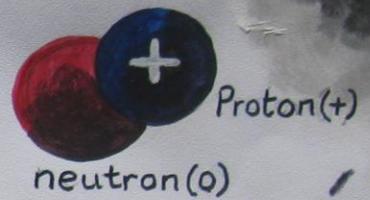


INTEGRATED PRIMARY CURRICULUM GRADE 7 SYLLABUS



Sum of interior
 $(n-2) \times 180^\circ$

electron (-)



PILOT 2016

The National Curriculum Development Centre (NCDC)

P.O Box 1126

Maseru 100

© MINISTRY OF EDUCATION AND TRAINING 2016

TABLE OF CONTENTS

INTRODUCTION TION TO THE REVISED SYLLABUS.....	i
LINGUISTIC AND LITERARY LEARNING AREA.....	ii
NUMERICAL AND MATHEMATICAL LEARNING AREA.....	iii
SCIENTIFIC AND TECHNOLOGICAL LEARNING AREA.....	iv
PERSONAL, SPIRITUAL AND SOCIAL LEARNING AREA.....	v
LIFE SKILLS BASED SEXUALITY EDUCATION.....	vi
CREATIVITY AND ENTREPRENEURIAL LEARNING AREA.....	vii
LAYOUT AND PRESENTATION OF THE SYLLABUS AND DEFINITION OF TERMS USED IN THE SYLLABUS.....	viii
PRINCIPLES OF ASSESSMENT.....	x
TEACHER'S GUIDE.....	xi
LINGUISTIC AND LITERARY LEARNING AREA-SESOTHO.....	1
OVERVIEW.....	1
ACTIVITY PLAN.....	3
Mekhoa ea ho ithuta	3
Phelisano le Bochaba	15
Tšebeliso ea Puo	22
Sebopeho sa Puo	30
LINGUISTIC AND LEARNING AREA-ENGLISH.....	37
OVERVIEW.....	37
ACTIVITY PLAN.....	39
Study Skills	39
Language Structure	46

Language Use	55
NUMERICAL AND MATHEMATICAL LEARNING AREA	72
OVERVIEW.....	72
ACTIVITY PLAN.....	74
SCIENTIFIC AND TECHNOLOGICAL LEARNING AREA	94
OVERVIEW.....	94
ACTIVITY PLAN.....	96
PERSONAL, SPIRITUAL AND SOCIAL LEARNING AREA	153
OVERVIEW.....	153
ACTIVITY PLAN.....	155
CREATIVITY AND ENTREPRENEURIAL LEARNING AREA	182
OVERVIEW.....	182
ACTIVITY PLAN.....	184

Introduction to the Revised Syllabus for Grade 7

The revised syllabus for Grade 7 will be piloted in 70 schools in 2016. This syllabus will be part of the new primary school integrated curriculum which is designed to respond to the changing needs of education in Lesotho and to deliver **Education for Individual and Social Development**, as laid out in the 2009 **Curriculum and Assessment Policy**. It aims to equip both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. The syllabus and Teacher's Guide for Grade 7 have been developed by curriculum designers from the National Curriculum Development Centre (NCDC), the Examination Council of Lesotho in partnership with other stakeholders.

The Grade 7 curriculum builds on the integrated curriculum that is now being taught in Grades 1-6. The integrated curriculum for Grades 1-6 draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both learners and teachers. The Grade 7 curriculum continues to promote this strong understanding and connection between concepts and content from different Learning Areas. Like in Grades 1-6, it is based on five **Curriculum Aspects** which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of a society. These are: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies*. In addition to these Learning Areas, the Grade 7 curriculum deals with a Life Skills Education component as an independent entity unlike in the previous grades where it was integrated in the Personal, Spiritual and Social as well as the Scientific and Technological Learning Areas.

Building on the earlier Grades, the Grade 7 curriculum promotes the ongoing development of **Core Competencies**, whereby learners can apply the appropriate knowledge, skills, values and attitudes to address both current and new situations. These **Core Competencies** are: *Effective and functional communication, Problem-solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn*.

Whereas the Grades 1- 4 syllabi are each made up of four units structured around thematic principles , the curriculum for Grades 5, 6 and 7 are organised according to **Learning Areas** into which the traditional subjects have been grouped. The five **Learning Areas** are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial*. In Grade 7, as the Curriculum and Assessment Policy (2009) stipulates, there is a gradual emergence of subjects from the learning areas. Classic examples are English and Sesotho Languages, Life Skills Education, and glimpses of others are discernible in the other learning areas. This has been done to help learners make gradual transition from the integrated curriculum they have studied in Grades 1-6 and the subject-based curriculum they will use in secondary school.

There is an ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** meant to promote **Core Competencies** outlined above, and this applies throughout the whole of Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations have been laid for the rest of Basic Education. The syllabus for Grades 4, 5 and 6 enables young learners to take their first steps on a pathway of active and independent learning. Grade 7 syllabus continues in the same direction, building on and reinforcing these skills and attitudes. As in the previous grades, at Grade 7, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners, unleash learners' hidden talents and to foster positive and enthusiastic attitudes towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities which develop the young learners holistically, stimulating their curiosity and fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, field work, using advance organisers, enhancing transfer of learning, application of principles, experiential learning, case studies, practical exercises and activities involving the wider community. The role of the teacher is to facilitate active learning rather than a teacher-centred didactic approach.

Grade 7 teachers, who have previously taught using subject-based approach, will not find the transition to **Learning Areas** too different from what they are used to. However, they should be prepared to adopt the more practical, learner-centred approach to teaching, which allows learners to actively learn, rather than passively “receive” teaching; this is the approach the learners moving into Grade 7 have experienced in the previous six grades. Wherever possible, teachers are encouraged to make connections between the different Learning Areas and subjects, and teach complimentary concepts together, rather than as independent entities. This helps learners to make connections in real-life situations and see learning as a unified whole. The Learning Areas are briefly presented below.

Linguistic and Literary Learning Area

The Linguistic and Literary Learning Area is made up of elements from several traditional “subjects,” including Sesotho, English, Drama and Music. Material from this Learning Area is mainly about the teaching, learning and use of language. Language permeates every aspect of life and the ability to use it effectively and efficiently gives learners access to knowledge, enables them to play an active part in society and contributes to their personal growth, opening avenues for further study and career opportunities. Effective communication in all its forms is an intrinsic part of learning and assessment. Language is also a vehicle of culture, identity and belonging. It is through language that individuals realise their beliefs, norms and culture and transmit these from one generation to another. The Learning Area is divided into Sesotho and English, the two official languages of Lesotho.

Language acquisition begins at a very early stage of children’s development and language becomes the medium through which much of that development takes place. At home, children learn from their parents, siblings, relatives and the community. They also learn from their peers: the environment plays an important role in language acquisition. Teachers are encouraged to take full advantage of this by allowing learners to talk as much as possible, within the structured framework of classroom activities. Participatory methods of language teaching and learning are encouraged since they allow learners to be active agents of their learning. Such methods include the use of games, story telling, role-play, debates, dramatisation, pair work, group discussions/work, problem-solving, word puzzles, question and answer and self-discovery. These methods also help learners to acquire social life skills. For instance, through group discussions/work learners learn to share, respect other people’s opinions, listen without interrupting and take turns in talking; through role-plays and dramatisation, learners develop self-confidence.

Because English is the language of instruction from Grade 4 onwards, the Grade 7 Linguistic and Literary Learning Area syllabus, builds on the Grade 6 syllabus by focussing on consolidating strong study skills in this language. There is a strong emphasis on different types of reading (reading for information, reading for pleasure, using phonics to decode difficult words when reading, reading aloud to an audience); using the table of contents to see what is in a book; writing different types of texts appropriately using correct language and punctuation, with a particular focus on spelling; speaking clearly and confidently, using appropriate language and vocabulary in a given situation; and listening for specific information. There is a strong focus on literacy in English throughout the other **Learning Areas**, recognising that using oral and written language effectively are necessary for learning.

In Grade 7, the syllabus is divided into four parts for Sesotho and three for English. These are: study skills, language use, language structure and, for Sesotho, social skills related to the Basotho culture. The ordering of these parts in the curriculum does not indicate their importance or the order in which they should be taught. Teachers are advised to look through the whole languages syllabus and decide how to handle individual Learning Outcomes as part of the whole. It is important that learners work on different parts of the syllabus together, rather than sequentially. Most of the Learning Outcomes are generic and should be taught throughout the year.

Where there are overlaps between the Sesotho and English languages, teachers are advised to teach the concepts first in Sesotho, then in English. We believe that this will help learners to understand the concepts better in English once they are grounded in their home language.

Numerical and Mathematical Learning Area

The Numerical and Mathematical Learning Area includes content from number, measurement, shape, data handling and financial mathematics, with emphasis on application. The general aim of teaching and learning numerical and mathematical concepts, knowledge and skills is to enable learners to develop clear and logical thought and acquire a working knowledge of both numeracy and Mathematics as tools for learning and for use in everyday life. The knowledge, skills, values and attitudes acquired enable learners to respond appropriately in addressing day-to-day challenges. Numerical and mathematical skills help learners to make sense of the world in terms of order, beauty and consistency by noticing size, shape and position. They help to make connections, to see order and logic. Seeing patterns, making predictions, estimating, determining rates of change, demonstrating, solving and creating are all necessary in real-life situations. Learners should learn Numeracy in ways that allow them to discover relationships, develop understanding and the growth of thinking. Numeracy is a tool in other fields: it is a service subject, and therefore should be taught as a tool in the context of its application in real-life. The curriculum promotes:

- the acquisition of numerical and mathematical skills for effective participation in scientific, technological and socio-economic development.
- application of numerical and mathematical skills in solving everyday problems and promoting socio-economic development.
- appreciation of contribution of numerical and mathematical skills in scientific, technological and socio-economic development.
- development of positive attitudes towards Mathematics as a foundation for further learning and career development.

In Grade 7, the Learning Outcomes are arranged in such a way that concepts are addressed throughout the year. This arrangement allows for the progressive development of content complexity. However, teachers are not obliged to follow this pattern. When planning lessons, teachers are expected to weave related Learning Outcomes from different Learning Areas together with relevant Numerical and Mathematical Learning Outcomes. This creates an overall learning opportunity that integrates and balances concept development, skills' acquisition and application. Teachers are also advised to use the Mathematics kit and other concrete materials from the immediate environment to enhance learners' understanding of the concept.

Scientific and Technological Learning Area

The Scientific and Technological Learning Area is a systematic enterprise that builds and organises knowledge in the form of testable explanations and predictions about nature and the universe. It deals with collection of techniques, methods or processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. It contains elements from several traditional "subjects", including Science, Technical Subjects (ICT, Home-Economics), Agriculture, Physical Geography, Home Economics, Life Skills Education, as well as Health and Physical Education.

This Learning Area seeks to promote understanding of scientific and environmental phenomena. It considers the environment as a multi-dimensional concept consisting of biophysical, social, scientific, technological, political, economic, personal and contextual dimensions. It therefore concerns the understanding of scientific and environmental phenomena in terms of physical, economic, social, political and technological development and seeks to promote knowledge, skills and values pertinent to science and technology. Learners need to develop skills such as problem-solving, critical thinking, effective and functional communication, technological and creative skills, predicting, observing, classifying, hypothesizing, experimenting, and communicating, whilst gaining:

- an acquisition and understanding of scientific and technological concepts, principles and processes for socio-economic development;
- an understanding of environmental phenomena, including the physical, socio-economic and technological dimensions of environmental issues;

- the ability to apply scientific and technological skills in solving everyday life challenges;
- positive attitudes and values towards the use of science and technology in everyday life.

In Grade 7, the Scientific and Technological Learning Area has designed activities in such a manner that they enable and promote the use of the scientific, investigation/inquiry and Learner-centred approach. The four steps of the scientific method are observation of a phenomenon, formulation of a hypothesis, prediction of future outcomes or other phenomena, and experimentation to test the validity of the predictions. A hypothesis becomes a theory or law of nature if the experiments confirm its validity. Otherwise, it must be modified or rejected and the data further examined. Scientists postulate that the basic laws of the universe are unchangeable, and through observation and experimentation, humans determine the validity of their beliefs to better understand the nature of reality. As such teachers are encouraged to teach likewise. However, teachers can also adopt other approaches to facilitate effective and efficient teaching and learning. Teachers should ensure that activities given to learners develop the above-mentioned scientific competencies.

Certain attitudes or dispositions are also central to scientific inquiry and discovery: These include curiosity, a drive to experiment, and a desire to challenge theories and to share new ideas (Conezio & French, 2002).

Personal, Spiritual and Social Learning Area

The Personal, Spiritual and Social Learning Area deals with social interactions that have the greatest influence on people, Spiritual growth and moral development learners should develop as they grow up. It includes material from History, Human Geography, Religious Education, Social Studies, Life Skills Education, Health and Physical Education. Material from this Learning Area focuses on the learner as an individual, a spiritual and social being. It is intended to equip learners with the knowledge, skills, attitudes and values to enable them to function as well-rounded individuals and play an active useful role as members of the community. It seeks to:

- develop knowledge and understanding of self;
- develop appropriate skills and attitudes towards development and nurturing of positive relationships with others, regardless of cultural, social, religious or political differences and special needs;
- cultivate desirable attitudes, ethical and moral values for personal and social development.

The Personal, Spiritual and Social Learning Area helps learners explain the world in which they live. Much like science teaches children to observe the physical aspects of life, the Personal, Spiritual and Social Learning Area encourages learners to open their minds to the many places humans live on this planet. Learners learn about different places, they also become aware of the many cultural differences of the world's populations. As they learn more about cultural differences, learners begin to find that there are a large number of cultural similarities as well.

Studying Personal, Spiritual and Social Learning Area content helps learners figure out their role in society as well as their place in history. By studying the past, learners learn how institutions, traditions and ideals change as society modernises. They also learn how cause and effect influence relationships between individuals, groups and nations. As learners mature, the study of

history gives learners the chance to develop their research skills and the ability to think critically. A sense of history gives learners good background knowledge as they study content from other Learning Areas.

Again in this Learning Area learners learn that they are part of a larger societal organization that must have structure in order to operate for the good of all the people in the group. This basic sense of citizenship starts in the lower grades as learners work to monitor classroom rules and expands as learners study the electoral process, the branches of government and how citizens interact within the laws of a society in more advanced classes. The Personal, Spiritual and Social Learning Area syllabus also compares other types of government institutions found in Lesotho with those found in other countries. It allows learners to analyse foreign governments while at the same time developing an appreciation for the freedoms accorded citizens by the Southern African Development Community (SADC). The Personal, Spiritual and Social Learning Area lessons cross inter-disciplinary lines and are often a part of geography, history, lifeskills education, health and physical education and religious education.

Economic themes find their way into the Personal, Spiritual and Social Learning Area syllabus in a variety of ways. From the basic concept of want versus need taught in lower grades to advanced concepts such as economic policy discussed in a high school current events class, economics is an integral part of the Personal, Spiritual and Social Learning Area syllabus. As learners learn about the four factors of production -- land, labor, capital and entrepreneurship -- they begin to realise that these all contribute to what goods and services are available for consumers. Learners study economic trends as they study history so they can better understand events such as recessions. On a more personal level, economics teaches learners the basics of handling their own finances and helps them set career goals aligned with their personalities.

Furthermore, this Learning Area nurtures learners to be good citizens. This involves developing them holistically (personally, socially, and spiritually). Spiritual growth is a choice and is necessary to deepen our relationship with God, the Lord Jesus Christ, and the Holy Spirit. It is making Jesus the Lord of our lives, submitting to the guiding power and blessings of the Holy Spirit. Growing in our spirituality is the desire to become righteous and more Christ-like in our everyday lives.

Learners need to understand the importance of their contribution to the socio-economic development of their country. They should know how their society interacts with its own environment and the world at large in order to survive. Specifically, they should understand how human beings look at and express themselves; how they shape the world and interact with the environment; how they interact with others and survive in space and time; and how they look beyond their immediate environment and connect to the Supreme Being.

In Grade 7, the Personal, Spiritual and Social Learning Area builds on and consolidates knowledge and skills acquired in the previous grades, whilst introducing some new concepts and content appropriate to the age of learners. The syllabus addresses issues relating to Lesotho and other countries; Moshoeshoe's domestic and foreign policies in nation building, regional and international organisations, the Lords healing power, migration, industries in Lesotho, population distribution and density, climate change and so forth. It also contains elements of Health and Physical Education and Life Skills Education which aim at developing the learner as an individual and a social being, able to make confident decisions. Skills addressed in this grade include intrapersonal and interpersonal skills, peer-pressure resistance, analysis, critical thinking and interpretation. The Learning Area addresses values and attitudes such as self-confidence, respect, sympathy, empathy, trustworthiness, honesty, loyalty, patriotism and cooperation.

Life Skills Based Sexuality Education (LBSE) Syllabus

The education sector and schools in particular are responsible for contributing to the healthy development of all learners. Learners need to understand the profound change they experience when they are growing up. They need to be equipped with skills to cope with the change. Thus education should develop the knowledge, attitudes, values and skills needed to live a healthy life. These skills are aimed at raising self-esteem and self-confidence, helping young people to resist peer pressure and increase their health-seeking behaviours. They also have a social dimension,

in that they aim to build empathy, tolerance and understanding of gender diversity. Life skills- based Sexuality Education aims at providing opportunities for learners to explore their attitudes, values and to practise decision making and other life skills needed as they transit from childhood to adulthood.

Teaching Life skills Based Sexuality Education help learners to better understand themselves and overcome the challenges they experience daily in their lives. It helps them to be more conscious of the socially constructed myths and taboos built around sexuality and growing up. This understanding in turn, helps young people to make independent decisions and be better equipped to cope with pressure from peers, family, community and media messages. In a school setting, poor academic performance and undisciplined behaviour are common indicators of learners' inability to cope with the challenges. When learners are unable to cope with their emotional pain, conflicts, frustrations and anxieties about the future, they are often driven to engage in high risk behaviour. Without the correct information, young people are at risk of sexually transmitted infections, unintended pregnancies and abuse. LBSE is also therefore intended to offer useful information on relationships, feelings, Sexually Transmitted Infections (STI's) including HIV and AIDS as well as on different forms of violence including bullying in schools.

GOAL AND AIMS OF LIFE SKILLS BASED SEXUALITY EDUCATION (LBSE)

The goal of LBSE curriculum in Lesotho is to equip learners with skills, knowledge, values and attitudes to enable them to exercise their human rights, adopt healthy lifestyles, make responsible choices and become forces for positive changes.

Specifically, it aims at;

- Aiding learners to clarify and strengthen positive values and attitudes
- Enabling learners to make informed choices in life by reducing misinformation and increasing correct knowledge on selected issues
- Equipping learners with skills to live responsible and healthy lifestyles
- Enhancing learners' awareness of their rights and responsibilities as human beings and their capacity to act on them
- Increasing learners' level of knowledge of STI's, including HIV for those not yet infected and avoiding re-infection for those living with HIV.

