact while listening Request clarification as needed Avoid making unwarranted assumptions Accurately paraphrase a sender's message
Deep reading	Critically analyze text or speech, monitor comprehension, draw inferences, question, and reflect	Identify important information in a text or presentation Critically analyze an argument Draw inferences about unstated information Recognize own confusion

5 Strategies to Deepen Student Collaboration

CREATE LEARNING ACTIVITIES THAT ARE COMPLEX

Students need a reason to collaborate. If the assignment is too simple, they can more easily do it alone.

Complex activities are challenging, engaging, stimulating, and multi-layered. Complex activities require "positive interdependence" (Johnson, Johnson & Holubec, 2008), a situation in which attaining the goal, completing the task, being successful, and getting a good grade require that the team work together and share knowledge.

PREPARE STUDENTS TO BE PART OF A TEAM

Collaborative groups can't be assigned—they have to be built and nurtured. Students often need to learn how to work effectively with others and as part of a team. We have to help students understand the what, why, and how of collaboration. We can do this in several ways:

- Help students understand the benefits of collaboration and what successful collaboration looks like.
- Guide students through the stages of team building (forming, storming, norming, and performing).
- Give students time and opportunities within the activity to develop leadership, decision-making, trust-building, communication, and conflict-management skills.
- Establish expectations and norms for working together.
- Design, or have students design, protocols for handling conflict disagreement so they can resolve issues within their teams.
- Teach students active listening skills.

MINIMISE OPPORTUNITIES FOR 'FREE RIDING'

When students complain about collaborative groups, it often has to do with the free riding of one member who lets others do all the work and then benefits from the group grade. We can eliminate free riding in a number of ways:

- Create small groups of no more than four or five people. When there is less room to hide, nonparticipation is more difficult.
- Ensure a high degree of individual accountability (Johnson, Johnson & Holubec, 2008) by assessing students both individually and as a group.
- Design meaningful team roles that relate to the content and to the task.
- Have students evaluate their own participation and effort and that of each team member and triangulate those assessments with your own.

BUILD IN MANY OPPORTUNITIES FOR DISCUSSION AND CONSENSUS

Many group projects are based on efficiency, dividing labour to create a product in the most effective way possible. This focus on the product means that we often ignore the process of collaboration. Rich discussions that connect students with the experiences of others, that engage them deeply in a shared intellectual experience, and that promote coming to consensus are essential to collaboration.

FOCUS ON STRENGTHENING AND STRETCHING EXPERTISE

The challenge of designing good collaborative activities is ensuring that all students, even those who struggle, play an important role. Collaboration should not just strengthen students' existing skills but ensure that their interactions stretch existing knowledge and expand one another's expertise. If, for example, a student is much stronger in one skill than her peers in her group, she can teach others and her grade can be contingent upon how much her peers learn.

As teachers, we can promote real collaboration by shifting our role from instructor to coach — promoting team autonomy, checking in on students and providing instant feedback, and helping them to learn increasingly how to work together productively to attain a common goal.

How to develop habits of creative thinking

"If schools are to make creativity normal, then they need to think about the culture they seek to create," says Professor Bill Lucas.

TES, 2019

THE ECOLOGY OF CREATIVE SCHOOLS

If schools are to make creativity normal, then they need to think about the culture they seek to create.

From our research, 10 key aspects of the classroom and staffroom ecology keep recurring:

1. Learning is almost always framed by engaging questions which have no one right answer.
2. There is space for activities that are curious, authentic, extended in length, sometimes beyond school, collaborative and reflective.
3. There is the opportunity for play and experimentation.
4. There is opportunity for generative thought, where ideas are greeted openly.
5. There is opportunity for critical reflection in a supportive environment.
6. There is respect for difference and the creativity of others.
7. Creative processes are visible and valued.
8. Students are actively engaged, as co-designers.
9. A range of assessment practices within teaching are integrated.
10. Space is left for the unexpected.

Session 1

Activity 1

Read the Background Notes and make notes about what interests you.

Activity 2

Assessment Task

What did you find challenging? What examples of critical and creative thinking did you like the best?

Session 2

Activity 3

Education is not the learning of facts, but the training of the mind to think. Albert Einstein

How does this relate to a competency-based curriculum?

Activity 4

Fact:	**Think:**

Session 2

Activity 5

Co-operation and collaboration

Activity 6

Co-operation activities

Learning Outcome:

Session 3

Activity 7

Communication

Activity 8

Language development and communication skills across pre-primary and primary education

Session 4

Activity 9

Competencies in textbooks

Module 2:
Subject Expectations

This module explores subject expectations.

Course 2: Curriculum Expectations

Module 2: Subject Expectations

This module explores the importance of the four competencies to all learning areas and subjects.

Learning Outcomes:

By the end of the module, teachers will be able to:

- Understand how the subject syllabuses have been
- planned to identify key learning each year and provide progress form P1 to S4.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons

Outline

Session	Content
1	Slides - Syllabus Overview • *Activity 1 – National Language Strands*
2	Slides - Learning outcomes • *Activity 2 – Maths learning objectives* • *Activity 3 – Social Studies photo 1* • *Activity 4 – Social Studies photo 2*
3	Learning Objectives • *Activity 5 – Arts activity link to other subjects*
4	ECD • *Activity 6 – Other subjects* • *Activity 7 – ECD Range of activities*

Resources

Curriculum Framework
ECD Curriculum and Guidance
Syllabus Overviews

Background information

Outcome Based Education Principles

There are different definitions for outcome-based education. The most widely used one is the four principles suggested by Spady (1994).

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. The four basic principles are (Spady, 1994):

- **Clarity of focus**

This means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do. In other words, teachers should focus on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated.

- **Designing down**

It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program. Once this has been done, all instructional decisions are then made to ensure achieve this desired end result.

- **High expectations**

It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning.

- **Expanded opportunities**

Teachers must strive to provide expanded opportunities for all students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time. However, most students can achieve high standards if they are given appropriate opportunities.

Outcomes Based Education Process

'Constructive alignment' is the process that we usually follow when we build up an OBE syllabus. It is a term coined by Professor John Biggs in 1999, which refers to the process to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The word 'constructive' refers to what the learner does to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does. The key to the alignment is that the components in the teaching system, especially the teaching methods used, and the assessment tasks are aligned to the learning activities assumed in the intended outcomes.

- Defining Curriculum Objectives and Intended Learning Outcomes
- Designing Assessment Tasks
- Selecting Teaching and Learning Activities
- Tips: Reviewing your Program-level Outcomes
- Tips: Writing Intended Learning Outcomes
- Tips: Choosing an Appropriate Outcome-based Assessment Tool and Method
- Example: An Outcome-based Assessment Marking Scheme

Defining Curriculum Objective and Intended Learning Outcomes

A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a given level of competence under a certain situation. The three broad types of learning outcomes are:

- Knowledge, understanding and skills
- Generic skills
- Attitudes and values

What are "Subject Overviews"?

The Subject Overviews for Primary 1 to Secondary 4 set out the key learning expected for each of the curriculum subjects be the end of every year. For each subject, the Subject Overview sets out:

- The rationale for the subject
  - The purpose and scope of the subject
- The subject within the broader Framework
  - How the subject fits within the overall Curriculum Framework, and in particular how it contributes to the four Student Competences
- The teaching and learning of the subject
  - Key approaches to teaching and learning that are needed to meet the aims of the new curriculum

The Subject Overview also shows how the subject is organized. This is usually in terms of "strands" which are the component parts of the subject. For example, English is divided into the four strands of: Listening, Speaking, Reading and Writing.

The Overview sets out the key purpose of each strand.

The final section of each Subject Overview sets out the expected learning outcomes by the end of the year for each of these strands. They should therefore be used as the basis for any end-of-year assessments.

These learning outcomes are the basis for the more detailed Syllabus Units and for the textbooks.

Expected Learning Outcomes

The expected learning outcomes comprise three main forms of learning:

- Knowledge: the memorizing of information
- Understanding: putting knowledge into a framework of meaning
- Skills: the ability apply one's knowledge and understanding; to perform a mental or physical process

For example:

- Knowledge: remembering that Paris is the capital of France
- Understanding: understanding why Washington and not New York is the capital of the USA
- Skill: being able to find out (eg from a book, map or the internet) what is the capital of Mongolia.

So it is important to look at the expected learning outcomes in these terms. We must ask ourselves, does this require knowledge, skills or understanding.

