



# Subject Overviews

South Sudan





# Contents

1. Introduction
2. Early Childhood Education Curriculum
3. Subjects Primary 1 to Secondary 4
  - National Languages
  - English
  - Mathematics (and Additional Mathematics S1-4)
  - Science (including separate Physics, Chemistry and Biology S1-4)
  - Social Studies (including separate Citizenship, History and Geography S1-4)
  - Religious Education (Generic expectations for both Christian and Islamic RE)
  - Physical Education
  - Arabic (P5-S4)
  - French (S1-S4)
  - Kiswahili (S1-S4)
  - Information and Communication Technology (ICT) (S1-4)
4. Integrated subjects: P1-P8
  - ICT
  - Technical and Vocational Education and Training (TVET)
5. Cross-cutting Issues
  - Peace Education
  - Life Skills
  - Environment and Sustainability

# Introduction

## A Broader Structure

These Subject Overviews are part of the broader structure of the new curriculum. The new curriculum sets out key aims that define what the nation wants for its young people; that they should become:

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

The new curriculum also puts the subjects of the curriculum into a broader context of values, principles, student competencies and the rich culture and heritage of South Sudan. It is set out in three key documents:

The Curriculum Framework sets out the key aims this broader context of the curriculum and gives guidance on how it is to be implemented in schools.

The Subject Overviews set out the key learning expected for each subject, year by year.

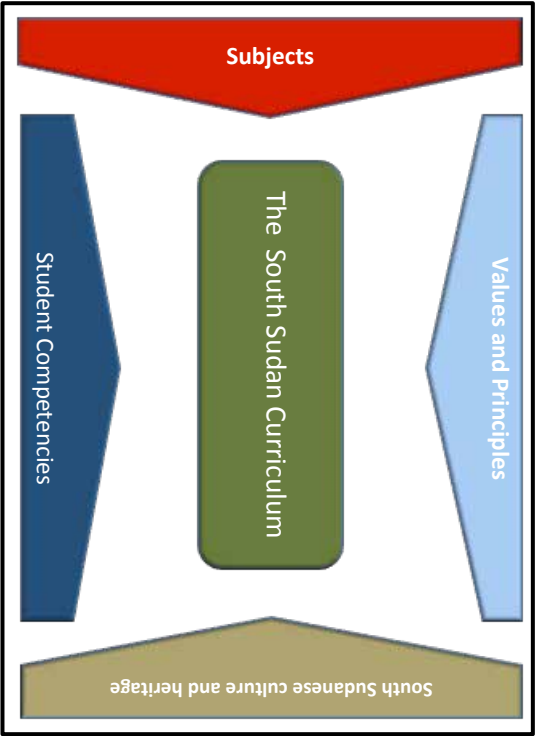
These Syllabus Units give the detail that supplements the overall learning expectations that are set out in the 'Subject Overviews'

## The Framework of the curriculum

To face the challenges of the 21<sup>st</sup> Century, young people need to be knowledgeable and have a good understanding of the key subject

areas. They also need to possess the skills and the attitudes to make good use of that knowledge and to apply it in the service of the community. The subject knowledge together with the skills and attitudes forms the competencies that will equip learners to become global citizens in the 21<sup>st</sup> Century.

Citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country. The curriculum is therefore an association of subjects and competencies, driven by aims, values and principles, and located with the rich culture and heritage of South Sudan. This is reflected in the Subject Overviews.



## 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 by 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.

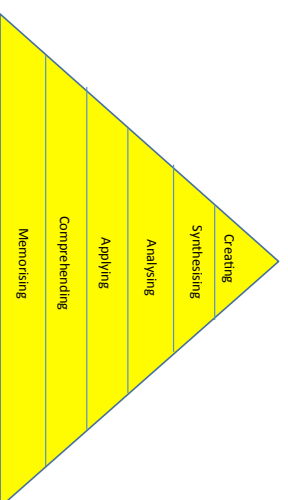
For example, in Primary 1 Science, learners are expected to:

- “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

**Skills’**. These are illustrated in Bloom’s Taxonomy which divides learning into six ascending levels. The lowest level is memorizing (which refers to knowledge) and the second is comprehending (which refers to understanding). To reach the higher levels, learners have to use a ‘higher order thinking skill’ to apply their learning in some way. This is illustrated in the diagram below:



*Bloom’s Taxonomy*

It will be helpful to bear this in mind when using the Subject Overviews. The Higher Order Thinking Skills have been built into the expected learning outcomes. For example:

P3 Science: *“Investigate air pressure ..”* (apply)

P3 Social Studies: *“Compare.. to a contrasting location”* (analyse)

S1 History: *“Analyse pre-colonial trade ...”* (analyse)

S2 Citizenship: *“develop informed arguments ..”* (synthesise)

P5 English: *“communicate ideas creatively ...”* (create)

## Integrated Subjects

At the Primary School levels, ICT and TVET have been integrated into the subjects: These will be learned in the context of other subjects rather than as separate subjects. There are separate programmes for these (set out in Section 4) so that progress can be checked, but the elements are already in the expected learning outcomes and so do need to be added.

The separate programme for ICT will be helpful to schools that have no equipment at the moment. These schools will be able use these to run ‘stand alone’ catch-up programmes when they have the resources.

## Cross-cutting issues

The are elements of learning that fall across all the subjects:

- Peace Education
- Life Skills
- Environment and Sustainability

Like the integrated subjects, there are separate programmes (set out in Section 5) but all these elements have already been built into the subjects, so they do not need to be added.

## Early Childhood Development Curriculum (ECD)

The ECD Curriculum takes account of the early stage of development of children of this age when it is not appropriate to study the same subjects as older children in school. The seven ECD Areas of Learning are seen as activities, because learning needs to be active at this stage. The seven activities cover all the key elements of early childhood development and prepare young children to start school in P1.

# Early Childhood Development Curriculum



# Early Childhood Development Curriculum

## Early Childhood Development (ECD)

The ECD Curriculum covers the period from 3 to 5 years old. It is a key phase of development when children develop very rapidly intellectually, physically, socially and emotionally. It is a time when they are exploring the world and finding their place within it. They learn through play. They need a rich range of practical activities and the time and independence to investigate and find out what things do. This will give them the practical knowledge and experience on which theoretical learning can be built later. They need to be encouraged to grow socially and emotionally: to be given opportunities to work and play by themselves and with others, to take some responsibilities and develop some independence. Above all, they need to be encouraged to talk about what they are doing, to ask questions, to suggest answers and take part in conversations. Talk is the basis of language development and the key to future learning.

A stimulating environment enables the learners to initiate their own learning, making choices and decisions. To enable children to realize their full potential the teacher needs to ensure that they feel secure and free to learn new things. This will be achieved through the active way that young children learn, through the independence they are given at this critical stage of their development, and the way they are valued and supported by their teachers.

At this stage, learning is first-hand and practical, and based on play and exploration. This is the basis of the Early Childhood Development Curriculum.

### Aims

Early childhood development contributes to the development of young people as:

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

## ECD with the Framework

The ECD is all about the four of the Framework competencies. 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. 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. 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. 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. 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.

### Teaching, learning and assessment

The language of education will be a National Language to be selected by the school. Young children learn through doing things rather than by sitting and listening, and they learn through play, so activity and play must be the basis of teaching and learning. Teachers of facilitators of learning, arranging stimulating activities and resources, and engaging children in rich learning experiences. For effective learning to take place, these activities must be accompanied by talk. Children need to be encouraged to reflect upon their learning and to talk to others about what they are doing. This helps them make sense of new information.

Young children need to be helped to explore the world around them and develop the early understandings and skills that will enable them to take their learning forward as they get older. They need help developing their own emotional stability and learning to adapt to social situations. They need help to develop their language abilities through speaking, singing and listening. They also need the space and the time to develop these skills and understandings.

Teachers will make assessments of children's learning through observations and discussions. It is not appropriate for children at this stage to take tests.

Early childhood should be a time of joy, of fascination, of stimulation, of excitement and of rich learning.





## LANGUAGE ACTIVITIES

<p>Language is vital for learning and for communication.</p> <p>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.</p> <p>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.</p> <p>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.</p>	PP1	Learning Outcomes	Speaking and Listening	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)
			Pre-Reading and Pre-Writing	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,)
	PP2	Learning Outcomes	Range	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)
				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)
				Speaking and Listening 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
				Pre-Reading and Pre-Writing 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)
	Range	Range	Range	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)

## MATHEMATICS ACTIVITIES

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Young children learn mathematics by exploring the world around them, and by talking about what they do and observe. They need to handle shapes and materials, to count, sort, match and order them. Above all they need to use mathematics and the language of mathematics in practical everyday situations. Mathematics is about much more than numbers, and young children need to be encouraged to think about shapes, patterns, size, position and comparisons in a wide range of situations. For young children, mathematics should always be practical. They need an environment in which opportunities to talk about and explore number and shape, time and position are rich, and one in which mathematics is fun.	PP1	Learning Outcomes	The language of Mathematics	M1a Use language of quantity (such as more or less than, many etc) M1b Use language of size (large, small, thin etc) M1c Use language of time (before, after, later etc) M1d Use language of position (up, down, behind etc)	
			Size and shape	M1e Describe the shape of everyday objects (round, flat etc) M1f Sort objects by shape, size and colour M1g Recognise patterns in a range of situations M1h Identify common shapes (circle, square, triangle, rectangle)	
	Number		M1i Know number names in sequence (at least to 10) M1j Match objects to numbers (up to 10). M1h Count objects to 10		
	PP2	Range	Learning Outcomes	The language of Mathematics	M2a Use everyday language to talk about size, weight, capacity, position, distance, time and money M2b Use mathematical language to describe everyday objects and common shapes (number of sides, angles, regularity etc)
				Size and shape	M2c Sort shapes by their mathematical properties (number of sides, angles, curved lines, size etc) M2d Compare groups of objects (by number, shape, colour or size etc) M2e Order and sequence familiar events (events through the day, getting up, cleaning teeth etc; events from stories)
Number		M2f Count reliably to 20, saying what is one more or less than a given number M2g Add and subtract simple numbers, using objects M2h Explore number patterns and sequences			
Range		Count, compare, identify, describe and use the language of mathematics across all the areas of learning and on all possible occasions using every day objects and situations, including outdoors and use of role-play (eg pretend shops etc) (Use ICT where available)			

# OUTDOOR AND PHYSICAL ACTIVITIES

<p>The outdoors is the best place for young children explore their physical capabilities. It is where they develop control over their movements and use this increasing control to develop skills and to relish physical activity. They need the space and the freedom to try out new things and to practise newly acquired skills.</p>			
<p><b>PP1</b></p>	<p><b>Learning Outcomes</b></p>	<p>Movement</p>	<p>O1a Explore the immediate outdoor environment</p> <p>O1b Move with increasing control of their body, (eg, running, skipping or jumping, dancing, adjusting speed and direction to avoid obstacles.)</p>
		<p>Skills</p>	<p>O1c Manipulate simple objects (eg, kicking, throwing and catching bean bags, rings and large balls etc)</p> <p>O1d Develop gross and fine motors skills using large and small tools, implements and apparatus with increasing control. (eg gardening tools, bats, etc</p>
	<p><b>Range</b></p>	<p>Games</p>	<p>O1e Participate in simple games involving movement</p>
		<p>Large and small spaces, open and confined, with and without obstacles and apparatus to allow children to experience a full range of movements. A range of large and small apparatus or tools and a range of fixed and moveable equipment.</p>	
<p><b>PP2</b></p>	<p><b>Learning Outcomes</b></p>	<p>Movement</p>	<p>O2a Understand the importance of caring for the outdoor environment</p> <p>O2b Move confidently and with control and co-ordination in both large and small movements, adapting movements to the environment</p>
		<p>Skills</p>	<p>O2c Handle toys, equipment and tools effectively (paint brushes, pencils, scissors etc)</p> <p>O2d Refine gross and fine motor skills (throwing, catching, kicking balls, drawing shapes and forming some letters)</p> <p>O2e Build and construct with a wide range of objects, selecting the tools and materials they need (make models from found materials)</p>
		<p>Games</p>	<p>O2e Participate in co-operative games</p>
	<p><b>Range</b></p>	<p>Large and small spaces, open and confined, with and without obstacles and apparatus to allow children to experience a full range of movements. A range of large and small apparatus or tools and a range of fixed and moveable equipment. Keep a garden, grow plants from seeds</p>	

## ARTISTIC AND CREATIVE ACTIVITIES

Young children are naturally creative. Their responses and reactions to what they see, hear, and experience are expressed in individual and unique ways: visually through drawing, painting, models and collage; in sound through music and song; in movement through dance; in sound and movement through drama and role-play.			
PP1	Learning Outcomes	Art & crafts	A1a Observe, handle and discuss artworks (paintings, drawings, photographs, objects etc). Ask questions about how things are made. A1b Explore a range of techniques, materials, colours and textures to find out what effects they can make. Talk about what they have found.
		Music & dance	A1c Listen to simple rhythms and make their own rhythms. A1d Sing some simple, songs and listen to a range of music (traditional and new). A1e Create movements in response to music. Talk about the movements
		Drama	A1f Use words and movement to play a role
		All Arts	A1g Express their ideas and feelings using a range of materials and effects that they have chosen themselves. Talk about their ideas.
	Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with hard and soft materials. Found materials, paints, crayons, paste, glue, cardboard, wood, construction kits, clay, plasticene. A variety of music and songs, musical instruments and objects that make sounds.	
PP2	Learning Outcomes	Art & crafts	A2a Observe and discuss a range of artworks. Talk about similarities and differences. A2b Explore a range of techniques, materials, colours and textures to find out what effects they can make. Discuss the effects they can make A2c Express their ideas and feelings using a range of materials and effects that they have chosen themselves. Talk about how they could improve their work.
		Music & dance	A2d Create and refine movements in response to music. Talk about the refinements. A2e Express themselves through song, dance and music, stories and role play, individually and as part of a group A2f Choose their own resources to make music
		Drama	A2g Combine with others in role-play
		All Arts	A2h Select appropriate methods and resources to express their ideas visually or in music (eg in pictures, paintings, song, dance etc)
	Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with hard and soft material. Found materials, paints, crayons, paste, glue, paper, cardboard, scissors, wood, construction kits. A variety of music and songs, musical instruments and objects that make sounds.	

## ENVIRONMENTAL ACTIVITIES

Children are naturally curious, and the environment around them is endlessly fascinating. Through observing, handling and exploring materials and objects around them they lay the foundations for scientific and technological understanding.			
PP1	Learning Outcomes	Physical World	E1a Observe living things and physical features in the environment. (plants and animals, hills, water, weather etc)
			E1b Sort objects and comment on patterns that occur naturally (eg on flowers, leaves, bark etc)
			E1c Talk about things they have observed in the environment.
		Material World	E1d Examine objects and mechanisms carefully to find out more about them E1e Join materials together and begin to try out a range of tools (eg make models from found materials)
PP2	Learning Outcomes	Social World	O1e Participate in simple games involving movement
			Found objects and materials, observe and collect from nature and grow plants, talk to people in the community. (Use ICT resources where available)
		Physical World	E2a Find out about their environment and talk about the things they like and dislike E2b Find out about, identify and care for some living things from the local environment E2c Understand the need to care for the environment. E2d Know how to stay safe in the outdoor environment
		Material World	E2e Begin to investigate objects and materials in a systematic way E2f Ask questions and make suggestions about why things happen and how things work E2g Select tools and materials to construct simple objects from everyday materials
		Social World	E2h Talk about past and present events in their own and their family's lives E2i Talk about the jobs people do in the immediate locality
Children's horizons are extended and they begin to have a sense of themselves and their place in the world.		Range	Found objects and materials from the environment, simple tools, observe and collect from nature, talking to people in the community. ( ICT resources where available.)

