

INTRODUCTION

The understanding of how human beings interact with their physical and social environments is essential for living a stable and productive life. Social Studies fosters this understanding and is integrated with elements of Geography, History, Sociology, Psychology, Economics, Civics, Health Science, Religion and Sexuality Education. The overall goal of the curriculum is to nurture in learners the knowledge, skills, competencies, attitudes and values that will enable them to live as functional citizens who understand their physical environment, can interact with it productively and in a sustainable manner and who live at peace with others and help preserve the values of their society.

The General objectives for Grades 7 - 9 Social Studies:

1. Appreciate their physical environment and acquire the knowledge and skills needed to interact with it in a productive but sustainable manner.
2. Embrace positive values and attitudes that make for peaceful coexistence in society.
3. Become aware of the socio-economic and political problems of their country and the solutions for sustainable development.
4. Comprehend the importance of democratic values and the fostering of national unity, peace and prosperity.

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: 7
PERIOD: I
TOPIC: THE EARTH AND THE SOLAR SYSTEM

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES ASSESSMENTS
<p>Learners are able to demonstrate knowledge of the positions and functions of heavenly bodies.</p> <p>Learners are able to develop an appreciation for the earth as a place of his/her natural habitat.</p> <p>Learners are able to empathize with people living with HIV/AIDs and physically challenged people.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Discuss the solar system. Determine the position of the earth in the solar system Discuss family health as a responsibility. Describe the size and movement of the earth and heavenly bodies Analyze the principles that the earth is round (spherical) 	<ol style="list-style-type: none"> The Solar System Planets Satellites Size and Shapes Axis of the Earth Movement of the Earth and its effects: <ol style="list-style-type: none"> Rotation Revolution Time Zones Eclipse of the moon, sun and earth. The Equator 	<p>Inclusive and differentiated Learning:</p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <ol style="list-style-type: none"> Individually, learners name objects that make up the solar system and discuss their importance. Pair learners to distinguish the following planets: <ol style="list-style-type: none"> Mars Jupiter Earth Group learners to: <ol style="list-style-type: none"> draw the solar system and place the planets in the correct order from closest to farthest away from the sun identify planets that have satellites distinguish artificial from natural satellites 	<p>Primary text: Liberia Social Studies Book-7 Geography of Liberia New geography for Liberia (Pearson) -Atlas -the world map - Solar system chart</p> <p><u>Secondary Texts</u> - the Globe Digital Research</p> <p>Links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com</p>	<p>Expected COMPETENCES:</p> <ul style="list-style-type: none"> Effective Communication Digital Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options: -Attendances -Oral questions and Answers -Class Assignment and Participation -Observation -Assignments -Research -Quiz</p>

	<p>Locate the sources of water and land distribution.</p>	<p>9. Land and Water distribution</p> <p>10. Continents, Oceans, Islands & Seas.</p>	<p>d. read from suggested text, describe shape, size and movement of the earth</p> <p>e. Display the globe in class to show how the earth rotates on its axis, and demonstrate the movement of the earth.</p> <p>f. Use a Flash light on a ball to demonstrate the results of day and night.</p> <p>4. Time Calculation: Use lines of longitude to calculate local time of places in the eastern and western hemispheres.</p> <p>5. Initiate discussions on eclipse of the sun and moon (solar and lunar) and the impact on the earth.</p> <p>6. Learners use the physical maps to discuss land and water sources and distribution on the earth.</p> <p>7. Look up the Physical Map of the Earth or use an Atlas to formulate questions for class discussion.</p>	<p>www.dictionary.com</p> <p>www.khanacademy.com</p>	<p>-Test</p> <p>-Exams</p>
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SEMESTER ONE

GRADE: 7

PERIOD: II

TOPIC: RELIEF, TOPOGRAPHY AND GEOGRAPHICAL FEATURES OF THE EARTH

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES ASSESSMENTS
<p>Learners are able to acquire the general idea of the topography of the earth.</p> <p>Learners are able to differentiate and discuss the importance of the various geographical features of the earth).</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Identify the features that make up the topography of the earth. Explain the formation of mountains and mountain chains Discuss the locations and uses of the world's major rivers, lakes, seas, oceans, mountains, islands, etc. 	<ol style="list-style-type: none"> Vegetation: <ol style="list-style-type: none"> Sahara Swamp Guinea High Forest Topography of Liberia: <ol style="list-style-type: none"> Mountains Lakes Forests of Liberia Importance of: <ol style="list-style-type: none"> Major Rivers Oceans seas River Pollution The importance of: <ol style="list-style-type: none"> Islands Capes Mountains of Liberia 	<p><u>Inclusive and differentiated Learning:</u></p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <ol style="list-style-type: none"> Mixed Group Work <ol style="list-style-type: none"> Visit any forest or savanna land around your school/community and/or watch a documentary and describe what you see. Display Relief, physical, and vegetation maps in class to describe Liberia's topography. Research the importance of a river relative to the below listed and submit your findings for class discussion. <ul style="list-style-type: none"> Electricity Transportation Irrigation 	<p>Primary text:</p> <ul style="list-style-type: none"> -Liberia Social Studies Book-7 -New Geography for Liberia (Pearson) -The World map - The Globe/Atlases -Pictures of improper waste disposals. <p>Secondary Texts</p> <p>The Globe -Transportation</p> <p>Digital Research Links:</p> <p>www.skwirk.com</p> <p>www.saylor.org</p> <p>www.allison.com</p> <p>www.brainpop.com</p> <p>www.socialstudiesforkids.com</p> <p>www.primarygames.com</p> <p>www.pbskids.org</p> <p>www.learninggames.com</p> <p>www.braveintheattempt.com</p>	<p><u>EXPECTED COMPETENCIES:</u></p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>Assessment Strategies:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Attendance • -Participation • -Oral Questions & Answers • Individual/Group work (Assignment) • -Field Work • -Research • -quiz • -test • -Individual Reports

	<p>Identify and locate the types of deserts in the world.</p>	<p>7. Major Deserts of the world</p> <p>8. The seven Continents of the World</p>	<ul style="list-style-type: none"> • Fishing • Provision of Drinking water • Tourism <p>d. Analyze the effects of the below listed wastes on human survival.</p> <p>Improper disposal of:</p> <ol style="list-style-type: none"> a. chemicals b. waste products c. Uncontrolled Mining <p>e. Display Relief and Physical Maps in class for discussions to enable learners differentiate islands from capes.</p> <p>f. Learners use the Physical and Relief Maps of Liberia to locate mountains.</p> <p>g. Draw map of the world and insert major deserts.</p> <p>h. Locate each continent on the map and write its name</p>	<p>www.dictionary.com</p> <p>www.khanacademy.com</p>	
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SEMESTER ONE

