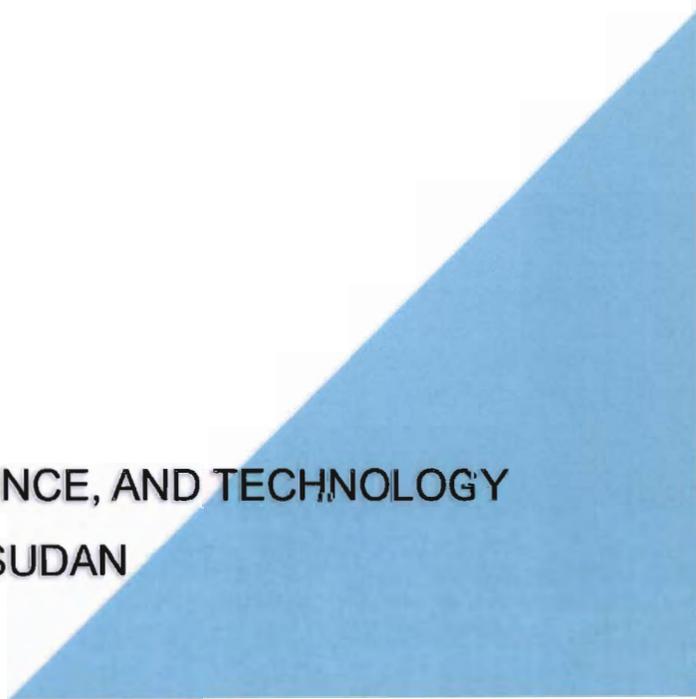


ACCELERATED LEARNING PROGRAM

SYLLABUS

**MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY
SOUTHERN SUDAN**



Accelerated Learning Program

Syllabus

**Ministry of Education, Science, and Technology
Southern Sudan**

Accelerated Learning Program



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SUDAN BASIC EDUCATION PROGRAM

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Mr. William Ater Maciek
Director General
Secretariat of Education
New Sudan

Accelerated Learning Program

1.0 INTRODUCTION

The Accelerated Learning Program (ALP) is designed to provide alternative and faster basic education for older children and youth of 12 – 18 years of age to enable them catch up with their peers already enrolled in the formal primary education programme.

The ALP adopts the 8 years primary school curriculum but with its contents restructured such that those enrolled will take a period of 4 years to complete the same course.

The ALP program provides equal opportunities to its target group to acquire desirable knowledge, skills, attitudes, values and life skills which will enable them to express themselves, be self disciplined and self reliant.

It will further provide them with education which promotes their desire to continue learning through formal or other alternative forms of education.

The ALP is designed to provide an avenue for the nation's desire to achieve its educational goals as stipulated below:

2.0 GOALS OF EDUCATION FOR NEW SUDAN

- 2.1 Education shall be the right of every child regardless of ethnicity, culture and gender, religious and socio economic status.
- 2.2 Education shall be accessible to every citizen of the New Sudan.
- 2.3 Education shall foster nation building through integrating peace, self reliance, patriotism and promoting respect and tolerance for other cultures, traditions, opinions and beliefs.
- 2.4 Emphasis shall be placed on girls' education in order to achieve equality in education.
- 2.5 Promote acquisition and utilization of national resources for socioeconomic development and their equitable distribution.
- 2.6 Promote love, pride and respect for New Sudan's diverse positive cultural heritage.
- 2.7 Inculcate in the individual awareness of and respect for life, human dignity in general and human rights in particular especially the rights of children.
- 2.8 Promote spiritual development, tolerance and respect for different religious beliefs and practices.
- 2.9 Promote awareness of use and conservation of the natural environment.
- 2.10 Promote desirable values, knowledge, skills and attitudes, eradication of illiteracy and equipping the individual with scientific, technical and cultural knowledge, skills and attitudes to exploit the environment for self and national development.
- 2.11 Promote awareness, care and concern for learners with special needs and train them in skills that will enable them to be useful and productive to themselves and society.
- 2.12 Promote respect for the dignity of labour.
- 2.13 Inculcate democratic practices.
- 2.14 Promote awareness for international cooperation, interaction and understanding.
- 2.15 Promote respect for private and public properties.
- 2.16 Empower people by grounding education in the local culture, traditions and environment including the use of mother tongue in formal education.

Accelerated Learning Program

3.0 GENERAL OBJECTIVES OF ALP

3.1. Objectives and Competencies:

The Curriculum for Primary Education is the basis of Accelerated Learning Program. The primary education course Curriculum is designed to take eight years while through Accelerated Learning Program the course will take four years. The ALP has adopted the objectives of the Primary Curriculum as follows.

| | <i>Objectives of Accelerated Learning Program</i> | <i>Skills/Competencies to be achieved</i> |
|---|---|---|
| 1 | To enable the learner to acquire skills of numeracy, literacy and communication to enable self-confidence. | <ul style="list-style-type: none">• Reading with understanding• Communicating well with others• Expressing one's self in written and oral forms.• Using mathematical concepts in daily life. |
| 2 | To inculcate in the learner good health habits for life. | <ul style="list-style-type: none">• Practicing good health habits e.g. Hygiene, good nutrition.• Maintaining a healthy and clean home and environment. |
| 3 | To develop in the learner the cultural, moral and spiritual values of life. | <ul style="list-style-type: none">• Participating in positive cultural activities.• Respecting other people's cultures, traditions, opinions and beliefs.• Portraying positive moral and spiritual values in life. |
| 4 | To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property. | <ul style="list-style-type: none">• Applying skills required to be relevant and productive within and for one's family.• Respecting public property. |
| 5 | To instill in learners the spirit of unity, nationalism, tolerance and respect for others. | <ul style="list-style-type: none">• Demonstrating an ability to work and socialize in a peaceful and respectful way.• Recognizing that there is strength in unity and working together, and weakness in discord.• Observing and respecting national symbols such as the national flag, national anthem.• Celebrating national holidays and respecting ceremonial functions.• Using peaceful means to solve problems and conflict. |
| 6 | To inculcate in the learner the understanding of, and appreciation for conservation and utilization of the environment. | <ul style="list-style-type: none">• Understanding the inter-relationships in the natural world.• Refraining from using and promoting harmful traditional and environmental |

Accelerated Learning Program

| | | |
|----|---|---|
| | | <p>practices.</p> <ul style="list-style-type: none"> • Promoting conservation of natural resources through positive traditional and other practices at home, in the community and society at large. • Using natural resources with respect for future generations. • Demonstrating an appreciation and reference for the whole of the natural environment. |
| 7 | To develop basic skills and abilities of the individual by stimulating initiative, creativity, objectivity and rationality. | <ul style="list-style-type: none"> • Expressing one's individual creativity and initiative with one's cultural context and the society at large. • Taking actions and making decisions based on evidence and information • Use critical thinking and reasoning skills to solve problems and create a better life. |
| 8 | To nurture in the learner positive attitudes of self-reliance, cooperation and inter-dependence. | <ul style="list-style-type: none"> • Providing livelihood for one's self and family. • Work with others in one's community and society to solve problems and create a better life. • Understanding that the progress and development at all levels of society relies on the inputs and capacity of many people. |
| 9 | To create awareness of one's rights, obligations and civic responsibilities. | <ul style="list-style-type: none"> • Expressing one's view confidently on range of issues. • Respect the rights of others. • Contributing to nation building through participation in civil society by informing one's self, participating in democratic process, institutions and respecting laws. |
| 10 | To inspire the learner to appreciate life long learning. | <ul style="list-style-type: none"> • Seeking further study through non-formal, formal and technical education. • Promoting learning in the community by helping others to read, sharing one's skills and knowledge and providing opportunities for others to continue to learn. |

4.0 GENERAL GUIDELINES

4.1 The Syllabi:

The ALP syllabi are presented in complete form such that each subject includes an introduction, general objectives, units, specific objectives and corresponding content for each level (i.e. from level 1 – 4). The teacher is expected to carefully read the syllabus so that proper interpretation can be achieved to enable her/him to prepare schemes of work for each term.

The specific objectives for each level defines the scope of content coverage for each unit from which the teachers can systematically base the teaching/learning activities, and learners assessment activities.

4.2 Teachers' Guides

Teachers guide for each subject will give detailed guidance on appropriate methodologies suitable for each unit area.

However, teachers will be expected to be more innovative in their planning to ensure knowledge, skills and attitudes required through learner-centered approaches are achieved in each study area.

5.0 ORGANISATION OF TEACHING AND LEARNING

The ALP Curriculum is designed such that there will be at the beginning a learners' Orientation programme to introduce them to the school environment in the following aspects:

- Introduction to ALP
- School routine
- School schedule
- Learning environment

Learners will study progressively in four levels, from level one to level four.

In level one, the medium of instruction is mother tongue. The other three levels, English is the medium of instruction. In a multilingual area, the common language will be the medium of instruction for level one.

Accelerated Learning Program

6.0 SUBJECT AND TIME ALLOCATION

| S/No | SUBJECT | PERIODS | | | |
|-------------------------|---------------------|-----------|-----------|-----------|-----------|
| | | Level I | Level II | Level III | Level IV |
| 1 | Mother tongue | 5 | 3 | 1 | 1 |
| 2 | English | 6 | 6 | 6 | 6 |
| 3 | Kiswahili | - | - | - | - |
| 4 | Arabic | - | - | 3 | 3 |
| 5 | Mathematics | 6 | 6 | 6 | 6 |
| 6 | Science | 5 | 5 | 5 | 5 |
| 7 | Religious Education | 4 | 3 | 2 | 2 |
| 8 | Business Education | - | - | 2 | 2 |
| 9 | Home Science | - | 3 | 3 | 3 |
| 10 | Arts and Crafts | 3 | 3 | 2 | 2 |
| 11 | Social Studies | 5 | 5 | 5 | 5 |
| 12 | Music | 3 | 2 | 1 | 1 |
| 13 | Agriculture | - | 3 | 3 | 3 |
| 14 | Physical Education | 3 | 1 | 1 | 1 |
| Periods per week | | 40 | 40 | 40 | 40 |
| Hours per week | | 30 | 30 | 30 | 30 |

Note: The time allocation for each period at all levels will be 45 minutes.
The teacher contact time shall be 6 hours per day and 30 hours per week.
There shall be 360 hours in a term of 12 weeks, and 1080 hours in a year of 3 terms.

7.0 END OF COURSE EXAMINATION

The learners of ALP will sit for a unified New Sudan Certificate of Primary Education Examination. The examination rules and regulations governing the administration and processing of the examinations will be the same in all aspects.

MOTHER TONGUE

INTRODUCTION

A child's mother tongue is his or her first language, the language of the home or school catchment area. The main aim of teaching mother tongue as a subject in primary schools is to establish basic learning skills such as listening, understanding, pre-reading and reading. Mother tongue harmonizes the school with home, thus making it a conducive learning situation. Mother tongue is the only language the child can use to understand and comprehensively express his or her cultural heritage.

Teaching or learning in one's mother tongue promotes positive attitude towards its development and future usage as the language of education. It reduces overloading the child with double concentration on the learning of a foreign language and the subject

GENERAL OBJECTIVES FOR PRIMARY

By the end of this course, the learner should acquire:

1. wider skills of listening and speaking which will enable him/her to express him/herself orally;
2. adequate reading skills to enable him/her to read and interpret written communication comprehensively;
3. sufficient writing skills to enable him/her write legibly and meaningfully;
4. sufficient linguistic skills to enable him/her interpret and translate the idiomatic and poetic expressions of his/her culture naturally;
5. adequate knowledge of the language to enable him/her read and understand the cultural symbols of his/her culture correctly;
6. develop respect towards others languages and cultures.

ing, pre-writing and writing, because it is the medium of instruction at lower primary school. At the upper level it will be taught as a subject.

It encourages the child's spontaneous responses during the learning process. In

LEVEL ONE

UNIT 1: LISTENING AND SPEAKING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Listen, understand and follow oral instructions relevant to all learning experiences;
- b) Communicate orally with peers, family members, and other speakers of the language and in all school activities.

1.2 Content

- a) Listen and respond to:
 - Directions;
 - Traditional songs;
 - Guided formal and informal conversations.
- b) Practise:
 - Appropriate classroom expressions;
 - Social courtesies
 - Pronunciation of vowels, consonants, implosives, tonal sounds and syllables;
- c) Participate in:
 - More guided spoken exercises for pronunciation and intonation;
 - Listening to cultural games and role-play;
- d) Identify and name familiar things pictures, actions and different sounds in the environment;
- e) Listen to and tell stories

- f) Listen about and understand the calendar.
- g) Listen to and understand:
 - Radio programmes in mother tongue
 - Taped materials, speeches and conversations.

UNIT 2 READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Acquire and practise reading skills necessary for learning literacy and numeracy skills in mother tongue to accelerate proficiency in second language;
- b) Recognise and use punctuation marks correctly;
- c) Read and understand passages in graded materials.

2.2 Content

- a) Reading:
 - Letters, syllables and word sounds;
 - More compound words;
 - Complex questions and instructions;
 - Describe objects, characters and pictures;
 - Tell stories for comprehension;
 - Riddles, poems and proverbs;
- b) Match words to form sentences and read them;
- c) Practise letter sequences through alphabet games;
- d) Recognise and use punctuation marks correctly.

UNIT 3 WRITING

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) write vowels, consonants, syllables and words;
- b) use capital and small letters appropriately in writing names and sentences.

3.2 Content

- a) Handwriting:
 - Handwriting patterns;
 - Writing letters, words, phrases and sentences in print scripts;
 - Spacing and sizing letters and figures correctly;
- b) Write reports, information, requests, messages, news and addressing letters;
- c) Spell words and names correctly;
- d) Take dictation of words, phrases, sentences and passages;
- e) Fill missing letters and syllables in words;
- f) Use a variety of punctuation activities correctly.

UNIT 4: LANGUAGE USE

4.1 Grammar

4.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) identify naming words in the environment;
- b) identify doing words in the environment;
- c) identify describing words in the language.

4.1.2 Content

- a) Recognise and correctly use naming words in the homestead, schools, hospitals, markets, churches, mosques, villages, farms and in the forest;
- b) Recognise and correctly use doing words such as bathing, studying, visiting, selling, praying, harvesting, hunting etc.
- c) Recognise and correctly use describing words such as tall, clean, sweet, new, old, bad, good, dirty, short, polite, think, fierce, black, white, etc.

4.2 Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should have acquired enough vocabulary and be able to use them correctly.

4.2.2 Content

Acquire and correctly use the vocabulary in the wider environment covering the:

- Homestead;
- Schools;
- Dispensary;
- Church/Mosque;
- Villages;
- Markets;
- Farms;
- Forests,
- Cultural aspects;
- Technical and scientific terms.

LEVEL TWO

UNIT:1 LISTENING AND SPEAKING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) acquire appropriate listening and speaking skills to enable him/her to listen, understand and react to instructions and commands accordingly;
- b) communicate orally with other speakers of the language and in all school activities.

1.2 Content

- a) State and explain figures of speech relating to personifications, metaphors, similes and idioms;
- b) Listen and respond to:
 - Commands, instructions, statements, advanced verses, rhymes and songs;
 - Dictation and comprehension exercises;

- Radio broadcasts and recorded materials;
- c) Participate in formal and informal conversations;
- d) Play language games and quizzes;
- e) Retell and dramatise stories,
- f) Describe objects, events and experiences.

UNIT 2: READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) fluently and correctly pronounce words;
- b) read graded materials with understanding;
- c) read printed texts and or articles for information or pleasure.

2.2 Content

Read and respond to:

- Figures of speech;
- Illustrated passages;
- Signs, notices and posters;
- Poems and plays;
- Shopping lists and letters;
- Reading games and word puzzles;
- Newspapers for current information;
- Teacher's corrections, comments and charts;
- Times of the day, days of the week and months of the year;
- b) Describe objects, pictures, characters and events;
- c) Read graded materials for fluency, pronunciation and comprehension exercises.

UNIT 3 WRITING

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) use punctuation rules appropriately;

- b) express his/her ideas meaningfully in joined script.

3.2 Content

- a) Rearrange and write sentences to form logical sequences of ideas;
b) Fill in the blank spaces in given sentences;
c) Form sentences using substitution tables;
d) Write compositions and do comprehension exercises,
e) Match words, phrases and parts of sentences;
f) Do spelling exercises and write letters

UNIT 4: LANGUAGE USE

4.1 Grammar

4.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) identify and describe words and their comparative and superlative forms;
b) Use parts of speech and (learn) tenses correctly.

4.1.2 Content

- a) Recognise and correctly use nouns, verbs, adjectives, conjunctions, prepositions, relative pronouns and interrogatives;
b) Recognise and practise correct use of
- The Present simple, past, continuous and simple future tenses;
 - The singular and plural forms;
 - Proper nouns, common nouns and personal pronouns;
 - Demonstrative and possessive;
- c) Do more practice on comparatives and superlatives.

4.2 Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) use more vocabulary relating to the wider environment;

- b) use taught grammatical items correctly.

4.2.2 Content

- a) Acquire and use the vocabulary of the wider environment covering:
- Farm and farm animals;
 - Shapes and sizes;
 - Colour;
 - Hospitals and diseases
 - Forests and wild animals;
 - Rivers and aquatic animals;
- b) acceptable cultural and social speech patterns;
c) use correct form of grammar in the language.

LEVEL THREE

UNIT 1 LISTENING AND SPEAKING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) acquire enough listening and speaking skills;
b) express his/her ideas clearly and fluently.

1.3 Content

- a) Listen and respond orally to:
- Instructions, statements, directions, questions and requests;
 - Songs, rhymes, plays and stories;
- b) Listen and react to:
- Dictation;
 - Radio broadcasts and recorded materials in mother tongue;
- c) Practise in:
- Discussions and language games;
 - Debates and reciting verses;
 - Describing materials, textures, colour, quantities, qualities and events;
 - Expressing ones ideas and feeling;

- Role playing in cultural and social functions;
- Giving and receiving messages.

UNIT 2 READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) read fluently and with reasonable speed;
- b) read with correct pronunciation and proper intonation;
- c) Read meaningfully for information or pleasure;
- d) use a dictionary, tables of content and indexes to find appropriate information.

2.2 Content

- a) Read:
 - Graded materials for pronunciation, fluency, comprehension and speed;
 - Supplementary reading for information and pleasure;
 - More riddles, poems, proverbs and idioms;
 - Library books for references and for more information;
 - More language games and plays;
- b) Look up words in a Dictionary for meaning;
- c) Use tables of contents, indexes, price lists and menus appropriately.

UNIT 3 WRITING

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) write legibly and with reasonable speed;
- b) express his/her ideas clearly in writing;
- c) use punctuation marks correctly.

3.2 Content

- a) Write in joined script:
 - Messages and requests;
 - Informal and formal letters;
 - Composition on given topics;
 - Dictated passages;
 - Answers to comprehension exercises;
- b) Practise punctuation rules in passages;
- c) Practise:
 - Paragraph layout rules;
 - Handwriting contests for legibility;
 - Note-taking and recording observations;
- d) Match parts of sentences.

UNIT 4: LANGUAGE USE

4.1 Grammar

4.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) tell names of creatures, plants and objects in the wider environment;
- b) use names appropriately in sentences along with adjectives;
- c) use learnt tenses and other grammar items correctly.

4.1.2 Content

- a) Recognise and correctly use;
 - Past perfect, present perfect, past participles;
 - Question tags and possessives;
 - Commands and negations in singular and plurals;
 - Conjunctions and prepositions,
 - Interrogatives.
- b) Do more practices on the use of:
 - Adjectives;
 - Adverbs;
 - Pronouns;
 - Demonstratives;
 - Verb tenses.

1.2 Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) use vocabulary in the wider environment;
- b) use learnt grammar rules appropriately.

4.2.2 Content

- a) Acquire and practise the relevant vocabulary in the wider environment;
- b) Recognise and use the vocabulary of:
 - The various types of food;
 - Linear measurements and weights;
 - The church/mosque and their related vocabulary;
 - Currency denominations;
 - Cardinal points of the compass;
 - Seasons, weather conditions and temperature;
 - Mathematical signs;
 - Numeracy in mother tongue;
 - Cultural and social courtesies.

LEVEL FOUR

UNIT 1: LISTENING AND SPEAKING

1.1 specific objectives

By the end of this unit, the learner should be able to:

- a) give reports and interviews orally;
- b) understand and respond to questions and commands correctly;
- c) express her/himself clearly in public.

1.1 Content

- a) Continue developing skills already learnt;
- b) Describe people's places of residences;
- c) Listen and respond to topical speeches such as :

- Cattle rearing;
 - Girl's education;
 - Formal debates;
 - Listening and making of oral translation;
- d) Give reports about schools, community or church activities.

UNIT 2: READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to read any material fluently in mother tongue.

2.2 Content

- a) Read:
 - Magazines and newspapers for information;
 - Advanced graded materials for comprehension exercises;
 - More widely and critically distinguish facts from fictions;
- b) Use content pages chapter headings and indexes to find information in the book;
- c) Skim parts of a book for required information.

UNIT 3: WRITING

3.1 Specific Objectives

By the end of this unit, the learner should be able to write legibly and with reasonable speed

3.2 Content

- a) develop writing skills already learnt;
- b) Write in joint script;
 - Composition on given topics;
 - Answers to comprehension passages;
 - Translate passages from and or into the mother tongue;
 - Notes during discussion or meetings;
 - Stories or articles about famous people;
 - Radio messages and electronic mails (e-mail);
- c) Take timed dictation on given passages to develop writing skills.

UNIT 4 LANGUAGE USE

4.1 Grammar

4.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) translate passages accurately;
- b) use all the appropriate grammatical forms of the language learnt.

4.1.2 Content

- a) Do more exercises on tenses already learnt;
- b) Recognise and practise the use of;
 - Relative pronouns;
 - Relative Clauses;
 - Phrasal verbs
 - Reported speech.

4.2 Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Continue to acquire new appropriate vocabulary.

4.2.2 Content

- a) Acquire and correctly use the vocabulary of the wider environment covering:
 - The home and the village;
 - The school and classroom;
 - The market and the shop;
 - The hospital and diseases;
 - The farm and farm animals;
 - The forests, plants, birds and wild animals;
 - The wetlands and aquatic birds and animals.
- b) Recognise and correctly use the vocabulary covering:
 - Clothes and colour;
 - Units of times and telling time;
 - Cultural tools and instruments,
 - Advanced stories, poems and proverbs;

- Climatic conditions and seasons of the year.
- Cultural tools and instruments.
- Advanced stories, poems and proverbs.

ENGLISH LANGUAGE

INTRODUCTION

New Sudan is an area inhabited by people of diverse linguistic backgrounds. The people of New Sudan have selected English language as the medium of communication and learning among themselves. They consider English as a neutral but effective tool for unity and development. The language will enable the people of New Sudan not only to communicate internationally, but also benefit in knowledge and technology. Learning and communicating in English will speed up national development as well as enable the people of New Sudan to benefit from the experiences of the developed world.

GENERAL OBJECTIVES

By the end of the course, the learner should be able to:

1. Listen, understand and respond appropriately to requests, commands and instructions;
2. Speak using correct pronunciation, stress and intonation so that he/she can communicate with and be understood by others;
3. Read widely and understand instructions for information and enjoyment;
4. Write legibly and be able to express her/himself clearly in English.

LEVEL ONE

UNIT 1 LISTENING AND SPEAKING

1.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) respond to greetings;
- b) respond to commands, statements, instructions and requests;
- c) listen to simple stories and act them;
- d) ask and answer simple questions correctly;

- e) pronounce simple words correctly;
- f) use polite words;
- g) sing simple songs and recite simple rhymes;
- h) name and describe objects.

1.2 Content

- a) simple greetings such as : Good morning, Good afternoon
- b) simple commands such as: line up, listen to the instructions, and greet one another and simple requests such as: May I go out? May I sit down? Can we go out?
- c) listen to simple stories such as Sudanese folk stories and act them;
- d) ask and answer simple questions correctly.
- e) Practice words that give difficulty in different areas such as (Six) in Dinka, pood (Food) in Bari
- f) use polite words such as: May I... Excuse me, will you kindly, Thank you
- g) simple songs and rhymes such as: my name is Mary, head, shoulders knees and toes
- h) name and describe objects in the classroom, such as window, desk etc.

UNIT 2 READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) match words with pictures;
- b) read and understand new words;
- c) read and understand simple English sentences.

2.2. Content

- a) Match words with pictures
- b) Read and understand new words
- c) Read and understand simple English sentences.

UNIT 3 WRITING

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) write the whole alphabet clearly;
- b) copy words;
- c) demonstrate sufficient hand control in drawing and labelling well-known objects
- d) write words and simple sentences.

3.2. Content

- a) Write the whole alphabet from A to Z.
- b) Copy words.
- c) Demonstrate sufficient hand control in drawing and labeling well-known objects and writing the alphabet.
- d) Write words and simple sentences

UNIT 4 LANGUAGE USE

4.1 Grammar

4.1.1. Specific objectives

By the end of this sub-unit, the learner should be able to:

- a) Use nouns, pronouns, adjectives and verb tenses;
- b) Form plurals with “s”;
- c) Use simple forms of the word “to be” and “to have”
- d) Use simple adjectives and adverbs ending in “ly”;
- e) Use negatives
- f) Use comparative ending in –“er”

4.1.2. Content

- a) Use simple nouns, pronouns, adjectives and verb tenses;
- b) Form plural with “s”;
- c) Use simple forms of the words “to be” and “to have”;
- d) Use simple adjectives and adverbs ending in –“ly”;
- e) Use comparatives ending in – er;
- f) Use negatives such as I cannot, I can't

4.2 Vocabulary

4.2.1 Specific objectives

By the end of this sub-unit, the learner should be able to use correctly simple vocabulary in the immediate environment.

4.2.2. Content

Acquire and correctly use the vocabulary in the wider environment covering:

- Family, household objects and surroundings
- Transport, market, the village;
- Domestic and wild animals;
- Days of the week, months of the year, number from 1-1,000;
- Words related to common action and common activities

LEVEL TWO

UNIT I LISTENING AND SPEAKING

1.1 Specific Objectives

By the end of this unit the learner should be able to:

- a) participate in simple conversations
- b) express simple feelings and share experiences
- c) use correct pronunciation, intonation and stress;
- d) listen to and differentiate between commands and requests and responds appropriately;
- e) use polite words appropriately in making requests and responding
- f) play language games and retell stories.

1.2. Content

- a) Participate in simple conversations such as: where are you coming from? Why did you not come to school yesterday? What did you buy in the market?
- b) Express feelings and share experiences such as: I'm very happy today because I've passed English; I'm sorry our teacher is unwell;
- c) Practice good pronunciation of two syllable words such as: record, record (V&N) produce, produce,(V,N);

- d) Listen to and differentiate between commands and requests and respond appropriately such as clean the black board. Please introduce me to your friend.
- e) Use polite words appropriately in making request such as: Please give me some water and in responding; Thank you.
- f) Play language games and retell stories such as: Each student gives one word to form a complete sentence. The teacher gives example of telling stories to be related by the pupils.

UNIT 2 READING

2.1. Specific Objectives.

By the end of this unit, the learner should be able to :

- a) read and understand phrases, sentences and supplementary books
- b) read simple comprehension passages;
- c) read, understand and solve word puzzles;
- d) tell the time.