A number of human rights conventions and programmes of action provide an argument for the education sector to ensure that Life Skills Based Sexuality Education is taught in schools;

- (i) *Article 24 (Health and healthy services)* points to the best health care possible for children, safe drinking water, nutrition, safe environment and information to help them stay healthy.
- (ii) *Article 29 (Goals of Education)* asserts that children's education should develop their personality, talents and abilities to the fullest, while encouraging them to respect others' human rights and cultures, as well as their own.

LBSE is divided into six themes namely;

1. Knowing oneself and living with others
2. Human Rights and Child protection
3. Gender Norms and Gender Equality
4. Sexual and Reproductive Health

5. Sexually Transmitted Infections including HIV and AIDS
6. Drugs, Alcohol and Substance Abuse

The curriculum is contextually adapted and age appropriate. It employs a skills-based approach in developing the learners' psychosocial skills, attitudes and values. It is activity- based, experiential and recognises that learners have diverse learning needs.

Creativity and Entrepreneurial Learning Area

The Creativity and Entrepreneurial Learning Area draws its content from Business Education, ICT, Home Economics, Agriculture, Art, Crafts, Music and Drama.

Material from this Learning Area seeks to develop the creative and entrepreneurial talents and abilities of learners. Teaching and learning should help nurture and unfold the creative abilities which all learners possess. Creativity involves the generation of ideas, concepts and solutions to problems and can be found in different contexts, such as business, art and crafts, music, domestic science, language, technology and science, both at home and within the broader community. Entrepreneurship is not only the act of establishing new organisations or businesses or revitalising mature ones (which is regarded as a strategy central to the solution of problems of unemployment, crime, corruption and so on); it is a general attitude involving vision, ambition, self-belief, drive and energy that can be usefully applied in daily life and in all working activities. Creativity and entrepreneurship therefore function together to stimulate the activity and innovation necessary to create a better community, a better nation and a better world.

Learners need to be creative and entrepreneurial in their current and future lives. We need learners who are action oriented and perseverant, promoting control and autonomy alongside originality and creativity. It combines content drawn from art and crafts; drama and theatre; music and dance; and technical subjects. This Learning Area fosters understanding and application of creative and entrepreneurial concepts, principles, skills, attitudes and values in addressing everyday needs by promoting:

- individual expression, personal and aesthetic development through the practice and appreciation of the creative arts;
- understanding of the physical, socio-economic and technological environment as a prerequisite for learning and living;
- acquisition and application of creative and entrepreneurial skills in solving everyday life challenges;
- appropriate attitudes and values for a successful, creative and entrepreneurial culture.

In Grade 7, the Creativity and Entrepreneurial Learning Area builds on and consolidates knowledge and skills acquired in the previous grades, whilst introducing some new concepts and content appropriate to the age of learners. The syllabus has a particular focus on the development of entrepreneurial skills, creative and thinking skills. Teachers are encouraged to use practical and learner-centred methods such as dramatisation, role-play and mini-projects.

Layout and presentation of the syllabus and definitions of terminology used

The syllabus is presented by **Learning Areas**, each one divided into a number of **Learning Outcomes** (the terms “learning objectives” or “learning intentions” are often used in other contexts; **learning outcome** has been retained here since teachers are familiar with this usage from the previous syllabus).

Learning outcome: a statement in measurable terms of what a learner should know, understand or be able to do by the end of a given segment of the syllabus.

For each targeted **learning outcome**, details are given of:

- the key **concepts, skills, values and attitudes** which underpin its successful attainment.
 - **concept:** a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.
 - **skills:** abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.
 - **values:** qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.
 - **attitudes:** positions or opinions, what is appreciated or disliked by an individual or a group.
- a list of **suggested learning experiences:** teaching and learning activities designed to enable learners to achieve a given learning outcome. This is not exhaustive and the teacher is free to use other complementary activities.
- **What to assess:** in this column, the **learning outcome** is broken down into several specific, measurable and observable points, against which the teacher can check the learners’ progress. These focus on the process and characteristics of learning rather than the final outcome.
- a list of **suggested resources:** a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners’ progress. It is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner’s progress and ability. These will help learners, their teachers and future teachers, their parents and guardians as well as education policy makers to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to “teach for the exam” and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continuous assessment which will be used to assess learners’ progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The syllabus is presented in such a way that, along with each learning outcome, assessment criteria guide the teacher in what to assess to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of how to assess these Learning Outcomes is not explicitly addressed in the syllabus. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grade 6*. Further advice on how to assess learning is contained in the Teacher's Guide. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers should share Learning Outcomes and success criteria with learners so that learners know what they are learning and the standards they are aiming for. They should also provide feedback (which may be oral or written) that helps learners to identify improvement. Both the teacher and the learner will reflect on learners' performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognises that both motivation and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer-assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learners, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take time to understand the new process, to discuss it with their children and their teachers, follow their children's progress and support both learners and teachers in the new modes of assessment.

Teacher's Guide

Teachers are encouraged to use the **Teacher's Guide** to the Grade 7 syllabus, which provides pedagogic advice and background information designed to assist with preparation and teaching.

Linguistic and Literary Learning Area- Sesotho

Overview

Sepheo: qetellong ea sehlopha sa bosupa, bana ba be ba ka:

Mekhoa ea ho ithuta

1. mamela ka hloko litaba tse fapaneng.
2. bua hakhutsoanyane ka taba eo ba sa ithophelang eona. TG
3. sebelisa buka ka nepo ho ipatlela litaba. TG
4. sebelisa buka ea mantsoe ka nepo. TG
5. bala mefuta e fapaneng ea seballoa-kutloisiso sa bolelele ba leqephe. TG
6. bala buka ea pale ka kutloisiso. TG
7. bala buka ea tšoantšiso ka kutloisiso. TG
8. itokisetsa liphoso moo ba ngotseng.
9. hlalosa mehato eo ba e nkileng ha ba entse teko. TG
10. qapa papatso. TG
11. qhaqholla thothokiso ka nepo.
12. fetolela liratsoana ho tloha Senyesemaneng ho ea Sesotho. TG

Phelisano le Bochaba

13. lumelisa ka nepo maamong a fapaneng. TG
14. bontša tlhompheo lipuong le liketsong. TG
15. hlalohanya lijo tsa Sesotho. TG
16. pheta tšomo e khalemelang bolotsana. TG
17. hlalohanya liletsa tsa Basotho.
18. hlalosa batho ho latela kamano ea bona.
19. lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele, limela le lisebelisoa.
20. hlalosa liphoofole ka mebala le ka matšoao. TG

Tšebeliso ea puo

21. bua le ho ngola puo ea Sesotho ka nepo.
22. sebelisa mantsoe le lipoleloana tsa Sesotho ka nepo. TG
23. etsa le ho natefelo ke metlae.

24. ngola moqoqo oa pale ka bolelele ba leqephe.
25. ngola moqoqo oa tlhaloso oa bolelele ba leqephe.
26. sebelisa maele le maelana oa nepo moqoqong.
27. ngola lengolo la setsoalle ka nepo.
28. ngola lengolo la mosebetsi ka nepo.
29. fana ka lithoholetso le litakaletso.
30. phehisana ka taba.
31. ngola puisano ea batho ba bararo ka bolelele ba leqephe.
32. ngola lipalo ka mantsoe ho tloha ho 'ngoe ho isa ho sekete le makholo a mahlano. TG
33. sebelisa mantsoe a hananang, a tšoanang ka moelelo le a meelelo e mengata lipolelong.

Sebopeho sa puo

34. bopa mareho ka tšebeliso ea mehatlana.
35. sebelisa mareho le liemeli-tu tsa 'ona ka nepo lipolelong.
36. sebelisa sephafi ka nepo lipolelong. TG
37. sebelisa leeketsi la nako le la sebaka ka nepo. TG
38. sebelisa sere sa 'mala le sa molumo lipolelong.

Mekhoa ea ho ithuta

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>1. mamela ka hloko litaba tse fapaneng.</p>	<p>Moko-tabana Ho mamela Ho nka lintlha tsa bohlokoa Seballoa-kutloisiso se mameloang. Pitsetso</p> <p>Litsebo-ketso Ho mamela ka hloko, ngola, bala, lokolisa, botsa, araba, qolla lintlha tsa bohlokoa.</p> <p>Makhabane Botšephehi</p>	<ul style="list-style-type: none"> • Ka lihlotšoana bana ba buisane ka bohlokoa ba ho mamela litaba tse fapaneng bo kenyeletsang ho rua tsebo, boloka lintlha tsa bohlokoa tse amanang le nako, sebaka, litebello, latela litaelo, tlhokomeliso. • Tichere le bana ba buisane ka mefuta ea litaba tseo bana ba ka li mamelang tse kenyeletsang litsebiso, litaba, litaelo, lipuo tsa bahlomphehi. • Tichere e tle le khatiso ea tsebiso, bana ba mamele ba ntšha lintlha tsa bohlokoa. • Tichere le bana ba lumellane ka lenaneo leo ba lokelang ho le mamela, bana ba le mamele, ba ngole lintlha tsa bohlokoa ba be ba tlalehe sehlopheng. • Ka bomong, bana ba ngole lintlha tsa bohlokoa tseo ba li utloileng ha ba le thapelong/moleng/phuthehong hoseng. • Tichere e arole bana ka lihlotšoana, e fane ka litaelo sehlopheng ka seng, sona se rome moemeli ho fetisetsa taelo lihlopheng tse ling, tsona li e ngole fatše. • Sehlopha ka seng se bale taelo eo se e filoeng ke tichere, tse ling li bale eo li e filoeng ke baemeli ba lihlopha, ba nt'o buisana ka moelelo oa taba ka 'ngoe. • Tichere e balle bana puo e khutšoanyane, e ba botse lipotso bona ba arabe ka mongolo. 	<p>lokolisa bohlokoa ba ho mamela litaba tse fapaneng</p> <p>ntšha lintlha tsa bohlokoa litabeng tseo a li mametseng tse kenyeletsang lebitso la lenaneo, nako, seboholi le litaba ka botsa.</p> <p>botsa le ho araba lipotso malebana le litaba tsoe a li mametseng.</p> <p>pheta taba ka mantsoe a sa fetoleng moelelo oa eona.</p> <p>mamela ka hloko ka sepheo sa ho qolla lintlha tsa bohlokoa le ho li beha ka mantsoe a sa fetoleng moelelo oa tsona.</p> <p>araba lipotso holim'a seo a se utloileng.</p> <p>ngola seratsoana sa pitsetso sa mela e leshome ka nepo a ela hloko mopeleto le matšoao.</p> <p>intšha le ho ntšha ba bang liphoso tsa mopeleto le tsa matšoao.</p>	<p>Se-ea-le-moea</p> <p>Lipuo tsa bahlomphehi</p> <p>Libuka</p> <p>Likoranta</p> <p>Maselinyana</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1 ...e tsoela pele		<ul style="list-style-type: none"> Tichere e balle bana seballoa-kutloisiso se sekhutšoanyane, bana ba ngole lintlha tsa bohlokoa ba nt'o araba lipotso. Tichere e bitsetse bana seratsoana sa mela e leshome ba se ngole ba ela hloko mopeleto le matšoao. Tichere e fe bana seratsoana sa pitsetso, ba tšoeane. 		
2. bua hakhutšoanyane ka taba eo ba sa itlhophelang eona ka nako e fanoeng.	<p>Moko-tabana Moqoqo oa tsome Lintlha tse hlahosang taba Tatellano ea lintlha Ho ba lekoteng</p> <p>Litsebo-ketso Ho bua haholo Ho se kokotletse Ho sheba letšoele Ho latellisa lintlha Ho toba taba</p> <p>Makhabane Boitšepo Ho bua ka bolokolohi</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka lintlha tse ka kenngoang ha ho hlahosoa taba, ba be ba lumellane ka nako. Tichere e fe bana lihlooho ba bue ka tsona ba sa itlhopha. Ka lihlotšoana, bana ba ikhethela mantsoe kapa lihlooho, ba ngole lintlha tsohle tse ka a/li hlahosang. Lihlotšoana li fanane ka mantsoe kapa sehlooho, se seng se bue ka lentsoe kapa sehlooho, se seng se se fe lintlha. Bana ba fane ka lihlooho lisele, ba nke ka lotho sehlooho 'me ba bue ka sona. Tichere le bana ba buisane ka lintlha tse ka tlatsetsang ha ho hlahosoa taba. 	<p>lokolisa lintlha tse ka kenngoang ha ho hlahosoa taba tse kenyeletsang sebopelohi, makhabane le mefokolo ea eona.</p> <p>fana ka maikutlo esita le ho tlatsetsa litabeng tse builoeng ke ngoana e mong.</p> <p>bua hakhutšoanyane ka taba eo a sa itlhophelang eona ka bolokolohi, boitšepo le bokheleke a sa tsoe lekoteng.</p> <p>bua hakhutšoanyane a ela hloko ho:</p> <ul style="list-style-type: none"> ema a otlohile sheba letšoele lokolisa lintlha ka tatellano bua a sa kokotletse 	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha	Moko-tabana, litsebo-	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe	Lithusa-thuto
-------------------------------	-----------------------	----------------	-------------------------------------	---------------