For example, in Primary 1 Science, learners are expected to:

- "Know basic weather conditions.." *(Knowledge)*
- "Understand the use of simple machines .." *(Understanding)*
- "Investigate which objects sink .." *(Skill)*

When using these Subject Overviews for planning teaching or for assessment, it is essential to look closely at the expected learning outcomes and distinguish between knowledge, skills and understanding. Each is taught and assessed differently. The "School Based Assessment Guidance" gives more help with this.
The new curriculum takes the skills one stage further, and has been

Tutor Course Notes

Maths Primary 2	Unit 1: Numbers
Learn about	**Key inquiry questions**
Learners should read, write and order numbers up to three digits to 100 using a number line. They should investigate place value including estimation and round off numbers to the nearest ten and hundred and use number lines to add numbers involving one carrying and subtraction without borrowing. Learners should investigate multiplication facts up to 10x10, understand multiplication as a repeated addition and division facts of numbers up to 100 by numbers not exceeding 10. Learners should investigate dividing a whole object into two parts and each part into two parts and develop the concept of fraction as part of a whole.	• Can you write and read any number with 3 digits? • How do you arrange numbers in ascending or descending order? • How do we round numbers to the nearest tens and hundreds? • How do you add a three-digit numbers with one carrying? • How do you subtract a three-digit number without borrowing? • What are the multiples in the table of 2 to 10 numbers? • How do you divide numbers up to 100 by numbers not exceeding 10? • How do you describe a fraction

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Read, write, compare and order numbers up to 3 digits • Rounding off numbers to the nearest tens and hundreds • Addition involving one carrying • Subtraction without borrowing • Recall multiplication facts up to 10x10 • Know division facts for numbers up 100 by numbers not exceeding 10 • Fractions (half and quarter as a part of a whole)	• Reading and writing • Drawing and shading to show parts of fraction • Using number lines to add and subtract numbers	• Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and teamwork • Confidence to investigate maths and to take responsibility for their own learning

Contribution to the competencies:
Critical thinking: enhanced through problem solving in the four operations
Communication: skills improved through discussion
Co-operation: during group activities

Links to other subjects:
Social Studies
Science
Physical Education

Maths Primary 8	**Unit 1: Numbers**
Learn about	**Key inquiry questions**
Learners should investigate length, perimeter and circumference of a circle and explore the properties of isosceles, equilateral, scalene and right-angled triangles, parallelograms, rhombuses, kites and trapezium quadrilaterals, and circles, and work out their areas. They should investigate the surface area of cubes, cuboids, spheres, cylinders, cones, triangular prism and square based pyramid and their volume. They should explore and explain the conversion of m^3 to cm^3 and vice versa. Learners should investigate the movement of objects, distance they cover and their average speed over a given time taken and investigate and express speed as distant covered per unit time for example (m⁄s,cm/s and km⁄h), and consolidate their understanding.	• How do we investigate length, perimeter and circumference of a circle? • How do we differentiate between perimeter and circumference? • Why is it important to solve problems involving areas? • How can we calculate the surface area of cuboids, cones and cylinders and apply the knowledge and skills in daily situation? • How do we use volume and capacity to solve practical problems? • How can we explain the relationship between speed, time and distance moved?

Learning outcomes

Knowledge and understanding	**Skills**	**Attitudes**
• Solving problems involving length, perimeter and circumference • Solving problems involving areas of given shapes; triangles, quadrilaterals, circles and combined shapes • Solving problems involving surface area and volumes of cuboids • Converting m^3 to cm^3 and vice-versa • Solving problems involving capacity • Solving problems involving; commissions and discounts, hire purchase, profit and loss, simple interest and compound interest • Solving problems involving speed, time and distance • Speed as a distance covered in unit time *(m/s and km/h)*	• Solve problems using shape • Calculate the areas of shapes and the surface area of cuboids, cones and cylinders • Manage problems involving volumes and capacities, cuboids, cones and cylinders • Change the units of volume and capacity in m^3 and cm^3 and apply the knowledge • Estimate speed, distance and time taken and be able to convert speed units	• Appreciate the activities in mathematics and use of mathematics in daily life, through cooperation and teamwork • Confidence to investigate maths and to take responsibility for their own learning

Contribution to the competencies:
Critical thinking: how to carry out measurements and construction of shapes of common solids as well as develop effective skills of computation
Communication: presentation of their work
Co-operation: through discussion

Links to other subjects:
Links to a range of subjects such as Science and Social Studies where measurement is used.

<table>
<tr><th colspan="2">Science Primary 3</th><th colspan="2">Science Primary 3</th></tr>
<tr><td colspan="2">Learn about</td><td colspan="2">Key inquiry questions</td></tr>
<tr><td colspan="2">Learners should know that certain foods are necessary for body building and growth, for energy in movement, work and exercise; and certain foods are necessary for the body to work well, and their deficiency may result in diseases, especially in young children.
Learners should learn the characteristics of the foods they consume daily and investigate by reading and discussion with experts.
They should learn about and investigate using fair tests the importance of washing dirty clothes with suitable soap and detergents.
Learners should learn in groups the importance of rest and sleep and why each one is necessary for a healthy life.</td><td colspan="2">• Why do we eat food?
• Why is it important for us to do exercises?
• Why do we sleep and rest?
• How do we keep our clothes clean?</td></tr>
<tr><td colspan="4">Learning outcomes</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td colspan="2">Attitudes</td></tr>
<tr><td>• Understand the importance of food, exercise, washing clothes, sleep and rest for a healthy life.</td><td>• Design tests on detergents for washing clothes
• Draw conclusions from evidence</td><td colspan="2">• Appreciate the importance of clean clothes, food, exercise, washing clothes, sleep and rest for a healthy life
• Co-operate in group work</td></tr>
<tr><td colspan="4">Contribution to the competencies:
Critical thinking: explaining why it is important to eat, and selecting the right types of food and using appropriate detergents for body and clothes</td></tr>
<tr><td colspan="4">Links to other subjects:
Life Skills: Health and hygiene</td></tr>
</table>

<table>
<tr><td>Science Primary 5</td><td colspan="3">Unit 1: Health and Hygiene</td></tr>
<tr><td>Learn about</td><td colspan="3">Key inquiry questions</td></tr>
<tr><td>Learners should draw on their experience at home and in previous lessons to understand the relationship between germs and sanitation. They should investigate using a wide variety of sources, discuss and write about how common human parasites are spread and understand how this can be controlled. They should learn about how to develop a healthy lifestyle for themselves and their families, the concept of health hazards and risk, and know about common legal and illegal drugs and their types. As a result, they should be in a position to explain the importance of hygiene and their responsibility to develop a healthy lifestyle.</td><td colspan="3">• How are germs related to sanitation?
• Why should we keep our environment clean?
• Why are human parasites common in places with poor sanitation?
• How are common human parasites spread and controlled?
• Why should we promote healthy lifestyle?
• How can health hazards be avoided?
• How can you differentiate common drugs and their types?</td></tr>
<tr><td colspan="4">Learning outcomes</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td colspan="2">Attitudes</td></tr>
<tr><td>• Understand the relationship between germs and sanitation
• Know about common human parasites, how they are spread and controlled
• Understand healthy lifestyle and concept of health hazards, common drugs and their types</td><td>• Recording and presenting group findings
• Investigate causes of health hazards, drugs and their types
• Use reference books and the internet to access information
• Classify common drugs and their types</td><td colspan="2">• Practice proper hygiene
• Promote methods of controlling common human parasites
• Co-operation and teamwork while working in groups
• Appreciate the practices that promote good health lifestyle
• Show genuine interest as they conduct investigation.</td></tr>
<tr><td colspan="4">Contribution to the competencies:
CCritical and Creative thinking: as they investigate drugs and their types
Communication: how to carry out these health measures and gain skills in group work
Co-operation: working in groups</td></tr>
<tr><td colspan="4">Links to other subjects:
Geography: Environmental protection
Life Skills: drugs</td></tr>
</table>

Session 1

Activity 1

Strands within National Languages

Listening Strand assessment activity:

Speaking Strand assessment activity:

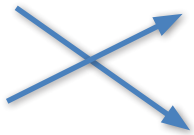
Reading Strand assessment activity:

Writing Strand assessment activity:

Session 2

Activity 2

Maths expectations, making ‘diagonal links’



Activity 3

Social Studies Photograph 1

P1 to P4 learning outcomes:

Activity 4

Social Studies Photograph 2

Learning outcomes:

Session 3

Activity 5

Arts activities links to other subjects

Session 4

Activity 6

Other subjects increasing in complexity

Subject:

Activity 7

ECD range of activities

Module 3:
School Programmes & Cross-cutting Issues

This module explores how subject syllabuses have been put together and how Cross-Cutting Issues have been built into the syllabuses and need to be taught.

Course 2: Curriculum Expectations

Module 3: School Programmes and Cross-cutting Issues

This module explores how subject syllabuses have been put together and how Cross-Cutting Issues have been built into the syllabuses and need to be taught.

