INTRODUCTION

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

The General objectives for Grades 1 - 6 Social Studies:

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

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

SEMESTER ONE

GRADE: 1
PERIOD: I
TOPIC: SELF IDENTITY AND RESPONSIBITIES OF FAMILY MEMBERS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to exhibit a sense of belongingness to a family. Learners are able to openly discuss gender issues. Learners are able to differentiate among different types of relationships and respect people with disabilities in the community	Upon completion of this topic, learners will: Identify family structure. Create awareness on gender issues Determine the role of each family member in the home. Differentiate relationships in the family Support people that are disabled.	Single-parent family Nuclear family Extended family Definition of gender Roles and responsibility of boys and men Roles and responsibility of women and girls. Advantages of equal educational opportunities for girls and boys. Family relationships Love Friendship Care Issues affecting people with disabilities	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** Tell the names of family members in your home and discuss the family type you belong to **Mixed Group work:** Identify males and females in your family and write the role of each, (b) identify every member of your family by name **Individual work:** Discuss the meaning of gender **Mixed Group work:** List some responsibilities of (a) boys and men, and (b) girls and women	**Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary** **Readings:** Cardboard cutout of family types: • single-parent family • nuclear family • extended family Picture of someone helping a disabled person cross the road **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options

				Individual work: Discuss the place of the child in the family.	www.learninggames.com www.dictionary.com www.khanacademy.com .	• Quizzes • Class works • Assignments, attendance • Class participation • Individual presentations • Lab works • g. Test
				Home work: Identify educated women in your family and community and state what contrast you see between them and uneducated women.		
				Group work: Discuss the things family members do to show love to each other		
				Individual work: How does a family care when a family member is sick? Role play good and bad touches. Explain how and where bad touches can be reported		
				Debate: When someone tries to touch you in a bad way, what will you do? (b) Who will you tell, and why?		
				Pass the Pen Activity on best ways to treat people with disabilities		
				Individual work: Discuss how to demonstrate care for the disabled		
				Individual work: Draw a picture showing care for the sick and the disabled		

GRADE: 1
PERIOD: 11
TOPIC: LIVING TOGETHER AT HOME AND SCHOOL

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to determine the attributes of a good home Learners are able to develop respect for community leaders, elders and others.

Learners are willing to serve the community Learners are able to follow basic health and safety rules at school and at home.

Learners are able to apply safety rules at home and school Learners are able to follow and give directions from their homes to schools, and vice versa.

Learners are able to differentiate between friend from bully and | Upon completion of this topic learners will:

1. Discuss the characteristics that make up a home.

2. Develop respect for community leaders Follow health rules at home and at school.

3. Apply safety rules at home and at school.

4. Give the direction of their home and school.

5. Report bullying to school | The family

Rules and norms governing the home

Rules and norms governing the community

Home and environment

Sanitation

Prevention of water-borne diseases

Safety rules

Safe use of electrical and electronic gadgets

Direction map of home and school

Google map | **Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc.

Individual work: On a poster sheet, sketch a picture of your family tending to your sibling while he/she was sick

Mixed Group work: Name and discuss some leaders in your community

Individual work: Name some ways you can be a good leader in your community

Role play a community leader visiting your school to discuss his/her role and responsibility as leader of the community

Mixed Group work: Organize a hand washing exercise with the | **Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary Readings:** Visual aids

Markers

Posters

Posters showing group of people mediating a problem

Pictures of community leaders

Pictures of towel, tissue, hoes, wheelbarrows, brooms, rakes

Visual aid showing objects harmful for children to play with

Poster showing crosswalk

Drawing of a home and school | **EXPECTED Competencies**
• Effective communication skills

• Analytical and research skills

• Research and problem solving skills

• Digital Skills

• Creativity & Innovation

ASSESSMENT STRATEGIES:

Will be used to test for competencies, select relevant options.

• Quizzes |

report bullying to school authorities and parents	authorities or parents	Friendly manners Unfriendly manners	class showing the correct way to hand wash **Mixed Group work:** Carry out cleanup campaign on campus and around home **Individual work**: Recommend some important things you do to keep your community clean **Home work:** Discuss ways to prevent water-borne diseases from harming people. **Mixed Group work:** On large poster sheets, draw objects that are harmful to play with. **Mixed Group work:** Demonstrate safe ways to cross the street. **Mixed Group work:** Demonstrate safe ways to use mobile phones and computers **Individual work:** Draw the neighborhood of your home and school, and color the roads leading to your home. **Individual Work:** Explain how someone can be bullied in the school and the community	Posters of school activities (e.g: school playground, class activity). Cutouts of bullies Visual aid of hand washing activities. Bucket of water, soap, **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignment • Attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 1
PERIOD: 111
TOPIC: MAN AND HIS ENVIRONMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to explain the importance of protecting the environment. Learners are able to outline how farming, logging, mining, and other activities impact the forestland. Learners are able to describe the influence of weather and climate on agriculture. Learners are able to use the forestland wisely Learners are able to identify renewable energy sources. Learners are able to identify natural resources for revenue	Upon completion of this topic, learners will: 1. Define the environment. 2. Describe man's specific activities carried on in the environment 3. Define weather and climate. 4. Explain how farming and charcoal burning destroy the forestland. 5. Distinguish natural resources for energy and those for generating revenue for the country	Definition of environment • Where people live • Where animals live Plants River bodies Mountains How people influence the environment Effect of weather on living things Effect of climate change Farming methods that protect the forest Natural Resources	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Teacher For The Day:** Discuss with the class how people depend on the environment for survival Draw a map of your environment showing plants and animals. **Mixed Group work:** Discuss slash-and-burn farming and its impact on the natural vegetation. **Individual work:** Discuss how charcoal burning and charcoal use are negative to your health. **Individual work:** What is plastic pollution, and how can you help to	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings Pictures of forest, towns, mountains and rivers Physical map Posters showing axes and cutlasses, power-saw Diagram of deforested land, desert, etc. Pictures of garbage disposal sites Pictures of deforested lands Charcoal A light bulb Online sources: Alliant Energy Kids True Aim Education	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

			solve the problems of plastic pollution **Mixed Group work:** Discuss some new ways we can protect the environment **Individual work:** Discuss the two main seasons in Liberia and how they help or hinder farming activities **Mixed Group work:** Make diagrams and use them to explain the impact of climate change **Mixed Group work:** Make a **field trip** to a slash-and-burn farm, and report your observation to the class. **Individual work:** Discuss natural resources used for energy. **Individual work:** List and discuss natural resources for renewable energy, and (b) revenue. **Individual work:** Identify natural resources in each county in Liberia	Map of natural resources in Liberia **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 1
PERIOD: 1V
TOPIC: BASIC NEEDS—SIMILARITIES IN LIBERIA AND OTHER WEST AFRICAN COUNTRIES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to recognize that the basic needs of man are necessary for one's survival. Learners are able to demonstrate the proper use of communication gadgets. Learners are able to appreciate the benefits of transportation to the socio and economic development.	Upon completion of this topic, learners will: 1. Categorize the basic needs of man as food, clothing, shelter, healthcare, education. 2. Analyze the importance of each of the needs. 3. Discuss the means of communication and transportation	**Basic needs of man** • Food • Clothing • Shelter • Healthcare • Education • Tools for communication • Transportation **Food** • The importance of food to man • Sources of food • Nutrition • Food types and category **Clothing** • Types of clothing • Importance of clothing **Shelter** • Types of shelter • Importance of shelter	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group Work:** Discuss how the basic needs are important. **Individual work:** Demonstrate how each basic need impact your life. **Group Work:** Discuss the importance of food to man. **Individual work:** Discuss where you get your food from. **Individual work:** List the types of clothing and their usefulness	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings Poster list of some basic needs Markers Pictures of various food items Food pyramid chart Nutrition chart Pens Poster sheets Color pencils Seeds, cutting, cassava potatoes, eddoes, fruits	**EXPECTED COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

| | | Healthcare
• Sanitation
• Effects of pollution
• Environmental impact

Personal hygiene

Education

Tools for communication

Transportation | **Group Work:**
Discuss what to wear under different weather conditions.

Individual work:
Draw different kinds of shelters on posters or sheets and explain where they are used.

Peer work:
Discuss some types of shelter found in your neighborhood.

Group Work:
Discuss some means of healthcare.

Individual work:
Identify the health hazard of pollution.

Mixed Group work:
Discuss good and bad ways to use cell phone gadgets.

Drama:
Dramatize proper ways to use communication tools.