sa bosupa bana ba be ba ka:	ketso le makhabane		tsebo ea ngoana ea ho:	
<p>3. sebelisa buka ka nepo ho ipatlela litaba.</p>	<p>Moko-tab Lebitso la buka Sengoli Selemo Lenaneo la Litaba Linyenyeletso Litlhaloso tsa mantsoe Kakaretso ea buka Litaba tsa sebui ka mantsoe a sona (qotso). Tlaleho ea litaba tsa sebui. Matšoao</p> <p>Litsebo-ketso Ho bala, ngola, fuputsa, tlaleha, iphumanela buka, imamella taba</p>	<ul style="list-style-type: none"> • Tichere le bana ba hopotsane lintlha tsa bohlokoa tse shejoang ha ho batloa litaba libukeng tse kenyeletsang sengoli, selemo, lebitso la buka le lenaneo la litaba. • Tichere e fe bana mosebetsi oo ba lokelang ho o etsetsa lipatlisiso libukeng, bana ba fuputse 'me ba bolele mohloli oa litaba tsa bona. • Tichere le bana ba buisane ka matšoao a sebelisoang ho qotsa litaba tsa sengoli. • Tichere e khethele bana litaba tsa sengoli, ba li ngole ba li qotsa kapa ba li tlaleha. • Ka lihlotšoana, bana ba bapise maikutlo a lingoli holim'a tseo ba li fupulitseng. Moo lingoli li hananang ka tlhaloso, ba etse qeto ea seo ba lumellanang ka sona. • Bana ba ngole seo ba lumellaneng ka sona ka libukeng tsa bona. • Moo bana ba kopanang le mantsoe a macha, ba a ngole ka libukeng tsa bona, ba batle litlhaloso tsa 'ona ka bukeng ea mantsoe 'me ba li ngole. • Bana ba bale buka, ba hlalose litaba tseo ba li balileng ba kenyeletsa lebitso la buka, sengoli, selemo le lenaneo la litaba. 	<p>hlalosa buka a sebelisa sengoli, selemo, lebitso la buka, kakaretso ea buka le lenaneo la litaba.</p> <p>sebelisa linyenyeletso le litlhaloso tsa mantsoe tse hlahang bukeng.</p> <p>sebelisa matšoao a qotso le ho tlaleha litaba kamoo li ngotsoeng ka teng.</p> <p>fana ka maikutlo holim'a seo a se balileng.</p> <p>ngola moliko oa mantsoe le ho a sebelisa lipolelong.</p> <p>ngola lethathamo la libuka a bontša sengoli, selemo le lebitso la buka.</p> <p>ngola kakaretso ea litaba tseo a li balileng le ho e balla sehlopha.</p> <p>iphumanela buka e ka mo fang litaba tseo a li hlokanang.</p>	<p>Libuka</p> <p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. sebelisa buka ea mantsoe ka nepo.	<p>Moko-taba Buka ea mantsoe Alefabete Ho bitsa mantsoe ka nepo Sebopeho sa puo Morabaraba Sekerabole Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho bitsa mantsoe, bala, ngola, fuputsa, bapala morabaraba, bapala sekerabole, kopanya, atisa.</p> <p>Makhabane Mamellano Tšebelisano-'moho Tšibollo</p>	<ul style="list-style-type: none"> Tichere e fe bana mantsoe a tšoanang, empa a na le meelelo e mengata 'me bana ba batle meelelo eo ka libukeng tsa mantsoe kapa ba botse batho ba litsebo. Bana ba etse pokello ea mantsoe ao ba a fumaneng ha ba bala, ba a sebelise meqoqong ea bona. Tichere e fe bana mantsoe, ba a ngole ka tatellano ho latela alefabete. Pele ba sebelisa buka ea mantsoe, bana ba bolele hore na lentsoe le sebelisitsoe e le karolo efe ea sebopeho-puo ba tle ba tsebe ho fumana moelelo o nepahetseng. Bana ba batle lentsoe ka bukeng ea mantsoe, ba be ba bolele hore na le hlalositsoe e le karolo efe ea sebopeho-puo, joaloka lereho, ketso kapa sephafi. Bana ba sebelise lentsoe leo ba le fumaneng ho latela meelelo e fapaneng ea lona. Bana ba bapise mantsoe kapa lipoleloana le litlhaloso tsa 'ona. Tichere e fe bana sehlooho ba ngole moqoqo ba sebelisa a mang a mantsoe ao ba ithutileng 'ona. Bana ba bapale moraba-raba oa mantsoe, 'me ba batle ao ba sa tsebeng meelelo ea 'ona bukeng ea mantsoe. Bana ba ngole lialefabete tsa Sesotho likareteng tse nyenyane ba nt'o bapala papali ea sekerabole ka lialefabete tseo. 	<p>ngola mantsoe ka tatellano ho latela alefabete.</p> <p>bolela hore na lentsoe le sebelisitsoe e le karolo efe ea sebopeho-puo e le ho fumana moelelo o nepahetseng.</p> <p>fuputsa lentsoe ka bukeng ea mantsoe, le ho bolela hore na le hlalositsoe e le karolo efe ea sebopeho-puo (lereho, ketso kapa sephafi).</p> <p>sebelisa lentsoe leo a le fumaneng ho latela meelelo e fapaneng ea lona.</p> <p>ngola moqoqo a sebelisa a mang a mantsoe ao a ithutileng 'ona.</p> <p>bapala moraba-raba oa mantsoe, 'me ba batle ao ba sa a tsebeng meelelo ea 'ona bukeng ea mantsoe.</p> <p>bapala sekerabole 'me a batle ao a sa tsebeng meelelo ea 'ona bukeng ea mantsoe.</p>	<p>Buka ea mantsoe</p> <p>Batho ba litsebo</p> <p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>5. bala mefuta e fapaneng ea seballoa-kutloisiso sa bolelele ba leqephe.</p>	<p>Moko-taba Seballoa-kutloisiso: -sesosa le litholoana -makhabane le mefokolo</p> <p>Ho bala haholo Matšoao Ho bala ka khutso Tlotlo-ntsoe Maele le maelana Baphetoa le libopeho tsa bona Liketsahalo Nako le sebaka Kakaretso</p> <p>Mekhabo-puo Ho bitsa mantsoe kanepo</p> <p>Litsebo-ketso Ho: bala, ngola, qolla, hlalosa, qhaqholla, akaretsa akaretsa, inahana ka botebo</p>	<ul style="list-style-type: none"> • Tichere le bana ba ballane seballoa-kutloisiso 'me ba ntše le ho buisana ka baphetoa, nako le sebaka, moko-taba le liketsahalo. • Ka lihlotšoana, bana ba bale haholo ba khfutse ba be ba fetole molumo oa mantsoe ho latela matšoao a sebelisitsoeng) ba ntša bonako le matšoao a sebelisitsoeng ebe ba li seka-seka 'moho ka sehlopheng. • Ka bonngoe, bana ba bale ka khutso, ebe ba ntša mantsoe le lipoleloana tse ba thatafallang, sesosa le litholoana, makhabane le mefokolo esita le maele le maelana a sebelisitsoeng. • Bana ba bolele baphetoa le ho hlalosa libopeho tsa bona ba ipapisitse le seo ba se buang le seo ba se etsang. • Bana ba etse khang ka boleng ba baphetoa ho fihlela makhabane a amohelehang bophelong. • Bana ba bale seballoa-kutloisiso ka bonngoe ebe ba araba lipotso tse amanang le tsohle tseo ba ithutileng tsona. • Ka lihlotšoana, bana ba qolle sesosa, litholoana, makhabane le mefokolo seballoa-kutloisisong seo ba se balileng. • Bana ba ngole ka mantsoe a bona litaba tsa seballoa-kutloisiso. 	<p>qolla baphetoa, nako le sebaka, moko-taba le liketsahalo.</p> <p>qolla bonako le matšoao a sebelisitsoeng.</p> <p>hlalosa mantsoe a macha le ho a sebelisa lipolelong tsa bona.</p> <p>hlalosa libopeho tsa baphetoa a ipapisa le seo ba se buang le seo ba se etsang.</p> <p>bala haholo a bitsa mantsoe ka nepo, a bile a totobatsa moelelo ka ho khfutse moo ho lokelang.</p> <p>araba lipotso tsohle tse amanang le tseo ba li balileng</p> <p>qolla sesosa, litholoana, makhabane le mefokolo litabeng tseo a li balileng.</p> <p>ngola mabitso a baphetoa le ho hlalosa libopeho tsa bona.</p> <p>bala a khutsitse 'me a arabe lipotso ka nepo.</p>	<p>"Teacher's Guide"</p> <p>Libuka</p> <p>Seballoa-kutloisiso?</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>6. bala buka ea pale ka kutloisiso.</p>	<p>Moko-tabā Baphetoa Nako le sebaka Liketsahalo Molaetsa Tlotlo-ntsoe Mekhabo-puo Maele le maelana</p> <p>Sengoli Lebitso la buka Selemo Lenaneo la litaba Kakaretso ea buka</p> <p>Litsebo-ketso Ho: bala, araba, botsa, tšoantšisa, lepa, toroea, inahana ka botebo, pheta ka mantsoe a bona, akaretsa</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka sengoli, lebitso le selemo tsa buka. • Bana ba lepe litaba tsa buka ba ipapisitse le lebitso la buka. • Bana ba bale kakaretso ea litaba tsa buka leqepheng le qetellang, ba bapise litaba tseo le tseo ba li lepileng. • Tichere le bana ba buisane ka litšobotsi tsa pale, ba li bapisa le tsa lingolooa tse ling. • Bana ba bale likhaolo tse peli kapa tse tharo tse qalang, ba qolle baphetoa, ba hlalose mantsoe a ba thatafallang ba be ba bolele liketsahalo tsa likhaolo tseo. • Ka lihlotšoana, bana ba bale likhaolo tse fapaneng, ba qolle baphetoa le liketso tsa bona, mekhabo-puo, maele le maelana, ba tlalehele sehlopha. • Bana ba phete liketsahalo tsa khaolo ka 'ngoe ka mantsoe a bona. • Bana ba toroee karoloana eo ba e ratang ea pale, ba be ba e tšoantšise. • Tichere le bana ba buisane ka molaetsa oa pale. • Bana ba bolele maikutlo a bona ka litaba tseo ba li balileng. • Bana ba arabe lipotso tse amanang le baphetoa, liketsahalo le tikoloho paleng eo ba e balileng. 	<p>bolela sengoli, lebitso le selemo tsa buka.</p> <p>lepa litaba tsa buka a ipapisitse le lebitso la buka.</p> <p>bapisa litšobotsi tsa pale le tsa lingolooa tse ling.</p> <p>bala le ho qolla baphetoa, a hlalosa mantsoe a mo thatafallang.</p> <p>hlalosa liketsahalo, nako le sebaka tsa likhaolo tseo a li balileng.</p> <p>qolla le ho hlalosa mekhabo-puo, maele le maelana a hlahang paleng.</p> <p>hlalosa liketsahalo tsa pale ka mantsoe a hae, a bolele molaetsa oa eona</p> <p>tšoantšisa liketsahalo tsa pale.</p> <p>araba lipotso tse amanang le baphetoa, liketsahalo, nako le sebaka paleng eo ba e balileng.</p>	<p>Buka ea pale</p> <p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6 e tsoela pele...		<ul style="list-style-type: none"> • Ka bonngoe, bana ba bale haholo seratsoana sa mela e leshome ba sa kokotletse. 	bala haholo a sa kokotletse, a ela hloko pitso ea mantsoe le matšoao.	
7. bala buka ea tšoantšiso ka kutloisiso.	<p>Moko-tabane Tšoantšiso Batšoantšisi Liketsahalo Sebaka le nako Litšobotsi tsa tšoantšiso: pono, puisano, lithaloso</p> <p>Sengoli Lebitso la buka Selemo Lenaneo la litaba Kakaretso ea buka</p> <p>Litsebo-ketso Ho: bala, araba, botsa, tšoantšisa, lepa, toroea, inahana ka botebo, pheta ka mantsoe a bona, akaretsa</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka sengoli, lebitso le selemo tsa buka. • Bana ba lepe litaba tsa buka ba ipapisitse le sehlooho sa buka. • Bana ba bale kakaretso ea litaba tsa buka leqepheng le qetellang, ba bapise litaba tseo le tseo ba li lepileng. • Tichere le bana ba buisane ka litšobotsi tsa tšoantšiso, ba li bapisa le tsa lingoloe tse ling. • Bana ba bale pono ka 'ngoe, ba qolle batšoantšisi, ba hlalose mantsoe a ba thatafallang ba be ba bolele liketsahalo tsa likhaolo tseo. • Ka lihlotšoana, bana ba bale likhaolo tse fapaneng ka ho fapanyetsana, ba qolle batšoantšisi le liketso tsa bona, mekhabo-puo, maele le maelana. • Bana ba toroe karoloana eo ba e ratang ea tšoantšiso, ba be ba e tšoantšise. • Tichere le bana ba buisane ka molaetsa oa pale. • Bana ba bolele maikutlo a bona ka litaba tseo ba li balileng. • Bana ba arabe lipotso tse amanang le batšoantšisi, liketsahalo le nako le sebaka tšoantšisong eo ba e balileng 	<p>bolela sengoli, lebitso le selemo tsa buka.</p> <p>lepa litaba tsa buka ba ipapisitse le lebitso la buka.</p> <p>bapisa litšobotsi tsa tšoantšiso le tsa lingoloe tse ling.</p> <p>bala lipono tse peli kapa tse tharo tse qalang, a qolle batšoantšisi, a hlalose mantsoe a ba thatafallang.</p> <p>hlalosa liketsahalo le nako le sebaka lipono tseo a li balileng.</p> <p>qolla le ho hlalosa mekhabo-puo, maele le maelana a hlahang tšoantšisong.</p> <p>hlalosa liketsahalo tsa tšoantšiso ka mantsoe a hae le ho bolela molaetsa oa eona.</p> <p>tšoantšisa liketsahalo tsa tšoantšiso.</p>	Buka ea tšoantšiso "Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. itokisetsa liphoso moo ba ngotseng.	<p>Moko-tabane Matšoao Mopeleto Lipolelo Liratsoana Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho ngola, bala, itokisetsa liphoso,arola le ho kopanya mantsoe</p> <p>Makhabane Kelo-hloko</p>	<ul style="list-style-type: none"> • Tichere e fane ka polelo e nang le liphoso bana ba e lokise. • Tichere le bana ba buisane ka bohlokoa ba ho peleta mantsoe ka nepo le ho sebelisa matšoao a nepahetseng. • Bana ba kopitse seratsoana ba ela hloko mopeleto oa mantsoe le matšoao. • Bana ba fapanyetsane ka mosebetsi oa bona ho netefatsa hore seratsoana se kopilitsoe hantle. • Tichere e fe bana lipolelo tse peli tse ngotsoeng ka mantsoe a tšoanang feela a kopantsoeng kapa a arohantsoeng empa a fana ka meelelo e fapaneng, bana ba bolele polelo e ngotsoeng ka ho nepahala. • Bana ba bolele meelelo e fapaneng ea lipolelo tse fanoeng. • Bana ba ngole lipolelo kapa liratsana, ba fapanyetsana ka libuka, ba tšoaeane. • Bana ba ngole moqoqo, ba hlahlobe hore mosebetsi oa bona ha o na liphoso tsa mongolo le tsa matšoao. 	<p>lokisa polelo e fanoeng ka ho ngola matšoao le mantsoe ka nepo.</p> <p>kopitsa seratsoana ka nepo a ela hloko mopeleto oa mantsoe le matšoao.</p> <p>Hlalosa mantsoe ho latela kamoo a sebelisitsoeng lipolelong.</p> <p>ntša liphoso tsa hae le tsa ba bang tse kenyeletsang mopeleto, matšoao le sebopeho-puo.</p>	Lingoloa

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>9. hlalosa mehato eo ba e nkileng ha ba entse teko.</p>	<p>Moko-tabā Tse beiloeng tekong Tatellano ea litaba Bonako Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho bala, ngola, latela litaelo, hlalosa, etsa liqeto, ba hlokolosi, sibolla, ikholisa</p> <p>Makhabane Botšephehi</p>	<ul style="list-style-type: none"> • Ka mehlala, tichere le bana ba buisane ka bohlokoa ba ho latela litaelo le ho shebisisa lintho le kotsi ea ho se etse joalo. • Tichere le bana ba buisane ka mabaka a ka etsang hore ntho e behoe tekong • Tichere le bana ba khethe seo ba ka se behang tekong ba be ba buisane ka sephetho se lebeletsoeng. • Tichere le bana ba buisane ka mokhoa oa ho ngola tlaleho ea seo ba se beileng tekong ba ela hloko sehlooho, sepheo, lisebelisoa, nako, tlhaloso ea se entsoeng, mehato e latetsoeng le qeto e fihletsoeng. • Tichere e hatelle taba ea hore tlaleho e ngoloa ka bokhale hobane ke litaba tse seng li etsahetse. • Tichere le bana ba buisane ka tlotlo-ntsoe e lokelang ho sebelisoa ho latela teko eo ba tlii'o e etsa. • Tichere e fe bana mehato ea se lokelang ho etsoa, bana ba iketsetse teko e le ho fumana sephetho se tšoanang. • Bana ba ngole litlaleho tsa seo ba se boneng ho latela mehato eo ba e nkileng ka tatellano. • Bana ba shebisane sephetho sa mosebetsi oa bona, haeba ba fumane liqeto tse fapaneng, ba buisane ka mabaka a entseng hore ho be joalo, 'me ba phete teko. 	<p>lokolisa bohlokoa ba ho latela litaelo le ho shebisisa lintho le kotsi ea ho se etsa joalo.</p> <p>fana ka mabaka a ka etsang hore ntho e behoe tekong</p> <p>ngola tlaleho ea seo a se beileng tekong a ela hloko sehlooho, sepheo, lisebelisoa, nako, tlhaloso ea se entsoeng' mehato e latetsoeng le qeto e fihletsoeng.</p> <p>ngola tlaleho ea seo a se beileng tekong a sebelisa bonako ba bokhale.</p> <p>lokolisa mehato eo a e nkileng ha a behile ntho tekong.</p> <p>hlalosa mabaka a entseng hore sephetho sa teko e nepahale kapa e fosale.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. qapa papatso.	<p>Moko-tabane Papatso Khetho ea mantsoe</p> <p>Litsebo-ketso Ho:mamela, bua, bala, ngola, hlalosa, tšoantšisa, toroea, qapa</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> • Bana ba hlahlobe lipapatso lingoloeng, li-ea-le-moeeng le thelefishineng ba tlalehele sehlopha. • Bana ba hlalose hore na lipapatso tsa bona li bolela' ng le hore na li rekisa eng. • Bana ba ngole lipapatso tseo ba li boneng ka mantsoe a bona. • Tichere le bana ba buisane ka melemo le bobele ba lipapatso. • Bana ba tšoantšise lipapatso tsa bona, ba shebelletseng ba bolele hore na ho rekisoa eng. • Bana ba iqapele lipapatso ba be ba li tšoantšise, ba bang ba bolele hore na li rekisa eng. • Bana ba toroe lipapatso tsa boiqapelo ba bona ba be ba li hlalose ka mongolo. 	<p>hlalosa hore na lipapatso eo a e ratang e bolela' ng le hore na e rekis'ang.</p> <p>tšoantšisa papatso eo a e ratang a be a bolele hore na ho rekisoa eng.</p> <p>ngola papatso eo a e ratang ka mantsoe a hae.</p> <p>qapa papatso, ho e tšoantšisa le ho bolela hore na e rekisa'ng.</p> <p>toroea papatso ea boiqapelo le ho e hlalosa ka mongolo.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. qhaqholla thothokiso ka nepo.	<p>Moko-tabane Thothokiso: -sehlooho -moko-tabane -tlotlo-ntsoe -litšobotsi -mekhabo-puo: papiso thello pheta-pheto mothofatso Tihaloso ea mantsoe</p> <p>Sengoli Lebitso la buka Selemo Lenaneo la litaba Kakaretso ea buka</p> <p>Litsebo-ketso Ho: mamela, pheta, bala, ngola, qapa</p> <p>Makhabane Lerato la bochaba</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka litšobotsi tsa thothokiso tse kenyeletsang liratsaana le tšebeliso ea tlhaku e kholo. • Tichere e ngolle bana lifela tsa likereke tse fapaneng, e be ba sheba mokhoa oo li ngotsoeng ka oona, joale ba bolele hore na ke mofuta ofe oa sengoloa, ba be ba fane ka lihlooho tsa lifela tseo. • Bana ba phete lithothokiso tsa liboko tsa bona, ba be ba li ngole. • Bana ba qolle mekhabo-puo eo ba e fumaneng lifeleng le libokong tsa bona. • Tichere e fe bana thothokiso ba qolle mekhabo-puo, ba bolele molaetsa oa seratsaana ka seng. • Bana ba bolele maikutlo a bona ka litaba tseo ba li balileng. • Bana ba iqapele lithothokiso, ba sebelisa mekhabo-puo le tlotlo-ntsoe eo ba ithutileng eona. • Bana ba balle sehlopha lithothokiso tsa bona. 	<p>hlalosa buka ea thothokiso a sebelisa lebitso la buka, selemo, lenaneo la litaba le kakaretso ea buka.</p> <p>lokolisa litšobotsi tsa thothokiso tse kenyeletsang liratsaana le tšebeliso ea tlhaku e kholo.</p> <p>hloaea thothokiso har'a lingoloa tse ling.</p> <p>pheta lithothokiso tsa liboko tsa bona, le ho e ngola.</p> <p>qolla mekhabo-puo le ho bolela molaetsa oa seratsaana ka seng.</p> <p>hlalosa maikutlo a hae ka thothokiso eo a e filoeng.</p> <p>qapa thothokiso, ho ntša liphoso le ho e phetela bana ba bang.</p>	Buka ea thothokiso

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. fetolela liratsoana ho tloha Senyesemaneng ho ea Sesothong.	<p>Moko-taba Phetolelo Moelelo Tlotlo-ntsoe Matšoa</p> <p>Litsebo-ketso Ho: inahana ka botebo, bala, ngola</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lintlha tse lokelang ho eloa hloko ha ho fetoleloa lipolelo ho tloha puong e 'ngoe ho ea ho e 'ngoe. Tichere e fe bana lipolelo tsa Senyesemane le liphetoletso tse peli tse ngotsoeng ka Sesotho, ba khethe e jereng moelelo o nepahetseng. Tichere le bana ba buisane ka bohlokoa ba ho fetolela litaba puong e 'ngoe. Bana ba fetolele mantsoe le lipolelo ho tloha Senyesemaneng ho ea Sesothong. 	<p>lokolisa lintlha tse lokelang ho eloa hloko ha ho fetoleloa lipolelo ho tloha puong e 'ngoe ho ea ho e 'ngoe.</p> <p>qolla lipolelo tse nang le moelelo o nepahetseng ho tse ngata tse fetoletsoeng Sesothong.</p> <p>lokolisa bohlokoa ba ho fetolela litaba puong e 'ngoe.</p> <p>fetolela mantsoe le lipolelo ho tloha Senyesemaneng ho ea Sesothong.</p>	<p>“Teacher’s Guide”</p> <p>Libuka tsa Sesotho</p> <p>Likoranta</p>