GRADE: 7

PERIOD: III

TOPIC: THE FAMILY IN LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES ASSESSMENTS
<p>Learners are able to distinguish structures of the family and division of labor in the family.</p> <p>Learners are able to empathize with people living with HIV/AIDs and physically challenged people.</p>	<p>upon completion of this topic, learner will:</p> <ol style="list-style-type: none"> Distinguish the various family types: Nuclear, Extended and Single Parent. Analyze the rights and responsibilities of family members. Discuss family health as a responsibility. <p>Locate tribes according to the political subdivisions</p>	<ol style="list-style-type: none"> Structure of the Liberian family. <ol style="list-style-type: none"> Nuclear Extended Single parent Division of labor in the family. <ol style="list-style-type: none"> Parenting Children and household chores. (Gender equality) Types of Relationship <ol style="list-style-type: none"> Healthy relationships Unhealthy Relationship Family Health <ol style="list-style-type: none"> HIV/AIDs Prevention STIs prevention Drugs and Alcohol abuse, etc. Morbidity and Mortality Gender equality 	<p><u>Inclusive and differentiated Learning</u></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles</p> <ol style="list-style-type: none"> Draw family types to depict: <ul style="list-style-type: none"> ➤ Nuclear Family ➤ Extended Family ➤ Single Parent Family Each learner is required to state the role of each member in his or her family. Group learners to: <ol style="list-style-type: none"> role – play characteristics of healthy and unhealthy relationships discuss effects of the following: <ul style="list-style-type: none"> • -HIV/AIDs on teenagers and adults. 	<p>Primary text: Liberia Social Studies book-7 New geography for Liberia (Pearson) The Political Map of Liberia Atlas of Liberia</p> <p>Secondary Text Chart showing family Posters showing HIV/AIDs & STIs infected persons being helped.</p> <p>Links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options</p> <ul style="list-style-type: none"> • -Attendance • -Participation • -Group work (Assignment) • -quiz • -test • -Individual/ Group Reports - Class presentations

		<p>f. Physically challenged</p> <p>5. The importance of Tribes in Liberia</p>	<ul style="list-style-type: none"> • Practicing safe sex. (STIs), • Unprotected sex • -Drugs and substance abuse in the community <p>4. Organize a role play, depicting the issues of gender equality.</p> <p>5. Have learners discuss how the physically challenged can be helped in the class, family or community.</p> <p>Assignment</p> <p>6. Draw the map of Liberia and plot in the tribes according to the political sub-divisions.</p>	<p>www.dictionary.com</p> <p>www.khanacademy.com</p>	
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SEMESTER TWO

GRADE: 7

PERIOD IV

TOPIC: ECONOMIC ACTIVITIES AND TRADITIONAL AGRICULTURE OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES ASSESSMENTS
<p>Learners are able to analyze the different types of occupations and economic activities the Liberian families are engaged in.</p> <p>Learners are able to exhibit tolerance and accept cultural diversity.</p>	<p>Upon completion of this topic, learner will:</p> <p>1. Differentiate the types of occupation :(farming, fishing, hunting, weaving, tailoring, masonry, etc.);</p> <p>2. Analyze the system of commerce in Liberia (trade; barter);</p> <p>3. Analyze the different traditional farming methods among the tribes; and</p> <p>Discuss the different crops grown in Liberia and the associated localities</p>	<p>1. Farming</p> <p>a. Commercial</p> <ul style="list-style-type: none"> • Rubber • Oil Palm • Cocoa • Coffee <p>b. Traditional</p> <ul style="list-style-type: none"> • Rice • Cassava • Yam/Eddoes • Sweet Potatoes <p>2. Fishing</p> <p>a. Traditional</p> <p>b. Modern</p> <p>3. Hunting</p> <p>a. Traditional</p> <p>b. Modern</p> <p>4. Weaving & Tailoring,</p> <p>5. Logging & Mining</p>	<p>Inclusive and differentiated Learning</p> <p><i>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</i></p> <p>1. Visit any plantation and relate economic activities to:</p> <ul style="list-style-type: none"> • Location • Migration (in-and –out) • Human capital development <p>2. In groups of five describe some companies in your county that are involved in commercial farming.</p> <p>3. Visit a farm and observe the method of farming (agro or traditional) and write a report.</p> <p>4. Research and discuss the systems of hunting and fishing practiced in Liberia.</p>	<p>Primary text: Liberia Social Studies Book-7 Vegetation and Physical Maps of Liberia</p> <p>Secondary Text: Currencies of Liberia. (Notes and Coins Photos of logs and Minerals</p> <p>Links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<p>Expected COMPETENCIES:</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> -Attendance • -Oral Questions & Answers • -Class Participation • -Group work (Assignment) • -Research • -Observation • -quiz • -test • -Individual/ Group Reports

		<p>6. Masonry</p> <p>7. System of trade</p> <p>a. Barter</p> <p>b. Monetary</p>	<p>5. Research and discuss how Country Cloths are weaved in Liberia.</p> <p>6. In groups of three, learners discuss the benefits and risk factors associated with logging and mining activities in Liberia.</p> <p>7. Research tailoring and/or construction career to determine the economic benefits of the trade and write a report.</p> <p>8. Hold class discussion on the various systems of trade.</p> <p>9. Do a collection of past and present Liberian Currencies that were used for trade in Liberia and indicate their value against the United States Dollars.</p> <p>10. Research pictures of rural and urban houses and compare them.</p>		
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SEMESTER TWO

GRADE: 7

PERIOD: V

TOPIC: THE MARRIAGE SYSTEMS IN LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS RESOURCES	COMPETENCES ASSESSMENTS
<p>Learners are able to recognize the types of marriages in their communities/country and appreciate the values of marriage and explain its importance</p> <p>Explain media influence on marriages and the impact on youth activities.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Explain the rules governing marriages in Liberia 2. Examine the process of courtship in Liberia 3. Explain what is meant by taboos in the Liberian society 4. Analyze the difference between traditional and western marriages. <p>Evaluate the impact of in-laws relationship on marriages</p>	<ol style="list-style-type: none"> 1. Kinds of marriages: (Monogamous, polygamous, polyandrous, “Common Law Marriage”) 2. The marriage customs (traditional and statutory marriages) 3. Choice of partner: <ul style="list-style-type: none"> - Age at marriage - Commitment in marriage - Parenting and its responsibilities 4. Media: The negative and positive influences of mass media on sexual relationships. 5. Types of programs learners watch, listen 	<p>Inclusive and differentiated learning</p> <p><i>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</i></p> <ol style="list-style-type: none"> 1. Initial activity <ol style="list-style-type: none"> a. Resource person: Invite an elderly person/Pastor to discuss practices associated with Traditional and Western marriages (Age at marriage, commitment in marriage). b. Group learners to develop Venn diagrams to compare and contrast traditional and western marriages. c. Role play on challenges of early parenthood and impact on learners/parents or guardians and society. 	<p>-Textbooks -Posters -Internet research</p> <p>-Periodicals -Magazines -Articles on the Rights of Women and Children. Geneva Convention on the rights of women and children</p> <p><u>Secondary Sources</u></p> <p>Links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com</p>	<p><u>Expected COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Attendance • -Oral Questions & Answers • -Class Participation • -Individual Group work (Assignment) • -Research • -Observation • -quiz

