

Subject Overviews

South Sudan





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Introduction

A Broader Structure

These Subject Overviews are part of the broader structure of the new curriculum. The new curriculum sets out key aims that define what the nation wants for its young people; that they should become:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally responsible members of society

The new curriculum also puts the subjects of the curriculum into a broader context of values, principles, student competencies and the rich culture and heritage of South Sudan. It is set out in three key documents:

The Curriculum Framework sets out the key aims this broader context of the curriculum and gives guidance on how it is to be implemented in schools.

The Subject Overviews set out the key learning expected for each subject, year by year.

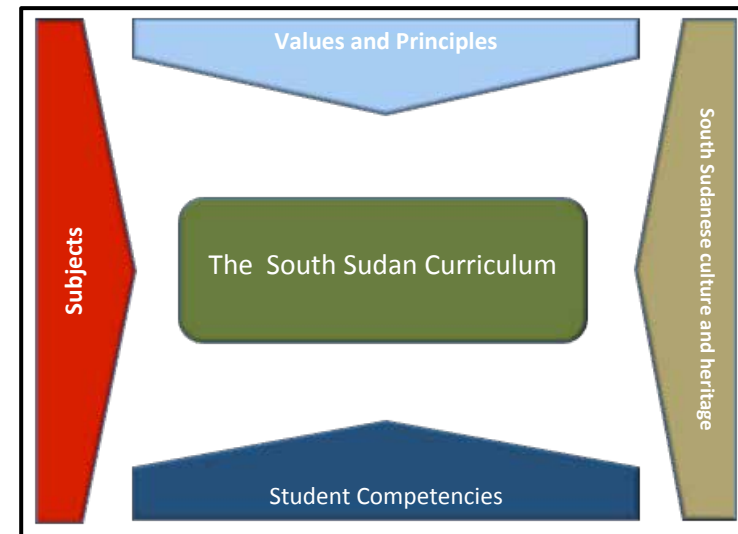
These Syllabus Units give the detail that supplements the overall learning expectations that are set out in the 'Subject Overviews'

The Framework of the curriculum

To face the challenges of the 21st Century, young people need to be knowledgeable and have a good understanding of the key subject

areas. They also need to possess the skills and the attitudes to make good use of that knowledge and to apply it in the service of the community. The subject knowledge together with the skills and attitudes forms the competencies that will equip learners to become global citizens in the 21st Century.

Citizens of South Sudan also need a clear sense of identity and an understanding and appreciation of the rich culture and heritage of their own country. The curriculum is therefore an association of subjects and competencies, driven by aims, values and principles, and located with the rich culture and heritage of South Sudan. This is reflected in the Subject Overviews.



What are “Subject Overviews”?

The Subject Overviews for Primary 1 to Secondary 4 set out the key learning expected for each of the curriculum subjects by the end of every year. For each subject, the Subject Overview sets out:

- The rationale for the subject
 - The purpose and scope of the subject
- The subject within the broader Framework
 - How the subject fits within the overall Curriculum Framework, and in particular how it contributes to the four Student Competences
- The teaching and learning of the subject
 - Key approaches to teaching and learning that are needed to meet the aims of the new curriculum

The Subject Overview also shows how the subject is organized. This is usually in terms of “strands” which are the component parts of the subject. For example, English is divided into the four strands of: Listening, Speaking, Reading and Writing.

The Overview sets out the key purpose of each strand.

The final section of each Subject Overview sets out the expected learning outcomes by the end of the year for each of these strands. They should therefore be used as the basis for any end-of-year assessments.

These learning outcomes are the basis for the more detailed Syllabus Units and for the textbooks.

Expected Learning Outcomes

The expected learning outcomes comprise three main forms of learning:

- Knowledge: the memorizing of information
- Understanding: putting knowledge into a framework of meaning
- Skills: the ability apply one’s knowledge and understanding; to perform a mental or physical process

For example:

- Knowledge: remembering that Paris is the capital of France
- Understanding: understanding why Washington and not New York is the capital of the USA
- Skill: being able to find out (eg from a book, map or the internet) what is the capital of Mongolia.

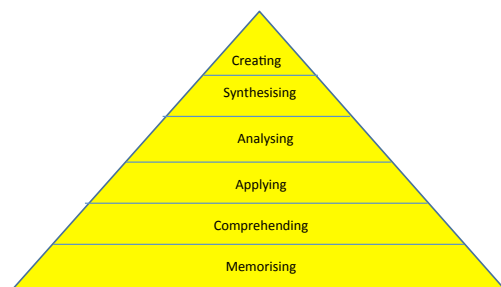
So it is important to look at the expected learning outcomes in these terms. We must ask ourselves, does this require knowledge, skills or understanding.

For example, in Primary 1 Science, learners are expected to:

- “Know basic weather conditions..” (*Knowledge*)
- “Understand the use of simple machines ..” (*Understanding*)
- “Investigate which objects sink ..” (*Skill*)

When using these Subject Overviews for planning teaching or for assessment, it is essential to look closely at the expected learning outcomes and distinguish between knowledge, skills and understanding. Each is taught and assessed differently. The “School Based Assessment Guidance” gives more help with this. The new curriculum takes the skills one stage further, and has been

Skills'. These are illustrated in Bloom's Taxonomy which divides learning into six ascending levels. The lowest level is memorizing (which refers to knowledge) and the second is comprehending (which refers to understanding). To reach the higher levels, learners have to use a 'higher order thinking skill' to apply their learning in some way. This is illustrated in the diagram below:



Bloom's Taxonomy

It will be helpful to bear this in mind when using the Subject Overviews. The Higher Order Thinking Skills have been built into the expected learning outcomes. For example:

P3 Science: *"Investigate air pressure .."* (apply)

P3 Social Studies: *"Compare.. to a contrasting location"* (analyse)

S1 History: *"Analyse pre-colonial trade ..."* (analyse)

S2 Citizenship: *"develop informed arguments .."* (synthesise)

P5 English: *"communicate ideas creatively ..."* (create)

Integrated Subjects

At the Primary School levels, ICT and TVET have been integrated into the subjects: These will be learned in the context of other subjects rather than as separate subjects. There are separate programmes for these (set out in Section 4) so that progress can be checked, but the elements are already in the expected learning outcomes and so do need to be added.

The separate programme for ICT will be helpful to schools that have no equipment at the moment. These schools will be able use these to run 'stand alone' catch-up programmes when they have the resources.

Cross-cutting issues

These are elements of learning that fall across all the subjects:

- Peace Education
- Life Skills
- Environment and Sustainability

Like the integrated subjects, there are separate programmes (set out in Section 5) but all these elements have already been built into the subjects, so they do not need to be added.

Early Childhood Development Curriculum (ECD)

The ECD Curriculum takes account of the early stage of development of children of this age when it is not appropriate to study the same subjects as older children in school. The seven ECD Areas of Learning are seen as activities, because learning needs to be active at this stage. The seven activities cover all the key elements of early childhood development and prepare young children to start school in P1.