

## **INTRODUCTION**

**History is an important subject which is an effective medium for transmitting cultural heritage, it aids in the development of intellectual skills of collecting, researching, analyzing and interpretation of data as well as the interpreting actions and behaviors of people based on available evidence. This curriculum has been designed to provide learners with detailed knowledge of the history of Liberia and other countries. It is expected that learners will appreciate the relevance of the study of history, the need for unity and the peaceful resolution of conflict.**

**The General objectives for Grades 10 – 12 History:**

- 1. Demonstrate appreciation for the relevance of the study of history.**
- 2. Conduct research for the acquisition of knowledge and comparative analysis.**
- 3. Demonstrate a heightened sense of nationalism.**
- 4. Respect the values of peace and unity; and acquisition of the skills necessary for peaceful resolution of conflict.**

***A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.***

**SEMESTER: ONE**

**GRADE : 10**

**PERIOD : I**

**TOPIC : INTRODUCTION TO AFRICAN HISTORY**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES /ASSESSMENT
<p>Learners are able to discuss the nature and purpose, disprove the myth that Africa has no history and identify the sources of Africa history.</p> <p>Learners are able to discuss the Role of North Africa, the inhabitants, the invasion and place of Egypt, and the events of Meroe, and Napata in the invasion of North Africa.</p>	<p><b>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the nature, and purpose of African History</li> <li><b>Explain</b> the myth about African history,</li> <li><b>Identify</b> the sources of African History,</li> <li><b>Discuss</b> the role of North Africa (inhabitants, the invasion, the place of Egypt) in African History,</li> <li><b>Describe</b> the Origin of KUSH (CUSH, CASH) methodology, history, conquest of Egypt by Kush and its impact; and</li> <li><b>Discuss</b> the main event of Meroe and Napata Kushtic history.</li> </ol>	<ol style="list-style-type: none"> <li>Nature and purpose of African history.</li> <li>Myth of African History.</li> <li>Sources of African History.</li> <li>Role of North Africa:               <ol style="list-style-type: none"> <li>Inhabitants</li> <li>The invasion</li> <li>The place of Egypt</li> </ol> </li> <li>The Origin of Kush:               <ol style="list-style-type: none"> <li>Methodology</li> <li>history</li> <li>Conquest of Egypt</li> </ol> </li> <li>Event of Meroe and Napata Kushtic history.</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p><b>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</b></p> <p><b>Mixed Group:</b></p> <ol style="list-style-type: none"> <li>Learners describe nature and purpose of African history.</li> <li>Research and disprove the myth that Africa has no history.</li> <li>Research and identify the sources of African History with the aid of maps,</li> <li>Textbooks and the Internet.</li> <li>Individually learners discuss the Role of North Africa with focus on:               <ol style="list-style-type: none"> <li>Its inhabitants</li> </ol> </li> </ol>	<p><b><u>Primary Texts</u></b></p> <p>History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><b><u>A. Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>World History</li> </ul> <p><b><u>B. Other Resources/ Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>African history text</li> <li>World history text</li> <li>Maps</li> </ul> <p>Internet links:</p> <p><a href="http://www.skwirk.com">www.skwirk.com</a></p> <p><a href="http://www.saylor.org">www.saylor.org</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES: Tools that can be used to check competencies: Select relevant options</u></b></p> <ul style="list-style-type: none"> <li>Class Attendance/ participation</li> <li>Research</li> <li>Individuals/group</li> <li>Drama</li> <li>Assignments.</li> <li>Reports.</li> <li>Quiz.</li> </ul>

			<p>b. Europeans invasion of North Africa.</p> <p>c. Place of Egypt in North Africa.</p> <p>6. Discuss the following:</p> <p>a. The beginning of KUSH</p> <p>b. The conquest of KUSH</p> <p>c. Conquest of Egypt by the KUSH.</p> <p>d. Decline and fall of KUSH</p> <p>e. Meroe and Napata Kushtic History</p>	<p><a href="http://www.allison.com">www.allison.com</a></p> <p><a href="http://www.Khanacademy.com">www.Khanacademy.com</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<ul style="list-style-type: none"> <li>• Test.</li> <li>• Exams.</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Tests</li> <li>• Examinations</li> </ul>
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**SEMESTER: ONE**

**GRADE: 10**

**PERIOD: II**

**TOPIC: INTRODUCTION TO AFRICAN HISTORY: (ETHIOPIA AND SWAHILI CIVILIZATION).**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss Ethiopian History and explain the roles of King Solomon and Queen Sheba; Swahili Civilization, culture and history; and identify the origin of African Societies and civilization of ancient Sudan.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the place of King Solomon and the Queen of Sheba in Ethiopian History;</li> <li><b>Discuss</b> the special contribution of Ethiopia to African History</li> <li><b>Identify</b> those who contributed to the development of Swahili Civilization and Culture (Africans, Asians, Chinese and Arabs);</li> <li><b>Discuss</b> the literacy contributions of the Swahili Civilization to African history; and</li> <li><b>Discuss</b> the Origin of African Societies and the Civilization of Ancient Sudan.</li> </ol>	<ol style="list-style-type: none"> <li>Ethiopian History:               <ol style="list-style-type: none"> <li>King Solomon</li> <li>Queen Sheba</li> </ol> </li> <li>Contributions of Ethiopia to African history.</li> <li>Swahili Civilization and Culture.</li> <li>Ancient Sudan Civilization</li> <li>Origin of African Societies and Civilization of Ancient Sudan</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> <li>Learners identify the contributions made by King Solomon and Queen Sheba to Ethiopian History</li> </ol> <p>Individually research Ethiopian contributions to African History for class discussions.</p> <ol style="list-style-type: none"> <li>Pair learners to <b>discuss</b> Swahili Civilization, Culture and literary contributions to African history.</li> <li>Group learners to discuss the Origin of African</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <ol style="list-style-type: none"> <li>1.History of Africa (Revised Edition) - Pearson</li> <li>Introduction to Liberian Government (Saye Guanno)</li> </ol> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <p>World History</p> <p><b><u>Resources/Supplementary</u></b></p> <ul style="list-style-type: none"> <li>African history text</li> <li>World history text</li> <li>Maps</li> </ul> <p><b><u>Internet links:</u></b></p> <p><a href="http://www.skwirk.com">www.skwirk.com</a></p> <p><a href="http://www.saylor.org">www.saylor.org</a></p>	<p><b><u>Expected Competences:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <ul style="list-style-type: none"> <li>Attendance and participation</li> <li>Oral questions &amp; Answers</li> <li>Written Assignments</li> <li>Presentation               <ul style="list-style-type: none"> <li>Individual</li> <li>Group</li> </ul> </li> <li>Research</li> <li>Reports</li> </ul>

			Societies and Civilization of Ancient Sudan.	<a href="http://www.allison.com">www.allison.com</a> . <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a>	<ul style="list-style-type: none"><li>• Quiz</li><li>• Test.</li><li>• Exams</li><li>• Drama</li></ul>
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**SEMESTER: ONE**