		<p>to, and/or interact with</p> <p>6. Scheduling time for home chores and study.</p> <p>7. Marriage taboos</p> <p>8. Personal Family Values and Beliefs.</p> <p>9. Impact of in-laws relationship on marriages.</p>	<p>d. Group learners to discuss age at marriage and partners' commitment in marriage.</p> <p>2. Class work/Discussion:</p> <p>A. Learners list programs they watch, listen to and/or interact with and provide reasons why they do.</p> <p>B. Write what they do; if not, engaged with any of the above.</p> <p>C. Assign learners to schedule their time (leisure, home chores and study) and present to class.</p> <p>D. Learners share their experiences of wedding ceremonies they have attended and three major things they have observed.</p> <p>E. Learners discuss taboos associated with marriages in Liberia:</p> <ul style="list-style-type: none"> • Same sex marriage- • Marriage to a relative. • Physical and Verbal Abuse. (GBV) 	<p>www.primarygames.com</p> <p>www.pbskids.org</p> <p>www.learninggames.com</p> <p>www.braveintheattempt.com</p> <p>www.dictionary.com</p> <p>www.khanacademy.com</p>	<ul style="list-style-type: none"> • -test
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			<p>3. Mini-Drama: Demonstrate respect, kindness, honesty, self-discipline, compassion, sincerity, commitment, trust, apologetic, share personal experiences, etc.</p> <p>4. Pair learners to research the impacts of in-laws relationship on marriages in various homes and present findings.</p>		
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SEMESTER TWO

GRADE: 7

PERIOD: VI

TOPIC: HISTORY OF LIBERIA BEFORE 1847

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCIES/ ASSESSMENT
<p>Learners are able to analyze the sources of Liberian History and develop a sense of Patriotism and Nationalism.</p>	<p>Upon completion of this topic, learner will:</p> <ol style="list-style-type: none"> 1. Analyze the ethnic and linguistic distribution of the people of Liberia 2. Discuss the religions of the people of Liberia 3. Discuss the History of Liberia before 1822 <p>Explain the various sources of Liberian history</p>	<ol style="list-style-type: none"> 1. Linguistic and ethnic distribution of Liberia. 2. Religions of the people of Liberia <ul style="list-style-type: none"> • Migration of different tribes and their traditional religious practices. • Early kingdoms, civilization and cultures. 3. Sources of Liberian History <ol style="list-style-type: none"> a. oral tradition b. written records <ul style="list-style-type: none"> • Archaeology • -Archival materials 	<p>Inclusiveness and differentiated learning: Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <ol style="list-style-type: none"> 1. Teacher initiates discussions on the following: <ol style="list-style-type: none"> a. Tribal groupings and languages. b. Classification of tribal groupings according to their culture. c. Migration of each group to Liberia. 2. Learners research the early kingdoms and their impact on civilization and cultures 	<p>A. <u>Primary Text</u> -History book-7</p> <p>B. <u>Secondary Text.</u> -History of Liberia before 1847</p> <p>Secondary Text</p> <p>-Internet Links www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<p><u>Expected COMPETENCIES</u></p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • Attendance • -Oral Questions & Answers • -Class Participation • -Individual Group work (Assignment) • -Research

		<p>c. advantages and disadvantages of these sources.</p> <p>4. Contact with the outside world and its effects.</p> <ul style="list-style-type: none"> • Portuguese • Dutch • French <p>a. Economic b. Political c. Social</p> <p>5. Trans-Atlantic Slave Trade -Colonial and Commonwealth periods.</p>	<p>3. Learners visit a museum, or research archival materials for information on sources of Liberian History.</p> <p>4. Learners discuss the reasons and impacts of the Trans-Atlantic Slave Trade.</p> <ul style="list-style-type: none"> • List early settlements of Liberia. 	<p>-magazines -Periodicals</p>	<ul style="list-style-type: none"> • -Observation • -quiz • -test
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SEMESTER ONE

GRADE: 8

PERIOD: I

TOPIC: GEOGRAPHICAL LOCATION OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES/ ASSESSMENT
<p>Learners are able to:</p> <p>Draw the map of Liberia and describe its physical features, natural resources and political sub-divisions; identify various Manufacturing and Mining Industries in Liberia.</p>	<p>Upon completion of this topic learners will be able to:</p> <ol style="list-style-type: none"> 1. Locate Liberia on the map of West Africa, its boundaries and neighbors 2. Describe the geographical regions of Liberia and their neighbors. 3. Describe the physical features and natural resources of Liberia. 4. Draw the political and physical maps of Liberia and label the sub-political divisions 	<ol style="list-style-type: none"> 1. Location of Liberia on the map of West Africa. 2. Liberia’s boundaries with her neighbors 3. Liberia’s Physical Features. 4. The major Natural Resources of Liberia. 5. The political sub-Divisions of Liberia. 6. Manufacturing and Mining Industries: 	<p>Inclusive and differentiated learning:</p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <p>A. Teacher initiates discussions on the following:</p> <ol style="list-style-type: none"> 1. Location of West Africa and Liberia on the map of Africa 2. Liberia and its neighboring countries in terms of boundaries, trade, etc. 3. The physical features and natural resources found in the political sub-divisions of Liberia. <p>B. Learners draw maps of Liberia, West Africa and label the countries.</p> <p>C. Organize a field trip for learners to observe the physical features and some natural resources of Liberia.</p>	<p>A. Primary Text</p> <p>Liberia Grade Social Studies Book 8 New Geography of Liberia</p> <p>B. Secondary Text</p> <ul style="list-style-type: none"> • West Africa and Liberia Maps • Poster • Photographs of Industries in Liberia: <ol style="list-style-type: none"> a. Mining b. Manufacturing <p>Links</p> <p>www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com</p>	<p><u>Expected Competences</u></p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Attendance • -Oral Questions & Answers • -Class Participation • -Individual Group work (Assignment) • -Research • -Observation • -Quiz

	Identify and differentiate various Industries of Liberia.		<p>D. List manufacturing industries in Liberia and the type of products produced.</p> <p>E. Identify some minerals that are found in Liberia</p>	<p>www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<ul style="list-style-type: none"> • -test • -Exam
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SEMESTER ONE