Individual work:
Identify the three main ways of transportation. | Diagrams and pictures of different types of clothing in different climate conditions and weather

Pictures of different types of shelters
www.healthychildren.org

Pictures of clinics, hospitals

Picture of polluted places

Toothbrush

Brushing stick

Soap and towel

Non-degradable items
• Plastic
• Glass

Picture of children going to school

Poster showing classroom activities

Pictures of cell phones, computers, radios, television

Visual aids
• Model cars
• Model boats | • Class works
• Assignments, attendance

• Class participation

• Individual presentations,

• Lab works

• Test |

			Group work: Construct a model boat or car or bicycle or motor bike with reusable materials	• Model airplane, • Model canoe Paper, glue, rulers, pencils, modeling clay, scissors **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	

GRADE: 1
PERIOD: V
TOPIC: MAN AND HIS ENVIRONMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to identify food types typical of Liberia and other West African countries. Learners are able to tell the kinds of clothes worn in Liberia and other parts of Africa and practice wearing indigenous Liberian clothes regularly. Learners are able to appreciate houses typical of Liberia. Learners are able to recognize the importance of living together with other people. Learners will appreciate the importance of different family values	Upon completion of this topic, learners will: 1. Differentiate food types in Liberia and other West African countries 2. Describe clothes typical to Liberia and other West African countries 3. Distinguish structure types of Liberia from those of other West African countries 4. Appreciate that they are individuals but part of a family	Food types in Liberia Food types in other West African countries Traditional clothes types worn in Liberia Traditional clothes types worn in other parts of West Africa House types in Liberia (New Geography of Liberia) House types in West Africa Self-identity Family relations Friends and people in other areas.	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Teacher For The Day:** Discuss how to grow food in Liberia **Mixed Group Work:** Discuss how to grow food in other West African countries, and (b) sketch kinds of food that are grown in Liberia & other West African countries **Individual work:** Tell the differences in clothes worn in Liberia and other West African countries **Mixed group work:**	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings Poster sheets, pencils, pens, markers, rulers Pictures of people working together on farm Poster showing different types of Liberian clothes Poster showing different types of West African clothes Poster showing Liberian house structures Cutouts of traditional house structures in Liberia and West Africa Chart of human body parts	**EXPECTED COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

	5. Appreciate different family values	Human Values (individual value, family value and peer value) Unity/fellowship	Sketch and describe some of the indigenous clothes types of Liberia **Individual work:** Discuss how you can wear other West African clothes to school on African Costume Day **Individual work:** Bring pictures of house structures in your neighborhood to class **Mixed Group Project:** Make a paper model of your school building **Home Work:** Make a paper model of the house you live in **Role-play** positive self-esteem **Individual Work:** Draw the parts of your body on a poster sheet **Individual Work:** Stand before the class holding the poster with your body parts, (b) name the body parts one-by-one and	Large chart outlining human values **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

| | | | explain their functions (c) afterward, announce your own name and say "I AM SPECIAL!" (e.g., "I am Jebbeh or Doe, and I am special!")

Report:
Ask your parents or guardians at home about family values, and make a **report** to the class | | |
|---|---|---|---|---|---|

GRADE: 1
PERIOD: VI
TOPIC: POLITICAL SUB-DIVISIONS, SIMILARITIES AND DIFFERENCES, AND NATIONAL SONGS AND SYMBOLS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to develop a sense of nationalism and patriotism to Liberia	Upon completion of this topic, learners will: 1. Identify the political sub-divisions of Liberia 2. Sketch flags of counties in Liberia 3. Differentiate the smaller political sub-divisions (from the larger ones) of Liberia 4. Sing the national anthem and identify national symbols	Counties County Capitals County Leadership • Roles of county leaders • County Flags County Districts Chiefdoms Clans Towns The National Anthem	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group Work:** Sketch a large political map of Liberia and place it on the classroom wall **Individual work:** Identify the counties on the political map of Liberia **Home Work:** List the superintendents of each county **Individual work:** Sketch each county flag, and (b) describe the meaning of the symbols on each county flag **Individual work**: Draw the flag of Liberia **Individual work**: Sing the national anthem and the Lone Star **Individual work**: Say the Pledge of Allegiance	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings Political map of Liberia Cutout of individual counties Poster of a Town Chief holding meeting in a Palaver Hut List of county officials Poster showing pyramid-leadership structure of a county Flag of Liberia on classroom wall Wording of Liberian patriotic songs on poster sheets Civic rules on large poster on classroom wall	**EXPECTED COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

		5. Demonstrate obedience to the rule of law	The Pledge of Allegiance The Lone Star Song The Seal of Liberia Basic Civics	**Mixed Group Work:** Read lines from your Civics book and discuss attitudes that are patriotic and attitudes that are unpatriotic **Drama:** Dramatize a situation in which you are helping an elderly person who is sick at their home	Online civics resource **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 2
PERIOD: 1
TOPIC: UNDERSTANDING OUR NEIGHBORHOOD

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to identify what constitutes neighborhood and community Learners are able to recognize their rights to express themselves, including how to say "NO" to unwanted sexual advances Learners are able to determine that rights go along with responsibilities	Upon completion of this topic, learners will: 1. Describe a neighborhood and community. 2. Differentiate a neighborhood from a community. 3. Locate his/her community on a map. 4. State what human rights are 5. List some of their rights and responsibilities	Neighborhood What is a neighborhood Things we find in a neighborhood Neighborhood and Community What constitutes a neighborhood? What constitutes a community? Features of neighborhoods and communities. Rights to express oneself Refusal and Negotiation skills Communication Skills	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work:** Discuss the people in your neighborhood. **Individual work:** Compare the structures in your neighborhood to those of the entire community. **Sketch** a map of your neighborhood and community, and color things like roads, schools, and other important facilities.	**Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary Readings:** Picture of neighborhood Picture of a large community Neighborhood and community maps showing important infrastructures Convention on the Rights of the Child Constitution of Liberia **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com	**EXPECTED COMPETENCIES** • Effective communication skills • Analytical and research skills. • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options

		Rights and Responsibilities	**Mixed Group work:** Discuss how to properly express yourself and take responsibility for what you say. **Mixed Group work:** Brainstorm the meaning of rights and responsibilities **Individual work:** List some things that constitute human rights **Discuss** ways in which you can take care of your neighborhood and community **Individual work:** Demonstrate how to communicate a need, (a)or a problem, or(b) respect, or (c) refusal if you don't want something	www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Quizzes • Class works • Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 2
PERIOD: II
TOPIC: OUR BASIC NEEDS IN THE COMMUNITY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to determine the sources of the food we eat. Learners are able to use clothes according to weather condition. Learners will develop a sense of appreciation for shelters as an important need in one's life. Learner will strive for education as a means of personal advancement, national development, and maintain a healthy lifestyle	Upon completion of this topic, learners will: 1. Explain the sources of food. 2. State the importance of clothing. 3. Explain the purpose for building a house. 4. State the importance of education. 5. Discuss the importance of maintaining a healthy lifestyle	Sources of food • Plants • Animals • Marine life Clothing Shelter Education • Formal • Informal • Non formal Personal Refusal and Negotiation Skills Hygiene Causes, prevention and treatment of malaria Cleanliness of the body and the environment	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work:** Discuss the importance of agriculture as a major factor in determining the basic needs of man. **Individual work:** Bring different kinds of vegetables and display them in class, (b) Discuss how vegetables serve as sources of food. **Mixed Group work:** Discuss how animals and marine life serve as sources of food.	**Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary Readings:** Learning materials displaying different kinds of food. Pictures of different types of clothes. Pictures of houses Recyclable materials Glue Scissors, etc. Textbooks Hand washing poster Picture of people sleeping under mosquito bed net	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

				Links	• Class works
			Mixed Group work: Discuss the importance of clothing in relation to changes in weather conditions, (b) occasions, (c) culture	www.brainpop.com www.socialstudiesforkids.com	• Assignments, attendance
			Mixed Group work: Discuss the importance of shelter as a need of man	www.primarygames.com www.pbskids.org	• Class participation
			Group work: Construct a model house using recycled materials	www.learninggames.com www.dictionary.com	• Individual presentations,
			Drama: Dramatize the importance of education.	www.khanacademy.com	• Lab works • Test
			Group work: Explain the benefit of education.		
			Group work: Discuss how to take care of the body and the environment.		
			Individual work Identify the causes of malaria, and how to prevent and treat malaria		

GRADE: 2
PERIOD: 111
TOPIC: LOCAL GOVERNMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learner are able to accept and respect the authority of leadership in his/her community. Learners are able to make the right decisions in matters affecting their wellbeing. Learners are able to demonstrate unity and belongingness	Upon completion of this topic, learners will: 1. Describe the characteristics of leadership. 2. Identify local government structure. 3. Identify roles and responsibilities of those responsible for local governance in the community. 4. Explain decision making and its impact on the individual or community. 5. State the effect of discrimination on the individual, community and society	What is leadership Leadership in the church, mosque, school, community Local government: • Superintendents • Commissioners • City mayors • Township Commissioners • Chiefs & Elders Decision making process Decision has consequence Taking responsibilities of what you say or do The effect of discrimination on the • individual • the family • the community • society • PLHIV • the disabled • the elderly	**Inclusive and** **Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group Work:** Identify the characteristics of good leadership and bad leadership. Do Pass the Pen Activity with asking "Who is a leader in the home? In the church? In the mosque? The district? The school? The city? The firm?" **Role play** forms of local government **Drama:** Perform drama on roles and responsibilities of local government officials	**Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary Readings:** Posters of traditional leaders Posters of leaders in church and mosque Posters of nuclear family unit Posters of nuclear family unit Large chart showing local government structure List of superintendents Map of Liberia Posters, glue pens, pencils, scissors Online resource on decision making www.skillsyouneed.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

| | | Literature teaching belongingness issues | Tell or explain: when or how to make good decisions?
Story Telling: Tell "Zoe's Story." (Zoe is hungry and goes to visit Momo. Zoe sees food with Momo's mother, but is afraid to ask because such is bad manner. Zoe thinks of stealing the food so she can eat when she goes out.)