Learning Outcomes

By the end of the module, teachers will be able to:

- understand how the subject syllabuses have been planned to identify key learning each year, and provide progress from P1 to S4
- understand how the sections of the syllabus units relate to each other
- understand the importance of the three Cross-cutting Issues and how these relate to the subjects
- understand the reason for and scope of school programmes
- understand the National Guidance on School Programmes
- promote a school programme within a school

Key Concepts	Range and Activities
The overviews provide a structure for each subject.	Work in pairs or a small group to look at the Subject Overviews and explore the strands and how the subjects have been structured. List the strands for each subject.
The overviews provide progression for each subject.	Work in pairs or a small group to explore how the overviews set out progression in each subject. Track progression along a number of strands. Devise a quiz to check in which year group different statements are to be found.
The Syllabus Units provide learning activities as well as learning outcomes.	Work in pairs or a small group to explore the sections of the syllabus units and how these relate to one another. Discuss the importance of the "Key Inquiry Questions" and how these differ from the "Learning Outcomes".
The three Cross-cutting Issues are important areas of learning, but do not fit into one subject.	Work in pairs or a small group to explore how Peace Education tracks into the subject syllabuses.
Life skills are essential to each learner through life	Work in pairs or a small group to explore how Life Skills tracks into the subject syllabuses.
The Environment and Sustainability is essential to the future of the planet	Work in pairs or a small group to explore how The Environment and Sustainability tracks into the subject syllabuses.

The school programmes give time for learning beyond the classroom.	Work in pairs or a small group to explore the Guidance booklet for School Programmes and identify the different types of programme that are possible.
Successful programmes need careful planning.	Work in pairs or a small group to design a school programme to be carried out in school.

Related Professional National Standards:

1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons.

Outline

Session	Content
1	• *Activity 1 – Ask teachers to talk about what they learnt yesterday.* • *Activity 2 – Ask them to choose one and talk about it in pairs before feeding back to the rest of the group. (Just select 4 or 5 pairs to explain their answers). Explain that when we look in more detail at Cross-cutting Issues, we will come back to the SDGs.*
2	• *Activity 3 – Ask teachers to explain what connections they can see between the SDGs and this Cross-cutting Issue of Environment and Sustainability.* • *Activity 4 – Ask teachers to look at the details of this in the Background Information or in the Syllabus Overviews. What can they tell you about the progression of Life Skills across primary education?* • *Activity 5 – Choose one of the Cross-cutting Issues to study in detail.* • *Activity 6 – What do all of these symbols represent? They mean peace in different cultures. Design an activity for learners to use these symbols.*
3	• *Activity 7 – What School Programme would you like to run from this list? What would you find too difficult? What do you think students would enjoy and/or benefit from?*
4	Putting it into practice • *Activity 8 – Practise Planning a School Programme*

Resources

Curriculum Framework
School Programmes Guidance Booklet
Subject Overviews

Background information

Cross-cutting issues

There are certain matters that young people should learn about, but which do not fall entirely within one subject. These cross-cutting issues apply from P1 to S4, and are:

- Environmental Awareness and Sustainability
- Peace Education
- Life Skills

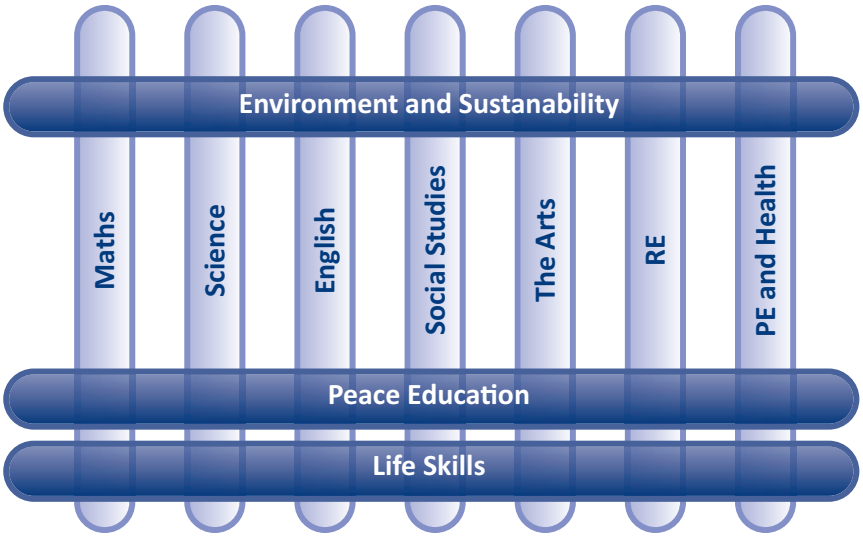
It is important that learners should understand these issues through the different subjects, and it is also important that they understand the connections and coherence. There are times when elements of the cross-cutting issues are taught directly within a particular subject, and other times when they provide a context for subject study. This is built into the subject syllabuses.

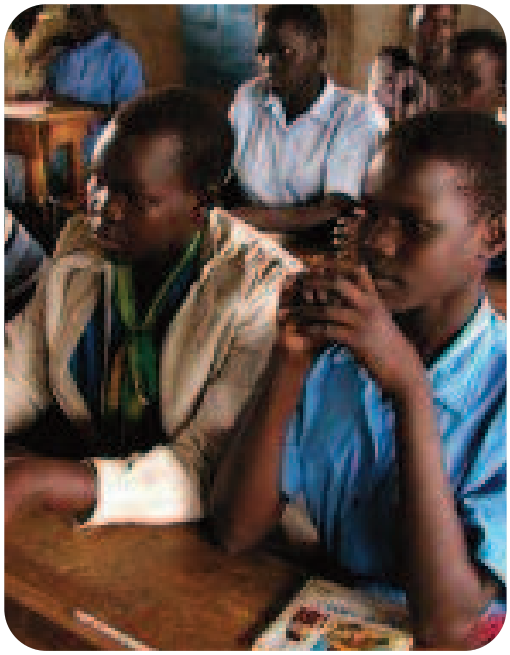
Peace Education has been deemed so important that it is also a separate strand within Social Studies, but some elements will also be integrated in other subjects. Some aspects of Life Skills will be addressed in the Primary school programmes for personal development.

The model of the way in which cross-cutting issues are integrated into subjects is similar to the way in which the Key Competencies are integrated.

The elements of the cross-cutting issues to be integrated across the subjects are set out in the Subject Overviews. These have been built into the Units of Study, so there is no need for schools to use these lists in their planning. However, schools could use elements of the cross-cutting issues to create themes or contexts that enable different subjects to be linked together.

The elements of Life Skills that are to do with personal and emotional development will be included in the school programmes that will not be examined.





Community Involvement

Cultural day*
P3 graduation ceremony*
Inter -school athletics competition
Sharing and caring in our community
Our roots and heritage
Our community now and then
Building something new
Improving sanitation in our community
Peaceful poetry from our community
Cooking together

The Arts

Craft exhibition*
Drama festival*
Singing songs and sharing stories
A festival of colour
Arts on the move
Poetry please
Painting now and then
Sculpture and Shape
Dances from around the world
More music

The Environment

Flower festival*
School gardening*
Recycling campaign
World Environment Day
Comparing edible plants around the world
Is climate change real?
Fantastic physical features
Running rivers and silent streams
Climate and weather
Green energy

Careers and Income Generation

Re-use and recycle*
Poultry farming*
Careers fair
School newspaper
School radio
Planning new town or road system
Exploring law and order
Investment, interest and profit.
Publishing
Marketing and communication

School Visits and Visitors

Visiting a dispensary*
Visiting a fishing site*
Visits to a local place of worship
Visits to a local business
Visits to a new hotel or restaurant
Visits to another school
Visit from a religious leader or other community leader
Visit from a policeman
Visit from an electrician
Visit from a writer

Examples of School Programmes

In Appendix A you can find examples of how School Programmes can be organised, ensuring that they meet Framework requirements and provide learners with a valuable experience.

Each example uses the same format and illustrates links to curriculum subjects, cross-cutting issues, student competencies and the values and aims of the new curriculum that permeate learning.

< Good Citizens of South Sudan >

SCHOOL PROGRAMMES – SCHOOL VISITS AND VISITORS

< Creative and Productive Individuals >

Values and Principles

A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship.

Curriculum Subjects

Geography:
Understand the importance of field techniques;
Explain resource utilisation in South Sudan.

Biology:
Appreciate the diversity of living things;
Understand nutrition in animals.

Visiting a Fishing Site

This programme aims to:

- Develop a deeper understanding of economic activities related to the fishing industry in the local area.
- Explore different approaches to fishing and the various methods used to catch fish.
- Develop an understanding of the importance of fish preservation methods and how these have changed over time.
- Explore the challenges and opportunities facing the fishing industry in South Sudan.

Possible Year Group(s)

S1–S2

Duration

The visit itself is likely to take one day.