GRADE: 8

PERIOD: II

TOPIC: WEATHER AND CLIMATE OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES /ASSESSMENT
Learners are able to analyze weather conditions and differentiate weather from climate.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Differentiate weather from climate Prepare an elementary weather chart showing average rainfall of particular area State the factors that influence climate in Liberia. <p>Analyze the effects of weather on food production</p>	<ol style="list-style-type: none"> Weather and climate and their differences. Elements of weather. The apparent movement of the sun and its effects on weather and climate. Rainfall and its causes. <ol style="list-style-type: none"> relief Convectional Effects of climate change on human activities. 	<p>Inclusiveness and differentiated learning:</p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <p>Teacher initiates discussions on the following:</p> <ol style="list-style-type: none"> Learners differentiate weather from climate, citing practical examples. Learners use prescribed Text book to discuss the elements of the weather. Learner observes the changes in climate and make a report. In groups of 4 learners discuss the factors that cause rainfall, report to the class for reinforcement. 	<p>Primary Text: New Geography for Liberia -West Africa and Liberia in maps.</p> <p>-Social Studies Book-8. -Metrological Instruments.</p> <p>_Internet Research</p> <p>-Atlases of Liberia & West Africa.</p> <p>-Internet research</p> <p>-Weather Map</p> <p>Links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com</p>	<p>Expected COMPETENCES</p> <ul style="list-style-type: none"> Effective Communication Digital Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> -Attendance -Oral Questions & Answers -Class Participation -Individual Group work (Assignment) -Research -Observation -quiz -test

			<p>5. Learners research the effects of climate change on the following:</p> <ul style="list-style-type: none"> a. Crops production b. Beaches c. Roads d. Mining 	<p>www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p> <p>-Pictures of Meteorological Instruments.</p>	
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SEMESTER ONE

GRADE: 8

PERIOD: III

TOPIC: AGRICULTURE AND ANIMAL HUSBANDRY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES/ ASSESSMENT
<p>Learners are able to: distinguish various farming methods and factors that influence agricultural production, thus leading them to engage in farming in their communities and at school.</p> <p>Identify contributions made by the rubber industry and its impact on the Liberian economy. Determine the socio-cultural issues impacting gender in agriculture and animal husbandry.</p>	<p>Upon the completion of this topic learner will:</p> <ol style="list-style-type: none"> 1. Analyze factors that influence farming methods, crops and animal production in Liberia. 2. Discuss the contributions of the Rubber Industry of Liberia. 3. Construct a list of major crops cultivated in Liberia's agro industry (cash crops, food crops, commercial) 4. Evaluate animal husbandry practices in our farming system. 5. Distinguish Aqua Culture from Animal Husbandry. 	<ol style="list-style-type: none"> 1. Farming methods in Liberia. <ol style="list-style-type: none"> a. Subsistence b. Commercial 2. Factors that influence agricultural production <ol style="list-style-type: none"> a. Drought b. Soil Conditions c. Erosion d. Farm Implements e. Fertilizers/Chemicals f. Farm to Market roads. 3. Rubber Industry and their contributions: <ol style="list-style-type: none"> a. Firestone b. Liberia Agri. Company (LAC) c. Salala & Weala 4. Oil Palm Industry in Liberia. 5. Crops cultivation in Liberia: <ol style="list-style-type: none"> a. Food crops b. Cash crops c. Commercial 	<p><u>Inclusive and differentiated learning:</u> <i>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</i></p> <ol style="list-style-type: none"> 1. Class Discussion: <ol style="list-style-type: none"> a. Teacher initiate class discussion by asking learners to describe the farming method they know; b. Differentiate the forms of shelter used for animals in rural and urban farming. c. Discuss what men can do and what women can do and cannot do 2. Field visit: Organize a visit to a rice, cassava or plantain farm to observe the methods of cultivation; visit a poultry farm 	<p>Primary Text: - Social Studies Book-8</p> <p>-New Geography for Liberia.</p> <p>-Political Map of Liberia.</p> <p>-Pictures of Cattles - Fishing Net -Chart on Domestic and Farm Animals -Live Chicken/photo -Rubber Cup -Latex</p> <p>Picture of fish farming.</p> <p>-sample of crops grown in Liberia.</p> <p>Links: www.skwirk.com</p>	<p>Expected COMPETENCES</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES:</u> <u>Tools: that Can be used to check competences, select relevant options:</u></p> <ul style="list-style-type: none"> • -Attendance • -Oral Questions & Answers • -Class Participation

	<p>6. Elaborate the cultural and social issues associated with gender in agriculture and animal husbandry</p>	<p>6. Animal Husbandry: a. Poultry i). Traditional ii). Modern b. Cattle Rearing i)Traditional ii) Modern</p> <p>7. Aqua Culture. a. Artisanal Fishery b. Inland Fishery</p> <p>8. Biological and social aspect of sex and gender: Biological make-up of boys and girls (features of boys and girls) social definition of gender</p> <p>9. Role of gender in Agriculture and Animal husbandry</p>	<p>or fishing beach and list some problems that affect them</p> <p>3. Debate: Group learners to debate the impacts rubber industry has made on the Liberian economy.</p> <p>4. Learners in group of five to discuss the biological make-up of boys and girls and the social definition of gender.</p> <p>5. In groups ask learners to analyze the role of gender in agriculture and animal husbandry.</p> <p>6. Dramatize on how unequal gender roles impact women/girls well-being in Agriculture and Animal husbandry</p>	<p>www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<ul style="list-style-type: none"> ● -Individual Group work (Assignment) ● -Research ● -Observation ● -quiz ● -test ● -Exam
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SEMESTER TWO

GRADE: 8

PERIOD: IV

TOPIC: NATURAL MINERAL RESOURCES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION/ COMPETENCES
<p>Learners are able to: Differentiate the natural resources of Liberia and state their contributions to the economy.</p> <p>Recognize that peers have an influence on their choices.</p> <p>Demonstrate good health practices that will enhance positive growth to develop their full potentials.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, learners WILL:</p> <ol style="list-style-type: none"> Determine the location of Liberia’s Natural Resources using the physical map. Differentiate the Natural resources of Liberia. Describe the renewable and non-renewable resources of Liberia. Identify the contributions of natural resources have made to the economic development of Liberia 	<ol style="list-style-type: none"> Liberia’s Natural Resource <ul style="list-style-type: none"> Iron ore Gold Diamond Rocks Forest Resources <ul style="list-style-type: none"> Timber Wild life Animals Water Resources <ul style="list-style-type: none"> Fish Hydro-electricity Off-shore oil Sand Social impact and peers and how they influence 	<p>Inclusive and differentiated learning:</p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <ol style="list-style-type: none"> Use the physical map of Liberia to determine the locations of some natural resources. Group learners to differentiate the natural resources of Liberia. In groups of four, learners will describe some renewable & non-renewable resources located in their counties. Discuss the economic importance of those resources that have been identified. 	<p>Primary Text:</p> <ul style="list-style-type: none"> -New Geography for Liberia -Physical maps of West Africa and Liberia. -Globe -Forest Map of Liberia. <p>Secondary Text:</p> <ul style="list-style-type: none"> Posters of Animals -Markers -Poster Sheets <p>Inter links</p> <ul style="list-style-type: none"> www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org 	<p>Expected COMPETENCES:</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Attendance • -Oral Questions & Answers • -Class Participation • -Individual Group work (Assignment) • -Research • -Observation • -quiz • -test • -Exam