Question: What right decision might Zoe make? Should Zoe ask for some food instead?

Role play on how not to discriminate against people who do not look or act like us.

Group Discussion:
1. What might happen when people discriminate against us?
2. List down some ways different people can live in unity | Posters showing acts of discrimination

Posters showing acts of non-discrimination

Links

www.brainpop.com

www.socialstudiesforkids.com

www.primarygames.com

www.pbskids.org

www.learninggames.com

www.dictionary.com

www.khanacademy.com | • Class works

• Assignments, attendance

• Class participation

• Individual presentations,

• Lab works

• Test |

GRADE: 2
PERIOD: 1V
TOPIC: GEOGRAPHY OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to effectively use the map of Africa to locate Liberia. Learners are able to demonstrate knowledge of the physical features as well as the climatic conditions of Liberia. Learners are able to identify the different groups in Liberia. Learners are able to advocate for their rights and needs	Upon completion of this topic, learners will: 1. Locate Liberia on the map of Africa 2. List some physical features of Liberia. 3. State the importance of natural resources 4. Describe the climate of Liberia and its effects 5. Identify the people that make up Liberia	Location of Liberia • Physical features of Liberia • Mountains • Rivers • Lakes • Forests Climate of Liberia The three groups of people in Liberia • Indigenous • Settlers • Other Africans Child rights • Food • Clothing • Shelter • Healthcare • Education • Emotional and psychological needs	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** Discuss the location of Liberia on the map of Africa **Group work:** Discuss the physical features of Liberia and tell the significance of each **Individual work:** Discuss the climate of Liberia and tell its effect on economic activities **Mixed Group work:** Identify the three groups of people in Liberia Debate rights and needs in relation to your personal development	**Primary Text:** **Secondary Text:** **Other: Resources/Supplementary Readings:** Map of Liberia Physical map of Liberia Pictures of the three groups of people in Liberia Literature on weather conditions in West Africa The History of Liberia Convention on the Rights of the Child Children's Law of Liberia (September 2011) **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments, attendance • Class participation

	6. Demonstrate the ability to advocate for their needs and rights			www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Individual presentations, • Lab works • Test

GRADE: 2
PERIOD: V
TOPIC: TRANSPORTATION AND COMMUNICATION

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to appreciate the importance of transportation for everyday life. Learners are able to appreciate traditional means of transportation and respect those who use it. Learners are able to appreciate the use of traditional and modern ways of communication	Upon completion of this topic, learners will: 1. List reasons why people travel. 2. Classify the three kinds of transportation. 3. Describe some means of transportation in Liberia today and yesterday. 4. List simple means of communication. 5. Identify various types of communication 6. Describe the traditional and modern means of communication in Liberia	Importance of Transportation Means of transportation in Liberia • Air • Land • Sea Traditional means of transportation • Raft • Canoes • Hammock Modern means of transportation Traditional ways to communicate • Songs • Town criers • Talking drum **Print** • Newspapers • Magazines	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Discuss the three means of transportation Individual work Outline which means of transportation is common in your area **Group work:** Discuss which agency of government is responsible for regulating transport activities in Liberia **Group work:** Build a model car with recycled materials.	**Primary Text:** **Secondary Text:** **Other:** **Resources/Supplementary Readings:** Picture of various means of transportation in Liberia • Car • Bus • Truck • Keh-keh • Motorbike, etc. Photos of parking stations Parking tickets Recycled materials Picture of hammock, raft, canoe Posters Scissors	**Expected Competencies** • Effective communication skills. • Analytical and research skills. • Research and problem solving skills. • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

		Electronic • Radio • Television • Internet • Cell phones Role of government in regulating transportation and communication activities in Liberia needs	**Group work:** Discuss the disadvantages and advantages of traditional means of transportation. **Individual work** Sketch how people used traditional means of transport in Liberia. **Group work:** Draw and discuss the importance of some traditional means of communication in Liberia. **Individual work:** Discuss the advantages of the modern means of communication. **Group work:** Discuss the disadvantages of the modern means of communication. **Individual work:** make **Field trip** to a mobile phone company and **report** your observation to the class	Glue Ruler Pencils, pens, color pencils Cellphone Radio Newspapers Magazines, etc. Photos of: • SSB Radios • Radio stations, • Television stations **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 2
PERIOD: V1
TOPIC: OBSERVING RULES AND RIGHTS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to observe and help maintain rules in the home and school. Learners are able to recognize their rights to express themselves freely (including how to say ―no‖ to unwanted sexual advances). Learners are able to interpret rights	Upon completion of this topic, learners will: 1. Explain the importance of rules and laws 2. Help craft rules and laws in the school and home 3. Recognize rights to express themselves freely 4. Respect the rights of other people 5. Develop a sense of patriotism by observing rules and laws	Rules in the home Rights of Expression Rules in the school Rights to express oneself (confidence, self-worth, respect for others and their rights) Refusal and negotiation skills Communicating your choice Basic Rights Constitution of Liberia Liberian Flag	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work:** Brainstorm some basic rules that are observed in your home **Individual work:** What can you do to protect Freedom of Expression **Individual work:** Develop simple laws to govern your class **Individual work:** Outline rules you observe at home **Teacher for the Day:** *1.* In your own words, tell the class how to communicate a need, a problem, or refusal	Primary Text: Secondary Text: Other: Resources/Supplementary Readings: Online resource on simple household rules Posters, pens, rulers Chart displaying negative sexual advances Chart of school rules Cutouts of Liberian flag Cutouts of Liberian flag **Links** www.brainpop.com www.socialstudiesforkids.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments, attendance

			2. Again, tell the class how do you express yourself and take responsibility for what you say **Individual work:** Create a chart with all the basic rights you are entitled to **Individual work:** Make a cutout of a large Liberian flag, (a) hold the cutout and discuss ways to protect symbols of the Liberian state	www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations, • Lab works • Test

GRADE: 3
PERIOD: 1
TOPIC: LOCAL COMMUNITY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to demonstrate a sense of belonging to a family and protect family values. Learners are able to contribute to the growth and development of their local community	Upon completion of this topic, learners will: 1. Identify family types (Nuclear, Extended, Single-parent) 2. Build a strong family 3. Distinguish the basic needs of a family from that of their wants 4. Compare and contrast local community from neighborhood 5. Differentiate between a local community and	Family types • Nuclear family • Extended family • Single-parent family Building a strong family: • Family discipline Love and Respect Basic needs of a family Difference between needs and wants of the family Local community Service providers in the community Local community and neighborhood Key features of local community	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. Individual work List the members of your family, and discuss the role of each member **Group work:** Discuss and write down the roles and duties of each family member; (b) Discuss things you need to do to build a strong family **Role-play** an activity that depicts problem solving in a family **Individual work**: Identify the basic needs of your family **Group work:** Examine why it is important to know the difference between family needs and wants.	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Picture of neighborhoods Map of communities Population and housing map Physical map of Liberia Statistics from Ministry of Health & Social Welfare on a. PLHIV b. EVD (Ebola) c. Lassa Fever d. Yellow Fever Health practitioner or Resource person lecturing class on diseases and disease prevention	**Expected COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

	neighborhood community	Differences between local community and neighborhood	**Sketch** an outline of your community showing how services like light, water, waste disposal and communication are provided	**Links**	• Class works
	6. Prevent themselves against diseases and demonstrate care for those living with illnesses	Preventive measures against diseases	**Home work:** Write down the names of agencies that provide the services listed above.	www.brainpop.com www.socialstudiesforkids.com	• Assignments, attendance
				www.primarygames.com	• Class participation
		Caring for the sick	**Brainstorm** the similarities between local community and neighborhood.	www.pbskids.org	
		• PLHIV • Ebola • Lassa Fever • Yellow Fever	**Individual work:** List some key features of a local community and neighborhood.	www.learninggames.com www.dictionary.com	• Individual presentations,
		Preventing stigmatization	**Teacher of The Day:** Tell the class that key features include schools, places of worship, health centers, and playgrounds.	www.khanacademy.com	• Lab works • Test
			Mixed Group work: Discuss the major differences between neighborhood and local community.		
			Drama: perform a drama in which someone is sick with a disease; (b) show the class how you can properly take care of someone with Ebola without catching Ebola in the process of caring		
			Individual work: How can you protect yourself from infection when caring for the sick?		

