



A Guide to Implementing the New Curriculum for Community Girls Schools (CGS)

South Sudan





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Section 1: Introduction

The new curriculum for South Sudan provides schools with an opportunity to shape their curriculum to meet the needs and interests of their local community, as well as the ambitions for the nation. The vision for the new curriculum is underpinned by four key aims, outlined below. These define what the nation wants its young people to be by the time they leave education.

Good citizens of South Sudan

Good citizens of South Sudan who are:

- Patriotic and proud of their rich culture and heritage
- Active participants in society for the good of themselves and others
- Committed to unity, democracy, human rights, gender equity, peace and reconciliation
- Ready to take their place as global citizens, proud of South Sudan's role and position in the world.

Successful life-long learners

Successful life-long learners who are:

- Literate, numerate and keen to learn
- Able to learn independently and with others
- Proficient in the key competencies
- Committed to life-long learning.

Creative and productive individuals

Creative, confident and productive individuals who are:

- Enterprising and creative problem-solvers
- Willing to exert the effort that is necessary to success
- Able to relate well to others, and understand others' concerns and needs
- Diligent, resilient and persistent in their attitude to work.

Environmentally responsible members of society

Environmentally responsible members of society who are:

- Committed to sustainable forms of development
- Aware of the fragility of the environment, and the importance of environmental sustainability to life and prosperity
- Appreciative of the need for everyone to work together to preserve the environment for the common good and for future generations.

To achieve the ambitions of the country, the new curriculum has been designed to:

- **Be vibrant and dynamic**
- **Challenge all learners**
- **Stimulate and inspire**
- **Be inclusive and provide for all learners, whatever their needs, background or ambitions**
- **Excite imaginations, raise aspirations and widen horizons.**

Teachers in Community Girls Schools will need to get to know the key features of the new curriculum like any other teacher across the country. They will need to understand and be able to: apply key principles in curriculum planning; adapt their teaching style to meet new approaches in assessment; get to know the new content as set out in the new syllabus.

The Curriculum Framework document sets out in detail the features of the new curriculum and should be used in conjunction with this guide. This guide includes a summary of new curriculum features, in order to highlight the implications of the new curriculum for Community Girls Schools. It also outlines:

- What is to be taught (syllabus units)
- Relevant and appropriate teaching approaches (pedagogy)
- How learning should be monitored (assessment) to ensure progress for all learners.

Target Audience and Purpose

The AES (Alternative Education Systems) Implementation Guide (2013) states:

This (CGS) programme provides quality basic education for girls aged 8-12 in villages that have no schools. It covers the lower cycle of primary education in three years and prepares girls to enrol in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes.”

CGS is characterized by:

- a condensed syllabus
- a faster learning process
- targeting marginalised female learners
- flexibility in the learning process and calendar

In addition to the aims of the new National Curriculum as set out in the Curriculum Framework and quoted above, CGS have the following specific aims as directed by the AES Implementation Guide:

The main objectives for CGS in South Sudan are:

- Increasing girls’ access to education in rural areas where there is little or no education opportunity for the girl-child.
- Increased access to quality primary education for poor and marginalized girls and boys in South Sudan.
- Creating learning opportunities for girls with physical disability.
- Advocates for marginalised girls and boys to enrol in CGS classes as a transitional process for children to join formal education at primary 5.
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment.
- Promote self-expression, self-discipline and self-reliance.
- Encourage parents and communities to support and participate in the provision of basic education.
- Poor and marginalized girls and boys who complete primary 1-4 of quality education, are more equipped to access and continue the upper grades of government primary education
- Local women are recruited, trained and are continuously developing their skills as para professional teachers, benefiting financially, and developing increasing influence and status in communities.

In order for all learners to prosper and achieve in a modern society, the curriculum is built on a clear set of values that permeate learning. These values have shaped the planning of the CGS syllabus and should become embedded in a young persons’ approach to life. These values explain that education in South Sudan will be based upon a shared commitment to:

- Human rights and gender equity * Respect and integrity
- Peace and tolerance * Compassion and social justice
- Democracy and national pride

In order for these values to permeate the curriculum, the curriculum must adhere to a set of clear principles. These principles explain that the South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

CGS teachers should reflect frequently upon these values and principles due to their significance in relation to the future of the country. Teachers should consider the effectiveness of their own teaching in ensuring that these values and principles are becoming an essential part of the curriculum and of young people’s lives.



Learners in CGS work towards the aims of the National Curriculum in order to become:

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

Section 2: The CGS Syllabus

Subjects and Subject Strands

The subjects that are included in the new curriculum for Primary Schools are set out below.

Primary Subjects	Contributing Subjects
National Languages and English	Language and Literature
Mathematics	Mathematics and Additional Mathematics
Social Studies	History, Geography, Agriculture, Citizenship (including Civics), Peace Education (including Human Rights)
Science	Physics, Chemistry, Biology
The Arts	Music, Dance, Drama, Fine Art, Design, Crafts
Physical Education	Sports, Games, Physical Activity, Health Education, Sport Science
Religious Education	Either Christian or Islamic Religious Education

In accordance with MoEST, the CGS class time table and calendar should follow that of the main primary school but can be flexible to fit around learners' livelihood activities. It should be designed in collaboration and in close consultation with Centre Management Committees (CMCs) and learners due to the nature of the distinct groups of learners for CGS.

Each School Management Committee (SMC) decides on the contact hours for CGS learners in consultation with the parents and learners themselves. The learning schedule is flexible and daily contact time is 3 hours for grade 1&2 and 3 ½ hours for grade 3 and is organized in three grades; grade one, two and three which is equivalent to four years of primary education.

The following periods (35 – 40 minutes) per week are recommended by MoEST Implementation Guide for Alternative Education Systems:

Subject	Periods per week	
	Grade 1-2	Grade 3
National Languages	5	4
English	5	7
Mathematics	4	6
Social Studies	4	6
Science	4	4
The Arts	1	2
Physical Education	2	2
Religious Education	2	2
Total No. of periods per week	27	33

The CGS Subject Overviews set out the key learning expected for each of the curriculum subjects by the end of every year. These overviews show how each subject is organised into 'strands' (component parts of the subject), and explain the key purpose of these strands.

It is expected that, in line with the policy for Primary Schools,

teachers of Grade 1 and Grade 2 will teach all subjects (they are 'generalists'), but teachers of Grade 3 will be subject specialists as this is equivalent to P4. A generalist approach through Grades 1 and 2 ensure that subjects have a connected nature, with subjects being linked with themes where possible, thus helping learners appreciate the relevance of one subject to another. Through Grade 3 however when subjects become more complex, learners benefit from the deeper subject knowledge and understandings of teachers who have particular expertise in a subject area.