	<p>Health and related issues to natural resource.</p>	<p>artisanal mining</p> <p>a) Meaning of social impact and peer influence</p> <p>b) Negative and positive social norms and peer influence</p> <p>c) The impact of artisanal mining on learners' education</p> <p>5. Health and related Hazards:</p> <p>a. STDs</p> <p>b. HIV/AIDS</p> <p>C. Work related accidents.</p>	<p>E. Pair learners to research social impact and peer influence of artisanal mining.</p> <p>F. Class work: Teacher Writes questions about peer influence and have learners answer them. Exchange papers and mark.</p> <p>2. List ways to minimize hazards associated with:</p> <p>a. Mining</p> <p>b. Logging</p> <p>c. Hunting</p> <p>d. Fishing</p> <p>e. Hydro-electricity.</p> <p>4. Debate the usage and importance of Mineral and Forest Resources.</p> <p>5. Group learners to research and discuss how STIs and HIV could spread among mine workers, and how these could be prevented.</p>	<p>www.learninggames.com</p> <p>www.braveintheattempt.com</p> <p>www.dictionary.com</p> <p>www.khanacademy.com</p>	
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SEMESTER TWO

GRADE: 8

PERIOD: V.

TOPIC: POPULATION AND SETTLEMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES/ ASSESSMENT
<p>Learners are able to: Analyze how population growth impacts national development.</p> <p>Recognize factors that put them at risks and their vulnerability to teen pregnancy.</p> <p>Understand the factors associated with illicit sexual practices and substance abuse.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</p> <p>4. Analyze the population growth and pattern of Liberia.</p> <p>5. Differentiate the factors that affect migration and human settlement in Liberia.</p> <p>6. Explain the relationship between population growth and</p>	<p>Liberia’s Population Pattern: a. Population density, b. Population growth. c. population distribution</p> <p>Population and national development: a) Birth rate and its implications on national development (infant mortality& morbidity), b) Urban and rural migrations, c) Population control</p> <p>d) Factors that affect migration, Human Settlement and infrastructural development in Liberia.</p> <p>1. Classification of Urban and Rural Settlements.</p> <p>2. Problems associated with Urban to Rural Migration.</p>	<p>Inclusive and differentiated learning: Individual seat work or group work in mixed groups, according to abilities, gender and learning styles.</p> <p>1. Group work & Presentation: a) Discuss the National Housing and Population Census data of 2008 and its impact on the economy, health and general wellbeing of the people.</p> <p>b) Differentiate factors affecting migration and human settlement, as well as infrastructural development in Liberia</p> <p>c) Determine the control and movement of the population from one location to another</p> <p>d) Classify and list some rural and urban settlements.</p>	<p>Primary Text: -Social Studies book-8</p> <p>-Introduction to Liberian Government.</p> <p>-New Geography for Liberia.</p> <p>-A Short History of the first Liberian Republic - Liberia History up to 1847.</p> <p>-Population map of Liberia.</p> <p>- LISGIS Population Survey</p> <p>- LISGIS Annual Report</p> <p>-Internet links</p> <p>www.skwirk.com</p>	<p>Expected Competency:</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES: Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Attendance • -Oral Questions & Answers • -Class work • Participation

	<p>national development.</p> <p>7. Differentiate between urban and rural settlements.</p> <p>8. Discuss problems associated with rural to urban migration.</p> <p>Discuss some vulnerabilities associated with teenage pregnancy and substance abuse.</p>	<p>3. Vulnerability to unintended pregnancy:</p> <ol style="list-style-type: none"> Unprotected sex Peer Pressure Drugs and alcohol abuse Risky decisions and choices that make them vulnerable. <p>e. Prevention of teenage pregnancy:</p> <ol style="list-style-type: none"> Abstinence Protected sex, Risky Behaviors: drug and alcohol abuse, multiple sex partners, Use of pornographic materials. Yielding to negative peer pressure, Personal Family Values and Beliefs. <p>9. Impact of in-laws relationship on marriages.</p>	<p>e) Determine how teenage pregnancy can be avoided/reduced in their generation</p> <p>f) Analyze the risks of teenage pregnancy on the future of young people and adolescents</p> <p>2. Class work: Discuss the impact of substance abuse on younger generation and its effect on population growth and standard of living for the family.</p> <p>3. In small groups :</p> <p>4. Stage a mini-drama and discuss how to reduce vulnerability to drugs and alcohol abuse and teenage pregnancy</p> <p>5. Individual assignment: Ask learners to articulate personal values that can guide against risky behaviors that lead to unintended sex.</p>	<p>www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<ul style="list-style-type: none"> ● -Individual Group work (Assignment) ● -Research ● -Observation ● -quiz ● -test ● -Exam ● -Class
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SEMESTER TWO

GRADE: 8
PERIOD: VI.
TOPIC: GOVERNMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES/ ASSESSMENT
<p>Learners are able to:</p> <p>Differentiate various forms of governments and their functions.</p> <p>Demonstrate effective communication skills and make the right decision.</p>	<p>Upon the completion of this topic, learner will:</p> <ol style="list-style-type: none"> Differentiate various forms of Government Discuss the branches and functions of Government. Examine the functions of municipal Government. Describe the Liberian Court System. Analyze the roles of Pressure Groups in Liberia. <p>Differentiate the functions of Public</p>	<p>1. Forms of Government:</p> <ol style="list-style-type: none"> Democracy Republican Monarchy Totalitarianism Autocracy Feudalism Communism Military, etc. <p>2. Branches and functions of the Liberian Government.</p> <ol style="list-style-type: none"> Executive Legislative Judiciary <p>3. Municipal Government:</p> <ol style="list-style-type: none"> Meaning Administration Duties and functions Sources of income/revenue Elections of mayor/governors. <p>4. Liberia’s Court System:</p> <ol style="list-style-type: none"> Types & Functions (Justice of the Peace, Magisterial, Civil, Debt, Circuit, Juvenile, Supreme Court 	<p>Inclusive and differentiated learning</p> <p>Individual seat work or group work in mixed groups, according to abilities, gender and learning styles:</p> <p>A. Research at least three forms of governments and state the similarities and differences.</p> <ol style="list-style-type: none"> Classify the branches of the Liberian Government and discuss the appointing powers of the President. Describe the functions of city mayor and municipal governor stating the strength and weaknesses. Role play a case been adjudicated in a court. Group learners to research the numbers of Sexual Gender-Based Violence (SGBV) cases that have 	<p>Primary Text: Social Studies book-8</p> <p>-History of Liberia Before 1847.</p> <p>-Civics for Liberian Schools</p> <p>-Internet(Digital) link:</p> <p>www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Digital Skills • Research and Problem Solving skills • Organizational Ability • Creativity & Innovation <p>ASSESSMENT STRATEGIES: Tools: that Can be used to check competences, select relevant options:</p> <ul style="list-style-type: none"> • -Class Attendance/participation • -Research