## PERSONAL AND SOCIAL DEVELOPMENT ACTIVITIES

The ECD phase is a critical period for children’s personal development. It is during this time that they establish their own identities and learn to co-operate with others.			
PP1	Learning Outcomes	P1a Co-operate with others and begin to take account of other children in their group or class P1b Know that classroom rules are important, and show regard for them. P1c Understand that personal hygiene and nutrition are important, and begin to develop good personal habits P1d Discuss things they like and do not like P1e Begin to know how to stay safe in familiar situations	
	Range	Role-play, stories, songs, books, talking to people in the community, observe and collect from nature and grow plants. (ICT resources where available)	
PP2	Learning Outcomes	P2a Co-operate with others, line up, take turns and share. P2b Know how to behave well, understand the importance of rules and follow classroom rules. P2c Understand that people have differing needs and feelings and take account of this when dealing with others. P2d Understand the importance of personal hygiene and nutrition, and understand the need for good personal habits. P2e Understand and value the similarities and differences between themselves and others, and amongst communities and traditions P2f Explain, using simple language, what they can do, enjoy and find difficult. P2g Understand how to stay safe inside and outside the home	
	Range	Role-play, stories, songs, books, talking to people in the community, observe and collect from nature. (ICT resources where available.)	



## RELIGIOUS EDUCATION

Religious education provides a way of looking at the world and of making sense of that world in a spiritual way. It encourages children to look beyond themselves and to think about others. It provides a strong moral compass.			
PP1	Learning Outcomes	R1a Be aware of their creator God/Allah. R1b Appreciate the creation of God/Allah and his generosity. R1c Develop values and virtues to enhance spiritual development R1d Know who Jesus Christ and Mohamed are and their goodness. R1e Appreciate own beliefs and that of others. R1f Say or recite verses and prayers.	
	Range	Drawing, colouring, painting, printing, modeling, collage, construction modeling with found materials, paints, crayons, paste, glue, cardboard, wood, construction kits. Storytelling, role-play poems, songs, question and answers.	
PP2	Learning Outcomes	R2a Appreciate the significance of God's creation. R2b Identify importance of religious practices, values and virtues. R2c Begin to understand the importance of prayers R2d Demonstrate appreciation of God's creation.	
	Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with found materials, paints, crayons, paste, glue, cardboard, wood, construction kits. Storytelling, role-play poems, songs, question and answers, Dramatizing, Discussions.	





# Subjects in Primary & Secondary Schools

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Primary 1 - 8  
Secondary 1- 4



# National Languages

## The medium of education

The medium of education for P1-3 will be a national language to be selected by the school. At P4, the medium of education will change to English for all schools and learners. It is essential that learners develop good communication skills in their national language in P1 to 3 so that they can transfer these skills to English in P4. All the evidence suggests that it is best for young learners to learn to read and write in a familiar language and then transfer this ability to English. This will be the focus of the subject on P1-3.

## Aims

A national language contributes to the development of young people as:

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

## Rationale

The ability to communicate is fundamental to life and to learning. Facility in speaking, listening, reading and writing enables learners to express themselves creatively and imaginatively and to communicate with others effectively. It enables learners to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction. New technologies have extended the contexts of communication so that learners can speak and listen to others electronically, and can read and write in a wide variety of forms.

The emphasis in P1-3 is on communication with others, and the building of the skills that can be transferred to English in P4. This is a practical subject with communication at its core. It is about learning to use language in communication. Learning about the theory and structure of language can come later. After P4 the emphasis is on using the language effectively and creatively.

## National language within the framework

National Language makes an important contribution to the development of all the four framework competencies. First of these is, of course, communication which is the whole purpose of language. Facility with language also underpins

the ability to think critically and creatively. It is language that provides the tools for thought and fuels imaginations. Communication makes possible co-operation because working together as a team would not be possible without the ability to exchange ideas and information. The fourth competency is culture, and a national language is the gateway to a national culture. It combines a system of thought and expression with access to the stories and understandings that define a culture.

## Teaching and learning a national language

Children develop their ability in any language by using it in context. The development of language ability is not a theoretical exercise, but a practical one. Speaking, listening, reading and writing all need practice, and that practice is best carried out in real situations where learners communicate with others for a purpose. Role-play and drama are very important in providing this practice.

Learners should be given as many opportunities as possible to express their ideas, ask and answer questions, explain what they are doing and join in discussions and conversations. This builds up vocabulary and the ability to manipulate language. Being able to speak with facility is an essential step towards being able to write.

Young learners should be encouraged to communicate in writing even when their early attempts may appear as 'scribble'. This can be refined into formal writing as they develop. The physical skills of writing develop with increased fine motor control and this is helped by a wide variety of activities such as drawing, painting and games that require close control.

The ability to read starts with a familiarity with books and texts and an enjoyment of talking about what they contain. The ability to distinguish letter shapes is supported by a range of activities in involving line and shapes and the ability to detect patterns.

Learners need a wide variety of purposes and audience to develop their communication skills, and need also to develop the confidence to use them.

# The Strands

The subject is set out in four strands: Listing, Speaking, Reading and Writing.

Most learning experiences will involve many or all of these strands at once; they cannot be learned in isolation. Detailing the requirements under each strand separately ensures that all essential learning content is covered. As learners develop their skills, the emphasis needs to be on communication rather than on academic study. Learners must build up a good vocabulary and use appropriate grammatical structures, but need to do so in order to communicate with others. Learning should be based on real and realistic situations that call for the use of a range of language skills.

<b>Listening</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Stories being read</li> <li>• Each other</li> <li>• Adults giving explanations</li> <li>• Recordings (<i>eg radio and TV</i>)</li> </ul>
<b>Speaking</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Tell stories</li> <li>• Describe events and experiences</li> <li>• Speak to different people</li> <li>• Share ideas and experiences</li> <li>• Talk about likes and dislikes</li> <li>• Make plans and investigate</li> <li>• Comment and report</li> <li>• Take part in role-play and drama</li> </ul>
<b>Reading</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Stories and poems with predictable language (<i>eg with rhymes, repetitions and refrains</i>)</li> <li>• Traditional folk tales</li> <li>• Stories and poems from a range of cultures</li> <li>• ICT-based text where available</li> </ul>
<b>Writing</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• In a range of forms and styles including narratives, poems, notes, lists, signs, labels, captions, messages, instructions etc</li> <li>• For a range of purposes including to: <ul style="list-style-type: none"> <li>◦ communicate to others</li> <li>◦ create imaginary worlds</li> <li>◦ explore experiences</li> <li>◦ organise and explain information</li> </ul> </li> <li>• Using a range of media including books, paper, posters, and electronic media where available</li> </ul>

	P1	P2	P3	P4
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen attentively to others and respond</li> <li>Respond to patterns in language (<i>eg rhymes and repetitions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully and respond with increasing appropriateness</li> <li>Remember specific points that interest them</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points of what is being said</li> <li>Ask questions to clarify their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Talk about matters of immediate interest</li> <li>Convey simple meaning to a range of listeners</li> </ul>	<ul style="list-style-type: none"> <li>Use growing vocabulary</li> <li>Show awareness of the listener by including relevant detail</li> </ul>	<ul style="list-style-type: none"> <li>Adapt talk to different contexts (<i>eg vocabulary and form</i>)</li> <li>Communicate more complex ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Narrate events, tell a story or relate the plot of a book or film and give opinions about it</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> </ul>	<ul style="list-style-type: none"> <li>Read simple texts with accuracy and understanding</li> <li>Use more than one strategy in reading unfamiliar words (<i>eg phonic, graphic, context</i>)</li> <li>Express opinions about stories, poems and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Read independently, using strategies appropriately to establish meaning</li> <li>Read texts fluently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>Read simple texts relating to familiar contexts independently and fluently</li> <li>Understand main points and express preferences in their reading</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Form letters that are clearly shaped and correctly oriented</li> <li>Communicate meaning through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> <li>Communicate meaning in both narrative and non-narrative forms</li> <li>Develop ideas in sequences of sentences appropriately punctuated</li> </ul>	<ul style="list-style-type: none"> <li>Write imaginatively, clearly and in an organised way</li> <li>Write sequences of sentences that extend ideas logically and where grammar is correct</li> <li>Choose words for variety and interest</li> <li>Spell polysyllabic words correctly</li> <li>Use punctuation appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately</li> <li>Take account of the rules of grammar, and use punctuation effectively</li> <li>Choose words for more detailed and complex sentences using phrases and clauses</li> </ul>

	P5	P6	P7	P8
<b>Listening</b>	Comprehend the gist of a range of authentic passages in complex situation.	Understand the main points of an authentic spoken passage or conversation involving one or more speakers.	Understand the main points of authentic spoken passages and conversations in a range of different context	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed
<b>Speaking</b>	Take part in discussion giving and justifying ideas creatively and confidently.	Give a presentation effectively and confidently on a chosen theme and respond readily to questions	Give a presentation fluently on a chosen theme and argue view points with some degree of success	Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible
<b>Reading</b>	Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised.  Understand a wide range authentic texts in familiar contexts	Understand authentic written texts of moderate length and complexity, and produce a summary covering the majority of points.  Begin to appreciate the plot and structure of simple stories.	Understand authentic texts of some degree of complexity and abstractions in a range of different context; produce a summary covering most essential points.  Recognise how authors can achieve effect through sentence pattern and use of figurative language.	Understand and be able to infer the meaning of a range of more complex texts and produce a detail report covering all essential points.  Identify how character and setting are created in literature, and how plot is developed in literature.
<b>Writing</b>	Produce formal and informal texts on familiar topics  Communicate ideas creatively and accurately in an appropriate style	Structure writing to produce a coherent text in an appropriate register for specific purposes ( <i>e.g. An application letter for a job or an account of a visit</i> )	Write coherent text in an appropriate register for different purposes ( <i>e.g. a review, an article or a report</i> )	Write extended texts using a wide range of language in a variety of register covering more specialised context ( <i>e.g. work related or in a specialised area of study</i> )

# English

## Aims

English contributes to the development of young people as:

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

## Rationale

South Sudan is a country inhabited by people of diverse linguistic background where English is an official language and medium of instruction. It is considered a neutral language and an effective tool for national unity, peace and development. English language will enable the people of South Sudan not only to effectively communicate internationally but also benefit in gaining knowledge, gaining experience of new technologies and preserving cultural heritage.

Learning and communicating in English will accelerate the progress of the Republic of South Sudan towards its goal of becoming recognised as one of the developed countries of the world.

## English within the framework

English makes an important contribution to the development of all the four framework competencies

Learning English as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast English with their national, home and tribal languages. Communication is intrinsic to language learning and this requires frequent speaking and listening activities in pairs and groups of different sizes, hence co-operation is also routinely developed. The most effective language learning is founded on relevance to learners' culture and heritage. Therefore a constant focus in literature in the later years of Primary and Secondary should lay emphasis upon the culture and heritage of South Sudan and neighboring countries.

## Teaching and learning English

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to English. From Primary Four (P4) onwards, English will be the medium of instruction and learners will therefore require a high level of proficiency so that they can access learning across the entire curriculum.

English is a compulsory subject for all learners, from the start of primary up to the end of secondary school education. There is a focus on developing learners' skills in speaking, listening, reading and writing throughout their time in school.

There is a marked difference between the English curriculum in P1-3 and that of P4 onwards. The P1-3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school. From P4 onwards proficiency in English continues to be developed through learners' learning in English lessons and across the whole curriculum. In English lessons after P3, there is an increasing emphasis on literature, media, presentation, creative writing and writing for different purposes.

In P1-3 speaking and listening are developed through oral language. International evidence shows that reading and writing skills are best developed through the learners' National Language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences. In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English.

From P6 the focus of the Reading strand moves more to the understanding and appreciation of a range of literature.



**The Strands**

The subject is set out in five strands: Speaking, Listening, Reading, Writing and Knowledge about language

Most learning experiences will involve many or all of these strands at once; they cannot be learned in isolation. Knowledge about language is not an academic study, but the basis for communication. Detailing the requirements under each strand separately ensures that all essential learning content in English is covered.

As learners develop their skills, the emphasis needs to be on communication rather than on academic study, particularly in Primary. Learners must build up a good vocabulary and use appropriate grammatical structures, but need to do so in order to communicate with others. Learning should be based on real and realistic situations that call for the use of a range of English language skills. The units of study give details to some of the real-life challenges which enable learners to deepen their proficiency and build their confidence. Appropriate cross cutting issues are mainstreamed in opportunity areas.

Learners should be introduced to a range of English literature, including prose, poetry and drama. They should also consider other media such as film and video.

Frequent opportunities to integrate cross cutting issues and make use of new technologies are built into the units of study.

<b>Listening</b>	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.
<b>Speaking</b>	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
<b>Reading</b>	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as books, posters, advertisements and electronic media. They recognize the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.
<b>Writing</b>	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.
<b>Knowledge about language</b>	Learners understand how language works and know how to manipulate it in order to communicate.