Cross-cutting Issues

Another approach to making these important cross-curricular links is through the provision and exploration of cross-cutting issues. These issues do not fall entirely within one subject. The cross-cutting issues are:

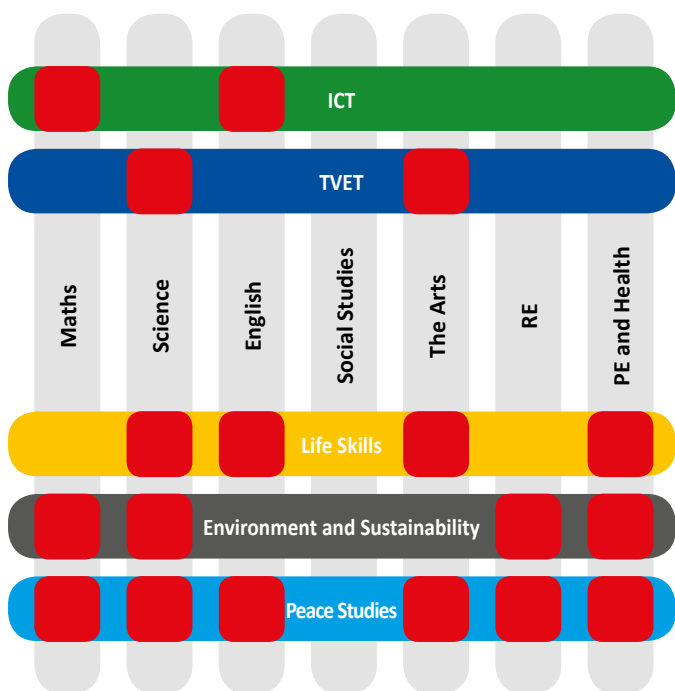
- Environment and Sustainability
- Peace Education
- Life Skills.

There are times when elements of the crosscutting 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, so there is no need to address cross cutting issues separately. 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.

The elements of Life Skills that are to do with personal and emotional development will be included in the School Programmes in Primary Schools. As CGS do not encompass School Programmes, Life Skills have been fully integrated into CGS syllabus units. It is likely that learners who are attending CGS will particularly benefit from Life Skills and Peace education due to their circumstances, so it is important that these cross-cutting issue are regularly planned into lessons, according to the syllabus. Teaching and learning activities that promote gender equity in particular should feature across the curriculum in order to enable girls to recognise their value within society.

Integrated Subjects

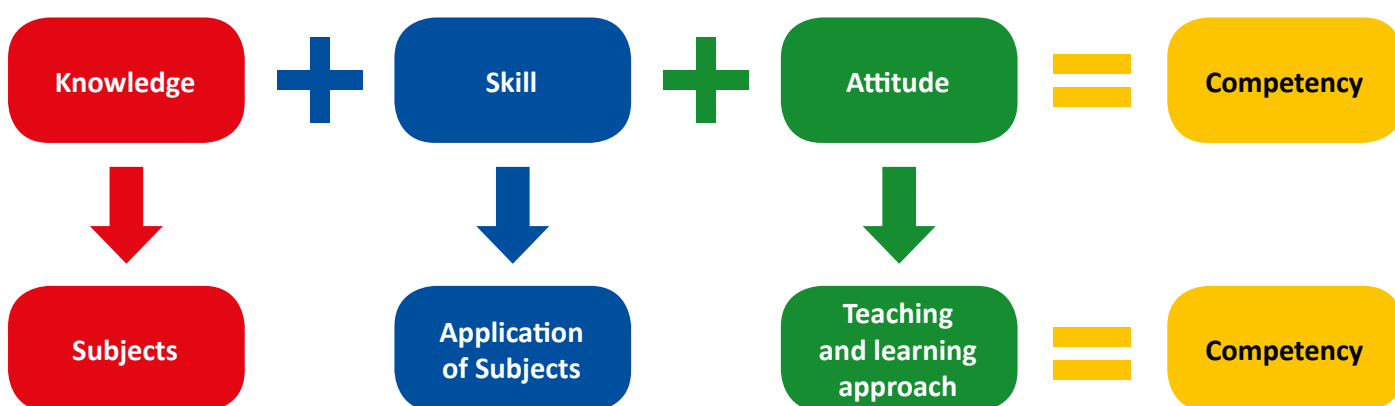
ICT and TVET are integrated into syllabus units because they make more sense to learners when they are explored and developed in meaningful contexts. Some ICT and TVET elements will be taught directly in the context of a subject, and then applied within it. There are many schools at the time of writing without ICT facilities. This is why the ICT elements have been written as a 'stand alone' programme which can then be followed when schools acquire the relevant facilities.



The way that cross-cutting issues and integrated subjects can be explored in any subject is represented here, showing how they can enhance, or can be enhanced by, a variety of subjects, thereby providing meaningful contexts for learning.

Student Competencies

The Curriculum Framework sets out the role of Student Competencies and the part they play in supporting learners to reach the aims of the curriculum. Competencies are made up of skills and attitudes in a particular knowledge context as set out below.



Competencies intersect with all subjects, and so all teachers are responsible for all four competencies. Competencies enhance learners' understanding of subjects, and develop in increasingly complex contexts throughout the syllabus. All teachers, ALP teachers included, need to continuously assess the extent to which learners need to develop their competencies. Careful observation will enable teachers to do this. They should then make plans to develop competencies according to the needs and capabilities of learners, as demonstrated in different subjects and contexts. Links to competencies are given in all syllabus units, at the bottom of each page.

The four competencies are listed and explained below.

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 imagination to create new approaches
- **Evaluate** different suggested solutions.

Communication:

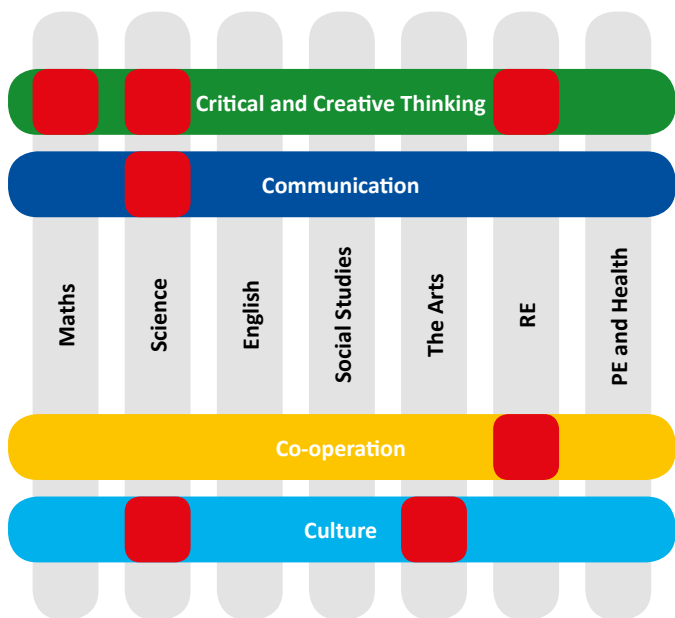
- **Read and comprehend critically** a variety of types and forms of texts
- **Write** fluently on diverse subjects and for different audiences
- **Speak** clearly and communicate ideas and information coherently in a variety of situations
- **Listen and comprehend speech** in a variety of forms
- **Use 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 South Sudanese culture
- **Value diversity and respect** people of different races, faiths, communities, cultures, and those with disabilities.



Rather like cross-cutting issues and integrated subjects, competencies can be developed in any subject and can be represented in this diagram. There is not a direct relationship between one competency to one subject. Any competency can be developed within the context of any subject.