However, approximately one week before the visit, in order to develop their thinking, learners should begin discussing together what they already know about fishing and what questions they would like to ask.

They should also plan to make observational drawings to record their visit.

After their visit, between two and three weeks could be used to prepare a presentation about what they learnt. Their observations could be presented in a school newsletter or to learners in P8 in a nearby Primary School.

Resources

Information about local fishing industries.

A few examples of fishing industries and systems in other parts of South Sudan and Africa.

Community Involvement

Community members could suggest possible fishing sites to visit and be invited to share any related experiences.

Cross-cutting Issues

Environment and Sustainability:
Understand the interdependence of humans and the environment;
Identify factors that sustain the economy in the transition from rural to urban economies

Student Competencies

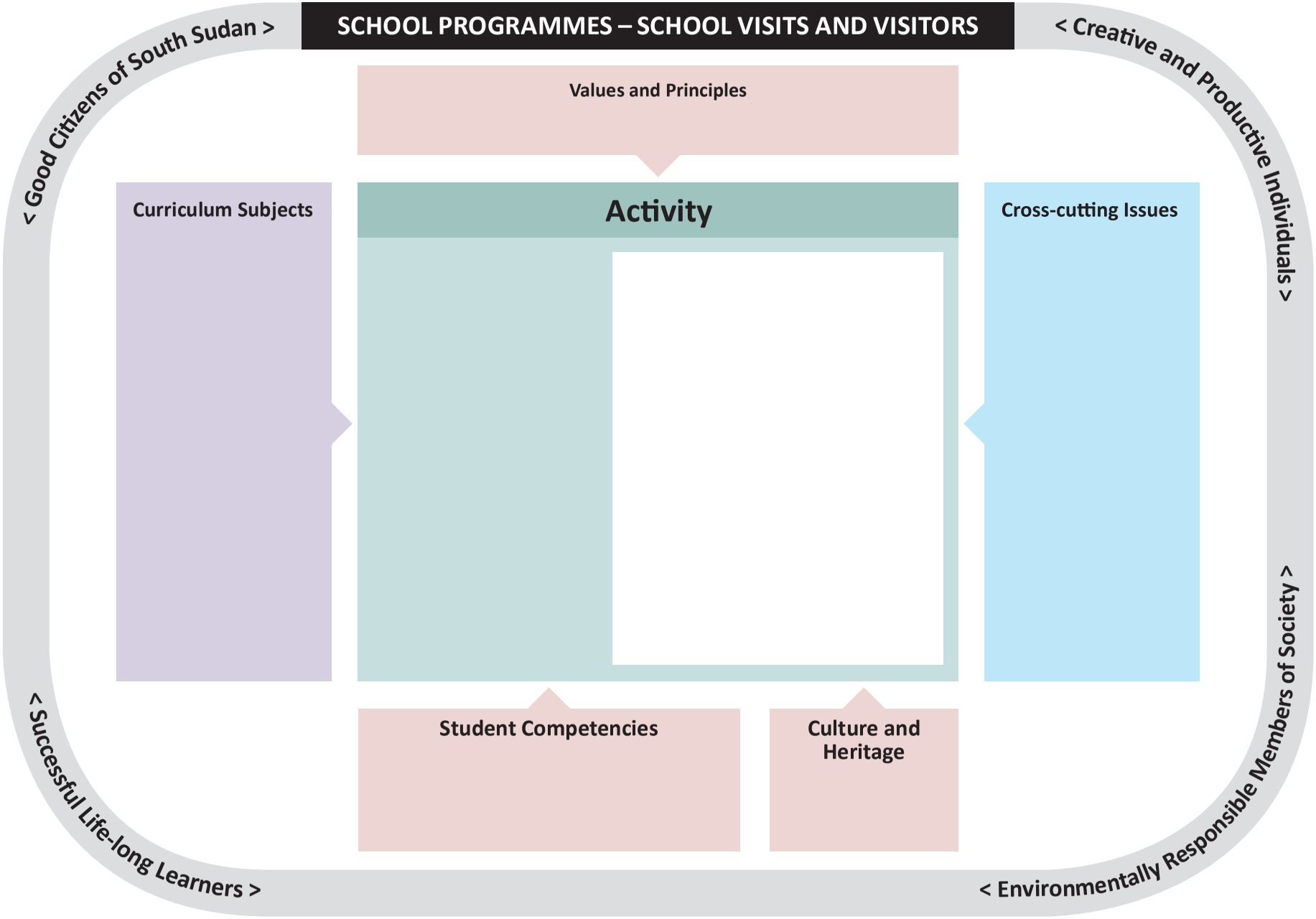
Critical and creative thinking:
Plan and carry out investigations using a range of sources to find information.

Culture and Heritage

Learners develop an appreciation of their own culture.

< Successful Life-long Learners >

< Environmentally Responsible Members of Society >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< Environmentally Responsible Members of Society >
Values and Principles
Curriculum Subjects
Activity
Cross-cutting Issues
Student Competencies
Culture and Heritage

Definitions of terms relating to cross-cutting issues

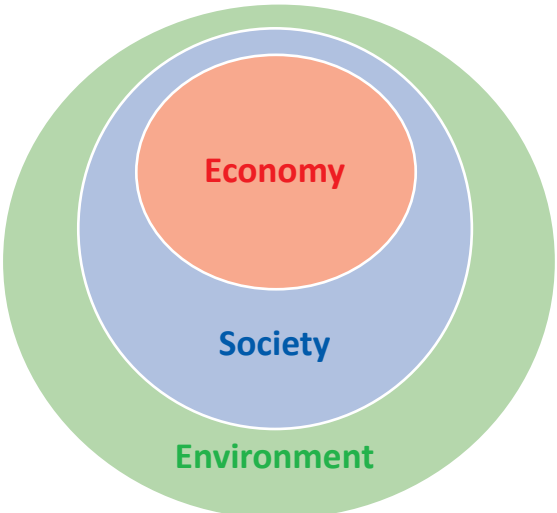
The sustainable Development Goals 17 Goals to Transform Our World

The **Sustainable Development Goals** are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet. They recognise that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

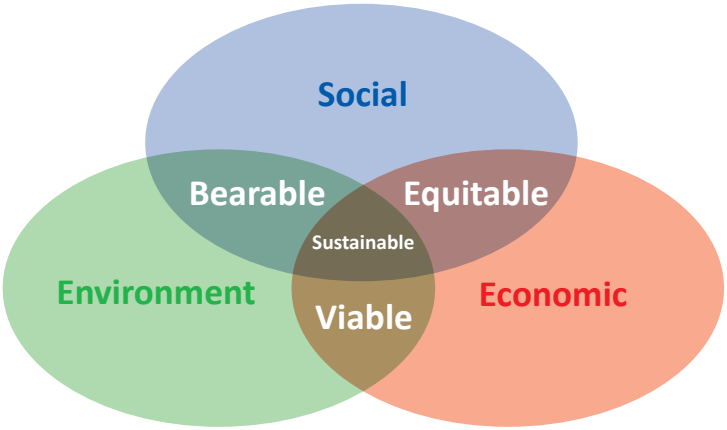
The 17 SDGs are **integrated**—that is, they recognise that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Three pillars of sustainability



Venn diagram of sustainable development:

at the confluence of three constituent parts.



A diagram indicating the relationship between the "three pillars of sustainability", in which both economy and society are constrained by environmental limits.

The 2005 World Summit on Social Development identified sustainable development goals, such as economic development, social development and environmental protection.[16] This view has been expressed as an illustration using three overlapping ellipses indicating that the three pillars of sustainability are not mutually exclusive and can be mutually reinforcing. In fact, the three pillars are interdependent, and in the long run none can exist without the others.[18] The three pillars have served as a common ground for numerous sustainability standards and certification systems in recent years, in particular in the food industry.[19][20] Standards which today explicitly refer to the triple bottom line include Rainforest Alliance, Fairtrade and UTZ Certified.[21][22] Some sustainability experts and practitioners have illustrated four pillars of sustainability, or a quadruple bottom line. One such pillar is future generations, which emphasises the long-term thinking associated with sustainability.[23] There is also an opinion that considers resource use and financial sustainability as two additional pillars of sustainability.

Sustainable development consists of balancing local and global efforts to meet basic human needs without destroying or degrading the natural environment. The question then becomes how to represent the relationship between those needs and the environment.

A study from 2005 pointed out that environmental justice is as important as sustainable development. Ecological economist Herman Daly asked, "What use is a sawmill without a forest?" From this perspective, the economy is a sub-system of human society, which is itself a sub-system of the biosphere, and a gain in one sector is a loss from another.