GRADE: 3
PERIOD: 11
TOPIC: KINDS OF COMMUNITY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to demonstrate knowledge of the importance of community services. Learners are able to appreciate living and working with diversities in the urban or rural community. Learners are able to identify difficult circumstances facing children. Learners are able to identify the influence of media on their lives	Upon completion of this topic, learners will: 1. Describe what a community is. 2. Explain the differences between the urban and rural communities. 3. Discuss the interdependence of all communities 4. Locate the various places and institutions in his/her community 5. Explain the conditions of children in difficult circumstances in their communities	Characteristics of a community Community Services Community Leaders Rural and Urban Communities: similarities and differences Interdependence of communities Urban products Rural produce Cottage industries in rural communities Child labor	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** Discuss how educational services are provided in your community. **Group work:** Brainstorm on how you could contribute to improving your community. Brainstorm types of cottage industries in rural communities. **Debate** advantages of urban community over	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map Charts Chart showing life in rural community Chart showing life in urban community Poster showing children engaged in child labor Poster showing children sleeping in street corners Sample of: • TV • Radio • Phone • Tablet	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

	6. Analyze the influence of the media on the lives of children	Street children Sources and types of information in urban and rural communities Danger of negative media influence Alternative activities to engage in (other than TV, phone, radio, social media)	rural community, and vice versa **Individual work:** compare healthcare services in rural and urban communities **Assignment:** Make a chart showing trade and commerce between urban and rural communities **Mixed Group work:** Make a chart showing farm produce in a rural community being brought to and sold in an urban community **Individual work**: Explain child labor in both rural and urban communities **Group work:** Analyze and make a chart showing ways children can be taken off the streets and sent to school	• Computer **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments, attendance • Class participation • Individual presentations, • Lab works • Test

			Question & Answer: a) What type of media do you watch or use? b) When do you watch or use the media; for how long, and for what reason do you use the media you use? **Think & Tell:** a. How do you learn from the media you use? b. Is the media good to use? c. What other activities can you engage in other than the use of the media?		

GRADE: 3
PERIOD: III
TOPIC: EFFECT OF WEATHER ON MACRO-CLIMATE

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to associate economic activities with changing weather conditions	Upon completion of this topic, learners will: 1. Describe the effects of weather conditions on their lives 2. Differentiate weather from macro-climate 3. Explain the conditions that lead to macro-climatic situations and the effects on work 4. Associate certain activities with indoor or	Weather (Rainy & Dry Seasons) Economic activities under the various climatic conditions Definition of macro-climate Effect of macro-climate on the lives of people Indoor activities: • Indoor games • Office work • Indoor recreation Outdoor activities: • Farming • Fishing Mining	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc**.** **Group work:** Discuss the climate of Liberia with reference to the dry and rainy seasons. **Group work:** Organize an activity you plan to carry out in the rainy season in Liberia. **Individual work:** Organize an activity you plan to carry out in the dry season in Liberia. **Group work:** Discuss the impact of macro-climate on agriculture. **Peer work:** Illustrate some indoor and outdoor activities on a poster and discuss with your peers	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Weather map of Liberia Weather map of West Africa & Liberia Charts showing activities carried out during the rainy and dry seasons Literature on climate change **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org	**Expected COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options: • Quizzes • Class works • Assignments, • attendance

				www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test
	outdoor situations				

GRADE: 3
PERIOD: 1V
TOPIC: OUR BASIC NEEDS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to identify the different types of food and how they are obtained Identify different cultural practices that influence their behavior	Upon completion of this topic, learners will: 1. Identify the sources of food 2. Distinguish the different food types 3. State the importance of education as a means of personal and national development 4. Analyze the importance of traditional and Western educational institutions in Liberia 5. Identify different cultural practices that influence their behavior	Food Plants Animals Fish Others Food Category • Protein • Carbohydrates • Fats • Vitamins • Minerals • Water Education Western Education (Schools) Traditional Education (Poro Society, Sande Society)	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Describe types of food found in Liberia and how they are obtained Bring samples of vegetables to class and discuss how to grow them. **Individual work:** List the different types of food and their importance. **Assignment**: Discuss what is balanced diet and why balanced diet is good for you. **Brainstorm** the characteristics of Western and traditional education.	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Rice Roots and Tubers Eddoes Vegetables Seeds Cuttings Suckers Food Chart Poster showing school activities Poster showing early marriage ceremony Posters showing graduates of the Poro and Sande Societies Poster showing women excluded from decision-making meeting in a rural community	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments, • attendance

		Types of cultural practices in the community Effects of cultural practices. Negative and positive cultural practices and social norms	**Individual work**: Differentiate between Western and traditional education. **Brainstorm** acceptable and unacceptable cultural practices. List some unacceptable cultural practices and tell why they are unacceptable	Poster showing both men and women in decision-making meeting **Links**: www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test

GRADE: 3
PERIOD: V
TOPIC: HEALTH AND SAFETY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to develop knowledge of good health habits	Upon completion of this topic, learners will: 1. Explain ways of taking care of his/her body. 2. Demonstrate that physical exercises are good for the body. 3. Demonstrate ways that children play when they are happy. 4. Identify some common communicable diseases. 5. Explain the prevention and cure of some	Body parts • Nose • Ears • Eyes • Teeth, etc. Physical Education Sports Communicable Diseases • Cough • Tuberculosis • Chicken pox • Measles, etc. Prevention and cure of communicable diseases • Isolation of sick persons Seek medical attention	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Brainstorm care for your body parts **Individual work:** Discuss some good health habits; list your observations and present to the class **Peer work:** Discuss physical education and its importance to good health **Group work:** Discuss the spread of communicable diseases **Field trip:** Visit hospitals or clinics in your community, (a) list your observations on how the sick are	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Chart displaying a child body parts Chart showing a child bathing and brushing teeth Outline of sports and games in Liberia Healthcare Chart Paper model of a hospital Medical practitioner explaining to class how communicable diseases can spread to others **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments • Attendance

	common diseases		cared for, (b) and present to the class **Group work:** Make a list of ways you can prevent yourself from contracting communicable diseases **Individual work:** Discuss what you will do if you fall sick	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test

GRADE: 3
PERIOD: V1
TOPIC: COMMUNITY SERVICES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to make use of services provided in their community Learners are able to make use of the different sources of psycho-social support Learners are able to guide their activities by rules	Upon completion of this topic, learners will: 1. List some community services 2. Describe communication and transportation as community services 3. State the advantages and disadvantages of the traditional and modern types of community services 4. Recognize the importance of psycho-social support as a form of community service 5. Observe safety rules at home, school and the community	**Community Services** Types of community services Communication Transportation Healthcare Psycho-social, etc. Transportation • Land • Sea • Air Traditional Transport Modern Transport Communication • Traditional • Modern Modern Types of support: a) Family b) Community	**Inclusive and Differentiated** Learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Discuss types of community services in your community **Individual work:** Identify and list devices used for transportation and communication in your area. **Individual work:** Discuss the traditional and the modern means of travel in Liberia Draw some communication devices	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Chart outlining various community services Empty cups with lines Telephone Drums Radio, etc. Class Report **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

		c) School Government Safety Rules: • Highways • Community roads • Schools • Homes • First aid	Name some communication devices used in your community **Group work:** Discuss where you can get support from in case you are (a) sick? (b) raped? (c) or abused? **Home Work:** Ask a family member to tell you about any sickness or rape; and bring your answers to **report** to the class. Discuss the purposes of rules in our daily interactions. **Group work:** Organize simple rules that will guide your activities at home, school and the community. **Discuss** what is First Aid	www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments, • Attendance • Class participation • Individual presentations • Lab works • Test

GRADE: 4
PERIOD: 1
TOPIC: LOCATION AND FEATURE OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to use the world map and the map of Africa to locate Liberia and its physical features	Upon completion of this topic, learners will: 1. Locate Liberia on both the World map and the map of Africa. 2. Locate the major mountains of Liberia. 3. Name the major rivers and lakes of Liberia. 4. List other physical features as capes, islands, etc.	Location of Liberia, West Africa Boundary of Liberia: North – Guinea South – Atlantic Ocean West – Sierra Leone East – Ivory Coast Liberia's highest mountains: Mt. Nimba, Gedeh, Wologisi, Bong Range and Putu Liberia's largest rivers: • St. John River • St. Paul River • Cestos River • Mano River • Lofa River • Sinoe River • Cavalla River	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work** Sketch the map of Liberia and identify its boundaries **Individual work** Use a relief map to locate the highest mountains of Liberia **Individual work** Locate and sketch the rivers of Liberia, and present to the class **Group work**: Discuss the uses of rivers in Liberia	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of the physical features of Liberia Map of Africa Political map of Liberia World Map Relief map of Liberia Physical map of Liberia Other maps of Liberia Concession map of Liberia. **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

		• Farmington River Lakes: • Lake Piso • Lake Shepherd • Lake Caratural • Lake Tileh (man-made) Capes: • Cape Mount • Cape Palmas • Cape Mesurado Peninsula definition Natural Resources: • Iron Ore • Rubber • Timber • Gold • Diamond Others	**Individual work** Discuss the difference between a river and a lake **Explain** what a man-made lake is **Individual work** Locate and discuss the capes of Liberia **Group work:** Discuss what is a peninsula and give examples Discuss how is Monrovia a peninsula **Individual work** List some natural resources other than the ones listed in your textbook **Assignment** State how the natural resources help in the development of Liberia	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignments • Attendance • Class participation • Individual presentations • Lab works • Test