	P1	P2	P3	P4
<b>Listening</b>	Understand a range of familiar spoken words, phrases and differentiate facts, opinions	Understand the main points and some details from a spoken passage made up of familiar language in simple sentences	Understand the differences between the present, past and future events in a range of spoken materials	Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised
<b>Speaking</b>	Answer simple questions and give basic information confidently to different people in different occasions	Speak clearly, fluently and confidently to different people in different situations	Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures	Narrate events, tell a story or relate the plot of a book or film and give opinions about it
<b>Reading</b>	In P1-3 learners should be prepared for reading English through learning to read <b>in their National Language</b> .  Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning	Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words ( <i>eg phonic, graphic, context</i> ) Express opinions about stories, poems and non-fiction	Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading	Make use of reading skills gained in National Language to develop reading in English Read simple texts relating to familiar contexts independently and fluently
<b>Writing</b>	In P1-3 learners should be prepared for writing English through learning to write <b>their National Language</b>  Write or copy patterns, letters, words Letters clearly shaped and correctly oriented Communicate through simple words and phrases	Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated	Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately	Make use of writing skills gained in National Language to develop writing in English  Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately
<b>Knowledge about language</b>	In P1-3 learners should develop their knowledge about language in both English and <b>their National Language</b>  Introduction to parts of speech and simple sentences  <i>eg. names of people, things and places; tenses and parts of high frequency verbs - to be, to have and to do; use of capital letters, full stops.</i>  Use of phonics to understand and develop words	Parts of speech ( <i>nouns, pronouns, verbs, adjectives and adverbs</i> ) and their use in simple sentences  Begin to use conjunctions ( <i>and, but</i> ) to form compound sentences  Use of present, past and continuous tenses; punctuate sentences using capital letters, full stops, commas, speech mark (quotation marks) question marks.	Form simple and compound sentences; begin to use subordinators ( <i>if, so, while and since</i> )  Respond to and use present, past, continuous, future tenses ( <i>using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms</i> ) Adverbs and adjectives; Use full stop, speech marks, exclamation marks appropriately	Take account of the rules of grammar, and use punctuation effectively  Choose words for more detailed and complex sentences using phrases and clauses  Distinguish spelling and meaning of common homophones and distinguish between homonyms

	P5	P6	P7	P8
<b>Listening</b>	Comprehend the gist of a range of authentic passages in complex situation.	Understand the main points of an authentic spoken passage or conversation involving one or more speakers.	Understand the main points of authentic spoken passages and conversations in a range of different context	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed
<b>Speaking</b>	Take part in discussion giving and justifying ideas creatively and confidently.	Give a presentation effectively and confidently on a chosen theme and respond readily to questions	Give a presentation fluently on a chosen theme and argue view points with some degree of success	Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible
<b>Reading</b>	Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised.  Understand a wide range authentic texts in familiar contexts	Understand authentic written texts of moderate length and complexity, and produce a summary covering the majority of points.  Begin to appreciate the plot and structure of simple stories.	Understand authentic texts of some degree of complexity and abstractions in a range of different context; produce a summary covering most essential points.  Recognise how authors can achieve effect through sentence pattern and use of figurative language.	Understand and be able to infer the meaning of a range of more complex texts and produce a detail report covering all essential points.  Identify how character and setting are created in literature, and how plot is developed in literature.
<b>Writing</b>	Produce formal and informal texts on familiar topics  Communicate ideas creatively and accurately in an appropriate style	Structure writing to produce a coherent text in an appropriate register for specific purposes ( <i>e.g. An application letter for a job or an account of a visit</i> )	Write coherent text in an appropriate register for different purposes ( <i>e.g. a review, an article or a report</i> )	Write extended texts using a wide range of language in a variety of register covering more specialised context ( <i>e.g. work related or in a specialised area of study</i> )
<b>Knowledge about language</b>	Adapt sentence construction for different purposes and readers;  Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately  Use punctuation appropriately to create effects  Spell words containing unstressed vowels ( <i>e.g. actually, similar</i> )  Know and use common prefixes ( <i>eg im..., ir...</i> )	Develop the use of complex sentences using connectives and subordinate clauses effectively;  Use grammatical structures correctly (tense, agreement, plural)  Understand and use abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately  Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work;	Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect.	Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts

	S1	S2	S3	S4
<b>Listening</b>	Understand extended speech of some degree of complexity and abstraction involving a number of speakers and can summarise the key points.	Understand extended speech in an unfamiliar context and can summarise the key points and most of the details	Understand almost everything heard including familiar specialised texts and if required can report back on what has heard	Understand virtually everything heard and if required can report back comprehensively on what was heard
<b>Speaking</b>	Play a proactive role in discussions on a range of topics in an appropriate register and can make oneself understood with relative ease.	Take a leading role in discussions speaking coherently in a wide variety of situations	Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately	Communicate effortlessly and confidently in most situations showing a command of language which enable one to express finer shades of meaning
<b>Reading</b>	Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non specialist audience  Evaluate techniques used by writers and poets, commenting on how effective they are	Understand texts outside their field of expertise and note the key points and most of the details  Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views.	Understand and interpret almost everything read including text in familiar specialised context and if required report back on what has been read  Make comparisons between texts, including consideration of audience, purpose and form	Understand and interpret virtually everything read and if required translate or report back comprehensively on what was read  Evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices
<b>Writing</b>	Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms	Produce well structured texts of some length which clearly express argument or specific view point using a wide range and variety of language	Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures	Communicate fluently and effortlessly in most situations showing a command of language which enables one to express finer shades of meaning  Create or translate texts accurately showing an appropriate sensitivity to style and register







# Mathematics

## Aims

Mathematics contributes to the development of young people as:

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

## Rationale

Mathematics is a logical subject which deals with numbers and symbols and their relationships expressed in rules. It is reflected in all subjects and particularly sciences.

Mathematics equips learners with knowledge, skills and attitude in computation, constructions and model-making, enabling them to contribute to rapid technological growth and socio-economical development through their confidence in problem-solving in real life situations.

## Mathematics within the Framework

Mathematics contributes to learners' development with respect to all four of the Framework competencies.

Critical thinking lies at the heart of Mathematics. Understanding of mathematical concepts and techniques requires thought processes which differ from those used in other subjects. Effective communication is essential so that problem-solving strategies and solutions can be clearly explained. Mathematics is a subject with applications across the curriculum and in life. Learners are encouraged to work co-operatively and make use of mathematics to solve real-life problems. Furthermore the subject is taught in such a way its relevance to learners is emphasised through a focus on South Sudanese culture and heritage.

## Teaching and Learning Mathematics

All learners need a level of competence in Mathematics such that they can operate as effective members of society. Hence they need to be able to count, to estimate, to measure, to calculate, to handle and manage money and to understand statistics, probabilities and graphs. Those intending to study Mathematics to a higher standard or to pursue a career in finance or specialist branches of business or industry need to develop deeper learning in school. Competence in Mathematics also makes an important contribution to progress in other subjects.

Mathematics is a compulsory subject for all learners, regardless of their ambitions with respect to Mathematics, from the start of primary to the end of secondary school.

Learning is applied through the use of practical problem-solving activities with opportunities for learners to plan their own investigations and develop their confidence as Mathematicians.

In the overview below, the subject is set out in five strands: Number, Measurement, Geometry, Algebra and Statistics.

Many of the learning experiences will reflect just one of these strands but, where possible, learners should face problem-solving challenges calling for a range of Mathematics skills and knowledge from across the strands. The Units of Study detail some of these real-life challenges which enable learners to deepen their learning. Detailing the requirements under each strand separately ensures that all essential learning in Mathematics is covered.

The impact of new technologies on all aspects of life has been extraordinary in recent years and particularly so in relation to numerical data and processes. For this reason, wherever possible, learners should gain experience of a range of ICT equipment and applications.

**Strands**

There are **six** strands in Mathematics:

- Number
- Measurement
- Geometry
- Algebra
- Statistics
- Calculus(Secondary only).

Mathematics is an ideal context for learners to develop ICT skills whilst studying the subject. Every opportunity should be taken for learners to use calculators, computers and other devices as part of their learning. The programme of ICT appropriate for each stage is set out in Annex 2.

<b>Number</b>	Know how to read, write, compare and order numbers, how to carry out basic operations involving numbers and how to solve problems involving fractions, decimals, percentages, ratios and proportions
<b>Measurement</b>	Estimate and measure to an appropriate degree of accuracy and express measurements with the correct units
<b>Geometry</b>	Explore shape, size space and relative position; represent real objects or positional relationships with scale drawings
<b>Algebra</b>	Use reasoning to solve problems involving unknown quantities and variables through the use of expressions, equations and formulae
<b>Statistics</b>	Manipulate, interpret, and represent statistical data and draw valid conclusions; understand risk by defining, interpreting and devising probabilities
<b>Calculus (S3&amp;4 only)</b>	Explore changing quantities e.g. gradient of curves and finding areas under curves

	P1	P2	P3	P4
<b>Number</b>	Sorting, matching and arranging groups of objects Counting, reading and writing numbers from 0-99 Even and odd numbers Addition of whole numbers up to 2 digits Subtraction of whole numbers up to 2 digits  Ordinal numbers 1 <sup>st</sup> , 2 <sup>nd</sup> up to 10 <sup>th</sup>	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)	Read, write, compare and order numbers up to 4 digits Subtraction with and without borrowing Divisibility test (by 2, 5 and 10) Fractions (simple) Comparing simple equivalent fractions	Read, write, compare and order numbers up to 5 digits. Rounding off numbers to the nearest thousands Multiples and factors of whole numbers Addition and subtraction of fractions with the same denominators Compare equivalent fractions Recognizing percentage Use ratio as a way of comparing quantities
<b>Measurement</b>	Estimate and compare length, capacity and weights Solving simple problems involving money Time of the day & days of the week Days of the week and month of the year Reading clock in hours	Estimating and measuring length using different objects and capacity using different containers Comparison of weight using beam balance Recognizing currency in shopping (correct balance) and activities Time in hours, half past, quarter past, quarter to the hour	Estimating and measuring length in centimeters, meters; capacity in liters, milliliters and deciliters; weight in kgs and grams Operations involving length, capacity and weight Converting hours to minutes, seconds and vice-versa Operations on currencies	Measuring and drawing length to the nearest cm Solving problems using cm, and meters Find the area of squares and rectangles in cm <sup>2</sup> and m <sup>2</sup> , and volume by counting cubes Estimate capacity, estimating weight, time in hours and minutes, simple calculation of money Tell time using the 24-hour system.
<b>Geometry</b>	Recognize geometrical lines and identification of simple geometrical shapes Making patterns and models of triangular and square base pyramids	Making patterns using geometrical shapes Types and properties of triangles, rectangles and squares Use patterns to recognize geometrical shapes	Sketch and draw accurately geometrical shapes	Identify intersecting, parallel and perpendicular lines Comparing angles, drawing right angle using corners Measurement of angles using degrees
<b>Algebra</b>			Inequalities and symbols, use of <, >	Using symbols for numbers, like and unlike terms, addition and subtraction of simple algebraic expressions
<b>Statistics</b>			Interpreting simple pictograms Interpreting and making block graphs	Data collection and recording, graphs of data (bar & line graphs)

	P5	P6	P7	P8
<b>Number</b>	Read, write, compare and order numbers up to 6 digits Divisibility tests of 3,4,6 and 9 Prime numbers. HCF and LCM Roman numerals up to 50. Add and subtract fractions using LCM Simplification of fractions by cancelling Conversion of fractions to decimals and vice versa	Read, write, compare and order numbers up to a million Divisibility tests of 8 and 11. Squares and square roots of perfect squares up to 3 digits Conversion of decimals and fractions into percentage and vice-versa Proportion as relationship between two quantities	Squares and square roots of perfect square numbers Squares and square roots of fractions (perfect squares) and simple decimals. Cubes of numbers Solving problems using ratios and proportions using the unitary method Percentage increase and decrease	Multiples and factors including fractions and decimals Finding square roots of mixed numbers involving perfect squares Recurring decimals Finding square roots of decimals Expressing fractions and decimals as percentages and vice-versa
<b>Measurement</b>	Convert meter into kilometer and vice-versa Calculate areas of rectangles and squares Formula for volume of cuboids ( $V= l \times b \times h$ ) Units of volume Find the volume of cubes and cuboids Convert milliliters to liters and vice-versa Solve problems involving money Tell time in a.m. and p.m. Solve problems involving temperature in degrees Celsius	Millimeters as units of length Know the parts of a circle: <i>circumference and diameter</i> Calculate the value of $\pi$ Units of area in acres and hectares Find the area of triangles Solve problems involving units of capacity Conversion of liters to milliliters and vice-versa Conversion of tonnes to kilograms and kilograms to grammes Solve problems involving tones, kilograms and grammes Finding profit and loss	Calculate circumferences and areas of circle, parallelogram, rhombus, trapezium, and surface area of common solids. Calculations involving discount, percentages, simple interest, commission and hire purchase Problems involving units of time, converting km/h into m/s and average speed. Problems involving units of weight. Problems involving temperature	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 $km/h$ )
<b>Geometry</b>	Identify and construct parallel lines using ruler and protractor and compasses Use linear scale and draw lines to a given scale Identify different sorts of angles ( <i>acute, obtuse, reflex etc</i> ) and relate this to turns.	Constructing and bisecting lines Identifying vertically opposite and supplementary angles Constructing a circle of a given radius Making patterns with circles Making cubes and cuboids. Conversion of scale and length, Writing scale in ratio form Making scale drawing.	Identifying transversal lines and angles of parallel lines. Constructing equilateral, isosceles and right-angled triangles Inscribing and circumscribing triangles Pythagoras theorem (2D) Construction of parallelogram, rhombus and trapezium Drawing, interpreting and using a range of linear scale	Constructing, inscribing and circumscribing triangles of given sides and angles Applying Pythagoras relationships length and areas of triangles Making curved patterns from straight lines and nets for envelopes, pyramids and prisms Solving problems involving scale



	P5	P6	P7	P8
<b>Algebra</b>	Solving simple equations	Simple equations with one unknown Simplification of algebraic expressions with and without brackets	Finding values of algebraic expression by substitution Formation of algebraic expression from mathematical statements Sets, members of a set, set notation and equal and equivalent sets	Formation, simplification and evaluation of algebraic expressions Sets, union of sets, empty, unequal and intersection of sets Understand and produce Venn diagrams (up to 2 sets)
<b>Statistics</b>	Representation and interpretation of collected data	Reading and interpretation of data from tables Recognizing and interpreting picture, line and circle graphs and their interpretation	Drawing frequency tables of grouped data Understand and use mean (average), mode and median Drawing using appropriate scale Interpret and draw bar graphs, pie charts and travel graphs Solving problems involving arithmetic mean, mode and median Introduction to Probability (chance)	Collecting and recording of data: representation and interpretation Probability: Calculating possible outcomes of simple events.

		S1	S2	S3	S4
<b>Numbers</b>		Understand natural numbers, prime factors, multiples, GCD, HCF and LCM Know types of fractions Calculating squares and square roots of numbers Solving problems involving direct and indirect proportion Understand reciprocals of numbers	Indices (Know rules, evaluating fractional, zero and negative indices) Understand and use surds Explain rational and irrational numbers	Understand logarithms Know laws of logarithms and apply in calculation Logarithmic equations	Complex numbers Operations on complex numbers, graphical representation of complex numbers, polar form of complex numbers
	<b>Numerical concepts</b>	Understand profit and loss Understand percentage discount and commission as percentage	Foreign exchange Simple and compound interest, compound interest formula, Depreciation and appreciation, Hire purchase and income tax		
	<b>Commercial Arithmetic</b>				
<b>Measurement</b>		Calculate length, area and volume of common solids Solving problems involving surface area and volumes of cylinders Calculate Capacity of containers	Calculate areas of geometrical figures Surface areas of solids	Computation using calculators Estimation and approximation of surface area and volume of irregular objects Understand significant figures	Approximation of area of irregular object by counting Use of trapezium rule, mid- ordinate rule
<b>Geometry</b>	<b>Geometry</b>	3D Coordinates Angles of plane figures Geometrical constructions Scale drawing and bearing Angles of depression and elevation. Reflection, congruency and rotation.	Understand and use equations of straight lines. Pythagoras theorem and application of the theorem	Three dimensional figures Proof of Pythagoras theorem Understand and use loci Know and understand the equation of a circle is $(x-a)^2 + (y-b)^2 = r^2$	The circle: explain the equation of a circle passing through two points touching x-axis.
	<b>Trigonometry</b>	Trigonometry (I): Explain relationship between sine, cosine, tangent and special angles	Trigonometry (II): Explain trigonometric ratios from the unit circle, angle property of circle		Trigonometry (III): Plot graphs of trigonometrical ratios