The simple definition that sustainability is something that improves "the quality of human life while living within the carrying capacity of supporting eco-systems",[31] though vague, conveys the idea of sustainability having quantifiable limits. But sustainability is also a call to action, a task in progress or "journey" and therefore a political process, so some definitions set out common goals and values. The Earth Charter speaks of "a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace." This suggested a more complex figure of sustainability, which included the importance of the domain of 'politics'.

More than that, sustainability implies responsible and proactive decision-making and innovation that minimises negative impact and maintains balance between ecological resilience, economic prosperity, political justice and cultural vibrancy to ensure a desirable planet for all species now and in the future.[34] Specific types of sustainability include: sustainable agriculture, sustainable architecture or ecological economics.[35] Understanding sustainable development is important but without clear targets an unfocused term like "liberty" or "justice". It has also been described as a "dialogue of values that challenge the sociology of development".

Peace Education (Insight on Conflict)

Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom and trust. Social justice is realised by principles of equality, responsibility, and solidarity.

In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity. Peace education can be delivered to people of all ages, in both formal and informal settings. Programmes exist at local, national, and international levels, and in times of peace, conflict, and post-conflict.

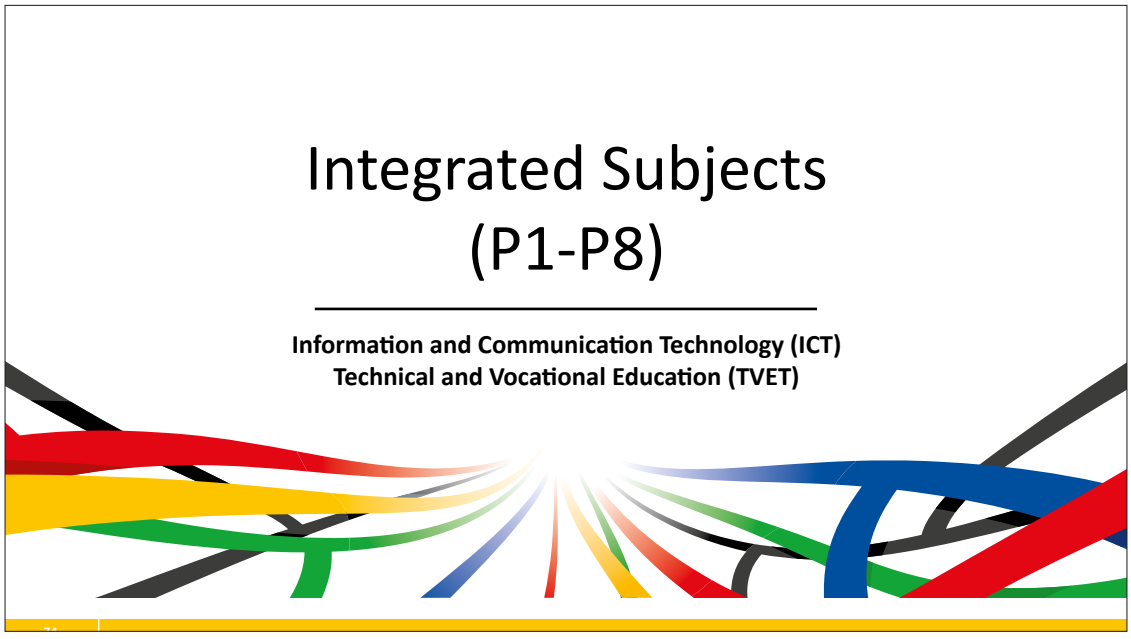
To create public dialogue, different factions of society are often brought together in peace education programmes – these typically include civil society groups, schools, tribal leaders and the media. Yet due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the projects' scopes and objectives.

Peace education and peacebuilding are therefore intrinsically linked. The UN's actions for peacebuilding include education as one of its principle components. For peacebuilding initiatives to remain sustainable, it is vital that attitudes towards war and violence are transformed and translated into long-term behavioural change which seek alternative solutions to armed conflict.

Life Skills (UNICEF)

Growing enthusiasm for education that helps children and young people develop psychosocial competencies in addition to literacy and numeracy skills is well documented. Though recognised by different names – "life skills education", "social and emotional learning", or "skills-based health education" – the central notion is the same: education that helps young people develop critical thinking and problem-solving skills, that builds their sense of personal worth and agency, and teaches them to interact with others constructively and effectively, has transformative potential. Whether as individuals or nations, in both the developed and developing world, our success as human beings and as democratic societies depends on how well we are able to manage challenges and risks, maximise opportunities, and solve problems in cooperative, non-violent ways. Life skills are defined as a group of cognitive, personal and inter-personal skills that enhance such abilities.

As an international child rights organisation whose mission includes the goal of expanding children's opportunities so that every child can reach his or her fullest potential, UNICEF welcomes (and has done much to encourage) the growing enthusiasm and support for the potential of life skills development. Life skills education, however, is not some kind of "silver bullet". Life skills learning – whether formal or informal – does not take place in a vacuum, and the ultimate expression of life skills learning – adaptive and positive behaviour – is greatly influenced by the environment in which individuals live, learn and act. This is a key concept that those who champion life skills education, those who develop life skills education programmes, and those who evaluate (or criticise) such programmes, must take into account.



Integrated subjects

ICT elements integrated into the curriculum

P1	P2	P3	P4	P5	P6
Recognise and use common devices and icons *e.g. radio. TV, mobile phones, computers* Gather information from a variety of sources e.g. books, radio, mobile phones, computers Manipulate simple electronic devices to manipulate text, graphics and images Enter save and retrieve information from electronic devices *e.g. mobile phones, computers*	Use and basic formatting of text, tables and images e.g. mobile phones, computers Select from and add information they have stored Present information in a variety of forms *e.g. text, images, tables, sounds*	Plan and give instructions for e.g. switching on mobile phones, tuning radio and TV, computers, simple programmable toys Create, name and retrieve files	Create files; combining simple ideas & elements from different sources, copying, modifying and deleting Creating products with text & pictures; *eg mobile phones, digital cameras and computers; editing to correct errors* *Storage of files* Write and send an email & locate a website via search engines selecting from given keywords	Use internet to access information, and a search engines to find information Locate websites by following instructions Use basic editing to create formatted products & identify minor improvements Manipulate simple graphics within text Sequence simple ideas & modify files for different situations Create a product for an audience in collaboration with others	Organising ideas, manipulating e.g. Venn diagrams & sequence charts, modifying for different situations; annotating to explain uses Creation of a product for an audience and save into individually created folder Create folders for emails; locate websites via search engines selecting from collaboratively derived keywords

P7	P8	S1	S2	S3	S4
Manipulate and edit with familiar software to present information appropriately in graphic organisers Organise and analyse data using unfamiliar software *e.g. Word, PowerPoint*. Create a portfolio of saved nominated files, formatting features and design tools to create products. Add keywords to narrow website listing; upload & save folders and files	Create graphic organisers for new learning situations with a variety of data types e.g. images, text & numbers *i.e. using PowerPoint, Paint* Creating portfolio adding files selected by given criteria; show understanding of appropriate use of formatting features; Refine keywords in a search string Use nominated communications methods to acquire/ share information with peers and known experts	Use application software to manipulate data *e.g. Word Processing, Spreadsheets, Graphic Design* Use advanced search engines and search strings *e.g. AltaVista, Google, Bing, Wikipedia* Use the correct procedures to troubleshoot simple computer problems Apply access control in use of computers *i.e. passwords on phones and computers*	Communicate using Computers and Networks *e.g. Microsoft Outlook, Use of Intranets and file sharing* Use spreadsheets to create a data document Use social networks to create and access information *e.g. Facebook, Twitter, YouTube, Instagram*	Create a personal/simple website e.*g. blogs* Create personal profiles using social media *e.g. LinkedIn,* Designing a simple program e.*g. Hello World, Quadratic Equations Ethical Conduct in Computer Usage*	Manage data using database software *e.g. Microsoft Access* Use advanced formatting techniques to edit documents *i.e. Word, PowerPoint* Design and manage a website using basic software

Further Background Reading

Sustainable Globalisations, Borghese, Simone, 2013
What is Meant by Development Education? Bourn, Douglas, IoE, 2012
The Influence of Education on Conflict and Peace Building, Education for All
Global Monitoring Report 2012 UNESCO
Education for Sustainable Development in the Early Years, World Organisation for Early Childhood, 2010
Primary Education for Global Learning and Sustainability, Cambridge Primary Review Trust 2016.

