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Education Sector Support Project
Social Studies Teacher Education
Summer Consultant Report

by

Ivalyn J. VanEvery, Ph.D.
Department of Teacher Education
College of Education
University of Nebraska at Omaha

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My principal assignment for this seven week period was to assist in the teacher training program in the area of social studies. Thus, the majority of the following Activities will be reflective of this.

**Informal Pre-assessment of
Teacher Trainers' Knowledge
in Regard to
Social Studies Scope and Sequence Concepts
for Grades 1-2-3**

PRE-ASSESSMENT

During the first seminar session, I distributed a sheet with a series of four questions. I asked the teacher trainers to read them, give some thought to them and be prepared to respond to them orally in seminar. These four questions were then used as motivation techniques throughout the duration of the seminars. (English Translation-Appendix A).

SEMINARS

**Number One
Development of
Social Studies Scope and Sequence Concepts
Appropriate for Grades 1-2-3
June 23-24-25**

16 Female Teacher Trainers in Attendance (See Appendix B)

Anisa Served as Translator

Prior to this seminar, I perused several teachers' edition social studies textbooks for grades 1-2-3. Basic concepts that are pertinent to the social studies curriculum and the particular needs of the Afghan students were derived

from these materials and developed in category format. There is a plethora of social studies concepts. Developing them was not difficult. But being sensitive to the academic, religious, emotional, social and personal needs of the Afghan students (and teachers) was a much more difficult task. After completing a list of many concepts, Nuria Nayil, a Master Teacher Trainer, and I went through them one by one to determine if they were appropriate for an Afghan social studies curriculum. As we considered the scope we discussed the following:

- a) The academic preparation of the students (which for many is nil); the fact that the muslim religion is as much a part of the academic curriculum as it is a part of all other facets of life for an Afghan and that these children (and teachers) have lived in a state of upheaval since 1978 which has disrupted their traditional way of living almost completely. Many have been living outside of their country in unfamiliar surroundings with families that are no longer intact. The stress this situation places on their personal, emotional and social needs must also be taken into consideration. In addition to the above, we also recognized that even though currently the people of Afghanistan are primarily concerned with returning their country and lives to normalcy, they are also, along with the rest of the world, moving rapidly into the twenty-first century. The citizens of Afghanistan must be ready to assume their place in the global community. With all of this in mind we added to and deleted from the original list of concepts.

We then determined the sequence of the selected concepts as to grade level. Again, keeping in mind that any given concept can be presented at many different levels of complexity. With this task completed, Anisa translated them into Dari.

The seminar began with having each of the sixteen women in turn stand by the silk screen map of Afghanistan, tell their name and the name of their province and point it out on the map. This activity served as a mind-set for social studies and allowed me to take roll. We then discussed the concept of scope and sequence, what it means, why it is important and how it relates to long range planing and to student assessment.

I introduced each major concept topic by discussing with the teacher trainers some of the concepts found therein, why they are important to know and possible ways of teaching them. This resulted in much excellent discourse. After each major topic was introduced, three groups of five were formed. Each group read, discussed and came to consensus as to whether or not the specific concepts within a major topic were appropriate to be taught in any or all of grades 1-2-3. After the specific concepts in each major topic or sub-topic had been discussed by the small groups, we then reformed as a single group and shared that discussion, concept by concept.

Following this procedure, each of the six major concept headings and the seventy-one specific sub-headings (see Appendix C) were accepted through consensus as appropriate for social studies in either one or all of grades 1-2-3.

Number Two
Implementation of
Social Studies Scope and Sequence Concepts
Teaching Methodology
June 28-29-30

16 Female Teacher Trainers in Attendance (See Appendix B)

Anisa Served as Translator

The motivation level was high for this seminar. Since we had already discussed how some of the concepts could be taught as we were working in the last seminar. Pedagogical methodology, was often an out growth of a discussion of a particular concept. And it was also brought up by the teacher trainers when they would ask, "but how would you teach this?", when we discussed a concept with which they had had no direct experience.

I believe that modeling is an important concept. So, as I presented methodology to the teacher trainers, I modeled the activity, rather than just making a presentation. For example, when I took role in each of our three sessions I had them participate in the following ways.

Day 1. A cognitive kinesthetic activity. I tossed a plastic model of the globe to each of them as I called their name. They were to respond to roll by stating their name, which made it possible for me to hear the correct pronunciation, and to tell what body of water or land their right thumb was placed on when they caught the globe.

Day 2. An affective sensing/feeling activity. As each participant's name was called, they were to respond first with their name and then the name of a food they really like. This activity led to much immediate discussion; which in turn led to the planning for a "potluck" luncheon on the day of graduation, with food being prepared by the teacher trainers and myself.

Day 3. An affective/imaginative learner activity. I explained to them what an open ended statement is. And that in this case there imagination and creativity would supply the answer. There was no "correct" answer. Each person was to respond to this statement, "If I could be a _____(1)_____, I would be _____(2)_____, because _____(3)_____." I supplied the category in blank #1 using the following terms flower, tree, song, fruit, person other than yourself, insect, vegetable, story, street, building, grain, city, piece of furniture, any place in the world, precious stone, and a metal.

After calling roll each day, they had the opportunity to ask me to respond in a like manner. In this I was modeling teacher participation at student level.

On day one, I introduced Chart 1 (See appendix D) which introduces the 4mat System of Teaching to Learning Styles. I demonstrated the process via a lesson on the flag taken from the 4mat materials (See appendix D). All steps were presented through discussion except for step 6 where the teacher trainers, working in groups created flags. This is a completely new concept of teaching for those teacher trainers, but now the idea has been planted. After creating their flags, each group told about the significance of the colors and the symbols. The idea of creativity (making a class flag) did not occur. All of the flags were the flag of Afghanistan. But, as I listen to what these people are saying, the uppermost thought in their minds is returning to their beloved country, Afghanistan. So their completed project did not come as a surprise to me - nor did I chastise them for not being creative.

On day 2 and 3, I introduced the idea of concept mapping, replicating the diagram found in the 4mat materials (see Appendix D). I related the visual, auditory, kinesthetic and symbolic/abstract modes of learning to the eight steps of the 4mat system and to the right and left hemispheres of the brain (see Appendix D). All additional concepts developed in lesson form throughout the seminar followed this plan of appealing to all modes of learning in any given lesson development plan. Group activity and shared planning resulted in many new and creative ideas on how to teach.

Students working in groups of five were given specific social studies concepts to develop - each group having a different concept e.g. (1) perceive the natural beauty of Afghanistan, (2) appreciate that family and community traditions are sometimes expressed in poetry and folk tales; and (3) enjoy singing traditional songs as one way of sharing our heritage. I encouraged them to be creative in their planning; and they were. Such as in concept development under auditory learning, they had the students listening to echoes in a mountain valley.

After an assigned concept had been developed into a teaching plan, each group shared their plan with the other teacher trainers. This stimulated a spirit of competition to see who could use the learning modelities in the most creative way.

Other times they were given specific concept that could be developed many ways. e.g. (1) color words, (2) pictographs, and (3) geographic words (See appendix E). In (1 and 3) they were to select 3 concepts and build a lesson around them. In (2) they were to create a pictograph for any set of appropriate data.

Number Three

**Observing and Assessing
Effective Teaching Skills
Co-directed with Yousuf MTP**

July 6-8-9

16 Female Teacher Trainers in Attendance (See Appendix B)

Anisa Served as Translator

Using the materials designed by Dr. Faber, the first seminar session was used to develop an awareness of the five most often cited characteristics of effective teachers. This was first done through a discussion of the teacher trainers experiences as elementary/secondary students. I then brought it to a more immediate experience and we discussed the characteristics of effective teaching as they related to my teaching during the immediate past two seminars. This brought forth much discussion as well.

The Teaching Quality and Student Participation Observation Instrument was explained by both Yousuf and myself before the showing of the video tapes made in the schools. Yousuf, because of my language deficit, led them through the observation/assessment process.

Number Four

Construction of Teaching Materials

July 8

16 Female Teacher Trainers in Attendance (See Appendix B)

Anisa Served as Translator

The natural process of lesson development has occurred with the progression of the seminars. e.g. state your objective, design a method of teaching and create supplemental teaching materials.

In this workshop with materials provided, the teacher trainers were given several ideas for development of charts. They basically all decided to create the some one, the concept map of learning outcomes. Just as an aside, I have observed that a conformity of ideas, activities and comments seems to be the norm. A model from the 4mat materials (See appendix D) was provided for each student. I moved among the groups and offered assistance where needed.

Creation of a Curriculum Office

When I arrived I was assigned to an empty room. This empty room has become a beehive of activity. I think of this room which has now expanded to two, as the curriculum office. The rooms now contain desks, tables, chairs, teachers' editions of textbooks, Dari & Pashto translations of textbooks, learning materials from the IMDC and most importantly, Afghans and consultants working together in a comfortable and an educationally conducive environment. An environment which allows for free and open discourse.

CONSTRUCTION OF TEACHING MATERIALS

I went to Nazir with ideas for three wall charts, 1) a model of the 4mat system 2) a concept development plan for color and 3) an example of how to construct a graph, in this case a pictograph. Nazir took those ideas and created three very nice wall charts which are now in the curriculum office.

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AMOUZGAR'S PAPER
FOR THE
GENERIC TEACHERS MANUAL

Amouzgar as a representative of the ESSP has been writing a section of a teacher's manual on Planning and Preparation. This manual is being produced in conjunction with the Swedish Committee, Save the Children, International Rescue Committee, Basic Education for Afghan Refugees, the Belgium Committee and others.

I have taken his paper which has very sound educational information and rewritten it so that the style is more in conformity with the rest of the manual.

I attended one meeting of the committee of authors in Amouzgar's place.