		S1	S2	S3	S4
<b>Algebra</b>		Understand and apply: Simplification, brackets, substitution Factorization and expansion, Simultaneous linear equations Formation and solution of inequalities Formulae and equations Functions Relation and mapping Translation as a transformation	Quadratic expressions and equations (I): Expansion, Identification, Factorization Vectors (I): vectors and scalar quantities, column, position and equivalent vectors, operation on vectors, vector translation Sets: set notation, Venn diagrams and solving problems up to three sets Matrices (I): Understand determinant, inverse, transposition of matrices, similarities and enlargement Functions: Pappus' theorem, functional notation, inverse of simple functions, composite functions and their inverses	Quadratic equations (II): Binomial expansion Compound proportion Mixtures and rate of work Vectors (II): vector algebra, mid-point of vector in algebraic expression Sequences and series Explain arithmetic and geometric progression Derivation of the formulae for A.P. and G.P. Matrices (II): Transformation on the Cartesian plane Identity and inverse; Determinant of matrices, shear and stretch, Isometric and non isometric transformation and their application	Forming inequalities find maximum and minimum values of linear inequalities and apply linear programming. Permutation and combination, definition Ways of arrangement of objects, factorial notation and its application Vectors (III): Understand coordinates in two and three dimension systems, column and position vectors in three dimensions
<b>Statistics</b>	<b>Statistics</b>	Statistics (I): Collection of statistical data, construction of frequency tables, understand grouped data average, mode and median Interpretation and representation of data	Statistics (II): Understand assumed mean Interpret cumulative frequency tables, Explain ogives, median, quartiles, depression		
	<b>Probability</b>	Understand probability of events, use of tree diagram	Calculations involving probability		
<b>Calculus</b>				Differentiation: gradient of the curve at a point, gradient of $y = x^n$	Derivative of polynomial, equations of tangents and normals, maxima and minima points, application of differentiation to kinematics. Integration: application of integration, integration of polynomials, finding area under a curve

**ADDITIONAL MATHEMATICS Overview 2013**

	S3	S4
	Domain and range, modulus of a function, inverse (or no inverse) of a function, composite function	Limits (rational numbers)
Functions	Identities, equation with more than one function Addition formulae and the tangents of compound angles ( $A \pm B$ ) Derivation of three trigonometrical identities, secant, cosecant and cotangent The double angle formulae and half angle formulae	Simplification of trigonometrical ratios and solutions of trigonometrical equations Sum and differences of two angles ( $A \pm B$ ) Functions, $\cos 9 + b \sin 9$ The equation, $\cos 9 + b \sin 9 = c$
Trigonometry	Derivatives of a polynomials The composite (combined) function The 2 <sup>nd</sup> derivative coefficient Application of differentiations Tangent, normal, maximum, minimum, velocity and acceleration Small increments: Approximate changes-connected rates of change	Differentiation of product of two functions, quotient and implicit function Differential of trigonometric functions $\sin x$ , $\cos x$ and $\tan x$
Calculus 1		
Pure mathematics		
	Definition of integration Integration as opposite of differentiation Indefinite integration Integration by substitution and by parts	Application of integration- Area under the curve Integration of powers of linear function $Ax + b$ Integration of trigonometric functions
Calculus II		
Algebra	3x3 Matrices Determinants Cramer's rule	Partial fractions. Introduction, identify denomination or with only linear factors, with quadratic factors and with repeated factors Vectors in terms of $i$ , $j$ and $k$ , application of vector method in geometry
Complex numbers	Concepts (introduction) and definition. Addition and subtraction of complex number Multiplication and division of complex numbers	Graphical representation and polar form of complex numbers The powers and De-Moivre's theorem The roots of complex numbers and solution of quadratic equation in complex numbers

		S3	S4
Pure mathematics	The Circle	Equation of the circle at the origin General form of equation of the circle Equation of a circle that satisfies special condition: Equations of the circle passing 3 points, Equation of a circle when ends of diameter in it are given Equation of a circle passing through two points and its centers lies on a given straight line The equation of tangent to a circle at a point on it Length of tangent drawn to a circle from an external point	
Mechanics	Kinematics	Graph: Area under velocity–time graph Straight line motion with constant acceleration Vertical motion under gravity	
	Velocity	Composition of velocities Resolution of velocities	
	Projectiles		Velocity components, coordinates, greatest height, time of flight and horizontal range
	Force	Unit of force Types of forces–weight, reaction, tension, friction, thrust Composition of two forces Resolution of forces Coplanar forces acting on a point Equilibrium of a particle Triangle of forces; Lami's theorem; polygons of forces	Explain why friction is a force, calculations of friction
	Force		
	LaWS of motion		Understand Newton's laws of motion Explain the difference between mass and weight Connected particles
	Work, Power and Energy		Explain kinetic energy, potential energy, work and power
	Momentum	Understand the conservation of momentum	



# Science

## Aims

Science contributes to the development of young people as:

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

## Rationale

Science is relevant to the life of every human being. The context, content and the teaching and learning of Science should enable the learner to keep up with the fast pace of technological change in the global world. Scientific methods provide tools and skills for discovery and problem solving as well as enhancing motivation.

Science provides utilitarian skills and attitude for coping with the current and future challenges. It must enable the learner to make good use of natural resources and guard against environmental damage and destruction. Most importantly for the Republic of South Sudan as a developing country, Science learning must encourage responsible industrialization and minimal exports of raw natural resources as opposed to finished industrial goods.

## Science within the Framework

Science helps learners develop all four of the Framework competencies.

As a practical subject calling for planning of investigations, analysis of results and evaluation of evidence, Science has a particular focus on critical thinking. Group practical work provides opportunities for co-operation, and good Science depends upon effective communication through the use of questioning, debating, presentation and writing skills. The links between Science and a range of issues including, for example, agriculture, animals and plants, health, diet, natural resources, the environment and industry present considerable scope for examination of South Sudanese culture and heritage in relation to the wider world.

## Teaching and Learning Science

Science incorporates the three traditional science subjects: Biology, Chemistry and Physics. Younger learners normally learn Science as an integrated subject whereas, in secondary schools, learners preparing for further study or careers in Sciences are likely to take separate Science subjects. Those not wishing to specialise in this way will continue to study Science as an integrated subject.

In the overview below, the learning is set out as three strands: Living things and life processes; Materials and their properties; Physical processes.

Some of the learning experiences will reflect just one of three strands but, where possible, learners will benefit if the learning is thematic, spanning the boundaries between strands. The Units of Study detail some of these connections and enable learners to deepen their understanding. However, detailing the requirements under each strand separately ensures that all essential learning is covered.

Opportunities to exploit the practical nature of Science can make a considerable difference to learners' motivation and learning and hence they should form a regular feature of Science lessons. Practical Science skills need to be developed in a structured manner with steady progression from year to year. The learning experiences required to achieve this are set out in the units for each strand.

In addition to experiments and the use of text books, learning experiences in Science should be rich and varied and should include, for example, field work; observations of the natural world; practical problem solving; the use of new technologies; data analysis; engagement with practitioners from agriculture, business and industry; plus opportunities to develop skills and confidence through questioning, discussion, drawing conclusions and evaluating.

There is scope for teachers to use local materials and opportunities in order to engage learners in first-hand and practical experiences. It is not always necessary to have specialist equipment to learn science.



**Strands**

There are three strands in Science:

- Living things and life processes
- Materials and their properties
- Physical processes

Younger learners will learn these in an integrated way with greater separation of the strands in higher grades.

Across all three strands, learners should be developing a scientific approach through investigation, forming and testing hypotheses and experimentation. They need to realise that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between cause and effect.

Science is an ideal context for learners to develop ICT skills whilst studying the subject. Every opportunity should be taken for learners to use calculators, computers and other devices as part of their learning. The programme of ICT appropriate for each stage is set out in Annex 2.

<b>Living things and life processes</b>	Learners learn about the variety of plants and animals, including humans, which inhabit our planet and the processes which enable them to remain alive. They also learn about the interrelationships between living things and the environment.
<b>Materials and their properties</b>	Learners learn about the materials which make up everything in our world, the composition and the properties of these materials. Furthermore they learn how we make use of this knowledge.
<b>Physical processes</b>	Learners learn about the processes resulting from the effect of energy on matter. These processes relate to mechanics, heat, light, other radiation, sound, electricity, magnetism and atomic structure.
In all strands, learners should be developing a scientific approach by: <ul style="list-style-type: none"><li>• Asking questions that can be investigated scientifically, and deciding how to find answers</li><li>• Considering what sources of information they will use to answer questions, including first-hand experience and a range of other sources</li><li>• Forming hypotheses and thinking about what might happen</li><li>• Planning and carrying out investigations, trying out possible approaches and deciding what evidence to collect and what sort of equipment or materials to use</li><li>• Making a fair test or comparison by changing one factor and observing or measuring the effect whilst keeping other factors the same</li><li>• Making systematic measurements and observations</li><li>• Checking measurements and observations by repeating them where appropriate</li></ul>	



	P1	P2	P3	P4
<b>Living things and life processes</b>	Identify main parts of body, know how to keep them clean, and know about proper use of the latrine  Understand the role of bones, joints, muscles in movement and the importance of healthy exercise  Identify plants and animals in their locality and their importance  Understand the role of the senses in daily life	Understand the importance of keeping body clean and the dangers of micro-organisms / 'germs'  Understand similarities and differences between animals according to their habitats  Identify different types of plants and their parts  Use the sense organs to explore our world and distinguish between substances	Appreciate the importance of food, exercise, washing clothes, sleep and rest for a healthy life  Classify animals and plants according to their habitat.  Distinguish between fruits and seeds and state their uses  Identify objects, symbols and gestures using the five senses	Care for and appreciate the importance of a clean environment  Group animals according to their eating habits, food chains  Appreciate the importance of conservation of animals and plants  Understand the structure of a seed and the process of seed germination
<b>Materials and their properties</b>	Recognise sources of water and its uses, measurement of quantities of water  Know basic weather conditions  Appreciate the presence of air and its movement in air currents / wind  Perform simple activities using soil / sand <i>eg sieving, moulding, mixing</i>	Explain importance of clean water, and methods of making water clean and safe  Understand how animals and humans respond to different weather conditions  Understand importance of air in daily life  Investigate structure / composition of soil	Investigate living things found in water  Investigate water, solubility, and the ways of conserving water  Understand changes in the weather and record the changes  Understand the concept of air pressure, pressure differences and wind  Identify types, formation and uses of soil	Investigate physical properties of water and what happens to water under different conditions  Further investigate and understand why certain objects float and others sink in water  Understand the concept of matter  Simple methods of separating materials <i>eg sieving, winnowing, dissolving, use of magnetism</i>
<b>Physical processes</b>	Understand sources of light & sound in the environment  Understand use of simple machines like wheels  Investigate which objects float and sink in water	Understand the concept of shadow  Produce sound using local materials and produce sounds of different pitches & understand echoes  Construct and use simple rollers to make work easier	Understand concept of image formation  Identify sounds produced by different objects, changing volume and pitch;  Investigate air pressure as a force  Construct and use levers to make work easier	Investigate how light travels and its uses  Describe the shape of the earth and discuss the concept of gravity  Explore the sources of heat and its uses  State sources of electricity and carry out simple activities with electricity and magnetism  Construct and make use of simple machines (pulley and inclined plane)

Living things and life processes	P5	P6	P7	P8
	Understand the relationship between germs and sanitation  Know about common human parasites, how they are spread and controlled  Understand a healthy lifestyle and the concept of health hazards, common drugs and their types  Understand the internal structures of sense organs (eye and ear) and their uses	Explain the causes of drug abuse and its impacts on life  Understand the nature of changes occurring in humans at puberty, ( <i>sexual relationships, sexual intercourse, conception, pregnancy, childbirth, contraception</i> )  Understand the levels of organisation of living things: cells, tissues, organs, systems  Know the food types and understand the importance of a balanced diet  Understand structures of plants and their functions	Explain structures and functions of human excretory and circulatory system.  Explain how reproduction takes place in flowering plants  Name some common water and air-borne diseases, describe their causes, effects and prevention, stress and depression, home nursing  Explain the structures and functions of human digestive and respiratory systems  Understand hygienic food preparation techniques, nutrition needs for good health and for special groups	Apply knowledge of hygiene and disease to personal and home sanitation, food preservation  Explain how reproduction takes place in mammals and birds  Describe effective pre- and post-natal care in humans  Understand processes of respiration and photosynthesis, and describe the differences between plants and animals, explain inter-dependency between plants and animals  Understand the structure and function of the nervous system.
<b>Materials and their properties</b>	Describe the importance and uses of water in agriculture  Appreciate the importance of minerals and manure in agriculture  Construct and use simple weather instruments  Understand the concept and causes of wind and uses of wind energy  Describe and explain the behaviour of materials under different temperatures	Describe water cycle and understand the effects of weather on human activities  Describe the components of air and their properties and understand that air supports burning  Explain properties of metals and non-metals  Explain the states of matter and changes of state, and understand concepts of atoms, elements, mixtures and compounds.  Understand the concepts of mass flow and diffusion	Outline the sources of water, methods of collection & purification, pollution and its impact  Understand humidity and how to measure it  Recognise difference between mass and weight and their measurement  Explain the term 'chemical reaction' and describe how reactions involve energy changes	Explain the environmental concern about water and describe conservation strategies  Differentiate between weather and climate; describe their effects on land use and human populations  Explain the relationship between temperature, pressure and volume of air, the concept of a vacuum  Describe common properties and uses of acids and bases: the uses of indicators
<b>Physical processes</b>	Differentiate between transparent, translucent and opaque objects  Understand the nature of sound and its uses  Understand rotation of earth and day night  Describe simple common tools and their classifications as machines e.g. first class, second etc	Understand concepts of reflection and refraction of light  Understand how light and sound travel through different media  Understand earth and space in relation to solar system, explain seasons  Understand concept of heat and how it is measured	Understand forces and the different types of forces and units for measuring force  Identify different forms of energy, describe energy transformations  Describe components of solar system, orbits of planets and moons  Understand the use gears, and multiple pulleys in making work easier	Understand parallel between human eye and pin-hole camera  Understand how sound is produced and how human ear perceives it  Explain concept of constellations, galaxies, the universe  Describe how heat is conserved  Explain how magnets can be made from electricity and the applications of electro-magnetism

	S1	S2
<b>Biology</b>	<p>Appreciate the diversity of living things</p> <p>Understand cell structure, organization and function</p> <p>Describe movement of substances across cells</p> <p>Understand the diversity of cell types and their organization into tissues and organs</p>	<p>Describe how organisms interact with their environment</p> <p>Understand photosynthesis and plant nutrition; the importance of photosynthesis to all living things</p> <p>Understand nutrition in animals</p> <p>Outline the impact of climate change on populations of animals and plants</p> <p>Understand the processes of transport, respiration, gaseous exchange, excretion and homeostasis in animals and plants</p>
<b>Chemistry</b>	<p>Name common laboratory apparatus and understand safety rules in laboratory</p> <p>Explain techniques of separating mixtures and compounds (link the concepts of separation to industry, especially crude oil)</p> <p>Understand particulate nature of matter, formulae and chemical equations</p> <p>Explain the properties and uses of acids, bases, indicators and salts</p> <p>Understand redox reactions</p>	<p>Describe the composition of the atmosphere</p> <p>Investigate the properties of common gases</p> <p>Understand simple atomic structure, the periodic table and bonding</p> <p>Understand how salts are formed</p> <p>Explain how and why electrolysis can be used to separate some salts</p> <p>Understand carbon, its atomic structure and compounds</p>
<b>Physics</b>	<p>Understand measurement, states of matter and types of forces</p> <p>Understand the effects of temperature changes on matter</p> <p>Explain the behavior of light on plane surfaces</p> <p>Understand the concept of static electricity and the flow of electricity around circuits</p>	<p>Explain the effects of forces and the concepts of work, energy and power</p> <p>Define machines and explain the dynamics of objects</p> <p>Understand the nature of heat and describe its effects on matter</p> <p>Explain the behavior of light at curved surfaces</p> <p>Understand and explain the motion, types and properties of waves</p> <p>Describe the theory of magnetism and explain the properties of magnets</p>