GRADE: 4
PERIOD: II
TOPIC: PEOPLE OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to develop a sense of mutual coexistence irrespective of tribal or cultural diversity Learners are able to appreciate contributions made by the various migrants to the Liberian society Learners are able to understand reasons for migration	Upon completion of this topic, learners will: 1. Trace the origin of the people of Liberia 2. Discuss the places of origin of each group 3. Group tribes by similarity of language or culture 4. Tell specifically where a tribe is settled in the majority 5. Identify some social problems associated with migration	Early migrants (16 tribes) and their origins Distributions of tribes by geographic location Later Migrants: • Free man of color (USA) • Free men of color (West Indies) Recent Migrants or other West Africans from: • Ghana • Guinea • Nigeria • Sierra Leone • Togo Contributions of the ethnic groups to the Liberian society	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Differentiate the types of migrants and state their contributions to the development of Liberia **Individual work:** Draw the map of Liberia and indicate the tribes by geographic location **Individual work:** Discuss the origin of each group of later migrants **Individual work:** `	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of Liberia by ethnic distribution Chart of the various groups of migrants to Liberia Map of Liberia by ethnicity Map of Liberia showing regions with heavy concentration of Muslims Chart with the Vai Script Online resource	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

		Trade and Introduction of Islam • Kisi • Mandingo • Others Christianity and Western Education The Vai Script Poro and Sande Societies • Lorma • Gola • Mende • Vai • Kpelle • Bassa • Kissi • Gbandi • Gio • Mano • Dey • Belle Sea-faring Folk songs • Kru • Grebo, etc.	Discuss why Africans from other West African countries are called Recent Migrants **Mixed Group work:** Make a large vertical chart; (a) list the various migrant groups on the left side of your chart, and (b) list the contributions of each group on the right side **Individual work:** Sketch a map of Liberia and indicate areas with large concentration of Muslims **Mixed Group** work: Discuss the introduction of Islam to Liberia **Individual work**: Discuss the introduction of Christianity to Liberia Name some of the early schools started to bring western education in Liberia **Mixed Group work:** Discuss the origin of the Vai script **Individual work** Use online resource to identify the creation of the Vai script	**Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignments • Attendance • Class participation • Individual presentations • Lab works • Test

		Migration Different kinds of Migration Social problems associated with Migration • Child Labor • Spread of HIV/AIDS • Unemployment Dangers child labor poses to physical and mental wellbeing of children	**Mixed Group work:** Discuss the importance of the Poro and Sande in present-day Liberian society **Individual work** In what ways do the Poro and Sande promote family values **Mixed Group work:** Discuss areas along the West African coast influenced by the Kru and Grebo from seafaring **Individual work** Discuss the folk songs of the Kru and the Grebo **Individual work** Discuss what migration is, and outline some effects of migration **Mixed Group work:** Discuss what is child labor **Individual work** Discuss how migration leads to misery and unemployment **Role play** how migration can lead to spread of HIV/AIDS		

GRADE: 4
PERIOD: III
TOPIC: FOUNDING OF THE LIBERIAN STATE

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to show loyalty to their country and cherish their history	Upon completion of this topic, learners will: 1. Explain how the Trans-Atlantic slave trade led to the formation of the Liberian state 2. Name the founders and some members of the American Colonization Society 3. Explain why the American Colonization Society was founded	Factors that led to the Trans-Atlantic slave trade Human trafficking as a form of modern-day slavery Some members of the American Colonization Society: • Bushrod Washington • Elijah Caldwell • Robert Finley, etc. Aims of the ACS, why Liberia was founded: • To find a home for freed slaves	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work:** Discuss what the Trans-Atlantic slave trade was, and (b) list the countries involved in carrying it out **Individual work:** List some effects of the Trans-Atlantic slave trade on Liberia **Mixed Group work:** Research and discuss how some ethnic groups resisted	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Constitution of Liberia Historical documents of Liberia • Declaration of Independence Portraits of Liberia kings, princes and queens Poster showing Liberia in early times **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com	**Expected COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments, attendance • Class participation

		• To form the first Negro Republic in Africa • To Christianize the people of Africa Liberia before 1821 System of Government Founding of Liberia Structure of the Liberia Government and functions: • Legislative • Executive • Judiciary	slavery and present to the class **Individual work:** List some effects of human trafficking **Drama:** Act as ACS and other Society members discussing how to put an end to slavery and (b) the possible repatriation of slaves back to Africa **Mixed Group work** List and discuss some problems associated with the founding of Liberia **Mixed Group work** Discuss the form of government that existed before the coming of the Settlers **Individual work** Name the three branches of government and describe the functions of each	www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Individual presentations, • Lab works • Test

GRADE: 4
PERIOD: IV
TOPIC: STRUCTURES AND FUNCTIONS OF THE LIBERIAN GOVERNMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to respect rule of law and advocate support for the disabled in society Demonstrate support for the disabled in society Demonstrate support for the disabled in society Understand their rights about sex and sexuality	Upon completion of this topic, learners will: 1. Describe the structure of the Liberian government 2. Identify the functions of local and national government 3. Discuss the care of the disabled community as a responsibility of both local and national government 4. Discuss rights as enshrined in the Constitution of Liberia as well as international conventions	National Government Local Government 1. Town 2. Clan 3. Chiefdom 4. District 5. County Branches of Government: • Legislative • Executive • Judiciary Interim Governments and Heads Liberian History (1990 to 2005) Disability Rights of members of the disabled community Group of 77	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work** Define what government is in your own words, and (b) state the functions of government **Mixed Group work:** Discuss the structure of our local government **Role Play t**he heads of the three branches of the Liberian government carrying out official functions **Individual work** Name the heads of the Interim Governments **Discuss** the importance of the white cane	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Pictures of the Heads of the three branches of the Liberian government Picture of paramount Chief Copy of the Constitution **Graph** showing Interim Governments and their respective heads. Poster showing a male or female with an amputated leg or arm. Poster showing blind persons using the white cane.	**Expected COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

		Non-governmental organizations caring for the disabled National Commission on Disability Human Rights Constitution of Liberia Universal Convention on the Rights of the Child	**Mixed Group work:** Brainstorm new ways you and your community can help the disabled **Mixed Group work:** Discuss "rights," "wants" and the needs of others **Individual work**: Discuss effective ways you can say "NO" to unwanted sex **Role play** common child labor practices	Poster showing children selling in the streets **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignments • Attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 4
PERIOD: V
TOPIC: WAYS OF EARNING A LIVING

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to develop respect for the dignity of labor Learners will become aware of the effect of poverty on sexual exploitation and abuse	Upon completion of this topic, learners will: 1. Categorize labor as skilled or unskilled 2. Differentiate the types of workers in the Liberian Society 3. Explain the importance of acquiring a skill as a means of earning a decent living 4. Identify the contribution of those in the non-formal sector of the Liberian economy 5. Discuss poverty as a major	Categories of workers in Liberia: • Government workers • Private sector workers • Self-employed Civil Service Entrepreneurship Types of Workers: • Skilled Workers • Unskilled workers Non-formal Sector of the Economy. Sexual exploitation and abuse Poverty and prostitution	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work** Discuss which workers are considered as civil servants and non-civil servants. **Home Work** Define what is entrepreneurship and give examples of entrepreneurs in your community. **Individual work** Explain the advantages of skilled labor. **Individual work** Explain the disadvantages of unskilled labor **Mixed Group work:** Discuss what is the non-formal sector of the economy	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Poster showing masons, carpenters, plumbers, welders, etc. Poster showing push-push and street hawkers Poster showing non-formal sector workers at various trades Posters showing abused people Poster depicting SEA situations **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments

	factor for sexual exploitation and abuse		**Role Play** some workers in the non-formal sector. **Mixed Group work:** Brainstorm reasons why conditions of poverty can cause sexual exploitation and abuse. **Discuss** the dangers of sexual exploitation and abuse, and prostitution.	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 4
PERIOD: VI
TOPIC: TRANSPORTATION AND COMMUNICATION

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to relate transportation and communication to economic development. Learners are able to make appropriate use of the means/types of communication devices. Learners are able to identify the early means of transportation. Learners are able to make use of the various forms of communication. Learners are able to communicate effectively	Upon completion of this topic, learners will: 1. Discuss the importance of transportation and communication 2. Identify the general forms of transportation and communication 3. Classify each form of transportation under the modern or traditional form 4. Classify each form of communication under the modern or traditional form 5. Demonstrate effective use of communication in promoting gender sensitivity	Transportation • Land • Sea • Air Examples of the three types of transportation. Categories of Transportation: • Land – walking, animals, cars, trains, etc. • Sea/Water- canoe, boats, ships, etc. • Air – rockets, aircrafts, etc. Animal Traction Different uses of transportation: • Move people from place to place	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work** Discuss the importance of transportation to economic activities **Mixed Group work** Make a model train with cardboard and demonstrate its various functions **Individual work** Demonstrate how draft animals can help with farming and transportation in a village **Mixed Group work** Think and list new ways of transportation that will	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Chart showing various means of transportation. Chart showing traditional means of communication • Poster showing Letters • Handouts • Magazines • Books • Charts • Newspapers • Signs & signals, etc. Chart showing outline of rules for effective communication **Links** www.brainpop.com	**Expected COMPETENCIES** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