Phelisano le bochaba

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>13. lumelisa ka nepo maemong a fapaneng.</p>	<p>Moko-tabane Bohlokoa ba tumeliso ho: -ea lumelising -ea lumelisoang Maemo a fapaneng Ho etsa puo</p> <p>Litsebo-ketso Ho: mamela, bua, ngola, fana ka maikutlo, bala, fuputsa</p> <p>Makhabane Tlhompho Lerato Tšebeliso-'moho</p>	<ul style="list-style-type: none"> • Tichere le bana ba hopotsane moetlo oa tumeliso. • Bana ba fuputse ba be ba tlahe bohlokoa le maemo a fapaneng a tumeliso. • Bana ba buisane ka litšoantšiso tse entsoeng. • Tichere e fe bana seballoa-kutloisiso se nang le batho ba lumelisanang, bana ba bolele maemo a tumeliso e hlang ho seo ba se balileng. • Tichere e ngolle bana maemo a fapaneng, bana ba ngole tumeliso e lumellanang le maemo a fanoeng. • Ka lihlotšoana, bana ba hopotsane ka tlhahlamano ea maemo sekolong le meketeng, ba be ba etse puo. • Tichere le bana ba buisane ka tlotlo-ntsoe e sebelisoang ha ho lumelisoa batho ba maemo a fapaneng. • Tichere le bana ba buisane ka mokhoa o nepahetseng oa ho etsa puo. • Bana ba etse puo ho latela maemo a fanoeng ke tichere. • Tichere le bana ba buisane ka tse ka etsoang ho fetola motho ea sa lumelising. 	<p>bolela maemo a fapaneng a tumeliso le bohlokoa ba eona.</p> <p>tšoantšisa tumeliso ho latela maemo a fanoeng.</p> <p>qolla tumeliso har'a litaba tse ling tseo a li balileng.</p> <p>lumelisa ka tlhompho ho latela maemo a fapaneng.</p> <p>etsa puo maemong a fapaneng, a ela hloko lintlha tse latelang:</p> <ul style="list-style-type: none"> • a eme a otlohile • a shebe letšoele • a lokolise lintlha ka tatellano • a bue a sa kokotletse <p>lokolisa tse ka etsoang ho thusa ngoana ea sa lumelising ho lumelisa.</p> <p>thusa ngoana e mong ho lumelisa.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
14. bontša tlhompho lipuong le liketsong.	<p>Moko-tabana Tlhompho lipuong Tlhompho liketsong</p> <p>Litsebo-ketso Ho bua Ho mamela</p> <p>Makhabane Tlhompho Boikokobetso Mamellano Kananelo</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba buisane ka bohlokoa ba tlhompho ba be ba bolele liketso tse supang tlhompho. • Bana ba tlalehele sehlopha mosebetsi oa bona. • Tichere le bana ba buisane ka liketso tse bontšang tlhompho lipuong, li ngoloe fatse, li manehoe leboteng. • Bana ba tšoantšise maemo ao ho 'ona ba ka bontšang tlhompho liketsong le lipuong. • Tichere le bana ba buisane ka litholoana tsa ho se hlomphe. • Bana ba buisane ba be ba ngole likotlo tse ka fuoang ba sa bontšeng tlhompho liketsong le lipuong. • Bana ba qape lipapali tse bontšang litholoana tsa ho hlomphe le ho se hlomphe. 	<p>tšoantšisa maemo a bontšang tlhompho liketsong le lipuong.</p> <p>bontša liketso tse supang tlhompho.</p> <p>bontša tlhompho lipuong.</p> <p>lokolisa litholoana tsa ho se hlomphe.</p> <p>ananela kotlo eo a e fuoang ha a sa bontša tlhompho liketsong le lipuong.</p>	"Teacher's Guide"
15. hlalohanya lijo tsa Sesotho.	<p>Moko-tabana Lijo le tlhaloso: -nyekoe -sekele -papa -tenane -mangangajane -lipabi -motoho Linako tseo li fumanehang ka tsona</p>	<ul style="list-style-type: none"> • Bana ba fuputse ba be ba tlalehe tlhaloso ea lijo le linako tseo li fumanoang ka tsona. • Tichere e qapele bana seballoa-kutloisiso se nang le mantsoe a sebelisoang ha ho lokisoa lijo tse fapaneng. Tichere e ba tataise ho a hlalosa. • Bana ba ngole lisebelisoa le mokhoa oa ho pheha sejo ka seng. • Tichere le bana ba buisane ka melemo ea sejo ka seng 'meleng. 	<p>hlalosa lijo tsa Sesotho le linako tseo li fumanoang ka eona ka bongata.</p> <p>sebelisa tlotlo-ntsoe e nepahetseng ha ho lokisoa sejo ka seng.</p> <p>lokolisa lisebelisoa le mokhoa oa ho pheha sejo ka seng.</p> <p>latela litaelo tsa ho pheha sejo ka seng.</p>	"Teacher's Guide" Lisebelisoa tsa lijo tsa Sesotho

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
15 e tsoela pele...	<p>Moko-tabana Mantsoe a sebelisoang ha li lokisoa Melemo ea lijo 'meleng.</p> <p>Litsebo-ketso Ho: bua, ngola ,bala, mamela, tlaleha, hlalosa, latela litaelo, bapatsa, pheha</p> <p>Makhabane Boitšepo makhethe</p>	<ul style="list-style-type: none"> Bana ba fuputse ba be ba tlalehe ka nako eo lijo li fumanehang ka eon aka bongata. Bana ba tle le libelisoa ba tl'oa pheha lijo tse boletsoeng. Bana ba bapatsa ba be ba rekise lijo tsa bona. 	<p>fuputsa le ho tlaleha hore na lijo li tse fanoeng li fumaneha neng ka bongata. hlalosa melemo ea sejo ka seng 'meleng.</p> <p>bapatsa lijo tseo a li apehileng ho latela melemo ea tsona le bochaba.</p>	
16. pheta tšomo e khalemang bolotsana.	<p>Moko-tabana Litšomo: Motea-phala Ntetekeane ke oele</p> <p>Litsebo-ketso Ho: mamela, bua ngola, lokisa, inahana ka botebo</p> <p>Makhabane Kelo-hloko Kananelo ea bochaba Botšephehi Boikamohelo</p>	<ul style="list-style-type: none"> Tichere le bana ba hopotsane moetlo oa ho pheta tšomo. Bana ba phetelane litšomo, ba li phelise ka ho tšoantšisa liketso tse hlahang ho tsona. Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e botse lipotso tse batlang kutloisiso. Tichere e buisane le bana ka thuto e fanoang ke tšomo. Bana ba tšoantšise litaba tsa tšomo. Tichere e bitsetse bana seratsoana se hlahang tšomong ba ngole. Bana ba toroee karoloana eo ba e ratang ea tšomo ba e hlalose ka mongolo. 	<p>lokolisa moetlo oa ho pheta tšomo.</p> <p>pheta tšomo le ho e phelisa ka ho tšoantšisa liketsahalo tsa eona.</p> <p>iketsetsa pokello ea mantsoe a macha le ho a sebelisa lipolelong.</p> <p>ngola seratsoana sa pitsetso.</p> <p>toroea karoloana eo a e ratang ea tšomo le ho e hlalosa ka mongolo.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
17. hlalohanya liletsa tsa Basotho.	<p>Moko-taba Liletsa: sekhankula setolotolo lesiba lekope sekupu/moropa</p> <p>Litsebo-ketso Ho: bala, ngola, bua, mamela fuputsa, habanya, toroea, hlalohanya, letsa</p> <p>Makhabane Kelo-hloko Bokheleke Boqapi Tšebelisano-'moho</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka liletsa hore na li entsoe ka eng le hore na li letsoa ke bo-mang. • Tichere e fe bana litšoantšo tsa liletsa ba itoroela ba be ba ngole mabitso a tsona ba hlalose hore na li entsoe ka eng, li bapaloa ke bo-mang. • Tichere e meme setsebi ho letsa liletsa kapa e etele le bana moo e ilo bona le ho utloa liletsa ha li letsoa. • Ka lihlotšoana bana ba qape lipina ba sebelisa liletsa. • Bana ba ngole mokhoa le lisebelisoa tsa ho etsa liletsa. • Tichere e ngolle bana lisebelisoa le mokhoa oa ho etsa liletsa, bana ba iketsetse tsona. 	<p>hlalosa liletsa hore na li entsoe ka eng, li letsoa ke bo-mang.</p> <p>qapa lipina ba sebelisa liletsa.</p> <p>itoroela liletsa le ho hlalosa ka mongolo hore na li entsoe ka eng, li bapaloa ke bo-mang</p> <p>iketsetsa sekhankula le setolotolo a latela litaelo tseo a li filoeng.</p> <p>letsa sekhankula le setolotolo.</p>	<p>Litšoantšo</p> <p>Sekhankula</p> <p>Setolotolo</p> <p>Lekope</p> <p>Sekupu</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
18. hlalosa batho ho latela kamano ea bona.	<p>Moko-taba Baamani: -mofoba -soare -molamo -mohalitsong/khalitso -matsale -ngoetsi</p> <p>Litsebo-ketso Ho: bua, mamela bala, ngola, hlalosa</p> <p>Makhabane Tsetello Phalimeho</p>	<ul style="list-style-type: none"> • Bana ba bolele baamani ba bona le tlhaloso ea bona. • Bana ba fuputse litlhaloso tsa baamani bao ba ba filoeng ba be ba tlalehe. • Bana ba bolele mabitso a baamani bana ba fanoeng moo ho lokelehang. • Bana ba sebelise mantsoe a bontšang kamano lipolelong le meqoqong ka nepo. • Bana ba ngole moqoqo ka le leng la mantsoe a bontšang boamani ba be ba intše liphoso tsa mopeleto, matšoao le bonako. 	<p>hlalosa kamano ea hae le baamani le eena.</p> <p>fuputsa le ho tlaleha tlhaloso ea soare, mofoba, molamo le khalitso.</p> <p>sebelisa mantsoe a bontšang kamano lipolelong le meqoqong ka nepo.</p> <p>intša liphoso tsa mopeleto, matšoao le bonako lipolelong le meqoqong.</p>	Batho ba litsebo

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>19. lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele, limela le lisebelisoa.</p>	<p>Moko-tabana Lilothe tseo likarabo tsa tsona e leng: litho tsa 'mele limela lisebelisoa</p> <p>Melemo ea lilothe</p> <p>Litsebo-ketso Ho: mamela, bua, inahana ka botebo, bala, ngola</p> <p>Makhabane Mamellano Tšebeliso-'moho</p>	<ul style="list-style-type: none"> Bana ba hopotsane moetlo oa ho lothana. Tichere e fe bana litšoantšo. Bana ba fane ka lilothe tse amanang le litšoantšo tseo. Ka lihlotšoana bana ba lothane, 'me sehlopha se fue lintlha. Tichere e ngole likarabo tsa lilothe likareteng, bana ba bolele selotho se nepahetseng. Bana ba fane ka lilothe tseo likarabo tsa tsona li fetang bongoe, kapa lilothe tseo likarabo tsa tsona li tšoanang. Ka lihlotšoana, bana ba fuputse melemo ea lilothe ba be ba tlalehe phuputso ea bona sehlopheng se sehlo. Bana ba fue monyetla oa ho ngola lilothe tsa boiqapelo ba bona, ba be ba li balle sehlopha hammoho le likarabo tsa tsona. 	<p>phetha moetlo oa ho bapala papali ea lilothe o kenyeletsang: ka u lotha; ka'ng; ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>lokolisa melemo ea lilothe.</p> <p>lotha le ho araba lilothe a sebelisa litšoantšo.</p> <p>lotha ba bang ka lilothe tseo likarabo tsa tsona li fetang bongoe.</p> <p>lotha ba bang ka lilothe tseo likarabo tsa tsona li tšoanang.</p> <p>qapa lilothe tse kholisang.</p> <p>lotha ba bang ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele, limela le lisebelisoa.</p>	<p>Litšoantšo</p> <p>Likarete</p> <p>Buka ea ngoana</p> <p>Buka ea lilothe</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
20. hlalosa liphoofole ka mebala le matšoao.	<p>Moko-taba Mebala ea liphoofole Matšoao a liphoofole</p> <p>Litsebo-ketso Ho: hlalosa, hlalohanya, bapisa, ngola, itokisetssa liphoso, bala</p> <p>Makhabane Kelo-hloko Boitsebo</p>	<ul style="list-style-type: none"> • Bana ba fuputse ka mebala ea liphoofole ho latela botona le botšehali ba tsona 'me ba tlalehe liphuputso tsa bona. • Tichere e arole bana ka lihlotšoana, sehlotšoana se seng se fane ka 'mala, se seng se bolele botšehali ba 'mala oo. • Bana ba fuputse matšoao a liphoofole, ba a toroee lichateng. • Bana ba chakele libaka tsa moo ho nkoang babeisi le masakeng ho ithuta matšoao le molemo oa babeisi. • Bana ba sebelise mebala le matšoao a liphoofole lipolelong. • Tichere le bana ba buisane ka molemo oa ho tšoaea liphoofole. • Tichere e fane ka seratsoana se nang le mebala le matšoao a liphoofole bana e sehelle. • Bana ba qape meqoqo/thothokiso ka liphoofole ba sebelisa mebala ea tsona ka nepo. • Ngoana ka mong a itokisetse liphoso moo a ngotseng 	<p>hlalosa liphoofole ka mebala ho latela botona le botšehali ba tsona.</p> <p>fuputsa matšoao a liphoofole le ho tlaleha phuputso ea hae.</p> <p>hlalosa liphoofole ka matšoao.</p> <p>sebelisa mebala le matšoao ho hlalosa liphoofole lipolelong.</p> <p>bolela melemo ea ho tšoaea liphoofole.</p> <p>qolla mebala le matšoao a liphoofole lipolelong.</p> <p>sebelisa mebala le matšoao a liphoofole meqoqong.</p> <p>itokisetse liphoso moo a ngotseng.</p>	<p>Lichate</p> <p>“Crayons”</p> <p>Tikoloho</p> <p>“Teacher’s Guide”</p>

Tšebeliso ea Puo

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
21. bua le ho ngola puo ea Sesotho ka nepo.	<p>Moko-tabā Thatafatso ea melumo ka tšebeliso ea: -/m/ -/n/ -/i/</p> <p>Melumo e ferekanyang</p> <p>Litsebo-ketso Ho mamela, bua, bala, ngola.</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka tšusumetso ea tšebeliso ea /m/, /n/ le /i/ mantsoeng a bontšang ketso. Tichere e fe bana mantsoe ba hokele /m/, /n/ le /i/ ba be ba bontše molumo o fetohileng. Tichere e fe bana seballoa-kutloisiso moo /m/, /n/ le /i/ li sebelisoeng ho sa thatafatsoa melumo, ba ngole mantsoe ao hantle. Tichere e fe bana lipolelo tse nang le mantsoe a mabeli a nang le melumo e fapaneng (tsela/tšela; bona/ipona), ba khethe le nepahetseng. Bana ba sebelise mantsoe a nang le melumo e thatafalisoeng lipolelong le meqoqong ka nepo. 	<p>bontša melumoe fetohileng lentsoeng ha a hoketse /m/, /n/ le /i/.</p> <p>khetha lentsoe le nepahetseng kahar'a a fanoeng a ipapisitse le molumo oa lona.</p> <p>sebelisa mantsoe a nang le melumo e thatafalisoeng lipolelong le meqoqong.</p>	Likarete tsa mantsoe

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>22. sebelisa mantsoe le lipoleloana tsa Sesotho ka nepo.</p>	<p>Moko-tabana Mantsoe Maele Maelana</p> <p>Litsebo-ketso Ho mamela, bua, bala, ngola, lokolisa, hlalosa, qolla, tšoantšisa</p> <p>Makhabane Lerato la Bochaba Lerato la puo Bokheleke</p>	<ul style="list-style-type: none"> • Tichere e fe bana lipolelo tse sebelisitsoeng hampe, bana ba fuputse a nepahetseng ba be ba tlalehe. • Tichere e fe bana pokello ea mantsoe/lipolelo tse fosahetseng le hore na ha li nepahetse li ngoloa/buuoang joang. • Bana ba mamele li-ea-le-moea ebe ba ngola mantsoe le lipolelo tseo ba lumelang hore li buuoang ka ho fosahala. • Ka sehlopheng bana ba ballane tseo ba li ngotseng ebe ba lumellana ka se nepahetseng. • Tichere e fe bana maele le maelana ba fuputse litlhaloso tsa 'ona, 'me ba tlalehe phuputso ea bona. • Tichere le bana ba buisane ka sebopeho sa maele le maelana. • Bana ba sebelise maele le maelana lipolelong. • Bana ba tšoantšise maele le maelana moo ho lumellehang. • Bana ba qolle maele le maelana liratoaneng, ba be ba a hlalose. • Sebelisa mantsoe le lipoleloana tsa Sesotho ka nepo ha ba bua leha ba ngola. 	<p>hlalohanya mantsoe/lipolelo tse nepahetseng ho tse fosahetseng.</p> <p>mamelisisa le ho ntša liphoso tsa puo litabeng tse buuoang.</p> <p>hlalosa maele le maelana.</p> <p>lokolisa sebopeho sa maele le maelana.</p> <p>sebelisa maele le maelana lipolelong.</p> <p>tšoantšisa maele le maelana moo ho lumellehang</p> <p>qolla maele le maelana liratoaneng, a be a hlalose.</p> <p>ntša liphoso tsa puo le tsa mongolo</p> <p>sebelisa mantsoe le lipoleloana tsa Sesotho ka nepo ha a bua leha a ngola.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo- ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
23. etsa le ho natefelo a ke metlae.	Moko-tabana Metlae Makhabane Tsebano Katamelano Kamohelano	<ul style="list-style-type: none"> Bana ba toroee litšoantšo tse ka qabolang ba bang, ba be ba ngole ka mantsoe lithaloso tsa litšoantšo tsa bona. Bana ba qape metlae, ba e etse kapel'a ba bang. Bana ba etse metlae ka ho tšoantšisa ka liketso ba sa bue. Tichere le bana ba fanane malepa a puo ba a qhaqholla. Bana ba fuputse lingoloa tse nang le metlae, ba e ballane. Tichere e kope motho oa litsebo a etsetse bana metlae. Bana ba etse pokello ea mabitso le litsoantso tsa Liqabolane ba phete kapa ba tsoantsise e meng ea metlae ea bona. Bana ba iketsetse pokello ea metlae, ba etsetse bana ba bang ka letsatsi le khethiloeng. Bana ba ka hlolisana ka metlae kapel'a sekolo sohle. 	toro ea litšoantšo tse ka qabolang ba bang, le ho li hlalosa ka mantsoe. etsa metlae ka ho tšoantšisa ka liketso a sa bue. qhaqholla malepa a puo. qapa metlae le ho e etsa kapel'a ba bang. natefelo a ke metlae ea ba bang.	Lingoloa Litšoantšo