	S3	S4
<b>Biology</b>	<ul style="list-style-type: none"> <li>Understand the variety, classification and the interdependence of living things</li> <li>Detail the impact of humans on the natural environment and conservation</li> <li>Explain biodiversity, habitat, ecosystems, populations and the impact of climate change</li> <li>Explain the role of pathogens in causing disease</li> <li>Understand exchange between organisms and the environment</li> <li>Explain the structure and function of the digestive, respiratory and circulatory systems</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the biochemistry of respiration and photosynthesis</li> <li>Detail the processes of reproduction, growth and development in plants</li> <li>Detail the processes of reproduction, growth and development in animals</li> <li>Understand how coordination takes place in plants and animals</li> <li>Describe the role and operation of homeostasis in animals and plants</li> <li>Understand how support is provided and movement takes place in plants and animals</li> <li>Understand basic genetics and inheritance; modern uses of knowledge of genetics</li> <li>Describe how organisms are adapted to their environment, selection, evolution and evidence for it</li> </ul>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>Understand volumetric analysis and identification of gases</li> <li>Understand the mole concept and be able to apply the gas laws</li> <li>Write balanced equations, full and ionic</li> <li>Explain the properties of elements in Period 3 and Groups 2 and 7 of the periodic table including sulphur, chlorine, nitrogen and their compounds</li> <li>Explain the properties of the transition metals</li> <li>Further explain the properties of acids, bases and salts, understand the properties of amphoteric oxides and hydroxides</li> <li>Explain the hardness of water and the solubility of salts in water</li> </ul>	<ul style="list-style-type: none"> <li>Describe how to identify ions and gases</li> <li>Understand and explain energy changes in chemical reactions</li> <li>Explain kinetics, rates of reactions, equilibria, redox reactions and electro-chemistry</li> <li>Name and know the composition of ores of some common metals and appropriate methods of extraction</li> <li>Describe analytical techniques and methods of determination of structure</li> <li>Understand organic chemistry, including isomerism, fractional distillation and cracking of alkanes, chloroalkanes, alkenes, alcohols, carbonyl group compounds, aromatic chemistry, amines, amino acids, polymers, synthesis and analysis</li> <li>Introduction to nuclear chemistry</li> </ul>
<b>Physics</b>	<ul style="list-style-type: none"> <li>Use understanding of particles to explain radiation, electromagnetic radiation and quantum phenomena</li> <li>Understand the nature of electrostatic and current electricity and their applications including electronics</li> <li>Understand mechanics, motion and laws of linear motion</li> <li>Explain the bulk properties of solids and fluids and their applications</li> <li>Understand gas laws; explain the relationship between pressure, volume, temperature and mass of a gas</li> <li>Understand thermal physics, heat capacity of a substance, carry out energy calculations</li> </ul>	<ul style="list-style-type: none"> <li>Use understanding of waves to explain refraction, wave interaction, interference and diffraction</li> <li>Understand momentum, circular and harmonic motion</li> <li>Understand Newton's Law of Gravitation, and the orbits of planets and satellites</li> <li>Explain electric fields, capacitance, magnetic fields and electromagnetic induction</li> <li>Explain cathode rays and the structure and function of cathode ray tubes</li> <li>Use knowledge of nuclear physics to explain radioactivity and its use in providing nuclear energy</li> </ul>

# Social Studies

## Aims

Social Studies contributes to the development of young people as:

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

## Rationale

Social Studies aims to help learners develop the skills and knowledge that enable them to comprehend ideas and think critically and logically about themselves, their families, communities, the nation and global communities. It encourages them to become active and responsible citizens.

It also helps to develop understanding about cultural heritage, and the social political, physical, environmental and economic features of different communities. It develops a culture of understanding, mutual respect and value of human dignity.

The knowledge, understanding, skills, values and attitudes acquired from social studies help the learners to understand life styles and culture of their people both within their own country and global communities for peaceful co-existence and development.

## Social Studies with the Framework

Social Studies can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences.

## Teaching and Learning Social Studies

Social Studies is an integrated subject, but its four strands should enable older learners to move smoothly into the study of separate history, geography or civics in S3 should they opt to do so.

Although the requirements are set out in separate strands in this overview, the teaching and learning can be thematic. There are clear connections at each grade between the requirements across the strands. These are brought out in the Units of Study. Making these connections will enable learners to gain a better understanding. Setting them out separately in this document will help ensure that essential learning is not missed.

The subject should be learned wherever possible through first-hand experiences that are rooted in learners' own locality and experience. It should also enable learners to understand the world beyond their own homes and their own country.

Social Studies is best learned through a variety of methods and materials including field studies, books, documents, photographs, oral accounts, databases and other electronic sources where possible.

Learners should be given opportunities to survey and analyse a wide range of sources and learn to form to form their own opinions and draw their own conclusions. Opportunities should be provided for learners to communicate their knowledge and understanding in a variety of ways. They should also study the work of other people in this subject domain and become familiar with the standard theories and interpretations.

**Strands**

There are four strands in Social Studies:

- History: how the past has produced the present
- Geography: how we live in the world around us
- Citizenship: how we live together in society
- Peace Education: how we can live together peacefully

Citizenship includes Civics, and also the more active aspects of the subject including advocacy

Younger learners will learn these in an integrated way, but as they move towards secondary school, the strands will become distinct and separate subjects.

<b>History</b> How the past has produced the present	Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shed our history. They recognize the impact of the past on the present.  They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.  They use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.		
<b>Geography</b> How we live in the world around us	Physical	Learners explore the physical world around them and recognize the impact this has on the way we live. They find out about different ways in which communities are linked and depend on each other.	
	Human, economic and environmental	They carry out field-work, and collect record and present evidence. They analyse evidence and draw conclusions. They use, make and interpret maps at different scales.	
	Map skills	Learners recognise the possible impact of climate change and appreciate the need for sustainability.	
<b>Citizenship</b> How we live together in society	Civics	Learners should know about some of the methods and institutions that enable communities to organise themselves and make decisions. They should recognize the patterns in communities, cultures and places, and how these have changed and developed over time.	
	Advocacy	They should take part in community projects and learn first-hand how communities are run, and how decisions are made	
<b>Peace Education and Human Rights</b> How we can live peacefully together	Active citizenship	Citizenship is more than a statutory subject. Its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in school, and radiating out.	
		Learners should find out about the strategies that are used to promote peace and harmony. They should know about different sorts of rights such as Constitutional and Human rights.	
		They should be aware of the importance of HIV/AIDS and STIs and the need to promote gender equality.  They should build their own skills of peaceful living and conflict resolution and be committed to peace and reconciliation.	



		P1	P2	P3	P4
History		Explore the History of their family ( <i>eg family tree</i> ) and village so that they appreciate how things have changed over time. ( <i>eg by talking to older people in the village</i> )  Look at how some familiar objects ( <i>forms of transport etc</i> ) have changed over time	Find out how their village and locality have changed over time, and begin to understand the reasons for these changes.  Place events and objects in chronological order.	Describe the way of life of African people from the distant past and their economic and cultural activities.  Understand the factors that influenced the development of early settlement and migration in South Sudan	Find out about the impact of technology on ways of life in the past and how this has shaped history, by studying some key examples ( <i>eg the plough, gunpowder, printing, the steam engine etc</i> )  Begin to place events, people and changes into correct periods of time.
Geography	Physical	Talk about the key physical features of their local area ( <i>hills, streams, forests, </i> )  Identify the key human features of their area including resources and economic activities around home and school: ( <i>crops, shops, manufacture etc.</i> )	Talk about the physical features found within the Payam and South Sudan ( <i>such as hills, valleys, rivers, swamp and significant plants and crops</i> )	Identify the key physical features of the African continent and begin to understand how they were formed	Described the pattern of local weather: and seasons, and begin to understand some of the causes of weather ( <i>winds, rain etc</i> )
	Human, economic and environ-mental	Begin to recognize how the physical world can be represented on a map within the context of their own school, village and local routes.	Describe key human activities of the Payam and South Sudan including some of the principle jobs and products ( <i>such as: crops, animals, oil, mining etc</i> )  Know the importance of caring for the immediate environment ( <i>litter, dirt etc</i> )	Describe the types of settlement, land use, and economic activity in the African continent including some of the principle jobs and products and how these vary in different areas.  Investigate the sources of what pollutes our environment ( <i>eg burning, sewage, rubbish, water pollution etc</i> )	Describe the basis of crop farming, forestry and fishing within the state, and find out about some of the traditional industries. Contrast this economic activity in localities in other parts of the world.
	Map Skills		Be able to recognize the position of their own village and major cities and other features on a map of South Sudan.	Recognise and interpret the key features of Africa on a map ( <i>rivers, mountains, major cities etc.</i> )	Know about the phenomenon of climate change, and the impact on a locality Use scales to measure and investigate distance on maps and position places using grid lines. .
Citizenship	Civics	Find out about our homes, family members, and the school community.	Describe the communities found in the villages, their origin and the ceremonies, rituals and festivals practiced by people in the village.	Compare their own village or town to a contrasting location and recognize the similarities and differences.	Find out about the different people of the state, the stories of their origin, and the laws governing the communities in the state.
	Advocacy	Be able to talk about their roles and responsibilities ( <i>eg in the family and school</i> )	Take part in some of the everyday decisions that affect them in their school communities.	Learn about the importance and values of the national symbols and how these impact on everyday life.	Know about some of the key religious practices and symbols in the community
Peace Education and Human Rights	Active citizenship			They present their ideas to others and begin to acknowledge different responses to their ideas.	Take part in decision-making activities with others in contexts that are familiar to them.
		Take turns, line up and share things with others.  Understand the dangers of unfamiliar objects found on the environment	Co-operate within a group, appreciating different needs and roles  Know the key warning signs of the presence of landmines	Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality  Understand and explain risks of mines and unexploded ordnance	Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.

		P5	P6	P7	P8
History		Find about the key pre-colonial kingdoms of South Sudan and Africa, and how they developed over time. Compare this to a country in another continent.	Understand the struggle for independence of South Sudan and name the role of the key people involved. Compare and contrast this to struggles elsewhere (eg India, South Africa, South America)	Understand the development, rise and fall of civilisations over time by making a study of at east two (eg Mayas, Aztecs, Khymer Empire, Romans etc.)	Understand the process and implications of the coming of Europeans into Africa. Compare this to the experiences in other continents (eg North and South America)
			Place events, people and changes into correct periods of time.	Begin to develop a sense of period through describing and analysing the relationships between the characteristic features of periods studied.	Build a chronological framework of periods and using this to place new knowledge in context.
Geography	Physical	Understand the processes leading to the original formation of the key physical features of South Sudan and Africa	Understand the processes leading to the creation of and changes in physical features (such as tectonic plate movement, volcanic activity, erosion, deposition, pollution, human activity etc)	Understand how physical features and processes impact on communication, production and trade in South Sudan and other parts of the world.	Understand the factors that produce the climate and appreciate its effects of climate on human settlement, economic activities. Understand some of the causes and impact of climate change on South Sudan and the world.
	Human, economic and environmental	Understand the importance of the differing farming systems to South Sudan and Africa in general, and how these relate to climate and physical features such as geology, soil and relief. Appreciate the possible impact of climate change and the need for sustainability.	Understand the operation of the key industries and types of trade of South Sudan and her neighbours. Make a particular study of the fishing industry in South Sudan. Understand how the key tourist attractions can be managed to the benefit of South Sudan and compare this to other countries.	Investigate the importance and potential of the mining sector of South Sudan, and the need for sustainable development. Understand the need to balance protection of bio-diversity with the development of agriculture and industry.	Compare and contrast farming systems in South Sudan with other countries that have similar climates, and understand the need for sustainability. Understand the role of co-operative societies in South Sudan (types of cooperatives, functions, benefits, and the problems facing cooperatives.) Examine the problems and benefits associated with development projects (such as HEP in South Sudan and Africa.)
	Map Skills	Use maps to interpret physical features at a range of scales in Africa and other continents.	Be familiar with the location of cities and key features of the major continents of the world.	Use maps to recognize settlement patterns, and major communication routes.	Interpret world maps to identify key physical and human features, and construct maps at a variety of scales.
Citizenship	Civics	Find out about the systems of governance of South Sudan and neighbouring countries.	Appreciate the importance of tolerance, respect and equality in the way people live together	Understand how ideals of justice and fairness underpin the legal system.	Appreciate the factors impacting on national unity, and understand the importance of equitable distribution of national resources and power sharing in South Sudan and elsewhere.
	Advocacy	Appreciate the qualities of a good leader and good citizen.	Understand the social and political interactions between South Sudan and neighbouring countries.	Identify and discuss regional cooperation, regional bodies, and the importance of regional co-operation. (eg Organization of African Unity (AU).	Work collaboratively to negotiate, plan and carry out an activity which will make a difference to the lives of others.
	Active citizenship	Take part in debates on issues that are familiar to them.	Explain the ways in which people can participate in democracy and how they can change things in communities.	Research issues and use this to make informed contributions to debates.	
Peace Education and Human Rights		Recognise that respect for human rights and gender equality underpin peaceful co-existence (including gender stereotypes) Be aware of the dangers and consequences of the spread of HIV/AIDS and STIs	Recognise the importance of promoting human rights and the systems that protect them (including forced marriage etc)	Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in a local and national situation.	Understand some of the ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.