		• Move goods from place to place	ease transportation problems in Liberia	www.socialstudiesforkids.com	• Class works
					• Assignments
		Early means of transportation:	**Group work:** Discuss the importance of communication.	www.primarygames.com	• Attendance
		• Walking		www.pbskids.org	• Class participation
		• Hammock			
		• Human back	**Individual work:** Sketch the advantages of modern communication.	www.learninggames.com	• Individual presentations
		Communication		www.dictionary.com	
		Traditional	**Individual work:** Outline what constitutes the print media.	www.khanacademy.com	• Lab works
		Communication			
		Modern Communication			• Test
		Types of communication	**Peer work** Sketch pictures depicting situations of gender balance and gender imbalance, (b) ask your **peers** to analyze the two pictures and draw conclusions as to which is gender sensitive in nature		
		Types of communication			
		• Verbal			
		• Electronic			
		• Print			
		• Non-verbal			
		Effective Communication	**Role play** a situation in which you have received news of a terrible accident about a school team; pass on this message effectively so that you do not alarm the school unnecessarily		
		Gender roles in effective communication			
		Gender bias and communication			

GRADE: 5
PERIOD: I
TOPIC: GEOGRAPHY

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to relate the physical features of Liberia to its socio-economic and infrastructural development	Upon completion of this topic, learners will: 1. Locate Liberia on the map of West Africa/Africa 2. Identify the political sub-divisions of Liberia on the map of Liberia 3. Explain the size and population of Liberia 4. Locate the mountains, rivers, lakes, peninsulas, and capes of Liberia 5. Explain the difference between weather and climate	Location and Boundaries of Liberia: 1. West Africa 2. Guinea on the North 3. Atlantic Ocean on the South 4. Sierra Leone on the West 5. Ivory Coast on the East. Counties of Liberia: • Montserrado • Grand Bassa • Sinoe • Maryland • Bong • Cape Mount • Nimba • Grand Gedeh • Lofa • Grand Kru • Rivercess • Margibi • Bomi	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work**: Place a map of West Africa on the blackboard and locate Liberia **Mixed Group work**: Draw a map of West Africa and locate and discuss the boundaries of Liberia **Mixed Group work**: Draw a map of Liberia and outline the political sub-divisions and their capitals **Individual work:** Draw a map of Liberia and group the counties according to regions using different	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of Africa Map of West Africa Mineral map of Liberia Political Map of Liberia Physical map of Liberia Climatic map of Liberia Vegetation map of Liberia Chart showing examples of small and large industries **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments • Attendance

	6. Name the seasons of Liberia and tell the length of each 7. Identify the industries of Liberia 8. Identify the vegetation of Liberia	• River Gee • Gbarpolu Size and Population of Liberia: • 38,000 Square Miles • 4.5 million people County size and population Natural resources found in counties Physical Features: • Mountains • Capes • Plateaus • Hills • Islands • Peninsulas Climate and Vegetation: • Rain Forest • Savanna • Mangrove Swamp • Rainy Season and Dry Season Industry: • Mining • Agriculture • Manufacturing Small and large scale industry	colors (blue, green, red, black, orange, etc.) **Individual work:** Discuss the population of Liberia **Mixed** **Individual work:** Sketch a map of a county and locate mountains, capes, plateaus, hills, islands and peninsulas **Individual work:** Discuss the seasons of Liberia and tell the length of each **Mixed Group work**: Discuss the advantages and disadvantages of each season **Explain** the types of vegetation in Liberia **Individual work**: Make **field trip** to local industry in your community and **report** observations to the class **Mixed Group work**: Discuss small and large scale industries in Liberia	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test

GRADE: 5
PERIOD: II
TOPIC: MIGRATION OF PEOPLE TO LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to trace their origins and appreciate the contributions of each ethnic group of Liberia	Upon completion of this topic, learners will: 1. Name the sixteen major ethnic groups of Liberia 2. Locate the origins of the early ethnic groups on the map of Africa 3. Explain why the early ethnic groups migrated to Liberia 4. List the origins of the second ethnic group 5. Explain the formation and function of the American Colonization Society 6. Outline the contributions made by each ethnic	Early Migrants The sixteen major ethnic groups of Liberia Origins of Early Migrants The three Ancient West African Empires Causes of Migration • Wars • Religion • Drought • Pestilence Later Migrants • Freed slaves from the Americas • Recaptured slaves • Freed slaves from the West Indies	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work**: List the sixteen major ethnic groups of Liberia **Mixed Group work**: Group the major ethnic groups on the basis of similarity of culture and languages **Individual work**: State the origins of the early migrants **Mixed Group work**: Draw a map of the three Ancient West African Empires and indicate possible migration routes to Liberia	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: History of Liberia Map of Liberia showing distribution of ethnic group Map of Ancient West African Empires Map of West Africa/Atlas Liberian History up to 1847 **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

| | | group of the Liberian society | Recent Migrants: Ghanaians Nigerians Sierra Leoneans Guineans Togolese Others | **Mixed Group work:** Discuss some factors that led to break up of the Ancient West African Empires

Group work and presentation: Form yourselves into three groups for the following exercise; (a) Group A will discuss the wars and drought in Ancient Mali; Group B will discuss religion and pestilence.

Mixed Group work: Discuss the origins of the second group of migrants with particular reference to the concept of slavery

Individual work: Discuss the formation of the ACS and its role in the repatriation of freed slaves to Liberia

Assignment: Discuss the founding of the Republic of Liberia

Mixed Group work: Discuss some reasons why the recent migrants came to Liberia | www.pbskids.org

www.learninggames.com

www.dictionary.com

www.khanacademy.com | • Class works

• Assignments

• Attendance

• Class participation

• Individual presentations

• Lab works

• Test |

GRADE: 5
PERIOD: III
TOPIC: SYSTEMS OF GOVERNMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to develop and exhibit a sense of nationalism and patriotism	Upon completion of this topic, learners will: 1. Identify the three branches of Government 2. Explain the functions of each branch of Government 3. Describe the concept of Separation of Powers 4. Identify the national emblems of the Republic of Liberia 5. Explain the rights of citizens as prescribed by the Constitution	Structure of the Liberian Government • Legislature • Judiciary • Executive Concept of the Separation of Powers Check and Balance The National Emblems The Flag The Coat of Arms The National Anthem The Lone Star The Pledge of Allegiance Citizenship	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** **Name and discuss the structure and** functions of the three branches of government. **Mixed Group work**: Discuss the system of Check and Balance **Role play** the heads of the three branches of government in relation to the Separation of Powers **Individual work**: Draw the flag of Liberia and state the meaning of the symbols	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: History of Liberia Constitution of Liberia The Flag of Liberia The Coat of Arms Chart with the National Anthem Chart with the Lone Star Chart with the Pledge of Allegiance **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments • Attendance

	6. Discuss the duties and responsibilities of citizens	Who is citizen of Liberia? Duties and responsibilities of citizenship. Rights of a citizen	**Individual work**: Draw the Coat of Arms and state its meaning **Mixed Group work**: Read the wordings of the National Anthem and discus them **Sing** the National Anthem **Sing** the Lone Star **Individual work**: Discuss what is Citizenship **Mixed Group work**: Discuss who is a citizen and the duties of a citizen **Mixed Group work**: Discuss the kinds of citizenship and how one can become a citizen **General Assignment**: Take a copy of the Constitution and study the Rights and responsibilities of a citizen. **Present** your report to the class	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test

GRADE: 5
PERIOD: IV
TOPIC: BASIC RIGHTS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to uphold the principles of fundamental rights and advocate for the disabled and those living with HIV/AIDS Learners are able to make informed choices or decisions about sexuality	Upon completion of this topic, learners will: 1. List the Basic and Fundamental Rights as defined by the Constitution 2. Explain the concept of freedom of speech, thought, and religion. 3. Describe the rights of the child 4. Analyze the importance of children's involvement in decision-making as a right.	Fundamental Rights Basic Freedoms • Speech • Thought • Religion Convention on the Rights of the Child Child Protection Child Welfare Agencies Rights of people living with HIV/AIDS How not to stigmatize against PLHIV Types of stigmatization Rights and responsibilities of children infected and affected by HIV and AIDS	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Debate:** In groups of A and B, **debate** how people can enjoy their fundamental rights **Individual work:** Discuss how freedom of speech, thought, and religion can be protected and or violated **Role play** violations of child rights and how they can be avoided **Individual work:** Discuss the importance of a child welfare agency **Mixed Group work:** Brainstorm the responsibilities of parents towards children	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: The Constitution of Liberia Convention on the Rights of the Child Chart showing activities at a child welfare agency Handouts on HIV/AIDS prevention Health worker lecturing on contagious disease prevention Posters depicting ways to abstain from sex until school completion	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments

	5. Discuss the rights of people living with HIV/AIDS 6. Identify challenges faced by the disabled 7. Assume control of their sexuality	Caring for sick people Personal values about sex and reproduction. Abstaining or delaying the onset of sexual relationships. Using protection against pregnancy and HIV	**Individual work:** discuss the rights of people living with HIV/AIDS **Mixed Group work:** Organize a **game** where you **brainstorm** about a community stigmatizing people living with HIV/AIDS **Individual work:** Draw an HIV-infected person and discuss how to care for PLHIV **Mixed Group work:** Discuss behaviors that lead to contracting HIV Discuss what to do when someone is sick **Mixed Group work:** Discuss the benefits and importance of abstinence **Individual work:** Meditate on what time will be really right to start having sex and why, (b) write your thoughts down and **present** to the class **Mixed Group work:** Discuss—is it necessary to wait until you are 18, or until you are married, or until you complete school, before you have sex?	**Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Attendance • Class participation • Individual presentations • Lab works • Test

GRADE: 5
PERIOD: V
TOPIC: ECONOMIC DEVELOPMENT

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the roles of the various sectors in the development of the Liberian economy	Upon completion of this topic, learners will: 1. Tell the difference between subsistence farming and plantation agriculture in Liberia. 2. Name some of the major agro-industries in prewar and present-day Liberia. 3. Identify fishery as a component of Liberia's economy. 4. Discuss some of the mining sectors in pre-war and present-day Liberia. 5. Identify the small and large scale industries in Liberia.	Agriculture • Subsistence farming • Commercial Major Agro Industries Forestry Manufacturing Industries Small scale industries Large scale industries Problems presently affecting Liberia's agro business Mining Pre-war Mining Present-day Mining Artisanal Mining	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Group work**: Analyze how a subsistence farming is different from commercial farming Take a **field trip** to a subsistence farm in your community and **report** to the class. **Group work**: Discuss the nature of small and large scale industries. **Individual work**: Discuss problems affecting Liberia's agro business today. **Group work**: Discuss the activities of mining companies in pre-war and present-day Liberia	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: List of Agro Companies in Liberia National Fisheries Authorities Act Pictures of fish farming, cold storages Pictures of subsistence farms Mining sites **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes

	6. Differentiate between small and large scale industries. 7. State the challenges affecting Liberia's economic development	Fishery Traditional fishing Fishing companies Aquaculture	**Analyze** issues affecting the mining industry in present-day Liberia **Individual work**: Discuss what is artisanal mining **Individual work**: **Analyze** how fishery is an important component of Liberia's economy **Home work**: Discuss what is aquaculture? How can aquaculture be an important means of employment in your community?	www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Class works • Assignments • Attendance • Class participation • Individual presentations • Lab works • Test

GRADE: 5
PERIOD: VI
TOPIC: LIBERIA AND HER RELATIONS WITH OTHER WEST AFRICAN COUNTRIES

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the socio-economic and political development of West Africa	Upon completion of this topic, learners will: 1. Analyze the history of West Africa. 2. Name the official language spoken in each West African country. 3. Explain the work of ECOWAS WARDA, and MRU 4. Name and locate the major rivers of West Africa 5. Describe the climatic regions of West Africa	History of West Africa Map of West Africa People of West Africa Official Languages of West Africa West African Regional bodies: • ECOWAS • WARDA • MRU Major Rivers of West Africa Climatic Regions of West Africa Natural Vegetation of West Africa Natural Resources Major West African Industries	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** List the countries of West Africa and indicate the official language of each country **Individual work**: On a poster sheet, draw the map of West Africa and indicate the following; (a) capital cities (b) major rivers and lakes **Group work**: Discuss the origin of ECOWAS and its role in relations to the Liberian civil conflict **Assignment:** Discuss what is WARDA	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of Africa Map of West Africa New Geography of West Africa/Liberia Atlas **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

			and its role in West Africa's agricultural development Discuss the countries of the MRU	www.dictionary.com www.khanacademy.com	• Assignments
	6. Explain the types of natural vegetation in West Africa	Transportation and Commerce			• Attendance
					• Class participation
	7. Identify media role in adolescent life		**Assignment:** List the major rivers in West Africa		• Individual presentations,
					• Lab works
			Home work: Research major West African rivers and discuss their relevance to economic development and hydropower		• Test
			Group work: Discuss the climatic regions of West Africa and their effects on agriculture.		
			Describe which countries are found in the Sahel region		
			Individual work: Describe the natural vegetation of West Africa		
			Assignment: Research the major resources found in West Africa and **report** to the class **Home work:** Identify the various means of transportation and communication in West Africa		

GRADE: 6
PERIOD: 1
TOPIC: THE FOUNDING OF THE LIBERIAN STATE

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the history of Liberia from its founding up to the present	Upon completion of this topic, learners will: 1. Explain who founded the Liberian State 2. List the names of founding members of the American Colonization Society 3. Tell when the Liberian state was officially founded 4. Identify the various periods of Liberian History—from Colonial period to the present 5. Discuss the rights of special	Trans-Atlantic Slave Trade The Founding of the ACS and other Colonization Societies Early Liberian Kingdoms The Founding of Liberia Governors of Liberia before Independence Periods in Liberian History • Colonial • Commonwealth • First Republic • Second Republic Purpose of the ACS Special Population Groups: • The Elderly • PLHIV • The Disabled	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work**: Discuss the Slave Trade and factors that led to repatriation of slaves to Sierra Leone and Liberia **Individual work**: Discuss the other Colonization Societies and determine in which parts of Liberia each settled repatriated slaves **Home work**: Research the founding of the Liberian State from the Colonial Period to the present	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Early map of Liberia Liberian History before 1847 Chart showing various groups with special needs Poster showing Red Cross workers assisting the needy **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments • Attendance

population groups in present-day Liberia	• Disadvantaged Children • Ebola Survivors Measures to end Stigmatization and Discrimination. Institutions concerned with seeking the welfare of the Special Population Groups	**List** the names of some Liberian Kings at the time of Liberia's founding **Analyze** the major reasons for repatriating freed slaves to Africa **Mixed Group work**: Discuss problems encountered by the first Settlers upon arrival in Sierra Leone and Liberia **Individual work**: Discuss how each member of the Special Population Groups can be helped in the society **Mixed Group work**: Analyze how other institutions can help the Special Population Groups apart from government **Home work**: Formulate your own programs to help members of the Special Population Groups	www.khanacademy.com	• Class participation • Individual presentations • Lab works • Test

SEMESTER ONE

GRADE: 6
PERIOD: II
TOPIC: WAYS OF EARNING A LIVING IN LIBERIA AND SELECTED AFRICAN COUNTRIES – WEST, EAST, SOUTH, AND NORTH

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to make rational decisions about career choices and matters affecting their wellbeing. Learners are able to identify different cultural values and their influence on people's lives.	Upon completion of this topic, learners will: 1. Identify some general farm crops which may be common to the selected countries of West Africa 2. Identify some major cattle breeding counties in West Africa 3. Discuss problems associated with the	Selected West African Countries 1. Ghana – Cocoa 2. Guinea – Cattle 3. Sierra Leone – Coffee 4. Nigeria – Cocoa 5. Liberia-Rubber Cattle Breeding in West Africa Mechanized Rice Cultivation North Africa 1. Cattle raising among Moors of northern part of the Sahara Desert 2. The Oasis dwellers (a sub-ethnic group of the Moors who grow millet, rice, water melons, etc. 3. The Tibu – cattle herders 4. Other occupations	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work:** Discuss the importance of commercial agriculture to some West African countries **Individual work**: Research the importance of rubber to the Liberian economy and **report** to the class. **Debate** how mechanized rice cultivation will transform the economy and lives of the Liberian people.	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of Africa Geography of West New Geography of Liberia. Vegetation map of West Africa. Materials on cattle raising Pictures/videos slides of economic migrants from West Africa **Links** www.brainpop.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

	waves of economic migrants from Africa 4. Explain the importance of education as a means of curbing the massive exodus of people from Africa	**South Africa** 1. Modern farming family in the Savanna land 2. Gold and diamond mines workers of South Africa **East Africa** 1. The nomadic Maasai people who constitute the majority of cattle breeders in Kenya Major farm crops grown in East Africa • Rice, wheat, cotton, maize, alfalfa for cattle Recent Economic Migrants from West Africa Some Causes of Economic Migration • Lack of job opportunities at home • Misinformation Destinations of the Economic Migrant Modern-day Slavery in North Africa	**Individual work**: Research the vegetation of North Africa relative to cattle breeding in the northern Sahara. **Mixed Group work**: Compare and Contrast the economies of South and East Africa. **Assignment:** Who are the Maasai of East Africa **Individual work**: Discuss the major crops traditionally grown in the fifteen counties of Liberia **Mixed Group work**: **Analyze** what is economic migration, and the effect of economic migration **Debate** (a) is economic migration safe? (b) how can economic migration be halted? **Mixed Group work**: Make a large chart showing the various routes and destinations of	www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Assignments • Attendance • Class participation • Individual Presentations • Lab works • Test