RECOMMENDATIONS

1. I see a real need for the consistent implementation of the well designed plan that has been developed. I have sensed a feeling on the part of the women teacher trainers that some of the information and ideas imparted to them by consultants has come in a fragmented manner.
2. I believe that the function of the curriculum office is vital and necessary. Therefore, I recommend that it continue to develop and is readily available to, and used by, Afghans both women and men as well as consultants.
3. Basic education is necessary for the Afghans, but becoming a part of the global community is also necessary for their survival in the twenty first century. Therefore, the traditional curriculum and the contemporary curriculum must both be implemented.

4. It is important for a consultant to have some sense of an awareness of the project. It would be helpful if this information was contained in one document and made available to the consultants as part of the orientation material

Appendix A
Pro-assessment Instrument

Appendix B
Participants
in the
Seminar for the Development
of
Social Studies Scope and Sequence Concepts
Grades 1-2-3

<u>No.</u>	<u>Name</u>	<u>Province</u>	<u>Years Studied</u>	<u>Previous Job</u>	<u>Subject</u>	<u>Ed. Field</u>
1.	Nuria	Kabul	Under B.A. Degree	Teacher	Whole sub. grades 7-3	Dari
2.	Qurbin	Kabul	B.S.	"	Math 4th gr.	Math
3.	Jilla	Kabul	Under B.A.	"	Dari Primary	Social Stu.
4.	Sharifa	Logar	Under B.A. E	"	English gr. 7-10	English
5.	Fawzia	Laghman	Institute of Teacher Training	"	Whole sub. g r	Dari 7
6.	Homina English	Kabul	Under B. English	"	English Prim.	
7.	Schilla primary	Kabul	Institute of Teacher Training	"	Whole sub. gr. 7-3	Whole sub. rf
8.	Nasima Omar	Kabul	Institute of Teacher Training	"	Whole sub.	Social Stu.
9.	Adela	Kabul	Equivalent of B.A.	"	Social Stu. Primary	Social Stu.
10.	Nadera	Wardak	Institute of Teacher Training	"	Science Prim.	Science
11.	Nasima	Parwan	Institute of Teacher Training	"	Biology Prim.	Biology Dm
12.	Gulparwar	Kandahar	Institute of	"	Math	Math
13.	Aetai	Laghman	B.S. Boilogy Chemistry	"	Biology Chemi Secondary	Biology Dm
14.	Nasima Nedayce		Under B.A.	"	Math gr. 9-8	Math
15.	Parwin	Kabul	Institute of Teacher Training	"	Math Prim.	Math
16.	Anisa	Kabul	Faculty of Education	"	English	English

Appendix C
Approved list of
Social Studies Scope and Sequence Concepts
Grades 1-2-3

Approved by
The Sixteen Female Teacher Trainer Participants
June 23, 24, 25, 1992

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SCOPE AND SEQUENCE

SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT - SPECIFIC

I. GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
A. <u>Symbols</u>	<u>اشارات</u>	<u>نسی</u>			
1. Identify and use picture symbols.	- شناخت و استعمال تصاویر اشارات .	- د سیمولیک اشکالو استعمال او تعریف .	X	X	X
2. Identify and use abstract symbols.	- شناخت و استعمال سمبول های ذهنی یا تصویری.	- د ذهن یا تصویری سمبولونو پیژندل او په کار وړل.			X
3. Understand and use a map key.	- فهمیدن و استعمال کلید نقشه .	- د نقشې په کلی پوهیدل او په کار وړل .		X	X
4. Distinguish between land and water on a map or globe.	- فرق نمودن آب و خشک بڼای نقشه و یا کره .	- د اوبو او وچې توپیرکول په نقشه اویا کره باندې.	X	X	X
5. Identify symbols for communities and cities.	- تشخیص سمبول ها برای قرأ و شهر ها .	- د کلو او سارونو لپاره د سمبولونو تشخیص .			X
6. Identify symbols for boundaries.	- تشخیص سمبول ها برای سرحدات .	- د پولو (سرحدونو) لپاره د سمبولونو تشخیص .			X

SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT - SPECIFIC

GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
B. <u>Direction</u>	<u>رهنمائی</u>	<u>لارسونی</u>			
1. Use simple direction terms	- استعمال هدايات بسيط	- د ساده هداياتونو د لريكو استعمال .	X	X	X
2. Trace a route by following directions.	- دنبال کردن يك راه ذريعه تعقيب ست ها .	- د ستونو له مخي د لارو پيدا كول .			X
3. Identify and use cardinal directions on a map or globe.	- تشخيص و استعمال ست های چهارگانه بالای نقشه و کره .	- په نقشه او کره باندی د علویو خواو استعمال او تشخيص .	X	X	X
4. Identify and use intermediate directions on a map or globe.	- تشخيص ست های فرعی در نقشه و کره مانند شمال غرب .	- په نقشه او یا کره باندی د منحنیو خواو لکه شمال ختیج تشخيصول او کارول .			X
5. Use a Compass Rose to determine cardinal and intermediate directions on a map.	- درست های اساسی و فرعی از نقشه رهنمایی استفاده	- په نقشه باندی د اساسی (اصل)، او د منحنیو (فرعی) ستونو د ټاکلو لپاره د قطب نما په کارول .	X	X	X

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SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT - SPECIFIC

GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
C. <u>Scale, Distance, Shape</u>	<u>مقیاس، فاصله، شکل</u>	<u>میچ، واټن، بڼه</u>			
1. Identify the globe as a scale model of the earth.	- تشخیص کره بحیث مدل اندازه گیری زمین .	- د حکمی د اندازه کولو د مدل په حیث د کرې تشخیصول .	X	X	X
2. Identify a map as a representation of the earth.	- تشخیص يك نقشه به حیث مثال (تصویر) زمین .	- د حکمی د نسوبی تصویریه توگه د یوی نقشی تشخیصول .	X	X	X
3. Identify islands, peninsulas, and rivers on a map.	- تشخیص جزایر، خاکنا دریا ها بالای نقشه .	- د نقشی پرمخ د ټاپو، ټاپوزمه اوسیندونو تشخیصول		X	X
4. Use the bar scale to determine real distance.	- استعمال مقیاس بار برای دریافت فواصل حقیقی .	- د رستینو واټنو د پیدا کولو لپاره د بار میچ په کارونول .		X	X
5. Compare maps at different scales.	- مقایسه نقشه ها به مقیاسات مختلف .	- په دول دول میچونو د نقشو پرتله کول .			X

SCOPE AND SEQUENCE SOCIAL STUDIES - GRADES 1-2-3

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CONCEPT CONTENT- SPECIFIC GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
D. Location	<u>موقعیت</u>	<u>موقعیت</u>			
1. Use simple locational terms.	- استعمال نامگذاری های ساده موقعیتی .	- د ساده موقعیتی نوم ایسودنی کارول .	X	X	X
2. Use letter/number coordinates to locate places.	- استفاده از حروف بارتباط موقعیت .	- د موقعیت په اړوند د نور حغه کته اخیستل .		X	X
3. Identify the North and the South Pole on a map or globe.	- تشخیص قطب شمال جنوب بالای نقشه ویا کره .	- په نقشه او یا کره باندی د شمال او جنوب قطب تشخیصول .	X	X	X
4. Locate and identify hemispheres.	- تشخیص و تعیین موقعیت نیم کره .	- د نیم کره د موقعیت ټاکل او تشخیصول .			X
5. Locate and identify the equator.	- تشخیص و تعیین خط استوا .	- د استوا د کرسی تعیینول او تشخیصول .		X	X
6. Locate provinces or regions.	- تعیین موقعیت ولایات و ناحیه ها .	- د ولایتونو او سیمو د موقعیتونو تعیینول .		X	X
7. Locate and identify the continents and major countries.	- تعیین و تشخیص براعظم ها و سالك بزرگ .	- د لویو وچو او سترو هیوادونو ټاکنه او تشخیص .	X	X	X
8. Locate Afghanistan on a globe or map.	- تعیین موقعیت افغانستان بالای نقشه و یا کره .	- په نقشه او یا کره باندی د افغانستان د موقعیت ټاکل .	X	X	X
9. Relate a photograph of an area to a map of the same area.	- ارتباط دادن تصویر يك ساحه با نقشه همان ساحه .	- د یو سیمې تصویر د هغې سیمې د نقشې سره ارتباط ورکول .			X

SCOPE AND SEQUENCE SOCIAL STUDIES - GRADES 1-2-3

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CONCEPT CONTENT- SPECIFIC

GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
10. Locate oceans, rivers and other major bodies of water.	تمین موقعیت بحر ها، دریاها، و دیگر آبهای کلان .	د سندررونو، دریاونو اودنورو دیرو اوبو د موقعیتونو فاکل .		X	X
11. Recognize the relationship between geograpy and economic development.	تشخیص ارتباط بین جغرافیه با انکشاف اقتصادی .	د جغرافی او اقتصادی پرمختگ په منځ کسی د اریکو تشخیص .			X
<u>E Map Skills</u>	<u>مهارت های نقشه</u>	<u>د نقشه مهارتونه</u>			
1. Compare maps and globes.	مقایسه نقشه و کره .	د نقشی او کری پرتله کول .	X	X	X
2. Identify and use picture map.	تشخیص و استعمال تصویر در نقشه .	په نقشه کی د تصویر تشخیصول او کارول .	X	X	X
3. Identify and use neighborhood map.	تشخیص و استعمال نقشه های همسایه .	د گاونډی نقشی تشخیصول او کارول .	X	X	X
4. Identify and use map of the city.	تشخیص و استعمال نقشه های شهر ها .	د سارونو د نقشی تشخیصول او کارول .		X	X
5. Identify and use map of the country.	تشخیص و استعمال نقشه سالک .	د هیوادونو د نقشی تشخیصول او کارول .	X	X	X