Activity 1

Two things to pass on to another teacher from yesterday

Activity 2

SDGs

Activity 3

Connection between Cross-cutting Issue and SDGs

Activity 4

Progression of Skills

Activity 5

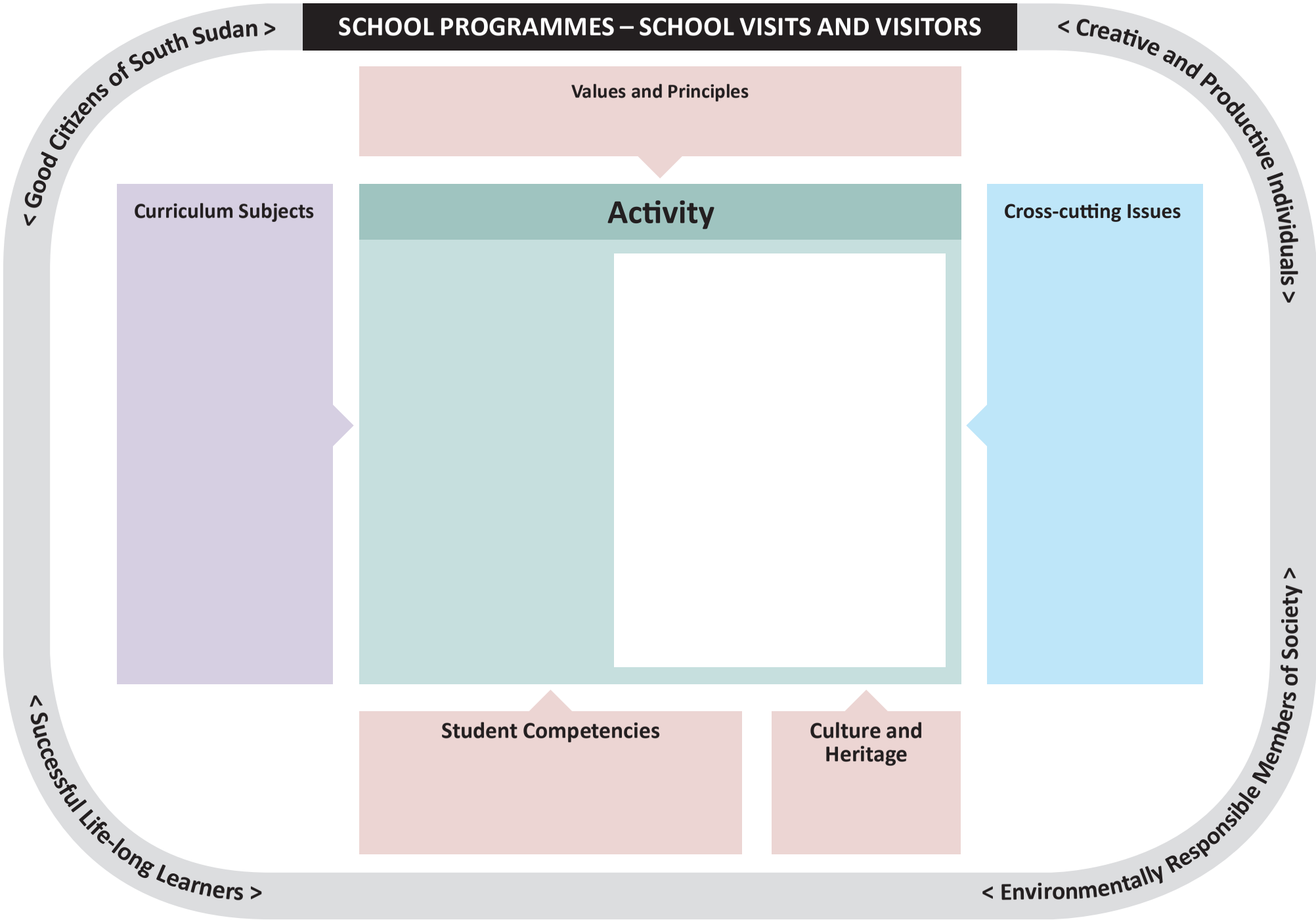
Cross-cutting Issue in detail

Activity 6

Classroom activity for Peace Symbols

Activity 6 Continued

Classroom Activity: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Module 4: Textbooks

This module explores textbooks.

Course 3: Curriculum Expectations

Module 4: Textbooks

This module explores textbooks.

Learning Outcomes:

By the end of the module, teachers will be able to:

- understand the layout and design of the South Sudan textbooks and Teacher Guides
- relate the textbooks to the syllabus units and learning outcomes
- design lessons that include use of textbooks
- design some activities that extend learning beyond the textbooks

Key Concepts	Range and Activities
The textbooks follow the syllabus units with their Learning Outcomes	Work as a group to track sample syllabus units into the textbooks.
The Teacher Guides help teachers structure learning	Work as a group to explore the layout of the teacher guides and textbooks. Track example textbook units to the syllabuses.
Teachers need to be familiar with the textbooks and Guides, but also need to plan how to use them within a lesson	Work as a group to take a textbook unit and design a lesson plan to teach this in the classroom. Share the plan with other groups and compare. Where possible, work in pairs to teach the lesson and evaluate its impact.
Learning needs to go beyond the textbook to provide first-hand experiences	Continue in the group to extend one of the Upper Primary units into activities involving first-hand experiences that would enhance learning. Share with other groups and, where possible, work in pairs to teach the lesson and evaluate its impact.

Related Professional National Standards:

2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills.

Outline

Session	Content
1	Slides Textbook orientation • *Activity 1 – Ask the first question to the whole class and then ask teachers to talk in pairs about the other questions. Take feedback from 3 or 4 pairs of teachers.* • *Activity 2 – It is important that teachers become very familiar with the way textbooks are organised and that they recognise how and why activities are presented in different ways. Give teachers time to work in pairs to complete this activity. Ask 4 or 5 pairs of teachers to feed back their ideas and encourage other teachers to comment on what is said.*
2	Slides – A learner-centred approach • *Activity 3 – This is a collection of all that has been explored in this session. Ask teachers to work in small groups. They should choose one theme and find a wide variety of contrasting examples of this theme in a variety of textbooks. Ask two or three groups to share what they have found before lunch.*
3	Slides – Assessment • *Activity 4. Matching guidance for teachers to learner activities. Read through this activity on the slide and ask teachers to prepare a description of an assessment that could be used at the start of a unit.*
4	Slides – Beyond the textbook *Activity 5 – Ask teachers to work in pairs to create a big list of other natural resources. They could go for a short walk around your training place to help them if you have time!* *Activity 6 – Read the slide and ask teachers to work in pairs using a textbook they have not yet used today. Gather feedback from 2 or 3 pairs of teachers.*

Resources

Curriculum Framework
An assorted collection of Textbooks

Background information

Time allocation for the subjects

The number of periods to be allocated to each subject per week is set out in the tables below. Schools are able to arrange and adapt these periods over the week to fit local circumstances and needs. Periods can be put together into doubles or triples to make longer times for practical activities or longer periods of study where appropriate.

Primary School
Number of periods each week

	P1-3	P4	P5-8
National language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School programmes			2
Total	**35**	**40**	**40**
Time per lesson	**35**	**40**	**40**

Secondary School
Number of periods each week

	S1-2	S3-4
English	5	6
Maths	5	6
Physics	3	
Chemistry	3	
Biology	3	
History	3	
Geography	3	
RE	2	2
Citizenship	2	2
School programmes	3	3
2 x electives (4 lessons each)	8	
3 x electives (7 lessons each)		21
Total	**40**	**40**
Time per lesson	**45**	**45**

Approaches to teaching and learning

Approaches to teaching and learning must be in line with the aims, values and principles of the Curriculum, and need to be capable of bringing about its aims. To be effective, the values of the curriculum must permeate teaching and learning strategies. The principles suggest a shift of emphasis towards more active and personalised learning.

There is emphasis within the curriculum on the development of the four competencies in order to achieve the aims. These four competencies are both the object and the means of learning, so the strategies must embody and promote them.

All of this has profound implications for teaching and learning approaches. It will not be possible to bring about new aims with only traditional approaches. There are implications for the nature of the textbooks and also for sort of learning experiences that are provided within the classroom.

To achieve the broader aims, teaching and learning strategies need to be:

- centred on the learner rather than the teacher
- interactive, and give learners the opportunity to engage actively with their learning
- rooted firmly in the learner's experience, culture and environment so that they can make sense of their learning in their own terms
- chosen to be appropriate to the particular intended learning

In order to provide a balance between the acquisition of knowledge and understanding and the development of skills and attitudes learners need to be involved actively in their learning and be given opportunities during lessons to practise skills such as investigation, collaboration and critical thinking, and to be given opportunities through discussion and reflection to develop the desired attitudes and dispositions.