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>24. ngola moqoqo oa pale oa bolele ba leqephe.</p>	<p>Moko-tabā Moqoqo oa pale: Baphetoa Liketsahalo Nako le sebaka Tatellano ea litaba Liratsoana Moralo Bonako: bokhale Matšoao Ho intša liphoso Maele le maelana</p> <p>Litsebo-ketso Ho: bua, bala, ngola, etsa moralo, intša liphoso,</p> <p>Makhabane Mongolo o balehang Tšebelisoano-'moho Boqapi Makhethe</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka lintlha tsa bohlokoa tse lateloang ha ho ngoloa moqoqo tse kenyeletsang sehlooho, liratsaana, polelo ea sehlooho, lipolelo tsa tlatsetso, tatellano ea lintlha. • Ka lihlotšoana, bana ba qolle lintlha tsa bohlokoa tsa moqoqo moqoqong oo ba o filoeng. • Bana ba fane ka tleho ea mosebetsi oa bona sehlopheng se sehlo. • Moqoqong o ngotsoeng hantle, bana ba qolle 'me ba bolele nako, sebaka, baphetoa le liketsahalo. • Tichere le bana ba buisane ka bonako bo sebelisoeng ba be ba qolle mantsoe a sebelisoeng ho hokahanya lintlha tse fapaneng tsa moqoqo. • Tichere e fe bana sehlooho, ka lihlotšoana ba ngole moqoqo ba sebelisa bonako be nepahetseng le matšoao. • Bana ba chenchane ka mosebetsi 'me ba tšoeane pele ba fa tichere mosebetsi oa lihlotšoana tse fapaneng. • Tichere le bana ba buisane ka tšebeliso ea "direct and indirect speech" moqoqong oa pale hammoho le matšoao a sebelisoang. • Bana ba ngole moqoqo oa pale ba ipapisitse le lintlha tsohle tseo ba ithutileng tsona. 	<p>qolla le ho hlalosa lintlha tsa bohlokoa tsa moqoqo tse kenyeletsang: sehlooho, seratsaana, tatellano ea lintlha, polelo ea sehlooho.</p> <p>sebetsa 'moho le ba bang lihlotsoaneng.</p> <p>ntša liphoso mosebetsing oa bona le oa ba bang.</p> <p>ngola moqoqo ka lintlha tse amanang le sehlooho.</p> <p>ngola moqoqo oa pale oa bolele ba leqephe ba sebelisa baphetoa, nako le sebaka, tatellano ea lintlha, matšoao, bonako bo nepahetseng le puo e qotsitsoeng le e tlehoang.</p>	<p>Buka ea pale</p> <p>Meqoqo</p> <p>Lichate</p> <p>Limakara</p> <p>Choko ka mebala e fapaneng</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
25. ngola moqoqo oa tlhaloso oa bolele ba leqephe.	<p>Moko-tabana Moqoqo oa tlhaloso Selelekela Bohare Qetello Moralo Liratsoana Polelo ea sehlooho Tatellano Tlotlo-ntsoe Maele le maelana Mekhabo-puo Matšoao</p> <p>Bonako: bojoale</p> <p>Litsebo-ketso Ho: bua, bala, ngola, etsa moralo, intša liphoso</p> <p>Makhabane Mongolo o balehang Tšebeliso-'moho Boqapi Makhethe</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka bohlokoa ba sehlooho le likarolo tsa moqoqo tse kenyeletsang selelekela, bohare, qetello. • Tichere e fe bana sehlooho, ba ntše mantsoe a jereng moelelo oa sona ba be ba a hlalose. • Bana ba buisane ka lintlha tse ka arabang sehlooho ba be ba li hlophise. • Bana ba ngole selelekela le qetello ea moqoqo ka lintlha tsoe ba li hlophisitseng. • Tichere e fe bana seratsoana sa qetello, bana ba fane ka sehlooho ba be ba ngole moqoqo. • Bana ba buisane ba be ba ngole mantsoe, maele le maelana ao ba ka a sebelisang ho ngola moqoqo. • Ka bo-mong, bana ba ngole moqoqo ba sebelisa moralo oo ba o entseng, ba be ba ballane meqoqo ea bona. • Tichere e fe bana seratsoana, ba se fe sehlooho ba tšehetsa ka mabaka. • Tichere e fe bana sehlooho, ba ngole moqoqo • Tichere e fe bana litšoantšo tse bopang taba, ba ngole moqoqo ka tsona. • Bana ba ntse liphoso meqoqong ea bona le ea ba bang. • Tichere e balle bana moqoqo oa tlhaloso o ngotsoeng hantle, bana ba bolele se hlalosoang le tlhaloso ea sona. 	<p>hlalosa bohlokoa ba sehlooho le likarolo tsa moqoqo tse kenyeletsang selelekela, bohare, qetello.</p> <p>ntša mantsoe a jereng moelelo oa sona le ho a hlalosa.</p> <p>lokolisa le ho hlophisa lintlha tse ka arabang sehlooho.</p> <p>ngola selelekela le qetello ea moqoqo ka lintlha tsoe a li hlophisitseng.</p> <p>ngola moqoqo oa tlhaloso ka sehlooho se fanoeng, a sebelisa tlotlo-ntsoe, maele, maelana esita le bonako bo nepahetseng.</p> <p>ntša liphoso tsa matšoao, bonako le mopeleto meqoqong oa hae pele a o fa tichere.</p>	Lingoloa

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
26. sebelisa maele le maelana ka nepo meqoqong.	<p>Moko-tabane Maele a bontšang: -sebopeho -tšebeliso-'moho</p> <p>Maelana ka litho tsa 'mele</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qolla, tlatša likheo, ahlola, tšoantsisa</p> <p>Makhabane Tšebeliso-'moho Kutloelo-bohloko</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka tšobotsi ea maele le maelana. • Ka lihlotšoana bana ba qolle maele le maelana seratsoaneng se fanoeng, ba a hlophise ba be ba a hlalose. • Ka bo-mong, bana ba tlatše likheo maeleng le maelaneng a fanoeng. • Bana ba ngole maele le maelana a arabang tlhaloso e fanoeng. • Moo ho lumellehang, bana ba tšoantsise maele le maelana. • Tichere e ngolle bana maele le litlhaloso bana ba bolele tse nepahetseng le tse fosahetseng. • Bana ba buisane ka litaba tseo ba li tsebang, tse bontšang tšebeliso-'moho kapa bosieo ba eona. • Ka bo-mong, bana ba sebelise maele le maelana lipolelong. • Bana ba sebelise maele le maelana meqoqong ea bona, ba be ba a sehelle. 	<p>qolla maele le maelana seratsoaneng se fanoeng, ho a hlophise le ho a hlalosa.</p> <p>ngola maele le maelana a nepahetseng ho latela tlhaloso e fanoeng.</p> <p>tšoantsisa maele le maelana.</p> <p>pheta litaba tse bontšang tšebeliso-'moho.</p> <p>sebelisa maele le maelana lipolelong le meqoqong.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
27. ngola lengolo la setsoalle ka nepo.	<p>Moko-tabane Lengolo la setsoalle: aterese ea boloko tumeliso bohare qetello Anfolopo</p> <p>Litsebo-ketso Ho: bala, ngola, hlalohanya, bopa taba, inahana ka botebo, latellisa litaba</p> <p>Makhabane Bokheleke Makhethe Boithompho</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka likaroloana tsa lengolo la setsoalle le bohlokoa ba karoloana ka 'ngoe. • Tichere e hlokomelise bana nyalano ea tumeliso e qalong le e qetellong ea lengolo. • Tichere le bana ba buisane ka maemo a ka etsang hore motho a ngole lengolo la setsoalle. • Tichere le bana ba buisane ka phapang ea lengolo la motsoalle le la moamani. • Bana ba ngole lintlha tse amanang le sehlooho, ba li hlophe ka liratsoana le ka tatellano. • Ba sebetsa ka bobeli, ngoana e mong a qale lengolo, e mong a le qetele. • Ka bomong, bana ba ngole lengolo la setsoalle ka sehlooho seo ba se filoeng. • Tichere e fe bana lengolo ba le arabe. • Bana ba ntše liphoso tsa mongolo, sebopeho-puo le mopeleto moo ba ngotseng. 	<p>lokolisa likaroloana tsa lengolo la setsoalle le bohlokoa ba karoloana ka nngoe.</p> <p>sebelisa ka nyalano e nepahetseng tumeliso e qalong le e qetellong ea lengolo.</p> <p>lokolisa maemo a ka etsang hore motho a ngole lengolo la mosebetsi.</p> <p>lokolisa phapang ea lengolo la motsoalle le la moamani.</p> <p>hlophisa lintlha tse amanang le sehlooho sa lengolo ka tatellano.</p> <p>qala kapa a qetella lengolo le qaliloeng ke e mong ka nepo.</p> <p>ntša liphoso tsa mongolo, sebopeho-puo, bonako le mopeleto moo a ngotseng.</p>	

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahloang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>28. ngola lengolo la mosebetsi ka nepo.</p>	<p>Moko-tabana Lengolo la mosebetsi: aterese tse peli - boloko tumeliso bohare qetello Anfolopo</p> <p>Mabaka a lengolo la mosebetsi: ho kopa sekolo ho kopa mosebetsi ho tletleba</p> <p>Likateng: boithaloso thuto ho kopa mosebetsi moo ke fumanehang</p> <p>Litsebo-ketso Ho: bala, ngola, hlalohanya, bopa taba, inahana ka botebo, latellisa litaba</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka likaroloana tsa lengolo la mosebetsi le bohlokoa ba karoloana ka 'ngoe. • Tichere le bana ba buisane ka maemo a ka etsang hore motho a ngole lengolo la mosebetsi. • Bana ba fuputse lintlha tsa bohlokoa tse bopang taba lengolong la mosebetsi, ba tlalehe phuputso ea bona. • Tichere le bana ba buisane ka phapang ea lengolo la setsoalle le la mosebetsi. • Ka bobeli, bana ba qolle lintlha tsa bohlokoa tse hlahang lengolong la mosebetsi leo ba le filoeng. Ba tlalehele sehlopha mosebetsi oa bona. • Ba sebetsa ka bobeli, ngoana e mong a qale lengolo, e mong a le qetele. • Bana ba shebisane lengolo leo ba le ngotseng, ba lumellane ka ho nyalana ha lintlha, ba be ba ntše liphoso. • Ka bomong, bana ba ngole lengolo la mosebetsi ka sehlooho seo ba se filoeng. • Bana ba ntše liphoso tsa mongolo, sebopeho-puo le mopeleto mangolong a bona. • Tichere le bana ba buisane ka tse ngoloang holim'a anfolopo le mokhoa oo li ngoloang ka oona. • Bana ba iketsetse lianfolopo, ba ngole mabitso le liaterese ka nepo. 	<p>lokolisa likaroloana tsa lengolo la mosebetsi le bohlokoa ba karoloana ka 'ngoe.</p> <p>lokolisa maemo a ka etsang hore motho a ngole lengolo la mosebetsi.</p> <p>lokolisa lintlha tsa bohlokoa tse bopang taba lengolong la mosebetsi.</p> <p>lokolisa phapang ea lengolo la setsoalle le la mosebetsi.</p> <p>qala kapa ho qetella lengolo ka nepo.</p> <p>ngola lengolo la mosebetsi a kopa sekolo, a kopa mosebetsi kapa a tletleba.</p> <p>ntša liphoso tsa mongolo, sebopeho-puo le mopeleto moo a ngotseng, le moo ba bang ba ngotseng.</p> <p>lokolisa tse ngoloang holim'a anfolopo.</p> <p>iketsetsa anfolopo, a ngola lebitso le aterese ka nepo.</p>	

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
29. fana ka lithoholetso le litakaletso.	<p>Moko-tabana Lithoholetso Litakaletso Likarete</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qapa</p> <p>Makhabane Makhethe Tsoellano Lerato Boitšepo</p>	<ul style="list-style-type: none"> Bana ba etse lethathamo la lintho tseo motho a ka thoholetsoang kapa a lakaletsoa mahlohonolo ho tsona. Ka lihlotšoana, bana ba buisane ka moelelo oa mantsoe 'thoholetso' le 'kthoaleletso', ba tlahe mosebetsi oa bona. Tichere e iketsetse karete e thoholetsang le e fetisang litakaletso, e li balle bana. Tichere le bana ba buisane ka matsatsi a bona a tlhaho le lintho tsohle tseo ba ka lakaletsanang kapa ba thotholetsana ka tsona. Tichere e fe bana lethathamo la lipolelo tse lakaletsang le tse thoholetsang, bana ba li hlophise. Bana ba iketsetse likarete ba sebelisa mebala le mengolo e khahlehang, ba fetise lithoholetso kapa litakaletso. 	<p>hlahlosa mantsoe 'thoholetso' le 'kthoaleletso'.</p> <p>etsa lethathamo la lintho tseo motho a ka thoholetsoang kapa a lakaletsoa mahlohonolo ho tsona.</p> <p>hlahlohanya pakeng tsa mantsoe a thoholetsang le a lakaletsang.</p> <p>iketsetsa likarete a sebelisa mengolo e mebala e khahlang mahlo, a fetisa lithoholetso kapa litakaletso, a be a li balle sehlopha.</p>	<p>Likarete</p> <p>"Crayons"</p> <p>Lichate</p>
30. phehisana ka taba.	<p>Moko-tabana Likhang Khetho ea mantsoe Liphuputso</p> <p>Litsebo-ketso Ho: tšehetsa lehlakore le itseng, inahana ka botebo, latellisa litaba</p>	<ul style="list-style-type: none"> Tichere e fe bana sehlooho, ba buisane ka lintlha tse amanang le sona, tse lumellanang le tse hananang. Ka lihlotšoana, bana ba lokolisise lintlha tse hananang kapa tse lumellanang. Bana ba buisane ka tlotlo-ntsoe e ka sebelisoang ho lumellana kapa ho hanana le taba. Tichere e fe bana sehlooho ba fuputse ba be ba tlahe litaba tse lumellanang kapa tse hananang le tsona. 	<p>lokolisa tlotlo-ntsoe e ka sebelisoang ho lumellana kapa ho hanana le taba.</p> <p>lokolisa lintlha tse hananang kapa tse lumellanang le taba.</p> <p>fuputsa litaba tse hananang kapa tse lumellanang le sehlooho lingoloeng tse fapaneng.</p>	

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
30 e tsoela pele...	Makhabane Boikemelo Mamellano Boitšepo Kananelo	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba buisane ka taba, lehlakore le leng le tšehetse, le leng le hanyetse. • Tichere e fe bana moqoqo o bontšitseng lehlakore le itseng la taba, bana ba ngole, ba fana ka le hananang le lona. • Ka bobeli bana ba ngangisane ka taba ba tšehetsa mahlakore a bona ka lintlha. 	ngola a fana ka lehlakore hananang le le fanoeng. ngangisana ka taba a tšehetsa lehlakore la hae ka lintlha.	
31. ngola puisano ea batho ba bararo ka bolele ba leqephe.	Moko-tabana Puisano Tikoloho Litšupiso Matšoa: khutloana (:) makalo (!) Litsebo-ketso Ho: ngola, bua, qapa, tšoantšisa, inahana ka botebo, ntša liphoso Makhabane Boitšepo Makhethhe	<ul style="list-style-type: none"> • Tichere e fe bana puisano ba hlahlobe litšobotsi tsa eona ka lihlotšoana. • Tichere le bana ba buisane ka bohlokoa ba tikoloho le litšupiso, le hore na li bontšoa joang puisanong. • Tichere le bana ba buisane ka litšobotsi tsa puisano. • Bana ba ikhethela hore na ke bo-mang 'me ba bale puisano eo ba e filoeng ka ho sielana sebaka le ho tšoantšisa tse ngotsoeng. • Bana ba qape puisano e khutšoanyane ba bontša tikoloho le litšupiso. • Bana ba ballane lipuisano tsa bona ba be ba li ntše liphoso. • Ka bo-mong, bana ba ngole puisano ba sebelisa matšoa a nepahetseng. 	lokolisa le ho hlalosa litšobotsi tsa puisano. bala puisano a sielana sebaka le eo a balang le eena. ngola puisano a ela hloko tšebeliso ea matšoa, tikoloho, le litšupiso. ntša liphoso puisanong eo a e ngotseng.	Likoranta Libuka tsa tšoantšiso

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
32. ngola lipalo ka mantsoe ho tloha ho 'ngoe ho isa ho sekete le makholo a mahlano.	<p>Moko-tabana Lipalo ka mantsoe</p> <p>Litsebo-ketso Ho mamela Ho bua Ho bala Ho ngola</p>	<ul style="list-style-type: none"> • Tichere e bitsetse bana ho tloha ho 'ngoe ho isa ho sekete. • Tichere e ngolle bana linomoro ho tloha ho sekete ho ea ho sekete le makholo a mahlano ba li kopitse. • Bana ballane linomoro ho tloha ho eskete ho ea ho sekete le makholo a mahlano ba ela hloko tebeliso ea feeloane. • Tichere e fe bana linomoro ho tloha ho 'ngoe ho isa ho sekete le mashome a mahlano. • Tichere e bitsetse bana linomoro ka mantsoe ba li ngole ka mantsoe le ka linomoro. 	<p>ngola lipalo ka mantsoe ho tloha ho 'ngoe ho isa ho sekete.</p> <p>kopitsa lipalo ho tloha ho sekete ho ea ho sekete le makholo a mahlano.</p> <p>ngola linomoro ka mantsoe le ka lipalo ha a li bitsetsoa.</p> <p>intša liphoso tsa mongolo le matšoaoo moo a ngotseng.</p>	
33. sebelisa mantsoe a hananang, a tšoanang ka moelelo le a meelelo e mengata lipolelong.	<p>Moko-tabana Mantsoe a hananang Mantsoe a tšoanang ka meelelo Mantsoe a meelelo e mengata</p> <p>Litsebo-ketso Ho: bua, bala, ngola, fuputsa, tlaleha, hlalosa</p>	<ul style="list-style-type: none"> • Bana ba bapale morabaraba oa mantsoe, ba o tlatsa ka mantsoe a hananang le a fanoeng. • Bana ba etse tlholisano ka lihlotšoana, moo ba bolelang lentsoe le hananang le le fanoeng ka nako e baliloeng. • Bana ba fuputse mantsoe a tšoanang ka moelelo empa a ngoloa ka ho fapana. • Tichere e fe bana seratsoana, ba se ngole bocha ba sebelisa mantsoe a hananang kapa a tšoanang ka moelelo le a sheletsoeng. • Ka lihlotšoana bana ba fane ka lethathamo la mantsoe a ngoloang ka ho tšoana empa meelelo e fapane, ba be ba a sebelise lipolelong. 	<p>bapala morabaraba oa mantsoe, a o tlatsa ka mantsoe a hananang le a fanoeng.</p> <p>etsa phuputso ea mantsoe a tšoanang ka moelelo empa a ngoloa ka ho fapana.</p> <p>ngola seratsoana bocha a sebelisa mantsoe a hananang kapa a tšoanang ka moelelo le a sheletsoeng</p> <p>etsa lethathamo la mantsoe a ngoloang ka ho tšoana empa meelelo e fapane, a be a a sebelise lipolelong.</p>	

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo- ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
33 e tsoela pele...		<ul style="list-style-type: none"> Bana ba fane ka litlhaloso tse fapaneng tsa lentsoe ka leng. Tichere e fane ka mantsoe le litlhaloso tsa 'ona, bana ba a bapise. Bana ba bapale morabaraba oa mantsoe, moo ba fuoeng tlhaloso joale ba batla lentsoe le nepahetseng har'a morabaraba oa litlhaku. Bana ba ngole lipolelo ka mantsoe a fanoeng e le ho supa meelelo e fapaneng ea lentsoe ka leng. Tichere e fe bana mantsoe a lobokantsoeng litlhaku ba bope a mang ka oona ba sa eketse kapa ho fetola melumo. 	<p>fana ka litlhaloso tse fapaneng tsa lentsoe ka leng.</p> <p>bapisa mantsoe le litlhaloso tsa 'ona.</p> <p>bapala morabaraba oa mantsoe, moo a fuoeng tlhaloso joale a batla lentsoe le nepahetseng har'a morabaraba oa litlhaku.</p> <p>ngola lipolelo ka mantsoe a fanoeng e le ho supa meelelo e fapaneng ea lentsoe ka leng.</p>	
34. bopa mareho ka tšebeliso ea mehatlana.	Moko-taba Kholiso ka /hali/ Botšehali ka /ana/ le botona	<ul style="list-style-type: none"> Ka lihlotšoana, bana ba etse pokello ea mantsoe a nang le mohatlana /-hali/ ba tlalehele sehlopha. Tichere le bana ba hlophise mantsoe ao ho latela a bontšang kholiso le a bontšang botšehali. Bana ba bope mareho ka mohatlana /-hali/ ho bontša kholiso. Bana ba bope mareho ka mohatlana /-hali/ le /-ana/ ho bontša botšehali. Ka lihlotšoana, bana ba etse pokello ea mantsoe a bontšang botona le botšehali. 	<p>hlalohanya mantsoe a bontšang kholiso ho a bontšang botšehali a bopiloe ka mohatlana /-hali/.</p> <p>bopa mareho ka mohatlana /-hali/ le /-ana/ ho bontša botšehali.</p>	Lingoloa