	<p>Corporations and Private Corporations in Liberia.</p>	<p>5.Elements of Court System:</p> <ol style="list-style-type: none"> a. Plaintiff b. Defendant c. Jury d. Verdict e. Bail f. Sentence <p>6. Pressure Groups:</p> <ol style="list-style-type: none"> a. Marketing Association b. Federation of Transportation Union c. Nation Labor Union d. National Teachers Association e. Civil Society of Liberia f. Political Parties <p>7. Public Corporations of Liberia:</p> <ol style="list-style-type: none"> a. Liberia Electricity (LEC) Corporation b. Liberia Water & Sewer Cooperation(LWSC) c. Liberia Broadcasting System (LBS) d. National Housing Authority. (NHA) 	<p>been tried in courts within their locales and discuss their findings.</p> <ol style="list-style-type: none"> 5. Research the functions of the National Teachers Association and the National Labor Union and write a report. <p>B. Group learners to research the functions of the following Public Entities:</p> <ol style="list-style-type: none"> 1. LEC 2. Liberia Water & Sewer 3. National Housing Authority 4. Liberia Broadcasting System 5. Civil society <p>C. Classwork</p> <ol style="list-style-type: none"> a. Lead discussion on the Liberia’s Court System b. Discuss the types and functions of courts (Magisterial, Civil, Debt, Circuit, Juvenile, Supreme Court) c. Discuss the elements of court system 		<ul style="list-style-type: none"> • Individuals/group assignments • -Observations • Role Play • -Quiz • -Test • -Exams.
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SEMESTER ONE

GRADE: 9
PERIOD: I
UNIT: REGIONAL GEOPGRAPHY OF WEST AFRICA
TOPIC: LOCATION, TOPOGRAPHY & CLIMATE OF THE WEST AFRICAN REGION.

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS /RESOURCES	COMPETENCES/ ASSESSMENT
<p>Learners are able to describe the topography and climatic conditions of West African States and use meteorological instruments to explain weather conditions.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</p> <ol style="list-style-type: none"> Discuss the Regional Geography of West Africa, including its topography, using the political and physical maps. Interpret the Political and Relief Maps of West Africa, to determine factors that influence the weather and climate of the Region. 	<p>1. Topography and Climatic conditions of:</p> <ol style="list-style-type: none"> Liberia and Senegal Cameroon and Nigeria Ghana and Benin Togo and Ivory Coast Guinea and Sierra Leone Gambia and Guinea Bissau, <p>2. Factors that influence weather and climate.</p> <p>3. Discuss how meteorological Instruments are used to</p>	<p><u>Inclusive and differentiated Learning.</u></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p><u>Exercises</u></p> <ol style="list-style-type: none"> Learners use map to discuss Topography of West Africa and its climatic condition. List and discuss some factors that influence weather and climate in the region. 	<p>Primary Text: Social Studies book-9</p> <p>-Physical Map of West Africa/globe -Vegetation Map of West Africa.</p> <p>-Internet links</p> <p>www.skwirk.com www.saylor.org www.allison.com. www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> Attendance and participation Oral questions & Answers Written Assignments Presentation

	<p>3. Use simple meteorological instruments, (maximum thermometer, barometer, hydrometer, water wind vane, etc.) to explain the formation of various land forms and climatic conditions.</p> <p>4. Identify the major areas of West Africa noted for production in agriculture, mining, forestry, fishing, and industries.</p> <p>5. Distinguish the impacts of important cities, towns, ocean, airports and communication routes of West Africa</p>	<p>explain weather conditions</p> <p>4. Major industries in West Africa, including:</p> <p>a. Agriculture b. Forestry c. Mining d. Fishery e. Manufacturing f. Tourism, etc.</p> <p>5. Communication and Transport Routes of West Africa.</p>	<p>3. Learners practice the use of meteorological instruments.</p> <p>4. Draw a wind vane and state its usage.</p> <p>5. Draw the map of West Africa and identify major industries and their contributions per country.</p> <p>6. Learners discuss the importance of communication and transport routes in West Africa</p> <p>7. Impacts a. Challenges.</p>	<p>www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p> <p>-Annual Reports of: A. Ministry of Transport. B. Ministry of Land, Mines & energy. -Posters, markers, pencil. Etc.</p>	<ul style="list-style-type: none"> • Individual • Group • 5. Research • 6. Reports • Quiz • Test. • Exams • Drama
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SEMESTER ONE

GRADE: 9

PERIOD: II

UNIT: REGIONAL GEOPGRAPHY OF WEST AFRICA.

TOPIC: AGRICULTURE AND MINERAL RESOURCES OF WEST AFRICA.

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCES/ASSESSMENT
Learners are able to locate forest zones and industries of West Africa; evaluate geographical factors favoring agriculture, minerals and their contributions to the region.	<p>Upon the completion of this topic, learners will:</p> <ol style="list-style-type: none"> Locate the major areas of West Africa noted for production in Agriculture, Mining, Forestry, Fishing, and Industries. Evaluate the geographical factors that favor agriculture in West Africa. Identify the major mineral resources of West Africa <p>Discuss how agriculture and mineral resources contribute to the development of West Africa.</p>	<ol style="list-style-type: none"> Forest Products and major Industries Geographical Factors favoring agriculture. Major Minerals and contributions to socio-economic development of West Africa. 	<p><u>Inclusive and differentiated Learning.</u></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p>Exercises:</p> <ol style="list-style-type: none"> Learners identify and discuss the major forest resources and factors favoring agriculture and mining in West. Learners visit a nearby farm and write experiences of new knowledge gained. Discuss the major minerals and their contributions to socio-economic development of West Africa. 	<p>Primary Text: Social Studies book-9</p> <p>-Physical Map of West Africa/globe -Vegetation Map of West Africa.</p> <p>-Annual Reports of: a. Ministry of Agriculture b. Forestry Development Authority.</p> <p>-Posters, markers, pencil. Etc.</p> <p>Internet links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES: Tools that can be used to check competencies: Select relevant options</p> <ul style="list-style-type: none"> Attendance and participation Oral questions & Answers Written Assignments Presentation Individual Group Research Reports Quiz Test. Exams