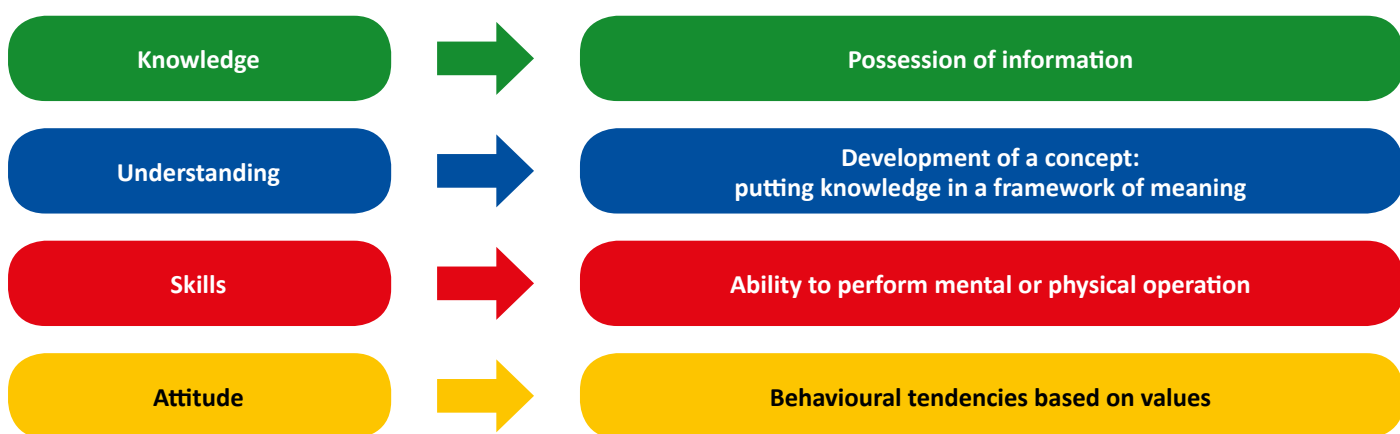


Learners work together to solve problems, share ideas and talk about what they enjoy.

Syllabus Units

Syllabus units for CGS use the same format as primary syllabus units. They are set out in order to help teachers identify what is to be taught (content) and how it is to be taught (context). Units describe clear links across subjects and to student competencies. Each unit includes a narrative (Learn About) that describes the theme for the unit, as well as Key Inquiry Questions that suggest rich learning sequences that promote higher-order thinking skills.

Learning outcomes are expressed in terms of Knowledge and Understanding, Skills and Attitudes. The distinctions between these are set out in the diagram below.



The following two examples of syllabus units for CGS illustrate how syllabus units are organised. All units can be found in the full CGS Syllabus and Subject Overview booklets.

Science CGS Grade 2		Unit 1: Healthy living
Learn about		Key inquiry questions
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.		<ul style="list-style-type: none"> 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?
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.		
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand the importance of food, exercise, washing clothes, sleep and rest for a healthy life. 	<ul style="list-style-type: none"> Design tests on detergents for washing clothes Draw conclusions from evidence 	<ul style="list-style-type: none"> Appreciate the importance of clean clothes, food, exercise, washing clothes, sleep and rest for a healthy life Co-operate in group work
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		
Links to other subjects:		
Social Studies: Taking part in everyday decisions about healthy living that affect themselves and people their community.		
Life Skills: Discussing healthy living issues including appropriate hygiene practices.		

English CGS Grade 1		Unit 4: Weather
Learn about		Key inquiry questions
Learners identify basic phrases and vocabulary to describe the different types and elements of weather, including how people respond to different types of weather in different seasons (what they wear, what activities they do during rainy and dry seasons). They should also learn basic vocabulary and ways of describing and talking about seasonal natural disasters relating to the weather and what communities do during periods of seasonal weather threats.		<ul style="list-style-type: none"> Can you describe the types of weather South Sudan has? How do people dress for different types of weather? What activities are done during different seasons? What are the effects of weather and seasonal natural disasters on people, animals and plants?
In small groups, pairs and as a whole class, learners should discuss the different effects of weather patterns on people, plants and animals in their communities. Learners should work together to create role-plays and dialogues about the weather and to create and play situational games about preparing for and responding to weather disasters in their communities.		
The content in this unit should largely be delivered orally, giving learners a chance to practice listening to and speaking the sounds of English. Pictures can be used to help learners understand new concepts and new vocabulary words (without writing the words themselves).		
Learners should learn about the weather through songs, poems, dialogues, riddles and real life stories. They can also draw pictures and tell stories of different types of weather and talk about their pictures and experiences using their new weather vocabulary words.		
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand and state a range of familiar spoken words about the weather and seasons Orally recognise and understand familiar words in simple contexts related to weather 	<ul style="list-style-type: none"> Perform simple dialogues related to the weather and ask and answer simple questions Construct simple sentences in English to talk about the weather Investigate ways to respond to seasonal natural weather disasters 	<ul style="list-style-type: none"> Show concern for others, plants and animals during different seasons Respect the power of nature and weather to affect our lives and show appreciation for how humans respond to different, extreme weather events like floods, winds and drought
Contribution to the competencies:		
Communication and cooperation: Plan and carry out investigations about local weather conditions, categorize types of weather, adopt behavior to different seasons and weather conditions		
Links to other subjects:		
Social studies and religious education - emphasising the idea of people living and working together, especially in respond to weather-related situations		

Subject Content and ‘Condensing’

As CGS learners are generally a little older than Primary-School pupils, the content of some of the primary syllabus units have been adapted to reflect their greater life experiences and the fact that most of them are girls. Some of the primary syllabus units are still relevant, but most have been altered to include more mature subject matter. All primary syllabus units promote gender equity, peace, respect and human rights as demonstrated through the values base that the curriculum is founded upon. This means that syllabus units should not therefore need adjusting in order to include gender equity to support CGS. It is recognised however that at the time of writing, there is a national (and international) need to promote gender equity. This means that the content of many syllabus units for CGS include more opportunities to explore issues relating to gender equity such as stereotyping, forced marriage and healthy relationships. This is described in the ‘Learn About’ section of each syllabus unit.

As CGS are three year programme across P1 – 4 rather than the standard four years in primary education, the syllabus has had to be condensed. For each subject of the primary curriculum that is to be taught in CGS, a number of considerations were taken into account in the condensing process, as outlined below.

Maths and Science

These are content-based syllabuses and the syllabus units set out this content. Because there are relatively few Maths and Science syllabus units in the primary curriculum (between three and six per year), they can all be covered within the reduced time of CGS. It is important that they are all covered, to ensure that key content is not missed.

Social Studies

Although there are a few more primary Social Studies syllabus units (seven per year), it is mostly possible to cover them all in a shorter time. Some units have been combined by looking for similarities between the two years that form a CGS Grade. The higher-level learning expectations are maintained in the CGS units, so that learners are able to reach the aims of the curriculum. New contexts have been written for some CGS units as discussed in the previous section in response to the older age range. These are outlined in each ‘Learn About’ section.

English

Although English has far more primary syllabus units, covering them more quickly than in formal schools does not pose a major problem. This is because the learning outcomes are more important than the syllabus unit contexts. It is important to maintain the range of units, however, to ensure width of vocabulary.