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
34 e tsoela pele...		<ul style="list-style-type: none"> Tichere e fe bana seratsoana, ba qolle mantsoe a bontšang botona, botšehali kapa kholiso. Bana ba fetole moelelo oa seratsoana se fanoeng ka ho fetolela mareho botšehaling, botoneng kapa bonyenyane. 		
35. sebelisa mareho le liemeli-tu tsa 'ona ka nepo lipolelong.	<p>Moko-taba Mareho Liemeli-tu</p> <p>Litsebo-ketso Ho bua Ho bala Ho ngola</p>	<ul style="list-style-type: none"> Tichere e fe bana lipolelo ba qolle mareho ba be ba bolele lihlopha tsa 'ona. bana ba ngole liemeli-tu sebakeng sa mareho ao ba a qolotseng ba be ba bolele lihlopha tsa tsona. Bana ba sebelise mareho e le moetsi le moetsua lipolelong. Bana ba sebelise liemeli-tu e le moetsi le moetsua lipolelong. Ka lihlotšoana bana ba ingolle mantsoe likareteng, ba bang ba ngole liemeli-tu. Sehlopha se seng se phahamise mareho, se seng se phahamise liemeli-tu tsa 'ona. Bana ba ngole seratsoana moo ba sebelisitseng mareho le liemeli-tu. Bana ba sebelise mareho le liemeli-tu tsa lihlopha tse fanoeng lipolelong. Bana ba sebelise lereho le seemeli-tu sa lona lipolelong. 	<p>qolla mareho lipolelong le ho bolele lihlopha tsa 'ona.</p> <p>sebelisa liemeli-tu sebakeng sa mareho le ho bolele lihlopha tsa tsona.</p> <p>hlalohanya lereho/liemeli-tu e le moetsi kapa moetsua polelong.</p> <p>sebelisa mareho le liemeli-tu tsa 'ona ka nepo lipolelong.</p>	

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
36. sebelisa sephafi ka nepo lipolelong.	<p>Moko-taba Sephafi: Sehlakisi sa 'mala Sehlakisi sa sebopeho Lesupa Seakaretsi</p> <p>Litsebo-ketso Ho: bala, ngola, hloaea, hlalohanya, qolla</p>	<ul style="list-style-type: none"> • Bana ba hopotsane ka popeho ea sehlakisi e leng tumela le kutu. • Ka lihlotšoana, bana ba ngole seratsoana ba hlalosa lintho ka sebopeho le mebala ea tsona, 'me ba ballane liratsoana tsa bona. • Tichere le bana ba buisane ka mefuta le likarolo tse tharo tsa lesupa. (eo/enoa;) • Tichere e fe bana seratsoana ba qolle lesupa. • Tichere le bana ba buisane ka lesupa le bontšang potso le likarolo tsa lona tse tharo • Tichere le bana ba sebelise masupa ho botsana le ho arabana • Bana ba bapale papali ea "<i>Malataliana a tsela</i>" e le ho totobatsa tšebeliso ea lesupa. • Tichere e fe bana seratsoana se nang le seakaretsi, 'me bona ba qolle mantsoe 'ohle a supang kakaretso. • Tichere le bana ba buisane ka sebopeho sa seakaretsi ho latela lihlopha tsa mareho. • Bana ba qolle seakaretsi seratsoaneng se khethiloeng ba be ba bolele lihlopha tsa mareho. 	<p>ngola seratsoana a hlalosa lintho ka sebopeho le mebala ea tsona.</p> <p>lokolisa lesupa ka likarolo tsa lona tse tharo.</p> <p>hloaea lesupa polelong le ho bolela hore na le supa ntho e hokae.</p> <p>sebelisa lesupa le bontšang potso ka nepo lipolelong le meqoqong.</p> <p>lokolisa seakaretsi ho latela lihlopha tsa mareho.</p> <p>qolla seakaretsi lipolelong le liratsoaneng le ho bolela hore na ke sa sehlopha sefe.</p> <p>sebelisa seakaretsi ka nepo lipolelong le meqoqong.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
37. sebelisa leeketsi la nako le la sebaka ka nepo lipolelong.	<p>Moko-taba Leeketsi la: -nako: lipoleloana tse bontšang nako ea mantsiboea. -sebaka</p> <p>Litsebo-ketso Ho bua Ho bala Ho ngola Ho fuputsa</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba etse pokello ea lipoleloana tse bontšang nako ea hoseng le ea motšoare. • Lihlotšoana li tlalehe mosebetsi oa tsona 'me ho etsoe pokello e le 'ngoe. • Ka bomong, bana ba iketsetse pokello ea lipoleloana tse bontšang nako ea hoseng le ea motšoare. • Bana ba fuputse lintho/mosebetsi e etsoang ka nako ea mantsiboea ba fane ka tlaleho ea bona. • Tichere le bana ba hlahlolle mosebetsi oa phuputso e le ho bopa lipoleloana tse bontšang nako ea mantsiboea. • Tichere e eketse bana lipoleloana tse bontšang nako ea mantsiboea ba iketsetse moliko. • Bana ba sebelise lipoleloana tsa bona lipolelong ka nepo. • Bana ba ngole liratsaana ba sebelisa lipoleloana tse bontšang linako tse fapaneng tsa letsatsi. • Tichere le bana ba buisane ka mantsoe a bontšang sebaka a kenyeletsang litšupiso le libaka. • Tichere le bana ba buisane ka hore na leeketsi la sebaka le araba potso efe (kae). • Bana ba qolle ba be ba sebelise leeketsi ka nepo la sebaka lipolelong. 	<p>bala le ho ngola mantsoe a bontšang nako ea hoseng le ea motšoare.</p> <p>sebelisa mantsoe a bontšang nako ea hoseng le ea motšoare ka nepo lipolelong le meqoqong.</p> <p>sebelisa mantsoe a bontšang nako ea mantsiboea lipolelong le liratsaanaeng.</p> <p>qolla mantsoe a arabang potso 'kae' lipolelong le liratsaanaeng.</p> <p>sebelisa leeketsi la sebaka lipolelong le meqoqong ka nepo.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>

Sepheo: Qetellong ea sehlopha sa bosupa bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
38. sebelisa sere sa 'mala le sa molumo lipolelong.	<p>Moko-tabana Sere sa - 'mala - molumo - mokhoa</p> <p>Litsebo-ketso Ho bua Ho bala Ho ngola</p>	<ul style="list-style-type: none"> • Bana ba tle le linthoana tse fapaneng, ba li lahlele fatše, ba bolele molumo oo li o etsang. • Tichere le bana ba buisane ka mosebetsi oa sere polelong. • Tichere e fe bana lipolelo ba qolle sere, ba be ba bolele hore na se hlalosa molumo, 'mala kapa monko. • Bana ba qolle lire lilothonng. • Ka lihlotšoana bana ba bolele mantsoe a ka hlalolang 'mala o boletsoeng ba sa sebelise lentsoe "haholo" kapa "hanyenyane". • Tichere le bana ba buisane ka tšebeliso ea sere e leng kamor'a ntho eo se e hlalolang kapa kamor'a "re". • Bana ba sebelise sere lipoelong ba be ba se sehelle. • Ka lihlotšoana, bana ba etse tsholisano ea tšebeliso ea lire. Tichere e fane ka polelo, sehlopha se fane ka sere se nepahetseng, sehlopha se nepang haholo se fuoe mpho. 	<p>bolela molumo oo li o etsang.</p> <p>bolela mosebetsi oa sere polelong.</p> <p>qolla sere lipolelong le ho bolela hore na se hlalosa molumo, 'mala kapa monko.</p> <p>sebetisa le ba bang a hlalosa 'mala o boletsoeng a sa sebelise lentsoe "haholo" kapa "hanyenyane".</p> <p>sebelisa sere lipoelong a be a se sehelle.</p>	Linthoana tse fapaneng

Linguistic and Literary Learning Area - English

Overview

Learning Outcomes: at the end of Grade 7 learners should be able to:

Study Skills

1. obtain specific information from a book [TG].
2. use a dictionary for different purposes.
3. make a time-table [TG].
4. edit their own work.
5. read extensively on their own.
6. read a passage with understanding.

Language Structure

7. use adverbs correctly.
8. use different types of sentences.
9. use different tenses appropriately in speaking and writing.
10. form nouns [TG].
11. use reciprocal pronouns appropriately [TG].
12. use compound and collective nouns correctly in speaking and writing.
13. use prepositions appropriately.

Language Use

14. use conditional forms correctly.
15. use active and passive voice correctly [TG].
16. use synonyms and antonyms correctly.
17. use homophones and homographs correctly in speaking and writing.
18. read a novel with understanding.
19. read a drama book with understanding.
20. write a one page narrative composition.
21. write a business letter.
22. write a one page friendly letter.

23. write a detailed Curriculum Vitae [TG] .
24. tell a story on a given topic.
25. make a three minutes impromptu speech [TG] .
26. write a paragraph on a given topic using direct and indirect speech.
27. analyse a poem.
28. use idioms appropriately in speaking and writing [TG].
29. use proverbs appropriately in speaking and writing [TG].
30. compose advertisements.
31. edit their own work.

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
1. obtain specific information from a book.	<p>Concepts Title Author Table of contents Index Glossary</p> <p>Skills Scanning Listening Speaking Reading Writing Observation Exploring</p>	<ul style="list-style-type: none"> • Teacher and learners discuss titles of different books. • From different texts learners identify authors. • In groups learners identify specific chapters found in the book and their page numbers. • Teacher and learners discuss how index can be used to find specific information from a book. • Learners use glossary to find meanings of words and phrases used in the book. • Learners use table of contents to look for specific information. • Teacher provides individual learners with different contents of the book to locate from the book. 	<p>identify titles and authors of different books.</p> <p>identify content of the book from table of contents.</p> <p>find specific information using index of a book.</p> <p>use glossary to find meanings of words and phrases used in the book.</p> <p>use table of contents to look for specific information.</p> <p>locate content of a book .</p>	Library/book-shelves/book corner

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
<p>2. use a dictionary for different purposes.</p>	<p>Concepts Parts of speech: -noun -verb -adjective -adverb Spelling Meaning of words</p> <p>Skills Listening Speaking Reading Writing Logical thinking Manipulation</p>	<ul style="list-style-type: none"> • Teacher gives learners words one by one to find from a dictionary in a given time. • Learners find meanings of those words from their dictionaries. • Teacher and learners discuss different parts of speech. • Teacher dictates some words which learners write down and confirm their spelling using their dictionaries. • From a given text, learners use a dictionary to find the meaning of underlined words in groups and discuss their parts of speech. • Learners identify alternative meanings of words in the dictionary and choose the appropriate meaning in context. • learners write a paragraph on a given topic and use a dictionary to edit their work. 	<p>locate words from a dictionary within a given time.</p> <p>find meanings of words as used in a paragraph from a dictionary.</p> <p>write correct spelling of words from a dictation.</p> <p>identify different parts of speech of words.</p> <p>write a paragraph and use a dictionary to edit their work.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
3. make a time-table.	<p>Concepts Time-table Components of a time-table: -date -time -activities -sequencing</p> <p>Skills Listening Speaking Reading Writing Planning</p> <p>Values Discipline Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of using a time-table. • Learners discuss components of a time-table. • Learners list their daily activities paying attention to time spent on each activity. • Learners discuss appropriate sequence of activities in a time-table. • Learners discuss ways of using a time-table effectively. • Learners draw their time-tables by arranging activities according to their importance. • Each learner draws a one week study time-table and pastes it in a notebook. 	<p>list components of a time-table.</p> <p>explain the importance of using a time-table.</p> <p>sequence activities according to importance.</p> <p>make daily study time-table.</p> <p>make a weekly study time-table.</p> <p>follow a drawn study time-table.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
4. edit their own work.	<p>Concepts Editing: grammar spelling punctuation coherence Composition writing</p> <p>Skills Listening Reading Speaking Interpretation</p>	<ul style="list-style-type: none"> • Teacher gives learners copies of texts with errors to correct. • Teacher and learners discuss the corrected text in order to verify their corrections. • Learners write a composition on a given topic. • Teacher gives learners time to edit their compositions using pencils. • Learners exchange their compositions to correct grammatical, spelling and punctuation errors. • Teacher and learners discuss grammatical, spelling and punctuation errors as well as incoherence identified in the compositions. 	<p>identify and correct errors in any written texts.</p> <p>write a composition on a given topic.</p> <p>identify and correct grammatical, spelling and punctuation errors in his/her written work.</p> <p>rewrite incoherent texts correctly.</p>	<p>Texts</p> <p>Dictionary</p> <p>Vocabulary bank</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
5. read extensively on their own.	<p>Concepts Different texts Scanning Skimming Summarising</p> <p>Skills Listening Speaking Reading Critical thinking</p> <p>Values Appreciation Respect Tolerance</p>	<ul style="list-style-type: none"> • Individually learners read different texts then make presentations of the stories they have read and others ask questions. • Learners tell the class titles, setting and characters found in the texts they have read. • From the library/book corner learners choose what they want to read from the variety of materials. • Learners summarise stories they have read in writing. • Learners identify new words and find their contextual meaning. • Learners use dictionaries to find meaning of unfamiliar words and write them in their vocabulary banks. • Learners use new words in sentences and compositions. 	<p>read with understanding.</p> <p>logically present what they have read.</p> <p>identify title, message, setting and characters from the read texts.</p> <p>ask and answer questions correctly.</p> <p>summarise stories.</p> <p>find contextual meaning of words.</p> <p>use dictionaries to find meanings of unfamiliar words.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Novels</p> <p>Dictionary</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
<p>6. read a passage with understanding.</p>	<p>Concepts Comprehension passage: -Title -Paragraphs -Sequence of events</p> <p>Reading aloud Silent reading Subject-verb agreement Answering questions</p> <p>Skills Listening Speaking Reading Writing Skimming Scanning Note-taking Summarising</p>	<ul style="list-style-type: none"> • Learners look at the title and determine what the passage is all about. • Learners read quickly through (skim-read) the text, identify the main idea (topic sentence of each paragraph), and the supporting details. • Learners answer questions based on the reading passage. • Learners read a passage, identify and discuss tenses and the aspect of subject-verb agreement used. • In groups learners read each paragraph and write a brief notes about it. • Having written the notes, each group writes a summary of the passage. • Learners identify new words from the passage and find their meanings from the dictionary and write them down in their vocabulary banks. • Learners use new words in sentences. 	<p>identify reading activities in detail</p> <p>predict the content of a passage by looking at a title.</p> <p>read quickly through a text to identify the main idea and its supporting details.</p> <p>take notes from a read paragraph.</p> <p>use written notes to write a summary.</p> <p>identify new words, find their meanings and use those words appropriately in sentences.</p>	

Language Structure

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
7. use adverbs correctly.	<p>Concepts Adverbs - time - manner - place</p> <p>Skills Listening Speaking Reading Writing</p> <p>Values Corporation Tolerance Respect</p>	<ul style="list-style-type: none"> • In groups learners discuss different types of adverbs. • Learners give examples of different types of adverbs and use them in sentences. • Teacher provides learners with sentences to identify adverbs of degree used. • From a given paragraph learners identify different types of adverbs. • Learners develop a paragraph using different types of adverbs. • Learners exchange written paragraphs for editing. 	<p>give correct examples of different types of adverbs.</p> <p>use different types of adverbs in sentences correctly.</p> <p>identify adverbs from a written text.</p> <p>develop a paragraph using different types of adverbs.</p> <p>edit their own and others' work.</p>	<p>Text books</p> <p>Dictionary</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
8. use different types of sentences.	<p>Concepts Simple sentence Compound sentence Complex sentence Independent sentence Dependent sentence</p> <p>Skills listening speaking reading writing effective communication critical thinking</p>	<ul style="list-style-type: none"> Learners construct simple sentences. Learners use correct conjunctions to join simple sentences making compound sentences. Teacher and learners discuss a complex sentence. Learners construct complex sentences and identify the independent and the dependent sentences. Learners fill in the spaces in a paragraph using given linking words. From the given paragraph learners identify different types of sentences. Learners write composition using different types of sentences. 	<p>construct a simple sentence.</p> <p>use conjunctions to construct compound sentences.</p> <p>use conjunctions to construct complex sentences.</p> <p>identify the difference between types of sentences.</p> <p>identify the independent and dependent sentences.</p> <p>use linking words to form different types of sentences.</p> <p>use different types of sentences in a composition.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
9. use different tenses appropriately in speaking and writing.	<p>Concepts Simple present tense Present continuous Simple past tense Past continuous Present perfect Past perfect Simple future Future continuous Future perfect</p> <p>Skills Listening Speaking Writing Reading</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the rules of each of the tenses before dealing with it. • From a given texts learners identify different tenses. • Teacher constructs about five sentences in simple preset tense for learners to change into other tenses in groups. • Learners exchange their groups work and each group present what the next group has written. • In a whole class discussion, learners agree on the rules governing each tense. • Individual learners change a given paragraph from one tense to another. • Learners exchange their work for editing. • Teacher gives learners a topic to write a short paragraph using different tenses correctly. 	<p>construct sentences using different tenses.</p> <p>change a written text from one tense to different tenses.</p> <p>read sentences in different tenses correctly.</p> <p>use different tenses appropriately in sentences.</p> <p>write a paragraph using different tenses.</p> <p>edit their work.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
-----------------------------------------------------------------------	----------------------------------------	--------------------------------	-----------------------------------------------------------------	-----------

<p>10. form nouns.</p>	<p>Concepts Form nouns from verbs Form nouns from adjectives</p> <p>Skills Listening Speaking Reading Writing Critical thinking</p>	<ul style="list-style-type: none"> • Teacher provides learners with a paragraph to identify doing words. • Learners form nouns from the identified doing words. • In groups learners use formed nouns in sentences and read them aloud. • Learners discuss a change they observed on the doing words when nouns are formed. • Teacher provides learners with a descriptive text to identify describing words/adjectives. • Learners form nouns using the identified describing words. • Learners write sentences using the formed nouns. 	<p>identify verbs from a passage.</p> <p>form nouns from verbs.</p> <p>use nouns in sentences appropriately.</p> <p>identify adjectives.</p> <p>form nouns from adjectives.</p> <p>write sentences using nouns formed from adjectives.</p>	<p>Teacher's Guide</p>
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
11. use reciprocal pronouns appropriately.	<p>Concepts Reciprocal pronouns: - each other -one another</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the reciprocal pronouns. • Learners use reciprocal pronouns in sentences. • Teacher creates situations where two and more learners are mutually affected by the action and learners explain what is happening using the reciprocal pronouns. • From a given paragraph learners identify the reciprocal pronouns. 	<p>identify when to use each reciprocal pronoun.</p> <p>use reciprocal pronouns correctly in sentences.</p> <p>identify reciprocal pronouns from written texts.</p>	
12. use compound and collective nouns correctly in speaking and writing.	<p>Concepts Nouns: Compound -Singular -plural Collective</p> <p>Skills Listening Speaking Reading Writing Confidence Effective Communication</p>	<ul style="list-style-type: none"> • Teacher provides learners with paragraph to identify compound and collective nouns. • Learners change identified singular compound nouns into plural form. • Learners make a list of collective nouns and use them in sentences • Learners write a short paragraph using the singular and plural forms of compound nouns. • Learners write a short paragraph using collective nouns. • Learners edit their work. 	<p>identify compound and collective nouns in sentences.</p> <p>change singular compound nouns into plural form.</p> <p>use collective nouns in sentences.</p> <p>write a short paragraph using the singular and plural forms of compound nouns.</p> <p>write a short paragraph using collective nouns.</p> <p>edit their work.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
13. use prepositions appropriately.	<p>Concepts Prepositions Place: <i>below, over, between, above, on, in, at, near, next to, behind, in front of.</i> Time: <i>around, at, at around, about, on, in.</i> Prepositions Direction: <i>towards, to, from, across, through, up, down.</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Learners discuss prepositions of place. • Learners brainstorm different prepositions and use them in sentences. • With the guidance of the teacher, learners classify prepositions used according to their types. • From a written text, learners identify different types of prepositions. • Teacher creates situations to demonstrate different use of types of prepositions. • Learners write a paragraph using different types of prepositions. 	<p>identify prepositions of place.</p> <p>use different types of prepositions in sentences.</p> <p>identify prepositions from different texts.</p> <p>classify prepositions into different types.</p> <p>use different types of prepositions in a paragraph.</p>	