2.2. Content

- a) read phrases, sentences and supplementary books;
- b) read simple comprehension passages
- c) read, understand and solve words puzzles;
- d) tell the time.

UNIT 3 WRITING

3.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) write simple paragraphs using joined letters;
- b) take dictation;
- c) fill in missing words;
- d) write simple sentences using substitution tables;
- e) write paragraphs from memory; how do you copy from memory?
- f) write weather charts.

- g) correctly use exclamation and question mark.

3.2. Content

- a) Write simple paragraphs using joined letters;
- b) Take dictation;
- c) Fill in missing words;
- d) Write simple sentences using substitution tables;
- e) Write paragraphs from memory;
- f) Write weather charts;
- g) use exclamation and question marks correctly.

UNIT 4 LANGUAGE USE

4.1. Grammar

4.1.1. Specific Objectives

By the end of this sub unit; the learner should be able to:

- a) differentiate verb tenses and different forms of verbs;
- b) construct verb “ to be”;
- c) use prepositions;
- d) use comparative and superlative;
- e) use ‘too’ and ‘also’;
- f) use countable and uncountable nouns;
- g) use much, many, some, any;
- h) use third person singular of present tense;
- i) use adverbial phrases and adverbs without ly;
- j) use irregular plurals;
- k) use ordinals;
- l) use determiners
- m) use superlative of adjective with more than one syllable;
- n) use object pronouns.

4.1.2 Content

- a) Differentiate verb tenses and different forms of verbs;
- b) Construct verb to be;
- c) Use prepositions;
- d) Use comparative and superlative;
- e) Use “too” and “also”
- f) Use countable and uncountable nouns
- g) Use “much”, “many”, “some”, “any”;
- h) Use third person singular in present tense;

- i) Use adverbial phrases and adverbs without *ly*;
- j) Use irregular plurals;
- k) Use ordinals;
- l) Using determiners.
- m) Using superlative of adjective with more than one syllable;
- n) Using object pronouns.

4.2. VOCABULARY

4.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) use more vocabulary in the wider environment;
- b) use taught grammatical items correctly.

4.2.2. Content

- a) use more vocabulary in wider environment such as
 - Cooking;
 - Furniture and houses
 - Shopping and clothing;
 - Extended family;
 - Scientific terms such as leaf, root, and stem.
- b) Use taught grammatical items correctly such as: nouns, pronouns, adjectives, comparative and superlative.

LEVEL THREE

Unit 1 Listening and Speaking

1.1. Specific Objectives

By the end of this unit the learner should be able to;

- a) tell stories in class;
- b) listen to a simple passage and explain it to the class;
- c) participate in discussions;
- d) describe things, events and experiences;
- e) express their ideas and feelings;
- f) give messages.

1.2. Content

- a) Tell folk stories, creating stories of their own;

- b) Listen to a simple passage and explaining it to the class;
- c) Participate in class discussions;
- d) Describe things, events and experiences such as: Sporting contest, traditional dance
- e) express their own ideas and feelings such as Education for girls, shortage of clean water;
- f) convey messages to the next classroom or to parents.

UNIT 2 READING

2.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) read fluently and fast;
- b) read supplementary materials and plays;
- c) look up words in a dictionary;
- d) read comprehension passages;
- e) read menus and price list;
- f) use a table of contents.

2.2. Content

- a) Practise reading fluently and fast;
- b) Read supplementary materials and plays
- c) Look up words in a dictionary.
- d) Read comprehension passages. Magazines and newspapers.
- e) Read menus and price lists.
- f) Use a table of contents.

UNIT 3 WRITING

3.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe pictures in writing;
- b) write guided composition;
- c) take dictation of complex sentences;
- d) correctly use punctuation marks;
- e) participate in spelling games;
- f) take note from a written passage;
- g) write formal letters;
- h) write a variety of sentence patterns.

3.2. Content

- a) Describe pictures in writing;
- b) Write guided composition;
- c) Take dictation of complex sentences;
- d) Correctly use punctuation marks such as: Comma, full stop, exclamation mark and question.
- e) Participate in spelling games;
- f) Take notes from a written passage;
- g) Write a variety of sentence patterns;
- h) Write formal letters.

UNIT 4 LANGUAGE USE

4.1. Grammar

4.1.1 Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) form compound words with some, any, no, every;
- b) use “can” and “could” to express ability;
- c) use “may” to express permission;
- d) use “shall” for invitations;
- e) use prepositions of place and position;
- f) use further tenses, past perfect, future continuous;
- g) tell the difference between “must” (obligation) and “may” and “might” (uncertainty);
- h) tell the difference between “used to” and “usually”;
- i) make compound sentences using linking words such as “when”, “while”, “as”, “after”, “before”, “because”;
- j) use question tags.

4.1.2 Content

- a) Form compound words with some, any, no, every;
- b) Use can, and could to express ability;
- c) Use may to express permission;
- d) Use shall for invitation;
- e) Use prepositions of place and position;
- f) Use further tenses, past perfect; future continuous;
- g) Tell the difference between used to and usually;

- h) Tell the difference between “must” [obligation] and “may” and “might” (uncertainty);
- i) Make compound sentences using linking words such as when; while; as; after; before; because;
- j) Use question tags.

4.2. Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) use basic vocabulary for health and illness;
- b) describe shapes and colours;
- c) express measurement units;
- d) name crops and trees;
- e) use vocabulary related to weapons and tools; jobs, trees, currency, compass points and numbers 1-1,000,000.

4.2.2 Content

- a) Use basic vocabulary for health, illness and hospitals;
- b) Describe colours and shapes;
- c) Express measurement units;
- d) Name crops and trees;
- e) Use vocabulary related to weapons and tools, jobs, trees, currency, compass points and number 1-1,000,000.

LEVEL FOUR

UNIT 1 LISTENING AND SPEAKING

1.1 Specific Objectives

By the end of this unit the learner should be able to:

- a) express him/herself well.
- b) describe people and places
- c) use the words of etiquette properly.
- d) participate in formal debates and discussions
- e) listen to and interpret simple idioms.
- f) listen to comprehension passages and answer questions orally.
- g) give reports about the school community or church activities.

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- h) listen and communicate through various media.
- i) act short play

1.2. Content

- a) Express him/herself well.
- b) Describe people and places
- c) Use the words of Etiquette properly.
- d) Participate in formal debates and discussions
- e) Listen to and interpret simple idioms.
- f) Listen to comprehension passages and answer questions orally.
- g) Give reports about the school community or church activities.
- h) Listen and communicate through various media.
- i) Act a short play

UNIT 2 READING

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) read comprehension passage, magazines and newspapers;
- b) look up information using an index, chapter headings, dictionaries, and encyclopaedia;
- c) demonstrate an ability to make critical judgment, distinguishing fact from fiction, facts from opinions;
- d) skim for particular information;
- e) read widely for pleasure;
- f) solve language puzzles;
- g) read more difficult comprehension;

2.2. Content

- a) Read comprehension passages, magazines and newspapers;
- b) Look up information using an index, chapter headings, dictionaries and encyclopaedia;
- c) Skim for particular information;
- d) Demonstrate an ability to make critical judgment distinguishing facts; from fiction, facts from opinions;
- e) Read widely for pleasure;
- f) Solve language puzzles;

- g) Read more difficult comprehension passages.

UNIT 3 WRITING

3.1. Specific Objectives

By the end of this unit the learner should be able to:

- a) write a variety of sentence patterns;
- b) take dictation of longer passages;
- c) guided note taking from a written passage;
- d) write a composition on a given topic;
- e) compile school magazine;
- f) take notes from speakers;
- g) write an autobiography and biographies of famous people.

3.2 Content

- a) Practise writing a variety of sentence patterns;
- b) Take dictation of longer passages;
- c) Guided note taking from written passages;
- d) Write composition on given topics;
- e) Compile school magazines / wall-papers;
- f) Take notes from speakers;
- g) Write an autobiography and biographies of famous people.

UNIT 4 LANGUAGE USE

4.1. Grammar

4.1.1 Specific objectives

By the end of this sub – unit, the learner should be able to:

- a) demonstrate an understanding of certain spelling rules;
- b) use “for” and “since” correctly;
- c) more tenses;
- d) use reported speech;
- e) compare different ways of expressing future time;
- f) use correct words of obligation “should”, “ought”, “must”, “have” “had to”;
- g) conditionals;
- h) relatives pronouns;

- i) relative clauses;
- j) phrasal verbs;
- k) similes.

4.1.2 Content

- a) Demonstrate an understanding of certain spelling rules;
- e) Compare different ways of expressing future time such as. I will; I am going to.
- f) Use correct words of obligation such as “should” “ought” “must” “have to” “had to” such as: You should clean your teeth every day you ought to help your friendsyou must obey elders...;
- g) Practise conditionals such as: If I were a bird I would be able to fly. If I had time, I would go to Rumbek;
- h) Practise the use of relative pronouns such as: The man who was walking... the dog which / that I saw;
- i) Practise the use of relative clauses, such as: The woman **who was reading a book** is a lawyer, the tree **which fell down** is rotten;
- j) Use of phrasal verbs such as. put up with, get on, come along, fall over, carry on ;
- k) Use similes such as:

- b) Use “for” and “since” as in I have been here since seven o’clock; I have been here for two hours;
- c) Practise more tenses such as future perfect such as by lunch time I will have cut down this tree;
- d) Use reported speech such as The headmistress asked the pupils why they came late.
 - As quick as lightening.
 - As brave as a lion.
 - As slow as a tortoise.

4.2. Vocabulary

4.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to demonstrate the ability to use vocabulary related to the content below.

4.2. Content

- a) Demonstration ability to use vocabulary in:
 - Civics such as; Males and females, road signs, ships, universe;
 - Music and musical instruments;
 - Mathematical terms;
 - Agriculture e.g. Fruits and vegetables
 - Science, internal parts of the body, birds, fish and reptiles.

MATHEMATICS

INTRODUCTION:

Mathematics is a logical and systematic subject, which deals with numbers and symbols that have relationships expressed in rules.

The overall aim of teaching mathematics in ALP is to assist in the process of producing a person who is numerate, literate, logical and precise in his/her thinking.

Mathematics in ALP equips the learner with a theoretical background and practical skills that enables him/her to contribute for further education or any other forms of vocational training, or lead a useful life and contribute towards socio-economic development of the nation.

GENERAL OBJECTIVES

At the end of the course, the learner should have:

- a) acquired an understanding of numbers and numeration;
- b) developed the ability to perform the four basic operations of addition, subtraction, multiplication and division;
- c) developed skills in measurement, approximation and estimation;
- d) developed spatial concepts and ability to use them;
- e) acquired the techniques of collecting, representing and interpreting data;
- f) developed desirable attitudes that make good use of leisure time and utilise skills and senses appropriately;
- g) developed techniques of investigation and problem-solving strategies.
- h) developed ability to use Geometrical concepts of space e.g. Triangles, cubes, circles, volumes etc.

LEVEL ONE

UNIT 1 WHOLE NUMBERS

1.1 Counting, Reading and Writing Whole Numbers from 0-99

1.1.1. Specific Objectives

By the end of this subunit, the learner should be able to:

- a) count whole numbers from 0 up to 99
- b) identify whole numbers from 0 up to 99
- c) determine the order of two or more numbers by comparison
- d) read and write whole numbers from up to 99
- e) identify place value: ones, tens, and hundreds.
- f) group, read and write the multiples of 10 up to 90.

1.1.2. Content

- a) Count whole numbers from 0 up to 99
- b) Identify whole numbers from 0 up to 99
- c) Determine the order of two or more numbers by comparison
- d) Read and write of whole numbers from 0 up to 99
- e) Identify place value, ones, tens, hundreds.
- f) Group, read and write multiples of 10 up to 90

1.2 Operation on Whole Numbers

1.2.1. Specific Objectives

By the end of this subunit, the learner should be able to:

- a) Add up to 3 single digit numbers.
- b) Add 2-digit numbers to 2-digit numbers without carrying, both vertically and horizontally.
- c) Add multiples of 10 to get sum of up to 90

- d) Subtract as take away one number from the other.
- e) Subtract single digit numbers vertically and horizontally
- f) Subtract multiples of 10 up to 90.
- g) Make relationship between addition and subtraction
- h) Identify the missing numbers in addition and subtraction.
- i) Divide numbers up to 100 by numbers not exceeding 10.

1.2.2. Content

- a) Addition up to 3 single digit numbers.
- b) Addition of 2 digit number to 2 digit number without carrying vertically and horizontally
- c) Addition of multiples of 10 to get sum of up to 90
- d) Subtraction as (take away) one number from another.
- e) Subtraction of single digit numbers vertically and horizontally
- f) Subtraction of multiples of 10 up to 90.
- g) Relationship between addition and subtraction
- h) Identifying the missing numbers in addition and subtraction
- i) Division of numbers up to 100 by numbers not exceeding 10.

UNIT 2 MEASUREMENT

2.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) Compare and measure lengths.
- b) Use a fixed arbitrary units to measure length
- c) Measure the capacity of different containers
- d) Measure the length using a metre rule.
- e) Use arbitrary objects to measure weight
- f) Compare weight using the beam balance.
- g) Identify the national currencies, coins, and notes
- h) Add and subtract pounds and piastres.
- i) Shop, get and give correct balance

- j) Tell time of the day, events from morning, noon, afternoon and night.
- k) Tell the days of the week and months of the year
- l) Read clock by hours

2.2 Content

- a) Compare and measure lengths.
- b) Use a fixed arbitrary unit to measure lengths.
- c) Measure capacity of different containers.
- d) Measure length using a metre rule.
- e) Use arbitrary objects to measure weight
- f) Compare weight using beam balance
- g) Identify the national currencies, coins and notes.
- h) Add and subtract of pounds and piastres
- i) Shopping, getting and giving correct balance
- j) Time of the day events of
 - Morning
 - Noon
 - Afternoon
 - Night
- k) Days of the week and months of the year
- l) Reading clock by hours

UNIT 3 GEOMETRY

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Draw types of lines:
 - Straight lines
 - curved lines
- b) Draw geometrical shapes:
 - Triangles, rectangles,
 - circles, squares, ovals.
- c) Identify ready made patterns
- d) Make patterns which include shape of,
 - Triangle
 - Rectangle
 - Circle
 - oval
 - square

3.2 Content

- a) Types of lines
 - Straight lines,
 - curved lines
- b) Geometrical shapes.
 - Triangle, rectangle,
 - circle, square and oval
- c) Ready made patterns
- d) Make patterns
 - Triangular, rectangular, circular, oval and square

LEVEL TWO

UNIT 1 WHOLE NUMBERS

1.1 Operation on whole Numbers

1.1.1. Specific Objectives

By the end of this subunit, the learner will be able to:

- a) Identify place value up to 99999.
- b) Read and write numbers in symbols and words.
- c) Use ordinal numbers 1st, 2nd up to 10th.
- d) Add up to 4 digit numbers with and without carrying operations.
- e) Subtract numbers up to 4 digit numbers with and without carrying forms.
- f) multiply a 2 digit numbers by 1 digit number with carrying vertically and horizontally.
- g) divide numbers by 1 digit and 2 digit numbers without and with remainder using long form notation.
- h) differentiate between multiplication and division through related equations.
- i) identify multiples and factors of even and odd numbers.
- j) solve word problems involving the four basic operations.
- k) identify half and a quarter as a part of a whole.
- l) read and write half and a quarter in symbols and words.

1.1.2. Content

- a) Indent value up to 99999.
- b) Read and write numbers in symbols and words.
- c) Use Ordinal numbers 1st, 2nd up to 10th.
- d) Add up to 4 digits with and without carrying operations (forms).
- e) Subtract numbers up to 4 digits with and without carrying.
- f) Multiply 2 digit numbers by 1 digit numbers with carrying, as vertical and horizontal forms.
- g) Divide numbers by 1 digit numbers and 2 digit numbers without and with remainder using long form notation.
- h) Find relationship between multiplication and division through related equations.
- i) Identify multiples and factors of even and odd numbers.
- j) Solve word problems involving four basic operations.
- k) Identify half and quarter as part of the whole.
- l) Read and write half and quarter in symbols and words.

UNIT 2 MEASUREMENT

2.1. Length, Perimeter and Area

2.1.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) measure length in metres and centimetres.
- b) estimate length in metres and centimetres
- c) Measure length to the nearest meters and centimetres.
- d) find perimeter as a distance round a shape, rectangle, square and triangle.
- e) compare rectangular shape to find the area of a figure
- f) find the area by counting a number of Unit Squares.
- g) find area of square, rectangles as a product of the number of squares making rows and columns.

- h) find the areas of squares and rectangles in square cm and m.

2.1.2. Content

- a) Measure length in metres and centimetres.
- b) Estimate length in metres and centimetres.
- c) Measure length to the nearest metres and centimetres.
- d) Find perimeter as a distance round a shape. – Rectangular, square and triangle.
- e) Compare rectangular shapes to find area of a figure.
- f) Find the area by counting a number of unit squares.
- g) Find area of square, rectangle, as a product of the number of squares making rows and columns.
- h) Find the areas of squares and rectangles in square cm and m.

2.2 Volume

2.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Find volume of an object.
- b) Find the volume by counting the number of cube stacks.

2.2.2 Content

- a) Find volume of an object.
- b) Find volume by counting the number of cube stacks.

2.3 Capacity

2.3.1 Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Measure capacity in litres
- b) Estimate and measure capacity to the nearest litre half and quarter litre.
- c) Add and subtract, capacities involving in litres, 1 litre 1/2 litre, and 1/4 Litres.

2.3.2 Content

- a) Measure capacity in litres
- b) Estimate and measure capacity to the nearest litre, half and quarter litres.
- c) Addition, subtraction, multiplication and division involving capacity in litres, 1 litre, 2 litres and, 1/2 litres.

2.4 Weight

2.4.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Measure weight in kilograms (kgs).
- b) Estimate and measure weights to the nearest kg, half kg, and quarter kg.
- c) Add, subtract, multiply and divide weight involving 1 kg, half and quarter kg.

2.4.2 Content

- a) Measure weight in Kgs.
- b) Estimate and measure weights to the nearest kg, half and quarter kg
- c) Addition, subtraction, multiplication and division of weight involving 1 kg, half kg, and quarter kg.

2.5 Money

2.5.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Convert pounds into piastres and vice versa.
- b) Carry out operations involving pounds and piastres and get change.
- c) Determine balances after buying or selling an item.

2.5.2 Content.

- a) Convert pounds to piastres and vice versa.
 - Operations involving pounds and piastres and getting change.
 - Determining balances.

2.6 Time

2.6.1 Specific objectives

By the end of this sub-unit, the learner should be able to:

- a) Add, subtract, multiply, and divide days, weeks involving conversion
- b) Read the calendar date, day and the months of the year.
- c) Relate between minutes and hours.
- d) Tell the time in hours and minutes such as:
 - a) 10 minutes past 9
 - b) 20 minutes to 10.
- e) Convert hours into minutes, year, into months, months into days, and vice versa.

2.6.2 Content

- a) Addition, subtraction, multiplication and division of days, weeks, involving conversion.
- b) Read the calendar date, days and months of the year.
- c) Relationship between minutes and hours.
- d) Tell the time in hours and minutes such as:
 - c) 10 minutes past 9
 - d) 20 minutes to 10.
- e) Conversion of hours into minutes, year, into months, months into days, and vice versa.

UNIT 3 GEOMETRY

3.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) Identify intersecting lines.
- b) Identify angles.
- c) Compare angles with one another (equal to greater than, less than and same as).
- d) Identify and draw right angles using corners.
- e) Identify acute and obtuse angles using right angles.
- f) Draw acute, obtuse, reflex angles.
- g) Identify parallel lines.

- h) Construct parallel lines using a ruler and a protractor.
- i) Measure angles using arbitrary unit.
- j) Identify the degree as unit for measuring angles.

3.2 Content

- a) Intersecting lines.
- b) Identify angles, acute, obtuse, right angles.
- c) Compare angles with one another (equal to greater than, less than and same as).
- d) Identify and draw right angles using corners.
- e) Acute and obtuse angles using right angles.
- f) Draw acute, obtuse and reflex angles.
- g) Parallel lines.
- h) Construct parallel lines using a ruler and a protractor.
- i) Measure angles using arbitrary unit.
- j) Identify the degree as unit for measuring angles.

UNIT 4 ALGEBRA

4.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) Use letters for numbers.
- b) Identify like and unlike terms.
- c) Add and subtract simple algebraic expressions.

4.2 Content.

- (a) Use letters for numbers.
- (b) Like and unlike terms.
- (c) Addition and subtraction of simple algebraic expressions.

UNIT 5 STATISTICS

5.1 Specific Objectives

By the end of this unit, the learner will be able to:

- (a) Collect data (information).
- (b) Record data in tables.

- (c) Make bar graphs using concrete objects.

5.2 Content

- (a) Collect data (information).
- (b) Record data in tables.
- (c) Make bar graphs using concrete objects. (Blocks).

LEVEL THREE

UNIT 1. NUMBERS

1.1 Place value, Multiples

1.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Identify place values of numbers up to a million
- b) Read and write numbers in symbols and words
- c) Round off numbers to the nearest 10s, 100s and 1000s
- d) Identify the divisibility test of 3,4,5,6,8,9, and 11
- e) Identify prime numbers.
- f) Identify common divisors and factors of numbers.
- g) Identify Greatest Common Divisor (GCD), and Highest Common Factors (HCF) and Lowest Common Multiple (LCM).
- h) Write Roman numbers up to 50

1.1.2 Content

- a) Identify place value of number up to a million
- b) Read and write numbers in symbols and words.
- c) Round off numbers to the nearest 10s, 100s and 1000s.
- d) Divisibility tests of 3,4,5,6,8,9, and 11
- e) Identify prime numbers.
- f) Common divisors and factors of 2 or more numbers.
- g) Greatest Common Divisors (GCD) or Highest Common Factors (HCF). Common multiples of 2 or more numbers of lowest common multiples

- h) Write Roman Numbers up to 50

1.2 Operations on Whole Numbers

1.2.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Add and subtract numbers up to a million
- b) Multiply up to 3 single digit numbers by 3 digit numbers
- c) Divide numbers with not more than 5 digits by 1 and 2 digit numbers
- d) Identify square numbers and square number pattern
- e) Find square roots of perfect square up to 3 digit numbers
- f) Solve word problems on whole numbers.

1.2.2 Content

- a) Add and subtract numbers up to a million
- b) Multiply up to 3 single digit numbers by 3 digit numbers.
- c) Divide numbers with not more than 5 digits by 1 and 2 digit numbers.
- d) Identify square numbers and square number patterns
- e) Square roots of perfect square up to 3 digit numbers
- f) Solve words problems on whole numbers

1.3 Fractions and Decimals

1.3.1 Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Add and subtract fractions and mixed number using the lowest common multiple (LCM).
- b) Simplify fractions by cancellation
- c) Convert mixed numbers into improper fraction and vice versa
- d) Multiply fractions by a fraction
- e) Divide a fraction by:
 - A whole number and a whole number by a fraction

- Another fraction
- A mixed number and a mixed number by a fraction
- f) Convert fractions to decimal and vice versa
- g) Apply basic operations (addition, subtractions, multiplication and division on a decimal)
- h) Round off decimals up to four decimal places

1.3.2 Content

- a) Addition and subtraction of fractions and mixed numbers using Lowest Common Multiple (LCM)
- b) Simplification of fraction by cancellation.
- c) Conversion of mixed number into improper fractions and vice versa
- d) Multiplication of fractions by a fraction.
- e) Division of a fraction by:
 - A whole number and vice versa
 - Another fraction
 - A mixed number and vice versa
- f) Conversion of fraction to decimal and vice versa
- g) Basic operation on decimals (addition, subtraction, multiplication and division).
- h) Round off decimals up to 4 decimal places

1.4 Percentage

1.4.1 Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Identify expressions of percentage %.
- b) Convert fractions and decimals into percentage and vice versa
- c) Calculate percentage of given quantity
- d) Find quantity of given percentage content

1.4.2. Content

- a) Identify percentage as part of total quantity
- b) Conversion of fraction and decimals into percentage and vice versa
- c) Calculate percentage of a given quantities

- d) Find quantities of a given percentage

1.5 Ratio and Proportion

1.5.1 Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Identify ratio as a way of comparing quantities
- b) Write ratios in form of a: b.
- c) Share out a number of items using ratios
- d) State that one part of ratio can be written as a fraction, a decimal or a percentage of the whole
- e) Identify proportion as the relationship between two quantities
- f) Solve problem involving direct and indirect proportions using the unitary method

1.5.2 Content

- a) Ratio as a way of comparing quantities
- b) Write ratios in the form a: b.
- c) Share a number of item in a given ratio
- d) Parts of a ratio expressed as
 - A fraction
 - A decimal
 - A percentage of a whole
- e) Proportion as a relationship between two quantities
- f) Solve problems involving direct and indirect proportions using unitary method.

UNIT 2 MEASUREMENT

2.1 Length

2.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Identify mm and Km as units of length
- b) Convert mm into cm, cm into m, m into Km, and vice versa
- c) Solve problems involving mm, cm, m, and km.
- d) Measure the circumference and diameter of a circle practically

- e) Find the value of $P \pi$ by dividing the circumference of a circle by its diameter
- f) Calculate the circumference using the relationship $C = \pi D$.

2.1.2. Content

- a) identify millilitre and kilometres as Unit of length
- b) Convert mm into cm, cm, into m and m into Km and vice versa.
- c) Solve problems involving mm, cm, m, Km.
- d) Measure circumference and diameter radius of a circle practically.
- e) Find the value of π ($\pi = 22/7$ or 3.14)
- f) Calculate the circumference using the relationship $C = \pi D$

2.2 Area

2.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Find areas of rectangle, square and triangle
- b) Identify 'acre' and hectares as unit of area
- c) Express acres into hectares and vice versa

2.2.2 Content

- a) Find the area of a rectangle a square and a triangle
- b) Acre and hectare as a unit area
- c) Express area in acres and hectares
 - 1 hectare = $1000m^2$
 - 1 acre = $100 m^2$
 - 1 hectare = 100 acre
 - 1 Fedan = $4200mm^2$

2.3 Volume

2.3.1. Specific Objectives

By the end of this sub-unit, the learner should be able to;

- a) Find the volumes of a cube and cuboids in cm^3 and m^3
- b) Identify cubic centimetre (cm^3) and cubic metre (m^3) as units of volume.

- c) Convert m^3 to cm^3 and vice versa

2.3.2. Content

- a) find the volume of a cube and cuboids in (cm^3) and (m^3)
 - Formula for volume of cuboids (Volume = length x breadth x height)
- b) Identify cubic centimetre (cm^3) and cubic metre (m^3) as units of volume.
- c) Convert m^3 to cm^3 and vice versa

2.4 Capacity

2.4.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) identify decilitres and millilitres as units of capacity
- b) covert litres to millilitres and decilitres and vice versa
- c) Measure capacity in millilitres
- d) Add, subtract and multiply the litre, $\frac{1}{2}$ litre $\frac{1}{2}$ and mililitre.