SCOPE AND SEQUENCE
SOCIAL STUDIES - GRADES 1-2-3

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CONCEPT CONTENT- SPECIFIC

GEOGRAPHY

جغرافیه

جغرافیه

English	Dari	Pashto	Grd1	Grd2	Grd3
<u>Map Skills</u>	<u>مهارت های نقشه</u>	<u>د نقشه مهارتونه</u>			
6. Identify and use map of a subcontinent, continent or world.	- تشخیص و استعمال نقشه شبه براعظم، براعظم و دنیا.	- د نړۍ لوی وچې اوږدو ته لوی وچې د نقشه پیژندل او او کارول لویه وچه یا نړۍ .		X	X
7. Identify and use a grid map.	- تشخیص و استعمال یکه نقشه خطی زمین .	- د خطی نقشه پیژندل او کارول .		X	X
8. Identify and use a floor plan.	- تشخیص و استعمال نقشه های تعمیر .	- د تعمیرونو د نقشو تشخیص او کارول .	X	X	X
9. Identify and use a physical map.	- تشخیص و استعمال نقشه های طبیعی .	- د طبیعی نقشو پیژندل او کارول .			X
10. Identify and use a political map.	- تشخیص و استعمال نقشه های سیاسی .	- د سیاسی نقشو پیژندل او کارول .	X	X	X
11. Identify and use a product map.	- تشخیص و استعمال نقشه های تولیدات .	- د پیداواری نقشو پیژندل او کارول .		X	X
12. Identify and use a road map.	- تشخیص و استعمال نقشه راهها .	- د لویو آرو د نقشو پیژندل او کارول .			X

SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT- SPECIFIC

II. HISTORY

تاریخ

تاریخ

English	Dari	Pashto	Grd1	Grd2	Grd3
A. Appreciate that much of Afghanistan's history centers around a pattern of expanding freedom and democratic rights.	- قردانی از مراکز تاریخ افغانستان در دو رادور توسعه آزادی و حقوق دیسوکراسی .	- د خپلواکی د پراختیا او د دیسوکراسی د حقونو په چارچاریر د افغانستان د تاریخ له مرکزونو څخه هرکلی او څیرتیا لرل .		X	X
B. Appreciate the value of studying history as a way of enriching our awareness of the past and our understanding of the future.	- قردانی از ارزش مطالعه تاریخ به ځیت نډوخت معلومات و باڅیری گذشته ما و دانش راجع به آینده .	- د معلوماتو د شتنی، د تیرو پیسو څخه د څیرتیا او د راتلونکی په اړوند د پوهی لرلو په توگه د تاریخ د مطالعی له ارزست څخه مننه .		X	X
C. Understand the role of leading individuals in Afghanistan history.	- دانش راجع به رول لیدر ها در تاریخ افغانستان .	.. د افغانستان په تاریخ کسی دلارسونکر د لیدرانو په رول پوهیدل .	X	X	X
D. Describe the wide variety of experiences that are a part of the history of Afghanistan.	- تشریح تغییرات بزرگ تجارب يك قسمت از تاریخ افغانستان را دربر میگیرد .	- د افغانستان تاریخ د یوی برخی د لویو بدلونونو د تشریح کول .	X	X	X
E. Reconize the role of leadership in the development over time of a country.	- شناخت روی لیدر شیپ در انکشاف بیشتر و سریع مسائلک .	- د هیواد د چتک او زیات پرمختگ په برخه کسی د مشرتابه رول پیژند .		X	X

SCOPE AND SEQUENCE

SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT- SPECIFIC

II. HISTORY

تاریخ

تاریخ

English	Dari	Pashto	Grd1	Grd2	Gra3
F. Recognize the cultural diversity that results from people of many ethnic backgrounds living in the same country.	- تشخیص فرق های کلتوری که در نتیجه تشکیل اجتماع از نژاد های مختلف که در یک سرزمین زندگی میکنند.	- د هغو کلتورونو د توپیرونو تشخیص کول چه د بیلو بیلو توکمونو (نژادونو) حخه د چه په یو هیواد کسی کسی ژوند کوی توله جوړه کوی وی.	X	X	X
G. Appreciate that ethnic diversity can be a source of strength for a country.	- قدردانی از نژاد های مختلف یک منبع قوت و قدرت برای ملکت میباشد.	- له بیلو بیلو توکمونو حخه منته اوڅیرتیا چه هغه د یو هیواد لپاره د قوت سرچینه وی .	X	X	X
H. Explain the difference and similarities of communities of the world.	- تشریح اختلافات و شباهت های اجتماعات در سراسر جهان .	- په توله نړی کسی د تولنو د توپیرونو او ورته والی تشریح .	X	X	X

SCOPE AND SEQUENCE

SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT- SPECIFIC

III. HUMANITIES

بشریت

بشریت

English	Dari	Pashto	Grd1	Grd2	Grd3
A. Appreciate the value of historical literature as important sources to tell us about our past.	- قدردانی از ارزش تاریخ ادبیات به حیث يك منبع بسیار مهم پیرامون معلومات عصر های گذشته .	- د تیرو وختونو په برخه کسی د معلوماتو د لرلو په منظور د ادبیاتو له تاریخ حقه چیني په توگه مننه او خبرتیا .	X	X	X
B. Enjoy singing traditional songs as one way of sharing our heritage.	- لذت بردن از ابیات قدیمی به شکل يك نوع كه كه نشان دهنده میراث مشترك است .	- د یو گد میراث په توگه د لرغونو ادبیاتو له وینو حقه خوند اغیستل .	X	X	X
C. Appreciate that family and community traditions are sometimes expressed in poetry and folk tales.	- قدردانی از اینکه بعضی از مسایل فامیلی و اجتماعی بعضی اوقات در اشعار و قصه های فنگوری اظهار میشود .	- له کورنیو او ټولنیز روایتونو حقه مننه چه کله که په ولس پوره نکلر او شعرونو کسی سکاره کیزی .	X	X	X
D. Recognize that national symbols and landmarks give meaning to our Afghan heritage.	- شناخت اینکه سمبول های ملی و نشان های زمین منی میراث مشترك افغانیا را میدهد .	- له ملی سمبولونو او د حکمی د نسو پیژندل چی د افغانانو لپاره د گد میراث په توگه مننی او اهمیت لری .		X	X

SCOPE AND SEQUENCE SOCIAL STUDIES - GRADES 1-2-3

P.10

CONCEPT CONTENT- SPECIFIC

IV. RELIGION

دین - دینیات

دین - دینیات

English	Dari	Pashto	Grd1	Grd2	Grd3
A. Recognize and interpret the role that religion has in society.	- شناخت دین، مذهب و رول آن در يك اجتماع .	- په يوه ټولنه كسى د دین، مذهب او د هغه د رول پيژندل .	X	X	X
B. Recognize great architecture as an expression of culture and religion.	- تشخیص معماری های بزرگ به حیت نشان دهنده کلتور و مذهب .	- د لوړو معماريو تشخيصول د کلتور او مذهب د حرکتونکو په توگه .			X
C. Identify and have a sense of appreciation for Afghan holidays.	- شناخت و داشتن احساس برای قederdانی از روزهای مذهبی و ملی .	- ملی او مذهبی وړو د پيژندلو لپاره د منی او نمانحنی حس لرل .	X	X	X
D. Describe the life and deeds of the prophet Mohammad (pbuh).	- تشریح زندگی و نظریات حضرت محمد(ص)، پیغمبر بزرگ اسلام .	- د اسلام د ستر پیغمبر حضرت محمد ^(ص) ژوند او نظریو تشریح کول .	X	X	X
E. Gain an understanding of the importance of the Arabian peninsula in the history of the Islam.	- حاصل نمودن معلومات و راجع به اهمیت شبه جزیره عربستان بالای تاریخ مسلك اسلامی .	- په اسلامی تاریخ كسى د عربستان د شبه جزیره اهمیت په برخه كی د معلوماتو حاصلول .	X	X	X
F. Add to their understanding of Islam and the role of the Propnet Mohammad (pbuh).	- علاوه نمودن به معلومات آنها پیرامون دین اسلام و رول حضرت محمد(ص).	- د اسلام او د حضرت محمد(ص) د رول په برخه كسى د هغری په پوره باندی د معلوماتو وړ زیاتول .			X

SCOPE AND SEQUENCE SOCIAL STUDIES - GRADES 1-2-3

CONCEPT CONTENT- SPECIFIC

V. CITIZENSHIP

تابعیت

تابعیت

English	Dari	Pashto	Grd1	Grd2	Grd3
A. Realize that all Afghans have rights and responsibilities as citizens.	– شناخت اینکه هر افغان به حیث یک تبعه حقوق و مسرولیت های در اجتماع خویش دارد .	– پردی پوهیدل چه ټول افغانان د تابعینو په توگه خپله ټولنه کسی حقونه او مسرولیتونه لری .	X	X	X
B. Appreciate the importance of settling conflict through dialogue.	– قدردانی از اهمیت حل مشکلات و قضایا از طریق دیالوگ و مناسه .	– د خبرو اترو له لاری د مشکلاتو او ستونجو دحل له اهمیت څخه نمانځنه .			X
C. Appreciate the importance of tolerance.	– قدردانی از اهمیت حوصله مندی .	– د زغم له اهمیت څخه نمانځنه .	X	X	X
D. Realize that rules and laws help people to live and work together.	– شناخت اینکه قوانین و مقررات بشر را کومک مینماید تا بتوانند با هم یکجا زندگی کنند.	– پردی پوهیدل چه قانون او مقررات ځنگلو سره مرست کوی چی وکولای شی په یوحای کسی ژوند اوکار وکری.	X	X	X
E. Appreciate that individuals have the ability to contribute to the well-being of the society in which they live.	– قدردانی از اینکه یک فرد قدرت این را دارد که در بهبود اجتماع که در آن زندگی مینماید اشتراک نماید.	– ددی برآورد کول چه یو ځوک ددی توان لــــری لری د هغی ټولنی په اصلاح او بپېود کسی چه دی په کسی ژوند کوی برخه وانځی .	X	X	X
F. Recognize that there are often at least two points of view on an idea.	– تشخیص اینکه حد اقل دو نقطه نظر در یک منکوره موجود است .	– ددی تشخیصول چه دیر حلې په یوه منکوره کسی تر لزه لزه د یو سرچ دوه موجود وی .			X
G. Appreciate that someone who volunteers to help improve a community is being a good citizen.	– قدردانی از شخصی که میخوهد اجتماع خویش را به شکل رضاکارانه به سوی ترقی بکشد به حیث یک تبعه یا (شهری) خوب .	– د هغه چا نمانځنه چه د یو سه تبعه په توگه غواری په خپله خوږه دځپه ټولنه دپرمختیا په لوری کش کوی.	X	X	X