SEMESTER ONE

GRADE: 9
PERIOD: III
UNIT: REGIONAL GEOPGRAPHY OF WEST AFRICA
TOPIC: PEOPLES AND ETHNIC GROUPS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCIES/ ASSESSMENT
<p>Learners are able to:</p> <p>Describe the socio-economic and cultural similarities and differences amongst the people of West Africa</p> <p>Understand that PLHIV can live positively; Accept gender differences and develop positive life styles.</p>	<p>Upon the completion of this topic learners will:</p> <p>1. Distinguish the life styles and occupations of the people of West Africa.</p> <p>2. Discuss the common problems associated with trade and communication.</p> <p>3. Analyze the economic and political activities of the people of West Africa.</p> <p>4. Describe Family Life Cycle of the</p>	<p>1. People and Ethnic Groups of West Africa.</p> <p>2. Life and Life Style of the peoples of West Africa.</p> <p>3. Occupation and Trade</p> <p>4. Communication-Common Problems and solutions.</p> <p>5. HIV/AIDS.</p> <p>6. Family life Cycle Understanding family life cycle (distinguishing roles in the family life cycle, performing roles in the family)</p>	<p><u>Inclusive and differentiated Learning.</u> In mixed groups according to gender, abilities, and learning styles.</p> <p>Class discussion:</p> <p>a) Learners identify and discuss the ethnic groups and make a list of ethnic groups per county.</p> <p>b) Describe Life Styles of the people of West Africa and state the relevance of lifestyles to culture.</p> <p>c) Discuss the common problems associated with communication and make recommendations to solve the problem;</p> <p>d) Identify and discuss gender bias, family life cycle, discrimination, sex, substance abuse, reducing</p>	<p><u>Primary Text:</u> Social Studies book-9</p> <p><u>Supplementary Text:</u> -Political Map of West Africa/globe. -Topics In West African History -Africa, South of the Sahara. -New Geography of West Africa. -Magazines/documents on Life styles, Occupation and Trade in West Africa. -News Papers on Political Activities in West Africa. -Internet links: www.skwirk.com</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p><u>ASSESSMENT STRATEGIES:</u></p> <p><u>Tools that can be used to check competencies: Select relevant options</u></p> <ul style="list-style-type: none"> • Attendance and participation • Oral questions & Answers • Written Assignments • Presentation • Individual • Group

	<p>people of Liberia.</p> <p>Elaborate on issues of discrimination and stigma, gender bias and gender based violence.</p>	<p>7. Stages of life cycle (founding stage, expansion, dispersion or launching and retirement stage</p> <p>Type of gender biases & discrimination at school, home and in the community,</p> <p>Causes of gender bias and discrimination,</p> <p>Impact of gender bias and discrimination,</p> <p>Reporting gender bias and discrimination cases</p> <p>Multiple sexual partners,</p> <p>Unprotected sex,</p> <p>Sex with older partners</p> <p>Transactional sex</p> <p>Using unsterilized instruments and transfusion of infected blood, drugs and alcohol abuse, inter-generational sex</p>	<p>gender based violence (GBV) and the probability of contracting HIV/AIDS.</p> <p>Role Play: Role reversal, in the role play, let girls play boys and vice versa. Ask students to share what they felt playing the other gender. Ask boys to write /draw against gender bias towards girls and vice versa.</p> <p>Invite an expert guest speaker to speak on how young people easily contract HIV and how they can protect themselves</p> <p>Role plays: Sexual network and how it increases the chance of infection, Intergenerational sex, Drug and alcohol use Ask students to write down the most common GBV cases and who they think is mostly affected Ask them to list some consequences of GBV and what they can do to prevent GBV and domestic violence in schools, homes and communities</p>	<p>www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com www.dictionary.com www.khanacademy.com</p>	<ul style="list-style-type: none"> • Research • Reports • Quiz • Test. • Exams
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		<p>What is GBV?</p> <ul style="list-style-type: none"> -Causes and effect of GBV -Consequences of GBV on the family and community -Domestic violence and its effects on family and community 	<p>Role play (using boys and girls taking a turn) on the effect of GBV and domestic violence (include developing skills to reduce GBV and DV)</p> <p>Group discussions and presentations on how to report GBV cases and care for GBV survivors (whether GBV occurred in homes, communities or schools)</p>		
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SEMESTER ONE

GRADE: 9
PERIOD: IV
UNIT: REGIONAL GEOPGRAPHY OF THE WEST AFRICA
TOPIC: THE SIXTEEN COUNTRIES OF WEST AFRICA.

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS	COMPETENCIES/ ASSESSMENT
<p>Learners are able to identify boundaries, describe land forms, and analyze natural resources; political structures and problems of development unique to each country.</p> <p>Learners are able to use Physical and Relief Maps of West Africa to describe the vegetation and use of land; interpret the population distribution.</p>	<p>UPON THE COMPLETION OF THIS TOPIC. LEARNERS WILL:</p> <ol style="list-style-type: none"> Identify the locations and boundaries of West African countries on the map; Describe the land forms: mountains, rivers, lakes, its topographical effects and importance; Analyze the importance of natural resources found in West Africa, including: mining, power and other industries; 	<ol style="list-style-type: none"> Senegal, Gambia, Guinea Bissau, Liberia, Guinea and Sierra Leone. Burkina Faso, Ivory Coast, Ghana, Togo and Benin Nigeria, Cameroon, Niger, Mali and Mauritania Political, vegetation, Relief and Physical Maps of West Africa Patterns of population distributions 	<p><u>Inclusive and differentiated Learning</u></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> Utilize the Physical/Political maps of West Africa to identify boundaries of member countries and describe land forms. Arrange the Class to analyze and discuss the importance of mineral resources and how they impact development. Use the Physical/ Relief Maps to: 	<ol style="list-style-type: none"> Topics in West Africa History (Pearson) <ol style="list-style-type: none"> Africa History in Maps. (Pearson) West Africa & Liberia Maps Population Census Report. <p>Internet links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.braveintheattempt.com</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES</p> <p>Tools that can be used to check competencies: Select relevant options</p> <ul style="list-style-type: none"> Attendance and participation Oral questions & Answers Written Assignments Presentation Individual Group Research Reports

	<p>4. Analyze the political structures and problems of development common to West African countries and suggest solutions;</p> <p>5. Describe the vegetation and land use of West Africa;</p> <p>6. Interpret the patterns of population distributions (economic, culture and religion), settlements, and name the cities/towns and seaports,</p>	<p>6. Political structures and problems associated with development</p>	<p>a) Determine the vegetation and land use.</p> <p>b) Develop a list of key minerals and countries in which they are found.</p> <p>5. Group learners to:</p> <p>a) Analyze and interpret the pattern of population distribution in West Africa.</p> <p>b) Analyze the political structures and development problems common to West Africa.</p>	<p>www.dictionary.com</p> <p>www.khanacademy.com</p> <p>.</p>	<ul style="list-style-type: none"> • Quiz • Test. • Exams
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SEMESTER TWO

GRADE: 9

PERIOD: V.