**GRADE 10**  
**PERIOD : III**  
**TOPIC : LIBERIAN HISTORY**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES /ASSESSMENT
<p>Learners are able to discuss the foundation of the Liberian state, territorial expansion and encroachment and social conditions in Liberia.</p> <p>Learners are able to expound on the economic system of Liberia, identify some contributing industries and discuss some consequences that led to the 1980 Coup in Liberia.</p>	<p>UPON THE COMPLETION OF THIS TOPIC LEARNERS WILL:</p> <ol style="list-style-type: none"> <li><b>Describe</b> the New State and its Government;</li> <li><b>Analyze</b> the Territorial Expansion and Encroachment on Liberia land;</li> <li><b>Analyze and describe</b> Social Conditions in Liberia</li> <li><b>Discuss</b> the Liberian Economy</li> <li><b>Analyze</b> the presidential terms and contributions of Four Selected Presidents</li> <li><b>Discuss</b> Foreign Relations</li> </ol>	<ol style="list-style-type: none"> <li>Foundation of the New State</li> <li>Declaration of Independence               <ol style="list-style-type: none"> <li>kind of state</li> <li>system of government</li> <li>Powers of the president</li> </ol> </li> <li>Three branches of the Government.</li> <li>The driving force of Liberia’s expansion</li> <li>Differentiate the reasons for European encroachment and Government’s stance.</li> <li>Social Condition               <ol style="list-style-type: none"> <li>Role of the Ministry of Education</li> <li>Tradition and cultural ties.</li> </ol> </li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> <li>Group learners to analyze the foundation of the New State and list some challenges faced.</li> <li>Group learners to Discuss the Declaration of Independence as it relates to the kind of government, system of government and powers of the president.</li> <li>Pair learners to distinguish the three branches of government and state the functions of each.</li> <li>Individual seat work to Critique the driving force of Liberia’s expansion</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <ol style="list-style-type: none"> <li>History of Africa (Revised Edition) – Pearson</li> <li>Introduction to Liberian Government (Saye Guanno)</li> </ol> <p><b><u>Secondary Text</u></b>            History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>World History</li> </ul> <p><b><u>Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>African history text</li> <li>World history text</li> <li>Maps</li> </ul> <p><b><u>Internet links:</u></b></p> <p><a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>.</p>	<p><b><u>Expected Competences:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES: Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research               <ul style="list-style-type: none"> <li>- Individuals/group</li> <li>- Drama</li> </ul> </li> <li>Assignments.               <ul style="list-style-type: none"> <li>- Reports.</li> </ul> </li> <li>Quiz.</li> <li>Test.</li> <li>Exams.</li> </ul>

	<p>7. <b>Analyze</b> the Coup of 1980</p>	<p>c) Christian missionary contribution to education  d) Islam in Liberian Society</p> <p>7. The economy system of Liberia.  a) the extractive industry  b) the agriculture industry  c) Foreign concessions liberalization policy</p> <p>8. The 1980 Coup.  a) the root causes of the coup  b) shortcomings of the coup makers  c) Organization of the People's Redemption Council (PRC).</p>	<p>5. Classwork to Analyze the European encroachment on Liberia's territory and state its consequences</p> <p>6. <b>Mixed Group to:</b>  a) <b>Describe</b> the Social Condition of Liberia and its contributions.  b) <b>Research</b> the economic system of Liberia and <b>identify</b> the main features of the country's economic development programs.  c) <b>Analyze</b> the 1980 Coup and state some causes of the coup and <b>identify</b> the limitations of the Coup Makers.</p>	<p><a href="http://www.Khanacademy.com">www.Khanacademy.com</a>  <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Assignments</li> <li>• Tests</li> <li>• Examinations</li> </ul>
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**SEMESTER: TWO**

**GRADE: 10**

**PERIOD: IV**

**TOPIC: AFRICAN EMPIRES: A. GHANA EMPIRE**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES /ASSESSMENT
<p>Learners are able to discuss the Ghana Empire, the roles of its founders, contributions of Islamic Berbers, the organization and administration of the empire.</p> <p>Learners are able to analyze the trade and commerce and describe the rise and fall of the Ghana empire and appraise the role of Ghana in African History.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the geographical and commercial factors surrounding the rise of the Ghana Empire;</li> <li>2. <b>Explain</b> the factors responsible for the disintegration of Ghana Empire; and</li> <li>3. <b>Discuss</b> the relationship between old Ghana Empire and the former Gold Coast.</li> </ol>	<ol style="list-style-type: none"> <li>1. Black African founders of Ghana.</li> <li>2. Contributions of Islamized Berbers</li> <li>3. Growth and expansion of Ghana.</li> <li>4. Organization/Administration</li> <li>5. Trade and Commerce</li> <li>6. Decline and fall of Ghana Empire.</li> <li>7. Ghana in African History (colonialism and independence).</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> <li>1. Individual learners to discuss the role and activities of black founders of Ghana and the contributions of Islamized Berbers.</li> <li>2. Group learners to Analyze the Expansion and Growth of the Ghana Empire.</li> <li>3. Pair learners to <b>describe</b> the Trade and Commerce of the Ghana Empire.</li> <li>4. Group learners               <ol style="list-style-type: none"> <li>a) <b>Analyze</b> the Organization and Administration of the Ghana Empire.</li> <li>b) <b>Describe</b> the conditions that led to the rise and fall of the Ghana Empire.</li> </ol> </li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9 History of Africa (Revised Edition) - Pearson</p> <p>Introduction to Liberian Government (Saye Guanno)</p> <p><b><u>Secondary Text</u></b></p> <p>Histoy in Diagram for West Africa - Pearson World History</p> <p><b><u>Resources/Supplementary Readings:</u></b></p> <p>African history text</p> <ul style="list-style-type: none"> <li>• World history text</li> <li>• Maps</li> </ul> <p>Internet links: <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a>.</p>	<p><b><u>Expected Competences:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies: Select relevant options</u></b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• Research</li> <li>• Individuals/group - Drama</li> <li>• Assignments. - Reports.</li> <li>• Quiz.</li> <li>• Test.</li> <li>• Exams.</li> <li>• Quizzes</li> <li>• Assignments</li> </ul>



			c) <b>Discuss</b> the roles of Ghana in African History.	<a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a>	<ul style="list-style-type: none"><li>• Tests</li><li>• Examinations</li></ul>
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**SEMESTER: TWO**

**GRADE: 10**

**PERIOD: IV**

**TOPIC: AFRICAN EMPIRES: B. MALI EMPIRE:**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES / ASSESSMENT
<p>Learners are able to discuss the foundation of the Mali Empire, its founders; the roles of Kangaba and Kainaga in the emergence of Mali and the glory of Mansu Musa and Sundiata Kieta, as well as analyzing the importance of Mali in African history.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li><b>Describe</b> the roles which Kangaba and Kaniaga played in the emergence of Mali;</li> <li><b>Describe</b> the glory of Mensa Musa in Mali Empire.</li> </ol>	<ol style="list-style-type: none"> <li>Sundiata Keita and the founding of the Mali Empire</li> <li>Expansion and administration of Mansa Musa.</li> <li>The circumstances leading to the fall of Mali.</li> <li>The importance of Mali in African History.</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities and learning styles.</p> <p><b>Mixed Groups</b></p> <ol style="list-style-type: none"> <li>Describe the origin of the Mali Empire.</li> <li>Role play Mensa Musa at the height of his power.</li> <li>Collect information on Sundiata Kieta, Mensa Musa and other kings of Mali.</li> <li>Discuss the commerce and trade of Mali.</li> <li>Analyze the role of Mali in African History.</li> </ol>	<p><b>Primary Texts:</b> Liberia History Book- 9 History of Africa (Revised Edition) - Pearson Introduction to Liberian Government (Saye Guanno)</p> <p><b>Secondary Text</b> History in Diagram for West Africa - Pearson World History</p> <p><b>Resources/Supplementary Readings:</b> African history text World history text Maps</p> <p><b>Internet links:</b> <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>EXPECTED COMPETENCES:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research</li> <li>Individuals/group - Drama</li> <li>Assignments. - Reports.</li> <li>Quiz.</li> <li>Test.</li> <li>Exams.</li> <li>Quizzes</li> <li>Assignments</li> <li>Tests</li> <li>Examinations</li> </ul>