SCOPE AND SEQUENCE

SOCIAL STUDIES - GRADES 1-2-3

P.12

CONCEPT CONTENT- SPECIFIC

VI. VALUES

	ارزشها	ارزستونه			
English	Dari	Pashto	Grd1	Grd2	Grd3
A. Recognize the importance of the family as the basic social unit.	- شناخت اهمیت فامیل به حیث واحد اساسی اجتماع .	- د ټولنی د غوره یوه کی په توگه د کورنی د اهمیت پیژندل .	X	X	X
B. Perceive the natural beauty of Afghanistan.	- مشاهده یا دریانت زیبایی های طبیعی افغانستان.	- د افغانستان د طبیعی سکا درك كول .		X	X
C. Realize that people in a community can work together to preserve and protect natural resources.	- داشتن اینکه افراد يك اجتماع میتوانند برای استفاده و نگهداری منابع طبیعی خویش باهم یکجا کار نمایند.	- پردی پوهیدل چه د یوی ټولنی وگری کولی شی د طبیعی زیرموسائلوار له هنوخه دگه اخیستولپاره په گده کار وگری .	X	X	X
D. Appreciate the importance of respecting and conserving the environment.	- قدردانی از اهمیت احترام و نگهداری محیط .	- دچاپیریال ددرناری اوسانتی له اهمیت خخه نمانخه.	X	X	X
E. Appreciate the importance of the land to the culture.	- قدردانی از اهمیت سرزمین و کلتور آن .	- محکی او کلتور له اهمیت خخه نمانخه .			X
F. Appreciate how one's own culture can be enriched through contact with other cultures.	- قدردانی از اینکه چنطور يك کلتور با تماس به دیگر کلتور غنی میشود.	- ددی خخه خبرتیا اوسانخه چه حنکه حوک کولی شی خپل کلتور د نورو له کلتورونو سره د لگولو (تماس) په نتیجه کسی بدای کړی .			X
G. Recognize the importance of working hard to achieve a goal.	- قدردانی از اهمیت کار و زحمت کشی برای رسیدن يك یا هدف امر يك هدف .	- دهدف دلاس ته راوړولوپاره د دیرکارله اهمیت خخه نمانخه .	X	X	X

Appendix D

4mat Materials

Chart 1 - Teaching to Learning Styles

4mat Lesson Plan - The Flag

Concept Mapping

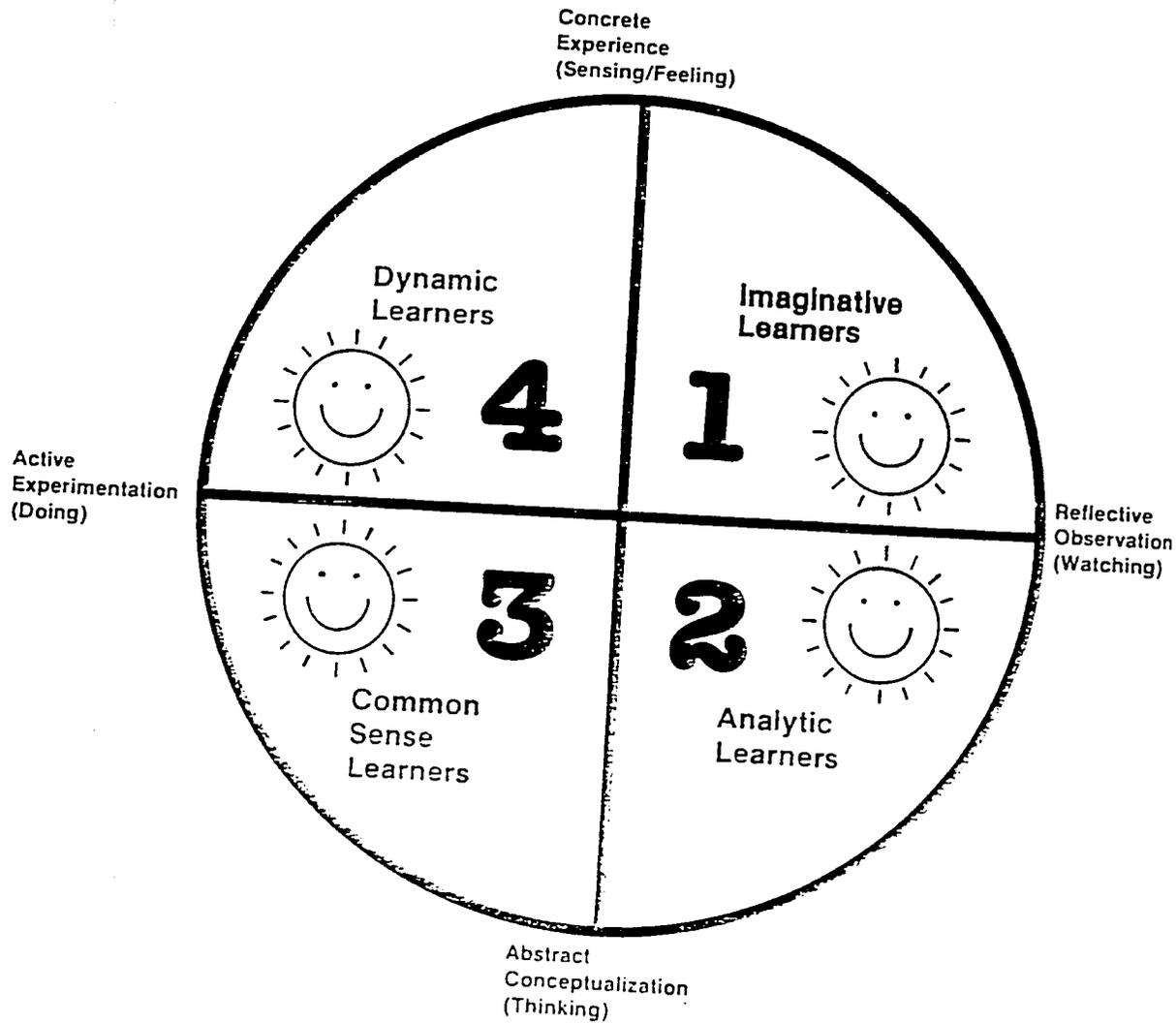
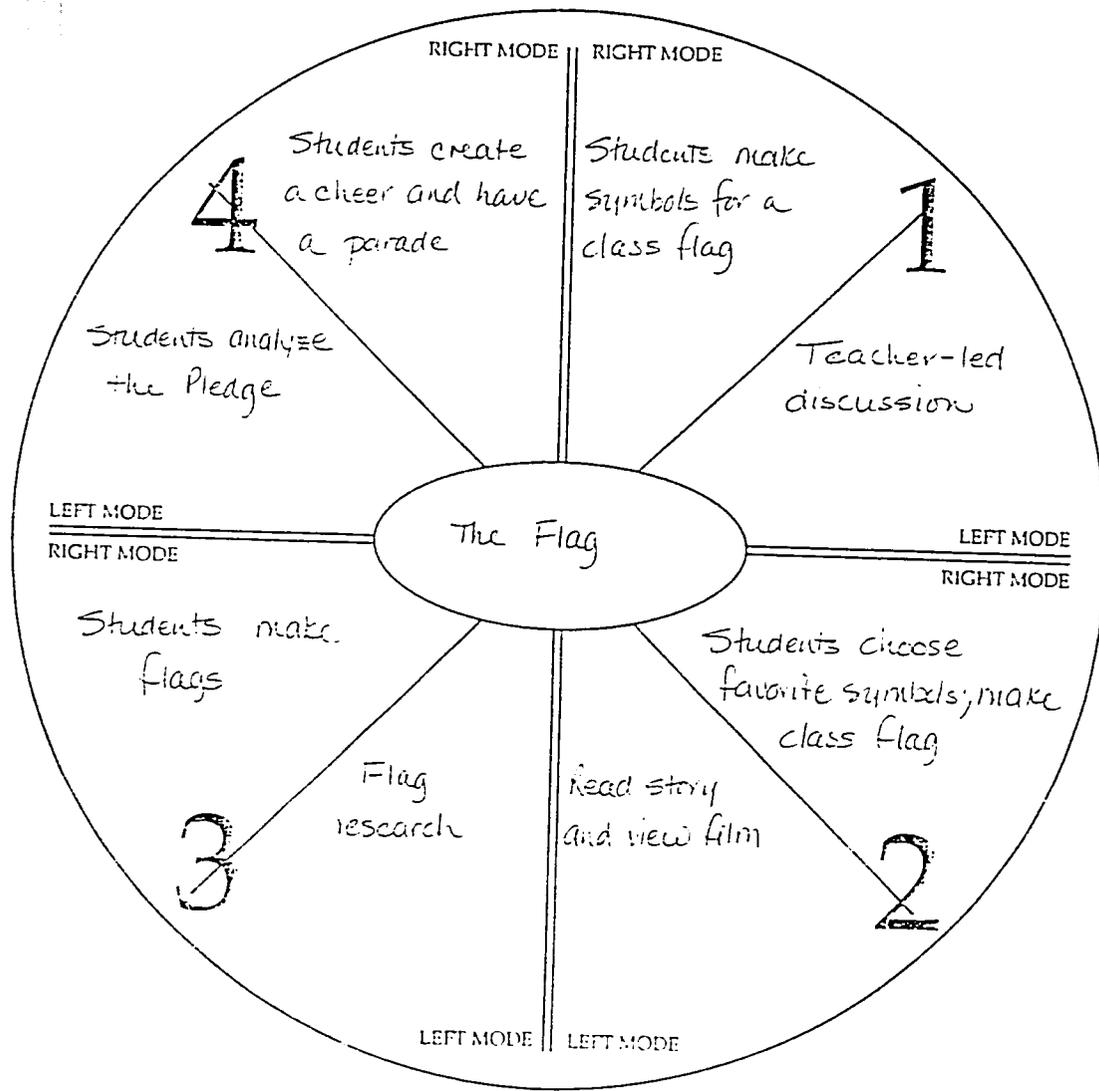