2.4.2. Content

- a) Identify decilitre and millilitre as units of capacity
- b) Convert litre, millilitre and decilitre and vice versa.
- c) Measurement of capacity in ml.
- d) Addition, subtraction, multiplication of litre, $\frac{1}{2}$ litre, $\frac{1}{4}$ litre and ml.

2.5 Weight

2.5.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Identify gms and tonnes as units of weight
- b) Convert tonnes to Kg, Kg to gm, gm to ton and vice versa
- c) Measure weight in gms
- d) Solve problems involving tonnes, Kgs and grams using the four basic operations

2.5.2. Content

- a) Identify grams and tonnes as units of weight

- b) Converting tonnes to Kg, Kg to gm, gm to ton and vice versa
- c) Measurement of weight in grams
- d) Solve problems involving ton, Kgs, gms using the four basic operations.

2.6 Money and Rates

2.6.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Identify and prepare bills
- b) Read postal charges from table of internal surface mails (letters and parcels), airmails
- c) Read tables of money order and postal orders charges
- d) Solve problems involving postal rates e.g. surface mail, parcel and telegrams
- e) Find profit and loss
- f) Find percentage profit and loss

2.6.2. Content

- a) Identify and prepare bills
- b) Read postal rates from table of internal and international surface mails charges (letter and parcel).
- c) Money order postal order charges
- d) Solve problems involving postal charges e.g. surface mail, parcel and telegrams
- e) Find profit and loss
- f) Find percentages, profit and loss.

2.7.0 Time

2.7.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Tell time in ante meridian (am) and post meridian (pm)
- b) Solve problems involving units of time
- c) recognise the 24 hrs system.
- d) Tell time using the 24 hrs system
- e) Convert 12 hrs system to 24 hr system and vice versa
- f) Read air, train and bus time tables

2.7.2. Content

- a) Tell time
 - Ante meridian (am after midnight)

- Post Meridian (pm afternoon).
- b) Solve problems involving unit of time (hrs, min and sec)
- c) Recognise the 24 hrs system
- d) Tell time using the 24 hrs system.
- e) Convert 12 hrs system to 24 hrs system and vice versa.
- f) Read air, train and bus time tables

2.8. Speed

2.8.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Identify speed as a distance covered in unit time.
- b) Express speed in metres per second (m/s) and kilometre per hour (Km/h).
- c) Find the distance speed and time when given any two variables.

2.8.2. Content

- a) Speed as a distance in unit time.
- b) Express speed in m/s and Km/s.
- c) Find distance when given speed and time taken.

UNIT 3 GEOMETRY

3.1 Triangles

3.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Name the types of triangles scalene right-angled triangle, isosceles triangle and equilateral triangles.
- b) State the properties of a given triangle
- c) Find the angle sum of a triangle.
- d) Draw a right-angled triangle using a rules and a protractor.

3.1.2. Content

- a) Types of triangles
 - Scalene triangle
 - Right angled triangles
 - Isosceles triangle
 - Equilateral triangle
- b) Properties of a given triangle
- c) Angle sum of a triangle

- d) Draw a right angle triangle using a ruler and a protractor.

3.2 Rectangles and Squares

3.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Identify properties of squares and rectangles
- b) Draw a rectangle and a square using a ruler and a protractor.
- c) Bisect a line.
- d) Construct a perpendicular line
- e) Identify vertically opposite and supplementary angles.
- f) Draw angles at a point.
- g) Solve problems involving vertically opposite angles
- h) Measure and bisect angles
- i) Construct angles of, 120° , 90° , 75° , 60° , 45° , 30° , and 15° .
- j) Draw and construct a circle using a given radius and a pair of compasses indicating centre and diameter
- k) Make pattern with a circle
- l) Make a cube and a cuboids and identify their faces, edges and verticals

3.2.2. Content

- a) Properties of rectangles and squares
- b) Draw rectangles and squares
- c) Bisect a line
- d) Construct a perpendicular line
- e) Identify vertically opposite and supplementary angles
- f) Draw angles at a point.
- g) Solve problems involving vertically opposite angles
- h) Measure and bisect angles
- i) Constructing angles of 120° , 90° , 75° , 60° , 45° , 30° , , 15° .
- j) Draw and construct a circle using a given radius and a pair of compasses indicating centre and diameter.
- k) Make patterns with a circle
- l) Make a cube and a cuboids and identify their faces edges and verticals.

UNIT 4 ALGEBRA

4.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) Simplify algebraic expression
- b) Solve problems involving brackets such as
 - $2(a + b) = 2a + 2b$
 - $3(a + b) = 3a + 3b$
- c) Solve simple equations
- d) Compare quantities: greater than, less than and equal to
- e) Use symbols $>$, $=$ and $<$.
- f) Solve simple equations with one unknown.

4.2. Content

- a) Simplification of algebraic expressions
- b) Solve problems involving brackets such as
 - $2(a + b) = 2a + 2b$
 - $3(a + b) = 3a + 3b$
- c) Solution of simple equations
- d) Compare quantities: greater than, less than and equal to.
- e) Use symbols $>$, $=$ and $<$.
- f) Solve simple equations with one unknown.

UNIT 5 STATISTICS

5.1. Tables and Graphs

5.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to;

- a) Collect and record data;
- b) Represent data by table and a bar graph; horizontally and vertically
- c) Read and interpret data on a table and bar graph;
- d) Identify picture and line graph;
- e) Read and interpret line graph and picture graph;
- f) Identify and draw pie chart.

5.1.2. Content

- a) Collect and record data.
- b) Representation of data on the table and bar graph (horizontally and vertically)
- c) Read and interpret data on a table and a bar graph.
- d) Identify picture and line graphs.
- e) Read and interpret line graphs and picture graphs.
- f) Identify and draw pie charts.

5.2. Averages

5.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Identify and find the arithmetic mean
- b) Find the arithmetic mean from a given data.

5.2.2. Content

- a) The arithmetic mean
- b) Find the arithmetic mean from a given data.

UNIT 6: SCALE DRAWING.

6.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Determine number of unit of length to represent a given length
- b) Identify linear scale such as 1 cm represent 1 metre
- c) Convert a scale length to actual length and vice versa.
- d) Draw lines to a given scale
- e) Read and write scale in ratio form

6.1.2. Content

- a) Determine unit of length to represent a given length
- b) Identify linear scale such as 1 cm to represent 1m.
- c) Convert a scale length to actual length 1m
- d) Draw a line to a given scale
- e) Read and write scale in ratio form.

LEVEL FOUR

UNIT 1. NUMBERS

1.1. Operations on Whole Numbers.

1.1.1. Specific Objectives.

At the end of this sub unit, the learner should be able to:

- (a) Identify place value of numbers.
- (b) Read and write numbers in symbols and words
- (c) Carry out the four basic operations
- (d) Solve word problems involving the four basic operations.
- (e) Find squares and square roots of perfect squares.

1.1.2. Content.

- a) Place value of numbers.
- b) Read and write numbers in symbols and words.
- c) Operation on a whole numbers (+, -, \times , \div)
- d) Solve word problems involving the four basic operations
- e) Squares and square roots of perfect square numbers.

1.2 Fractions

1.2.1. Specific Objectives

At the end of sub-unit, the learner should be able to:

- (a) Solve problems involving fractions and mixed numbers.
- (b) Carry out combined operations involving fractions.
- (c) Find square roots of fractions and mixed numbers involving perfect square.

1.2.2 Content.

- a) Solve problems involving fractions and mixed numbers.
- b) Carry out combined operations involving fractions.
- c) Find square roots of fractions and mixed numbers involving perfect squares.

1.3 Decimals.

1.3.1 Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) Identify place value of decimal numbers.
- b) Divide whole numbers by decimals and a decimal by a decimal.
- c) Carry out combined operations involving decimal, square and square root of decimals.
- d) Identify recurring decimals

1.3.2. Content

- a) Identify place value of decimal numbers.
- b) Divide whole numbers by decimals and a decimal by a decimal.
- c) Combine operations involving decimals, square and square root of decimals.
- d) Identify recurring decimals.

1.4 Ratio, Proportions and Percentages:

1.4.1 Specific Objectives:

At the end of his sub unit, the learner should be able to:

- a) Identify ratio and proportions from quantities.
- b) Apply ratio and proportions to solve problems using the unitary method.
- c) Solve problems involving direct and indirect proportions.
- d) Express fractions and decimals as percentage and vice-versa.
- e) Solve problems involving percentage increase and decreases.

4.1.2. Content.

- a) Identify ratio and proportions from quantities.
- b) Apply ratio and proportions to solve problems using the unitary method.
- c) Solve problems involving direct and indirect proportions.
- d) Express fractions and decimals as percentage and vice-versa
- e) Solve problems involving percentage increase and decrease

UNIT 2: MEASUREMENT

2.1 Length and Perimeter

2.1.1. Specific Objectives

By the end of this unit, the learner will be able to:

- a) recognize decimetre, decameter, and hectometre, as units of length.
- b) solve problems involving decimetre, decametre, and hectometre.
- c) find perimeters of shapes.
- d) solve problems involving length, perimeter and circumference.

2.1.2. Content

- a) Recognise
 - Decimetre, decameter, and hectometre, as units of length.
- b) Solve problems involving decimetre, decametre, and hectometre
- c) Find perimeters of shapes,
 - triangles,
 - rectangles,
 - circumferences,
 - of circles.
- d) Solve problems involving length, perimeter and circumference.

2.2 Area

2.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) find the area of a circle.
- b) recognise parallelograms trapezium and cylinder.
- c) find the area of a parallelograms
- d) find the area of a trapezium.
- e) find the area of combined shapes.
- f) find the surface area of common solids e.g. cuboids, cylinder.
- g) solve problems involving area of a given shape.
 - Triangles, quadrilaterals, circles, trapezium, parallelograms.

2.2.2. Content

- a) Find the area of a circle using relationship
 $A = \pi r^2$ (where $\pi = 3.14$ or $22/7$)

- b) Recognise parallelogram, trapezium and cylinder.
- c) Find the area of parallelograms
- d) Find the area of a trapezium.
- e) Find the area of combined shapes.
- f) Find the surface area of common solids e.g. cuboids, cylinder.
- g) Solve problems involving area of a given shape.
 - Triangles, quadrilaterals, circles, trapezium, parallelograms.

2.3. Volumes and Capacity

2.3.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) find the volume of cuboids cylinder and a cube.
- b) solve problems involving volumes of cuboids, cylinders and cubes.
- c) recognize relationship between volumes and capacity.
- d) carry out the four basic operations involving units of capacity.
- e) solve problems involving units of capacity.
- f) solve problems involving changing units of capacity to volume and vice versa.

2.3.2. Content

- a) Find the volume of cuboids cylinder and cube.
- b) Solve problems involving volumes of cuboids, cylinders and cubes.
- c) Recognize the relationship between volume and capacity.
- d) Four basic operations involving units of capacity.
- e) Solve problems involving units of capacity.
- f) Solve problems involving changing units of capacity to volume and vice versa.

2.4 Weight

2.4.1 Specific objectives

By the end of this unit, the learner will be able to: Solve problems involving weight, ton, kg, and gms.

2.4.2. Content

Solve problems involving weight, ton, kg, and gms

2.5 Money and Rate

2.5.1. Specific Objectives

By the end of this unit, the learner will be able to:.

- a) recognize discount as an amount reduced from the selling price.
- b) find selling price and buying price given loss or profit.
- c) recognize discount and percentages;
- d) recognize commissions and discounts.
- e) solve problems on hire purchase.
- f) solve problems involving simple interest and compound interest.
- g) solve problems on hire purchase, profit and loss.

2.5.2. Content

- a) Recognize discount as an amount reduction from the selling price.
- b) Find selling price and buying price given loss or profit.
- c) Discount and percentages
- d) Commission and discounts
- e) Hire purchase.
- f) Solve problems involving simple interest and compound interest.
- g) Solve problems on hire purchase, profit and loss.

2.6. Time And Speed

2.6.1. Specific Objectives

By the end of this unit, the learner will be able to.

- a) solve problems involving speed, time, and distance.
- b) calculate average speed.

- c) convert speed in km/h to m/s and vice versa.

2.6.2. Content

- a) Solve problems involving speed, time, and distance.
- b) Average speed.
- c) Convert speed in km/h to m/s and vice versa.

2.7. TEMPERATURE

2.7.1. Specific Objectives

By the end of this unit, the learner will be able to:

- a) recognize a degree as a unit of measure for temperature.
- b) read temperature in degrees Celsius from a thermometer.
- c) solve problems involving temperature.

2.7.2. Content

- a) Degree as a unit of measure for temperature.
- b) Read temperature in degrees Celsius from a thermometer.
- c) Solve problems involving temperature.

UNIT 3 GEOMETRY

3.1. Specific Objectives

By the end of this sub-unit, the learner should be able to>

- a) identify transversal lines
- b) identify corresponding, alternate and co-interior angles
- c) solve problems involving corresponding, alternate and co-interior angles
- d) construct right-angled, equilateral and isosceles triangles
- e) construct triangle of given sides and angles
- f) inscribe and circumscribe triangles.
- g) apply Pythagorean relationship to calculate length and area of a triangle
- h) construct parallelograms and rhombuses of given sides and angles.

- i) construct parallelograms and rhombuses using the corresponding angle properties.
- j) Solve problems involving properties of square, parallelograms, rhombuses and trapeziums.
- k) Make patterns and models of triangular and square based pyramids.
- l) Make nets for envelopes, pyramids and prisms.

3.2. Content

- a) Transversal lines
- b) Corresponding alternate and co-interior angles.
- c) Problems involving alternate co-interior angles and corresponding angles.
- d) Construct right-angled equilateral and isosceles triangles.
- e) Construction of triangles given sides and angles
- f) Inscribe and circumscribe triangles
- g) Application of Pythagorean relationship of 3-4-5 and 5-12-13 to calculate length and area of a triangle.
- h) Construct parallelogram and rhombus of given sides and angles.
- i) Construction of parallelogram and rhombus using the corresponding properties
- j) Solve problems involving properties of square, parallelogram, rhombus and trapezium.
- k) Make patterns and models of triangular and square based pyramids.
- l) Make nets for envelopes pyramids and prisms.

UNIT 4 ALGEBRA

4.1. Algebraic Expressions and Equations

4.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) find the value of algebraic expressions through substitution.
- b) form algebraic expressions from mathematical statements

- c) form and simplify algebraic expressions
- d) evaluate algebraic expressions
- e) form equations in one unknown from mathematical statement
- f) form and solve equations.
- g) identify inequalities in one unknown
- h) solve simultaneous equations

4.1.2. Content

- a) Find the value of algebraic expressions through substitutions.
- b) Form Algebraic expressions from mathematical statement.
- c) Identify and simplify Algebraic expressions
- d) Evaluate Algebraic expressions
- e) Form equations in one unknown from Mathematic statement
- f) Form and solve equations.
- g) identify inequalities in one unknown
- h) Solve simultaneous equations

4.2 Sets

4.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) identify a set and a group of sets
- b) identify members of a sets
- c) write a set using the set notation.
- d) identify equal and equivalent sets.
- e) identify an empty set
- f) identify unequal sets
- g) perform operations on sets using union and intersection of sets.
- h) use Venn diagrams in solving simple problems involving sets

4.2.2. Content

- a) Identify a set and a group of sets
- b) Members of a set
- c) Write a set using the set notation{ }
- d) Equal and equivalent sets
- e) Empty sets
- f) Unequal sets
- g) Union and intersection of sets.
- h) Venn diagram up to 2 Venn diagram

UNIT 5 STATISTICS

5.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) choose an appropriate scale for graphs
- b) draw and read bar graphs, pie charts and travel graphs.
- c) read and interpret data given in tables
- d) identify the median as the middle value
- e) identify the most common occurring item (the mode).
- f) solve problems involving mean, mode and median.
- g) play simple games of chance involving coins and dice.
- h) tell the idea of chance and possible outcomes of simple events.

5.2. Content

- a) Choose an appropriate scale for graphs
- b) Draw and read bar graph pie charts and travel graphs.
- c) Read and interpret data given in tables
- d) The median as the middle value
- e) The most common occurring item (the mode)
- f) Solve problems involving mean, mode and median
- g) Games of chance involving coins and dice
- h) Idea of chance and possible outcomes of simple events such as:
 - Chance of getting a head or a tail after tossing a coin.
 - Chance of getting a 3 or a 2 after throwing a dice
 - Chance of picking a red ball out of a pack of several different colours.

UNIT 6 SCALE DRAWING

6.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) read and draw to scale
- b) interpret a drawing using linear scale
- c) interpret scale drawing
- d) draw to appropriate scale

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6.2. Content

- | | |
|--|---|
| <ul style="list-style-type: none">a) Read and draw to scaleb) Interpret linear scale<ul style="list-style-type: none">• 1 cm to represent 10 Km.• 1:100 means 1 cm on the drawing represents 100 cm on the actual measurement. | <ul style="list-style-type: none">c) Interpret scale drawingd) Draw appropriate scalee) Determine appropriate scalef) Make scale drawing |
|--|---|

SCIENCE

INTRODUCTION

The teaching of science enables the learners to understand the world around them. The subject helps the learner to develop processes which enables him/her to solve practical problems. Through science the learner acquires physical skills which will enhance his/her ability to handle things. The subject enhances self development and also provides ways of finding out information, testing ideas and seeking explanations.

GENERAL OBJECTIVES OF TEACHING SCIENCE

By the end of the course the learners should be able to:

1. understand him/her environment from a scientific point of view and use this knowledge for better living
2. make use of the scientific way of thinking in tackling day to day problems
3. acquire skills of carrying out experiments, observations and coming to meaningful conclusions
4. use his/her curiosity and creative skills in solving problems
5. Develop useful knowledge, skills and attitudes about himself/herself and the environment.

LEVEL ONE

UNIT 1 HEALTH EDUCATION

1.1 Specific Objectives.

By the end of this unit, the learner should be able to;

- a) State the importance of cleaning the body;
- b) State the importance of food in the body;

- c) State the importance of games and exercise to the body;
- d) State the importance of sleep and rest to the body;
- e) State the importance and process of washing clothes;
- f) Explain the danger of sharing clothes.

1.2 Content

- a) Importance of cleaning the body.
- b) Importance of food in the body. e.g.
- c) Types of food
- d) Games and exercise e.g.
 - Keeping the body healthy.
 - Strengthening the muscles.
 - Leisure/enjoyment
- e) Sleep and rest
 - Importance of sleeping and resting
- f) Washing and importance of washing clothes.
 - Process of washing clothes
 - Remove smell and dirt.
 - Destroy germs
- g) Dangers of sharing clothes.
 - Scabies.
 - Parasites such as flies and fleas

UNIT 2 ANIMALS

2.1 Specific objectives

By the end of this unit, the learner should be able to:

- a) state the importance of animals to human beings;
- b) state what is meant by habitat;
- c) group animals according to their habitat;
- d) group things into living and non-living things;
- e) state the differences between living and non-living things;
- f) group animals into different classes;
- g) State the characteristic of different types of animals.

2.2 Content

- a) Importance of animals to human being
- b) The meaning of habitat
- c) Animals with their habitats
 - Farm animals
 - Wild animals
 - Water animals
- d) Living and non-living things
- e) Different between living and non-living things
- f) Classification of animals
 - Mammals
 - Birds
 - Insects
 - Reptiles
 - Fish
 - Amphibians
- g) Characteristics of animals

UNIT 3 PLANTS

3.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) identify the different types of plants in the environment;
- b) name the parts of a plant;
- c) state the uses of seeds;
- d) group plants according to habitat;
- e) state the difference between a seed and a fruit.

3.2 Content

- a) different types of plants
 - grass (herbs) shrubs
 - trees
- b) parts of plants
 - leaves
 - stems
 - flowers
 - fruits
- c) Uses of seeds
 - Food Growing
 - Beauty environment
- d) plants found in different habitat
 - arts and craft
 - garden plants

- water plants
 - desert plants
 - forest plants
 - homestead plants
- e) Differences between a seed and a fruit
 - Fruits has two scars.
 - Seeds has one scar.

UNIT 4 SOIL

4.1 Specific Objectives

By the end of this unit, the learners should be able to

- a) name some types of soil;
- b) state uses of soil;
- c) tell things found in the soil;
- d) grow some plants in the soil.

4.2 Content:

- a) Different types of soil.
 - Clay soil
 - Sandy soil
 - Loam soil
- b) Uses of soil such as
 - Modeling with soil
 - Growing seeds in soil
 - Building houses with soil.
- c) Things found in the soil
 - Plant roots
 - Small stones
 - Small animals (earth-worms, ants and beetles)
- d) Soil and gardening.
 - Growing some plants in soil, e.g.
 - Vegetables
 - Trees seedlings.

UNIT 5 WEATHER

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) observe daily whether changes;
- b) read simple chart, representing different weather conditions

- c) record weather changes on daily weather charts;
- d) observe how things behave according to weather changes;
- e) relate certain human and animal activities to weather conditions.
- f) identify direction of wind;
- g) state the different types of clouds by colour.

5.2 Content

- a) Observe weather changes.
 - Sunny
 - rainy
 - cloudy
 - Windy.
- b) Read simple charts
- c) Record weather changes in the daily weather chart
- d) Observation of following things during weather changes
 - Trees,
 - wind vane
 - flag,
 - clouds
 - dust
- e) human animal activities in different weather conditions
- f) Identification of direction of wind.
- g) Identification of different types of clouds by colour.
 - Dark
 - Grey
 - white

UNIT 6 AIR

6.1 Specific objectives.

By the end of this unit, the learner should be able to.

- a) State the usefulness of air;
- b) Recognize that wind is strong air;
- c) State the effects of wind on things;
- d) State the importance of air;
- e) List things moved by air.
- f) Recognize that air exerts pressure.
- g) Show that air exerts pressure

6.2 Content

- a) Usefulness of air
 - Dry clothes
 - Winnowing grains
- b) Definitions of wind
- c) Effects of wind on things
 - Breaking building
 - Breaking/uprooting trees.
 - Destroying crops
- d) Importance of air
 - Breathing of animals and plants
 - Cooling effect
- e) Air make things move
 - Wind mill
 - Boats with sails
 - Parachutes.
- f) Air exert pressure
 - Balloon/football
 - Bicycle tyre
- g) Air exert pressure such as
 - Placing objects on balloon/balls and inflating
 - Blowing water from the transparent pipe
 - Pipe and pistons.
 - Collapsing can

UNIT 7 LIGHT

7.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) observe images formed in mirror;
- b) identify images formed on other smooth surfaces;
- c) use a variety of objects to reflect light;
- d) observe the direction of the beam of light coming out from the sunlight;
- e) state various uses of light;
- f) recognise how light travels;
- g) read large and small letters and estimate the distances.

7.2 Content

- a) Observe images in mirror
- b) Identify images formed on other smooth surface such as
 - Clear water
 - Silvery surface

- c) Use various objects to reflect light
 - Mirror
 - Smooth shining surface
 - Water
- d) Observe the direction of the sun's beamed light
- e) The use of light
 - Seedling
 - Growing
- f) How light travels
 - Straight line
- g) Use of eyes
 - Distinguishing colours.
 - Reading small things
 - Estimating distances

UNIT 8 HEAT

8.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Identify sources of heat;
- b) Explain the uses of heat;
- c) State how heat is transfer in solid light and air.

8.2 Content

- a) Sources of heat
 - Fire,
 - electricity
 - sun
- b) Uses of heat
 - Energy for motion, cooking.
 - Transfer of heat
 - Solid,- conduction,
 - liquid,- convection,
 - air - radiation.
- c) Effects of heat on substances
 - Burning of heat on substances
 - Change of state

UNIT 9 EARTH AND SPACE

9.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Recognize that the earth is round and not flat;

- b) Explain what keeps things from falling off the earth;
- c) Describe how the rotation of the earth in it axis causes day and night.
- d) Describe the revolution of the earth around the sun causes different seasons.

9.2 Content

- a) The earth is round
- b) gravitational force
- c) Causes of day and night.
- d) Revolution of the earth and causes of seasons

UNIT 10 MAKING WORK EASIER

10.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Manipulate with tools and materials;
- b) Construct and use wheels from available materials in the environment;
- c) Make and use simple rollers;
- d) Construct and use simple pulleys to lift things;
- e) Construct and use sea-saw as a balancing lever;
- f) Set balancing ruler;
- g) Construct and use levers to carry out simple tasks;
- h) Construct simple machine to make-work easier e.g. wheel barrows cart ladder and winch.

10.2 Content

- a) Manipulate tools and materials
- b) Use of wheels
- c) Make of simple rollers
- d) Simple pulley
- e) Simple lever
- f) See-saw
- g) Balance rulers
- h) Simple machines
 - Wheel barrow
 - Cart
 - Ladder
 - Winch

LEVEL TWO

UNIT 1 HEALTH EDUCATION

1.1 Specific Objectives.

By the end of this Unit the learner should be able to:

- a) State the reasons for cleaning the environment.
- b) Keep the compound clean.
- c) State ways of disposing of rubbish.
- d) List the dangers of improper rubbish and excreta disposal
- e) Keep the toilet and latrine clean.

1.2 Content

- a) Reasons for keeping the environment clean.
 - Control the spread of pests and vectors.
 - Control the spread of germs.
 - Improve the appearance of the environment
- b) Cleaning the compound
 - Sweeping.
 - Clearing bushes
 - Cutting grass.
 - Collecting rubbish.
- c) Disposal of rubbish.
 - Dust bins.
 - Burning under strict supervision.
 - Using composite-pit.
- d) Dangers of improper rubbish and excreta disposal.
 - Unpleasant smell.
 - Breeding of pests such as rats, flies, and mosquitoes.
 - Spread of diseases such as cholera dysentery
 - Pollution of water, air and soil.
 - Injuries to animals and people.
- e) Importance and proper use of toilet and latrine.

UNIT 2 WATER

2.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) List the sources of water in the community;
- b) State the common uses of water;
- c) State the importance of clean water.

2.2 Content

- a) Sources of water
 - Rivers
 - Lakes
 - wells
 - Boreholes wall.
 - Rain
- b) Common uses of water.
 - Domestic use e.g. cooking, washing.
 - Irrigating crops.
 - Drinking by farm animals.
 - Washing / clearing farm tools.
 - Mixing farm chemicals.
- c) Importance of clean water
 - Control of the spread of diseases
 - Impurities absent

Practical activities in water use

- Applying water to crops
- Giving water-to-water animals.
- Making mud bricks.

UNIT 3 ANIMALS

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Group animals, according to their eating habits;
- b) State the meaning and importance of animal conservation;
- c) Identify and name external parts of the human body;
- d) State the functions of the external parts of the human body.

3.2 Content

- a) Classification of animals

- Herbivores (Plant eaters)
- Carnivores (Meat eaters)
- Omnivores (Plant and meat eaters)
- b) Animals conservation
 - Meaning
 - Importance
- c) External parts of the human body
- d) Functions of the external parts of the human body

UNIT 4 PLANTS

4.1 Specific Objectives.

By the end of this unit, the learner should be able to:

- a) describe a structure of a seed;
- b) classify seeds according to their structures;
- c) list factors that influence the germination of seeds;
- d) plant seeds and observe their germination and growth;
- e) state how plants feeds;
- f) group plants into flowering and non flowering plants;
- g) State the functions of the different parts of a flowering plant.