**SEMESTER: TWO**

**GRADE 10**  
**PERIOD : IV**  
**TOPIC : AFRICAN EMPIRES: C. SONGHAI EMPIRE**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES / ASSESSMENT
<p>Learners are able to discuss the origin and greatness of the Songhai Empire, factors that led to its decline and existing relationship between Africa and the world.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the origin of the Songhai Empire;</li> <li>2. <b>Describe</b> the developments leading to the greatness of the Songhai Empire;</li> <li>3. <b>Analyze</b> the factors that led to the decline of Songhai; and</li> <li>4. <b>Discuss</b> the relations which existed between Africa and the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Early occupation of the Songhai People</li> <li>2. Government of Songhai</li> <li>3. Annexation of Gao by Songhai.</li> <li>4. Cessation of the Gao from Songhai, expansion and administration.</li> <li>5. Rise and fall of Songhai.</li> <li>6. Explain the relations which existed between Africa and the world.</li> <li>7. The importance of Songhai in African History,</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> <li>1. Distinguish how each of the occupations was helpful in the expansion of the Empire.</li> <li>2. Research and Analyze the government of Songhai.</li> <li>3. Analyze why Morocco invaded Songhai.</li> <li>4. Discuss the exploits of Sunni Ali II.</li> <li>5. Role-play Songhai Empire under Sunni Ali I and Sunni Ali II.</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9            History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>• World History</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <p>African history text            Maps</p> <p><b><u>Internet links:</u></b></p> <p><a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>  <a href="http://www.Khanacademy.com">www.Khanacademy.com</a>  <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• Research</li> <li>• Individuals/group                - Drama/Role Play</li> <li>• Assignments.                - Reports.</li> <li>• Quiz.</li> <li>• Test.</li> <li>• Exams.</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Tests</li> <li>• Examinations</li> </ul>

**SEMESTER TWO**

**GRADE 10  
PERIOD V**

**TOPIC DEVELOPMENT OF OTHER AFRICAN STATES:**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES / ASSESSMENT
<p>Learners are able to discuss and analyze the origins, growth, development and contributions of other empires in the history of Africa.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li><b>Discuss</b> the founding, growth and development of Karnem Bornu State</li> <li><b>Analyze</b> the origin of the Hausa State and the role of Islam.</li> <li><b>Describe</b> the origin and expansion of the Mossi and Akan States</li> <li><b>Discuss</b> the origin of the Yoruba state of Oyo and Benin.</li> <li><b>Analyze</b> the contribution of iron technology to the expansion of Bakongo Empire.</li> <li><b>Discuss</b> the origin, expansion and administration of the Monomotapa Empire</li> </ol>	<p>Founding and Growth of Karnem Bornu</p> <ol style="list-style-type: none"> <li>Origin of Hausa State</li> <li>Origin and expansion of:               <ol style="list-style-type: none"> <li>Mossi</li> <li>Akan States</li> </ol> </li> <li>Cultural contributions of Yoruba in Oyo and Benin.</li> <li>Iron Technology and expansion of Bakongo Empire</li> <li>The Monomotapa Empire</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b><u>Mixed Groups</u></b></p> <ol style="list-style-type: none"> <li>Describe the founding, growth and administration of Karnem Bornu Empire.</li> <li>Analyze the origin and expansion of the Mossi and Akan State.</li> <li>Analyze and explain the contributions of Yoruba in Oyo and Benin States</li> <li>Explain the role of Islam as a force in the Hausa State.</li> <li>Research and describe the foundation of Iron Technology and expansion of Bakongo Empire.</li> <li>Analyze the Cultural Differences in the Expansion of Monomotapa.</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9 History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>World History</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <p>African history text Maps</p> <p><b><u>Internet links:</u></b></p> <p><a href="http://www.skwirk.com">-www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research</li> <li>Individuals/group - Drama</li> <li>Assignments. - Reports.</li> <li>Quiz.</li> <li>Test.</li> <li>Exams.</li> <li>Quizzes</li> <li>Assignments</li> <li>Tests</li> <li>Examinations</li> </ul>

**SEMESTER TWO**

**GRADE: 10**

**PERIOD : VI**

**TOPIC : THE GREAT SLAVE TRADE, COLONIZATION AND EXPLORATION**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES /ASSESSMENT
<p>Learners are able to discuss and describe the Great Slave, Colonization and the Exploration of Africa by European Powers.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li><b>Discuss</b> the genesis of the Slave Trade;</li> <li><b>Describe</b> the exploration of Africa;</li> <li><b>Analyze</b> the effects of African Colonization;</li> <li><b>Describe</b> African History: Problems and Prospect;</li> <li><b>Analyze</b> European History: Fertile Crescent; and</li> <li><b>Discuss</b> the impacts of the Egyptian Civilization</li> </ol>	<ol style="list-style-type: none"> <li>The Great Slave</li> <li>Exploration of Africa by Europeans</li> <li>Effects of Colonization</li> <li>Problems and Prospects associated with the colonization</li> <li>Fertile Crescent</li> <li>Impacts of Egyptian Civilization.</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b>Pair learners</b></p> <ol style="list-style-type: none"> <li>Discuss the origin and impacts of the Great Slave Trade.</li> <li>Discuss the major objectives of the exploration of Africa.</li> <li>Analyze of effects of Colonization in Africa.</li> </ol> <p><b>Mixed Groups</b></p> <ol style="list-style-type: none"> <li><b>Research</b> and <b>discuss</b> the Problems and Prospects that impacted the Colonization.</li> <li><b>Describe</b> the Fertile Crescent as a cradle of Western Civilization.</li> <li><b>Analyze</b> the impact of the Egyptian Civilization and its contributions to Africa and the World.</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9 History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>World History</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <ul style="list-style-type: none"> <li>African history text</li> <li>Maps</li> </ul> <p>Internet links:</p> <p><a href="http://www.skwirk.com">www.skwirk.com</a></p> <p><a href="http://www.saylor.org">www.saylor.org</a></p> <p><a href="http://www.allison.com">www.allison.com</a></p> <p><a href="http://www.Khanacademy.com">www.Khanacademy.com</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li><b>Effective Communication skills</b></li> <li><b>Research and problem solving skills</b></li> <li><b>Analytical skills</b></li> <li><b>Digital Skills</b></li> <li><b>Creativity &amp; Innovation Skills</b></li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b></p> <p><b>Tools that can be used to check competencies: Select relevant options:</b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research</li> <li>Individuals/group</li> <li>- Drama</li> <li>Assignments.</li> <li>- Reports.</li> <li>Quiz.</li> <li>Test.</li> <li>Exams.</li> <li>Quizzes</li> <li>Assignments</li> <li>Tests</li> <li>Examinations</li> </ul>