Chart 1



ESTIMATED TEACHING TIME: 2 weeks

Subject: Social Studies
Unit: The Flag
Grade Level: Primary

Author: Grace Gilam



**QUADRANT ONE: INTEGRATING
EXPERIENCE WITH THE SELF**

The Imaginative Learner's most comfortable place

**CONCERN WITH PERSONAL MEANING —
CREATE A REASON**

Answer the question "WHY?"

Teacher's Role — Motivator

Method — Simulation to encourage brainstorming
for imagination, innovation, and empathy

1. Right Mode

Creating an Experience

Teacher More Active

Objective:

To build respect for our flag and country.

Activity:

Have the children sit in groups. Put the
definition of the word "symbol" on the board.

Symbol:

Something used to represent something else, a
picture, a color, etc. that stands for something.

Ask students for examples. List can include
Smokey the Bear, the red color of Santa's suit,
McDonald's Golden Arches.

Then tell them that some symbols are special.
What makes them special is that they help us to
feel something in our hearts, a kind of special
feeling. When that happens, the symbol stands
for something much deeper and more important
than the symbol itself. When we honor these
symbols we show our loyalty, our feelings of
caring, for what the symbol means. Conduct a brief
discussion along these lines, then ask the children
to get together and discuss what symbols they
might use to make a class flag.

Evaluation:

Group participation.

2. Left Mode

Analyzing the Experience

Teacher More Active

Objective:

To show the children how a synthesis of ideas is a
rich experience.

Activity:

Bring the group back together, put all their ideas
on the board and discuss them.

Evaluation:

The children's enjoyment.



QUADRANT TWO: CONCEPT FORMULATION

The Analytic Learner's most comfortable place

**CONCERN FOR THE FACTS AS EXPERTS SEE
THEM — TEACH IT TO THEM**

Answer the question "WHAT?"

Teacher's Role — Information Giver

Method — Informational

23

3. Right Mode

Integrating Reflections into Concepts

Teacher More Active

Objective:

To have the children make personal choices about the symbols they like best and combine them into a class flag.

Activity:

Ask the children to pick the symbols they each like best and make a class flag. Hang them *all* up in the classroom.

Evaluation:

The children's enjoyment.

4. Left Mode

Developing Theories and Concepts

Teacher More Active

Objective:

To give the children some facts and information concerning the flag.

Activity:

Have the children say the Pledge. Ask them to write a short essay on what the words mean to them. Read *Our Flag Book*,¹ to them and discuss it briefly. Show the film *Our Country's Flag*.²

Evaluation:

A short, written statement by each of the children on what they have learned so far.



QUADRANT THREE: PRACTICE AND PERSONALIZATION

The Common Sense Learner's most comfortable place

CONCERN FOR HANDS-ON EXPERIENCE — LET THEM TRY IT

Answer the question "HOW DOES THIS WORK?"

Teacher's Role — Coach / Facilitator

Method — Facilitation

5. Left Mode

Working on Defined Concepts
(Reinforcement and Manipulation)

Students More Active

Objective:

To help the children learn how to find out information they need.

Activity:

Find out the story of our early flags, flag changes and how we got our present flag. Have books available in the classroom and have the school librarian assist by having a table of books and resources for the students in the library. Find out what the colors stand for. Show the film again.

Evaluation:

The method by which the students go about their task. (This is a good time to talk to individual children about how to do independent research.)

6. Right Mode

"Messing Around"
(Adding Something of Themselves)

Students More Active

27

Objective:

Enable students to experience flagmaking.

Activity:

Make the early flags, the "Ross" flag, and our present flag. Show the children how to make stars by folding paper.

Evaluation:

The quality of their work.



**QUADRANT FOUR: INTEGRATING
APPLICATION AND EXPERIENCE**

The Dynamic Learner's most comfortable place

**CONCERN FOR ACTION, DOING — LET
THEM TEACH IT TO THEMSELVES AND
SHARE WHAT THEY LEARN WITH OTHERS**

Answer the questions "WHAT CAN THIS
BECOME?" "WHAT CAN I MAKE OF THIS?"
Teacher's Role — Evaluator/Remediator
Method — Self-Discovery

7. Left Mode

**Analyzing Their Own Application of the Concepts
for Usefulness, Originality, and as a Stepping
Stone for Future Learning**

Students More Active

Objective:

To have the children discuss and analyze if our flag is a good symbol for our country.

Activity:

Have the children analyze the Pledge, phrase by phrase.

Evaluation:

Their understanding of the phrases.

8. Right Mode

**Doing It Themselves and Sharing What They Do
with Others
(Integrating Application and Experience)**

Students More Active

Objective:

To enjoy a celebration of our flag.

Activity:

Make up a cheer for our country and our flag and tell the story of Francis Scott Key and how he wrote "The Star Spangled Banner." End by telling the children our flag is a symbol of all the people who love our country. Have a parade in class with each child carrying the flag s/he has made. Play a recording of Sousa's "The Stars and Stripes Forever."

Evaluation:

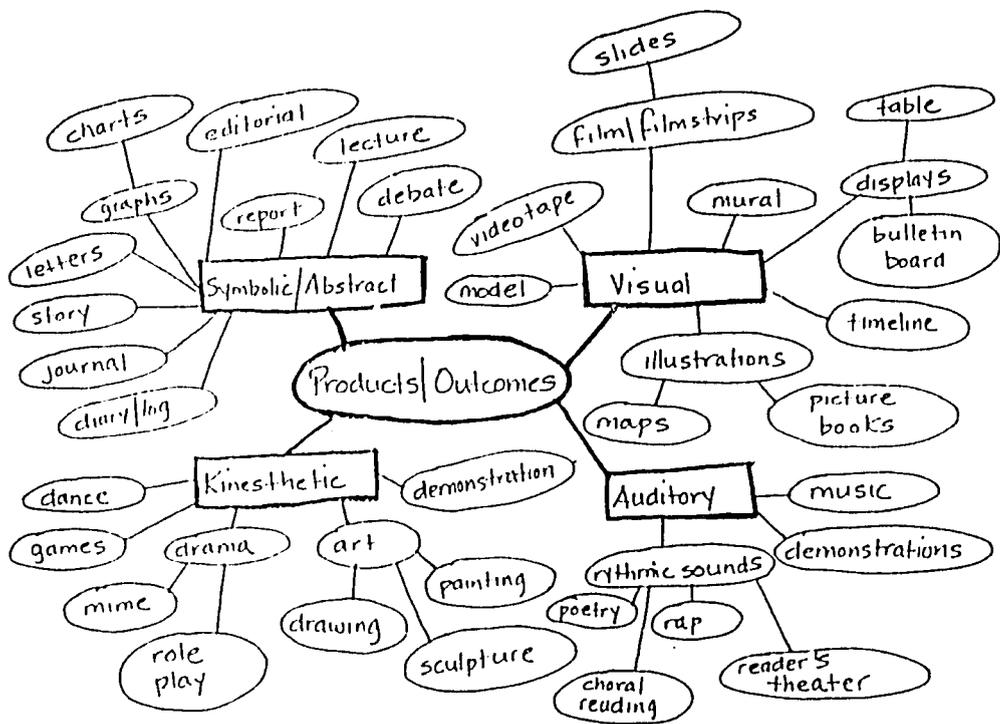
The children's enjoyment.

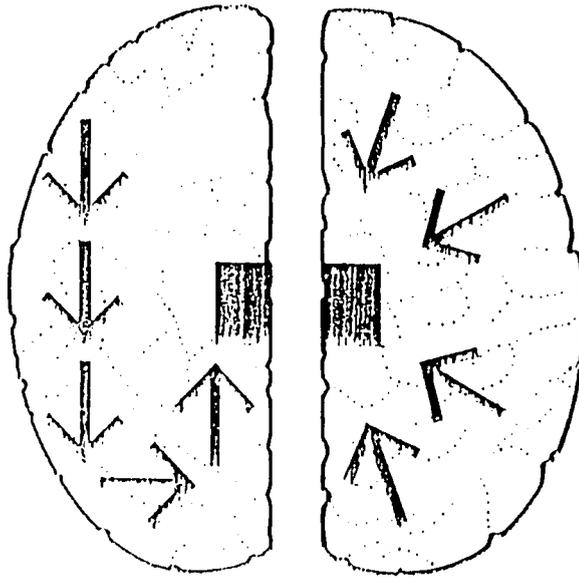
Note: This unit could be extended by having the children make a flag for planet Earth. They would need to study universal symbols.