The range of literature in the higher grades has been maintained, but the syllabus has been reduced by providing fewer examples of each genre. In many cases, CGS units have a new context for learning, to reflect the age and gender of learners. This is described in the ‘Learn About’ section.

Here is an example of how primary English syllabus units have been combined and condensed to create ALP English units.

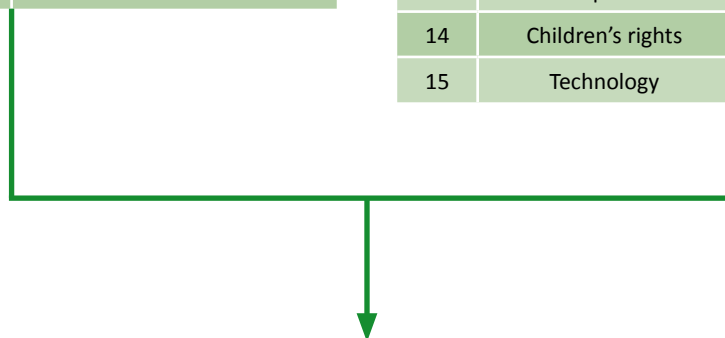
The Arts, Physical Education and Religious Education

These subjects have been condensed in a similar way to the Social Studies syllabus. In some cases contexts have been adapted to reflect a school of predominantly older girls but the amount of content has not been reduced dramatically as the number of syllabus units can still reasonably be studied in the time period.



Primary 2		
Unit	Title	Links
1	Politeness	Life Skills
2	Myself	
3	Our school	
4	Our home	Life Skills
5	Economic activities	Life Skills
6	Health and hygiene	Life Skills
7	Nutrition	Life Skills
8	Our environment	Environment and sustainability
9	Sports and games	
10	Accidents and safety	Life Skills
11	Children's rights	Peace Education
12	Peace and security	Peace Education
13	Social events	Life Skills
14	Technology	

Primary 2		
Unit	Title	Links
1	Commands and instructions	Life Skills
2	Myself	Life Skills
3	Our Payam	Life Skills
4	Economic activities in our Payam	Life Skills
5	Our environment	Environment and sustainability
6	Climate and disasters	Environment and sustainability
7	Sports	
8	Physical features	
9	Peace and security	Peace education
10	Transport and travel	Life Skills
11	Accidents and safety	Life Skills
12	Health and hygiene	Life Skills
13	Occupations	Life Skills
14	Children's rights	Peace education
15	Technology	



Grade 2					
New Unit	Title	Learning Outcomes	Old Unit contexts		Cross-cutting Issues
			P2	P3	
1	Our school	P2	1		
2	Economic activities	P2	11	5	LS
3	Sports and games	P2	12	9	
4	Peace and security	P2	14	12	PE
5	Technology	P2	15	14	
6	Human rights	P2		11	PE
7	Local economic activities	P3		4&13	LS
8	The environment	P3		5	E&S
9	Health and hygiene	P3		12	LS
10	Keeping safe	P3	10	11	LS
11	Children's rights	P3		14	PE
12	Climate change	P3		3	E&S

The Language of Instruction

In CGS Grade 1, the language of instruction needs to be chosen by school leaders. If it is necessary for it to be a National Language rather than English, this language should be selected by the school to fit local needs and circumstances. At this early stage of their formal education, learners are likely to be developing basic literacy and numeracy skills, so they need a great deal of practical experiences and concrete examples that use a lot of spoken word. P1 – 3 and CGS Grades 1 and 2 are when learners

are learning to read and write and this is done best in the language most familiar to the child before moving on to learn another language such as English. As shown below, English will also be taught from Grade 1 as a subject and will continue through to Primary 8. National Languages are also taught as a subject through the Primary age range. The balance of National Language and English Instruction is illustrated in the table below.

CGS			
Grade 1	National Language	1st half	All learning in national language (Oral focus and ABC, simple texts).
		2nd half	Increasingly complex texts in national languages.
	English	1st half	Learned as a language/subject. All oral language.
		2nd half	Almost all oral with some ABC and decodable text.
Grade 2	National Language	1st half	All learning in national language (more complex texts and some simple written work)
		2nd half	A transition to English as the language of instruction but NL continued as a subject.
	English	1st half	Learned as a subject - simple texts, grammatical features.
		2nd half	Transition to this as language of instruction but still studied as a subject also
Grade 3	National Language	1st half	Learned as a subject with longer passages and more complex texts.
		2nd half	Learned as a subject with including exploring unfamiliar materials.
	English	1st half	Learned as a subject and a move towards more complex texts and some written work.
		2nd half	Learned as a subject with longer passages.

During Grade 3, the language of instruction should be is English. During the latter stages of Grade 2 it may be possible to move closer to English being the language of instruction. This will depend on the cohort of learners, and their collective ability to speak, read and write English.

Section 3: Inclusion, Special Educational Needs and Gender Equity

It is essential that all young people are able to access education. This includes those with disabilities, those from minority groups and those with particular learning difficulties. The curriculum applies to both male and female learners. There is no subject that applies only to one gender.

To ensure that the curriculum provides opportunities for every student to experience success in learning and to achieve the highest possible standard, Community Girls Schools should:

- Create effective learning programmes
- Provide appropriate support to learners with special educational needs
- Provide specialist equipment or materials where appropriate
- Vary teaching approaches where necessary to ensure that all learners are achieving
- Give equal support to both male and female learners and have equally high expectations for both genders
- Ensure that gender stereotypes are avoided and challenged
- Make sure that ALP centres are equally welcoming to all learners
- Ensure that all learners are listened to with respect and given full opportunities to contribute to lessons
- Encourage girls to attend and support them to achieve.

Community Girls Schools provide a curriculum that applies equally to all learners.

The curriculum is based on a shared commitment to the values of:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride.



Section 4: Teaching Approaches for CGS

As learners who enrol in CGS are a little older than the related Primary age range, teaching methods need to be adjusted to their needs and interests. There will be a range of reasons for learners enrolling in CGS and it is important that teachers get to know their learners so they are able to understand any particular challenges that they face. These challenges may include: lack of family support; lack of confidence in the education system; lack of money for school resources, uniform etc; a long journey to school.

To address each of these challenges, teachers should think about how learning activities can provide an opportunity for learners to overcome their barriers to success. Teachers should consider, for example, how to structure learning sequences so that learners do not feel threatened by too much 'new' knowledge. Equally, however, sequences should also offer a level of challenge that motivates learners to explore and investigate new ideas, thus building a thirst for learning.

To achieve the broader aims of the curriculum, in line with the Curriculum Framework, learning strategies need to be:

- Centred on the learners rather than on the teacher
- Interactive, and give learners the opportunity to engage actively with their learning
- Rooted firmly in learners' experiences, culture and environment, so that they can make sense of their learning in their own terms



Learners

engage actively in their learning...and have fun!



Learning is

centred on learners rather than on the teacher.



Learning is

rooted firmly in learners' experiences and environment.



Learning is

appropriate to intended learning, promoting progress and engagement.

Through all teaching there needs to be an emphasis on the development of the four competencies, in order to achieve the curriculum aims. It is important to remember that the four competencies are both the object and the means of learning.