		S1	S2
History		<ul style="list-style-type: none"> <li>Analyse and describe the pre-colonial trade in Africa</li> <li>Analyse and explain the colonial rules and African response to colonialism.</li> <li>Understand and explain the evolution of societies and heritage in Africa, and the evolution of Sudan as a Nation.</li> <li>Understand the key themes in South Sudan history and explore the link between the past present realities.</li> <li>Explore and understand the contribution of the regional and international organizations to the independence struggle and development in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the major themes in European history growth and development, including the impact of the industrial revolution.</li> <li>Discuss the achievements and failures of Vienna Congress in Europe and explore the unifications in Europe</li> <li>Understand and examine the causes and impacts of the world wars and cold wars on Europe and Africa.</li> <li>Understand liberal democracy and nationalism from ancient Europe to modern times.</li> <li>Explore the challenges, achievements and prospects of post independence Africa.</li> </ul>
Geography	Physical	<ul style="list-style-type: none"> <li>Identify and describe the physical features of Africa and South Sudan and explain how physical processes have influenced their landscapes.</li> <li>The causes, consequences of and responses to extreme weather conditions and natural weather hazards.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and compare the physical geography of South Sudan to a contrasting area (<i>eg North America or the Rhine lands</i>) and explain the influence of physical processes on these.</li> <li>Understand the distribution and characteristics of large scale natural global ecosystems (such as tundra, rainforest and temperate forest), drawing out the interdependence of climate, soil, water, plants, animals and humans and the issues related to sustainable use and management.</li> </ul>
	Human, economic and environmental	<ul style="list-style-type: none"> <li>Understand population and settlement patterns in South Sudan and Africa.</li> <li>Explain resource utilization in South Sudan taking some examples from other African countries in the context of sustainability</li> <li>Understand and carry out field-work on socio-economic activities in South Sudan</li> <li>Understand the importance of field techniques</li> <li>Explain land tenure system and the politics behind rural economies.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the economic and human geography of South Sudan to a contrasting area (<i>eg North America or the Rhine lands</i>)</li> <li>Identify the factors to sustain the economy</li> <li>Understand key population trends and their economic implications to humanity and settlement patterns.</li> <li>Be aware of some key lessons learned from the industrialized regions of the world (<i>eg, USA and UK</i>) that would help some African countries</li> <li>Understand the causes and implications of climate change both locally and beyond.</li> </ul>
	Map Skills	<ul style="list-style-type: none"> <li>Use a range of maps, atlases, satellite imagery and where possible other digital material to find evidence to answer geographical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Construct and use a range of maps atlases, satellite imagery and where possible other digital material to illustrate the relationships between aspects of physical and human geography and trends and developments over time.</li> </ul>
Citizenship	Civics	<ul style="list-style-type: none"> <li>Know about the functions of central and local government, the public services they offer and how they are financed, and the opportunities to contribute</li> </ul>	<ul style="list-style-type: none"> <li>Understand the work of parliament, the government and the courts in making and shaping the law</li> </ul>
	Advocacy	<ul style="list-style-type: none"> <li>Understand the characteristics of parliamentary and other forms of government, including the electoral system and the importance of participating in democratic life.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of playing an active part in democratic and electoral processes</li> </ul>
	Active citizenship	<ul style="list-style-type: none"> <li>Explore different kinds of rights and responsibilities and how these affect both individuals and communities.</li> <li>Understand that individuals, organizations and governments have responsibilities to ensure that rights are balanced, supported and protected.</li> <li>Learners make informed contributions to discussions and debates on a range of topical and controversial issues.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the ways in which rights might compete and conflict, and understand that hard decisions have to be made to try to balance these.</li> <li>Learners develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them.</li> <li>They work with others to initiate, negotiate, plan and carry out an appropriate course of action in the local community to bring about change.</li> </ul>
Peace Ed & Human Rights		<ul style="list-style-type: none"> <li>Be aware of the theory of peace conflict resolution</li> <li>Understand the importance of service delivers in conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key areas of conflict (<i>eg power, identity, religion, natural resources</i>)</li> <li>Know about key advocates for non-violence in South Sudan and the world.</li> </ul>

	S3	S4
Citizenship	<ul style="list-style-type: none"><li>• Be aware of the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Africa and internationally</li><li>• Understand the importance of a free and responsible press, and the media's (including the internet), role in society, in providing information and forming opinion, and be aware of the citizen's need to resist manipulation by such media</li></ul>	<ul style="list-style-type: none"><li>• Be aware of the rights and responsibilities of consumers, employers and employees</li><li>• Be well informed about some of the wider issues and challenges of global interdependence and responsibility, including sustainable development</li></ul>
Peace Education and Human Rights	<ul style="list-style-type: none"><li>• Recognise the links between conservation of environment and peace</li><li>• Understand how civic leadership can work together to promote peace making and conflict resolution</li></ul>	<ul style="list-style-type: none"><li>• Understand the basis of holistic peacemaking and conflict resolution.</li><li>• Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution.</li></ul>

# Religious Education

## Aims

Religious Education contributes to the development of young people as:

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

## Application to different religions

This curriculum is written as framework of understanding and progression that can be applied to any religious tradition. There are separate syllabuses for Christian and Islamic Religious Education, but both follow this same general framework. It is important that learner should gain a good understanding of their own religion but also understand and respect other peoples' beliefs. Reference is made in the Framework to a range of the world's major religions, but within the syllabuses, the local religion will remain central.

## Rationale

Religious Education will give learners a good understand and appreciation of their own religious heritage and also introduce them to the key belief of the world's major religions, and the key religions of the region. In this way RE can help build tolerance and respect for other people and their beliefs, and can help promote a cohesive society.

Religious education will also help develop learners' person sense of spirituality and help them make moral choices based on clear principles.

It offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

## Religious Education within the Framework

RE can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of important aspects of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences

## Teaching and Learning in Religious Education

To build religious understanding an appreciation, learners need to be given opportunities to discuss what they are learning, and to make sense of it in terms of their own lives. The subject is concerned with difficult abstract and spiritual matters, and these cannot be understood without discussion and reflection. The more examples learners are presented with, from their own and other religions, the easier it is for them to grasp the deep spiritual meanings.

Young learners will approach the subject through the key stories of their own and other major religions. Role-play and drama will help them build appreciation and understanding of these. Older learners should have reference to religious texts and interpretations, but still have ample time for discussion and debate.

Where possible, people from other religions should be invited to discuss their own beliefs and traditions. It is important that learners are able to see their own religious beliefs and traditions within the wider picture of global beliefs.

The subject is compulsory throughout both Primary and Secondary Education. It is set out in terms of "Spiritual Understanding" and "Range of Studies". It is important that the range is used to illustrate the Spiritual Understanding.

**Spiritual Understanding and the Range of Studies**

The Religious Education curriculum is set out differently from other subjects to take account of its different nature. The key element is learners' spiritual understanding which is the basis of their spiritual development. Spiritual understanding can be built in many ways and through many faiths, so the curriculum specifies the range of studies that would be necessary to build this spiritual understanding within a particular faith. The two elements always come together and cannot be taught or learned separately.

<b>Spiritual Understanding</b>	Learners appreciate the key messages, values and meanings of religion. They understand the meaning this has for their lives and the way they live. They appreciate the value of meanings beyond the functional and beyond the physical world. They develop a moral sense of what is right and wrong based on clear principles and beliefs. They appreciate their own religion and beliefs and are also understanding and tolerant of other beliefs.
<b>Range of Studies</b>	Learners study the key teachings and texts of their own religion. They become familiar with the key rituals and practices. They also find out about the key beliefs of other major religions, so that they can grow in understanding and tolerance.

**OVERVIEW FOR RELIGIOUS EDUCATION**

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>
Spiritual understanding	Become familiar with some of the key stories from the major religions.	Begin to appreciate the significance of key stories from the major religions.	Comprehend and appreciate the significance of places of worship, holy places and religious observances in the major religions	Understand and appreciate the key values, meanings and origins of religious festivals in the major religions and how these relate to the Holy Books.
Range of studies	Key stories from the major religions that are accessible to young children and which relate to their lives and levels of understanding	Key stories from the major religions that are accessible to young children and which can be read at a suitably simple level.	<ul style="list-style-type: none"><li>• Church, Mosque, Temple, Shrines</li><li>• Jerusalem, Mecca, Medina and Rome</li><li>• Services, baptisms, weddings, bar mitzvah etc</li></ul>	<ul style="list-style-type: none"><li>• Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan, (alam Lotuko) /(Othurac Lokoya)/kigoyo Olubo)/(kanga, Lopit/(Awak,Dinka)</li><li>• Torah, Bible, Quran, Vedas, Tiptaka</li></ul>



	P5	P6	P7	P8
Spiritual understanding	Understand and appreciate beliefs about the deities, and understand the contribution of the founders of the major Religions	Recognize and appreciate the names, values, beliefs concerning their relationship to God humanity in the Environment.	Understand and appreciate the values, meaning, origins, use and structure of the key Holy Books	Understand and appreciate biography, role and the importance of key prophets
Range of studies	<ul style="list-style-type: none"> <li>• God/Allah/Hindu deities</li> <li>• Jesus Christ</li> <li>• Mohammad(Ibn Abdulah)</li> <li>• Gautama Buddha</li> <li>• Guru Nanak</li> <li>• Ngundeng/Ngun</li> </ul>	<ul style="list-style-type: none"> <li>• God/Allah</li> <li>• Yahweh</li> <li>• Nhalic/Ngun/Ojok and etc</li> <li>• Religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,( alam Lotuko)/(Othurac Lokoya)/Kigoyo Olubo)/Ikanga, Lopit/(Awak,Dinka in December),(Balanda, \murru),Anyuak,Pojulu, Kakwa, Madi (harvest feast in August) (Moro, Jaliya )</li> </ul>	<ul style="list-style-type: none"> <li>• Torah</li> <li>• Bible</li> <li>• Quran</li> <li>• Vedas</li> <li>• Tipitaka</li> <li>• religious festivities: Pentecost, Easter and Christmas, Id el- fitr, Id Ramadan,</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Christianity</u>, Isaiah, Jeremiah ,Ezekiel, Jonah, Amos, Daniel</li> <li>• <u>Islam</u>, Ibrahim, Ishmael, Musa, Yunus, Ayoub,Josue</li> <li>• Harun, Isa,Muhammad</li> <li>• <u>Judaism</u>, Abraham, Moses, Job, Joshua, Aaron, Jonah, Samuel, Solomon, Ezekiel and Elisha</li> <li>• <u>Sikh</u>: Guru Nanak, Guru Angad</li> </ul>

	S1	S2	S3	S4
Spiritual understanding	Understand and appreciate the values, meaning and structure Religious belief	Understand about the deities and appreciate the Religious prophecies of the major religions	Recognise and appreciate the central tenets of different faith and authority in all religions	Recognize and understand the social ethic in the society
Range of studies	<ul style="list-style-type: none"> <li>• Faith and beliefs</li> <li>• Holy Books,</li> <li>• Creation accounts</li> <li>• Faith and God's promise.</li> <li>• African traditional Religious heritage</li> </ul>	<ul style="list-style-type: none"> <li>• The prophecies</li> <li>• Redemption concepts</li> <li>• The works of the founders</li> <li>• Concepts of death and resurrection</li> <li>• African Religion moral and cultural values.</li> </ul>	<ul style="list-style-type: none"> <li>• Prophets and their prophecies in all religions</li> <li>• Selected books; (Christianity- the Gospel of St. Luke/Act of Apostles' and Islam- Ahadith, and Tafsier)</li> <li>• Man in changing Order and freedom</li> <li>• Loyalty in society</li> </ul>	<ul style="list-style-type: none"> <li>• Religious approaches to selected issues, related to modern science, technology and environment</li> <li>• Religious approach to wealth, money and poverty.</li> <li>• Religious ethics in all the faith.</li> <li>• Psycho-social problems</li> </ul>



# The Arts

## Aims

The Arts contribute to the development of young people as:

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

## Rationale

The Arts are a source of inspiration and enjoyment for all. They provide contexts in which learners can learn to express their thoughts and emotions, use their imaginations, and develop creativity. They therefore make a key contribution to learners' personal, social and emotional development and to their growth as confident individuals. Engaging in the Arts enables learners to participate in and respond to the creative and cultural life of their communities and appreciate the rich cultural heritage of South Sudan.

Participating in a range of art forms – including visual arts, crafts, drama, music and dance – helps young people become responsive, reflective, critical and appreciative. They discover the value of discipline and practice to improve, and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

## The Arts within the Framework

The Arts make a significant contribution to all four of the Framework competencies. The subject is an ideal context for learners to co-operate in groups and to communicate with different audiences. There is a specific strand for learners to think critically about their own and other people's work and performances, and, above all, they need to think creatively. The Arts are an essential part of the South Sudanese culture and heritage, and also an opportunity to learn about other cultures.

## Teaching and Learning the Arts

The Arts are an essentially practical pursuit. The emphasis within school should be on giving learners opportunities to use their imaginations, and to experiment, make things, try things out and develop their own ideas. It is important that they should learn techniques, but also that they use those techniques to express their own thoughts and emotions and to develop their creativity.

This creativity can be developed through a process where learners wishing to design, construct or compose their own work. The same process applies to all performance stands and all ages. Progression comes from the increasing complex context to which the process is applied.

The process is:

- Investigate - find out about how similar artistic works were done
- Design - develop their own ideas and try them out
- Create - produce their own artistic work
- Evaluate - think critically about the effectiveness of their work

This process has applications across all subjects.

Learners should be introduced to a range of work from different artists, craftspeople, dramatists, musicians and dancers from their own and other cultures, and learn to appreciate the quality of their performance, creativity and products. They should be introduced to work in a range of media and understand the commercial applications of the Arts, as well as their potential for enhancing people's lives. Where possible, learners should use digital media and ICT.

The Arts will appear as a variety of specialist options in the S1-4 Curriculum, many of which will have Technical and Vocational applications.

**Strands**

There are three participation strands in the Arts:

- Visual Arts and Crafts
- Music & Dance
- Drama.

The fourth strand, Critical Appreciation, applies to each of the three performance strands, and is therefore to be considered in those contexts rather than separately. There are clear connections between the three performance strands and they will often be learned together.

Strand	Description
<b>Participation in the Visual Arts &amp; Craft</b>	Learners express their ideas and imaginations through line, pattern, colour, texture, form and composition. They experiment with a variety of materials and media, including ICT, to produce their own work, in two and three dimensions. They develop skills in a range of techniques, media and applications, and select the ones most appropriate for the task. They learn to appreciate the work of others from their own and other cultures. Older learners progress to more commercial forms of design such as graphic and textile.  Learners make their own designs and models using a variety of materials. They refine and improve their designs, building on their experience. They become familiar with traditional crafts as well as modern craft techniques. They use ICT to create and aid design where possible.
<b>Participation in Music and Dance</b>	Learners learn to appreciate music and dance from their own and other cultures. They develop their own performance skills in singing, dancing and in the use of instruments, using ICT where appropriate. They work individually and with others. They experiment with their own compositions and develop ways of communicating their ideas. They participate in traditional festivals.
<b>Participation in Drama</b>	When studying drama, learners work in role with others to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern. They devise performances for each other, the school and the wider community, and respond to live and recorded professional performances. They use ICT (video and sound) wherever possible, and study the techniques used in film and TV.
<b>Critical Appreciation of the Arts</b>	Learners should learn to enjoy and appreciate the arts in all forms. They should think critically about their own and others' performance and products in order to develop critical appreciation the quality of performance and also to understand how quality could be improved.