FOOTNOTES

1. Georgiady, Nicholas and Romano, Louis, *Our Country's Flag*, Follett Publishing Company, Chicago, IL, 1963.
2. Film: *Our Country's Flag*, 2nd Edition, Coronet Films, 65 East South Water Street. Chicago, IL 60601. 1960, 11 minutes.

This lesson plan was included in the original 4MAT in Action.



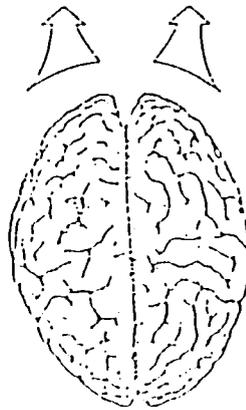


Left Brain
Linear

Right Brain
Global

Left Hemisphere

Right Hemisphere



CAT

Words

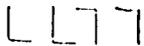
Images



6

Numbers

Patterns
Rhythms



Analysis
(Parts)

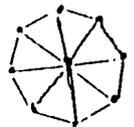
Synthesis
Wholes



Logical,
Sequential,
Linear

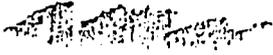
L R

Relationships/
Simultaneous
Patterns
Connections



Appendix E
Specific Content Examples
Color Words
Pictograph
Geographic Words

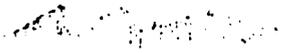
COLOR WORDS



red



strawberries



orange



carrots

yellow



canary



green



peas



blue



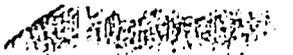
bluebells



purple



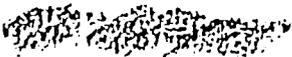
plums



gray



mouse



brown



pine cone

white



rabbit



black



ink

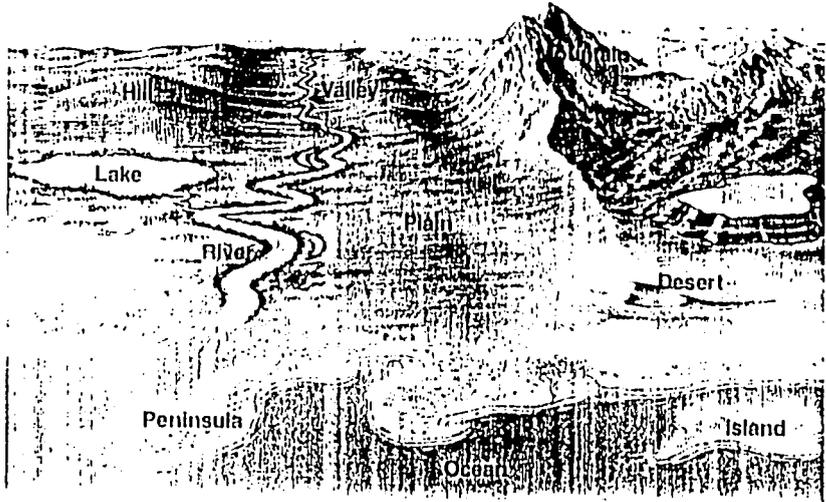


Haircuts Given by Tony

 = 1 Haircut

Sunday	
Monday	 
Tuesday	 
Wednesday	    
Thursday	  
Friday	   
Saturday	     

DICTIONARY OF GEOGRAPHIC WORDS



Desert A dry place with little rain.

Hill Land that rises above the land around it.

Island Land that has water all around it.

Lake A body of water with land all around it.

Mountain The highest kind of land.

Ocean A very large body of salt water.

Peninsula Land that has water on three sides.

Plain Flat land.

River A long body of water that flows across the land.

Valley Low land between hills or mountains.

Appendix F
Amouzgar's Paper
For the
Combined Effort
Generic Teaching Model

Appendix F
Amouzgar's Paper
For the
Combined Effort
Generic Teaching Model

4.2.2.Planning and Preparation

Success in education is the outcome of careful planning. Educators need to design and develop a sequential annual, monthly and daily curriculum/instructional plan which will meet the needs of all students.

Planning is the function that relates all of the factors together, such as looking at what is currently happening and determining what should be happening in the future. It prescribes the outcomes of student learning and determines what program of study will best allow the student to achieve these outcomes. A curriculum/instructional plan can be defined as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for a particular group of students. One must keep in mind that not all children follow the same pattern of skill development. It is stages, not ages or grades that are important for sequence. What is important is the order, not the timing. A basic model for a curriculum/instructional plan is:

1. Setting priorities

Determine what student learning outcomes are the most important for this particular year, e.g. literacy for all students in grades 1, 2, 3.

2. Developing goals and objectives

Both long-rang (Annual) and short-range (Monthly/Daily) goals and objectives should be considered and included. They should be stated in terms of concrete and observable outcomes. Goals and objectives are the basic building blocks of a curriculum/instructional plan.

3. Implementation

The major function of implementation is to provide a set of conditions so that the goals and objectives prescribed by the curriculum/instructional plan can then occur.

4.2.2.1. Annual Planning

Establishing a set of broad goals and objectives for a period of one year gives the teacher an overview of the scope and sequence of the concepts to be presented. The acquisition of learning and skills can be developed systematically in a well thought out curriculum/instructional plan which is presented to the students in a controlled sequential manner. If a particular emphasis needs to be made in any given subject area during a year, an annual plan allows you to place the emphasis in a given framework of time. The possible integration of content and skills across disciplines can also become obvious when viewing several specific discipline annual plans at the same time. Annual planning allows for a strong foundation of understanding to be developed on the part of the students, of the relationships that exist between and among the parts of a whole in any given curriculum/instruction area.

4.2.2.2. Monthly and/or Unit Planing

In the process of creating a monthly plan, the concepts are taken from the annual plan and developed to a much greater degree. In most situations not all concepts will be used. Only those that are pertinent to a given group of students' learning abilities and developmental level would be appropriate. A monthly plan contains a time schedule and a sequential development approach for the concepts selected for a particular group of students. A unit approach can be used for a monthly plan and in that case all of the concepts would be related to a particular topic

4.2.2.3. Daily Planning and Preparation

TERMS WHICH CAN HELP
THE TEACHER DESIGN A MEANINGFUL
LESSON PLAN

1. Performance Objectives
State what students will be able to do or how they will be expected to behave after completing a prescribed learning experience.
2. Situation
Circumstance in which students must demonstrate the stated performance.
3. Broad Objectives
The overall purposes of a course which are stated at the beginning and are evident as they evolve through the construction of a curriculum program.
4. Active Learning
Active involvement of students in the learning process (doing) as opposed to passive involvement (listening).
5. Assessment
The process of evaluating student's knowledge or performance as related to specific objects. This may be done formally or informally.
6. Attitude
A tendency to behave or respond in a certain manner. Both positive and negative attitudes are found in a classroom.
7. Learning
A demonstrable acquisition of knowledge or skill.
8. Learning Experience
Any activity or process which helps a student to learn.

First grade Language subject teaching Monthly plan for The years of 1992-1993

October 1-12		سپتامبر 1-22		سپتامبر 14		سپتامبر 9	
Topic	Words	Topic	Words	Topic	Words	Topic	Words
16	Showing the difference between the words (16)	12	Showing the difference between the words (12)	18	Showing the difference between the words (18)	19	Showing the difference between the words (19)
17	Showing the difference between the words (17)	13	Showing the difference between the words (13)	19	Showing the difference between the words (19)	20	Showing the difference between the words (20)
18	Showing the difference between the words (18)	14	Showing the difference between the words (14)	20	Showing the difference between the words (20)	21	Showing the difference between the words (21)
19	Showing the difference between the words (19)	15	Showing the difference between the words (15)	21	Showing the difference between the words (21)	22	Showing the difference between the words (22)
20	Showing the difference between the words (20)	16	Showing the difference between the words (16)	22	Showing the difference between the words (22)	23	Showing the difference between the words (23)
21	Showing the difference between the words (21)	17	Showing the difference between the words (17)	23	Showing the difference between the words (23)	24	Showing the difference between the words (24)
22	Showing the difference between the words (22)	18	Showing the difference between the words (18)	24	Showing the difference between the words (24)	25	Showing the difference between the words (25)
23	Showing the difference between the words (23)	19	Showing the difference between the words (19)	25	Showing the difference between the words (25)	26	Showing the difference between the words (26)
24	Showing the difference between the words (24)	20	Showing the difference between the words (20)	26	Showing the difference between the words (26)	27	Showing the difference between the words (27)
25	Showing the difference between the words (25)	21	Showing the difference between the words (21)	27	Showing the difference between the words (27)	28	Showing the difference between the words (28)
26	Showing the difference between the words (26)	22	Showing the difference between the words (22)	28	Showing the difference between the words (28)	29	Showing the difference between the words (29)
27	Showing the difference between the words (27)	23	Showing the difference between the words (23)	29	Showing the difference between the words (29)	30	Showing the difference between the words (30)
28	Showing the difference between the words (28)	24	Showing the difference between the words (24)	30	Showing the difference between the words (30)	31	Showing the difference between the words (31)
29	Showing the difference between the words (29)	25	Showing the difference between the words (25)	31	Showing the difference between the words (31)		
30	Showing the difference between the words (30)	26	Showing the difference between the words (26)				
31	Showing the difference between the words (31)	27	Showing the difference between the words (27)				

9. Stimulus
Anything that rouses or incites to action or an increased action.
10. Motivation
Creating a mind set for a reason for doing something.
11. Teaching Materials
Any materials used in the teaching/learning process.
12. Feedback
Information shared with a student which includes how well he has done and how he could improve.
13. Behavioral Objective
States what a learner must be able to do to demonstrate a learning achievement, under what conditions and what standard of competence will be acceptable.

NATURE AND THE NEED OF LESSON PLANNING

A lesson plan may be defined as a guide which a teacher prepares for every lesson that he teaches to a class. A lesson plan acts as a reference instrument and the actual class lesson ought to be a translation in actual practice of this instrument. It is important to plan lessons that use a variety of objectives and vary in content and context.