Community Girls Schools should demonstrate their commitment to improving teaching and learning strategies by working in partnership with other CGS where possible.

This approach allows teachers to consider and reflect on effective strategies for teaching and learning in other settings. This helps them to develop their own repertoire of teaching approaches that stimulate inquiry, promote creativity and inspire learners to be the best they can be. Refer to the Guidance for School Clusters for more information about how to do this effectively.

Section 5: Principles of Planning for CGS

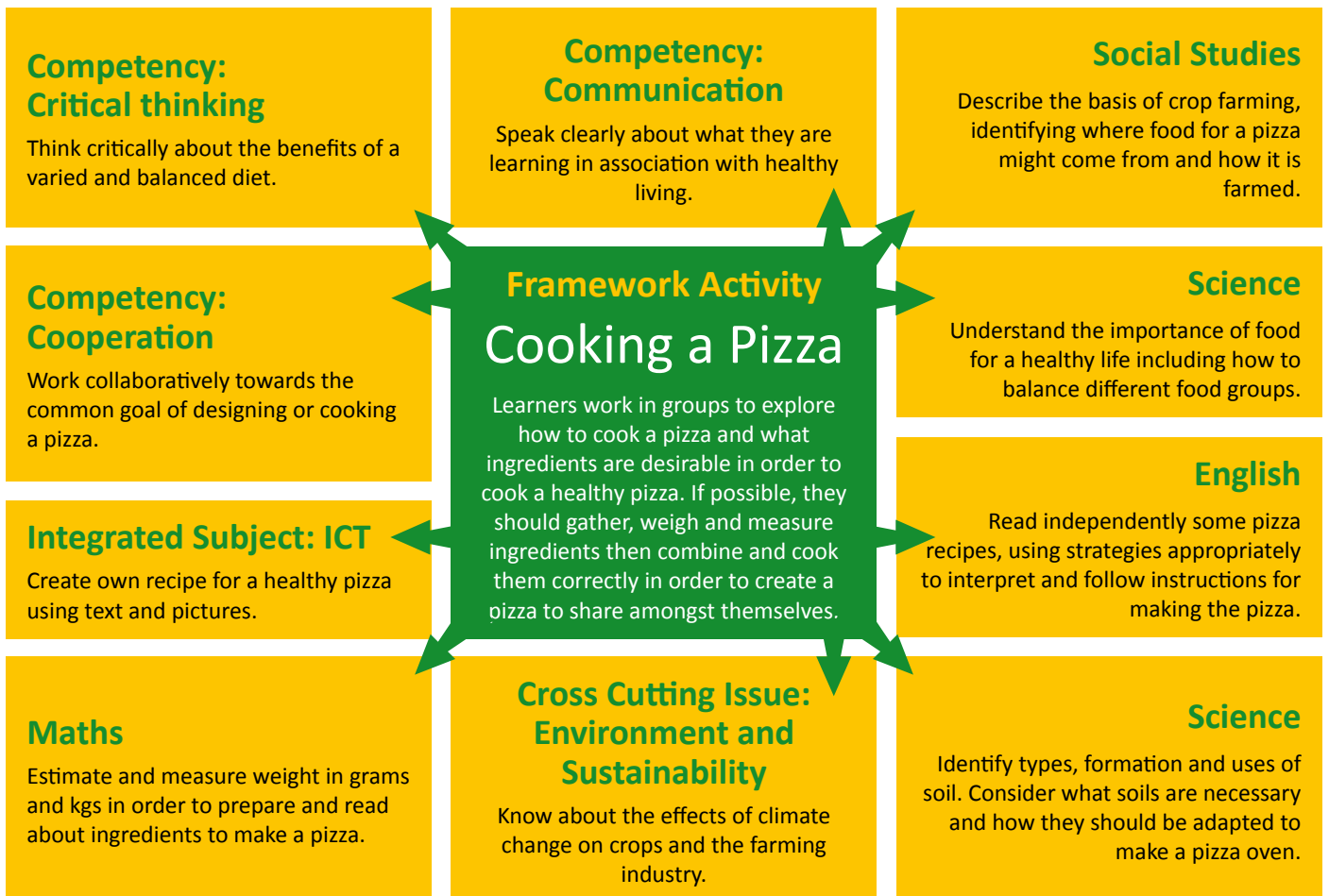
Science CGS Grade 2, Unit 1: Healthy Living

There are three Planning Principles that ensure learning is rich, relevant and secures knowledge in one area before moving onto the next. By considering these planning principles, CGS teachers will be able to plan effectively across the curriculum, ensuring that learners have the best opportunities to reach the aims of the curriculum.

Principle 1: One learning activity leads to many learning outcomes.

An activity can be designed in such a way as to offer many opportunities for a number of different learning outcomes to be realised. This kind of activity is described as being 'rich'. In the 'Example B' section, you will find a number of examples that illustrate this principle and show how one activity can lead to learning outcomes within and beyond the subject. For example, an activity designed to help learners achieve in one

area of Social Studies can also lead to learning in other areas of Social Studies and provide opportunities for learners to make progress towards learning outcomes in other subjects too. The example on this page shows that by cooking a Pizza together, learners can explore key scientific processes, units of measurement in mathematics and aspects of the English syllabus that require non-fiction writing.



Maths CGS Grade 3, Unit 1: Geometry

Principle 2: One learning outcome requires more than one learning activity.

Planning Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning, and therefore be able to apply this learning in a range of

situations, they need a variety of activities to ensure that the learning takes place. This example shows that in order for learners to be able to develop their geometry skills, they need to explore shapes in a number of different contexts.



Social Studies CGS Grade 2, Unit 4: Environmental Pollution

Principle 3: Learning activities are part of a sequence of progressive learning.

It is important to remember that learning never takes place in isolation. It continually builds on prior knowledge and makes progress towards higher levels of thinking. So Planning Principle Three reminds us that for progression to take place, learning sequences should be planned to feature rich activities. They should also consist of steps small enough to be assessed effectively, thereby ensuring that knowledge, understanding and skills are secure before moving on to the next phase. In this example we see that formative assessment strategies ensure learning is monitored and supported at frequent intervals, both throughout a lesson and throughout

a unit. This means that learners' misconceptions and uncertainties are corrected at timely intervals rather than waiting until the end of a unit, when it's too late. This unit has a feature activity about half way through where learners are asked to design a strategy to prevent pollution. This activity requires learners to have previously explored and understood what kinds of pollution there are and where it comes from. The strategy created by learners, then needs to be shared with community leaders thus deepening their understanding of this topic.

To begin...

Learners should work in groups to investigate what kinds of pollution are evident near where they live. They should begin to write a list of areas of pollution explaining what they believe the sources of pollution might be. Learners should discuss how they think they might contribute to pollution and consider to what extent their school compound is litter free.

Having listed types of pollution that they are aware of, learners should read further about pollution in order to establish if there are any other forms of pollution that they were not aware present in their Payam or locality.

In small groups, learners should explore ways to prevent such pollution. They should explore local and national solutions as well as new, related innovations from Africa and beyond. They should critically evaluate issues associated with pollution near where they live, and establish which of their researched solutions would promote environmental sustainability, reduce pollution and limit the damaging effects from existing pollution.