4.2 Content

- a) Structure of seeds
- b) Types of seeds
 - Monocotyledons seeds
 - Dicotyledonous seeds
- c) Factors that influence germination
 - Water
 - Warmth
 - Air
- d) Germination of seeds
- c) feeding of plants
 - absorption through roots
 - food store in cotyledons
- f) grouping of plants
 - flowering plants (seed bearing plants)
 - naked seeded plants (seeds without fruits)
 - fruit bearing plants (seeds inside fruits)
 - Non flowering plants

- algae
- fungi
- ferns
- mosses
- bacteria
- g) Functions of different parts of flowering plants.

UNIT 5 SOIL

5.1 Specific Objectives

By the end of this unit, the learners should be able to:

- a) Name types of soil;
- b) State what soil is made up of;
- c) Describe some of the uses of soil;
- d) List some products made from soil.

5.2 Content

- a) Types of soil
 - Clay soil
 - Sandy soil
 - Loam soil
- b) Soil composition
 - Water, rock particles, pieces of dead plants and animals, air and living organisms.
- c) Uses of soil
 - Growing crops
 - Making walls of houses
 - Making pots
- d) Soil products
 - Models, pots, blocks and tiles

UNIT 6 WEATHER

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Recall and explain traditional beliefs about weather;
- b) Identify a wind vane, windsock and anemometer;
- c) State the use of windvane windsock and anemometer;
- d) Construct a simple wind-measuring instrument;
- e) State and describe variations in human activities as a result of weather changes;

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- f) Construct a simple rain gauge;
- g) State the use of a rain gauge.

6.2 Content

- a) Traditional beliefs about weather.
- b) Identification of wind instruments;
 - Wind vane, windsock, and anemometer.
- c) Use of;
 - Wind vane, windsock, and anemometer.
- d) construction of wind measuring instrument
- e) Effects of weather changes in human activities such as:
 - Land preparation, planting and harvesting.
 - Migration.
 - Ceremonies
- f) Construction of rain gauge.
- g) Use of rain gauge.

UNIT 7 AIR

7.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) recognize that air supports burning;
- b) state the importance of nitrogen;
- c) state the importance of Oxygen in air;

7.2 Content

- a) Air support burning
 - Without air no burning
- b) Importance of nitrogen
 - Mineral to plants
- c) Importance of Oxygen
 - Breathing
 - Combustion (burning)

UNIT 8 LIGHT

8.1 Specific Objectives

By the end of this unit, the learner should be able to.

- a) recognize objects that you can see through (transparent);

- b) recognize objects that do not allow light to pass through (opaque);
- c) state objects that allow some light to pass through (translucent).

8.2 Content

- a) Transparent objects,/materials
 - sheet of glass.
 - clear
- b) Opaque substances materials)
 - Books
 - People
 - Wood
 - Stone
 - Wall
- c) Translucent materials/substances
 - White paper
 - Tracing paper

UNIT 9 SOUND

9.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) define sound;
- b) recognize that different objects produce different sounds when they are struck;
- c) State uses of sound;
- d) recognize echo as reflected sound and distance estimation.
- e) describe how sound travels through solids, liquids and air.

9.2 Content

- a) Definition.
- b) Sound produced by given objects / articles when or struck such as
 - different length of wood.
 - bottles with different quantities of water.
 - wires of different sizes.
- c) Uses of sound
- d) Echo as reflected sound and for estimation of distance of sound e.g.; near, far.
- e) How sound travels through;
 - solid

- liquid
- air

UNIT 10 HEAT

10.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) State how heat is transferred;
- b) Describe effects of heat in substances;
- c) Describe how heat is measured;
- d) Describe how temperature is measured.

10.2 Content

- a) Transfer of heat by radiation
- b) Effects of heat in substance
 - Burning
 - Change of state
- c) Measurement of heat
- d) Measurement of temperature
 - Centigrade
 - Fahrenheit

UNIT 11 EARTH AND SPACE

11.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Describe the phases of the moon in relationship to the movement around the earth;
- b) Describe eclipses of the moon and sun.

11.2 Content

- a) The moon
 - Movement around the earth
 - Apparent changes of shape (i.e. phases of the moon)
- b) Eclipses of the
 - Moon
 - Sun

UNIT 12 MAKING WORK EASIER

12.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Identify and state the use of some simple common tools;
- b) Describe how simple common tools are made;
- c) Construct simple common tools.

12.2 Content

- a) Simple common tools
 - Axe
 - Screw driver
 - Wedges
 - Hammer
 - Hacksaw
- b) Description of making simple tools
 - Chisel
 - Screwdriver
 - Knife and mallet.
- c) Construction of simple common tools.
 - Chisels
 - Screwdriver
 - Wedges
 - Knife and mallet

UNIT 13. PROPERTIES OF MATTER

13.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) State what happens to some objects when placed in water;
- b) Group objects into those that float and those that sink in water;
- c) State the characteristic of objects that sink or float in water.

13.2 Content

- a) Sinking and floating of objects in water
- b) Groups of objects.
 - Objects that float in water.
 - Objects that sink in water

- c) Characteristic of sinking and floating objects
- Size
 - Weight
 - Shape
 - Materials

LEVEL THREE

UNIT 1 HEALTH EDUCATION

1.1 Specific Objectives.

By the end of the unit the learner should be able to.

- state the meaning of sanitation and its importance to health.
- state where germs are found and how they are spread.
- identify practices in his/her environment that promote the spread of germs.
- state the practices that prevent the spread of germs.
- Identify some common parasites.
- Explain how people are infected with parasites.
- State the symptoms of parasite attack.
- State ways through which parasites are spread.
- Described how parasites are controlled.

1.2 Content.

- Sanitation.
 - meaning of sanitation
 - its importance to health
- Germs.
 - what germs are
 - where germs are found
 - how germs are spread.
- Practices that promote the spread of germs.
- Practices that prevent the spread of diseases.
- Common parasites.
 - Tapeworm
 - Guinea worm
 - Hookworm
 - Threadworm

- Ways through which people are infected with parasites such as by
 - Eating improper cooked food or uncooked food
 - Drinking contaminated water
 - Walking barefoot in an infected areas
- Ways through which parasites are spread such as
 - Infected people not using toilets or latrines
 - Infected people bathing in rivers or commonly used stagnant water or rivers
- How parasites are controlled such as
 - Cooking meat such as. beef, Pork and mutton before eating
 - Filtering or boiling water before drinking
 - Use of toilets or latrines
 - Keeping fingernails short
 - Practice of personal hygiene
- Symptoms of parasite, attack such as
 - Enlarged belly
 - Abdominal discomfort
 - Loss of weight
 - Itching
 - Blood in stool

UNIT 2 WATER

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- State the importance of irrigation;
- State various means of collecting water for irrigation;
- List methods of irrigation.

2.2 Content

- Importance of irrigation.
- Means of water collection.
 - Water wheels (shagia)
 - Pumps
 - Windmills
 - Shardoof.
- Methods of irrigation
 - Drip
 - Canal

- Flood
- Overhead irrigation.
- uses of sprinklers
- use of watering cans

UNIT 3 ANIMALS

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the parts of the human breathing system;
- b) state the functions of the parts of the breathing system;
- c) name the parts of the human digestive system;
- d) state the functions of the parts of the human .
- e) name parts of the human excretory system
- f) state the functions of the parts of the excretory system
- g) state the functions of the human blood circulatory system.

3.2 Content

- a) Parts of human breathing systems
 - Nose, windpipe, lungs, diaphragm, rib muscles
- b) Parts of human digestive system
 - Mouth, gullet, stomach, intestine, liver and pancreas
- c) Functions of parts of human digestive system
- d) Functions of parts of human breathing system
- e) Parts of the human excretory system:
 - Kidney,
 - skin urinary,
 - blood.
- f) Function of human excretory system;
- g) Functions of the human blood circulating system
 - Heart blood vessels.

UNIT 4 PLANTS

4.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) Identify parts of a flower;
- b) State the functions of different part of a flower;
- c) Identify the different types of roots;
- d) State the different functions of the root types;
- e) Describe reproduction in flowering plants;
- f) Describe structure of a fruit;
- g) State the function of parts of a fruit;
- h) State the various methods of seeds and fruits dispersal.

4.2 Content

- a) Structure of a flower.
- b) Functions of different parts of a flower.
 - Stigma
 - Anther
 - Petals.
 - Sepals
- c) Types of roots.
 - Fibrous roots.
 - Tap roots.
- d) Functions of the root types.
- e) Reproduction in flowering plants.
 - Pollination
 - Fertilization
- f) Structure of a fruit.
- g) Functions of different parts of a fruit
- h) Seeds and fruits dispersal.
 - Wind dispersal
 - Water dispersal
 - Animal dispersal
 - Explosive (self) dispersal.

UNIT 5 SOIL

5.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) State the importance of manure in soil;

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- b) List types of manure;
- c) Prepare compost manure;
- d) Safely store compost and farm yard manure;
- e) Describe practices that are carried out to improve soil fertility;
- f) List the causes and effects of soil erosion.

5.2 Content

- a) Importance of manure
- b) Types of natural fertilizer
 - Compost
 - Farmyard manure
- c) Preparation of farmyard manure
 - Site selection
 - Materials
- d) Storage of compost and yard manure
- e) Practices of improving soil fertility
 - Uses of manure
 - Crop rotation
 - Draining-excess water
 - Control of soil erosion
- f) Soil erosion causes
 - Water
 - Wind
 - Animals
- g) Effects such as
 - Loss of nutrients
 - Loss of soil
 - Destruction of farming land

UNIT 6 WEATHER

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) recognize humidity as an amount of water vapour in the air;
- b). Measure amount of water vapour in atmosphere using hydrometer;
- c). Measure pressure using a barometer and temperature using thermometer;
- d). Construct simple weather instruments;
- e). Observe, measure and record weather;
- f). Predict weather patterns from reading weather data.

- g). Assemble the constructed weather-measuring instrument to build a simple weather station.

6.2 Content

- a) Recognize humidity as an amount of water vapour in the air.
- b) Measure humidity using hydrometer.
- c) Measure pressure using a barometer and temperature (heat) using thermometer.
- d) Construction of weather instrument
 - Liquid and air thermometer.
 - Hygrometer , barometer
- e) Observing measuring and recording weather
 - Wind
 - Rain
 - Temperature
 - Humidity
 - Pressure
- f) Predict weather patterns from reading weather data.
- g) Simple weather station.
 - Assembling and installation of instruments
 - Proper keeping of weather records

UNIT 7 AIR

7.1 Specific objectives.

By the end of this unit, the learner should be able to.

- a) state the importance of carbon dioxide in the air
- b) demonstrate and test the presence of carbon dioxide in the air
- c) recognize that air has several components
- d) recognize the relationship between temperature and the volume of the air.

7.2 Content

- a) Importance of carbon dioxide (CO₂) in the air
 - Putting out fire
 - Food for plants
- b) Testing for CO₂ in the air.
- c) Components of air

- Nitrogen
 - Oxygen
 - Carbon dioxide (CO₂)
 - Other gases(rear gases)
- d) Effects of change in temperature on volume of air
- Increase in temperature, increase in volume f air
 - the lower the temperature the less the volume.

UNIT 8 LIGHT

8.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) Describe reflection of light;
- b) Describe refraction of light;
- c) describe the light spectrum;
- d) state the seven colour of rainbow;
- e) recognize light as a form of energy;
- f) Name other forms of energy;
- g) State the speed of light.

8.2 Content

- a) Reflection of light
 - Meaning
 - Path
- b) Refraction of light
 - Meaning
 - Path
 - Spectrum of light
- d) The seven colours of rainbow
- e) Light as a form of energy
 - Heat from light
 - Electricity light
- f) Other forms of energy
 - Heat energy
 - Electricity
 - Sound
 - Chemical
- g) Speed of light

UNIT 9 SOUND

9.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) Explain the meaning of special sounds;
- b) State the speed of sound.

9.2 Content

- a) Special sound such as:
 - Traditional horns and drums.
 - Bells.
 - Fire brigade
 - Police vehicle sound.
 - Ambulance.
 - Security alarms.
- b) Speed of sound.

UNIT 10 HEAT

Specific Objectives:

By the end of this unit, the learner should be able to describe transformation of heat.

10.2 Content

Transformation of heat

- a) Mechanical energy
- b) Kinetic energy
- c) Chemical energy
- d) Electrical energy
- e) Solar energy

UNIT 11 ENVIRONMENT

11.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) state the meaning of the term environment;
- b) state the components of the environment;
- c) state changes in environment that are caused by human activities;
- d) state some of the substances which pollute the environment;
- e) list the causes of air pollution
- f) list the causes of water pollution
- g) state causes of soil pollution;
- h) state the importance of conserving trees in the environment;
- i) state the importance of conserving the wild animals in the environment;

- j) state the importance of conserving water.

11.2 Content

- a) Environment
- Our environment
 - Meaning
- b) What makes up our environment
- Air, water, vegetation and soil.
- c) Changes in the environment caused by human activities.
- Pollution
 - Deforestation
 - Soil erosion
- d) Pollution of the environment
- Smoke, chemicals, sewage, human and animal waste.
- e) Causes of pollution in the air
- Gases from vehicles, factories and dust
- f) Water pollution
- Sewage, chemicals such as fertilizers and insecticides
 - Oil waste
- g) Soil pollution
- Application of chemicals such as fertilizers, herbicides and insecticide
- h) Conservation of trees in the environment
- Importance
 - Tree planting
- i) Conservation of wild animals,
- Importance of game parks and game reserves.
- j) Water conservation.
- Importance
 - Methods such as
 - Protection of catchment areas
 - Use of a dams
 - Planting of trees and vegetation cover.

UNIT 12. ELECTRICITY AND MAGNETISM

12.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) describe a simple electric circuit and the switch;
- b) group materials into electric conductors and insulators;
- c) use electricity to produce heat;
- d) explain how a fuse works;
- e) describe the structure of the dry cell and state how it works.

12.2 Content

- a) Simple electric circuit
- Circuit and switch.
- b) Electric conductors and insulators
- c) Production of heat from electricity.
- d) Electric fuse and how it works
- e) Simple structure of dry cell (torch battery) and how it works (detailed)
- Chemical detailed reaction not required, only mention that chemical reaction in the battery produces, electricity.

UNIT 13 EARTH AND SPACE

13.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Name the component of the solar system;
- b) Name the common stars;
- c) State what planets, comets, meteors and stars are.

13.2 Content

- a) The solar system
- b) Planets and stars
- c) Comets and meteors

UNIT 14 MAKING WORK EASIER

14. Specific Objectives:

By the end of this unit, the learner should be able to:

- a) State the meaning of force;
- b) Identify some of the forces that make things move;
- c) State the meaning of motion;
- d) State the unit of force;
- e) State the advantages and disadvantages of friction;
- f) State the methods of reducing friction;
- g) Describe how simple machine works.

14.2 Content

- a) Force
 - Meaning
- b) Types of forces
 - Gravity
 - Friction
- c) Meaning of motion
- d) Unit of motion
- e) Friction
 - Advantages and disadvantages
- f) How to reduce friction
- g) Simple machines
 - How simple machine work in relation to the position of fulcrum, load and effort.

UNIT 15 PROPERTIES OF MATTER

15.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Name three states of matter;
- b) Show how matter changes from one state to another;
- c) State the effect of expansion and contraction on matter;
- d) Identify substance that dissolves in water.
- e) State the characteristic of three states of matter;
- f) List substances that diffuse in liquid and gases;
- g) State the meaning of diffusion

- h) Describe a mixture;
- i) State how mixture can be separated.

15.2. Content

- a) State of matter.
 - Liquid, solid, gas.
- b) Changes of matter from one form to another.
 - Liquid into solid.
 - Solid into liquid.
 - Solid into gas
- c) Expansion and contraction of matter .
 - Volume and size
 - Shape.
 - Weight
 - Occupies
 - Expansion of solid.
 - Heating and cooling of solid.
 - Expansion of liquid.
 - Expansion of gases.
- d) Substances that dissolve in water
 - Soluble substances.
 - Meaning of solute.
- f) Diffusion
 - Meaning
- g). Diffusion of substance:
 - Diffusion in liquid
 - Diffusion in gasses
- h) Mixture
 - Meaning
- i) Separation of mixture
 - Selection, decanting, distillation, filtration, evaporation, chromatography and the use of magnet.

LEVEL FOUR

UNIT 1 HEALTH EDUCATION

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) State common water and air borne diseases

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- b) Identify causes of water and airborne diseases
- c) Describe the symptoms of the water and airborne diseases
- d) Explain ways of controlling water and airborne diseases
- e) State the classifications of drugs and their uses
- f) State what is meant by drug abuse
- g) List the commonly abused drugs
- h) State common sexually transmitted diseases (STDs)
- i) State the causes of common sexually transmitted infections
- j) Describe symptoms of common transmitted diseases
- k) State the measures that are used to control drug abuse.
- l) Treat simple diseases
- m) State implications of drug abuse.
- n) State ways of preventing (controlling drug abuse)

1.2 Content

- a) **Common water and airborne diseases.**
 - Water borne diseases:
 - Bilharzias
 - Typhoid
 - Amoebic dysentery
 - Cholera
 - Air borne diseases
 - -Influenza (common cold)
 - -Mumps
 - -Tuberculosis (T.B)
 - -Meningitis
- b) Causes of water and air borne diseases
 - Parasites such as flukes and amoeba
 - Bacteria
 - Viruses
- c) Symptoms of water and air borne diseases
 - Blood in the urine
 - Dysentery (bloody diarrhea)
 - Abdominal pain
 - Fever/high temperature
 - Sneezing and running nose
 - Headache
 - Swollen glands

- Stiff neck
- Diarrhea and vomiting
- d) Prevention (control) of water and airborne diseases
 - Drinking safe (clean) water.
 - Avoid bathing in stagnant (infected) water.
 - Covering mouth with clean piece of cloth (handkerchief) when sneezing or coughing
 - Use vaccines to prevent polio, measles and tetanus
- e) Classification of drugs
 - curative
 - preventive drugs
- f) Meaning of drug abuse
- g) Commonly abused drugs such as
 - Tobacco
 - Alcohol
 - Bhang
 - Miraa
- h) Common sexually transmitted diseases
 - gonorrhea
 - syphilis
 - HIV/AIDS
- i) Causes of common sexually transmitted diseases.
 - Bacteria
 - Viruses
- j) Symptoms of common sexually transmitted diseases
 - pain when urinating
 - discharge of pus from sexual organs
 - sores on the sexual organs
 - fever
 - lack of immunity
 - loss of weight
- k) Prevention (control)
 - creating awareness
 - personal hygiene
 - no sex before marriage
- l) Treatment
 - use penicillin and tetracycline
 - Prescribed by the doctor.
- m) Implication of abuses are:
 - health
 - social
 - economic

- n) Prevention (control) of drug abuses:
- Creating awareness
 - Safe keeping
 - Use as prescribed
 - Enactment of appropriate law
 - Tightening security

UNIT 2 WATER

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) State the importance of water conservation in the community;
- b) List methods of water conservation in the community;
- c) Carry out water conservation practices.

2.2 Content

- a) Importance of water conservation
- b) Methods of water conservation in the community.
 - Damming
 - Water troughs
 - Pots, drums, tanks.
- c) Water conservation practices on the farm.
 - Mulching.
 - Cover cropping
 - Forestation.

UNIT 3 ANIMALS

3.1 Specific Objectives

By the end of this unit, the learner should be able to describe the reproductive systems of mammals and birds.

3.2 Content

Reproduction systems of:

- a) Mammals
 - Simple structure
 - Fertilization
 - Gestation
 - Delivery
- b) Birds

- Simple structure
- Fertilization
- Incubation
- Hatching

UNIT 4 PLANTS

4.1 Specific Objectives

By the end of this unit, the learner should be able to

- a) Describe the process of photosynthesis;
- b) Describe the differences between plants and animals;
- c) State the interdependence between plants and animals.

4.2 Content

- a) Photosynthesis
- b) Differences between plants and animals.
- c) Interdependence between plants and animals.
 - Food chain
 - Seed dispersal
 - Pollination.

UNIT 5 SOIL

5.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) Describe various methods used to control soil erosion;
- b) Prepare ridges and terraces to control soil erosion;
- c) Follow safe practices when constructing ridges and terraces.

5.2 Content

- a) Soil erosion control practices
 - Planting grass strips
 - Strip cropping
 - Terracing
 - Contour farming
 - Ridging
 - Cover cropping
 - Mulching
 - Planting trees

- Making cut off drains
- b) Construction of ridges and terraces
- c) Safe construction practices

UNIT 6 WEATHER

6.1 Specific Objectives

By the end of this unit, the learner should be able to

- a) Explain the relationship between weather and climate;
- b) Explain how climate affects land use.

6.2 Content

- a) Climate and weather
- b) Climate and land use such as:
 - Farming land
 - Pastoralism
 - Forestry
 - Game reserves

UNIT 7 LIGHT

7.1 Specific Objectives.

By the end of this unit, the learner should be able to.

- a) describe the structure of the pinhole camera;
- b) describe how images are formed by a pinhole camera;
- c) describe the structure of human eye;
- d) describe how images are formed by the human eye;
- e) state the relationship between the formation of images in the human eye and a pinhole camera.

7.2 Content

- a) Pin hole camera
 - Structure
- b) How images are formed by pinhole camera
- c) The human eye
 - Structure
- d) How images are formed by human eye.

- e) Difference between the images formed in the pinhole camera, and human eye

UNIT 8 SOUND

8.1 Specific Objectives

By the end of this unit, the learner will be able to;

- a) describe the structure of the human ear;
- b) describe how the human ear works;
- c) describe how sound travels by vibration and waves.

8.2 Content

- a) Structure of the human ear.
- b) How the human ear works.
- c) How Sound travels by vibration and waves.

UNIT 9 HEAT

9.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) describes various ways of conserving heat
- b) use energy saving devices and coolers
- c) make a cooler

9.1 Content

- a) Heat conservation
- b) Making use of energy saving cookers and heaters
- c) Making a cooler using local materials such as charcoal to make a local fridge

UNIT 10 ELECTRICITY AND MAGNETISM

10.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) describe and demonstrate electric circuits
- b) describe electric circuits in series and in parallel and state what happens;
- c) describe how a magnet can be made from electricity;

- d) state how an electric bell is made and how it works;
- e) describe the making and working of simple telegraph.

10.2 Content

- a) Electric circuit
 - In series
 - In parallel
- b) Connection of dry cell
 - In series
 - In parallel
- c) Making a magnet from electricity
- d) Electric bell
 - Making
 - How it works.
- e) Simple telegraph
 - Making
 - How if works

UNIT 11 ENVIRONMENT

11.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) State how some of the waste materials in the environment can be put into use;
- b) Describe how wastewater and papers are recycle for human use.

11.2 Content

- a) Utilizing waste materials in the environment
 - Saw dust
 - Fuel
 - Bedding materials for animals in farm houses
 - Animal dung
 - Manure fuel
 - Coffee husks – fuel
 - Ashes
 - Grain presentations
 - Extraction of sodium or potassium carbonate
- b) Recycling of materials
 - Waste matter such as from factories
 - Waste paper
 - Toilet papers

- Making package materials

UNIT 12 EARTH AND SPACE

4.1 Specific Objectives:

By the end of this unit, the learner should be able to:

- a) Describe what constellations are;
- b) State and identify some important constellations (stars);
- c) State what satellites are.

4.2 Content

- a) Constellation
 - Description of constellation
- b) Identification of some constellations
 - The great bear
 - The big dog
 - The southern cross
 - The plough
 - The lion
- c) Satellites
 - Description

UNIT 13 MAKING WORK EASIER

4.1. Specific Objectives:

By the end of this unit, the learner should be able to:

- a) describe how inclined planes make work easier;
- b) describe a gear;
- c) identify gears in machine;
- d) state the use of gears in the machine;
- e) describe the pulley;
- f) describe how pulleys work;
- g) relate the working of pulleys to gears.

4.1 Content

- a) Incline plane
- b) Description of a gear
- c) Identification of gear in machines such as:
 - Bicycles
 - Hand drills
 - Watches/clocks
- d) Uses of gears in machines.
- e) The meaning of a pulley

- f) Working of a pulley
- h) Relationship between pulley and gear (NB: no calculations involved)

UNIT 14 PROPERTIES OF MATTER

14.1 Specific Objectives

By the end of this unit, the learner will be able to:

- a) distinguish between weight and mass;
- b) determine the volume of given objects;
- c) state the meaning of density;
- d) calculate density of a substance when volume and mass are given;
- e) Define acids and bases;
- f) Identify substance that contains acids and bases
- g) Name substances that contain acids and bases;
- h) State what happens when an acid is added to a base;

4.2. Content

- a) Weight mass.
 - Meaning of weight.
 - Meaning of mass.
- b) Determination of volume of a given object
 - Meaning.
 - Finding out the volume of an object.
 - Regular objects.
 - Irregular.
- c) Density.
 - Meaning
- d) Calculation of density.
- e) Meaning of acids and bases.
- f) Identification of substances that contain:
 - Acids such as lemon – juice
 - Bases such as saliva, ash.
- g) Taste of acids and bases
- h) Adding acids to bases.

AGRICULTURE

INTRODUCTION

In this accelerated syllabus, Agriculture units and contents meant for 8 years are covered in four years. The same number of units has been kept.

All the units and contents have been sequentially re-organized so as to take account of difficulties and objective reinforcements across the levels and between other related subjects.

The teaching of Agriculture in Accelerated Learning Programme (ALP) will facilitate the acquisition of skills and knowledge, which are essential for the production of food and other agricultural products. It will enhance the formation of positive attitudes towards

Agriculture and enable the country to have a large number of its citizens who will be able to integrate appropriate traditional and modern methods of Agriculture to increase agricultural production for home consumption and commerce.

Through the participation of the learners in agricultural activities both at school and home, their parents and the community will be introduced to improved techniques of farming. Some of the parents and members of the community will adopt these techniques and apply them in their farming situations.

It is hoped that through studying Agriculture the learners will develop some occupational interest in it and in that way they will engage themselves in gainful agricultural activities

Through studying Agriculture the learners will understand the problems encountered by farmers and will appreciate the role that farmers play in the provision of food for the country.

GENERAL OBJECTIVES:

By the end of the course, the learners should be able to:

- a) Acquire agriculture skills and knowledge that are relevant and useful to their lives.
- b) Develop interest and positive attitudes leading towards active participation in agriculture
- c) Acquire a background for further studies in agriculture.
- d) Appreciate the role played by farmers in producing food and commercial products.
- e) Have awareness of the importance of agriculture in the daily life of various communities and New Sudan as a whole.
- f) Understand that agriculture is a honourable occupation and a source of gainful employment.

LEVEL ONE

UNIT 1 FARMING LAND

1.1 Specific objectives

By the end of this unit the learner should be able to;

- a) List the farming activities which are carried out in the local community.
- b) Give the uses of the school farm.
- c) Select suitable farming land.
- d) Make a layout of a piece of farming land.
- e) Measure the size of a given plot of land.
- f) Describe how to make land secure against animals.
- g) Name types of fences.