		Female economic migrants as targets for Sexual Exploitation and Abuse (SEA) Cultural practices related to sexuality Forced and Early marriages Nutritional taboos FGM	the present-day economic migrants from West Africa. **Individual work**: Research how are female migrants exposed to Sexual Exploitation and Abuse. **Individual work**: Research cultural practices and **report** to the class **Mixed Group work**: Analyze what is early marriage and write down some consequences of early marriage. **Role play** getting out of forced marriage. **Role play** seeking help to avoid FGM		

GRADE: 6
PERIOD: III
TOPIC: GEOGRAPHY OF AFRICA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the geography of Africa	Upon completion of this topic, learners will: 1. Identify the geographic location of Africa on the world map 2. Locate the highest mountains in Africa 3. Name the largest rivers and lakes in Africa 4. Describe the climatic conditions and vegetation regions of Africa 5. Identify the major groups of Africa's people	Boundaries of Africa Highest Mountains of Africa Largest Rivers and Lakes • Uses and users of the rivers and lakes People of Africa • Groupings and complexion Major cities of Africa and their population. Climatic conditions of Africa The Rain Forest Desert Regions	Inclusive and Differentiated Learning Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work**: Draw the World map on a large poster, and identify the geographic location of Africa **Individual work**: Name and locate the highest mountains in Africa **Individual work**: Locate the largest rivers and lakes in Africa **Mixed Group work**: Discuss the major groups of Africa's people	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: World Map, globe, vegetation map of Africa, relief map Atlas Research materials **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works

6. Locate the major cities of Africa 7. Identify the regional and international bodies in Africa	• Sahara • Namib • Kalahari • Major Cities of Africa Fifteen Biggest Cities in Africa by Populations Problems of over-population in African cities AU WARDA ECOWAS MRU EAC SADC COMESA, etc.	**Assignment:** Draw a map of Africa and indicate areas of unique climatic conditions **Mixed Group work**: Locate and discuss the areas of the West African rain forest **Individual work**: Discuss the location of the three desserts in Africa and list the countries sharing them **Individual work**: Draw a map of Africa and list the capital cities of the countries **Mixed Group work:** Discuss how problems of over-population in African cities can be solved. **Mixed Group work**: What is the purpose of each regional organization in Africa **Individual work**: List the member states comprising each African regional organization	www.khanacademy.com	• Assignments, • Attendance • Class participation • Individual presentations, • Lab works • Test

GRADE: 6
PERIOD: IV
TOPIC: LIBERIA AND WEST AFRICA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the geographical, social and economic trends in West Africa	Upon completion of this topic, learners will: 1. State the geographic location of West Africa 2. Compare the environmental and climatic conditions of Liberia with her neighbors—rainfall, weather, vegetation, etc**.** 3. Compare similarities in language, customs, and general cultural traits 4. Tell the population, cultural pattern, as well as modality	Geographic Location of West Africa Population of Liberia and Countries in West Africa Liberia and West Africa: Similarities in Language and Culture Colonial History of West Africa Environmental and Climatic Conditions: Liberia and West Africa Social Problems Juvenile Delinquency	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** Draw a map of West Africa, (a) indicate the geographic boundaries (b) indicate the countries in color, and (c) identify the capital of each country **Individual work:** Discuss the population of West African countries Analyze some similarities in language and culture of Liberia and the MRU countries **Mixed Group work:** Discuss the impact of	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Map of Africa Map of West Africa History of Liberia History of West Africa **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org www.learninggames.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments

	and mobility trends within these countries	Unemployment	colonialism on the countries of West Africa	www.dictionary.com	• Attendance
		Housing and Slums	**Individual work:** Discuss what is environmental and climatic conditions	www.khanacademy.com	• Class participation
	5. Demonstrate knowledge of some social problems in some African cities	Child Labor			• Individual presentations
			Individual work: Compare the environmental conditions of Liberia and her neighbors		• Lab works
	6. Explain why there should be separate courts for children		**Mixed Group work:** Discuss how social problems negatively affect the lives of people Debate how rural-to-urban migration can contribute to the proliferation of slums		• Test
			Home work: Research the dangers of Child Labor, and measures to put an end to this practice		

GRADE: 6
PERIOD: V
TOPIC: CURRENT EVENTS AND HISTORICAL COMMEMORATIONS

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze historical trends in Liberia and understand the significance of the media in national development	Upon completion of this topic, learners will: 1. Name the major national holidays of Liberia 2. Tell the significance of each holiday 3. Discuss the role of the media in promoting national development 4. Name the contributions of some media institutions in Liberia 5. Analyze major media stories 6. Explain the causes and effects of the Liberian civil war	National Holidays of Liberia Significance of National Holidays Events Leading to the Civil Crises • **April** 14, 1979 Rice Riots • The 1980 Coup • November 12 Abortive Invasion Civil War 1989—2003 Developments following the War: • Election of 2005 and 2011 • Election of 2017 Media Institutions • Print • Electronic	**Inclusive and Differentiated Learning** Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Individual work:** List the National Holidays of Liberia **Individual work**: In your own words, what is the significance of Joseph Jenkins Roberts Birthday **Home work:** Research what caused the 1980 Coup d'état **Home work:** Research the effects of the Civil War and present to the class	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Teachers Manual Newspapers Magazines Radios Mobile phones Calendar with National Holidays of Liberia Portrait of J.J Roberts **Links** www.brainpop.com www.socialstudiesforkids.com	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments

	7. Identify means of ending conflict	The Role of the media in National Development News Media Social Media Issues of "Fake News" and "Hate Speech" Effectively Analyzing News Stories	**Individual work:** Discuss what is a media institution **Mixed Group work**: Analyze the differences between the Print and Electronic media, and tell which of the two has the greater influence on society **Mixed Group work**: Discuss what is New Media and Social Media **Analyze** what constitutes "Fake News" and "Hate Speech" and the dangers associated with them **Assignment:** (a) Bring a copy of newspaper to class, (b) read an article from the paper before the class, (c) explain the article in your own words **Question & Answer:** (1) Was the reading of the news article accurate? (2) Did the explanation relate fairly to the article?	www.primarygames.com www.pbskids.org www.learninggames.com www.dictionary.com www.khanacademy.com	• Attendance • Class participation • Individual presentations • Lab works • Test

			Teacher of The Day: Discuss your impressions of the newspaper exercise with the class		

SEMESTER TWO

GRADE: 6
PERIOD: VI
TOPIC: CULTURAL TRENDS OF LIBERIA

OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCY ASSESSMENT
Learners are able to analyze the cultural trends of Liberia and make rational decisions when it comes to harmful socio-cultural practices Learners will understand how to manage conflict with their parents or guardians	Upon completion of this topic, learners will: 1. Name the major national holidays of Liberia 2. Tell the significance of each holiday 3. Discuss the role of the media in promoting national development 4. Name the contributions of some media institutions in Liberia 5. Analyze major media stories 6. Explain the causes and effects of the Liberian civil war 7. Identify means of ending conflict	Culture and Customs Cultural norms and patterns of Liberia Arts and Crafts Traditional Societies Liberian Cuisine Socio-cultural Practices Reasons for possible conflict between adolescent and parents or guardians Restricting powers in the family Roles of making decision in the family	<u>Inclusive and Differentiated Learning</u> Individual seat works or work in mixed groups according to gender, abilities, learning styles, etc. **Mixed Group work**: Discuss how might Liberia's culture be used to enhance economic development **Individual work**: Discuss what are cultural norms, (b) **sketch** some traditional musical instruments, and discuss their origins with the class **Assignments:** Bring some arts and craft materials to class for display and discussion. **Debate** some advantages and disadvantages of particular	**Primary Text:** **Secondary Text:** **Other:** Resources/Supplementary Readings: Cultural Artifacts Poster of traditional and cultural practices Poster showing traditional dresses Sassa, Sangba **Links** www.brainpop.com www.socialstudiesforkids.com www.primarygames.com www.pbskids.org	**Expected Competencies** • Effective communication skills • Analytical and research skills • Research and problem solving skills • Digital Skills • Creativity & Innovation **ASSESSMENT STRATEGIES:** The following methods/ tools will be used to test for competencies, select relevant options • Quizzes • Class works • Assignments

| | | Breakdown in communication between parents | socio-cultural practices you know of

Think And Tell:
Think of some reasons why teenagers usually have conflict with their parents or guardians, and tell your ideas to the class

Individual work:
Share with the class a conflict you know a teenage friend had with their parent

Mixed Group work:
Discuss ways of avoiding conflict with your parent.

Relate Satta's Story:
(Satta's mother is forcing her to get into a relationship with a married man because the man is rich. As Satta wants to complete school, being with an older man may spoil her plans of reaching her goal.)

Teacher For The Day, ask some learners to **Role play** what Satta can do to negotiate with her mother that being with an older man will harm her future | www.learninggames.com

www.dictionary.com

www.khanacademy.com | • Attendance

• Class participation

• Individual presentations

• Lab works

• Test |