FEATURE ACTIVITY

Learners should work together to build a simple strategy to prevent pollution in their locality. They should plan to share and present their strategy with their school or wider community in order to encourage behaviour, systematic and structural changes necessary to reduce pollution. Learners should plan to gather feedback during their presentations about their ideas and suggested strategy to reduce pollution and be prepared to answer any questions.

Learners should work together to explore any feedback from their presentation and coordinate a strategy that takes into account the views of people in their community. They should discuss who their strategy should be presented to and plan to communicate accordingly.

To conclude...

Learners should build on their strategy to reduce pollution in their locality by exploring pollution issues across the whole of South Sudan. They should compose a short piece of writing to describe opportunities to reduce pollution based on their experiences and research.

Section 6: Assessment

The new curriculum sets out clear learning outcomes that focus on deeper learning, higher-order thinking and competencies. Whereas knowledge can be assessed through written tests, different approaches are needed to assess skills and deeper understanding. Because of this, the role of the teacher in assessment becomes much more important. Their role is never to write tests for students, but to make professional judgements about students' learning in the course of the normal teaching and learning process.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it. Opportunities occur in three forms for formative assessment and are usually called:

- **Observation** – Watching students working. (Good for assessing skills.)
- **Conversation** – Asking questions and talking to students. (Good for assessing knowledge and understanding.)
- **Product** – Appraising the students' work, such as their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (Good for more considered analysis of knowledge and understanding, but less useful for most skills.) In this context, a 'product' is seen as something physical and permanent that the teacher can keep and look at, rather than something that the student says.

When all three forms of assessment are used, a full picture of what a student has learned can be explored. This is often referred to as 'triangulation'.

Feedback to students is a key aspect of Assessment for Learning. If students understand how well they are doing and what they need to do next, they will learn better. Feedback can take three forms:

1. Marking students' work and giving written comments.
2. Making general comments to the whole class or to groups of learners.
3. Holding a conversation with individual students.

It is the last of these that is the most effective.

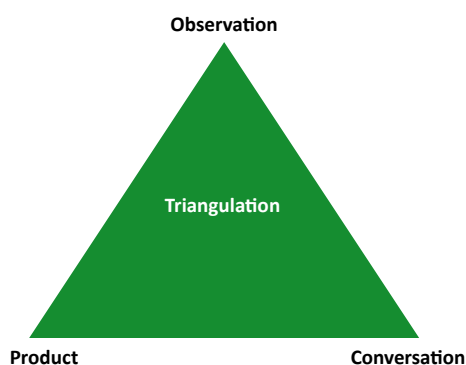
Whether written or oral, feedback should aim to:

- Enable students to realise where they are in relation to the learning outcomes
- Identify misunderstandings and fill gaps in learning
- Help students to understand what they have done well
- Clarify what they need to do next.

It is important that feedback be honest and clear, but it should not be discouraging to the student. Feedback should be given as soon as possible after the assessment (i.e. it should be immediate), and it should be specific about what the student can do to improve. After the feedback, students should know what they need to do to improve. This is often called 'actionable feedback'.

Further details about assessment can be found in the Assessment Guidance Document. This includes descriptions of activities relating to summative assessment and what records of assessment should be kept in order to assess learning at the end of the year, as well as at the end of syllabus units.

An example here of a presentation text about water. What conversation could the teacher have had with the girl about this process? What might the teacher have observed as the learner prepared her written work? How well does the text (product) demonstrate achievement towards the intended learning outcomes?



Triangulation of assessment opportunities



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Section 7: Examples A: Assessment opportunities in CGS Syllabus Units

Assessment Opportunity 1

Learners should work in small groups to make detailed observations about 5 different soil types from their school community. They should consider the different environments in their community (eg: by the river; under a tree; by the side of a building etc) to ensure that they collect contrasting soil types. They should consider different scientific techniques and choose appropriate methods for analysing the soil. They should present their findings in a format that makes it easy to compare each soil type.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none"> Investigate structure and composition of soil Observe structure of soil 	<p>Conversation</p> <p>Ask learners to explain how they have selected different soil types and how they know that they are different. Ask learners to explain what scientific methods they are going to use to analyse the soil and why these have been chosen.</p> <p>Product</p> <p>Look at the presentation learners have organised to illustrate the different types of soil. Does this presentation clearly enable a comparison of soil types and demonstrate an understanding of the key components of each types?</p>

Assessment Opportunity 2

Learners should work together in pairs to explore how well plants grow in different types of soil. They should harvest some seeds from a common flower and plant them in the same conditions but with different types of soil. They should gather contrasting soil types from the school grounds or create different types of soil by mixing soil with sand, stones, leaves etc. They should label each soil type and make regular observations as to how well the plant is growing.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none"> Design fair tests to investigate the composition and structure of soil Appreciate the importance of soil 	<p>Observation</p> <p>Notice how well learners plan and prepare their experiment. Notice especially how they organise a fair test.</p> <p>Conversation</p> <p>Ask learners to explain how they have organised their experiment and how they have organised different soil types. Ask learners to explain what they think will happen to each plant and why they think this will happen.</p>

CGS Science Grade 1		Unit 5: The Soil
Learn about		Key inquiry questions
<p>Learners should know that not all soil is the same.</p> <p>They should feel the texture of the different components of soil, both individually and together and use sieves to develop their ideas that soil is composed of substances of different sizes, some of which can pass through the holes in a sieve.</p> <p>They should start to learn about mixtures and how they can be separated. They should learn through practical investigation that water is added to different combinations of soils (sand, gravel, clay) and how this changes its texture.</p> <p>Learners should have the opportunity to experiment and with different soil combinations when the solid is mixed with water. They should learn through close observation what happens when mud (clay) models dry out and talk about what has happened.</p> <p>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 feels in between fingers and find the remains of organic matter which floats on water.</p> <p>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.</p> <p>Learners 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 environment for small living things and roots, and that soil contains water and air.</p>		<ul style="list-style-type: none"> • How can we separate different soil particles? • Which particles mix easily with water? • How do you make moulds? • 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
<ul style="list-style-type: none"> • Perform simple activities using soil / sand e.g. sieving, moulding, mixing • Investigate structure and composition of soil 	<ul style="list-style-type: none"> • Perform different activities, sieving, mixing, making moulds and modelling different objects • Design fair tests to investigate the composition and structure of soil • Observe structure of soil • Draw what they see. 	<ul style="list-style-type: none"> • Enjoy the activities that they perform • Appreciate the models that they make • Show curiosity as they learn how to mould the objects they make • Appreciate differences in soil particles • Appreciate the importance of soil.
<p>Contribution to competencies: Critical thinking: modelling of objects, creativity while modelling and investigating the composition and structure of soil. Co-operation: performing activities on soil composition and structure.</p>		
<p>Links to other subjects: Social Studies: Talking about physical features found within the Payam including the land and types of soil. Art and Craft: Making models from found materials such as clay. Mathematics: Recognising geometrical lines and making patterns and models. Life skills: talk about where they come from Environment and Sustainability: Importance of the soil in the environment.</p>		