**SEMESTER ONE**

**GRADE: 11**

**PERIOD: I**

**TOPIC: EUROPEAN HISTORY**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES/ ASSESSMENT
<p>Learners will be able to appreciate the contributions made by the forerunners of European civilization</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> European history and its periods;</li> <li>2. <b>Identify</b> the three pillars of European history</li> <li>3. <b>Discuss</b> the Fertile Crescent as the birth place of world religions and civilization</li> <li>4. <b>Discuss</b> the contributions of the Tigris and Euphrates rivers to the civilizations of the Fertile Crescent</li> </ol>	<ol style="list-style-type: none"> <li>1. European History <ul style="list-style-type: none"> <li>• Definition and purpose of history</li> <li>• Prehistory</li> <li>• The three periods in history and their characteristics</li> </ul> </li> <li>2. The three pillars of Western civilization</li> <li>3. The Fertile Crescent as the cradle of Western civilization</li> <li>4. The civilizations of Sumer, Akkahaad, Babylon, Assyria, Persia, and their unique contributions.</li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> <li>1. <b>Individual work:</b> <ol style="list-style-type: none"> <li>a) Discuss the meaning and purpose of history, and the European’s prehistory</li> <li>b) <b>Name</b> and discuss the Three Periods in European history</li> </ol> </li> <li>2. <b>Group ASSIGNMENT</b> (Organize into 4 separate groups <i>A, B, C &amp; D</i> and <b>research</b> and <b>present</b> the following:) <ol style="list-style-type: none"> <li>a) <i>Group A</i> will discuss the Fertile Crescent as cradle of western civilization</li> <li>b) <i>Group B</i> will discuss the Sumer and Akkahaad civilizations</li> <li>c) <i>Group C</i> will discuss the Babylonian and Assyrian civilizations,</li> <li>d) <i>Group D</i> will discuss the Persians.</li> </ol> </li> </ol> <p>(Note: in your research each group should <b>highlight</b> the major contributions of their assigned <b>subject</b> to the growth of European civilization.)</p>	<p><b><u>A. Primary Text</u></b> World History in the 20<sup>th</sup> Century – Longman</p> <p><b><u>B. Other Resources/Supplementary Readings</u></b> <input type="checkbox"/> Longman World Atlas</p> <p>Internet links: <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected COMPETENCIES</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication skills</li> <li>• Analytical and research skills</li> <li>• Research and problem solving skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

**SEMESTER ONE**

**GRADE: 11**

**PERIOD: II**

**TOPIC: EUROPEAN HISTORY: ANCIENT GREECE, MACEDONIA & ROME**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES/ ASSESSMENT
<p>Learners are able to demonstrate knowledge of European history from Ancient Greece to the Roman Empire</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the migration and settlement of the Greeks.</li> <li>2. <b>Discuss</b> the nature of the Greek mind and their contribution of philosophy to Western civilization.</li> <li>3. <b>Analyze</b> the rise and fall of Athens and Sparta</li> <li>4. <b>Explain</b> the rise of Macedonia and its conquest of Greece.</li> <li>5. <b>Recount</b> the exploits of Alexander the Great</li> <li>6. <b>Describe</b> the features of the Hellenistic age.</li> </ol>	<ol style="list-style-type: none"> <li>1. European History <ul style="list-style-type: none"> <li>• Migration and settlement of the Greeks.</li> </ul> </li> <li>2. Greek Minds on western Civilization and Philosophy: <ul style="list-style-type: none"> <li>• Pre-Socratic philosophy.</li> <li>• Socrates and the sophists.</li> <li>• Plato and Aristotle.</li> </ul> </li> <li>3. The rise and fall of Athens and Sparta</li> <li>4. Macedonia <ol style="list-style-type: none"> <li>a. The rise of Macedonia and its conquest of Greece.</li> <li>b. The campaign of Alexander the Great.</li> </ol> </li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b>  <i>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</i></p> <ol style="list-style-type: none"> <li>1. <b>Mixed Group work:</b> <ol style="list-style-type: none"> <li>a. Examine the nature of the Greek migration and the emergence of the Greek city-states</li> </ol> </li> <li>2. <b>Individual work:</b> <ol style="list-style-type: none"> <li>a. Trace the origins of democracy to Ancient Greek political institutions</li> <li>b. Explain the rivalry between Athens and Sparta.</li> </ol> </li> </ol> <p><b>Group ASSIGNMENT</b>  (Organize into 3 separate groups 1, 2, &amp; 3 and <b>research</b> and <b>present</b> the following :)</p> <ol style="list-style-type: none"> <li>a. <i>Group 1</i> will discuss the Greeks' Pre-Socratic philosophy</li> <li>b. <i>Group 2</i> will discuss Socrates and the Sophists</li> <li>c. <i>Group 3</i> will discuss Plato and Aristotle.</li> </ol> <p>(Note: in your research each group should <b>highlight</b> the major contributions of their assigned <b>subject</b> to the growth of European philosophy.)</p>	<p><b><u>A. Primary Text</u></b>  World History in the 20<sup>th</sup> Century - Longman</p> <p><b><u>B. Other Resources/Supplementary Readings</u></b></p> <p><input type="checkbox"/> Longman World Atlas</p> <p>Internet links:</p> <p>-<a href="http://www.skwirk.com">www.skwirk.com</a></p> <p><a href="http://www.saylor.org">www.saylor.org</a></p> <p><a href="http://www.allison.com">www.allison.com</a></p> <p><a href="http://www.Khanacademy.com">www.Khanacademy.com</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

	<p>7. <b>Explain</b> the mythological and historical origins of Rome.</p> <p>8. <b>Discuss</b> the growth and achievements of the Roman republic and empire.</p> <p>9. <b>Discuss</b> the Barbarian exploits and the impact of the Church on the conquerors.</p> <p>10. <b>Analyze</b> the contribution of Rome to Western civilization.</p>	<p>5. The Hellenistic age.</p> <p>6. Rome</p> <ul style="list-style-type: none"> <li>• The origins of Rome.</li> <li>• Expansion and administration of the republic and the empire.</li> <li>• The Barbarian invasion.</li> <li>• The fall of the empire.</li> </ul> <p>7. Roman achievements and contribution to Western civilization</p> <p>8. Christianity and the Empire.</p>	<p>3. <b>Home work:</b></p> <p>a. Investigate the Trojan Wars and <b>present</b> before the class</p> <p>4. <b>Individual work:</b></p> <p>a. Locate Macedonia on a map of Ancient Greece</p> <p>b. Discuss the rise of Macedonia and its conquest of Greek</p> <p>5. <b>Mixed Group work:</b></p> <p>a. Discuss the major events that characterized the Hellenistic Age</p> <p>b. Examine the mythological and historical events associated with the rise of the Roman empire</p> <p>6. <b>Individual work:</b></p> <p>a. Discuss the role of Christianity in the Roman Empire</p> <p>b. Discuss the Barbarian invasion and the impact of the Church on the conquerors</p> <p>c. Discuss the rule of the Caesars and the advent of Christianity</p> <p>d. Present a brief analysis of Rome's contribution to Western civilization</p>		<p><b>The following methods/ tools</b> will be used to test for competencies, select relevant options.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>
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**SEMESTER ONE**