UNIT: WEST AFRICAN HISTORY FROM THE EARLIEST TIME TO PRESENT.

TOPIC: THE HISTORY AND MYTH ABOUT WEST AFRICA.

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to:</p> <p>Analyze the history of West Africa and disprove European Myth that Africa had no history.</p> <p>Distinguish ethnic groups, linguistic distribution and cultural patterns in West Africa and evaluate geographical zones.</p>	<p>UPON THE COMPLETION OF THIS TOPIC, LEARNERS WILL:</p> <p>1. Discuss the history of West Africa and analyze the view once spread by the Europeans colonial powers that Africa had no history as a myth.</p> <p>2. Describe Pre-history of Africa-the Stone Age and revolution</p>	<p>1 History of West Africa and European Myth about Africa.</p> <p>1. The importance of the Nork Culture.</p> <p>2. Cultural heritage of West Africa.</p> <p>3. Major tribes and ethnic groups of West Africa.</p> <p>4. Geographical Zones of West Africa.</p> <p>Setting and prioritizing goals in the family.</p> <p>Develop strategies and keep focused to reach goals set in the family.</p>	<p><u>Inclusive and differentiated Learning.</u> Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <p>A. Mixed Group A. Discuss the history of West Africa and analyze the view once spread by the European colonial powers that Africa had no history as a myth.</p> <p>B. Research and Describe Pre-history of Africa-the Stone Age and revolution of the Nork Culture.</p> <p>C. Individual works A. Differentiate cultural heritage of West Africa from other cultures. B. Identify major tribes and ethnic groups of West Africa</p> <p>D. Pair Works 1. Learners to identify the geographical zone of West Africa using the physical map.</p>	<p>Primary Text: Social Studies book-9</p> <p>Supplementary Text: -Political Map of West Africa/globe. -Topics In West African History -Africa, South of the Sahara. -New Geography of West Africa.</p> <p>Internet links: www.skwirk.com www.saylor.org www.allison.com www.brainpop.com www.socialstudiesforkids.com</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Creativity & Innovation Skills • Research and Problem Solving skills • Organizational Ability • Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools that can be used to check competencies: Select relevant options</p> <ul style="list-style-type: none"> • 1 Attendance and participation

<p>Understand the importance of planning for the families</p>	<p>of the Nork Culture.</p> <p>3. Differentiate cultural heritage of West Africa from other cultures.</p> <p>4. Identify the location of the major tribes/ethnic groups of West Africa</p> <p>5. Appraise the geographical zones of West Africa.</p> <p>Recognize the importance of planning for their families</p>	<p>Consequences of decision making</p> <p>Good and bad decisions making and taking responsibility for decision making</p> <p>Consequences of decision making</p> <p>Good and bad decisions making and taking responsibility for decision making</p>	<p>Research the Cultures and state their relevance.</p> <p>Learners discuss and report on the linguistic pattern of West Africa.</p> <p>With the aid of the Political & Physical Maps, identify the locations of tribes/ethnic groups in West Africa.</p> <p>and present their goals</p> <p>Ask students to list and priorities in other of importance (what each student hope to achieve in life)</p> <p>Ask students to think and list of activities they will do to achieve their goals (emphasis on career goals, doing g assignments on time, taking & passin exams, doing home chores on time making individual schedules, etc.)</p> <p>Classroom discussions scenarios depicting good and bad decision making</p> <p>Consider all the options and implications and always stand for what is right</p>	<p>www.primarygames.com</p> <p>www.pbskids.org</p> <p>www.learninggames.com</p> <p>www.braveintheattempt.com</p> <p>www.dictionary.com</p> <p>www.khanacademy.com</p>	<ul style="list-style-type: none"> • Oral questions & Answers • Written Assignments • Presentation • Individual • Group • Research • Reports • Quiz • Test. • Exams.
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SEMESTER ONE

GRADE: 9

PERIOD: VI.

UNIT: WEST AFRICAN HISTORY FROM THE EARLIEST TIME TO PRESENT.

TOPIC: EARLY WEST AFRICAN STATES - GHANA, MALI SONGHAI AND KANNEH BORNU EMPIRES.

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	LEARNING MATERIALS/RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to establish reasons for the existence of empires by analyzing their origins, achievements, and evaluate factors that led to the rise and fall of these Early West African States.</p> <p>Learners are able to demonstrate good health practices.</p>	<p>UPON THE COMPLETION OF THIS TOPIC LEARNERS WILL:</p> <ol style="list-style-type: none"> Analyze the origin of the early states in West Africa; Discuss the achievements of these early states in west Africa; Evaluate the factors that led to the rise and fall of these states. Compare and contrast these Early West African States <p>Examine Family Life Cycle and its relevance to good health practices.</p>	<ol style="list-style-type: none"> Empires of West Africa <ol style="list-style-type: none"> Ghana Empire Mali Empire Songhai Empire Kanem Borno Empire Achievements of each Empire Factors leading to rise and fall of each empire Administration of each Empire Family Life Cycle 	<p><u>Inclusive and differentiated Learning</u></p> <p>Individual seat work or work in mixed groups according to gender, abilities, and learning styles.</p> <ol style="list-style-type: none"> Research and analyze the origin of these States. Discuss: <ol style="list-style-type: none"> Achievements of the Empires Strength & Weaknesses of the Empires Evaluate reasons that led to the rise and fall of these Early Empires. Dramatize Mensa Musa’s visit to the Middle East. 	<p><u>Primary Text:</u> Social Studies book-9</p> <p><u>Supplementary Text:</u> -Liberian History Up to 1847 (Longman)</p> <p>-A Short History of the First Liberian Republic.</p> <p>-Aduboahen, Topics In West Africa History (Pearson)</p> <p>Africa History In Maps (Pearson)</p> <p>-West African Art & Artifacts</p> <p>-Political Map of West Africa/globe.</p> <p>-Topics In West African History</p> <p>-Africa, South of the Sahara.</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> Effective Communication Creativity & Innovation Skills Research and Problem Solving skills Organizational Ability Digital Skills <p>ASSESSMENT STRATEGIES:</p> <p>Tools that can be used to check competencies: Select relevant options</p> <ul style="list-style-type: none"> Class Attendance/participation Research Individuals/group Drama Assignments. Reports. Quiz. Test. Exams.

			5. Discuss the importance of family life cycle	<p>-New Geography of West Africa.</p> <p>Internet links: -www.skwirk.com</p> <p>www.saylor.org</p> <p>www.allison.com</p> <p>www.brainpop.com</p> <p>www.socialstudiesforkids.com</p> <p>www.primarygames.com</p> <p>www.pbskids.org</p> <p>www.learninggames.com</p> <p>www.braveintheattempt.com</p> <p>www.dictionary.com</p> <p>www.khanacademy.com</p>	
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