Assessment Opportunity 1

Having listened to a range of speakers and conversations about jobs in their community, learners should work individually to write a short passage about a job they would like to do in their community. They should explain why they think this job is valuable to the community and what skills etc they have that they feel would make them successful in this role. They should read their passage to others and accept some feedback as to their suitability for the suggested role and to what extent the job being described would have a positive impact on the community.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none"> Learners should understand the main points and some details from spoken passages about economic activities in their community. Speak clearly on themes related to the economic activity in your local area. 	<p>Conversation Ask learners to explain why they feel that this job is of economic value to a community. Ask learners to explain what they know about this job and what they believe are they key aspects of knowledge, understanding and skills that would make them successful in this job.</p> <p>Product Listen to learners as they share their written passages with others. Notice how they respond to feedback, what kinds of questions they ask about other written passages and how relevant and important any changes are that are made to their job description.</p>

Assessment Opportunity 2

Learners should work in pairs to present a collage or series of images with text that describe and illustrate the range of economic activities in their payam. They should use key words and phrases to describe the significant aspects of each job or industry and summarise each image with two or three compound sentences. They should share their collages etc for other learners to see who should describe which economic activity they believe has been described the most effectively.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none"> Learners should form simple compound sentences and begin using correct vocabulary. Use knowledge of letters and sounds to read words and establish meaning. 	<p>Observation Listen to how learners work in their groups to select and describe different economic activities in their payam. Listen to how they explain to each other what they believe these activities should be illustrated and why. Notice the accuracy and relevance of vocabulary selected.</p> <p>Conversation Look at the collage or series of images and evaluate how well each economic activity is described. Explore spellings and sentence structure in order to ascertain how well learners have improved their writing in English.</p>

CGS English Grade 2		Unit 5: Economic Activities
Learn about		Key inquiry questions
<p>Learners should be given basic vocabulary to talk about economic activities. Key words should be displayed for them to copy and practice reading. Learners should be encouraged to talk about investigate and explore economic activities in their payam eg: farming, fishing, trading, education and health workers.</p> <p>The learners should work and talk in pairs and small groups and take part of class discussion. They should list various activities that people do in their community and explain how they benefit them trough descriptions of their personal experiences and observations.</p> <p>They should be also be exposed to and provided with opportunities to take part in appropriate poetry, stories, dialogue and situational games.</p> <p>They should be encouraged to draw pictures with correctly punctuated simple sentences to describe these key features of economic activities.</p>		<ul style="list-style-type: none"> • What are the main features of activities that people do in your community? • How do economic activities benefit the people in your community? • How do local economic activities benefit you and your family and the people of your community?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Learners should understand the main points and some details from spoken passages about economic activities in their community. • Learners should form simple compound sentences and begin using correct vocabulary. 	<ul style="list-style-type: none"> • Speak clearly on themes related to the economic activity in your local area. • Use knowledge of letters and sounds to read words and establish meaning. 	<ul style="list-style-type: none"> • Show increasing confidence when expressing opinions.
<p>Contribution to competencies: Communication and Co-operation: Speaking and listening to develop communication skills about relevant topics.</p>		
<p>Links to other subjects: Social Studies: Citizenship and life skills associated with local economic activity.</p>		

Assessment Opportunity 1

Learners should work independently to read a collection of short passages that describe where some people in their state have come from. They should be provided with a simple map in order to illustrate journeys made by people in their state. They should accompany their map with a series of quotes that could have possibly been said by people on these journeys. They should present their map to other learners explaining why they think this travel history has a positive impact on communities.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none">• Explain where people come from in your state and know some of the related stories• Admire the range of stories that describe the origins of the people of your community	<p>Conversation</p> <p>Ask learners to explain the key features of some of the passages that they have been given. Ask them to clarify the meaning of less familiar words.</p> <p>Product</p> <p>Explore each a selection of maps that have been created and check that routes shown match the stories in the passages provided. Look at quotes learners have chosen to write and evaluate to what extent these quotes are representative of each journey taken.</p>

Assessment Opportunity 2

Learners should work in pairs to discuss, explore and further investigate religious symbols in their state. They should begin with what they know and then make a plan to investigate further through a range of sources of evidence such as interviews, the internet and publications. They should prepare a summary of what they have found out and present this to others using simple drawings of each symbol to explain to illustrate.

Learning Outcome	Assessment criteria
<ul style="list-style-type: none">• Describe and explain the meaning of key religious symbols and practices in your state• Link key religious symbols and practices to the key laws in your state	<p>Observation</p> <p>Ask learners how they plan to research and explore religious symbols in their state. Evaluate the effectiveness of their research strategies and how effectively they interpret what they discover.</p> <p>Conversation</p> <p>Listen to each group give their presentation and evaluate how well they have understood the task by listening to their summaries. Have they been able to identify key messages and stories?</p>

CGS Social Studies Grade 3		Unit 5: Stories and Symbols
Learn about		Key inquiry questions
<p>Learners should explore and investigate the many groups of people who live in their state. They should talk to a range of people in their community to find out where they came from and how their families may have moved around their state for example. Learners should ask people to illustrate their stories of origin by asking them to share stories about what has happened in their past life that has had a significant impact in their lives today (families, journeys, jobs, festivals, ceremonies, changes in law etc.). Learners should find out about people in other parts of their state. They could do this for example, by asking people in their own community what they know about people in other states, by researching images and short texts on the internet or by writing letters to older children in schools in neighbouring communities. To help understand the reasons for the way some people live, learners should investigate the laws that govern communities, teaching younger children about these perhaps, in order to fully appreciate the importance of law and governance.</p> <p>Through the course of these studies, learners should compare the similarities and differences between the lifestyles in these communities, beginning to share opinions about what they prefer or find difficult. In order to fully appreciate lifestyles in their own community, they should also explore key religious practices and symbols, reflecting upon the effects that these have on daily life and community cohesion.</p>		<ul style="list-style-type: none"> • What are the benefits to communities of religious practices and symbols? • What do stories bring to your understanding of the origins of the people in your community? • Can you explain the reason for having laws in a society? • What is the relationship between the way people live and the origins of people in a community?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain where people come from in your state and know some of the related stories • Describe some of the laws that govern the communities in your state • Describe and explain the meaning of key religious symbols and practices in your state 	<ul style="list-style-type: none"> • Investigate the impacts of some of the key laws in your community • Compare key laws in your community to others in your state • Link key religious symbols and practices to the key laws in your state 	<ul style="list-style-type: none"> • Admire the range of stories that describe the origins of the people of your community • Appreciate the effects of the laws that govern your state • Value the key religious practices and symbols of your state
<p>Contribution to competencies: Critical thinking: Sort and organise information about the origins of people in their community in order to build a picture of the community as a whole. Communication: Talking to a range of people in their community and beyond in order to gather details about the way people live. Culture: Taking a pride in the diversity and rich culture of their state through a better understanding of the origins of the people who live there.</p>		
<p>Links to other subjects: Science: Know about the benefits of the conservation of animals and plants and how this affects the way people work and live. English: Understand longer passages of narration and begin to recognise attitudes and emotions within them. RE: Become familiar with key religious symbols and practices, understanding how these affect the way people live. Life Skills: Discuss roles and images of boys and girls and relate this to social pressure.</p>		