**GRADE: 11**

**PERIOD: III**

**TOPIC: EUROPEAN HISTORY—THE ADVENT OF CHRISTIANITY AND THE REFORMATIONS**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to accept and relate to the teachings of Christianity	<p>Upon completion of this topic, learners will:</p> <p>a. Discuss Christianity in terms of its Judaic origins, its founder and teachings</p> <p>b. Discuss the spread of Christianity, the rise of Papal infallibility and the medication of Papal infallibility</p> <p>c. Analyze the Protestant and Catholic Reformations</p> <p>d. Explain the rise of nationalism in Europe</p>	<p>1. Christianity</p> <ul style="list-style-type: none"> <li>• The Judaic origin of Christianity.</li> <li>• Jesus Christ the man.</li> <li>• Christ’s basic teachings.</li> <li>• The rise and the decline of the Papacy.</li> </ul> <p>2. Developments leading to the Protestant Reformation</p> <ul style="list-style-type: none"> <li>• Martin Luther</li> <li>• John Calvin</li> <li>• St. Ignatius Loyola</li> </ul> <p>3. Results of the protest</p> <p>4. Root causes of the Catholic Reformation</p> <p>5. Impact of the Catholic Reformation</p> <p>6. The rise of nationalism in Europe</p> <p>7. Major European nationalists</p>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <p><b>1. Individual work:</b></p> <p>a. Cite some Scriptural references in the Bible that tell of the Birth of Christ, death and Resurrection; and <b>present</b> to the class</p> <p><b>2. Mixed Group work:</b></p> <p>a. Discuss the basic beliefs of Christianity</p> <p>b. Cite why do Catholics consider Saint Peter the first Pope</p> <p><b>3. Debate</b> what crucial factors contributed to Christ’s teachings surviving the persecution in the Church’s infancy</p>	<p><b><u>A. Primary Text</u></b> World History in the 20<sup>th</sup> Century - Longman</p> <p><b><u>B. Other Resources/Supplementary Readings</u></b></p> <p>□ Long Word Atlas</p> <p>Internet links: <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b>The following methods/ tools</b> will be used to test for competencies, select relevant options.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

			<p>b. <b>Debate</b> the rise and decline of the Papacy</p> <p>4. <b>Individual work:</b></p> <p>a. Explain the factors that led to the Protestant Reformation</p> <p>b. Compare and contrast the role Martin Luther, John Calvin and St. Ignatius Loyola played in the Reformations</p> <p>5. <b>Home work:</b></p> <p>a. Research the key elements reached at the Council of Trent and <b>present</b> to the class</p> <p>6. <b>Individual work:</b></p> <p>a. Discuss how was “common national identity” a crucial factor in the rise of nationalism in Europe</p> <p>b. Brainstorm the connection between nationalism and the start of World War 1</p> <p>c. Explain the rise and fall of nationalism in Europe</p>		
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**SEMESTER TWO**

**GRADE: 11**

**PERIOD: IV**

**TOPIC: EUROPEAN HISTORY: MIDDLE AGES (500AD—1000AD)**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES/ ASSESSMENT
<p>Learners are able to analyze events that characterized the Middle Ages from 500AD to 1000 AD</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> the three periods in the middle Ages.</li> <li>2. <b>State</b> the social, economic and political characteristics of each period.</li> <li>3. <b>Describe</b> the barbarian invasion and its impact on Europe.</li> <li>4. <b>Explain</b> the relationship between the church and the invaders.</li> <li>5. <b>Discuss</b> university scholasticism.</li> <li>6. <b>Analyze</b> the growth of towns and expansion of trade in Europe.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Middle Ages <ul style="list-style-type: none"> <li>• Medieval society</li> </ul> </li> <li>2. The rise of Feudalism <ul style="list-style-type: none"> <li>• Manorialists</li> </ul> </li> <li>3. The Middle Ages as the Dark Ages.</li> <li>4. Period of the Barbarian invasions <ul style="list-style-type: none"> <li>• Period of the formation of the Germanic nation and the consolidation of the German holy nation.</li> </ul> </li> <li>5. Socialization of the Germans by the Church.</li> <li>6. Establishment of the Holy Roman Empire.</li> <li>7. The rise of universities</li> <li>8. Towns and expansion of trade</li> <li>9. Scholasticism</li> <li>10. Period of great Church influence</li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <p><b>1. Individual work:</b></p> <ol style="list-style-type: none"> <li>a. Discuss some of the main conditions by which the Middle Ages is so characterized</li> </ol> <p><b>2. Group ASSIGNMENT</b> (Organize into 4 separate groups 1, 2, 3 &amp; 4 and <b>research</b> and <b>present</b> the following :)</p> <ol style="list-style-type: none"> <li>a. <i>Group 1</i> will discuss the political characteristics of Medieval society</li> <li>b. <i>Group 2</i> will discuss the role and living condition of the serfs and the vassals</li> <li>c. <i>Group 3</i> will discuss the structure of the manorial system and its consequences on society</li> </ol>	<p><b>A. Primary Text</b> World History in the 20<sup>th</sup> Century - Longman</p> <p><b>B. Other Resources/Supplementary Readings</b></p> <p><input type="checkbox"/> Long Word Atlas</p> <p>Internet links: <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> The following methods/ tools will be used to test for competencies, select relevant options.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

			<p>d. Group <i>D</i> will give a general overview of the Feudal system vis-à-vis the kings and lords.</p> <p>3. <b>Mixed Group work:</b></p> <p>a. Why was the Middle Ages referred to as the Dark Ages</p> <p>4. <b>Individual work:</b></p> <p>a. <b>Research</b> the establishment of the Holy Roman Empire and its invasion by the barbarians</p> <p>b. Explain the relationship between the church and the invaders</p> <p>c. Discuss the Germans' conquest of the Romans and the conquest of the Germans by the Church</p> <p>d. <b>Research</b> the establishment of the universities of Paris and Oxford</p> <p>5. <b>Mixed Group work:</b></p> <p>a. Discuss the contribution of St. Thomas Aquinas to Scholasticism</p>		
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**SEMESTER TWO**