1.2 Content

- a) Farming activities in the community
 - Growing of different types of crops

- Rearing of different types and breeds of farm animals
- b) Uses of school farm
 - Growing different types of crops such as
 - Vegetable
 - Fruits
 - Cereals
 - Groundnuts
 - Rearing small animals such as:
 - Rabbit
 - Chicken
 - Ducks
- c) Suitable farming land
 - Fertile soil
 - Accessibility to the farm
 - Availability of water
 - Size
- d) Lay out of a farm
 - Factors to be considered:
 - Topography
 - Types of farming activities
 - Types of soil
- e) Measurement of plot size
 - Width
 - Length
 - Areas
- f) Securing farm land:
 - Fencing
 - Trenches
- g) Types of fences:
 - Hedges
 - Wooden fences
 - Traditional fence
 - Wire fence

Practical Activity:

Learners to be involved in farm measurement and making models of farm layouts

UNIT 2 FARM TOOLS AND EQUIPMENT.

2.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) Identify farm tools found in the community.

- b) State how each farm tool should be used.
- c) Use farm tools to carry out given activities.
- d) Handle farm tools safely.

2.2. Content.

- a) Common farm tools:
 - Hoe (jembe / toria), maloda, forked hoe, axe, rake, machete (panga), sickles, and spades.
- b) Use of each tool.
- c) Use of farm tool to carry out given activities.
- d) Safe handling of each tool.

Practical Activities:

Learners to use tools to carry out activities such as, clearing bushes, digging and planting.

UNIT 3 CROP PRODUCTION

3.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) State factors affecting crop production.
- b) Describe the process involved in land operation.
- c) List different planting methods.
- d) Describe the process of planting crops.
- e) Prepare a crop nursery.
- f) Care for seedling in a nursery
- g) Transplant seedlings from a nursery to the field.

3.2. Content

- a) Factors affecting crop production:
 - Rain
 - Temperature
 - Pest
 - Diseases
 - Wind
 - Soil
 - Light.
- b) Land preparation:
 - Steps involved,

- tools needed,
- timing
- c) Planting materials.
 - Seeds, cuttings, tubers, splits, suckers, bulbs
- d) Planting practice Methods
 - raw planting,
 - broadcasting,
 - timing
- e) Nursery preparation.
 - Site selection
 - land preparation,
 - measuring the bed,
 - Manure application,
 - sowing seeds
- f) Caring for the nursery.
 - Shading,
 - control of weeds,
 - mulching,
 - control of pests,
 - watering,
 - control of diseases,
 - Hardening off.
- g) Transplanting seedlings.
 - Size / age of seedlings
 - Handling
 - Time of transplanting
 - Protecting

Practical Activities

The learner should make a crop nursery and take care of seedlings until transplanting.

UNIT 4 FARM ANIMALS

4.1. Specific Objectives

By the end of this unit the learner should be able to

- a) List the farm animals found in the community
- b) State the uses of the farm animals found in the community
- c) Name some external body parts of different animals
- d) Group farm animals according to their products.

4.2 Content

- a) Farm animals in the community such as:
 - Cattle, sheep, chicken, goats, pigs, ducks, rabbits, donkeys, camels
- b) Uses of farm animals
 - Providing meat
 - Milk
 - Eggs
 - Skins and hides
 - Manure
 - Sources of income
 - Transport
- c) Body parts of farm animals
- d) Grouping farm animals
 - Milk producing such as: cattle, goats and camels.
 - Eggs producing animals such as: chicken, ducks, turkeys and geese
 - Meat producing animals such as: cattle, goats, sheep, pigs and camels
 - Hide and skin producing animals such as: cattle, goats, sheep and camels.

LEVEL TWO

UNIT 1 FARM TOOLS AND EQUIPMENT

1.1. SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to:

- a) Describe crop management tools and equipment.
- b) State the use of crop management tools and equipment.
- c) Safe use farm tool equipment.
- d) Name tools used in the management of farm animals.
- e) Describe the use of each tool and equipment used in the management of farm animals.

- f) Explain importance of an ox plough and an ox cart.

1.2. Content

- a) Crop management tools and equipment.
- Hoe
 - Rake,
 - Axe
 - Mattock,
 - Fork - Jembe,
 - Secateur,
 - Pruning saw,
 - Machete (panga),
 - Watering can,
 - Sprinkler,
 - Sprayer.
- b) Use of crop management tools and equipment.
- c) Safe use of farm tools and equipment.
- d) Tools used to manage farm animals
- e) Description of each tool used in the management of farm animals
- f) Importance of an ox-plough and an ox-cart

UNIT 2 SOIL

2.1. Specific objectives

By the end of this unit the learner should be able to

- a) name main types of soil
- b) state what soil is made up of
- c) describe some of the uses of soil
- d) list some products made from soil

2.2. Content

- a) Types of soil:
- Clay soil
 - Sandy soil
 - Loam soil
- b) Soil composition:
- Water, rock particles, pieces of dead plants and animals, air and living organisms.
- c) Uses of soil:
- Growing crops

- Making walls of houses
 - Making pots
- d) Soil products such as;
- Models, pots, blocks, bricks.

UNIT 3 CROP PRODUCTION

3.1. Specific Objectives

By the end of this unit, the learners should be able to describe various ways of caring of crops

3.2. Content

- a) Caring for Crops
- Weeding
 - Mulching
 - Gapping
 - Controlling diseases
 - Pruning
 - Supporting stems (staking)
 - Manuring
 - Thinning
 - Controlling pests

UNIT 4 WATER

4.1. Specific Objectives

By the end of this unit the learner should be able to

- a) List the sources of water in the community
- b) State the common uses of water
- c) State the importance of clean water.
- d) Carry activities in uses of water

4.2. Content

- a) Sources of water:
- Rivers
 - Lakes
 - Bore-holes
 - Wells
 - Rain
- b) Uses of water:

- Domestic use e.g. cooking, washing
 - Irrigating crops
 - Drinking by farm animals
 - Washing/cleaning farm tools
 - Mix farm chemicals
- importance of clean water: Control of the spread of diseases.
- d) Practical activities in water uses
- Applying water to crops
 - Giving water to farm animals
 - Making mud blocks

UNIT 5 FARM ANIMALS

5.1. Specific Objectives

By the end of this unit the learner should be able to:

- a) Identify and name various types and breeds of farm animals in the community
- b) State the various practices involved in rearing farm animals
- c) Describe the various methods of identifying different farm animals
- d) Identify farm animals
- e) Practice high standard of hygiene in rearing farm animals

5.2. Content

- a) Types and breeds of farm animals:
 - Cattle
 - Donkey
 - Rabbit
 - Camels
 - Goats
 - Poultry
 - Bees
 - Pigs
 - Sheep
- b) Farm animal rearing practices
 - Selection
 - Breeding
 - Housing
 - Disease and parasite control
- c) Other farm animal rearing practices
 - castration
 - Dehorning

- Debeaking
 - Docking
 - De-worming
 - Foot trimming
 - Culling
- d) Identification of farm animals
- Ear tagging
 - Ear notching
 - Branding
 - Tattooing
- e) Hygienic practices
- Proper cleaning of feeding and watering troughs
 - Cleaning the house
 - Provision of clean water feeds
 - Improving drainage

Practical Activities:

Learners to be involved in feeding houses and de-worming farm animals at home and local community.

UNIT 6 FARM STRUCTURES

6.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) list various types of farm structures.
- b) state the use of various farm structures.
- c) carry out a class project of constructing a grain store using locally available materials.

6.2. Content

- a) Types of structures:
 - Fences
 - Crushes
 - Grain stores
 - Cattle dips
 - Pigsty
 - Farmhouses
 - Terraces
 - Rabbit houses
 - Poultry houses.
- b) Use of farm structures

- c) Carry out a class project of constructing a grain store using locally available materials.

Practical Activity:

The teacher and the learners should organize to construct any farm structure out of the available local materials

LEVEL THREE

UNIT 1 FARM TOOLS AND EQUIPMENT

1.1. Farm Tools and Equipment Specific Objectives

By the end of this unit, the learner should be able to:

- a) Identify tools used for building on the farm
- b) Use the building tools correctly.
- c) Use building tools safely.

1.2. Content

- a) Building tools: -
 - Hammers
 - handsaws
 - Files
 - Measuring tapes
 - Chisels
 - Hacksaws
 - Mallets
- b) Use of building tools.
- c) Safe use of building tools,

Practical Activity

Learners should make wooden mallet, and chisels from local materials. They should observe safe practices while making these tools and using them. They should take care of these tools.

UNIT 2 SOIL

2.1. Specific Objectives

By the end of this unit the learner should be able to

- a) state the importance of manure in soils
- b) list types of manure
- c) prepare a compost manure
- d) safely store compost and farm yard manure
- e) describe practices that are carried out to improve soil fertility.
- f) list the causes and effects of soil erosion.

2.2. Content

- a) Importance of manure
- b) Types of manure
 - Compost manure
 - Farm yard manure
- c) Preparation of compost manure
 - Site selections
 - Materials
 - Timing
 - Turning
 - Addition of water, Soil and ash
- d) Safe storage of compost and yard manure
- e) Practices of improving soil fertility
 - Use of manure
 - Crop rotation
 - Draining excess water
 - Control of soil erosion.
- f) Causes of soil erosion
 - Water
 - Wind
 - Animals
- g) Effects such as
 - Loss of nutrients
 - Loss of soil
 - Destruction of farming land

UNIT 3 CROP PRODUCTION

3.1. Specific Objectives

By the end of this unit, the learner will be able to:

- a) harvest crops
- b) describe signs of diseases and pest damage on crops.
- c) describe some methods of controlling pests and diseases of crops.

3.2. Content

- a) Harvesting crops
 - Timing harvesting of crops
 - Care during harvesting
 - Tools for harvesting
 - Methods of harvesting
 - Transporting crop products from the field to the home-stead
- b) Crop pests and diseases
 - Signs of crop diseases
 - Signs of pest damage to crops.
- c) Methods of controlling pests and diseases.
 - Crop rotation
 - Early planting
 - Planting resistant crop varieties
 - Planting clean and healthy materials
 - Destroying crop remains after harvesting
 - Use of chemicals.

Practical Activity

Learners to be involved in the harvesting of crops. Care should be exercised to avoid damaging the products.

Learners to practice some of the methods of controlling crop pests and diseases especially crop rotation, timely planting, planting healthy materials.

UNIT 4 WATER

4.1. Specific Objectives

By the end of this unit the learner should be able to:

- a) state the importance of irrigation
- b) state various means of collecting water for irrigation
- c) list methods of irrigation.
- d) irrigate given crops

4.2. Content

- a) Importance of irrigation
- b) Means of water collection
 - Water wheels (shagia).

- Pumps
 - Wind-mills
 - Shadoof
- c) Methods of irrigation
 - Drip
 - Canal
 - Flood
 - Overhead irrigation
 - Sprinkles
 - Use of sprinkles
 - Use of watering cans
 - d) Irrigation of crops

Practical Activity

Learners to practice applying water to crops using watering cans, drip method and canals.

UNIT 5 FARM ANIMALS

5.1. Specific Objectives

By the end of this unit the learner should be able to:

- a) state the importance of keeping animals healthy
- b) describe the differences between healthy and unhealthy animals
- c) state some of the methods of controlling animals diseases and parasites
- d) describe symptoms of some animals disease and parasites
- e) state the types of animal feeding materials found in the local community
- f) describe the methods of grazing
- g) state the importance of rotational grazing
- h) state the importance of correct stocking rate.
- i) state the importance of balanced feed
- j) describe how to feed calves
- k) describe how to control diseases and parasites on cattle
- l) describe how breeding is done in cattle.

5.2 Content

- a) Importance of health in animals
- b) Differences between healthy and unhealthy animals.
- c) Methods of controlling animals' diseases
 - Vaccination
 - Controlling animal parasites
 - Sanitation
 - Proper feeding
 - Quarantine
 - Culling

Examples of common diseases Nagana (trypanosomiasis)

- Anthrax
- Mastitis
- Foot and mouth diseases
- East coast fever
- Coccidiosis
- New castles
- Foot rot
- Foul typhoid

Methods of controlling animal parasites

- Clearing bushes in grazing areas
- Rotational grazing
- Dipping/spraying farm grazing animals
- De-worming

Examples of common diseases Round worms

- Liver flukes
- Tape worms
- Ticks
- Mites
- Lice
- Fleas

d) Symptoms of disease and parasites attacks

i) symptoms of disease: Lack of appetite

- Rise in body temperature
- Sudden drop in production
- Increase of pulse rate
- Diarrhea
- Excessive salivation

ii) Symptoms of parasites attack:

- Animal scratching itself frequently due to irritation of the skin
- Eggs of parasites are seen in the faeces
- Pot belly due to stomach worms
- Anaemia due to some blood sucking parasites.
- Loss of weight or thinness

e) Feeding materials in the community

- Grass
- Salt
- Grain stalks
- Soap remains
- Sweet potatoes-vines.

f) Methods of grazing

- Herding
- Tethering
- Paddocking

g) Importance of rotational grazing

- Control of diseases and parasite
- Allows pastures to regenerate
- Gives the farmer a chance to carry out such operation as weeding, manure application and reseeding.

h) Importance correct stoking rate

- ensure enough pastures for the herd, hence good production.
- Prevents overgrazing, thus avoiding destruction of pastures leading to soil erosion.

i) Importance of balanced feed

j). Feeding calves

k) Control of diseases and parasites in cattle breeding in cattle.

l) Breeding in cattle.

Practical Activities

Learners should take part in carrying out some of the appropriate practices for control of diseases and parasites. Learners to collect locally available feed materials and give them to animals at home and school.

UNIT 6 FARM STRUCTURES

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) State factors considered when siting farm structures.
- b) List the materials used to construct different farm structures.

6.2. Content

- a) Factors to consider when siting farm structures
 - Type of soil
 - Topography of the land (land forms)
 - Direction of prevailing wind.
- b) Materials for constructing farm structures

Practical Activity:

Learners to practice selecting suitable sites on the school farm for constructing given farm structures.

UNIT 7 AGRICULTURAL BUSINESS

7.1. Specific Objectives:

By the end of this unit, the learner will be able to:

- a) State the importance of agriculture in New Sudan.
- b) Market Agriculture products.
- c) Maintain farm records.
- d) State the types of farm labour.
- e) Describe how to make farm labour effective

7.2. Content

- a) Importance of Agriculture
 - Source of food
 - Employment
 - Source of income
 - Raw materials for industries.
- b) Marketing Agricultural products.
 - Packaging farm products hygienically.
 - Transportation of farm products to the market.

- Pricing of farm products in different markets.
- c) Farm records.
 - Uses
 - Types
 - Health,
 - Labour
 - Production
 - Marketing
 - Breeding
 - Field notes
 -
 - d) Types of farm labour.
 - Family labour.
 - Hired labour
 - Communal labour.
 - e) Effective use of farm labour.
 - Proper supervision
 - Training
 - Giving incentives such as proper payment, meals and bonuses.

Practical Activities

Learners practice selling school farm products in local markets

Learners practice keeping of different types of farm records.

LEVEL FOUR

UNIT 1 FARM TOOLS AND EQUIPMENT

1.1. Specific Objectives

By the end of this unit, the learner will be able to:

- a) carry out the maintenance practices on various farm tools and equipment safely;
- b) Maintain farm tools and equipment with safety precaution.

1.2. Content

- a) Maintenance practices.
 - Sharpening,
 - oiling / greasing,
 - proper storage,
 - cleaning,

- repairing and replacing worn out parts,
 - fixing handles on rakes, and hoes
- b) Safety during maintenance of farm tools and equipment.

Practical activity

Learners to carry out maintenance practices on farm tools and equipment at home and school. Proper handling of tools should be emphasised in order to ensure safety.

UNIT 2 SOIL

2.1. Specific Objectives

By the end of this unit the learner should be able to

- a) describe various methods used to control soil erosion
- b) prepare ridges.
- c) construct terraces to control soil erosion
- d) follow safe practices when constructing ridges and terraces.

2.2. Content

- a) Soil erosion control practices
 - Planting grass stripes
 - Strip cropping
 - Terracing
 - Contour farming
 - Ridging
 - Cover cropping
 - Mulching
 - Planting trees
 - Making cut-off drains
- b) Construction of ridges
- c) Construction of terraces
- d) Safe construction practices when constructing terraces.

Practical Activities:

Learner to carry out some of the soil conservation practices in the school and in the community.

UNIT 3 CROP PRODUCTION

3.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) prepare crop produce for storage.
- b) list the containers used for storing crop produce.
- c) describe methods of storage in granaries.
- d) describe other methods of storage of crops.
- e) grow to maturity onions, okra, sweet potatoes, pumpkins and tomatoes.

3.2. Content:

- a) Preparation of crops for storage.
 - Drying of grains.
 - Cleaning of the products
 - Threshing of grains
 - Selecting / sorting.
- b) Storage containers
 - Pots, boxes, baskets and gourds
 - Drums
- c) Storage granaries (above and below ground surface)
- d) Methods of storage.
 - Loft
 - Storage under shade
 - granary
- e) Growing crops in individual / group plots and applying all the production practices for:
 - Onion, sweet potatoes, okra, tomatoes Pumpkin

Practical activities

Learners to prepare farm products for storage and should build storage structure for storing crops.

UNIT 4 WATER

4.1. Specific objectives

By the end of this unit the learner should be able to

- a) state the importance of water conservation in the community
- b) list methods of water conservation in the community

- c) carry out water conservation practices.

4.2. Content

- a) Importance of water conservation
b) Methods of water conservation in the community
- Damming
 - Water troughs
 - Pots, drums, tank.
- c) Water conservation practises on the farm
- Mulching
 - Cover cropping
 - Afforestation

Practical Activities

Learners to carry out water conservation practise:

Mulching, planting trees and covering crops in the school farm.

UNIT 5 FARM ANIMALS

5.1. Animal Products.

5.1.1. Specific Objectives

By the end of this subunit the learner should be able to state how to produce healthy and good quality animal products.

5.1.2. Content

Production of good quality products

- Meat
- Eggs
- Milk
- Hides and skins
- Poultry products

5.2 Poultry keeping

5.2.1 Specific Objective

By the end of this subunit the learner should be able to;

- a) List sources of chicks in the community
b) Describe natural incubation
c) Describe how to brood chicks
d) Describe poultry housing

- e) Describe practises involved in the control of poultry pest and diseases
f) Debeak chickens
g) Feed poultry.
h) Describe marketing of poultry and poultry products.

5.2.2 Content

- a) Sources of chicks for rearing
b) Natural incubation
c) Brooding (rearing chicks)
d) Housing
e) Control of parasites and diseases
f) Debeaking
g) Feeding
h) Marketing poultry and poultry products.

Practical Activities:

Learners to start poultry projects and carry out all the production practises they should also construct a chicken pen.

5.3 Rabbit keeping

5.3.1. Specific Objectives

By the end of this unit the learner should be able to:

- a) List sources of young rabbits
b) Feed rabbits
c) Select rabbits for rearing
d) Breed rabbits
e) Describe a rabbit house
f) Keep rabbits healthy
g) Slaughter a rabbit
h) Describe how to market rabbits and rabbit products.

Content

- a) Source of young rabbit
b) Feeding
c) Selecting
d) Breeding
e) Housing
f) Health
g) Slaughtering
h) Marketing

Practical Activities:

Learners to start a rabbit rearing project and carry out all the rabbit management practices they should construct a rabbit hutch

UNIT 6 FARM STRUCTURE

6.1. Specific Objectives

By the end of this unit, the learner should be able to take part in construction of a rabbit hutch, poultry pen and a calf pen.

6.2. Content

Construction of farm structures

- Rabbit hutch
- Poultry pen
- Calf pen

UNIT 7 AGRICULTURAL BUSINESS

7.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the importance of keeping farm accounts.
- b) list some of the documents used in keeping farm accounts and their uses.
- c) list the resources used in farming.
- d) describe various ways of acquiring resources to start a farming activity.
- e) name employment opportunities in agriculture.

7.2. Content

- a) Importance of keeping farm accounts.
- b) Farm accounts documents and their uses.
 - Receipt book
 - Invoice book
 - Cash book
 - Statement
 - Inventory
 - Delivery book
 - Cheque book

Farming resources

- Land

- Labour
 - Capital
 - Management
- c) Ways of acquiring farming resources
- Land
 - Allocation by elders in the community
 - Buying
 - Hiring
 - Gift
 - Inheritance
 - Labour
 - Communal labour
 - Hired labour
 - Family labour
 - Capital
 - Personal savings
 - Loan from banks or co-operative societies and rich traders or people.
 - Management
 - Hiring trained farm managers
 - Attending courses on farm management
- e).. Employment opportunities in agriculture.
- Self employment
 - Farm employment (farm worker)
 - Salaried work
 - in Agricultural related industries

HOME SCIENCE

INTRODUCTION

Home Science which starts at level two of the Accelerated Learning Programme (ALP) is an area of study centred around the family, it helps the learner to realise and solve family problems readily, as well as adopt more easily to the changing living conditions in the home, community and society as a whole. It imparts to the learner the necessary knowledge, skills and attitudes which can be applied in day to day lives to improve standards of living.

GENERAL OBJECTIVES

By the end of this course, the learner should be able to:

1. understand the different types of families and appreciate desirable behaviour among family members
2. understand the development of the reproductive organs in human beings, pregnancy and proper development for the baby before and after birth
3. observe good health practises
4. develop and use appropriate skills and techniques for solving problems related to choice of food, eating habits, food handling, cooking, preservation and storing
5. acquire and apply relevant knowledge, skills and attitudes necessary for the proper care of the home
6. use relevant attitudes, knowledge and skills in choosing and using textiles, tools and equipment for clothing construction
7. acquire and apply relevant knowledge, skills and attitudes necessary for the proper care of clothes

LEVEL TWO

UNIT 1: FAMILY LIVING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the meaning of family
- b) name the types of families
- c) state the roles of each family member
- d) explain desirable behaviour within the family

1.2 Content

- a) Meaning of family
- b) Types of families
 - nuclear
 - extended
- c) Roles of each family member
- d) Desirable behaviour within the family such as:
 - Respect for others
 - Co-operation

UNIT 2: HEALTH EDUCATION

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the meaning of health
- b) care for and clean different parts of the body
- c) care for and clean different personal items
- d) state the dangers of sharing personal items

2.2 Content

- a) Meaning of health
- b) Care and cleaning of different parts of the body

- c) Care and cleaning of personal items such as:
 - Combs
 - Toothbrushes
 - Handkerchiefs
 - Hair brushes
 - Face cloths
- d) Dangers of sharing personal items such as:
 - Body parasites
 - Diseases

UNIT 3 FOOD AND NUTRITION

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) list sources of energy for cooking
- b) identify basic kitchen equipment and materials
- c) use and store basic kitchen equipment and materials
- d) explain what is kitchen hygiene
- e) clean surfaces in the kitchen
- f) state diseases that can be passed by improper food handling
- g) state safety precautions to be taken to avoid accident
- h) prepare and serve different types

3.2 Content

- a) Sources of energy for cooking such as:
 - Fire wood
 - Paraffin
 - Electricity
 - Charcoal
 - Gas
- b) Identification of kitchen equipment and materials such as:
 - Cutlery
 - Crockery
 - Cooking utensils
- c) Use and storage of basic kitchen equipment and materials
- d) Meaning of kitchen hygiene
- e) Cleaning surfaces in the kitchen such as:
 - Sinks

- Tables
- Racks
- Floor
- f) Diseases passed by improper food handling such as:
 - Cholera
 - Typhoid
 - Intestinal worms
 - Amoebiasis
- g) Safety precautions to be taken to avoid accidents in the kitchen
- h) Preparation and serving of different types of beverages such as:
 - Tea
 - Fruit juice
 - Porridge

UNIT 4 LAUNDRY

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain what is meant by laundry work
- b) identify some basic laundry equipment
- c) use and store correctly basic laundry equipment
- d) recognise laundry agents
- e) use and store correctly basic laundry
- f) observe safety precautions when using laundry agents

4.2 Content

- a) Meaning of laundry
- b) Identification of basic laundry equipment such as:
 - Water containers
 - Drying facilities
 - Heating facilities
 - Ironing facilities
- c) Using and storing correctly basic laundry equipment
- d) Recognition of laundry agents such as
 - Water
 - Soaps
 - Soapless detergent
- e) Use and store correctly laundry agents

- f) Safety precautions to be taken when using laundry agents

UNIT 5 TEXTILES AND CLOTHING

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify basic needlework equipment and materials
- b) use and care for needlework equipment and materials
- c) classify stitches
- d) make a fringed mat
- e) observe safety precautions when using needlework tools

5.2 Content

- a) Identification of basic needlework equipment and materials
 - Needle
 - Thimble
 - Scissors
 - Threads
 - Tape measure
 - Hem mark
- b) Use and care for needlework equipment and materials
- c) Classification of stitches
 - Tacking
 - Permanent
- d) Make a fringed mat
 - Preparation and cutting of fabric
 - Removal of threads
 - Making decorative stitches
 - overcasting
 - running stitches
- e) Safety measures while using needlework equipment

UNIT 6: CARE OF THE HOME

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify various household cleaning equipment and materials
- b) use, care for and store of household cleaning equipment and materials
- c) state the use of various cleaning agents
- d) carry out daily household tasks

6.2 Content

- a) Identification of various household cleaning equipment and materials
- b) Use, care for and storage of household cleaning equipment and materials
- c) Use of various cleaning agents
- d) Carrying out daily household tasks such as:
 - Sweeping
 - Wiping
 - Tidying up the house
 - Dusting
 - Bed making

LEVEL THREE

UNIT 1: FAMILY LIVING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) List the basic needs of a family
- b) state the methods of obtaining housing for the family
- c) state advantages and disadvantages of methods of housing the family
- d) explain the use of different areas in a home
- e) explain the meaning of adolescence
- f) describe changes that take place during adolescence
- g) explain what is meant by peer group
- h) describe the consequences of irresponsible sexual behaviour

1.2 Content

- a) Basic needs of a family
 - food
 - clothing
 - shelter

- b) Methods of obtaining housing for the family
 - Renting
 - Building
 - Buying
- c) Advantages and disadvantages of each method
- d) Use of different areas in home such as:
 - Sitting/living
 - Storage
 - Sanitation
 - Sleeping
 - Cooking
 - Laundry
- e) Meaning of adolescence
- f) Changes in adolescence
 - Physical changes
 - Emotional changes
 - Social changes
- g) Peer group
 - Meaning
 - Peer pressure
- h) Consequences of irresponsible sexual behaviours such as:
 - Teenage pregnancy
 - Sexually transmitted diseases
 - Acquire immune deficiency syndrome (HIV/AIDS)

UNIT 2 HEALTH EDUCATION

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain what is meant by a health hazard
- b) state health hazards within the home and the community
- c) describe the content of first aid box
- d) administer first aid to a casualty
- e) identify and store properly poisonous substances within the home
- f) explain the importance of sanitation
- g) state ways of preventing water contamination
- h) explain the importance of primary health care to the community
- i) list various health facilities available in the community

2.2 Content

- a) Meaning of a health hazard
- b) Health hazard in the home and community such as:
 - Open pits
 - Water
 - Unprotected wells and pools
 - Rivers and dams
 - Electricity
 - Poisonous substances
 - Bushes
 - Accidental fires
- c) Contents of a First Aid Box
- d) Administration of first aid to a casualty with:
 - Burns/scalds
 - Nose bleeding
 - Shock
 - Suffocation
 - Snake bites and insect stings
 - Cuts/bruises
 - Fainting
 - Choking
- e) Poisonous substances within the home
 - Identification
 - Proper storage and disposal
- f) Importance of sanitation
- g) Ways of preventing water contamination
- h) Importance of primary health care:
 - Preventive
 - Curative
- i) Health facilities such as
 - Primary Health Care Centres (PHC)
 - Health centres
 - Hospitals

UNIT 3: FOOD AND NUTRITION

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the three basic food groups
- b) classify the locally available foods into food groups
- c) name the nutrients and their uses

Accelerated Learning Program

- d) identify the main sources of each nutrients
- e) explain what is meant by a balanced diet
- f) explain factors that influence eating habits
- g) cook locally available foods using given methods
- h) state advantages and disadvantages of boiling and roasting food
- i) explain what is stewing and frying
- j) list advantages and disadvantages of stewing and frying
- k) stew and fry foods
- l) prepare simple dishes
- m) serve food attractively
- n) state the causes, signs, symptoms and methods of preventing given common nutritional deficiency diseases.