Language Use

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
14. use conditional forms correctly.	<p>Concepts Independent sentence Dependent sentence Conjunctions: Until When After If Unless That as As if Because</p> <p>Skills Listening Speaking Reading Writing Cooperation Analytical Critical thinking</p>	<ul style="list-style-type: none"> • Teacher gives groups of learners sentences to connect using given conjunctions correctly. • Groups present how they have connected their sentences. • Under teachers' guidance, learners give reasons for their choices. • Teacher and learners discuss how conditional forms are used in sentences • In groups learners discuss how to differentiate between a dependent sentence and independent sentence. • From given sentences and conjunctions, individual learners join sentences. • Teacher gives learners a paragraph with some blank spaces to fill in missing conjunctions. • Learners write their own paragraph based on a given topic using at least three conditional forms. 	<p>identify conditional forms in sentences.</p> <p>join sentences using conditional forms.</p> <p>construct sentences correctly, using conditional forms.</p> <p>identify depended parts in sentences.</p> <p>identify independent sentences.</p> <p>develop a paragraph using different conditional forms.</p> <p>edit their work.</p>	Grade 6 teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
15. use active and passive voice correctly.	<p>Concepts Active voice Passive voice Tense/verb form Subject and object</p> <p>Skills Listening Speaking Reading Writing Critical thinking Creativity</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the difference between active and passive voices. • In groups learners construct sentences and identify whether they are in active or passive voice. • In turns, learners construct sentences and change them from active to passive voice and vice versa. • Teacher provides learners with sentences in active and passive voice for them to classify accordingly. • From a given paragraph, learners identify active and passive voice. • Individually learners write a paragraph using active and passive voice. • Learners present their written paragraphs to the class. 	<p>identify passive and active voices from a given paragraph.</p> <p>construct sentences in active and passive voices.</p> <p>change active to passive voice and vice versa.</p> <p>write a paragraph using active and passive voice.</p>	
16. use synonyms and antonyms correctly.	<p>Concepts Synonyms Antonyms</p> <p>Skills Listening Speaking Reading Writing Editing Interpretation Critical thinking</p>	<ul style="list-style-type: none"> • Teacher provides learners with texts to identify synonyms and antonyms. • Learners write sentences using synonyms and antonyms. • In groups, learners present synonyms and antonyms collected from different texts. • In groups, learners discuss the use of synonyms and antonyms in sentences. • In pairs learners give each other words to change into synonyms or antonyms and use them in sentences. • Learners write words and their synonyms and/or their antonyms in their vocabulary banks. 	<p>identify synonyms and antonyms within texts.</p> <p>write sentences using synonyms and antonyms.</p> <p>give synonyms and or antonyms of given words.</p> <p>use newly acquired vocabulary in speech and writing.</p>	

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
17. use homophones and homographs correctly in speaking and writing.	<p>Concept Homophones Homographs Commonly misspelt words</p> <p>Skills Listening Speaking Reading Writing Critical thinking</p>	<ul style="list-style-type: none"> • Teacher dictates confusing words for learners to write down. • Learners compare their words and discuss their meanings. • Learners list words which are spelt and pronounced the same but differ in meaning. • Learners construct sentences using words which are spelt and pronounced the same to show their different meanings. • Learners list words which are pronounced the same but differ in meaning and spelling. • In sentences, learners use pairs of words which are pronounced the same to show their different meanings and spelling. • Learners use dictionaries to find the meanings of words with different spelling, meaning and pronunciation • learners list words which are spelt the same but differ in meaning. 	<p>write the correct spelling of confusing words.</p> <p>list words which are spelt and pronounced the same but differ in meaning.</p> <p>use words which are spelt and pronounced the same to show their different meanings.</p> <p>list words which are pronounced the same but differ in meaning and spelling.</p> <p>use pairs of words which are pronounced the same to show their different meanings and spelling.</p>	Dictionary

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
<p>18. read a novel with understanding.</p>	<p>Concepts Novel: Characters Setting Sequence of events Theme Figurative language: Simile Metaphor Personification Repetition Idioms Proverbs Unfamiliar words Reading aloud Silent reading Pronunciation</p> <p>Skills Listening Speaking Reading Writing Scanning Skimming Summarising confidence</p> <p>Values/attitudes Appreciation Cooperation Respect Tolerance</p>	<ul style="list-style-type: none"> • In turns, learners read a chapter aloud in class and discuss: characters, setting, sequence of events and the theme within the chapter. • In groups, learners identify figurative language used, discuss their findings and come to a consensus. • In a whole class discussion learners explain what those figures of speech mean and why they are used. • Learners identify idioms and proverbs if there are any and explain their contextual meanings. • In groups learners read a chapter and write what they like or dislike about some characters and their actions • Teacher divides learners into groups to read a chapter aloud (in turns) observing punctuation marks and correct pronunciation of words. • After reading the chapter, learners write a brief summary and read it aloud in class . • Learners identify unfamiliar words, find their contextual meanings and write them in their vocabulary banks. • After reading the whole novel, individual learners present the lessons they have learnt from characters and their actions. • In a whole class discussion, learners identify themes. 	<p>read aloud observing punctuation marks and correct pronunciation of words.</p> <p>identify and explain setting, characters and the theme.</p> <p>relate the events as they happen.</p> <p>identify figurative language and explain its usage.</p> <p>identify idioms and proverbs.</p> <p>explain contextual meanings of idioms and proverbs.</p> <p>state what they like or dislike about some characters and their actions.</p> <p>read silently without pointing and moving lips.</p> <p>summarise correctly.</p> <p>find contextual meanings of unfamiliar words.</p> <p>give supporting reasons for lesson they have learnt from characters and their actions.</p> <p>identify themes.</p>	<p>Novel Textbooks Dictionary</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
19. read a drama book with understanding.	<p>Concepts Drama: Author Literary elements: Stage directions Title Setting Scenes Acts Characters Theme</p> <p>Skills Listening Speaking Writing Reading Skimming Scanning Silent reading Reading aloud Summarising</p> <p>Values/Attitudes Confidence Sympathy Empathy Appreciation</p>	<ul style="list-style-type: none"> • Under the teacher's guidance, learners choose roles in which to take part for reading a scene. • Learners read a scene in turns taking into consideration pronunciation of words and punctuation marks, identify unfamiliar words, find their contextual meanings and write them in their vocabulary banks. • Learners read a scene aloud in groups and dramatise taking into account stage directions. • Learners discuss characters and their roles in each scene and explain what they like or dislike about them. • Learners draw and colour different settings in different scenes. • Learners explain where and when events happened in each scene. • Learners write the central idea in each scene and later in an act. • Learners identify figurative language; idioms and proverbs used in each scene (if any) and explain their meaning. • Learners discuss the lessons they have learnt from the scene/act. • After reading every act learners individually write a brief summary about it. 	<p>read effectively observing punctuation marks and pronunciation of words.</p> <p>read aloud displaying characters which appear in the drama book.</p> <p>identify and respond to stage directions correctly.</p> <p>identify the characters, in each scene and explain what they like or dislike about them.</p> <p>explain where and when the events happened in each scene.</p> <p>write the central idea in the drama book.</p> <p>write a brief summary about an act.</p> <p>identify figurative language, idioms and proverbs used and explain their contextual use.</p> <p>explain the lessons learnt.</p>	<p>Drama book</p> <p>Charts</p> <p>Coloured pencils/chalk</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
<p>20. write a one page narrative composition</p>	<p>Concepts Narrative composition: -setting -characters -events</p> <p>Paragraph development: -Planning -Topic sentence -supporting details -Linking words/ coherence</p> <p>Punctuation Variation of sentence types: -Simple -compound</p> <p>Direct and indirect speech Proverbs and idioms</p> <p>Editing</p> <p>Skills Writing Reading Critical thinking Planning Editing</p>	<ul style="list-style-type: none"> Teacher and learners discuss the major features of a composition which include topic, paragraphing, topic sentence, supporting details, linking words, coherence. In groups learners identify features of a composition from a well written two paragraph narrative text. In a whole class discussion, learners discuss their findings and make conclusions. From a well-written narrative composition, learners identify and brainstorm setting, characters and events. Learners identify and discuss types of tenses and linking words used. In groups learners write a plan on a given topic. Learners use their plans to write compositions individually using different tenses and appropriate punctuation. Learners exchange their work for editing before giving it to the teacher. Teacher and learners discuss the use of direct and indirect speeches in a narrative composition, paying attention to punctuation. Learners write a narrative composition using all the acquired skills. Learners arrange their work in order to identify a composition with few mistakes and the one with many mistakes. 	<p>identify major features of a composition.</p> <p>answer the question/follow the instruction/stick to the topic.</p> <p>participate in group discussions and draw constructive conclusions.</p> <p>identify types of sentences in an extract.</p> <p>identify linking words.</p> <p>identify a topic sentence.</p> <p>write a one page narrative composition displaying: setting, main character, sequence of events, use of linking words for coherence, correctly.</p> <p>write a coherent composition.</p> <p>edit their own and others' work.</p>	<p>Extracts of well written narratives.</p> <p>Coloured chalks/ markers</p> <p>Grade 6 Teacher's Guide</p> <p>Charts</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
21. write a business letter.	<p>Concepts Business letter: -school application -job application Layout: -two addresses date -salutation -heading -purpose -ending Grammatical aspects: -tense -punctuation marks Variation of sentence types Topic sentence Supporting details Linking words</p> <p>Skills Writing Reading Listening Speaking Editing Creativity</p>	<ul style="list-style-type: none"> • Teacher gives learners a task to write a letter of application for a job in groups with more focus on the layout. • Groups present and discuss layout of the letter. • In a whole class discussion, learners brainstorm the structure of a paragraph in a business letter: topic sentence, supporting details and linking words. • Learners discuss points to include when writing a business letter: purpose, qualifications, personal information, and experience. • In their discussions, learners talk about how to use correct tense from the instruction given. • Teacher and Learners discuss different types of jobs which learners can apply for. Then teacher selects a few of them and gives learners tasks to write application letters individually. • Learners write application letters considering purpose of the letter, tense to be used, correct punctuation, variation of sentence types and coherence. • Learners exchange their letters to edit spelling punctuation and grammatical errors. 	<p>write a correct layout of a business letter.</p> <p>write a plan before writing.</p> <p>introduce, develop and conclude a business letter appropriately.</p> <p>use appropriate tense based on the topic.</p> <p>follow the instruction/answer the question.</p> <p>write a well punctuated business letter with variation of sentence types.</p> <p>edit their own and others' letters.</p>	Textbooks

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
22. write a one page friendly letter.	<p>Concepts Friendly letter: -invitations - birthday party, wedding, baptismal ceremony, -letter to the parent(s) Reply Layout: -address -date -salutation -heading -purpose -ending Development: -introduction -body -conclusion Tense Punctuation marks Variation of sentence types Topic sentence Supporting details Linking words Idioms and proverbs Interjections</p> <p>Skills Writing Reading Listening Speaking</p>	<ul style="list-style-type: none"> Learners discuss layout of a friendly letter: address, date, salutation, paragraphs and ending. Learners write the layout of a friendly letter on the board for discussion under the teacher's guidance. In groups, learners discuss and present situations in which they can write to friends, parents and relatives. In groups learners briefly discuss and write how they would introduce a friendly letter sticking to the instruction. Teacher gives learners a task to plan a friendly letter in groups. Learners individually write a friendly letter observing purpose, appropriate tense, punctuation marks, interjections, idioms, proverbs and linking words. Learners exchange their work for editing of spelling, punctuation and grammatical errors. Learners write a letter of reply and edit their own work. 	<p>write the address, date, salutation, paragraphs and ending correctly.</p> <p>make a plan before writing.</p> <p>introduce, develop and conclude a friendly letter appropriately.</p> <p>write a friendly letter observing purpose, appropriate tense, punctuation marks, interjections.</p> <p>use at least one idiom or proverb</p> <p>edit their own and others' work.</p> <p>respond to friendly letters appropriately.</p>	<p>Textbook</p> <p>Dictionary</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
23. write a detailed Curriculum Vitae.	<p>Concepts Planning Curriculum Vitae: Personal information Education: school attended, completion date, certificate obtained. Experience: place of work, position held, and duration. Hobbies and interests Other skills Referees Tense: Simple present Simple past</p> <p>Skills Listening Speaking Reading Writing Editing Organising Planning</p>	<ul style="list-style-type: none"> • Teacher and learners discuss what a Curriculum Vitae (CV) is. • Teacher writes personal information on the chalkboard leaving some blank spaces for learners to fill in with their own information. • Teacher assigns learners a task to collect samples of CVs on their own. • In groups learners discuss collected CVs and identify different content and formats. • In groups, learners make a draft of curriculum vitae, filling in as discussed in class. • Each group edits its work for the correct punctuation and use of tense. • All groups present their work to the class. • Teacher and learners discuss what they observed during the presentations, in order to rectify the weaknesses of each group. • After presentations and corrections, CVs are pasted on the wall. • Learners individually write detailed curriculum vitae of about a page long. 	<p>list the contents and formats of a CVs.</p> <p>fill in correct information on the blank spaces.</p> <p>write a draft of a detailed CV.</p> <p>edit written CVs.</p> <p>write a one page CV</p>	Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
24. tell a story on a given topic.	<p>Concepts Story telling: Logical presentation of ideas Variation of sentence types Idioms Proverbs Direct speech Indirect speech Active and passive voice theme Use of past tense Pronunciation Linking words</p> <p>Skills Listening Speaking Fluency Confidence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the situations in which stories are told. • Learners discuss the points to be considered when telling a story, such as coherence, application of idiomatic expressions, correct tense, pronunciation and the use of both direct and indirect speeches. • Teacher gives groups of learners different topics, and learners discuss relevant points. • In groups, learners tell stories in preparation for whole class story telling. • Groups tell their stories while others listen attentively. • In a whole class discussion, learners agree on the most exciting and logical story then analyse it for all other aspects which include idioms, proverbs, use of direct and indirect speeches. • Teacher gives learners take home topics to prepare for classroom story telling. 	<p>use at least two idioms or proverbs when telling the story.</p> <p>use direct and indirect speeches correctly in storytelling.</p> <p>use appropriate tense and linking words correctly.</p> <p>tell a logical story based on the given topic.</p>	Grade 6 Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
25. make a speech within three minutes.	<p>Concepts Unplanned/impromptu speech Pronunciation Linking words Coherence Idioms Proverbs Tense</p> <p>Skills Listening Reading Speaking Fluency Confidence</p> <p>Values Respect Cooperation</p>	<ul style="list-style-type: none"> • Teacher picks a learner randomly from class and asks him/her to briefly tell the class what he/she did the previous day after school/church. • Other learners listen to what the picked learner says and discuss how long the speech too and what it was about. • Then teacher makes five learners stand in front of the class and explains that he/she will give each learner a word and one minute to think about what they will say about that word in two minutes. • One learner keeps time while learners who have been given words make their speeches. • Other learners discuss the speech made and what to do in order to make a speech within a given time. • Teacher and learners discuss an unplanned speech. • In turns learners randomly pick words from a box and make impromptu speech observing correct tense, pronunciation, conjunctions, grammatical aspects, and appropriate idioms and proverbs where possible • Learners in different groups randomly pick a word or a phrase from the box and individually take turns to make impromptu speech while others listen. 	display confidence. speak fluently. use at least one proverb or idiom when making a speech. speak within a given time. make a coherent impromptu speech.	Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
26. write a paragraph on a given topic using direct and indirect speech.	<p>Concepts Direct speech Indirect speech Punctuation marks: -Capital letters -Inverted commas/Quotation marks -full stops -comma -Exclamation marks -question marks Reporting verbs Adverbs Tense</p> <p>Skills Listening Speaking Reading Writing Editing Critical thinking</p>	<ul style="list-style-type: none"> • Teachers provides learners with sentences in direct speech to punctuate • Teachers provides learners with sentences in indirect speech to punctuate • In groups, learners discuss rules to observe in direct and indirect speech • Teacher provides learners with an unpunctuated (direct speech) paragraph to punctuate in groups. • In pairs learners punctuate an unpunctuated paragraph. • Teacher gives learners a well punctuated paragraph to discuss use of punctuation marks, reporting verb and how adverbs behave in direct and indirect speeches. • Learners individually develop a paragraph on a given topic reflecting both direct and indirect speeches. • Learners exchange their work for editing in preparation for class presentation. 	<p>follow the instruction/answer the question.</p> <p>punctuate sentences in direct speech correctly.</p> <p>punctuate sentences in indirect speech correctly.</p> <p>change direct to indirect speech in a paragraph and vice versa.</p> <p>edit their own and others' work.</p>	Grade 6 Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
27. analyse a poem.	<p>Concepts Poem: Title Stanzas Rhyme Theme</p> <p>Figures of speech: Simile Metaphor Personification</p> <p>Skills Listening Speaking Reading Writing Summarising</p> <p>Values/Attitudes Appreciation Tolerance Respect Cooperation</p>	<ul style="list-style-type: none"> • Teacher reads the poem aloud correctly for learners to understand the use of rhyme and rhythm. • Learners read a poem aloud in turns observing punctuation marks and correct pronunciation of words. • In groups, learners read poems stanza by stanza and discuss the figures of speech used. • Teacher guides learners to relate the title to the poem. • Learners identify unfamiliar words and give their contextual meanings. • Teacher guides learners to identify rhyming words and rhythm in each stanza. • In groups learners identify figures of speech from the poem and explain their use. • Learners individually analyse a poem focusing on the elements of a poem: figures of speech, rhythm and rhyme. 	<p>read a poem observing punctuation marks and correct pronunciation of words.</p> <p>draw the relationship between the poem and its title.</p> <p>identify unfamiliar words and give their contextual meanings.</p> <p>use newly acquired words correctly in sentences.</p> <p>identify and write rhyming words and rhythm.</p> <p>identify and explain figures of speech used in a poem.</p> <p>use figures of speech in the poems they composed.</p> <p>identify a theme from each poem.</p> <p>summarise a poem.</p>	<p>prescribed poems</p> <p>dictionary</p> <p>Grade 6 Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
28. use idioms appropriately in speaking and writing.	<p>Concepts Idioms:</p> <p>When pigs fly</p> <p>It is a piece of cake</p> <p>Let the cat out of a bag</p> <p>Skills Listening Speaking Reading Writing Interpretation</p>	<ul style="list-style-type: none"> • Teacher writes a short paragraph on a chart using at least two idioms appropriately. • Learners discuss the paragraph and the kind of language used. • Teacher probes learners with questions to identify the used idioms and helps them explain what they mean. • Learners discuss how the same message could have been conveyed without using the idioms. • Learners write their own short paragraphs using the same idioms. • Teacher gives learners an interesting topic in groups to tell stories and include at least two idioms. 	<p>identify idioms from a given paragraph.</p> <p>explain the meaning of used idioms.</p> <p>use idioms appropriately in speaking.</p> <p>use idioms appropriately in writing.</p>	Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
<p>29. use proverbs appropriately in speaking and writing.</p>	<p>Concepts Proverbs: People who live in glass houses do not throw stones. Don't cry over spilt milk. Two wrongs don't make a right.</p> <p>Skills Listening Speaking Reading Writing Interpretation</p>	<ul style="list-style-type: none"> • Teacher writes a short paragraph on a chart using at least two proverbs appropriately. • Learners discuss the paragraph and the kind of language used. • Teacher probes learners with questions to identify the used proverbs and helps them explain what they mean. • Learners discuss how the same message could have been conveyed without using the proverbs. • Learners write their own short paragraphs using the same proverbs. • Teacher gives learners an interesting topic in groups to tell stories and include at least two proverbs. 	<p>identify idioms from a given paragraph.</p> <p>explain the meaning of used idioms.</p> <p>use idioms appropriately in speaking.</p> <p>use idioms appropriately in writing.</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Resources
30. compose advertisements.	<p>Concepts</p> <p>Written advertisements</p> <p>Oral advertisements</p> <p>Appropriate language</p> <p>Skills</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Creative thinking</p> <p>Confidence</p> <p>Fluency</p>	<ul style="list-style-type: none"> • In groups learners select advertisements they have heard from the radio and present them in class. • In a whole class discussion, learners explain what is being advertised in each of the advertisements recited during class presentations. • Teacher gives different groups of learners different items to make advertisements on and present in class. • Learners discuss the importance of advertising items they are selling and disadvantages of not advertising when they are selling. • Teacher gives groups of learners a topic or an item to compose an advertisement by drawing and colouring. • Learners display their drawn advertisement on the wall. • Individual learners compose advertisements on items of their choice by drawing, labeling and colouring them, then presenting their advertisements orally in class. 	<p>imitate advertisements they have heard.</p> <p>list advantages of advertising.</p> <p>draw and colour advertisements meaningfully.</p> <p>compose oral advertisements meaningfully.</p>	<p>Flip charts</p> <p>Coloured pencils and markers</p>