GRADE: 11

PERIOD: V

TOPIC: **THE INDUSTRIAL REVOLUTION AND THE ENLIGHTENMENT**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the significance of the Industrial Revolution in Europe and America, and how it resulted to the abolition of the slave trade</li> <li>2. Develop an appreciation for the contributions made by the people of the Enlightenment period</li> </ol>	<p>Upon Completion of this topic learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss the social and economic conditions which led to the Industrial Revolution</li> <li>2. Analyze the impact of the Industrial Revolution on Europe and America</li> <li>3. Discuss the Enlightenment in terms of its primary aims and objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. The Industrial Revolution <ul style="list-style-type: none"> <li>• Contributing factors of the Industrial Revolution.</li> <li>• Centers of the Industrial Revolution in Europe.</li> <li>• Impact of the Industrial Revolution on European industry and plantations in America.</li> <li>• Impact of the Industrial Revolution on the great slave trade.</li> </ul> </li> <li>2. The Enlightenment <ul style="list-style-type: none"> <li>• The Enlightenment as an intellectual movement.</li> <li>• Some English representatives of the Enlightenment – John Locke and Thomas Hobbes.</li> </ul> </li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b> Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> <li>1. <b>Mixed Group work:</b> <ol style="list-style-type: none"> <li>a. Discuss where did the Industrial Revolution begin, and the factors that contributed to its spread throughout Europe</li> </ol> </li> <li>2. <b>PAIR work:</b> <ol style="list-style-type: none"> <li>a. How did the Industrial Revolution impact agrarian societies in Europe; (b) how did it maximize production</li> </ol> </li> <li>3. <b>Individual work:</b> <ol style="list-style-type: none"> <li>a. On a poster sheet, sketch some simple machines that were built during the Industrial Revolution; (b) in your</li> </ol> </li> </ol>	<p><b><u>A. Primary Text</u></b> World History in the 20<sup>th</sup> Century - Longman</p> <p><b><u>B. Other Resources/Supplementary Readings</u></b>  <input type="checkbox"/> Longman World Atlas</p> <p><b>Internet links:</b>  <a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>  <a href="http://www.Khanacademy.com">www.Khanacademy.com</a>  <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b> The following methods/ tools will be used to test for competencies, select relevant options.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

		<ul style="list-style-type: none"> <li>• Some French representatives of the Enlightenment – Rousseau, Voltaire and Montesquieu.</li> </ul>	<p>diagram, show how your machine will have worked</p> <p><b>4. Mixed Group work:</b></p> <p>a. Discuss how the Industrial Revolution resulted to the abolition of slavery in America</p> <p><b>5. Individual work:</b></p> <p>a. Discuss the characteristics of the Enlightenment, (<i>b</i>) and why that period was considered as the time of the Enlightenment</p> <p>b. Discuss the meaning and purpose of an “intellectual movement”</p> <p><b>6. Home work:</b></p> <p>a. Compare and contrast the contributions of the key proponents (such as John Locke, J. J. Rousseau, Montesquieu, Voltaire, etc) to the Enlightenment</p>		
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**SEMESTER TWO**

**GRADE: 11**

**PERIOD: VI**

**TOPIC: WESTERN IMPERIALISM, THE AGE OF REVOLUTION AND THE WORLD WARS**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners will be able to analyze periods in European history dating from the days of Western imperialism to the Second World War</p>	<p>Upon completion of this topic learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss Imperialism as an age-old phenomenon</li> <li>2. Explain the root causes of Western Imperialism</li> <li>3. Analyze the impact of Colonialism on the African Continent</li> <li>4. Discuss analytically the causes and impact of the French Revolution</li> <li>5. <b>Explain</b> the factors that led to the two World Wars</li> </ol>	<ol style="list-style-type: none"> <li>1. Western Imperialism and Colonialism               <ul style="list-style-type: none"> <li>• The social and political roots of Western imperialism.</li> <li>• The major Western imperial powers.</li> <li>• Colonialism as an offshoot of imperialism.</li> <li>• Social, political and economic impact of imperialism.</li> <li>• The colonial powers, their colonies and possessions.</li> <li>• The internal and external factors of decolonization.</li> <li>• The social and economic impact of colonization.</li> </ul> </li> </ol>	<p><b><u>Inclusive and Differentiated Learning</u></b></p> <p>Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.</p> <ol style="list-style-type: none"> <li>1. <b>Individual work:</b> Discuss who were the major Western imperial powers, and explain their methods of imperial domination</li> <li>2. <b>Group ASSIGNMENT</b> (Organize into 4 separate groups <i>A, B, C &amp; D</i> and <b>research</b> and <b>present</b> the following:)                a. <i>Group A</i> will research the roots of Western imperialism                b. <i>Group B</i> will research the impact of colonialism on cultural degradation in Africa                c. <i>Group C</i> will research the colonial political structures in colonized African territories                d. <i>Group D</i> will research</li> </ol>	<p><b><u>A. Primary Text</u></b> World History in the 20<sup>th</sup> Century - Longman</p> <p><b><u>B. Secondary Text</u></b> Africa South of the Sahara - Longman</p> <p><b><u>C. Other Resources/ Supplementary Readings</u></b>  <input type="checkbox"/> Long Word Atlas</p> <p><b>Internet links:</b>  <a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>  <a href="http://www.Khanacademy.com">www.Khanacademy.com</a>  <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES</u></b>  <b>The following methods/ tools</b> will be used to test for competencies, select relevant options.</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class works</li> <li>• Assignments, attendance</li> <li>• Class participation</li> <li>• Individual presentations,</li> <li>• Lab works</li> <li>• Test</li> </ul>

		<p>2. The Age of Revolution</p> <ul style="list-style-type: none"> <li>● The social, political and economic roots of the French Revolution.</li> <li>● Impact of the French Revolution on French society.</li> <li>● The social, political and economic roots of the American Revolution.</li> <li>● Impact of the American Revolution on American society.</li> </ul> <p>3. World War I and the formation of the League of Nations</p> <p>4. World War II and the formation of the United Nations</p> <p>5. Liberia as founding member of the League of Nations and the United Nations</p>	<p>the social and economic benefits of decolonization on African societies.</p> <p>3. <b>Individual work:</b></p> <ol style="list-style-type: none"> <li>a. Discuss analytically the causes and impact of the French Revolution.</li> <li>b. Identify and discuss the five leading figures of the French Revolution.</li> <li>c. Explain the root causes and impact of the American Revolution.</li> </ol> <p>4. <b>Mixed Group work:</b></p> <ol style="list-style-type: none"> <li>a. Research to identify the impacts of the French and American revolutions to modern democracy, and <b>report</b> to the class.</li> </ol> <p>5. <b>Pair work:</b></p> <ol style="list-style-type: none"> <li>a. Discuss the factors that led to World War I and the formation of the League of Nations</li> <li>b. Discuss the factors that led to World War II and the formation of the United Nations</li> <li>c. Discuss Liberia's role in the formation of the League of Nations and the United Nations</li> </ol>		
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**SEMESTER ONE**