Framework Requirements: Section 7

Area 3: Teaching and Learning

When evaluating the quality of teaching and learning, inspectors will base their judgements on the extent to which:

- A supportive physical and social learning environment is established that encourages the co-operation and participation of all groups learners (girls, boys, and those with special education needs or disabilities)
- Clear learning objectives are set from the syllabus for lessons so that all learners understand what to do
- Effective learning activities are planned, based on the competencies, that enable all learners to attain the objective
- Necessary teaching and learning aids are prepared and there are enhancing experiences to help learners attain the objective, deepen learning and engage learners' interest
- Learners are given clear explanations and guidance that support their understanding and enables them to participate in their own learning
- A variety of methods are used appropriate to the intended learning that maintains learners' interest and involvement
- Teachers maintain a good pace to learning through using informal assessment and feedback and ensuring that learning is moving along
- Teachers recognise when groups and individuals need support and ensure that all learners, including those with special needs or disabilities, fulfil their potential
- Teachers use the assessment methods of the Assessment Guidance booklet to make end-of-unit assessments

Excellent
There is a very supportive physical and social learning environment that encourages the co-operation and participation of all learners (including girls, boys, and those with special education needs or disabilities). Teachers fully understand the new curriculum and its associated booklets of guidance. They set very clear learning objectives for lessons that are drawn from the syllabus, and ensures that these are understood by all learners. Teachers use a good variety of methods appropriate to the intended learning that maintains learners' interest and involvement. The key learning activities are based on the competencies, and enable all learners to attain the objective. Textbooks are enhanced by a wide range of resources and experiences that deepen learning and engage learners' interest. Teachers give very clear explanations and helpful guidance that supports learners' understanding and enables them to participate in their own learning. A very good pace to learning is maintained through using informal assessment and feedback that enables learners to make progress. Teachers recognise when groups and individuals need support and ensures that no one is left behind. End-of-unit assessments are made according to the Assessment Guidance booklet.

2. Teaching and learning methods

Teaching and learning methods	***Ex***	***G***	***S***	***NS***
All learners are helped to understand the lesson objectives at the start of the lesson				
Learning activities are effective in promoting the lesson objectives				
Textbook activities are used well and enhanced by teaching aids				
The teacher asks questions that encourage learners to think critically and suggest ideas.				
All learners (girls, boys and those with special needs or disabilities) are encouraged by the teacher to be engaged in the lesson				

Pages 19 and 20 of the South Sudan Curriculum Framework set out the expectations of teaching and learning. These should be the basis for inspection judgements.

The evidence for this section will come entirely from the Lesson Observations and refers to that lesson only.

Observation	*Observations during lessons*

As with Section 1, the grade awarded will be a matter for professional judgement. The nature of the teaching and learning interaction is complex and varies greatly from school to school. The table below will, help with this.

Excellent	*Lesson objectives are clear, relevant and achievable, reflect the learning outcomes of the syllabus, and the teacher ensures that all understand them. There is a wide range of stimulating learning activities that enable all learners to achieve the lesson objectives. High quality questions encourage critical thinking and learners suggestions. The teacher is very effective in encouraging all learners to engage in the lesson.*
Good	*Lesson objectives are clear, and most learners understand them. There are some stimulating learning activities that enable most learners to achieve the lesson objectives. There are some questions that encourage critical thinking and learners suggestions. The teacher encourages all learners to engage in the lesson.*
Satisfactory	*Lesson objectives are reasonable clear, but little effort is made to ensure understanding. There are some learning activities that enable most learners to achieve the lesson objectives, but these are not particularly stimulating. There are very few questions that encourage critical thinking and learners suggestions.*
Needs support	*Lesson objectives are not shared, or are not clear. Learning activities are not effective at promoting lesson objective. Learners are not encouraged to think critically or make suggestions. There is too much chanting and rote-learning.*

The problem

Written tests are seldom effective for assessing the deeper understanding, skills, competencies and higher order thinking that are at the heart of the new curriculum. This is especially the case for tests made up by individual schools. It is possible to set questions that address higher order thinking and deeper understanding, but the techniques for doing so are very specialized, the questions generally require open-response answers and the marking schemes are very complex.

Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum

The solution

Building upon multiple formative assessments through triangulation and an exploration of learners' work, the teacher is able to make a summative judgement about what each learner has achieved overall within a syllabus unit (or text book chapter). If records are kept of the learning outcomes of each syllabus unit through the year then there will be no need for an end of year test. Teachers will already have a record of those students who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any students not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 categories in Section 8. If numbers (0-4) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved – compliance with ease	3

In the example below, the table shows the end-of-unit assessment for six students.

English										
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Student A	3	3	2	3	3	3	3	2	3	3
Student B	2	2	3	2	3	2	2	2	3	2
Student C	1	1	2	1	1	2	2	3	2	3
Student D	1	1	2	1	1	2	1	1	2	1
Student E	0	1	2	1	0	1	0	1	1	1
Student F	0	0	1	0	0	1	0	0	1	0

It can be seen from the above table that Students A and B have performed very well (there are several 3's) and have achieved overall compliance in all the Units. Student C has achieved overall compliance in all but four Units – and has improved considerably during the year (1s at the beginning 3s by the end of the year. Students D and F have not achieved overall compliance in many Units (they have several 1's). We hope there will be no student like Student F!

If this table is kept throughout the year it will enable schools to identify students who:

- Are doing well in one subject but not another
- Are doing well in one unit but not another
- Started off well but have not maintained their progress
- Are doing very well overall
- Need extra support or guidance

Social and Emotional Learning

https://casel.org/sel-framework/

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognise one's strengths and limitations with a well-grounded sense of confidence and purpose. Self-awareness involves:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Self-management involves:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organisational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognise family, school, and community resources and supports. Social awareness involves:

- Taking others' perspectives
- Recognising strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognising situational demands and opportunities
- Understanding the influences of organisations/ systems on behaviour

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Relationship skills involve:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practising teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Responsible decision-making involves:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analysing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognising how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Preparing questions	Planning how to assess	Considering how to time manage the lesson - A question of pace	Considering how to further develop student competencies
Preparing resources	Planning who to assess	Planning how to organise groups or pairs of learner	Considering how to enable a 'Learner-Centred' environment
Considering outcomes from the previous lesson	Planning the introduction to the lesson	Considering opportunities for 'beyond the text book'	Considering how the lesson might be concluded

Activity 1

Which Cross-cutting Issue do you enjoy teaching about the most?

Which Cross-cutting Issue do you think is the most important?

How do you expect to see Cross-cutting Issues presented in textbook?

What kind of School Programme are you most likely to plan for at your school?

Activity 2

Find an activity in one of the textbooks that you think allows learners to develop a student competency.

Activity 3

Theme:

Example 1:

Example 2:

Example 3:

Activity 4

Assessment Opportunity

Choose one activity from the start of a unit in a Pupil's Book. How could this be used as an assessment opportunity to help teachers understand what learners already know about this topic?

Teacher's Guide:
Pupil Book:

Activity 5

List of resources beyond the textbook

Activity 6

Choose one activity in the textbooks and discuss how it could be enhanced by using some other resources or activities as shown here.

Module 5:
First-hand Experiences & Active Learning

This module explores first-hand experiences and active learning.

Course 2: Curriculum Expectations

Module 5: First-hand Experiences & Active Learning

This module explores first-hand experiences and active learning.

Key themes for this module:

- Higher levels of learning cannot be reached without first-hand experiences and active learning.
- Much learning in the SS syllabuses requires this approach.
- These sorts of learning experiences can be designed for a range of subjects and outcomes.

Related Professional National Standards:

3.4 Teachers participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials.

Outline

Session	Content
1	Slides - Recap and link to Blooms and Webb. • *Activity 1 – Deep thinking this week?*
2	Slides – Practical activities and First Hand Experiences • *Activity 2 – Planning a town* • *Activity 3 – Road Vehicles*
3	Slides - Active Learning • *Activity 4 – The Science of Soil* • *Activity 5 – The Science of floating*
4	Slides – Assessment Task for Course 2 • *Activity 6 – Assessment Task Preparation* • *Activity 7 – The Power of 10*

Resources

Curriculum Framework
Portfolios

Background information

What is the theory behind active learning?

Active learning is based on a theory called constructivism. Constructivism emphasises the fact that learners construct or build their own understanding. Constructivists argue that learning is a process of 'making meaning'. Learners develop their existing knowledge and understanding in order to achieve deeper levels of understanding. This means that learners are more able to analyse, evaluate and synthesise ideas (thus achieving the higher order skills of Bloom's Taxonomy). Skilled teachers make these deeper levels of understanding more possible by providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning.

The theory of 'social constructivism' says that learning happens mainly through social interaction with others, such as a teacher or other students. One social constructivist, Lev Vygotsky (1896–1934), developed the idea of the Zone of Proximal Development. This zone lies between what a learner can achieve alone and what a learner can achieve with their teacher's expert guidance. Skilled teachers focus learning activities in this zone. Skilled teachers scaffold learning by providing guidance and support that challenges students based on their current ability. This helps students to develop their understanding in stages.