Section 8: Examples B: Three Principles of Planning

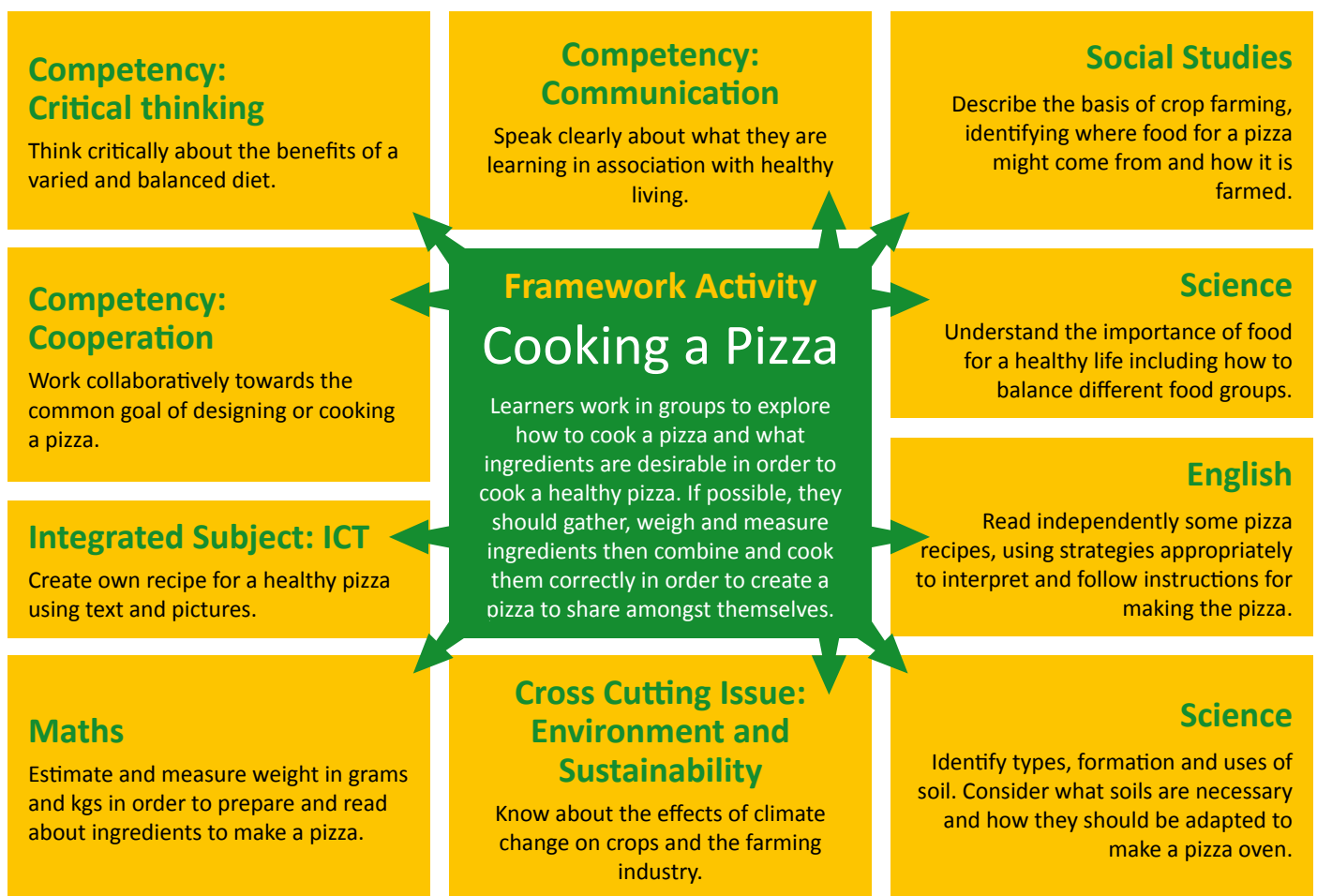
National Languages CGS Grade 1, Unit 1: Animals

Principle 1: One learning activity leads to many learning outcomes.



Science CGS Grade 2, Unit 1: Healthy Living

Principle 1: One learning activity leads to many learning outcomes.



Maths CGS Grade 3, Unit 1: Geometry

Principle 2: One learning outcome requires more than one learning activity.



Physical Education CGS Grade 1, Unit 2 : Dance – Patterns of movement

Principle 2: One learning outcome requires more than one learning activity.



Social Studies CGS Grade 2, Unit 4: Environmental Pollution

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should work in groups to investigate what kinds of pollution are evident near where they live. They should begin to write a list of areas of pollution explaining what they believe the sources of pollution might be. Learners should discuss how they think they might contribute to pollution and consider to what extent their school compound is litter free.

Having listed types of pollution that they are aware of, learners should read further about pollution in order to establish if there are any other forms of pollution that they were not aware present in their Payam or locality.

In small groups, learners should explore ways to prevent such pollution. They should explore local and national solutions as well as new, related innovations from Africa and beyond. They should critically evaluate issues associated with pollution near where they live, and establish which of their researched solutions would promote environmental sustainability, reduce pollution and limit the damaging effects from existing pollution.

FEATURE ACTIVITY

Learners should work together to build a simple strategy to prevent pollution in their locality. They should plan to share and present their strategy with their school or wider community in order to encourage behaviour, systematic and structural changes necessary to reduce pollution. Learners should plan to gather feedback during their presentations about their ideas and suggested strategy to reduce pollution and be prepared to answer any questions.

Learners should work together to explore any feedback from their presentation and coordinate a strategy that takes into account the views of people in their community. They should discuss who their strategy should be presented to and plan to communicate accordingly.

To conclude...

Learners should build on their strategy to reduce pollution in their locality by exploring pollution issues across the whole of South Sudan. They should compose a short piece of writing to describe opportunities to reduce pollution based on their experiences and research.

The Arts CGS Grade 3, Unit 6: Pottery

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should recap on what they know about traditional crafts and models made from clay. They should talk about the different process that they know of that are required to make a clay pot for example. Learners should talk about what pottery pieces they like, explaining why and suggesting how these were formed.

Learners should experiment with clay in order to practice shaping and building shapes and models effectively. They should link the designs of their pottery pieces to another topics being explored in their learning and experiment in order to produce a variety of patterns and shape.

Learners should think about the topic of community and peaceful living. They should talk about and show if possible any pictures, logos or photographs that promote peace and harmony in a community. They should talk in pairs about what artistic features are present in these images and select some that they feel would translate well onto a piece of pottery.

FEATURE ACTIVITY

Learners should design, produce and display their pottery pieces as part of a parents' visitor day that reflects their feelings and ideas about community cohesion and peaceful living. They should prepare a small label or tag that describes the theme of each model and should be prepared to explain to others how their pottery was constructed and finished.

Learners should reflect upon their display and any feedback that they received from parent visitors. They should further explore pottery and clay models by researching exhibitions in other part of Africa if possible described on the internet or in magazines etc. They should consider the effects of different artistic techniques and approaches to presentation.

To conclude...

Learners should make plans for a school exhibition of models and pottery in celebration of a national or international campaign such as International Day of Peace or International Woman's Day.