**GRADE: 12**

**PERIOD: I**

**TOPIC: LIBERIAN HISTORY /THE FIRST LIBERIAN CIVIL WAR (1989– 1997)**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss factors leading to Liberian Civil War, its causes, major players, role of ECOWAS.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the First Liberian Civil war</li> <li>2. <b>Identify</b> the Essential Players in the Liberian Civil War and the Role of ECOWAS</li> <li>3. <b>Discuss</b> the Interim Government of National Unity.</li> <li>4. <b>Analyze</b> the performances of the Liberian Transitional Governments up to 1997 <b>Discuss</b> the Elections held from 1997- 2017.</li> <li>5. Analyze the positive and negative effects of the Civil War:               <ol style="list-style-type: none"> <li>a. The elderly</li> <li>b. Young Adults</li> <li>c. Children.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Liberian Civil War               <ol style="list-style-type: none"> <li>a. Causes of the war</li> <li>b. Major players</li> <li>c. why the war lasted so long and level of destructions</li> </ol> </li> <li>2. The Role of ECOWAS</li> <li>3. Interim Government of National Unity.               <ol style="list-style-type: none"> <li>a. Liberian Transitional Governments.</li> <li>b. The Kpormakpor Council</li> <li>c. The Sankawulo Council.</li> <li>d. The Ruth Perry Council</li> </ol> </li> <li>4. Elections:               <ol style="list-style-type: none"> <li>a. 1997</li> <li>b. 2000</li> <li>c. 2011</li> <li>d. 2017</li> </ol> </li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p><b><u>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the causes of the Liberian Civil war, list major players and analyze why the war lasted so long.</li> <li>1. Describe the role of ECOWAS States and the gains made in achieving peace.</li> <li>2. Analyze the involvement of the Interim Governments/Administrations</li> <li>3. Discuss the post war elections from 2005 to 2017.</li> <li>4. Analyze the positive and negative effects of the Civil War on:               <ol style="list-style-type: none"> <li>a) The elderly</li> </ol> </li> </ol>	<p><b><u>Primary Texts:</u></b> Liberia History Book- 9 History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b> History in Diagram for West Africa - Pearson World History Annual Reports-MICAT. Africana Encyclopedia.</p> <p><b><u>Resources/Supplementary Readings:</u></b> African history text Maps</p> <p><b><u>Internet links:</u></b> <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES: that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• -Research</li> <li>• -Individuals/group</li> <li>• Drama/ Role Play</li> <li>• Assignments.</li> <li>• Reports.</li> <li>• -Quiz.</li> <li>• -Test.</li> <li>• -Exams.</li> </ul>

	6. Discuss the relationship between family size and poverty		b) Young Adults c) Children 5. Discuss the relationship between family size and poverty.		<ul style="list-style-type: none"><li>• Quizzes</li><li>• Assignments</li><li>• Tests</li><li>• Examinations</li></ul>
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**SEMESTER ONE**

**GRADE: 12**  
**PERIOD: II**  
**TOPIC: FOREIGN POLICY OF LIBERIA**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss the Foreign Policy of Liberia, role played in pursuing international relations with other nations and governments.</p>	<p>Upon completion of this topic learners will:</p> <ol style="list-style-type: none"> <li><b>Discuss</b> Liberia’s vital and non-vital interests throughout the years up to 1920.</li> <li><b>Discuss</b> the policy adopted to pursue these interests.</li> <li><b>Describe</b> the role of Liberia in the OAU/AU, ECOWAS and the Mano River Union.</li> </ol>	<ol style="list-style-type: none"> <li>Foreign Policy Objectives</li> <li>Formulations and implementation of foreign policy.</li> <li>Relation with Europe.</li> <li>Relation with the United States of America.</li> <li>The League of Nations/United Nations.</li> <li>Relation with Asia.</li> <li>Relations with OAU/AU, ECOWAS and Mano River Union</li> </ol>	<p><b><u>Inclusive and differentiated Learning</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b><u>Mixed Groups</u></b></p> <ol style="list-style-type: none"> <li>Research and discuss the foreign policy objectives of Liberia.</li> <li>Research and describe how the foreign policies are formulated and subsequently implemented.</li> <li>Research and Discuss the relation with USA.</li> <li>Research and Discuss the founding of the League of Nations and United Nations</li> <li>Research and Describe the relation with Asia</li> <li>Research and Analyze Liberia relation and interest in the OAU/AU,</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book            History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>World History</li> <li>The Foreign Policy of President William V.S. Tubman, by Dr. D. Elwood Dunn.</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <p>African history text            Maps            Annual Reports; Ministry of Foreign Affairs.</p> <p>Internet links:  <a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>.</p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b>that can be used to check competencies: Select relevant options:</b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research</li> <li>Individuals/group</li> <li>Drama/ Role Play</li> <li>Assignments.</li> <li>Reports.</li> <li>-Quiz.</li> </ul>

			ECOWAS, and the Mano River Union.	<a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a>	<ul style="list-style-type: none"><li>• -Test.</li><li>• -Exams.</li><li>• Quizzes</li><li>• Assignments</li><li>• Tests</li><li>• Examinations</li></ul>
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**SEMESTER ONE**

**GRADE: 12**

**PERIOD: III**

**TOPIC: THE ADMINISTRATIONS OF SEVEN SELECTED LIBERIAN PRESIDENTS (1847-1990)**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss and analyze the administrations, policies, and contributions towards the socioeconomic development of Liberia under the selected presidents.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the administration (term of office) of each of the selected presidents.</li> <li>2. <b>Describe</b> the policies of each toward national cohesion and growth.</li> <li>3. <b>Discuss</b> the contributions made by each of these presidents to the socio-economic development of Liberia.</li> </ol>	<ol style="list-style-type: none"> <li>1. Terms of office of the selected presidents</li> <li>2. Policies of each toward national cohesion and growth</li> <li>3. The unique contributions of the following Presidents:               <ol style="list-style-type: none"> <li>a) Joseph Jenkins Roberts</li> <li>b) Daniel E. Howard</li> <li>c) Arthur Barclay</li> <li>d) Charles D.B. king</li> <li>e) William V.S. Tubman</li> <li>f) William R. Tolbert, Jr.</li> <li>g) Samuel Kanyon Doe</li> </ol> </li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b>Mixed Groups</b></p> <ol style="list-style-type: none"> <li>1. Describe the administrations/achievements of each president and submit a report.</li> <li>2. Discuss the Terms of Office of each president.</li> </ol> <p><b>Pair works</b></p> <ol style="list-style-type: none"> <li>3. Discuss the policy of each president towards national cohesion and growth.</li> <li>4. Describe the Major contribution made by each president.</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9</p> <p>History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>• World History</li> <li>• The First Republic (Guannue)</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <p>African history textbooks</p> <p>Maps</p> <p><b>Internet links:</b></p> <p><a href="http://www.skwirk.com">www.skwirk.com</a></p> <p><a href="http://www.saylor.org">www.saylor.org</a></p> <p><a href="http://www.allison.com">www.allison.com</a></p> <p><a href="http://www.Khanacademy.com">www.Khanacademy.com</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b> <b>that can be used to check competencies: Select relevant options:</b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• -Research</li> <li>• -Individuals/group</li> <li>• Drama/ Role Play</li> <li>• Assignments.</li> <li>• Reports.</li> <li>• -Quiz.</li> <li>• -Test.</li> <li>• -Exams.</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Tests &amp; Examinations</li> </ul>