1. A lesson plan acts as a guide for the teacher. He knows exactly what he is to do. This maintains the harmony and continuity between and among the various activities and helps avoid developing a gap in the instructional process.

2. The planning of the lesson causes the teacher to think through what he is going to teach and how that lesson is going to evolve. It is not easy for one to retain and recall all that he is planning to teach in the many lessons that are presented in a given day. Thus, lesson plans are indeed essential instruments.
3. A carefully thought out lesson plan gives a teacher confidence in the successful presentation of a lesson.
4. If the teaching of a lesson is not successful and the teacher observes that the students are no longer interested then they can see exactly the point where the lesson went wrong and the possible reasons for that happening. Thus, a lesson plan helps the teacher to evaluate and diagnose the problem that occurred with the lesson. Based on this information the lesson plan can be modified to better hold the interest of the students.

Designing a meaningful lesson plan helps the teacher to create an effective teaching and learning process.

THREE CARDINAL PRINCIPLES OF LESSON PLANNING

Having decided on the particular lesson topic the lesson planning starts with the reflection of the question "To whom am I to teach?". The main reason for asking this question is to know:

1. The Mental/Developmental Level of the Students

If students of the class belong to the concrete operational stage, explaining an event by making use of verbal logic would be inappropriate. For instance, in the case of students in grade II you can teach $63 \div 7$ by taking 63 small sticks and seven boys and having them distribute these sticks evenly amongst themselves. The activity of

sticks (concrete-physical) distributed amongst students (concrete-physical) is observable and understandable to these children. However, using formal operational logic in attempting to explain $7 - 63$ as the number of times seven is successively subtracted from 63 will only baffle the students. They have not yet acquired the cognitive capacity to understand such a formal (logical) statement.

2. The Academic Ability Level of the Students

The pace of a lesson prepared for a class below average in academic ability will differ in timing and the activities will be at a different level than those from the same lesson, but that have been designed for a class that is above average in ability. For a lower ability class the pace will have to be slower. Moreover, the activities should be less challenging mental tasks than would be the case for a class of higher academic ability children. For example, the information which the children already possess related to that specific lesson topic must be known. This knowledge enables the teacher to decide as to what should be his starting point. e.g. he wanted to talk about the physical features of the district in which the children of grade III lived. He found that the children do possess the concepts of a mountain and a river but have no concept of physical feature relationships. So the teacher decided to start the lesson by having the children construct a clay model of a mountain and the bed of a river, thus allowing them to visualize their learning of physical feature relationships. Implicit in the above example is the principle that education should be pupil oriented and not content centered.

3. What is to be Taught

The teacher needs to determine before the lesson planning begins, what curriculum concepts are to be taught. When the concepts have been determined, objectives will then be constructed which will implement the learning of the concepts, keeping in mind the cognitive developmental level and the academic ability level of the students.

LESSON DEVELOPMENT

Lesson development deals mostly with what the students are to learn, the sequence of teacher activities, the sequence of student activities and with a description of the needed materials for both the teacher and the students. Once the teacher determines where he is going in the lesson, he then needs to determine how to get there. The teacher will need to select the most appropriate techniques or methods to communicate with the students and the most appropriate learning experiences for the students. The teacher should always focus on the individual abilities, needs and interests of the students. Also, the teacher must make sure that all of the needed materials and equipment are available to the students. For this phase of lesson planning, the teacher should review the content in the unit, chapter or textbook.

1. Teaching Techniques and Learning Activities

The following list is a sample of the techniques and learning activities/materials from which the teacher may draw in the development of his annual, monthly or weekly planning.

Chalk board	Discussion	Critical thing
Demonstration	Exhibits	Home work assignments
Drill and practice	Graphics	Information sheets
Films/field trips	Independent study	Listening activities
Illustrated lectures	Large group work	Concept webbing
Laboratory experiments	Problem solving	Resource persons
Oral recitation	Question/answer	Cooperative learning
Projects	Simulation	Kinesthetic activities
Role playing	Writing	Supervised study

When the teacher considers all of the variables and has sorted through the techniques and activities, he should consider the advantages and disadvantages of each in terms of the lesson to be taught. The teacher should not necessarily look for one technique and one learning experience in combination, but needs to use the learning experiences and techniques which would be appropriate to the lesson.

2. Sequence of Teacher Activities

In the development of a lesson plan, it is important that the teacher lay out the intended sequence of teacher activities. A lesson plan which contains a written sequence of teacher activities keeps the teacher on track through out the presentation of the lesson. It is important for the teacher to remember that , although the sequence of teacher activities has been developed, it is not necessary for the teacher to follow them exactly as sequenced. As the activities unfold in the lesson, alternative sequences may emerge as being more effective. The listed activities should be considered as statements about the things that the teacher hopes to do as the lesson unfolds. The activities serve as effective reference points for the teacher to observe during the lesson presentation.

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3. Sequence of Student Activities

It is also important that the teacher include in his lesson plans statements about what activities the students will be doing at various points in the lesson. Things through this sequence can be most helpful to the teacher in planning in advance for students to be engaged in productive learning experiences. Careful thought to student activities can diminish the likelihood that students will be spending time waiting for the teacher to direct them in learning experiences which the teacher has not fully planned.

4. Description of Needed Materials

Nothing frustrates the participants in learning situation more than to find themselves well involved in a new lesson only to be lacking needed equipment and materials. Careful planning in advance can eliminate many such problems. For example, if the students in the math class need certain manipulatives and they are not available, the whole lesson may stop. Or, if certain forms are needed by the students in the social study class and they are not available, the students may not complete the lesson during the class period, and much of the motivation for learning that particular concept will be lost.

A lesson plan with a written sequence of teacher and student activities keeps the teacher on track throughout the presentation of the lesson

LESSON PLAN PREPARATION
AND DESIGN

When considering instructional responsibilities, lesson preparation and design are vital activities for a responsible and professional teacher. A teacher should begin by identifying what he wants his students to have knowledge about after the instruction is concluded. When these end-of-instruction expectations are identified at the beginning, teachers then have some basis upon which to plan the instructional processes. These processes will help students master the skills and understandings which they are expected to perform at the end of the lesson. Additionally, learning does not come about because of some mystical quality possessed by good teachers that somehow has been denied to not-so-good teachers; but rather, learning results because successful teachers are better able to plan lessons that focus on instructional experiences and allows them to use the time allocated in an effective manner. Systematic instructional planning is necessary if students are expected to use their time wisely in the class room or laboratory. Keeping students engaged in learning also requires the teacher to stay engaged while the students are in attendance in the classroom or laboratory. In other words the teacher must take an active role to ensure that students are maintaining a focus on the instructional task. Planning is the major prerequisite for a teacher to be successful. To an observer, a lesson may seem to develop without any visible evidence of detailed planning. However, as the lesson progresses, an experienced observer can determine whether or not the learning is taking place in a logical, well defined way. In addition, the experienced observer will recognize whether or not the teaching and learning that occurs is as a result of adequate planning and preparation. It should be evident then that the teachers role is critical to the teaching, learning situation. Every teacher should examine his role in the teaching, learning process. Unfortunately, the beginning teacher often focusses attention on what have been his own personal actions when pondering the question, "what must the students learn?". When considering possible learning activities, he may try to duplicate

some of the procedures used by persons who had taught him his basic skills. The teacher may consider a variety of activities that could be used rather than focusing on student outcomes. The point that one must remember in professional education is that the teacher must be thoroughly knowledgeable of the educational needs of the students in order to assist them in becoming competent productive learners.

CHARACTERISTICS OF A WELL DESIGNED LESSON PLAN

The following components will be found in any meaningfully designed lesson plan.

1. Lesson Topic

This component is self explanatory. The lesson topic simply is a statement of the general area of focus of the particular lesson to be taught. Included as part of the lesson topic should be an identification of the unit of which it is a part.

2. Purpose Statement

A concise statement which communicates the intent of the lesson.

3. Lesson Objective

Objectives specify what the students should be able to do as a result of exposure to the lesson. Each objective should be written in behavioral terms; when possible affective and psychomotor objectives should be included as well as cognitive ones. Lesson objectives should be consistent with the unit or chapter objectives from which this lesson is a part. While this component refers to objectives as being more than one, it is all right to have only one objective for a lesson.

4. Activities/Procedures

Some aspects of each of the following are incorporated into every daily lesson plan: review of previous lesson; introduction to the new lesson; a series of activities that allow students to learn and practice the lesson content - activities for both the teacher and the student should be included; and some form of a closure or summing-up activity.

5. Materials

A list of all equipment and/or materials needed to effectively teach the lesson, e.g. how much, how many.

6. Time

The estimated amount of time required for each step.

7. Evaluation

A formal or informal method of assessment that tells whether or not the students accomplished the stated objectives.

A lesson plan is an outline which allows the teacher to teach effectively and to promote the learning process. Thus, it is important that all lessons should be planned in careful detail before they are taught in a class. Designing a meaningful lesson has a lot of benefits, some of which are:

1. keeps the teacher on track throughout the presentation of the lesson;
2. makes the lesson more meaningful for the students;
3. allows the teacher to better organize the teacher activities sequence, the student activities sequence and the materials needed sequence more carefully and wisely;

4. allows the teacher to identify the most appropriate time for each learning activity; and
5. allows the teacher to create an appropriate learning environment;

Lesson plans differ from one subject to another and from one learning organization to another learning organization. Even the same learning organization may change the structure of its lesson plans based on data from field experiences and input from professional sources. In every lesson there is a component that is general and another that is unique. The format of the lesson plan attends to the general part. The unique depends upon the exact context of the curriculum which is being considered at the moment. Thus, the lesson plan format can not attend to this unique component. The top of a lesson plan format usually contains demographic information such as:

Name of School _____	Time Allotted to:	Minutes
Name of Teacher _____	Pre-teaching Activities	<u>5</u>
Subject _____	Topic/Objectives	<u>5</u>
Lesson Topic _____	Activities/Procedures	<u>40</u>
Date _____	Summary/Evaluation	<u>10</u>

The demographic items indicated above are important for a supervisor or a head teacher who is on a monitoring round and who wants to ensure what curriculum instruction had been or is going on in the class and at what time. The unique information is found in the body of the lesson plan. The yearly and monthly goals are also indirectly or directly articulated in the daily lesson plan.