3.2 Content

- a) Basic food groups
 - body building foods
 - energy giving foods
 - protective foods
- b) Classification of locally available foods into each group
- c) Nutrients and their uses
 - carbohydrates
 - fats
 - proteins
 - vitamins
 - minerals
 - use of roughage (fibre) in the body
 - use of water in the body
- d) Main sources of nutrients
- e) Meaning of balanced diet
- f) Factors influencing eating habit
- g) Methods of cooking
 - boiling
 - roasting locally available foods
- h) Advantages and disadvantages of boiling and roasting foods
- i) Stewing and frying
 - Meaning
 - Procedure
- j) Advantages and disadvantages of stewing and frying
- k) Stewing and frying local foods
- l) Preparation of simple dishes

- m) Serving foods attractively
- n) Causes, signs, symptoms and prevention of:
 - Kwashiorkor
 - Anaemia
 - Rickets
 - Pellagra
 - Beriberi
 - Marasmus
 - Scurvy
 - Goitre
 - Night blindness

UNIT 4 LAUNDRY WORK

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) classify fibres into main groups
- b) state and explain the properties of cotton and linen fibre
- c) describe various laundry processes
- d) laundry both white and coloured cottons
- e) store clothes correctly
- f) state and explain the properties of some natural and man made fibres
- g) explain the correct procedure of laundering wool and silk
- h) explain the correct procedure of laundering the different types of rayon
- i) launder given synthetic articles

4.2 Content

- a) Classification of fibres
 - Natural
 - Plant
 - Animal
 - Man made
 - Regenerated
 - Synthetic
- b) Properties of fibres
 - Cotton
 - Liner
- c) Laundry processes
 - Description of the following
 - Mending
 - Stain removal

- Sorting
- Soaking/steeping
- Rinsing
- Starching
- Washing
- Boiling
- Blueing
- Removal of moisture/access water
- Drying
- Airing
- Ironing or pressing
- d) Laundering of cotton articles
 - White cottons
 - Fast coloured cottons
 - Loose coloured cottons
- e) Storing clothes
 - Storage facilities
 - Correct storage of clothes
- f) Properties of the following fibres
 - Natural
 - Silk
 - Wool
 - Regenerated
 - Viscose rayon
 - Acetate
 - Synthetic
 - Acrylic
 - Nylon
 - Polyester
- g) Procedure of laundering
 - Wool
 - Silk
- h) Procedure of laundering
 - Viscose rayon
 - Acetate rayon
- i) Laundering of synthetic articles such as:
 - Polyester or nylon garment
 - Acrylic knitted article

UNIT 5 TEXTILES AND CLOTHING

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe the procedure of making a needlework bag

- b) make a needlework bag
- c) read some abbreviations used in knitting
- d) describe the procedure of making a scarf
- e) name parts of a garment
- f) state factors to consider when choosing a fibre for a sleeveless top
- g) describe the procedure of cutting a strip on the cross
- h) cut a strip on the cross
- i) make a sleeveless top
- j) observe safety precautions while doing needle work

5.2 Content

- a) Procedure of making a needle work bag
 - Preparation and cutting of material
 - Folding, tacking and making decorative stitches on hems
 - Folding the bag and over sewing the edges
 - Making and attaching straps using over sewing stitches
 - Making initials using stem or chain stitches
 - Pressing the bag
- b) Making the needlework bag
- c) Abbreviations used when knitting such as:
 - K (Knit)
 - P (Purl)
 - tog (together)
- d) Procedure and skills when knitting a scarf
 - Selection of knitting needles and yarns
 - Cast on
 - Creation of a pattern through knitting and purling
 - Cast off
- e) Parts of a garment such as:
 - Cuff
 - Sleeve
 - Bodice
 - Collar
- f) Factors to consider when choosing a fabric for a sleeveless top

- g) Procedure of cutting a strip on the cross
- h) Cutting a strip on the cross
- i) Making a sleeveless top
 - Preparation and cutting of fabric
 - Making the run and fell seam
 - Using the cross strip on the appropriate edge
 - Making the bottom hem
 - Pressing the top
- j) safety precaution while doing needle work

UNIT 6 CARE OF THE HOME

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Make various household cleaning equipment and materials
- b) carry out daily cleaning of various areas within a home
- c) clean some household items
- d) clean and store household utensils
- e) state the importance of managing time and energy
- f) prepare a simple daily plan of household tasks

6.2 Content

- a) Making household cleaning equipment and materials
 - Such as:
 - brooms
 - Brushes
 - Dusters
 - Dust pans
 - Scourers
 - Cleaning cloths
- b) Daily cleaning of various areas in the house
 - Preparation and procedure of daily cleaning of:
 - Cooking area
 - Dining area
 - Sleeping area
 - Bath shelter/bath room
 - Sitting area

- Storage
- c) Cleaning household items
 - Calabashes
 - Pots
 - Guards
 - Jars
- d) cleaning and storing household utensils such as:
 - Enamel
 - Aluminium
 - Plastic
 - Stainless steel
- e) Importance of managing time and energy
- f) Preparation of a simple daily plan of household tasks
 - Identification of tasks
 - Organisation of tasks
 - Timing of tasks

LEVEL FOUR

UNIT 1 FAMILY LIVING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state parts of reproductive organs
- b) describe the function of the organs
- c) explain what is pregnancy
- d) explain what is meant by prenatal care
- e) describe what happens at prenatal care
- f) explain the importance of prenatal care
- g) state needs of expectant mother
- h) state the importance of preparation for baby's arrival
- i) explain the preparation to be done before baby's arrival
- j) state advantages and disadvantages of hospital and home confinement
- k) explain what is meant by post-natal care
- l) describe what happens at the post-natal clinic
- m) explain what are maternal child health services

- n) state the needs of a baby
- o) state causes, signs, symptoms and prevention of some common childhood diseases and ailments

1.2 Content

- a) Parts of reproduction organs
- b) Functions of the reproductive organs
- c) Meaning of pregnancy
- d) Meaning of prenatal care
- e) Description of what happens at the prenatal clinic
- f) Importance of prenatal care
- g) Needs of expectant mother
 - Diet
 - Exercise
 - Medical care
 - Clothing
 - rest and sleep
 - spouse support
- h) Importance of preparation for baby's arrival
- i) Preparation to be done before baby's arrival
 - Layette
 - Feeding equipment
 - Bathing items
 - Cot and bedding
 - Personal requirement
 - Preparation for breast-feeding
- j) Advantages and disadvantages of home and hospital confinement
- k) Meaning of post-natal care
- l) Description of what happens at the post-natal clinic
- m) Maternal child health services
 - Meaning
 - Immunisation
 - Importance of immunisation
 - Immunisable diseases
 - Immunisation schedule
 - Growth monitoring and promotion
 - Use of growth card
 - Plotting weight
 - Interpretation of growth card curve
- n) needs of a baby
 - feeding

- bathing
- clothing
- rest and sleep
- play and exercise
- o) Common childhood ailments and diseases
 - Fever
 - Coughing
 - Nappy rash
 - Tonsillitis
 - Chicken pox
 - Influenza
 - Eye infections
 - Cold
 - Diarrhoea
 - Prickly heat
 - Measles
 - Mumps
 - Ear infection

UNIT 2 HEALTH EDUCATION

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state causes, signs, symptoms and prevention of some common ailments and diseases
- b) state what is meant by stress and depression
- c) explain the purpose of home nursing
- d) explain the care given to the sick
- e) state ways of caring for and cleaning the compound
- f) state different methods of refuse disposal
- g) state conditions that encourage household pests
- h) state methods of controlling and preventing household pests
- i) observe safety precaution when handling pesticides

2.2 Content

- a) Cause, sign, symptoms and prevention of common ailments and diseases such as:
 - Headache

- Malaria
- Bilharzias
- Guinea worm
- Fever
- Cholera
- Meningitis
- Diarrhoea and vomiting
- b) Stress and depression
 - Meaning
 - Possible causes
 - Signs and symptoms
 - Prevention
- c) Purpose of home nursing
- d) Home nursing
 - Planning, serving and feeding the sick
 - Keeping the patient clean
 - Cleaning the patient's room
 - Sterilising patient's effects
 - Giving medicine
- e) Ways of caring for and cleaning the compound
- f) Methods of refuse disposal such as:
 - Burning
 - Burying
 - Disposal in compound
 - Garbage collection
 - mulching
- g) Conditions that encourage household pests
- h) Methods of controlling and preventing household pests
- i) Safety precautions when handling pesticides

UNIT 3 FOOD AND NUTRITION

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain what is meant by baking and steaming
- b) list advantages and disadvantages of baking and steaming
- c) bake and steam food using the correct procedures
- d) state factors to consider during meal planning

- e) plan and prepare family, packed and weaning foods
- f) explain the nutritional needs of the special groups
- g) explain the use of left over food
- h) list methods of storing cooked and un-cooked foods
- i) list facilities used for food storage
- j) describe methods of preserving food

3.2 Content

- a) Baking and steaming
 - Meaning
 - Procedure
- b) Advantages and disadvantages of baking and steaming foods
- c) Baking and steaming local foods
- d) Factors to consider when meal planning such as:
 - Nutritive value
 - Food budget
 - Food in season
- e) Planning and preparation of food
 - Family
 - Packed
 - Weaning
- f) Nutritional needs for the special groups
 - Young children
 - Adolescence
 - Elderly
 - Invalids and convalescence
- g) Use of leftover foods
- h) Methods of storing cooked and un-cooked food
- i) Facilities used for food storage such as:
 - Meat safe
 - Racks
 - Guards
 - Refrigerator/freezers
 - Pots
 - Containers with lids
 - Charcoal coolers
- j) Methods of preserving foods such as:
 - Smoking
 - Drying
 - Salting
 - Use of sifted ashes

- Use of chemicals

UNIT 4 LAUNDRY WORK

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain what is meant by a stain
- b) identify different types of items
- c) remove some common stains
- d) explain what is meant by bleaching
- e) name types of bleaching agents
- f) state fabrics that can be bleached
- g) state the use of fabric conditioners
- h) identify different care label symbols
- i) explain what is meant by family wash
- j) carry out a family wash

4.2 Content

- a) Meaning of stains
- b) Identification of different stains
- c) Removal of some stains such as:
 - Tea
 - Blood
 - Grease
 - Coffee
 - Ink
 - Iron rust
- d) Meaning of bleaching
- e) Types of bleaching agents
- f) Fabrics that can be bleached
- g) Use of fabric conditioners
 - Softening fabric
 - Removal of static electricity
- h) Identification of care label symbols for
 - Washing
 - Drying
 - Ironing
- i) Meaning of family wash
- j) Family wash
 - Preparation
 - Procedure
 - Carry out family wash
 - Washing and boiling the baby's napkins or towel
 - Washing and sterilising the clothes of a sick person
 - Drying articles
 - Finishing

- Pressing
- Ironing

UNIT 5 TEXTILES AND CLOTHING

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) draw and interpret some common pattern symbols
- b) state factors to consider when choosing a fabric for physical education shorts
- c) describe the procedure to be followed when making PE shorts
- d) make a pair of PE shorts
- e) describe the procedure used when crocheting a rectangular tray clothes
- f) crochet a rectangular tray cloth
- g) state different ways of repairing clothes
- h) carry out repair of clothes
- i) state what is a flat household article
- j) state factors to consider when choosing a fabric and embroidery threads for a flat household article
- k) describe procedure of making a given household article
- l) make a flat household article

5.2 Content

- a) Drawing and interpreting some common pattern symbols such as:
 - Notches
 - Place a fold
 - Straight grain
- b) Factors to consider when choosing a fabric for a pair of physical education shorts
- c) Procedures to be followed when making PE shorts
- d) Making PE shorts
 - Preparation and cutting of fabric
 - Making the run and fell seam
 - Making the waistband or elastic casing

- e) Procedure of crocheting a rectangular tray cloth
- f) Crocheting a rectangular tray cloth
 - Making straight chain
 - Creating a pattern
 - Finishing off
- g) Different ways of repairing clothes
 - Darning
 - Calico patch
 - Print patch
 - Stitching torn seams and hems
- h) Repairing of clothes
- i) Meaning of flat household article
- j) Factors to consider when choosing fabric and embroidery threads for a flat household article
- k) Procedure of making a given flat house article
- l) Making a flat household article
 - Preparation and cutting of a fabric
 - Edge finishing
 - Application of an appropriate design
 - Working the decorative stitches
 - Pressing the article

UNIT 6 CARE OF THE HOME

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify materials used to clean different surfaces
- b) clean different surfaces
- c) state the importance of weekly cleaning
- d) carry out weekly cleaning
- e) identify appropriate materials for cleaning glass items
- f) care for and clean glass items
- g) identify different types of lamps
- h) identify appropriate cleaning materials for cleaning the various lamps
- i) care for and clean different types of lamps

6.2 Content

- a) Identification of materials used to clean different surfaces
- b) Cleaning different surfaces in the home such as:
 - Cemented
 - Earthen
 - Wooden
 - Plain
 - Polished/vanished
 - Painted
- c) Importance of weekly cleaning
- d) Weekly cleaning of different areas in the home
 - Cooking area
 - Sitting area
 - Sleeping area
 - Storage
 - Bath shelter/bathroom
 - Toilet/latrine
- e) Identification of appropriate materials for cleaning glass items
- f) Care and cleaning different glass items
 - Drinking glasses
 - Plates
 - Jugs
 - Framed pictures
 - Mirrors
 - Windows
- g) Identification of different types of lamps
- h) Identification of appropriate materials for cleaning lamps
- i) Caring for and cleaning different types of lamps
 - Tin lamp
 - Hurricane
 - Pressure lamps

SOCIAL STUDIES

INTRODUCTION

The main aim of social studies course is to help learners understand themselves as social beings and how they relate to their family, community, village, payam, county, the region, country and the international community. The course adopts an interdisciplinary approach, which is child-centred and aims at inculcating knowledge, skills, attitudes and values necessary for the learners to adapt to the ever-changing lifestyles. Through the study of other peoples' culture within and outside New Sudan, the course will develop in the learners a sense of patriotism and national unity.

It is hoped that through Social Studies, the learners will be able to understand the relationship between causes and effects of various issues. It will also promote in the learners respect for duty and public property, which in turn will enable them to live and work in harmony. The study of the earth as a human environment is aimed at making learners understand and appreciate the need and importance of environmental conservation.

GENERAL OBJECTIVES

At the end of this course the learner should be able to;

1. Acquire knowledge of, and show appreciation for, the historical background of our country.
2. Acquire a sense of value and appreciation of ethical values of New Sudan society.
3. Develop attitudes, beliefs and values that lead to peace, equitable distribution and utilization of natural resources.
4. Recognise and use the environment for the individual, nation and international development.
5. Identify, understand and have respect for the different ways of life in New Sudan.
6. Recognise and understand the need for and importance of interdependence of people and nation.
7. Understand population issues and how they affect the quality of life in New Sudan.
8. Acquire skills to observe, analyse, compare, interpret and understand the geography of New Sudan.
9. Understand the family as a important social unit and its relation to other social institutions.

LEVEL ONE

OUR HOME, SCHOOL AND VILLAGE.

UNIT 1 MAP READING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Show the direction of his/her home and village from school.
- b) Draw the sketch maps of the classroom and school compound.
- c) Show the position of his/her school on the map of the village.
- d) Draw a simple sketch route – map to show the way from his/her school to home.
- e) Identify the four main compass points.

1.2 Content:

- a) Direction of our home and village from school.
- b) Drawing of simple sketch maps of the classroom and school
- c) Position of our home and school on the map of our village.
- d) Map drawing to show the route from home to school
- e) The four main compass points

UNIT 2 PHYSICAL ENVIRONMENT

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Name important landmarks found
 - Within his/her school compound
 - Around his/her home
- b) Show the location of the following features in relation to his/her school and home.
 - Church
 - Market Well/river
- c) List the main physical features found in the village.
- d) State the weather conditions experienced in his/her village.
- e) Identify the main types of vegetation in his/her village.

2.2 Contents

- a) Landmarks found within the school compound and home.
- b) Location of features like churches, markets and rivers/wells, in relation to school, home and village,
- c) Physical features found in the village; rivers, hills, swamps/toich, plains, plateaus and valleys
- d) The weather experienced in the village.
- e) The types of vegetation found in the village.

UNIT 3 THE PEOPLE

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the roles of the head teacher, teachers, and prefects in his/her school.
- b) name the different communities found in his/her village
- c) explain the origin of the community in the village,

3.2 Content

- a) Roles and duties of members of the school community.

- b) Communities living in the village.
- c) Origin of the communities in the village,

UNIT 4 SOCIAL AND CULTURAL ACTIVITIES

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) list common ceremonies and rituals practiced in his/her family and the village.
- b) describe the common routines practiced in the social institutions such as school, church and mosque.

4.2 Content

- a) Ceremonies and rituals: child naming, funeral, marriage, and initiation.
- b) Social institutions: school, church and mosque
 - School schedule routine, general rules.
 - People and relationship
 -

UNIT 5 RESOURCES AND ECONOMIC ACTIVITIES

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the common animals and birds kept in his/her home and village.
- b) list the crops grown in his/her home and village.
- c) list the uses of crops, animals and birds kept in his/her home and village.

5.2 Content:

- a) Animals and birds / poultry kept in the home and village,
- b) Food and cash crops grown in the home, and village
- c) Uses of crops, animals and birds kept in the home and village

LEVEL TWO

OUR PAYAM, COUNTY AND REGION.

UNIT 1 MAP READING

1.1 Specific Objective

By the end of this unit, the learner should be able to:

- a) draw the map of the county and identify the position of their village and payam
- b) show positions of payams in their county.
- c) identify the eight (8) compass points
- d) show directions using the eight compass points
- e) draw the map of new Sudan and mark the five regions.
- f) mark the position and size of their regions in new Sudan.
- g) draw the map of their classroom using a simple scale.
- h) measure distances on map using the scale.

1.2 Content

- a) Draw a map of the county and identify position of the village and the payam
- b) Position of the payams in the county
- c) Eight compass points
- d) Showing directions using 8 compass points
- e) Draw the map of New Sudan and mark the five regions
- f) Size and shape of the region
- g) Draw the map of classroom using a simple scale.
- h) Measuring distances on the map

UNIT 2 PHYSICAL ENVIRONMENT

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name and describe the main physical features in his/her payam, county and the region.
- b) name the main seasons experienced in their payam, county and the region.
- c) list the types of vegetation found in their payam, county and the region.
- d) name the elements of weather.

2.2 Content:

- a) The main physical features found within the payam, county and the region such as rivers, lakes, hills, mountains, plains, swamps, toich, valleys and plateaus.
- b) The main seasons experienced within the payam, county and th region.
- c) The main types of vegetation found within the payam, county and the region
- d) Elements of weather: rainfall, temperature, wind

UNIT 3 EARLY MAN

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe different life styles of early man.
- b) describe the tools invented and used by early man
- c) explain how early man discovered fire.
- d) state factors that influenced the development of early man settlement.

3.2 Content

- a) Way of life of early man such as;
 - Hunting
 - Gathering of food

- Fishing
- b) Invention of tools
- c) Discovery of fire
- d) Factors that influenced the development of settlement

UNIT 4 THE PEOPLE

4.1 Specific Objective

By the end of this unit, the learner should be able to:

- a) Name the different communities living in the payam, county and the region.
- b) State the origin of people in their payam, county and the region
- c) Describe the migration and settlement of the various communities found in the payam, county and the region.
- d) Identify the moral laws governing different communities in the payam, county and the region.

4.2 Content

- a) The people of the region
- b) Stories of origin of the people living in the region.
- c) Migration and settlement of communities found in the region.
- d) Moral laws governing different communities in the region.

UNIT 5 SOCIAL AND CULTURAL ACTIVITIES

5.1 Specific objectives

By the end of this unit, the learner should be able to:

- a) Name different religions of the people living in the payam, county and the region
- b) Name the main ceremonies, festivals and rituals and reasons for their practice in the payam, county and the region.
- c) Describe traditional (informal) and modern forms of education in the

- payam, county and the region.
- d) Explain the effect of modern education on the traditional way of life in the area.
- e) Describe the main traditional beliefs and practices.

5.2 Content

- a) Different religions of the people in the region
- b) Festivals and ceremonies practised by the people in the region
- c) Traditional and modern forms of education
- d) Effects of modern education on traditional way of life
- e) Traditional beliefs and practices;
 - Medicines
 - Fortune-tellers and seers
 - Rainmakers

UNIT 6 RESOURCES AND ECONOMIC ACTIVITIES

6.1 Specific objectives

By the end of this unit, the learner should be able to:

- a) describe types of forests in his/her payam, county and the region
- b) list uses of forests in his/her payam, county and the region.
- c) give reasons why it is important to protect forests.
- d) Name wild animals found in his/her payam, county and the region.
- e) Describe fishing activities in his/her payam, county and the region.
- f) Name the main food and cash crops grown in his/her payam, county and the region.
- g) Name the different industries found in his/her payam, county and the region.
- h) State problems associated with industries in his/her payam, county and

- the region.
- i) State the means of transport and communication both traditional and modern used in his/her payam, county and the region.

6.2 Content

- a) Forests in the region
 - Location of major forests
 - Uses
 - Conservation
 - Importance of protecting forests
- b) Wild animals found in the county and region and their uses.
- c) Fishing in the region
 - Fishing grounds
 - Types of fish caught
 - Fishing methods used
 - Conservation methods
 - Problems facing fishing
- d) Food and cash crops grown in the region
Animal husbandry in the region
- e) Traditional industries such as blacksmith, pottery, woodcarving, weaving and basket making.
 - Problems associated with industries
- f) Past and present modes of transport and communication.

UNIT 7 POLITICAL SYSTEM AND DEVELOPMENT

7.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the different administrative units found in his/her payam, county and the region.
- b) explain the social organization in his/her payam, county and the region.
- c) show the extent of the ancient kingdoms of Shilluk, Anuak and Zande.
- d) describe the origin of the ancient kingdoms of Shilluk, Anuak and Zande.

- e) Describe the political organization of the three kingdoms of Shilluk, Anuak and Zande.
- f) Explain reasons why these kingdoms declined.

7.2 Content

- a) Administrative units of the boma, payam, county and region
- b) Administrators in the boma, payam, county and region.
 - Headman and village elders
 - Sub – chief
 - Chief
 - Executive officers / directors
 - Commissioner
 - County secretary
 - Regional secretary
- c) Ancient kingdom
 - Shilluk kingdom
 - Origin and extent
 - Political organisation
 - Decline
- d) Zande kingdom
 - Origin and extent
 - Political organisation
 - Decline
- e) Anuak
 - Origin and extent
 - Political organisation
 - Decline
- f) Reasons for kingdoms decline

LEVEL THREE

NEW SUDAN AND HER NEIGHBOURS

UNIT 1 MAP READING:

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) show the sixteen (16) compass points.
- b) define longitudes and name the main lines of longitudes.

- c) define latitudes and name the main lines of latitudes.
- d) calculate time using longitudes
- e) define the international date line
- f) draw the map of new Sudan to show the five regions.
- g) Position and size of new Sudan using latitudes and longitudes.
- h) show on a map of new Sudan the main physical features, main towns and countries that share a common border with new Sudan.
- i) interpret the main physical features, settlement patterns, vegetation and economic activities on the map.

1.2 Content:

- a) 16 compass directions
- b) Latitude and longitude
- c) Calculation of time using longitudes
- d) International date line
- e) Draw the map of five regions of New Sudan.
- f) Show position and size of New Sudan using latitudes and longitudes
- g) Drawing the map of New Sudan showing five regions of using latitudes and longitudes
- h) Reading map of New Sudan
 - Main physical features of New Sudan such as mountains, rivers, lakes, plains, plateaus and vegetation
 - Main towns of New Sudan
 - Countries neighbouring New Sudan
- i) Map interpretation of
 - Main physical features
 - Settlement patterns
 - Vegetation
 - Economic activities

UNIT 2 PHYSICAL ENVIRONMENT

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe the physical features found in New Sudan and her neighbours
- b) explain how volcanic mountains and lakes in New Sudan were formed.
- c) describe elements of weather.
- d) describe types of rainfall and how they are formed.
- e) explain the difference between weather and climate
- f) describe factors influencing climate.
- g) describe the climatic regions of new Sudan and the neighbouring countries.
- h) name the different types of climate in new Sudan and her neighbouring countries
- i) name the main types of vegetation found in New Sudan

2.2 Content

- a) Main physical features in the New Sudan and the neighbouring countries.
- b) Formation of volcanic hills/mountains and lakes in New Sudan
- c) Elements of weather humidity and atmospheric pressure
- d) Types of rainfall and how they are formed. (i) Relief rainfall (ii) convectional rainfall
- e) Difference between climate and weather
- f) Factors influencing climate: altitudes; prevailing wind, ocean currents altitudes, latitudes and distance from a large mass of water
- g) Climatic regions of new Sudan and neighbouring countries
- h) Types of climate experienced in New Sudan and neighbouring countries.
- i) Types of vegetation in New Sudan and the neighbouring countries.

UNIT 3 EARLY MAN

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe the social organization of early man
- b) describe the religion of early communities
- c) describe the forms of government of the early communities
- d) describe the early forms of agriculture.

3.2 Content

- a) Social organization of the early people.
- b) The religion of the early communities.
- c) Forms of government of early communities
- d) The early forms of agriculture:
 - (i) Domestication of animals
 - (ii) Production of crops.