Skilled teachers also provide rich feedback using Assessment for learning (AFL) which is also where we talk about the value of Formative Assessment. Skilled teachers use AFL to help students to understand two things: firstly their current strengths and weaknesses and secondly what they need to do to improve. AFL activities are sometimes based on formal assessments. However, AFL can also be based on many types of informal assessment which can include peer assessment, where students assess each other.

Active learning also links to other theories of learning:

Learning should be relevant and within a meaningful context

This idea was developed by the philosopher Jean-Jacques Rousseau (1712–1778). It influenced numerous educators in the early 20th century such as John Dewey (1859–1952) and Maria Montessori (1870–1952). The main idea is that we learn best when we can see the usefulness of what we learn and connect it to the real world.

Learning is developmental

Learning experiences for young people should be appropriate to their level of development. Some of this is linked to their age, although development level and age are not always the same thing.

What are the benefits of active learning?

Active learning helps students to become 'lifelong learners'

In an active learning approach, learning is not only about the content, but is also about the process. Active learning develops students' autonomy and their ability to learn. Active learning gives students greater involvement and control over their learning. This means that students are better able to continue learning once they have left school and college.

Active learning encourages success

Encouraging active learning helps students to achieve higher grades, based on their enhanced skills and understanding.

Because active learning encourages students to take a central role in their own learning, it prepares them better for both higher education and for the workplace. Analytical skills also help students to be better at problem solving and applying their knowledge. Universities and employers value this.

Active learning is engaging and intellectually exciting

An active learning approach encourages all students to stay focused on their learning, which will often give them greater enthusiasm for their studies. Teachers also find that they enjoy the level of academic discussion with their students which an active learning approach encourages.

(Cambridge Assessment International Education)

The benefits of first hand experiences

Like many of us, children learn best through action rather than instruction – that's why first-hand experiences are so vital to early development.

Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work. The information they gather in this way is not simply filed in a memory bank for later reference, but worked through and repeated countless times in different situations, allowing them to process and make sense of what they have learned.

By contrast, 'passive learning' does not provide opportunities for exploration, experimentation and discovery. As adults, we recognise this as being boring and typically do far better if we're able to explore or carry out research for ourselves.

There's scientific evidence to back up why this is the case. Brain research suggests that direct action, physical and intellectual engagement with experiences, in addition to problem solving and repetition, ensures that synapses – our brain's wiring – become stronger (Bruce 2004).

So what does this mean for our practice? Well, this type of hands-on learning occurs in everyday contexts when children are engaged in activities that matter to them. They need to be the directors of their learning, and it has to be real and meaningful for them. In turn, through observation, this learning will power others' interests and desire to engage, and thus provide a scaffold for group learning.

The first-hand experiences that we offer can be on a small or large scale, depending on the children we are working with and their interests.

(Carla Coward, 2016)

Knowing	Level 1	**Recall and reproduction** Recall of a fact, information or procedure
Understanding	Level 2	**Application of skills and concepts** Use of information or conceptual knowledge - two or more steps
Analysing **Synthesising**	Level 3	**Strategic thinking** Requires reasoning, development plan or a sequence of steps, some complexity, more than one possible answer
Evaluating **Creating**	Level 4	**Extended thinking** Requires an investigation, time to think and process multiple conditions of the problem.

English Primary 5	Unit 1: Road Vehicles
Learn about	**Key inquiry questions**
Learners should read and listen to a range of fiction and non-fiction about road vehicles and work in groups to list the different types and their uses (cars, motor cycles, trucks, vans, 4x4s, buses, taxis etc.). they should look at leaflets, booklets or advertisements for vehicles and see how they are described. They should make their own descriptions of vehicles they know. They should find out about elements of vehicle repair and the associated vocabulary (puncture, repair, vehicle, mechanic, spanner, garage, engine, tyres, etc.) and construct sentences using the given structures to discuss ways of repairing vehicles e.g. using imperative verbs and commands, e.g. open the boot, check the tyres etc. They should work in groups to discuss the benefits and disadvantages of road vehicles (pollution etc.) and make a presentation to the class. They should read some fiction that relates to vehicles and write their own stories.	• What different sorts of vehicles are there? • What are they used for? • How can we describe different vehicles? • What are the advantages and disadvantages of road vehicles?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Comprehend the gist of a range of authentic passages in complex situation • Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised • Understand a wide range of authentic texts in familiar contexts	• Take part in discussion giving and justifying ideas creatively and confidently • Produce formal and informal texts on familiar topics • Communicate ideas creatively and accurately in an appropriate style • Adapt sentence construction for different purposes and readers • Use punctuation appropriately to create effects • Use adverbs, adjectives, nouns prepositions and conjunction appropriately	• Communicate with confidence

Contribution to the competencies:
Critical thinking: Analyzing the impact of vehicles
Communication: Reading, sharing ideas, opinions in the groups
Co-operation: Group work respecting and appreciating others ideas and views

Links to other subjects:
Geography
Environment and sustainability

Science Primary 2	Unit 6: Soil
Learn about	**Key inquiry questions**
Learners should know about the structure and composition of the soil in pairs or small groups by investigating samples of soils (clay, sandy, and loam). They should learn about the soil particles and observe them using hand lenses to compare colour, how it feel in between fingers and find the remains of organic matter which floats on water. They should visit and examine the sides of pits or channels and investigate how the particles are arranged in layers, or mixed up. They should investigate settling in long glass tubes and observe, measure, talk about and record by drawing. Through this they should learn about the structure of soil, identify the components, and recognize the process of soil structure formation. Children should talk about the activities that involve uses of soil such as farming and making pottery, and how clay is different from sand. They should learn about the value of the soil as an environment for small living things and roots, and that soil contains water and air.	• How can we separate the basic types of soil in the locality? • What does a common soil contain? • How are the various particles arranged from top downwards? • How is it that soil in the walls of pits is in layers? • How is the soil important as an environment for living things? • How do different soils influence the plants that grow in them?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Investigate structure and composition of soil	• Design fair tests to investigate the composition and structure of soil • Observe structure of soil • Draw what they see	• Appreciate the importance of soil • Critical thinking

Contribution to the competencies:
Critical thinking: investigating the composition and structure of soil
Co-operation: performing activities on soil composition and structure

Links to other subjects:
Social Studies
Environment and Sustainability: importance of the soil

Course 2 Assessment Task

Course 2: Curriculum Expectations Learning Outcomes
• Understand the four competencies and why they are in the ECD and Primary curriculum • Design learning activities that will promote the competencies in a range of Learning Areas and subjects • Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress form P1 to S4 • Understand the importance of the three cross-cutting issues and how these relate to the subjects • Understand the reason for and scope of school programmes • Promote a school programme within a school • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design lessons that include use of textbooks • Design some activities that extend learning beyond the textbooks • Understand why first-hand experiences and active learning are important within the SS curriculum • Design some learning activities that involve first-hand experiences and active learning

Course 2 School-based Activity

Participants should **plan and implement learning activities** to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activities, specifying the learning outcomes sought, particularly in relation to the student competencies. They should explain how the planned activities relate to the learning theories. They should take account of what the challenges are in relation to implementation and what solutions can be developed.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 2 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Explanation of the importance of the four competencies
- Learning outcomes sought and how these relate to the student competencies
- Learning activities planned to enable learners to meet these outcomes
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome

There is no requirement to describe or evaluate the implementation in this portfolio. However, participants are welcome to include an account of the implementation and some reflection on its success.

Course 2 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory.

Distinction	The portfolio covers each of the requirements very effectively. The importance of student competencies is explained very clearly. Learning outcomes are clearly defined and very well related to the student competencies. The activities planned to enable learners to attain these outcomes are well explained. These are well related to the learning theory. Possible challenges are clearly identified and plausible solutions are put forward.
Credit	The portfolio covers each of the requirements appropriately. The importance of student competencies is explained adequately. Learning outcomes defined and related to the student competencies. Activities are planned to enable learners to attain these outcomes. The planned activities are related to the learning theory. Possible challenges are identified and solutions are put forward.
Re-submit	The portfolio does not cover the requirements appropriately. The importance of student competencies is not explained adequately Learning outcomes are not defined nor related to the student competencies. The activities are planned are not r elated to the learning theory, and are unlikely to enable learners to attain the outcomes. Possible challenges are not identified and solutions are not put forward.

Session 1

Activity 1

Deep thinking this week?

Session 2

Activity 2

Planning a Town

Activity 3

Road Vehicles

Key vocabulary:
Main activity:

Session 3

Activity 4

The Science of Soil

Key vocabulary:
Main activity:

Session 3

Activity 5

The Science of floating

Key vocabulary:
Ways of knowing:
Depth of Knowledge:
Interactive approach:

Session 4

Activity 6

Assessment Task Preparation

Activity 7

The Power of 10


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MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
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