	P1	P2	P3	P4
<b>Participation in the Visual Arts &amp; Craft</b>	Make patterns, pictures and designs from a range of materials they have selected for themselves ( <i>paint, crayon, collage, found materials etc.</i> ) and be able to talk about their work	Express their own ideas through drawings, paintings and designs taking account of colour, texture and form.	Select and use appropriate materials and tools for their own designs, pictures, using colour and texture imaginatively.	Begin to form their own compositions in a range of forms and using a variety of materials,
	Make models from found materials	Know about and make use of some tradition craft techniques in their own work	Develop their skills in a range of traditional crafts	Produce simple artifacts of their own designs, based on traditional crafts.
<b>Participation in Music and Dance</b>	Sing songs and make music with some expression and control.  Accompany singing with simple percussion instruments	Learn some traditional songs and the dances that go with them.  Accompany singing and dancing with percussion and tune-percussion instruments.	Sing traditional songs and some from other cultures with accompaniment.  Create short rhythmic/melodic phrases in response to pictorial, musical or literary ideas presented by the teacher.	Begin to accompany singing and dancing with simple tuned instruments,  Represent sounds with symbols and recognize how musical elements can be used to create different moods and effects.
<b>Participation in Drama</b>	Engage in role-play in formal and informal situations. Express their own ideas and act out parts of familiar stories	Create events and characters through dialogue, movement and gesture, individually and with others	Use drama to explore stories and issues. Play the role of various characters from fiction and real life. Use tradition oral traditions to support their work.	Explore self-expression through creative movements. Use body for verbal and non-verbal communication.
<b>Critical Appreciation of the Arts</b>	Express preferences about their own work and art, music or drama they have seen and experienced (including recorded or on film).	Make suggestions for the improvement of their own and others' work.	Compare and contrast different artistic works and performances and productions.	Enjoy and discuss artistic performances and productions from their own and other cultures, referring to different features

	P5	P6	P7	P8
<b>Participation in Visual Arts &amp; Craft</b>	Refine their skills by experimenting with a wide range of materials and techniques to express their ideas in two and three dimensions. Produce designs for a specific purpose ( <i>eg posters and leaflets etc</i> )	Refine techniques for drawing and painting from real life and imagination, incorporating traditional approaches.  Use texture, form, line and colour in two and three dimensions to express ideas and create effects.	Combine different techniques and approaches to express their own ideas and create their own work.  Use techniques associated with graphic design, and understand how to achieve visual impact ( <i>eg in such as logos, badges and emblems</i> ) using this in their own work	Refine their ability to use design features in creating a range of 2 and 3-D products.
	Use features and techniques appropriate to traditional arts and crafts to make objects of their own design.	Design and make their own products based on traditional techniques and designs to meet specific needs	Combine traditional craft approaches with new techniques to develop and make new products	Design, make and modify a range of products in the light of their appropriateness for use.
<b>Participation in Music and Dance</b>	Sing in tune with expression, and perform simple accompaniments that use a limited range of tones.	Compose their own instrumental and vocal music, using improvisation and written notation where appropriate.  Perform their own and others' compositions in ways that reflect their meaning and intentions.	Perform in concert with others, taking account of the overall effect of individual performances.	Perform, describe and compare different kinds of music using appropriate musical vocabulary
<b>Participation in Drama</b>	Improvise, using voice and body to express feelings verbally and non-verbally. Understanding how dramatic narratives are constructed and adapt this to their own work	Improvise, explore techniques and develop roles in specific situations ( <i>eg interpersonal relationships</i> )	Develop scenarios and actions for simple plays involving more than one character, writing scripts where appropriate.	Write scripts for simple plays taking account of dramatic conventions and forms.
<b>Critical Appreciation of the Arts</b>	Appreciate the similarities and differences between artistic works and performances from their own and other cultures	Discuss a range of artistic works and performances, summing up similarities and making generalisations about their features.	Use specialised artistic knowledge and terms to explain the quality of a range of artistic performances and productions	Explain differences between artistic performances and productions from their own and other cultures, referring to specific features.



# Physical Education and Health

## Aims

Physical Education and Health contributes to the development of young people as:

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

## Strands

There are three strands in Physical Education and Health:

- Gymnastics and movement
- Sports and Games
- Health and wellbeing

The first two strands are subdivided into two aspects.

## Rationale

Participation in physical activity lies at the heart of a healthy lifestyle. Physical Education enables learners to understand the basis of healthy living and promotes active and healthy lifestyles.

The subject develops learner' physical competence and confidence, and their ability to use these to perform in a range of activities and take part in sports and games. It promotes physical skillfulness, physical development and a knowledge of the body in action. Participating in physical activities provides opportunities for learners to be creative, competitive and to face up to different challenges as individuals, in groups and as part of teams.

Learners learn how to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, learners discover their aptitudes, abilities and preferences, and make choices how to get involved in lifelong physical activity and live life healthily.

## Physical Education and Health within the Framework

By participating in Physical Education learners will engage in all of the Framework competencies. Learners need to co-operate in groups and teams when playing games, and to communicate with teammates and different audiences. They need to think critically about their own and other people's work and performances, and they need to think quickly and creatively. The health and wellbeing strand of the subject involves an understanding of South Sudanese traditional foods, health processes, sports and games.

## Teaching and Learning Physical Education and Health

Physical education is an essentially practical pursuit, especially for younger learners. Learners should be involved in a wide and increasing range of physical activities including gymnastics, athletics, sports and games. They should have the opportunity to refine their techniques and to develop and evaluate their own series of movements, strategies and tactics. They should be introduced to games and sports such as baseball or softball, netball, basketball, football, volleyball and cricket.

### The Three Strands

The three strands are set out separately here for clarity, but they do not need to be taught separately. The skills of movement and control can be developed in the context of sports and games. Health safety and wellbeing are aspects of all physical activity.

Physical education is essentially active and physical. It is not a classroom pursuit. However, learners should be encouraged to think about their own and others' performance, to evaluate its effectiveness, and to consider ways of improving it.

There are opportunities for using ICT where it is available to film activities and use this to analyse performance.

Movement and Gymnastics	Motor Control	Learners move their bodies with increasingly consistent control and refinement. They can use movement imaginatively, and create and perform fluent sequences of movement.	Across both strands, learners reflect upon their own performance and the performance of others and analyse it in terms of how it can be improved.
	Movement	Learners develop the range of physical skills associated with movement and control, and also the skills of planning and designing sequences of movement and of evaluating and refining their own performance and appreciating other people's performance.  Learners develop and refine techniques in a range of sports and games, including the use of balls, bats, racquets and other equipment, working alone and with others.	
Sports and Games	Techniques	They use their understanding of the principles of games to apply them effectively and develop and adapt their own strategies and tactics.  Learners develop and use their understanding of the principles behind the strategies and tactics of sports in order to improve their effectiveness. They identify what makes a performance effective and suggest improvements based on this information.	This involves consideration of physical techniques and also team tactics and strategies.
	Teamwork	Learners develop their ability to lead and organize games and sports, captain teams and act as referees or umpires.	
Health and Wellbeing		Learners understand why physical activity is good for their health and wellbeing and they develop positive attitudes toward physical activity.  They link this to their understanding of nutrition and the need to develop and adopt a healthy lifestyle.	

		P1	P2	P3	P4
<b>Movement and Gymnastics</b>	Motor Control	Begin to develop control and co-ordination of physical movement.  Move with confidence, using space and being aware of others.	Apply movement skills in play. Participate in South Sudanese traditional games.	Perform basic movements on floor and apparatus. Change rhythm speed and direction of movement.	Develop basic techniques in gymnastic activities
	Movement	Create and perform simple movement patterns	Perform basic movements involving the whole body & manipulative skills.  Devise and repeat compositions and sequences of movements.	Use movements imaginatively, using apparatus where available.	Perform wide range of movement patterns singly or in combination.  Create and perform short linked sequences that show a clear structure
		Begin to develop good control over a ball in throwing and catching, and application of motor skills in traditional games.	Use motor skills appropriately to play simple mini games.	Develop basic techniques in sprinting, running, relays, catching throwing, jumping and dodging.	Apply basic techniques in games requiring kicking, dodging, catching, throwing, jumping and passing.
<b>Sports and Games</b>	Techniques		Participate in group games played according to simple rules. Learn to accept defeat and appreciate effort.	Understand and apply the rules in group games and other physical activities.	Apply their skills to participate in basic competitive games such as football, volleyball and athletics.
	Teamwork	Take turns and show cooperation in playing simple games.		Develop skills in traditional games & dances.	
<b>Health and Wellbeing</b>		Move and play with regard to safety and with awareness of others	Understand the importance of personal hygiene for health. Know the rules for using equipment safely.	Understand importance of exercise for their health.	Understand the importance of disease prevention and its links to hygiene and exercise.

		P5	P6	P7	P8
<b>Movement and Gymnastics</b>	Motor Control	Refine their techniques in a range of gymnastic activities.	Refine and increase their range of participation in gymnastics and other forms of physical activities.	Participate in a range of gymnastic activities with increasing refinement and control	Be able to refine and increase their range of gymnastic actions that involve how to execute and improve a sequence of movements
	Movement	Design and perform movement and dance sequences that combine a range of movements	Create simple characters and narrative through movement and dance in response to a range of stimuli	Develop complex sequences with repetitions and contrasts while working alone and with others.	Demonstrate through a variety of activities, the elements of movement for expression and communication through movement and dance.
	Techniques	Perform variety of motor skills involving a range of games and sports ( <i>eg football, netball, volleyball &amp; athletics</i> )	Extend and apply the techniques for running, jumping, kicking, catching, throwing, dodging etc. in a games situation	Show competence in the various skills of the games in which they participate, controlling and apply knowledge of rules in game situations	Demonstrate competence in the performance of various skills, tactics and strategies in competitive play and undertake a variety of rules which are associated with games.
<b>Sports and Games</b>	Teamwork	Participate as part of a team in group competitions to refine their performance in the various games.	Demonstrate increased defensive and offensive playing strategies in a range of games and competitions	Design and play small group games in order to develop skills for basic offensive and defensive play during matches.  Promote fair play, accept defeat and appreciate success.	Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on contact rules.  Promote fair play, accept defeat and appreciate success.
		Understand how to take account of their own and others safety in physical activities.	Understand the importance of nutrition.	Relate physical performance to healthy body systems and their functions	Recognise some of the issues associated with the misuse of drugs in sport.  Understand the effect that physical activity has on specific systems of the body.
<b>Health and Wellbeing</b>					

# Languages (French)

**Aims**

Languages contribute to the development of young people as:

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

**Rationale**

South Sudan is a country inhibited by people of diverse linguistic backgrounds. For the first three years of primary school, the medium of instruction is the appropriate national language for the location of the school. From the fourth year of primary school, English is the medium of instruction.

To enable the people of South Sudan to communicate with those in neighbouring countries and around the world and to help the nation extend its participation in the global economy, proficiency in other languages is important.

Arabic is the compulsory language for all learners from P5 to P8. French and Kiswahili are options in S1-2 and S3-4. French is an important world language giving access to a rich range of literature, learning and culture. It is also the national language of many of our partner African nations.

**Languages within the Framework**

Languages make an important contribution to the development of all four of the Framework competencies. Language learning involves a high degree of critical thinking as learners build their understanding and establish cross-links between the languages they are learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along

with communication. Languages reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation

**Teaching and Learning Languages**

Language learning in South Sudan has to be considered in the context of the diverse national languages of the population. There are over sixty different languages spoken, some by a large proportion of the population and others limited to relatively small communities. Some of these languages do not have a written form. In the early years and in the first three years of primary school, children are taught in the national language most appropriate to the location of the school. English is a national language of South Sudan as well as the medium of instruction for all learners from Primary 4 onwards.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

**Target Grades**

To ensure parity in terms of progress in different languages, target proficiency levels have been set, based upon the internationally recognized Language Ladder. These are as follows:

Language	S2	S4
Secondary option languages	Grade 7	Grade 10

Strands

Learning is set out in four strands in the Overview:

- Speaking and listening
- Reading
- Writing
- Knowledge about Language

Some of the learning experiences will be designed to address just one of these strands but learners should frequently face realistic challenges calling for a range of language skills from across the strands. The Units of Study detail some of these real-life challenges which enable learners to integrate their learning, deepen their proficiency and build their confidence. Detailing the requirements under each strand separately ensures that all essential learning in Languages is covered.

Speaking and listening	Reading	Writing	Knowledge about language
Speak clearly, fluently and confidently to different people and listen, understand and respond appropriately to others	Read a variety of texts with fluency, accuracy, understanding and enjoyment	Write with appropriate structure, vocabulary, punctuation and spelling for a range of purposes and audiences	Understand how the language works and how to manipulate it



	<b>S1</b> <b>(Grades 1, 2 &amp; 3)</b>	<b>S2</b> <b>(Grades 4, 5, 6 &amp; 7)</b>	<b>S3</b> <b>(Grades 7, 8 &amp; 9)</b>	<b>S4</b> <b>(Grades 9 &amp; 10)</b>
<b>Listening and speaking</b>  Compréhension et expression orale	<ul style="list-style-type: none"> <li>- Be familiar with the French sound system, rhythmic and intonation patterns of French</li> <li>- Can understand the main points from a simple conversation, be able to ask &amp; answer simple questions and give basic information about one self</li> </ul>	<ul style="list-style-type: none"> <li>- Can distinguish expressive intonations from the basic intonations</li> <li>- Be able to relate his past experiences in the simple past tense and talk about future plans</li> <li>- Can give a short prepared talk, expressing opinions &amp; answering simple questions about it, using a variety of structures</li> </ul>	<ul style="list-style-type: none"> <li>- Can express himself with more confidence</li> <li>- Improve on what is already learnt by way of intonation, stress and liaisons</li> <li>- Be introduced to various possibilities of expression, style and pronunciation</li> <li>- Can understand passages including some unfamiliar material and be able to answer unprepared questions in a conversation or following presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Can express himself with reasonable ease in a variety of situations and be able to handle longer structures</li> <li>- Can report another person's words or opinion</li> <li>- Can understand the main points of an authentic spoken passage or conversation involving one or more speakers.</li> <li>- Can narrate events, tell a story or relate the plot of a book or film &amp; give opinions about it</li> </ul>
<b>Reading</b>  (Compréhension écrite)	Can fill in words in a written form and can write a few short sentences such as simple text about one self, likes and dislikes.	Can understand the main points & opinions in written texts from various tenses and contexts and understand people's points of view.	Can read and understand text including some unfamiliar material	Can understand a wide range of authentic texts in familiar contexts
<b>Writing</b>  Expression écrite	Can read out familiar written phrases and understand the main points from a short written text in clear pointed script.	Can write a text, giving and seeking information & opinions, using a variety of structures and tenses.	Can produce formal & informal texts in an appropriate style on familiar topics	Can write accurately & in an appropriate style over a range of familiar topics for a variety of purposes
<b>Knowledge about Language</b>  Communication et savoir faire	Can understand a range of everyday expressions. Should be aware of how to address people both formally and informally	Can understand the difference between present & past & future events in a range of spoken material.	Can understand authentic passages on familiar matters and be familiar with range of tenses	Can understand a range of tenses and a variety of registers with some understanding of the French culture and society.



# Languages (Kiswahili)

**Aims**

Languages contribute to the development of young people as:

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

**Rationale**

South Sudan is a country inhabited by people of diverse linguistic backgrounds. For the first three years of primary school, the medium of instruction is the appropriate national language for the location of the school. From the fourth year of primary school, English is the medium of instruction.

To enable the people of South Sudan to communicate with those in neighbouring countries and around the world and to help the nation extend its participation in the global economy, proficiency in other languages is important.

Arabic is the compulsory language for all learners from P5 to P8. French and Kiswahili are options in S1-2 and S3-4. Kiswahili is an important world language giving access to a rich range of literature, learning and culture. It is also the national language of many of our partner African nations.

**Languages within the Framework**

Languages make an important contribution to the development of all four of the Framework competences. Language learning involves a high degree of critical thinking as learners build their understanding and establish cross-links between the languages they are learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along

with communication. Languages reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation

**Teaching and Learning Languages**

Language learning in South Sudan has to be considered in the context of the diverse national languages of the population. There are over sixty different languages spoken, some by a large proportion of the population and others limited to relatively small communities. Some of these languages do not have a written form. In the early years and in the first three years of primary school, children are taught in the national language most appropriate to the location of the school. English is a national language of South Sudan as well as the medium of instruction for all learners from Primary 4 onwards.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

**Target Grades**

To ensure parity in terms of progress in different languages, target proficiency levels have been set, based upon the grades in the internationally recognized Language Ladder. These are as follows:

Language	S2	S4
Secondary option languages	Grade 7	Grade 10

**Strands**

Learning is set out in four strands in the Overview:

- Speaking and listening
- Reading
- Writing
- Knowledge about Language

Some of the learning experiences will be designed to address just one of these strands but learners should frequently face realistic challenges calling for a range of language skills from across the strands. The Units of Study detail some of these real-life challenges which enable learners to integrate their learning, deepen their proficiency and build their confidence. Detailing the requirements under each strand separately ensures that all essential learning in Languages is covered.