UNIT 4 THE PEOPLE

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the main language groups found in New Sudan and neighbouring countries.
- b) identify the origin, migration and settlement of the main language groups in new Sudan and her neighbours
- c) describe the distribution of the people of New Sudan.
- d) describe the population structure of New Sudan in comparison with those of selected countries.
- e) explain the problems associated with fast growing population.
- f) state factors influencing distribution of population

4.2 Content

- a) The language groups in New Sudan and the neighbouring countries;
 - i. Nilotes
 - ii. Cushites

- iii. Bantu
- iv. Semites

- b) Identification of the origin, migration and settlement of the main language groups in New Sudan and neighbouring countries.
- c) Distribution of population in New Sudan.
- d) Population of New Sudan in comparison to Egypt and Uganda
- e) Problems associated with fast growing population.
- f) Factors influencing population distribution

UNIT 5 SOCIAL AND CULTURAL ACTIVITIES

5.1 Specific objectives

By the end of this unit, the learner should be able to:

- a) Explain the formation and functions of a clan.
- b) Define age-set and age groups.
- c) Describe the different religions of the communities in New Sudan.
- d) Describe the role of the school in the society.
- e) Explain how education is organised and administered in New Sudan.
- f) State different taboos and initiation ceremonies in New Sudan and neighbouring countries.
- g) Name pastoral communities found in New Sudan and neighbouring countries.
- h) Describe the social interaction between New Sudan and neighbouring countries.

5.1 Content

- a) Clans
 - Formation and functions
 - Rules and norms
- b) Age-sets and age groups.
- c) Religions of the communities in New Sudan.
- d) Roles and responsibilities of different members of school community and the society.

- e) Organization and administration of education in New Sudan.
- f) Taboos and initiation ceremonies in New Sudan and neighbouring countries
- g) Pastoralist communities found in New Sudan and neighbouring countries.
- h) Social interaction between New Sudan and neighbouring countries.
 - Marriage
 - Trade
 - Sports and ceremonies
 - festivals

UNIT 6 RESOURCES AND ECONOMIC ACTIVITIES

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) define animal husbandry and its importance.
- b) describe crops farming in New Sudan.
- c) name different types of industries found in New Sudan.
- d) describe different methods of bee keeping.
- e) define subsistence farming in New Sudan.
- f) identify the main fishing grounds in New Sudan and neighbouring countries.

6.2 Content

- a) Animal husbandry in the region and its importance
- b) Crop farming
 - Irrigation farming
 - Irrigation schemes in New Sudan
 - Location, crops grown, benefits, problems
 - Food crops; sorghum, maize, cassava, millet
 - Cash crops; coffee, tea, cotton
 - Benefits of growing the crops
 - Problems facing the crops,
- c) Industries found in New Sudan

- Processing
- Manufacturing
- Textile industry
- Soap making
- Sugar processing
- Bicycle assembly
 - Service / industries:
 - mining transport, banking
- d) Beekeeping
 - Methods of beekeeping
- e) Subsistence farming:
 - Crops grown in New Sudan e.g. sesame, ground nuts, maize, grains, tobacco, sugar cane such as
 - Pastoral communities
 - Conditions favouring Pastoralism
 - New development in Pastoralism areas.
 - Importance of Pastoralism in New Sudan.
 - Problems facing Pastoralism
- f) Fishing in New Sudan and in neighbouring countries
 - Fishing grounds
 - Types of fish caught
 - Fishing methods used
 - Conservation methods
 - Preservation method
 - Problems associated with fishing.

UNIT 7 POLITICAL SYSTEM AND DEVELOPMENT

7.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe the origin, political organization and decline of ancient kingdoms of (i) Cush (ii) Meroe (iii) Funj and (iv) Darfur sultanate.
- b) explain the main activities of the Anglo-Egyptian rule in the Sudan (1899-1956).
 - (i) the reasons for the conquest

- (ii) political organization and
- (iii) effect of the rule in Africa.
- c) locate the ancient kingdoms in Africa of (i) Bunyoro Kitara (ii) Wanga and Axum.
- d) state the reasons for the Arabs infiltration into the Sudan.
- e) describe the major areas where the Arabs settled and their activities.
- f) describe the social and political impact of the Arabs in the Sudan.

7.2 Content:

- a) Ancient Sudan kingdoms.
 - i. **Cush**
 - Origin
 - Political organisation
 - Decline
 - ii. **Meroe**
 - Origin
 - Political organisation
 - Decline
 - iii. **Funj**
 - Origin
 - Political organisation
 - Decline
 - iv. **Darfur sultanate**
 - Origin
 - Political organisation
 - Decline
- b) Anglo Egyptian rule in Sudan (1898 – 1956)
 - Anglo – Egyptian invasion
 - Political organization
 - Effects of the rule
- c) Ancient kingdoms in Africa
 - Bunyoro Kitara kingdom
 - Wanga kingdom
 - Axum kingdom
- d) Arab infiltration into Sudan
- e) Major areas of Arab settlement and their activities.
- f) Social, cultural and political impact of Arab infiltration.

UNIT 8 REGIONAL AND INTERNATIONAL CO-OPERATION

8.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the importance of economic cooperation in the region.
- b) list the member-states of East Africa Cooperation (EAC)
- c) list the member-states of Preferential Trade Area (PTA) and the Southern Africa Development Cooperation (SADC).
- d) name the functions of PTA and SADC.
- e) list the benefits of PTA and SADC.
- f) list member-states of Inter- Governmental Authority on Development (IGAD).
- g) name the functions of IGAD.

8.2 Content

- a) Importance of regional cooperation
 - Enhancing trade
 - Providing marketing
 - Cultural exchange
- b) Member –in states of East African cooperation (EAC)
- c) Membership of PTA and SADC
- d) Functions of PTA and SADC
- e) Benefits of PTA and SADC
- f) Membership of Inter Governmental Authority on Development (IGAD).
- g) Functions of IGAD

LEVEL FOUR

NEW SUDAN, THE REST OF AFRICA AND THE WORLD

UNIT 1 MAP READING

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) draw the map of Africa and the world.
- b) locate the position of New Sudan on the map of Africa.

- c) name the other continents on the map of the world.
- d) interpret the drainage features on a map of Africa.
- e) calculate time difference using longitudes.
- f) interpret physical and communication features on a map.

1.2 Content

- a) Draw the map of Africa and the world.
- b) Position and size of New Sudan in Africa.
- c) Position and size of Africa and other continents in the world.
- d) Interpretation of drainage features on the map.
- e) Longitudes and time.
- f) Map interpretation: identifying physical features on a map.

UNIT 2 PHYSICAL ENVIRONMENT

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the physical divisions of Africa and their effects on human settlement.
- b) describe the climatic regions of Africa and their effects on human settlement.
- c) describe the rotation and revolution of the Earth and their effects.
- d) name the other heavenly bodies in the universe and how they are related.
- e) explain the effects of climate on economic activities.

2.2 Content

- a) The main physical division of Africa and their effects on human settlement.
- b) Climatic region of Africa and their effects on human settlement.
- c) Rotation and revolution of the earth.
- d) The universe and the solar system.

- e) Effect of climate on economic activities.

UNIT 3 THE PEOPLE

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) name the main language groups in Africa and show their settlement.
- b) list the factors influencing the distribution of the language groups in Africa.
- c) describe the different forms of migration
- d) state why it is necessary to keep accurate population registration records in a country.

3.1 Content

- a) The main language groups in Africa.
 - The settlement main language groups in Africa
- b) Factors influencing the distribution of the language groups in Africa.
 - Tribal hostilities
 - Pastures/water
 - diseases
- c) Forms of migration
 - Rural – rural
 - Rural - Urban
 - Urban – rural
 - Reasons for migration
 - Effects of migration
- d) Vital population statistics such as births, deaths and their importance.

UNIT 4 SOCIAL AND CULTURAL ACTIVITIES

4.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) describe the ways in which people in Africa interact socially.
- b) state the importance of festivals and ceremonies

- c) name types of marriages in New Sudan.
- d) state the advantages and disadvantages of bride price in the New Sudan
- e) explain how sports can be used to promote cooperation with other countries.
- f) explain how games and sports promote patriotism, peace in a country.

4.2 Content

- a) Social interaction between New Sudan, neighbours, Africa and the world
 - Trade
 - Sport and games
- b) Festivals and ceremonies and their importance.
- c) Types of Marriages in New Sudan
- d) Advantages and disadvantages of bride price in the New Sudan
- e) Competition and tournaments
- f) Promotion of patriotism and peace through games and sports

UNIT 5 RESOURCES ECONOMIC ACTIVITIES

5.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify natural resources available in New Sudan.
- b) explain the bi-products of these resources.
- c) explain economic activities that can be carried out using the resources identified.
- d) name the economic activities for each of the resource.
- e) describe methods of conserving the resources.

5.2 Content

- a) Resources;
 - Land; forests, rivers, minerals, animals and people
 - Farming, coffee, simsim, cassava, millet

- b) Bi - products of resources; crops fish, milk, oil and minerals
- c) Economic activities of resources; farming, forestry, mining and tourism.
- d) Economic activities;
 - **Rivers:** fishing, irrigation, transportation, power generation
 - **Minerals:** gold, oil, uranium, mercury, cement, sand.
 - **Animals:** wild life, hides and skins, horns and hooves, beef, milk, butter,
 - **People:** labour, skills.
- e) Conservation of resources; crop rotation, afforestation and dams.

UNIT 6 CITIZENSHIP:

6.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain how one becomes a citizen
- b) state the duties of a citizen
- c) state the importance of good citizenship
- d) explain the national philosophy.
- e) describe the factors promoting the national philosophy.
- f) describe the responsibility of a nation towards the citizens (protection, services, security).

6.2 Contents

- a) How one becomes a citizen
 - By birth
 - By naturalisation
 - By registration
- b) Duties of a citizen
 - Loyalty
 - Justice
 - Patriotism
 - Obedience
 - Honesty
- c) Importance of good citizenship
- d) The national philosophies of New Sudan.
- e) Factors promoting national philosophies

- f) Responsibility of a nation towards citizen (protection, services and security).

UNIT 7 POLITICAL SYSTEM AND GOVERNMENT

7.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Describe slave trade and slavery and their effects on the people of New Sudan.
- b) List the reasons of European, missionaries and traders coming into Africa and their effects on the people of Africa.
- c) Describe Sudan during Turko-Egyptian rule, Mahdist rule and Anglo-Egyptian rule.
- d) Describe the liberation struggle in Sudan.
- e) Describe liberation struggle in African – Eritrea.
- f) Describe struggle for independence in some African countries
- g) Explain contribution made by specific people in liberation struggle in New Sudan and some African Countries.
- h) Describe the administrative structure in New Sudan.

7.2 Content

- a). Slave trade and slavery, and their effects on people of New Sudan.
- b). Coming of Europeans and their effects on the people of Africa
 - Missionaries
 - Traders
- c). Sudan during the colonial rule:
 - Turko - Egyptian rule (1884 -1885)
 - The Anglo-Egyptian (1899-1956)
 - Mahadist rule (1885 -1899)
- d). Liberation struggle in Sudan
 - (1947-1955) Struggle for independence
 - (1955-1972). Anya-nya I
 - (1972-to date) Regional government Anya-nya II and SPLA

- e) Liberation struggle in Africa –Eritrea
- f) Struggle for independence in some Africa countries
 - Sudan, Kenya, Mozambique
- g) Important personalities in Sudan liberation struggle
 - Both Dju, Aggrey Jaden, William Deng, and Ali Abdallalifi.

Africa

- Jomo Kenyatta, Nelson Mandela, Julius Nyerere, Kwame Nkrumah, Haile Selassie, Robert Mugambe, Sekou Toure.
- h). Administrative structure in New Sudan.

Functions and responsibilities

- Headman
- Chief
- Sub-chief
- Boma –Administrator
- Payam administrator
- Regional secretary
- County secretary
- Head of state

UNIT 8 REGIONAL AND INTERNATIONAL COOPERATION

8.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) Explain the formation and membership of the African Union (AU)
- b) List functions of AU.
- c) Name the committees of AU.
- d) List the problems facing AU and its achievements
- e) Explain the formation of the United Nations Organization (UNO)
- f) Describe the structure of UNO.
- g) Name the UNO agencies
- h) List achievements and state problems facing UNO

8.2 Content

- a) The formation and membership of AU.
- b) Functions of AU

Accelerated Learning Program

- c) Committees of AU
- d) Problems facing AU and its achievements
- e) Formation of UNO
- f) Structure of UNO
- g) Agencies- membership of UNO
- h) Achievements and problems facing UNO**

Christian Religious Education

INTRODUCTION

Christian Religious Education aims at providing the learner with an opportunity to acquire knowledge, skills and attitudes that will enable her/him to live morally, ethically and spiritually in accordance with the teachings of the Christian faith.

The teaching of Christian religious education will develop in the learner, attitudes of equality among all the peoples irrespective of their ethnic groups, race, gender or creed. It teaches about Jesus Christ and gives the learner an awareness and knowledge of God's love as He reveals Himself through creation, human experience, the bible, the support of Christian Community, and through the manifestation of the gifts of the Holy Spirit, living with him/her in a changing society.

GENERAL OBJECTIVES

By the end of this Course, the learner should be able to:

1. live in peace with oneself and with others in the family, the society and the world community.
2. appreciate his/her environment as God given and accept his/her responsibility to respect conserve and develop it for him/herself and others.
3. understand and appreciate the Bible as the true word of God with special reference to the life, death and resurrection of Jesus Christ.
4. have an awareness of respect for the religious beliefs and ethical values of others.
5. be aware of the history of Christianity in Africa with special reference to the New Sudan.

6. respond to this knowledge with faith in Jesus Christ and to be a witness of his life and teaching by showing repentance, playfulness, hope, love and service to others.
7. be aware of the gifts given to him/her by the Holy Spirit and to use them for personal growth for the good of others and society.
8. come to a vivid awareness and knowledge of God.

LEVEL I

UNIT 1 GOD'S GIFT TO ME

1.1. My life

1.1.1. Specific Objectives

By the end of this sub- unit the learner should be able to:

- a) Recognize life as a gift from God
- b) Thank God for giving body and life

1.1.2. Content:

- a) Life is a gift from God
- b) Thank God for the gift of life and body.

1.2. My family

1.2.1 Specific Objectives

By the end of this sub-unit the learner should be able to:

- a) Name the family members
- b) Tell different ways in which parents help their children to grow
- c) Recognize the role of children in the family

1.2.2. Content

- a) Naming the members of the family
- b) Ways in which parents help children grow
- c) The role of children in the family.
(Scripture reference Eph: 6:1-4)

1.3. People around Me

1.3.1. Specific Objectives

By the end of this sub-unit the learner should be able to explain the activities performed by members of the family at home, school, and church communities.

1.3.2. Content

- a) My family members
 - My school community
 - Teachers
 - Schoolmates
 - friends
 - My church community

1.4 My Relatives

1.4.1 Specific objectives

By the end of this subunit the learner should be able to;

- a) name his/her close relatives
- b) tell ways which close relative help him/her
- c) perform deeds which show respect and love for his/her relatives

1.4.2 Content

- a) Naming close relatives
 - grandparents
 - aunts
 - uncles
 - cousins
- b) telling ways in which close relatives help him/her
- c) performing deeds which show respect and love for close relatives (*Scripture ref: Ruth 1:1-2*).

UNIT 2 CREATION

2.1 God's Creation

2.1.1. Specific Objectives:

By the end of this sub-unit, the learner should be able to:

- a) tell the origin of heaven and earth
- b) describe orders in which God created the heaven and earth
- c) Describe importance of things created by God for human beings

- d) Thank God for creating heaven and earth
- e) Care for God's creation

2.1.2 Content

- a) The origin of heaven and earth
- b) The order in which God created heaven and earth
- c) The importance of things created by God for human beings
 - Cloud and winds
 - Sun, moon and stars
 - Plants, water and animals
 - Stones and minerals
- d) Thanking God for creating heaven and earth
- e) Caring for God's creation by
 - Conserving God's creation, protecting the soil
 - Taking care of trees
 - Taking care of animals(*Ref: Gen: 2:15*)

UNIT 3 JESUS CHRIST

3.1. The Birth of Jesus Christ

3.1.1. Specific objectives

By the end of this sub-unit, the learner should be able to:

- a) recall the story of the birth of Jesus Christ
- b) thank God for sending Jesus Christ to us.

3.1.2 Content

- a) Recalling the story of the birth of Jesus.
 - b) Thanking God for sending Jesus to us.
- (
- Ref: Matthew: 1: 18 -24, Lk: 1: 26 -38; 2:1 - 7*
-)

3.2. A Moment of Rejoicing

3.2.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Tell the message of the angels to the shepherds

3.2.2. Content

- a) The message of the Angels to the Shepherds
(*Ref. Lk: 2: 1-20*)

3.3. The Visit of the Wise Men

3.3.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) describe the reasons of the wise men's visits
- b) describe the importance of offering gifts to God
- c) recognize the importance of Christian's celebration in their Christian life.

3.3.2. Content

- a) Reason's of the Magi's visit
- b) Offering gifts to God like the wise men
- c) The importance of Christmas
(*Ref. Math: 2: 1-2*)

3.4. Jesus Christ Grows Up

3.4.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Recall Jesus' obedience to God and his parents.
- b) Recall the work of Jesus
- c) Recognize Jesus' work as the work God

3.4.2. Content

- a) Jesus' obedience to God and his parents
- b) Recalling the work of Jesus
- c) Jesus doing the work of God.
(*Ref: Lk: 2: 40-52*)

3.5 Jesus Christ chooses his Apostles

3.5.1 Specific Objective

By the end of this subunit the learner should be able to;

- a) name the 12 Apostles
- b) tell about the work of the apostles

3.5.2 Content

- a) The 12 Apostles
- b) The work of the apostles

3.6 The Baptism of Jesus Christ

3.6.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) recognize that John baptised people in the River Jordan
- b) recognize that Jesus was baptised by John the Baptist in river Jordan

3.6.2. Content

- a) John baptised people in the river Jordan
- b) Jesus was baptised by John the Baptist in river Jordan
(*Ref: Mtt: 3: 13-16; luke 3:21-22*)

3.7. The Preaching Of Jesus Christ

3.7.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

Tell the preaching of Jesus Christ which are known as the beatitudes

3.7.2. Content

The teaching of Jesus Christ about

- The poor
- The hungry
- The outcast
- Our enemies

(*Ref: Lk: 6: 20-30, Mt: 5*)

3.8. Miracles of Jesus Christ

3.8.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Relate some of the miracles of Jesus Christ
- b) Tell how Jesus healed the leper
- c) Recognize that Jesus is merciful

3.8.2. Content

- a) Jesus turns water into wine
- b) Jesus heals the leper

- c) Jesus heals a blind man
(Ref. Mrk: 8: 22-25, Mt: 8:3, Lk: 5: 12-14)

UNIT 4 THE HOLY BIBLE

4.1. God's Holy Book

4.1.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Recognize the Bible as a holy book.
- b) Handle the Bible with respect

4.1.2. Content

- a) The Bible as a holy Book
- b) Handling the Bible with respect

(Ref. 2Tim: 3: 16)

4.2. God's Message

4.2.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Recognise the holy Bible as God's written message to us.
- b) Obey what the Bible teaches.
- c) Practise love for God

4.2.2. Content

- a) The Holy Bible as God's written message to us.
- b) Obedience to what the Bible teaches
(Ref. 1Sam: 3-4)
- c) Practising love for God
 - Prayer
 - Good deeds.

4.3. Following Jesus Christ

4.3.1. Specific Objectives

By the end of this sub-unit, the learners should be able to name the first followers of Jesus Christ.

4.3.2. Content

- a) The first followers of Jesus Christ
 - Andrew
 - Simon
 - Phillip

- Nathaniel (*John 1:35-50; Mtt 2:18-22*).

4.4. The Ten Lepers

4.4.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Tell the story of the ten lepers
- b) Tell the lesson learnt from the story of the ten lepers
- c) Recognize Gods' love for his people.

4.4.2. Content

- a) The history of the ten lepers
- b) The lesson learned from the history of the ten lepers
- c) God's love for his people.
(Ref: Lk: 17: 11-17)

4.5. The Healing of a Man at The Pool and the Healing of King Hezekiah

4.5.1. Specific Objectives

By the end of this sub-unit, the learners should be able to:

- a) Describe how Jesus healed the man at the pool.
- b) Describe how God healed King Hezekiah
- c) Recognize Gods' love for all

4.5.2. Content

- a) Healing of the man at the pool
- b) Healing of king Hezekiah
- c) Recognition of God's love

(Ref: Jn: 5:1-5, 2Kgs: 20:1-6)

UNIT 5 THE CHURCH

5.1 God's Family

5.1.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Tell the ways of how he/she worships God with others

- b) Recognise the importance of praying with others

5.2.1. Content

- a) Telling ways in which we worship with others.
- Singing
 - Dancing
 - Offerings
 - Praying (Thanksgiving)
- b) The importance of worshipping God with others
- Unity
 - Learning
 - Sharing
 - Spiritual growth

(Ref. 1Sam: 1:21-28; Luke 2:41-42).

5.2. Jesus Our Brother

5.2.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) recognise Jesus as Gods greatest gift to us
b) thank God for sending his son to us

5.2.2 Content

- a) God's greatest gift to us
b) God send his son to the world
(Ref: Jn: 3 16)

5.3. Concern and Sharing

5.3.1. Specific Objectives

By the end of this sub-unit, the learners should be able to tell ways in which he/she has shown concern for others and sharing with them.

5.3.2. Content

Concern and sharing with others

- Words
- Happiness
- Things

(Ref: Acts 2:47)

5.4. Participating positively in the community

5.4.1 Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) identify different types of community work
b) tell occasions when she/he participated in community work.

5.4.2. Content

- a) types of community work.
b) occasions in which the learner participated in community work such as:
- collecting firewood at home and during funeral
 - participating in family activities
 - cleaning the school and church compound
 - cleaning the environment (*acts 6:2-3*).

5.5 Thanks Giving

5.5.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Tell the meaning of thanksgiving
b) Tell the purpose of thanksgiving
c) Tell when to give thanks

5.5.2. Content

- a) Meaning of thanksgiving
b) Purpose of giving thanks
c) Different types of thanks giving
- Meal
 - Harvest
 - Birth
 - After sickness

(Ref: Ps: 92: 1-5)

UNIT 6 DISCIPLESHIP

6.1 Friendship with God

6.1.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Mention some way in which she/he can be a friend of God.

6.1.2. Content

How to become a friend of God

- Obeying God
- Praying to God
- Faith in God

(1Jn: 5: 1-5)

6.2. Friendship With Others

6.2.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Name people who are his/her greatest friends
- b) Identify some qualities of a good friend

6.2.2. Content

- a) My closest friends
- b) Qualities of a good friend

(Jn 11:5,32-36; 19:26-27; Jn 13:23, 21:7, 20).

6.3 Concern and Sharing

6.3.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Identify underprivileged
- b) Tell practical ways in which he/she has shown concern for the underprivileged.

6.3.2. Content

- a) Identifying the under privileged
- b) Telling practical ways of showing concern for under privileged such as:
 - The orphaned
 - The aged
 - Displaced children
 - Sick
 - Poor
 - Hungry

(Ref: Math: 25: 35-40)

UNIT 7: THE HOLY SPIRIT

7.1 The Comforter

7.1.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Tell about the coming of the Holy Spirit
- b) Tell the importance of the Holy Spirit in our lives

7.1.2. Content

- a) The coming of the Holy Spirit
- b) The importance of the Holy Spirit in our lives

(Ref: Acts 2: 4, Jn: 14: 16-17)

7.2. The Teacher

7.2.1. Specific Objectives

By the end of this sub-unit, the learners should be able to

- a) Recognise the holy Spirit as a teacher

7.2.2. Content

The Holy Spirit as a teacher in our daily life (*John 14:16-17*)

7.3. Peace in the Community

7.3.1 Specific Objectives

By the end of this sub-unit, the learners should be able to

Practice acts of peace in the community through the help of the Holy Spirit.

7.3.2. Content

Practicing acts of peace in the community through the help of the Holy Spirit (*Rom: 12:18*)

7.4. Forgiveness

7.4.1. Specific Objectives

By the end of this sub-unit, the learners should be able to practice acts of forgiveness to others

7.4.2. Content

Practicing acts of forgiveness to others
(LK: 15: 1-22)

7.5. Love

7.5.1. Specific Objectives

By the end of this sub-unit, the learners should be able to practice acts of love for others in our community

7.5.2. Content

Practicing acts of love for others in our community
(1 Jn: 3: 11-15)

LEVEL TWO

UNIT 1 GOD'S GIFT TO ME

1.1 Traditions

1.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to tell ways in which people worship God in their local communities.

1.1.2. Content

Ways of worshipping God in the local community such as

- Prayer
- Sacrifice
- Singing and dancing

1.2. Customs Practised In the Community

1.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to describe customs practised in the community.

1.2.2. Content

Customs practiced in the local community

- Marriage
- Initiation
- Child naming
- Funeral

- Offering gifts

1.3 Traditional and Christian Practices

1.3.1. Specific Objectives

By the end of this subunit, the learner should be able to

- a) Identify traditional practices associated with Christian faith.

1.3.2. Content

- a) Traditional practices associated with Christian faith
 - Worship
 - Sacrifice
 - Raising hands during prayer period.
 - Offering gifts

1.4. Cultural Values

1.4.1. Specific Objectives

By the end of this subunit, the learner should be able to recognise the importance of the cultural values

1.4.2. Content

Cultural values in the community

- Language and identity
- Respect for parents
- Obedience
- Sharing things with others
- Giving things to others (*2 Corinth. 5:19*).

1.5 Jesus Power over Creation

1.5.1 Specific objectives

By the end of this subunit the learner should be able to;

- a) recognize that Jesus was and is a gift to mankind
- b) state incidents where Jesus reveals His power over creation.

1.5.2. Content

- a) Recognizing Jesus Christ as a gift from God.

b) Power of Jesus Christ over creation such as:

- power over things
 - changed water to wine (*John 2:1-11*)
 - Calmed the storm (*Mk 5:35-41*).
- Power over sickness
 - Cured mother in law of Peter (*Mt 8:14*)
 - Cured blind man of Jericho (*Mk 10:40-52*).
- Power over death
 - Raised the daughter of Jairus
 - Raised Lazarus (*John 11:17-44*).
- Power over evil
 - Made dumb man speak (*Mk 7:31-37; Lk 11:14*)
 - Cast out demons from Mary Magdalene (*Mk 16:17*).

UNIT 2 CREATION

2.1 God Takes Care Of His Creation

2.1.1 Specific Objectives

By the end of this sub-unit, the learner should be able to

- a) State how God cares for his creation

2.1.2. Content

- a) God cares for his creation by providing
 - Rain and food
 - Light (sun, moon and stars)

2.2 Use of Gods Creation

2.2.1 Specific Objectives

By the end of this subunit, the learner should be able to state the usefulness of Gods creation.

2.2.2. Content

Usefulness of God's creation.

- Uses of water
- Uses of plants and animals
- Uses of stones
- Uses of soil
- The benefits of Bi-products from God's creation

(*Ref: Isaiah: 42: 5-7, Ex: 29: 7*)

UNIT 3 JESUS CHRIST

3.1 Jesus Cares For Others

3.1.1. Specific Objectives

By the end of this unit, the learner should be able to

- a) State physical needs of a person.
- b) Provide services to mankind
- c) Recognise that God rewards people who do good to others.