SAMPLE LESSON PLANS

First Grade

Name of School _____	Time Allotted to:	Minutes
Name of Teacher _____	Pre-teaching Activities	<u>5</u>
Subject _____ <u>Reading</u> _____	Topic/Objectives	<u>5</u>
Lesson Topic _____ <u>Home Land</u> _____	Activities/Procedures	<u>40</u>
Date _____	Summary/Evaluation	<u>10</u>

Pre-teaching Activities

Greet the children; survey the students and the classroom for cleanliness; take the daily enrollment; check students home work, observe the students psychological well being if someone is faced with a problem try to counsel him and help him prepare for the lesson.

Lesson Topic

Homeland of Afghanistan - with reference to climate and role of the Mojahiddin in regaining the freedom of Afghanistan. Refer to first grade Dari Language Book, Homeland, p.34.

Purpose Statement

To practice reading skills while studying social studies content.

Objectives:

At the end of this lesson the children will be able to:

- 1) Find the letter "o" in several words;
- 2) Point out Afghanistan on the world map;
- 3) State pertinent facts about their homeland; and
- 4) Will have had an opportunity to practice their silent and oral reading skills.

Teacher/Student Activities and Procedures

Review the previous lesson by asking students questions and relate the answers to the new lesson. Then introduce the topic of the new lesson to the students and ask, "What do they know about the topic?" Write the correct answers of the pupils on the board. Have the students respond to and discuss the following question: Can anyone describe the climate of our home land, Afghanistan? Does anyone know how and why the Mojahiddin made our homeland famous in the world? How and why they are defeating the communist regime? Can anyone point out Afghanistan on the world map? Help them if no one can. Now open your book to page 34 and say, "In the name of Allah the most beneficent and most merciful". Teacher reads the lesson correctly and with feeling and students follow in their books. Observe the children to see if they are following the reading sentence by sentence from right to left. Then read and ask the pupils to repeat a sentence. Then ask the students to read the lesson silently and mark with their pencil the words they do not know. Write the difficult words (famous, world, communist) on the board. Discuss the words that the students marked. Define and describe the difficult words. Allow children who are good readers to read aloud. Assist with words if needed. Give the fast learners the opportunity to count the words which contain the letter "o". Use this time to offer special help to the

slow learners. When it appears that the slow learners understand, then start the sequence of activities which will reinforce the learning. Such as: Ask the students what they have learned? Write their answers on the board. Then ask the pupils one by one to come to the board and read the sentences. Then ask a student to select and read a sentence that he is interested in. After reading the sentence have him erase the sentence and rewrite it. Ask students to look at the board and find those words which have the letter "o". Then select one to write in the identified place on the board. Have students complete these words. Moj_____ relea_____ Afgh_____. List the following words on the board: homeland, climate, Mojahiddin, famous, world, release, communist, defeating, beloved. Make a separate list in a different order of the beginning letters of each word. Have students draw a line from each word to its beginning letter. Write the words true and false on the black board. Then write both correct and incorrect sentences on either side of the board. Ask the students to draw a line from the word true to the correct sentences and from the word false to the incorrect sentences.

Lesson Summary

Ask a student or students to tell what they have learned today. Rephrase their answers to state the same information in another way. For homework have students ask their parents for additional information about their home land.

Materials:

Text book, Chalk board, Chalk, Map, Paper.

Lesson Evaluation

The answers to the questions and the discussion during the lesson will serve as an informal evaluation.

Fourth Grade

Name of School _____	Time Allotted to:	Minutes
Name of Teacher _____	Pre-teaching Activities	<u>5</u>
Subject <u>Science and Health</u>	Topic/Objectives	<u>5</u>
Lesson Topic <u>Body Cleanliness</u>	Activities/Procedures	<u>20</u>
Date _____	summary/Evaluation	<u>10</u>

Pre-Teaching Activities

Greet the students. Survey the students and the classroom for cleanliness, take the daily enrollment, check the students home work, observe the student's psychological well-being; if someone has some problems, counsel him and help him prepare for the lesson.

Lesson Topic

Body cleanliness - Students (people) are viewed as a complete person by their teacher and by society. Refer to fourth grade Science Book, Body Cleanliness, p. 62.

Purpose Statement

To recognize how and why you keep your body clean

Objectives

At the completion of this lesson the students will be able to:

- 1) Correctly answer the following question, "How can you keep your body clean?"

Teacher/Student Activities and Procedures

Review the previous lesson by asking the students questions and relate the answers to the new lesson. Start the new lesson with saying, "In the name Allah the most beneficent and most merciful." Ask "What is our new lesson?" Write students' correct answer on the board. To motivate the students show a picture of a clean boy and a dirty boy and ask them, "Which one would they like to be with?" "Then ask, why do you like the clean boy?" Discuss the answer of each student. Then ask, "why don't you like the dirty boy?" Discuss the answers of each student. Have them open their books to page 62. Read the lesson to the students with correct pronunciation, feeling and gesture.

Activities/Procedures

Read for the second time and ask the children to repeat the words. Have the children read the lesson silently and mark the words they do not know. Write the difficult words on the board like (ablution, cleanliness, ...). Discuss the words the students marked. Define and describe the difficult words. Ask the fast learners one by one, to read aloud. Have the fast learners write on paper the basic concepts of body cleanliness (factual learning). Ask some fast learners to write a brief summary of the lesson (substance learning).

Have some fast learners relate in writing the concept of body cleanliness to the daily life condition (comprehensive learning) use this time to offer special help to the slow learners. Help each slow learner individually. To summarize the lesson ask the question, "What did you learn today?" Listen to the answers of the students, then say, "You learned to rise up early in the morning, take ablution and pray . We have to wash our hands after using the latrine and before eating. Clean our teeth during taking ablution and after eating. Wash our body with clean water and soap. Cut our nails when it is necessary." For homework have students practice what they have learned at home (application of learning) and then share their story of what they did another day in class.

Materials

Text book, Chalk board, Picture, Paper, Pencils

Lesson Evaluation

The students answers to the questions, the written papers and the discussion during the lesson will serve as both a formal and an informal evaluation.

THEOLOGY LESSON PLAN

SIXTH GRADE

Name of School _____	Time Allotted to _____	Minutes _____
Name of Teacher _____	Pre-Teaching Activities _____	<u>5</u>
Subject _____ <u>Theology</u> _____	Topic/Objectives _____	<u>5</u>
Lesson Topic _____ <u>Silver Alms</u> _____	Activities/Procedure _____	<u>20</u>
Date _____	Summary/Evaluation _____	<u>10</u>

Pre-teaching Activities

Great the children, survey the student and the classroom for cleanliness; take the daily enrollment; check students' homework, observe the students' psychological wellbeing; if someone is faced with a problem try to counsel him and help him prepare for the lesson.

Lesson Topic

A silver alms obligation of five rupees has been standardized. If someone earns 200 rupees or more in a year and is not forced to spend it then he must share. Provided ten rupees would be equivalent to seven musqal (twenty-four peas) gold. Any amount earned less than that, earned less than that, he does not need to share. For each thousand rupees a person earns, he must share twenty-five.

Purpose Statement

To inculcate moral and spiritual values which have been guided through the Holy Quran.

Objectives

At the completion of this lesson the students will be able to:

- 1) State the standardized amount of silver alms in relation to the number of rupees earned.
- 2) Tell how many rupees would be equivalent to seven musqal gold.
- 3) Demonstrate on the board the calculation of silver alms given in ratio to money earned.

Teacher/Student Activities and Procedures

Review the previous lesson by asking students question and relate it to the new lesson. Start the new lesson with saying "In the name of Allah the most beneficent and most merciful." Ask, "What is the title of our new lesson?" Have the students write their correct answers on the board. To motivate discussion ask "What is alms?" Discuss the answer of each student. Read the lesson to the students with correct pronunciation and suitable voice. Then ask the following questions.

1. How many rupees would be equivalent to seven musqal gold?
2. How many rupees have been standardized regarding the silver alms?
3. How much is one musqal?
4. How much is the alms of one thousand rupees?

If you have 25 thousand rupees and have not needed to spend them in one year, how much will the alms be for those rupees?

5. Ask the students to assume a sum of money, then ask them each to come to the board to calculate the alms of money they assume with themselves (cognitive domain).
6. Help them to write beautifully.

Ask the students to read the lesson silently. Have them mark the words which they do not know. Write the difficult words on the board such as (gold, musqal, alms) define and describe the difficult words written on the board and the words the students did not know. Ask the students to list of what they have learned. Ask the students to give orally a brief summary of the lesson. Have the students relate this lesson to improving daily living conditions.

Lesson Summary

Ask the students to tell what they have learned today. Then rephrase by saying, "You have learned that alms is one of the main obligations of Islam. If you had two hundred rupees and for one year you were not forced to spend it, the alms would be 5 rupees for one thousand rupees you would pay 25 rupees."

Ask the students to demonstrate this lesson at their home by assuming a sum of money and calculating the standardized silver alms obligation.

Materials

Text book, Chalk board, Chalk, Pencils, Paper

Lesson Evaluation

The answers to the questions and the discussion during the lesson will serve as a informal evaluation.