Speaking and listening	Reading	Writing	Knowledge about language
Speak clearly, fluently and confidently to different people and listen, understand and respond appropriately to others	Read a variety of texts with fluency, accuracy, understanding and enjoyment	Write with appropriate structure, vocabulary, punctuation and spelling for a range of purposes and audiences	Understand how the language works and how to manipulate it



## KISWAHILI SECONDARY (S1-S4)

	S- 1	S- 2	S- 3	S- 4
[Speaking and Listening]  KUSIKILIZA NA KUZUNGUMZA	Demonstrate expertise through riddles, sayings, similes, metaphors and stories. Take part in discussion giving and justifying ideas creatively and confidently	Understand the main points of spoken passage or conversation involving one or more speakers. Give a presentation effectively on a chosen theme and answer readily to questions	Understand the main points of authentic spoken passages and conversations in a range of different context Give a presentation fluently on a chosen theme and argue viewpoints with some degree of success	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible
[Reading]  KUSOMA	Understand texts including some unfamiliar materials Understand a wide range texts in familiar contexts	Understand authentic written texts of moderate length and complexity, produce a summary covering the majority of points	Understand texts of some degree of complexity and abstractions produce a summary covering most essential points	Understand and be able to interpret the meaning of a range of more complex texts and produce a detail report covering all essential points
[Writing]  KUANDIKA	Produce formal and informal texts on familiar topics Communicate ideas creatively and accurately in an appropriate style	Structure writing to produce a coherent text in an appropriate register for specific purposes ( <i>e.g. An application letter for a job or an account of a visit</i> )	Write coherent text in an appropriate register for different purposes ( <i>e.g. a review, an article or a report</i> )	Write extended texts using a wide range of language in a variety of register covering more specialized context
LANGUAGE USE.  (MATUMIZI YA LUGHA)	Adapt sentence construction for different purposes and readers; Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately Use punctuation appropriately to create effects Spell words containing unstressed vowels	Develop the use of complex sentences using connectives and subordinate clauses effectively; Use grammatical structures correctly (tense, agreement, plural) Understand and use abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work;	Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect.	Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts

# Languages (Arabic)

## Aims

Arabic contributes to the development of young people as:

- Proud citizens of South Sudan
- Independent lifelong learners
- Confident and productive individuals
- Environmentally aware members of society

## Rationale

South Sudan is a country inhabited by people of diverse dialectal background therefore Arabic becomes the effective tool for national unity, peace and development. Arabic language will enable the people of South Sudan to communicate and interact effectively within the East African Region.

Learning and communicating in Arabic will accelerate the progress of the Republic of South Sudan towards its goal of becoming integral Member of East Africa community.

## Arabic within the framework

Arabic makes an important contribution to the development of all the four framework competencies.

Learning Arabic as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast Arabic with their national languages. Communication is intrinsic to language learning and this requires regular speaking and listening activities in duos and clusters of different sizes, hence co-operation is also routinely developed. The most effective language learning is founded on relevance to learners' culture and heritage. Therefore, a constant focus in literature in the later years of Primary and Secondary should lay emphasis upon the culture and heritage of South Sudan and neighboring countries.

## Teaching and learning Arabic

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to Arabic. From Primary Five (P.5), Arabic will be a compulsory subject up to P8

From S1-4 Arabic becomes an optional subject for all students. Students pursuing Arabic at this level will be competitive enough to join any East African university teaching Arabic as a discipline in their university, from the start of primary five (5) up to the secondary four (S.4) of secondary school education, there is a focus on developing students' skills in speaking, listening, reading and writing throughout their time in school.

There is a marked difference between the Arabic curriculum in P5-8, and that of S1-4. The P5-P8 curriculum is an intensive programme of Arabic as a language, where speaking and listening are developed mainly through the use of oral language. In S1-4, Arabic language will develop eventually to a level whereby the students learning it will be able to speak, read and write comprehensive documents in Arabic and they will be able to communicate effectively in Arabic.



### The Strands

The subject is set out in four strands;

- Speaking and Listening,
- Reading
- Writing
- Language use

Most learning experiences will involve many or all of these strands at once; they cannot be learned in isolation. Knowledge about language is not an academic study, but the basis for communication. Detailing the requirements under each strand separately ensures that all essential learning content in Arabic is covered.

As students develop their skills, the emphasis needs to be on communication rather than on academic study, particularly in Primary five (P5). Students must build up a good vocabulary and use appropriate grammatical structures, but need to do so in order to communicate with others. Learning should be based on real and realistic situations that call for the use of a range of Arabic language skills. The units of study give details to some of the real-life challenges which enable students to deepen their proficiency and build their confidence. Appropriate cross cutting issues are mainstreamed in opportunity areas.

Frequent opportunities to integrate cross cutting issues and make use of new technologies are built into the units of study.

Listening and Speaking	Reading	Writing	Language Use (S1-4)
Students listen and comprehend so that they can respond appropriately to others. They listen carefully for essence and detail, understanding the key points and interpreting fluent usages appropriately. Students 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	Students read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as books, posters, advertisements and electronic media. They recognize the intentions and techniques used by authors.	Students 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.	Students understand how language works and know how to manipulate it in order to communicate.

**PRIMARY (P5 TO P8)**

	P-5	P-6	P-7	P-8
<b>Listening and Speaking</b>	Understand familiar words and greetings and use common forms of polite exchange. Answer simple questions and give basic information in short exchanges Listen to and appreciate simple Arabic riddles	Request and give simple information on familiar topics in the present tense, Express personal opinions Sing songs and recite simple poems in Arabic Understand the main points and some details from clearly spoken short passages made up of familiar language	Develop proper pronunciation of common Arabic words and take part in structured conversations of three or four exchanges. Give brief descriptions of people, places and daily events Demonstrate understanding of riddles, songs and poems and Begin to understand the differences between present, past and future events.	Give a short talk and present ideas, expressing opinions and answering simple questions. Ask questions to clarify and seek information Listen and distinguish between past, present and future events Evaluate own and others' learning
<b>Reading</b>	Use knowledge of letters and sounds to read words and begin to establish meaning Recognise and read aloud single words and short phrases in familiar contexts. Express simple opinions Begin to use a simple glossary	Read aloud short descriptions Use a glossary and know more than one strategy to learn unfamiliar words Express opinions about poems and stories and give reasons	Read aloud with good intonation and expression, simple narrative texts and understand the main points and some of the detail Use reference resources, including those in the library to extend vocabulary	Read aloud with confidence. Make use of the Arabic dictionary and library resources to develop vocabulary. Make use of reading skills gained in National Language to develop reading in Arabic
<b>Writing</b>	Copy capital and small letters Write, trace or copy simple words and select words to complete simple sentences Begin to write some common words and phrases from memory	Construct short sentences on familiar topics. Understand and use punctuation marks. Accurately form letters which are consistent in size Memorise short sentences and spell simple words correctly	Write short well-organized paragraphs of three or four simple and correctly punctuated sentences, about people, places and events drawing largely on memorized language. Write short notes and letters to friends Write imaginatively and clearly	Write short stories on familiar topics, informal and formal letters with good spelling and punctuation Make use of writing skills gained in National Language to develop writing in Arabic

## SECONDARY (S1-S4)

	S-1	S-2	S-3	S-4
<b>Listening and Speaking</b>	Understand the key points and some of the detail in a range of spoken and recorded materials. Recite poems, give short talks, debate and take part in discussion giving own opinions	Understand the main points of spoken passages and conversations involving more than two speakers. Give a presentation on a chosen theme and answer questions readily	Understand the main points of authentic spoken passages and conversations in a range of different contexts Give a presentation on a chosen theme and argue viewpoints with some degree of success	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed Participate in discussions relating to a variety of situations and topics, taking the initiative where possible
<b>Reading</b>	Understand a range of texts including some unfamiliar material recognizing people's points of view, attitudes and emotions. Begin to understand the principles of summarising	Understand written texts of moderate length and complexity Produce a summary covering the main points	Understand authentic texts of some degree of complexity and abstraction Produce a summary covering the most essential points	Understand and be able to interpret the meaning of a range of more complex texts and Produce a detailed report covering all essential points
<b>Writing</b>	Produce short pieces, both formal and informal on familiar topics to advise, inform and persuade. Communicate ideas in an appropriate style	Produce well structured, coherent text for specific purposes such as an application letter for a job or an account of a visit	Write coherent text in an appropriate register for different audiences and purposes including communicating information, ideas and opinions such as a review, an article or a report	Write extended texts using a wide range of language in a variety of registers covering more specialized contexts
<b>Language Use</b>	Punctuate and spell common words accurately. Apply common grammatical rules. Use knowledge of the language and reference materials to improve reading and writing to	Adapt language for different purposes and readers Apply grammatical structures learned correctly and use a range of strategies to spell unfamiliar words Develop speaking and writing through use of reference materials	Consolidate previously learned grammatical rules. Use knowledge of language to identify errors, correct inaccuracies and develop greater control in speaking and writing Develop vocabulary through use of reference materials and exposure to wider range of texts	Understand more complex language structures and use them to write and speak with a high degree of proficiency

# Integrated Subjects (P1-P8)

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**Information and Communication Technology (ICT)  
Technical and Vocational Education (TVET)**



# Integrated subjects

## ICT elements integrated into the curriculum

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

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



## TVET Elements integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Be aware of the sort of jobs people do and the roles they play in the immediate community	Be aware of the sorts of work people need to do to provide for our immediate needs	Be aware of how things are bought and sold  Be aware of different economic roles and employment opportunities outside of their immediate environment	Begin to understand the distinctions between public and private sector and how this applies to the national economy.	Explore the range of careers and employment that are available and how these relate to need and demand.	Be able to identify economic sectors and discuss on economic growth  Understand the need for a competent and hands-on workforce for economic growth of the country  Be able to identify and map occupations needed for economic sectors ( <i>Agriculture, health, infrastructure, manufacturing, hotel and tourism, mining, urban development and construction etc.</i> )	Understand what are the different sectors of the national economy, how these impact on employment and the sorts of skills people need in order to perform these roles  Be able to discuss on economic independence, growth and development  Understand how a business enterprise can be set up ( <i>business plans, marketability, perceived need etc</i> )  Explore in depth one sector of employment	Be able to plan how to establish micro and small scale enterprises  Be able to understand how micro and small scale enterprises grow up to the middle and big enterprises  Be able to understand occupational competency (KSA) in some occupations ( <i>eg construction, Auto mechanics, etc</i> )  Explore the range of TVET options available to them in secondary education

# Cross-cutting Issues (P1-P8)

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**Peace Education**  
**Life Skills**  
**Environment and Sustainability**



# Cross-cutting Issues

## Cross-cutting Issue: Peace Education

Elements to be integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Engage in common activities that bring pupils together.	Co-operate within a group, appreciating different needs and roles	Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality	Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.	Recognise that respect for human rights and gender equality underpins peaceful co-existence ( <i>including gender stereotypes</i> )	Recognise the importance of promoting human rights and the systems that protect them ( <i>including forced marriage etc</i> )	Be able to discuss the consequences of international conflicts, and how they are mediated and resolved.	Understand ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.
Share and take turns	Be aware of the signs of landmines	Understand and explain risks of mines and unexploded ordnance		Be aware of ways of the dangers and consequences of the spread of HIV/AIDS and STIs	Know about the causes, effects and ways of preventing HIV/AIDS and STIs.	Be aware of the ways of promoting gender equality in a local and national situation.	

S1	S2	S3	S4
<ul style="list-style-type: none"> <li>Be aware of the theory of peace conflict resolution</li> <li>Understand the importance of service delivers in conflict resolution.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key areas of conflict (<i>eg power, identity, religion, natural resources</i>)</li> <li>Know about key advocates for non-violence in South Sudan and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the links between conservation of environment and peace</li> <li>Understand how civic leadership can work together to promote peace making and conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basis of holistic peacemaking and conflict resolution.</li> <li>Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution.</li> </ul>

## Cross-cutting Issue: Life Skills

### Elements to be integrated into the curriculum

	P1	P2	P3	P4	P5	P6	P7	P8
Already in subjects	Talk about where they come from, <i>(home, parents, siblings and friends, place of worship)</i>	Discuss healthy living issues including appropriate hygiene practices <i>(e.g. hand washing)</i>	Discuss attributes of self-including interests, gifts and talents	Discuss different roles and images of boys and girls and relate it to social pressure	Discuss body changes and how they affect their personal development	Discuss gender differences and stereotypes and rites of passage	Be aware of the harmful effects of drugs and substance abuse	Discuss different forms of showing respect for human rights and responsibility
To be included in school personal programmes	Talk about interests <i>(self-awareness)</i>  Demonstrate basic hygiene practices	Discuss what they like or dislike  Talk about different emotions, negative and positive  Demonstrate ways of expressing empathy and compassion to others  Tell good touches from bad ones  Demonstrate and practice good etiquette <i>(e.g. excuse me, sorry, may I, please)</i>	Demonstrate ways of communicating ideas and emotions  Demonstrate ways of reaching out to others – compassion and empathy  Show emotional awareness focusing on sharing difficult emotions  Discuss different kinds of relationships and acceptable ways of relating with others	Increase the attributes of self <i>(attitudes, perceptions, gifts and talents)</i>  Learn ways of studying and improving their performance in school  Identify some key core values in life <i>e.g. honesty, trust, respect</i>  Discuss different prevention coping skills <i>(negotiation, refusal, assertiveness)</i>	Discuss self-esteem, self-confidence and self-concept  Discuss ways of making decisions and consequences	Describe personal strengths and weaknesses and link them to personal development  Discuss common drug and substance abuse and their effects in their lives  Discuss body image and how they relate it to personal development  Participate in clubs and school community linkage	Understand/appreciate positive self-concept, self-esteem, confidence building  Discuss different causes & effects of emotions and how they affect relationships  Discuss stress – what it is and how to manage it  Discuss their ambitions for life  Discuss body image and its relationship with self-concept	Discuss core spiritual values and relate them to daily personal life  Discuss the link between personal awareness and career decision making <i>(interests, subjects and possible careers)</i>  Demonstrate concept of assertiveness and other refusal skills

## Cross-cutting Issue: Environment and sustainability

Elements to be integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Identify things in our surroundings <i>e.g. plants, animals, air, other objects and their importance</i>	Know the importance of caring for the immediate environment <i>eg litter, dirt etc</i>	Investigate the sources of what pollutes our environment: <i>eg burning, water pollution, rubbish, sewage etc</i>	Be aware of the impact of a polluted environment <i>(Health, degradation of soil etc)</i>	Recognise natural resources in the locality and how these need to be used sustainably. <i>(Forest, wildlife, soil, water, minerals, oil etc)]</i>	Know how best sustainable use can be made of natural resources <i>(land, forests, wildlife water, air, mineral)</i>	Understand the need to balance protection of biodiversity with the development of agriculture and industry	Understand how sustainability can be achieved in land-use practices in South Sudan and elsewhere

S1	S2	S3	S4
Understand the interdependence between humans and the environment	Identify the factors to sustain the economy in the transition from rural to urban economies in Africa.	Find about the possible causes of climate change and evaluate the evidence for these. Explore the possible consequences and what can be done to ameliorate these.	Know how the impact of natural disasters can be managed



# Subject Overviews

## South Sudan