3.1.2. Content

- a) Basic needs
- b) Basic services to mankind
 - Clothing the naked
 - Feeding the hungry
 - Visiting and helping the sick
 - Giving water to the thirsty
 - Sheltering the homeless
- c) God rewards those who do good things to others.

(*Ref: Mathew 25:31 – 46*)

3.2 The Parables Of Jesus Christ

3.2.1. Specific objectives

By the end of this sub-unit, the learner should be able to

- a) Tell all the parables of Jesus Christ.
- b) Recognise the lesson learnt from the parables.

3.2.2. Content

- a) Parables which Jesus told his followers
 - Parable of friend at night
 - Parable of the prodigal son
 - Parable of the good Samaritan
- b) Lesson learnt from the parable
 - Need for constant prayer
 - Love for God
 - Need for helping others

UNIT 4 THE HOLY BIBLE

4.1 God Has Spoken In The Bible Through Patriarchs And Prophets

4.1.1. Specific Objectives

By the end of this subunit, the learner should be able to

- identify the names of prophets and patriarchs
- tell activities of the prophets in response to God's messages.
- recognise that the message of God still reaches us through the prophets of the Old Testament.

4.1.2. Content

- Names of some prophets in the old testament
 - Patriarchs
 - Abraham
 - Jacob
 - Moses
 - Prophets
 - Jeremiah
 - Isaiah
 - Daniel
- Acts of the prophets in response to God's message
- God speaks to us today through His Word.
(Ref: Hebrews 1: 1-2)

4.2 Obeying Those In Authority

4.2.1 Specific Objectives

By the end of this subunit, the learner should be able to name ways of obeying those in authority at home, school, church, and government offices

4.2.2. Content

Obeying those in authority

- At home (father, mother and elders)
- At school (teachers and prefects)
- In the government (president, ministers, regional administration etc)

- In the church (bishops, pastors, priests and all the church leaders both men and women)

UNIT 5: THE CHURCH

5.1 Worship and Prayer

5.1.1. Specific Objectives

By the end of this sub-unit, the learner should be able to

- Tell the various places of worship and prayer.
- Describe types of worship and prayer for different occasions

5.1.2. Content

- Places for worship
 - Home
 - Church
 - School
 - Community centres
 - Praying for various purposes (*ref: mark 11:24*)
 - Praying in various ways
 - Silent prayer
 - Vocal prayer
- Types of prayer
 - Prayer of praise
 - Prayer of petition
 - Prayer of intercession
 - Prayer of thanks giving
 - The lords prayer

5.2. The Early Church

5.2.1. Specific Objectives

By the end of this subunit, the learner should be able to

- describe the life of the Christian in the early church
- Identify the powers given to the apostles during the Pentecost.
- recognize the power of the Holy Spirit in the life of Saint Paul.

5.2.2. Content

- The Christians in the early church
 - Pray together
 - Live together
 - Share/their belongings
- The power given to the Apostles during Pentecost.

- Power to work miracles
 - Power to speak in other tongues
 - Power to be courageous
- c) life of Saint Paul
- Paul's origin
 - Paul persecuted the church
 - Paul converted
 - Paul preached the gospel (ref: Acts 7:59- 8, Acts 9: 1-31)

UNIT 6 DISCIPLESHIP

6.1 Fair Dealing and Maintenance of Peace

6.1.1. Specific Objectives

By the end of this unit, the learner will be able to:

- a) practice acts of good manners
- b) practice ideas which promote peace

6.1.2. Content

- a) Practising acts of good manners in the community. (Ref: Micah 6:8)
- b) Practising ideas which promote peace in the community (Acts 4: 34-35)(psalm 32:8)

UNIT 7 THE HOLY SPIRIT

7.1 Pentecost Day

7.1.1. Specific Objectives

By the end of this subunit, the learner should be able to:

- a) tell the events that took place on Pentecost day.
- b) recognize the power of God in Peter's preaching on the day of Pentecost

7.1.2. Content

- a) What happened on the Pentecost day
 - The apostles received the Holy Spirit in terms of tongues of fire.
 - They were all filled with the Holy Spirit
 - Preaching of peter
 - He preached courageously

- b) People heard him in their different tongues
- b) The work of the Holy Spirit in the apostles
 - They respond to the call of God
 - They became committed Christians
 - Preaching the gospel everywhere without fear (ref: Acts 2: 4 - 16)

7.2. Life story of Daniel and Saint Stephen

7.2.1. Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) tell the story of Daniel in the den of lions.
- b) tell the story of St. Stephen.

7.2.2. Content

- a) Story about Daniel
 - Origin of Daniel
 - His friendship with God
 - Daniel is thrown in the pit of Lions
 - The Holy Spirit strengthened him to pray and forgive those who punished him.
- b) Story about St. Stephen
 - His origin
 - His faith in Christ
 - Stephen is stoned to death for his faith
 - The Holy Spirit gives him power to pray for the people who stoned him and forgives them.

(Ref: Daniel 6:1-18, Acts 2:4-16;)

LEVEL THREE

UNIT 1 GOD'S GIFT TO ME

1.1. Physical Changes in a Person and Christian Growth

1.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) describe the physical changes, which occur in human beings.
- b) recognize growth as a gift from God

1.1.2. Content

- a) Physical changes which occur in human being
- b) Growth as a gift from God.

1.2. Physical Mental and Emotional Changes in Human being

1.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) Recognize the ability to think, reason, use common sense and love
- b) Recognise the ability to use common sense and love.

1.2.2. Content

- a) Ability to think and reason
- b) Ability to use common sense and love

1.3. Christian Growth

1.3.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state the qualities of Christian growth
- b) mention the gifts of the Holy Spirit
- c) thank God for the gift of responsibility growth and protection to mankind.

1.3.2. Content

- a) Qualities of Christian growth
- b) Gift of the Holy Spirit
(Gal: 5:22) PS 139:14
 - Love
 - Joy
 - Peace
 - Patience
 - Kindness
 - Goodness
 - Faithfulness

- c) Thanking God for the gift of responsibility, growth and protection to mankind

1.4. Conservation of Environment

1.4.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) describe the use of the environment
- b) mention the use of trees, animals and water.
- c) describe how soil retain nutrients
- d) describe the construction of roads
- e) recognise the environment as a gift from God
- f) describe how to avoid soil erosion
- g) thank God for the gift of environment to mankind.

1.4.2. Content

- a) Describing the use of the environment
- b) Proper use of trees, animals and water.
- c) Retaining soil nutrients
- d) Construction of roads
- e) Treat the environment as a gift from God.
- f) Avoiding Soil erosion
- g) Thanking God for the gift of the environment to mankind.

UNIT 2 CREATION

2.1 God's Creative Power

2.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) recognise God's power of creation
- b) state the uniqueness of various God's creation

2.1.2. Content

- a) God's power in creation
- b) Uniqueness of various God's creation in;
 - Light from the sun and the stars
 - Non-living things
 - Life in living things

2.2. Uniqueness of a Person

2.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) recognize uniqueness of each individual as a gift from God
- b) thank God for creating us in his Image

2.2.2. Content

- a) Recognizing each individual's uniqueness as a gift from God.

(Ref. Gen: 1:26-31)

- God created mankind in his own image
 - Respecting each others uniqueness (child rights, human rights, gender equity)
- b) Thanking God for creating us in his image

UNIT 3: JESUS CHRIST

3.1 The Last Super

3.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to describe the preparation of the last supper

3.1.2. Content

description of the last supper

- Preparation of the last supper (blessing)
- Passover (Ex: 12:21-27, Lk: 22:14-22)

3.2. The Death and Resurrection of Jesus Christ

3.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) tell the story about the death and resurrection of Jesus Christ.
- b) tell the importance of the death and resurrection of Jesus Christ.
- c) recognize the importance of Easter celebration and Good Friday.

3.2.2. Content

- a) Telling the story about the death and resurrection of Jesus Christ.
(Mrk: 16, Mt: 28:1-10, Lk: 24:1-12, Jn: 20:1-10)
- b) The importance of resurrection of Jesus Christ
- c) The Importance of Easter celebration
 - Good Friday
 - Easter Sunday(Mrk: 16, Jn: 16:19-20)

3.3. The Holy Communion as a Sign of Unity among Christians

3.3.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) mention the elements used during the Holy Communion
- b) recognize the Holy Communion as a sign of unity among Christians.

3.3.2. Content

- a) Elements used during Holy Communion
 - Bread, (in remembrance of the body of Jesus Christ)
 - Wine, (In remembrance of the blood of Jesus Christ which was shed)
- b) The holy communion as a sign of unity, among Christians.
(Acts: 5:32-36, 1 Cor; 10:17)

UNIT 4: THE HOLY BIBLE

4.1 Introduction to the Holy Bible

4.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) name the two main sections of the Holy Bible
- b) list the books of the Old and the New Testaments
- c) name the authors of the Bible

4.1.2. Content

- a) The two main sections of the Bible
- b) The books of New and Old testaments
- c) The human authors of the Bible

4.2. The Commandments

4.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state the ten commandments
- b) list the two great commandments

4.2.2. Content

- a) The ten commandments
- b) The two great commandments
(Math: 22:37-38) (Ex 20: 1 – 17)

UNIT 5 THE CHURCH

5.1. Meaning of the Church

5.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state the meaning of the church
- b) define the term communion of saints
- c) recite the apostles creed

5.1.2. Content

- a) The church as a body of believers
- b) Definitions of the term communion of saints according to Christian
- c) Reciting the Apostles creed

5.2. Christian Denominations In New Sudan

5.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) list various Christians denominations found in the New Sudan
- b) describe the history of a given denomination in New Sudan
- c) state the importance of Christian unity in the New Sudan

5.2.2. Content

- a) Various Christian denominations in the New Sudan
- b) History of the denominations in New Sudan
- c) Importance of Christian unity (Ecumenism) in New Sudan

UNIT 6 DISCIPLESHIP

6.1 Good Relationships

6.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state ways of promoting good relationship
- b) mention the obstacles to good relationship with others

6.1.2. Content

- a) Ways of promoting good relationship
- b) Obstacles to good relationship with others
 - Prejudice
 - Selfishness
 - Lack of trust
 - Jealousy
 - Injustice
 - Gossip
 - Unfaithfulness between partners leads to HIV/AIDS

6.2. Christian Witnesses

6.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) define the meaning of Christian witness
- b) give examples of respect to work as instructed by God
- c) pray to God for guidance in choosing a career

6.2.2. Content

- a) The meaning of Christian witnesses
- b) Respect to work as instructed by God. (Gen: 3:23)
- c) Prayer in choosing career

UNIT 7. THE HOLY SPIRIT

7.1 Fruits and Gifts of the Holy Spirit

7.1.1. Specific Objectives

By the end of this unit the learner should be able to

- a) state the role of the Holy Spirit
- b) name the gifts of the holy Spirit
- c) list the fruits of the Holy Spirit
- d) mention the uses of various gifts and fruits of the Holy Spirit.

7.1.2. Content

- a) The role of the Holy Spirit
 - Helper
 - Counselor
 - Teacher
- b) The gifts of the Holy Spirit
- c) The fruits of the Holy Spirit such as:
 - Wisdom
 - Interpretation
 - Preaching
 - Knowledge
 - miracles
 - Joy
 - Love
 - Peace
 - Patience
 - Kindness
 - Goodness
 - Faithfulness
 - Humility
 - Self-control

(Ref: Gal: 5:22-23)
- d) Uses of various gifts and fruits of the Holy Spirit

LEVEL FOUR

UNIT 1 GOD'S GIFT TO ME

1.1 Biblical Story about Creation

1.1.1. Specific Objectives

By the end of this sub- unit, the learner should be able to:

- a) tell Biblical perspective about creation.
- b) recognize God's creation as a gift to mankind.
- c) differentiate the story of creation in science and CRE.

1.1.2. Content

- a) Biblical perspective about creation.
- b) God's creation as a gift to mankind
- c) Comparison of creation in science and CRE (*Gen 1-2:4, Gen 2:5 – 25, Psalms 139:14*)

1.2. Qualities of Mankind

1.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) name good qualities give by God to mankind.
- b) explain the use of good qualities from God.
- c) state the importance of good qualities from God for our own good and the good of others.
- d) recall good qualities as a gift from God.
- e) thank God for giving mankind good qualities

1.2.2. Content.

- a) Naming good qualities given to mankind by God.
- b) Use of good qualities from God.
- c) Importance of good qualities from God for our own good and the good of others.
- d) Recall good qualities of human beings as a gift from God.
 - Singing.
 - Drawing.
 - Dancing.
- e) Thanking God for giving mankind good qualities.

(Ref: 1 Corinthians 12:4-7)

UNIT 2 CREATION

2.1. Traditional Stories about Creation in Sudanese Communities.

2.1.1. Specific Objectives

By the end of this sub- unit, the learner should be able to:

- a) state the different stories of creation in Sudanese communities.
- b) state some ways God gave humans to learn about themselves.
- c) recognize the richness of the African story of creation.

2.1.2. Content

- a) Different stories of creation in Sudanese communities.
- b) The purposes of different traditional stories about creation.
- c) The richness of the African stories about creation.

2.2. Usefulness of God's Creation to Man

2.2.1. Specific Objectives

By the end of this sub-unit, the learner should be able to:

- a) explain God's continuous creation through mankind.
- b) state some ways God gave human beings to learn about themselves.
- c) thank God for giving mankind knowledge to develop God's creation.

2.2.2. Content.

- a) God's creation through mankind such as:
 - Towns and cities.
 - Mining minerals.
 - Writing books.
 - Technology know-how.
 - Planes and vehicles.
- b) God gave human beings some ways to learn about themselves

Example:

Man's creation through History, medicine, surgery and psychology.

- c) Thanking God for mankind's knowledge to develop God's creation.

(Ref: Gen: 1:25 – 28)

UNIT 3 JESUS CHRIST

3.1 The Sermon on the Mount

3.1.1. Specific Objectives

By the end of this sub- unit, the learner should be able to:

- a) state the practical deeds that portray moral values in Christian life.
- b) recognize the importance of practicing the Christian values of peace and contentment

3.1.2. Content.

- a) Practice deeds that portray moral values in Christian life.
- b) Practice the Christian values of peace and contentment.

(Ref: Mathew 5:)

3.2 The Suffering of Jesus Christ.

3.2.1 Specific Objectives

By the end of this sub- unit, the learner will be able to:

- a) describe the suffering of Jesus Christ on the cross.
- b) state the purpose of Jesus suffering on the cross.
- c) recognize the importance suffering for the truth as a Christian.

3.2.2. Content:

- a) The suffering of Jesus Christ on the cross.
- b) The purpose of Jesus suffering on the cross.
- c) The importance of suffering for the truth as a Christian.

(Ref: Mathew 27: 20-30)

UNIT 4 THE HOLY BIBLE

4.1 Moral Value in the Christian life

4.1.1. Specific Objectives

By the end of this sub- unit, the learner will be able to:

- a) practice the deeds that portray moral values in the Christian life.

- b) practice Christian values of peace and contentment.

4.1.2. Content.

- a) Deeds that portray moral values in the Christian life. Such as:
 - Mercifulness
 - Forgiveness.
 - Trustworthiness
 - Honesty.
 - Love.
 - Contentment
 (Ref: Galatians 5: 22-23)
 Mt 6:1 -4; 25 – 31.
- b) practicing Christian values of peace and contentment.

4.2. Christian And African Traditional Practices.

4.2.1. Specific Objectives

By the end of this sub - unit, the learner will be able to:

- a) identify the similarities of Christian and traditional African practices.
- b) state the difference between Christian and African traditional practices.

4.2.2. Content.

- a) The similarities of Christian and traditional African practices. Such as:
 - Marriage
 - Death
 - Sacrifice.
 - Circumcision.
 - Celebration.
 - Commandments.
 - Thanksgiving.
- b) The difference between Christian and African traditional practices. (*1 Thessa 4:14 – 17*)

UNIT 5 THE CHURCH

5.1. The Happy Family Life

5.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) outline the qualities of a happy family life
- b) list some practices which destroy friendship, marriages and family life

5.1.2. Content

- a) Qualities of a happy family life (Acts: 16:34)
- b) Practises which destroy friendship, marriages and family life

5.2. The Church And Social Welfare

5.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to state the contribution made by the Christian church towards social welfare.

5.2.2. Content

The social welfare service offered by the church

- Care for
 - Orphans
 - Refugees
 - Aged
 - Poor
 - Disabled
 - Relief service
 - Education and development
 - Health care programme
- (Acts 6:1-4; 11:29)

UNIT 6 DISCIPLESHIP

6.1. Demands Expected From the Followers of Jesus Christ

6.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) define the meaning of discipleship
- b) state the Biblical demands from the followers of Jesus Christ

6.1.2. Content

- a) The meaning of discipleship
- b) Biblical demands from the followers of Jesus Christ (*Mt 5:1 – 44*).

6.2. Qualities of a Disciple

6.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state the good example of Christian living from day today experience
- b) state the qualities of a disciple
- c) respond to the call of Jesus as his disciple

Content

- a) Qualities of a disciple
- b) Good example of Christian living from day to day life experience
- c) Responding to the call of Jesus as his/her disciple at:
 - Home
 - School
 - In the community

UNIT 7 THE HOLY SPIRIT

7.1 The Power of the Holy Spirit

7.1.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) explain the role played by the Holy Spirit in the life of a Christian
- b) recognize the need to live by the power of the Holy Spirit

7.1.2. Content

- a) The role of the Holy Spirit in the life of a Christian
- b) Living by the power of the Holy Spirit

7.2. Necessary Spiritual Values for Maintenance of Peace

7.2.1. Specific Objectives

By the end of this sub-unit the learner should be able to

- a) state how spiritual values help human beings maintain peace in the society
- b) practice acts which portray human being living by the power of the Holy spirit

7.2.2. Content

- a) Spiritual values which help human beings maintain peace in the society
- b) The acts, which portray human beings living by the power of the Holy Spirit (*Ref Acts 1:8*).

BUSINESS EDUCATION

INTRODUCTION

This subject which starts in level three of the programme is intended to create in the learner an awareness of the commercial activities in the business world and to stimulate interest in Businesses Education. The subject is designed to equip the learner with basic business skills, knowledge and attitudes which will enable him/her to wisely and actively participate in business and other economic activities in the learner's daily life, community and the country.

GENERAL OBJECTIVES

By the end of course, the learners should be able to:

1. Appreciate the importance of Business Education;
2. Make effective and efficient use of money and other business resources;
3. Acquire knowledge, skills and attitudes necessary for self-reliance and gainful employment;
4. Participate in the national development and contribute to the welfare of the community;
5. Develop positive attitudes towards work;
6. Co-operate with others in initiating and organizing various business enterprises;
7. Further his/her knowledge of the business world.

LEVEL THREE

UNIT 1 STARTING A BUSINESS

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) state the meaning and importance of studying business education;
- b) explain what is meant by a business activity;

- c) list examples of business activities in the locality;
- d) state the meaning and purpose of business opportunities in the locality;
- e) identify the various types of business in the locality.

1.2.1 Content

- a) Meaning and importance of studying Business Education
- b) Measuring of a business activities in the locality;
- c) Examples of business activities in the locality;
 - Carpentry
 - Blacksmithing
 - Farming
- d) Meaning and purposes of business opportunities
 - Possible business opportunities in the locality;
- e) Types of business in the locality;
 - Extractive (charcoal burning, fishing and farming);
 - Manufacturing (Brick making);
 - Repair and maintenance (Radio, watches and shoes);
 - Service (Transport, barber and laundry);
 - Construction (building of houses, bridges and roads).

UNIT 2 MONEY

2.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) give the meaning origin and importance of money;
- b) name the denomination/units of currencies used in the New Sudan;
- c) explain the general sources of money.

2.2 Content

- a) Meaning, origin and importance of money
- b) Different denominations /units of the currencies used in the New Sudan
- c) Sources of money
 - Sale of produce/cattle
 - Salary
 - Rent
 - Inheritance
 - Dividends
 - Borrowing
 - Gifts

UNIT 3 TRADE

3.1 Specific objectives

By the end of this unit, the learner should be able to:

- a) explain the meaning and importance of buying and selling.
- b) state the methods of buying and selling
- c) explain the factors influencing the prices of goods and services at the various levels of production.
- d) explain the meaning of cash and trade discount
- e) explain the terms of payment
- f) explain the meaning and purposes of a market
- g) explain the various types of market
- h) explain the factors to consider when selecting a suitable market

3.2 Content

- a) Meaning and importance of buying and selling.
- b) Methods of buying and selling
 - cash
 - credit
 - bartering
- c) Factors influencing prices of goods and services at various levels of production.
 - cost of labour
 - cost of materials
 - land

- capital
 - organization
- d) meaning of cash and trade discount
 - e) meaning of terms of payments
 - f) meaning and purpose of a market
 - g) types of markets:
 - open air market
 - shopping centres
 - foreign markets
 - h) factors to consider when selecting suitable market
 - transport cost
 - demand for goods and services
 - types of goods and services
 - communication
 - competition

UNIT 4 RECORD KEEPING

4.1 Business Transaction

4.1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain what is meant by business transaction
- b) identify various business documents
- c) explain the sources of business documents
- d) state the uses of business documents

4.1.2 Content

- a) **Meaning of business transaction**
- b) Business documents
 - letter of enquiry
 - quotation
 - catalogue
 - invoice
 - cheque
 - price list
 - delivery note
 - receipts
 - statement of accounts
- c) Sources of business documents
- d) Uses of business documents

4.2 Filing of Business Documents

4.2.1 Specific objectives

By the end of this sub unit, the learner should be able to:

- a) explain the meaning of filing
- b) give the importance of filing
- c) name the types of files
- d) identify the methods of filing

4.2 Content

- a) Meaning of filing
- b) importance of filing
- c) Types of filing (clip spring, box and pocket files)
- d) Methods of filing
 - alphabetical
 - geographical
 - subject filing.

4.3 Recording Cash and Credit Transactions

4.3.1 Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) record cash purchases and sales
- b) record credit purchases and sales

4.4.2 Content

- a) Record cash purchase and sales
- b) Record credit purchase and sales

4.4 Recording of Stock

4.4.1 Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) explain the meaning of stock
- b) discuss the content of the stock control book
- c) fill the stock control book
- d) explain the process of stock-taking
- e) explain the purpose of stock-taking

4.4.2 Content

- a) Meaning of stock
 - Stock issued
 - Stock received

- b) Content of Stock Control book
- c) Filling of stock control book
- d) Process of stocktaking
- e) Purpose of stocktaking

UNIT 5 SERVICES THAT SUPPORT THE RUNNING OF BUSINESS

5.1 Specific Objectives

By the end of this unit, the learner should be able to

- a) identify various modes of transport available in the locality, which assist both individuals and businesses
- b) explain the meaning of warehousing
- c) state the importance of warehousing to business persons.
- d) identify the various types of warehouses.
- e) identify services provided by the post office to individuals and businesses

5.2 Content

- a) Modes of transport available which can assist both individual and business
 - Roads
 - Railways
 - Waterways
 - Airways
- b) Meaning of warehousing
- c) Importance of warehousing
- d) Types of warehousing
 - Manufacturers
 - Producers
 - Wholesalers
 - Retailers
- e) Service that are offered by Post Office to individuals and business
 - Sending of mails
 - Providing of telephones
 - Sending parcels
 - Sending money (money orders and postal order)
 - Banking

LEVEL FOUR

UNIT 1 STARTING A BUSINESS

1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify the factors to consider when starting a business
- b) identify the various forms of business in the locality
- c) explain how each of the forms of business is formed
- d) describe how each of the various forms of business operates.

1.2 Content

- a) Factors to consider when starting a business.
 - Location
 - Capital
 - Raw material
 - Land
 - Security
 - Communication
 - Availability of power
 - Transport
 - Management
 - Labour
 - Market
 - Water
- b) Forms of business in the locality:
 - Sole proprietorship
 - Partnership
 - Corporative societies
- c) Formation of the three forms of business.
- d) Operation of the three forms of

UNIT 2 MONEY

2.1 Specific Objective

By the end of this unit, the learner will be able to determine the priorities in spending money.

2.2 Content

Priorities in spending money:

- Individual
- Necessities
- Comforts
- Luxury
- Taxes
- Business
- Wages, salaries
- Saving, investment

UNIT 3 TRADE

3.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) explain the importance of trade
- b) state the benefits of trade to the community and the country
- c) identify means of generating foreign currencies in the country
- d) identify methods of building relationship between countries in trade
- e) explain the various methods of attracting and retaining customers.

3.2 Content

- a) Importance of trade
- b) Benefits the communities and country derived from trade
- c) Bringing foreign currencies
- d) Building good relationship between countries in trade
- e) Methods of attracting and retaining customers
 - Attractive displays
 - Offering of credits
 - Giving of free samples and gifts
 - Packing properly
 - Giving a trade and cash discounts.
 - Displaying in trade shows and exhibitions
 - Being honest
 - Advertising
 - Being courteous

UNIT 4 RECORD KEEPING

4.1 Personal Records

4.1.1 Specific Objectives

By the end of this unit, the learner should be able to:

- a) prepare personal records;
- b) state the purpose of records of personal items;
- c) draw a programme of personal activities;
- d) plan and draw a simple budget.

4.1.2. Content

- a) Records of personal belongings, borrowed items, incomes and expenses.
- b) Purpose for keeping personal records.
- c) Programmes of personal activities:
 - Nature of activity
 - Time
 - Place
- d) Personal budget

4.2 Cash Book

4.2.1 Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) explain the uses and types of cash book;
- b) practise filling cash transactions in one and two-column cash book;

4.2.2 Content

- a) Explaining the uses and types of cash book
- b) Practise filling information in one and two column cash book.

4.3 Trading, Profit and Loss Accounts

4.3.1 Specific Objectives

By the end of this sub unit, the learner should be able to:

- a) explain the meaning of opening stock, closing stock, purchase, sales and expenses.

- b) explain the meaning and purposes of profit and loss account and the differences between gross and net profit.
- c) prepare and calculate the profit and loss account

4.3.2 Content

- a) Meaning of opening stock closing stock, purchases, sales and expenses.
- b) Meaning and purpose of profit and loss account and differences between gross and net profit.
- c) Prepare and calculate the profit and loss account

UNIT 5 SERVICES THAT SUPPORT THE RUNNING OF BUSINESS

5.1. Specific Objectives

By the end of this unit, the learner should be able to:

- a) identify the services offered by commercial banks
- b) identify the various types of bank accounts
- c) describe how the various accounts are opened and operated
- d) state the meaning and importance of insurance
- e) describe the various risks that can be covered by insurance.
- f) state the meaning and importance of communication
- g) list the various means of communication.
- h) identify the factors that determine the best means of
- i) communication.

5.2 Content

- a) Service offered by the Commercial Banks
 - Safe keeping
 - Lending
 - Payment
- b) Types of Bank Accounts

- Saving Accounts
- Current Accounts
- Fixed deposit Accounts
- c) Opening and operating of the three types of bank accounts
- d) Meaning and importance of insurance
- e) Risks covered by insurance
 - Theft
 - Fire
 - Accidents
- f) Meaning and importance of communication
- g) Various means of communication
 - Non-verbal
 - Oral/verbal
 - Written
- h) Factors that determine the best means of communication
 - Location
 - Level of understanding
 - Distance
 - Availability