**SEMESTER TWO**

**GRADE : 12**

**PERIOD : IV**

**TOPIC : THE LIBERIAN ECONOMY (1950 TO PRESENT)**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss the growth pattern of the Liberian Economy, the contributions of concessionaires/ Companies; including Agriculture &amp; Forestry.</p> <p>Learners are able to also describe some factors that impede Liberian Economic Growth.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li><b>Describe</b> the economic growth of Liberia from 1950 to present.</li> <li><b>Discuss</b> the contributions of major concessionaires/ companies.</li> <li><b>Describe</b> the contributions of Agriculture and Forestry to economic growth of Liberia.</li> <li><b>Analyze</b> the factors that have impeded the growth of the Liberian Economy.</li> </ol>	<ol style="list-style-type: none"> <li>Liberia’s economic growth from 1950 to present.</li> <li>Contributions of Major Concessionaires               <ol style="list-style-type: none"> <li>LAMCO</li> <li>BONG MINES</li> <li>NIOC</li> <li>FIRESTONE RUBBER PLANTATION</li> <li>LAC (Liberia Agri. Company), ETC.</li> </ol> </li> <li>Agriculture &amp; Forestry contributions to the economy</li> <li>Factors impeding the growth of the economy.</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b>A. Mixed Groups</b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the economic Growth of Liberia. <b>Differentiate</b> the contributions of each concessionaire to the economy.</li> </ol> <p>Individual works</p> <ol style="list-style-type: none"> <li>Discuss the roles of Agriculture and Forestry in Liberia.</li> <li>Discuss and analyze the factors that impede the growth and development of the Liberian Economy.               <ol style="list-style-type: none"> <li>On Education</li> <li>On Health</li> <li>On Family</li> <li>On Youths</li> </ol> </li> </ol>	<p><b>Primary Texts:</b> Liberia History Book- 9 History of Africa (Revised Edition) - Pearson</p> <p><b>Secondary Text</b> History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>✓ World History</li> <li>✓ The First Republic (Guannue)</li> </ul> <p><b>Resources/Supplementary Readings:</b> Economic Survey of Liberia (Henry Yeido) African history text</p> <p>Maps</p> <p><b>Internet links:</b> <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES: Tools that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• Research</li> <li>• Individuals/group</li> <li>• Drama/ Role Play</li> <li>• Assignments.</li> <li>• Reports.</li> <li>• Quiz.</li> </ul>

					<ul style="list-style-type: none"><li>• Test.</li><li>• Exams.</li><li>• Quizzes</li><li>• Assignments</li><li>• Tests</li><li>• Examinations</li></ul>
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**SEMESTER TWO**

**PERIOD : V**  
**GRADE : 12**  
**TOPIC : AFRICA AND THE UNITED NATIONS**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>1. Learners are able to discuss the role of Africa during the founding of the United Nations and Africa’s contributions to the UN. Learners are also able to evaluate the relationship between African countries and the United Nations.</p>	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss Africa and the United Nations</li> <li>2. Identify countries in Africa that played key roles during the founding of the United Nations.</li> <li>3. Discuss Africa’s contributions to the United Nations.</li> <li>4. Summarize the relationship between African countries and the United Nations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Africa and United Nations</li> <li>2. Africa’s role at the founding of the United Nations</li> <li>3. Contributions of Africa to the United Nations</li> <li>4. Relationship between African Countries and the United Nations.</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b>Individual works</b></p> <ol style="list-style-type: none"> <li>1. Discuss Africa and United Nations.</li> <li>2. Differentiate Africa’s Role during the founding of the United Nations from others.</li> </ol> <p><b>Mixed Groups</b></p> <ol style="list-style-type: none"> <li>3. Discuss the contributions of Africa to the United Nations.</li> <li>4. Describe the relationship between African Countries and the United Nations.</li> </ol>	<p><b><u>Primary Texts:</u></b></p> <p>Liberia History Book- 9            History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <ul style="list-style-type: none"> <li>✓ World History</li> <li>✓ The First Republic (Guannue)</li> </ul> <p><b><u>Resources/Supplementary Readings:</u></b></p> <ul style="list-style-type: none"> <li>✓ African History text</li> <li>✓ World History</li> </ul> <p>Internet links:  <a href="http://www.skwirk.com">www.skwirk.com</a>  <a href="http://www.saylor.org">www.saylor.org</a>  <a href="http://www.allison.com">www.allison.com</a>  <a href="http://www.Khanacademy.com">www.Khanacademy.com</a>  <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication skills</li> <li>• Research and problem solving skills</li> <li>• Analytical skills</li> <li>• Digital Skills</li> <li>• Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES:</u></b>  <b><u>that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>• Class Attendance/participation</li> <li>• Research</li> <li>• Individuals/group</li> <li>• Drama/ Role Play</li> <li>• Assignments.</li> <li>• Reports.</li> <li>• Quiz.</li> <li>• Test.</li> <li>• Exams.</li> <li>• Quizzes</li> <li>• Assignments</li> <li>• Tests</li> <li>• Examinations</li> </ul>



**SEMESTER TWO**

**GRADE: 12**

**PERIOD: VI**

**TOPIC: THE STRUGGLE FOR POLITICAL SOVEREIGNTY IN EASTERN AFRICA, 1945 TO INDEPENDENCE.**

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss the struggle for political sovereignty in Eastern Africa during the 20<sup>th</sup> century</p> <p>Learners will become aware that some African women were victims of sexual exploitation and abuse during the political struggles.</p> <p>Learners are able to also describe some factors that impede Liberian Economic Growth</p>	<p><b>Upon the completion of this topic learners will:</b></p> <ol style="list-style-type: none"> <li><b>Discuss</b> the political struggle in Eastern Africa during the 20<sup>th</sup> century.</li> <li><b>Analyze</b> the political struggle faced by African Nations toward independence.</li> <li><b>Discuss</b> values and attitudes on sexual behavior during</li> </ol>	<ol style="list-style-type: none"> <li>The partitioning of Eastern Africa and the scramble of political powers</li> <li>The Political struggle in Eastern Africa during the 20<sup>th</sup> century.</li> <li>The political struggle faced by African Nations toward their independence.</li> <li>Sexual behavior</li> </ol>	<p><b><u>Inclusive and differentiated Learning.</u></b></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><b>Individual works</b></p> <ol style="list-style-type: none"> <li>Draw the map of East Africa and list the Countries in that region.</li> <li>Pair works</li> <li>Discuss the partitioning of Eastern Africa</li> <li>Describe the scramble for political powers in Eastern Africa.</li> </ol> <p><b>Mixed Groups</b></p> <ol style="list-style-type: none"> <li>Discuss the political struggle in Eastern Africa during the 20<sup>th</sup> Century.</li> </ol>	<p>Primary Texts: History of Africa (Revised Edition) - Pearson</p> <p><b><u>Secondary Text</u></b></p> <p>History in Diagram for West Africa - Pearson</p> <p>World History</p> <p><b><u>Resources/Supplementary Readings:</u></b> Atlas of Africa Political Map of Africa African history text</p> <p>Internet links: <a href="http://www.skwirk.com">www.skwirk.com</a> <a href="http://www.saylor.org">www.saylor.org</a> <a href="http://www.allison.com">www.allison.com</a> <a href="http://www.Khanacademy.com">www.Khanacademy.com</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Expected Competencies:</u></b></p> <ul style="list-style-type: none"> <li>Effective Communication skills</li> <li>Research and problem solving skills</li> <li>Analytical skills</li> <li>Digital Skills</li> <li>Creativity &amp; Innovation Skills</li> </ul> <p><b><u>ASSESSMENT STRATEGIES: that can be used to check competencies: Select relevant options:</u></b></p> <ul style="list-style-type: none"> <li>Class Attendance/participation</li> <li>Research</li> <li>Individuals/group</li> <li>Drama/ Role Play</li> <li>Assignments.</li> <li>Reports.</li> <li>Quiz.</li> </ul>

			2. Analyze the values and attitudes on sexual behavior (love, friendship, sexual attraction)		<ul style="list-style-type: none"><li>• Test.</li><li>• Exams.</li><li>• Quizzes</li><li>• Assignments</li><li>• Tests</li><li>• Examinations</li></ul>
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