Numerical and Mathematical Learning Area

Overview

Learning Outcomes: at the end of Grade 7 learners should be able to:

1. describe and interpret universal set which has two sets. TG
2. demonstrate an understanding of place value of up to billions. TG
3. share a quantity using ratio. TG
4. demonstrate an understanding of rate as a comparison of two measurements with different units. TG
5. calculate % profit and % loss in practical situations.
6. calculate commission in selling of goods and services. TG
7. calculate discount in buying and selling. TG
8. operate a mini project involving buying and selling of items. TG
9. construct parallelogram, rhombus, kite and trapezium. TG
10. find the sum of the interior angles of regular polygons (up to twelve sided shapes). TG
11. calculate exterior angles in polygons.
12. make models and skeletons (nets) of prisms and pyramids.
13. calculate the total surface area of prisms (rectangular, triangular and cylinder).
14. calculate volume of prisms (rectangular, triangular and cylinder). TG
15. establish the relationship between units of volume and capacity (ml and cm^3 , dm^3 and litres)
16. establish the relationship between different types of angles using their properties (vertically opposite, interior, corresponding and alternating angles). TG
17. create designs by translating and reflecting shapes.

18. identify translations and reflections that map congruent shapes onto each other in a given design.
19. rotate shapes through 90° and 180° .TG
20. find the unknown number represented by a letter in equations involving addition and subtraction of one- and two-digit numbers.
21. find the unknown number represented by a letter in equations involving multiplication and division of one- and two-digit numbers.
22. solve simple probability problems by conducting probability experiments.TG
23. draw and label linear graphs using xy -plane (cartesian plane).TG
24. divide fractions with denominators less than 10.
25. divide decimal numbers up to two decimal places by a whole number less than 10.TG
26. divide decimal numbers by decimal numbers of up to two decimal places.
27. round off decimal numbers to the nearest thousandths.
28. calculate median in the data collected.
29. calculate mean in the data collected.TG

Numerical and Mathematical Learning Area

Activity Plan

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. describe and interpret universal set which has two sets.	<p>Concepts Universal set (\mathcal{E}) Set notation: $\notin, \in, \cap, \cup, \varsubsetneq, \subset$ Venn diagram</p> <p>Skills Classification Manipulation</p> <p>Communication Interpretation</p>	<ul style="list-style-type: none"> Teacher and learners revise set notation. Learners bring objects from the immediate environment and sort them according to their characteristics. Learners classify, further, members of the formed set according to shape, size, colour or any other common features. Teacher describes the universal set by referring to the formed sets, then introduces its symbol. Learners, under the guidance of the teacher, present the formed sets in a Venn diagram. Learners create scenarios that involve formulation of sets in the universal set. Learners represent the information in a Venn diagram. Learners interpret given Venn diagrams and describe them in words. Learners present given Venn diagrams symbolically using appropriate set notation. 	<p>classify members of the formed set according to shape, size, colour or any other common features.</p> <p>present the formed sets in a Venn diagram.</p> <p>represent the information in a Venn diagram.</p> <p>interpret given Venn diagrams.</p> <p>describe given Venn diagrams in words.</p> <p>present given Venn diagrams symbolically using appropriate set notation.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p> <p>Chart</p> <p>Shapes</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. demonstrate an understanding of rate as a comparison of two measurements with different units.	<p>Concepts Rate Length Time</p> <p>Skills Estimation Measurement Recording Reporting Critical thinking Logical thinking Manipulation</p>	<ul style="list-style-type: none"> Learners measure distance in metres and mark the required distance. Learners, under guidance of the teacher, participate in sprints of up to 400m race. Learners record time taken by each participant to complete the required race. Learners report their results to the class. Assisted by the teacher, learners deduce rate using their records. Teacher creates scenarios from real-life situation which involve rate. Learners calculate rate in appropriate contexts. 	<p>measure distance in metres and mark the required distance.</p> <p>record time taken by each participant to complete the required race.</p> <p>calculate rate in appropriate contexts.</p> <p>describe rate by comparing two measurements with different units.</p>	<p>Mathematics kit</p> <p>Trundle wheel</p> <p>Tape measure</p> <p>Stop watch</p>
3. calculate percentage profit and percentage loss in practical situations.	<p>Concepts Percentage profit Percentage loss Basic operation</p> <p>Skills Calculation Estimation Critical thinking Logical thinking Interpretation</p>	<ul style="list-style-type: none"> Teacher and learners revise <i>profit</i> and <i>loss</i>. Learners calculate profit and loss from the given scenarios. Teacher and learners review how to express one quantity as a percentage of another. Learners express the profit as a percentage of cost price. Learners express the loss as a percentage of cost price. Learners explain the procedure for calculating percentage profit and percentage loss 	<p>calculate profit and loss from the given scenarios.</p> <p>express one quantity as a percentage of another.</p> <p>express the profit as a percentage of cost price.</p> <p>express the loss as a percentage of cost price.</p> <p>explain the procedure for calculating percentage profit.</p> <p>explain the procedure for calculating percentage loss.</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Items</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. calculate commission in selling goods and services.	<p>Concepts Commission Selling Service Goods</p> <p>Skills Calculation Recording Reporting Critical thinking Logical thinking</p>	<ul style="list-style-type: none"> • Teacher assigns learners selling duties with the condition of earning something after selling each item. • Learners sell given items following the prearranged conditions. • Learners report to class their sales and the amount they are expecting to earn. • Learners, under teacher's guidance, deduce commission from the tasks they performed. • Teacher gives scenarios where a service is done at a given commission. • Learners calculate the commission for a service done. • Learners calculate commission from given scenarios. 	<p>sell given items following the prearranged conditions.</p> <p>report their sales and the amount they are expecting to earn.</p> <p>describe commission using given scenario.</p> <p>calculate commission for a service sold.</p> <p>calculate commission from given scenarios.</p>	<p>Mathematics kit</p> <p>Items to be sold</p> <p>Money</p> <p>Teacher's Guide</p>
5. calculate discount in buying and selling goods.	<p>Concepts Discount: Cash trade Selling buying</p> <p>Skills Calculation Recording Reporting Critical thinking Logical thinking Decision making Differentiation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss situations that promote understanding of discount. • Teacher provides learners with different cases which involve discount of goods. • Learners describe procedure for calculating discount. • Learners solve the given problems. • Learners explore other cases involving discount of goods. • Learners report their findings. • Building on learners' findings teacher introduces two types of discount: cash and trade. 	<p>describe procedure for calculating discount.</p> <p>solve the given problems.</p> <p>investigate cases involving discount of goods.</p> <p>differentiate between cash and trade discount.</p>	<p>Mathematics kit</p> <p>Flyers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. undertake a mini project involving buying and selling of items.	<p>Concepts Capital Profit Loss Buying Selling Marketing</p> <p>Skills Recording Reporting Manipulation Estimation Critical thinking Logical thinking Decision making</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm mini projects to conduct. • Teacher and learners discuss resources needed to start a business. • Learners are allocated different responsibilities in a business. • Learners, under teacher's supervision, buy the stock of the business. • Assisted by the teacher, learners decide on the price of items to be sold based on the costs incurred and then start selling. • Learners keep records of their daily sales. • Learners calculate the profit gained or loss suffered during the entire duration of their project. • Learners report the entire process of their project from its commencement until the last day. 	<p>list resources needed to start a business.</p> <p>decide on how to get the resources for the business.</p> <p>buy the stock of the business as planned.</p> <p>decide on the price of items to be sold based on the costs incurred.</p> <p>interact politely with the potential buyers.</p> <p>keep records of their daily sales.</p> <p>calculate the profit gained or loss suffered during the entire duration of their project.</p> <p>perform allocated tasks in the business.</p> <p>report the entire process of their project.</p>	<p>Mathematics kit</p> <p>Flyers</p> <p>Charts</p> <p>Money</p> <p>Goods</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. construct parallelogram, rhombus, kite and trapezium.	<p>Concepts Parallelogram Rhombus Kite Trapezium Measurement of angles</p> <p>Skills Construction Measurement Manipulation Critical thinking Logical thinking Accuracy</p>	<ul style="list-style-type: none"> Teacher and learners review construction of parallel lines. Teacher demonstrates construction of parallelogram. Learners construct parallelogram and rhombus given one angle and length of sides. Learners construct kite given length of line which cuts it into two congruent parts and two opposite angles which are not equal. Learners measure sizes of the remaining angles and lengths of sides of the kite. Learners construct trapezium given its height, length of a base and angles on the base. Learners measure other sides and angles of the trapezium. 	<p>construct parallelogram and rhombus given one angle and length of sides.</p> <p>construct kite given length of line which cuts it into two congruent parts and two opposite angles which are not equal.</p> <p>measure sizes of the remaining angles and lengths of sides of the kite.</p> <p>construct trapezium given its height, length of a base and angles on the base.</p> <p>measure other sides and angles of the trapezium.</p>	Mathematics kit Mathematical set Shapes Chart Teacher's Guide

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. find the sum of interior angles of polygons.	<p>Concepts Interior angles Polygons Addition multiplication</p> <p>Skills Accuracy Measurement Manipulation Critical thinking Logical thinking Calculation Prediction</p>	<ul style="list-style-type: none"> • Teacher and learners revise finding sum of angles of a quadrilateral by drawing a diagonal line which divides it into two triangles. • Learners draw a pentagon and then divide it into triangles. • Learners note down the number of triangles that the pentagon can be divided. • Learners use idea of the sum of interior angles of a triangle to work out the sum of interior angles of the pentagon. • Learners verify the result by measuring the interior angles of the pentagon and find out their sum. • Learners repeat the same process for hexagon, heptagon and octagon. • Learners predict the number of triangles that can be drawn in 9 to 12-sided polygons and work out the sums of their interior angles. 	<p>draw and divide a polygon into triangles.</p> <p>write down a number of triangles that a polygon can be divided.</p> <p>use idea of the sum of interior angles of a triangle to work out the sum of interior angles of a polygon.</p> <p>measure interior angles of a polygon and find out their sum.</p> <p>predict the number of triangles that can be drawn in 9 to 12-sided polygons and work out the sums of their interior angles.</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Mathematical set</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>9. calculate exterior angles of a polygon.</p>	<p>Concepts Exterior angles Polygons Addition</p> <p>Skills Accuracy Measurement Manipulation Logical thinking Calculation</p>	<ul style="list-style-type: none"> • Teachers and learners revise calculation of exterior angles of triangles and quadrilaterals • Learners draw pentagons and extend their sides by straight lines. • Teacher guides learners to identify the exterior angles of the pentagons and learners measure exterior angles of the pentagons. • Learners add the sizes of the exterior angles they have measured and write down the sum. • Learners draw hexagons and identify the exterior angles. • Learners measure the exterior angles of the hexagons and find their sum. • Learners repeat the same process for heptagon and octagon. 	<p>draw pentagons and extend their sides by straight lines.</p> <p>identify exterior angles of pentagons.</p> <p>measure exterior angles of the pentagon.</p> <p>add the sizes of exterior angles they have measured.</p> <p>draw hexagons and identify the exterior angles</p> <p>measure exterior angles of hexagon and find their sum.</p> <p>measure exterior angles of polygons and calculate their sum.</p>	<p>Mathematics kit</p> <p>Mathematical instruments</p> <p>shapes</p> <p>Teachers' guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. make models and nets of prisms and pyramids.	<p>Concepts Pyramids Prisms Nets</p> <p>Skills Modelling Drawing Manipulation Comparing Accuracy</p>	<ul style="list-style-type: none"> Teacher and learners review formation of models of cubes and cuboids using nets. Learners identify prisms and pyramids from their immediate environment Learners draw nets of triangular pyramids using the given dimensions. Learners cut out the nets and fold them to make models of triangular pyramids. Learners repeat the process for square pyramid, pentagonal pyramid and hexagonal pyramids. Learners draw nets of triangular prisms Learners cut out the nets and fold them to make models of triangular prisms. Learners repeat the process for pentagonal prisms, hexagonal prisms. 	<p>form models of cube and cuboids using nets.</p> <p>identify prisms and pyramids from the immediate environment.</p> <p>draw nets of triangular pyramids</p> <p>cut out nets and fold them to make pyramids</p> <p>draw and cut out nets to make square pyramids, pentagonal pyramids and hexagonal pyramids.</p> <p>Draw nets of triangular prisms.</p> <p>Cut out nets and fold them to make models of triangular prisms.</p> <p>Draw nets of pentagonal prism, hexagonal prisms and cut them out to form the models.</p>	<p>Charts</p> <p>mathematical kit shapes</p> <p>mathematical instruments</p> <p>sellotape</p> <p>glue stick</p> <p>Bostic</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. calculate total surface area of prisms	<p>Concepts Surface area Rectangular prism Triangular prism Cylinder</p> <p>Skills Calculation Sketching Manipulation Addition Multiplication logical thinking critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners review calculation of areas of a rectangle, triangle and circle. • Learners sketch net of a rectangular prism and calculate area of the bottom face of a rectangular prism. • Learners calculate area of the remaining faces. • Learners find the sum of areas of six faces. • Teacher emphasises a term total surface area. • Learners calculate the total surface area of a rectangular prism. • Learners draw net of a triangular prism, and calculate area of the bottom face of a triangular prism. • Learners calculate area of the remaining faces and also calculate the total surface area of a triangular prism. • Learners draw net of a cylinder, and calculate area of the bottom and the top faces of the cylinder. • Teacher demonstrates how to calculate the area of the curved part of the cylinder/rectangle. • Learners calculate the area of the curved part of the cylinder. • Learners calculate the total surface area of a cylinder by finding the sum of areas of the three faces. 	<p>Calculate area of the bottom face of a rectangular prism.</p> <p>find the sum of areas of six faces.</p> <p>calculate the total surface area of a rectangular prism.</p> <p>calculate area of the bottom face of a triangular prism.</p> <p>find the sum of areas of five faces.</p> <p>calculate the total surface area of a triangular prism.</p> <p>calculate area of the bottom and the top faces of the cylinder.</p> <p>calculate the area of the curved part of the cylinder.</p> <p>calculate the total surface area of a cylinder by finding the sum of areas of the three faces...</p>	<p>Boxes</p> <p>Cans</p> <p>mathematics kit</p> <p>chart</p> <p>mathematical instruments</p> <p>Teachers' guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. calculate the volume of prisms	<p>Concepts volume Rectangular prism Triangular prism Cylinder</p> <p>Skills Calculation Manipulation Multiplication logical thinking critical thinking measurement</p>	<ul style="list-style-type: none"> Learners revise calculations of volumes of cubes and cuboids. Learners collect prisms from the immediate environment. Learners identify rectangular prisms from collected materials. Learners measure dimensions of different prisms. Learners calculate base area of rectangular prisms. Learners multiply base area by height to get the volume. Learners calculate base areas of triangular prisms and cylinders. Learners multiply base areas of triangular prisms and cylinders by height to get the volume. 	<p>identify rectangular prisms from collected materials</p> <p>measure dimensions of different prisms</p> <p>calculate base area of rectangular prisms.</p> <p>multiply base area by height to get the volume.</p> <p>calculate base areas of triangular prisms and cylinders.</p> <p>multiply base areas of triangular prisms and cylinders by height to get the volume.</p>	<p>Boxes</p> <p>Cans</p> <p>mathematics kit</p> <p>chart</p> <p>mathematical instruments</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13. establish the relationship between units of volume and capacity.	<p>Concepts Volume Capacity Units: ml, cm³, dm³ and litres.</p> <p>Skills Calculate Comparison Measurement Accuracy Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Learners determine, through investigation, the relationship between volume of liquids and capacity. Learners measure different volumes of water in ml using a measuring cylinder. Learners pour water into rectangular containers. Learners calculate the base area of the rectangular container . Learners measure the depth of water. Learners multiply the depth of water with the base area to determine the volume in cm³ . Learners compare the volume of water from the measuring cylinder with the volume from the rectangular container. Learners measure one litre of water using a measuring cylinder. Learners pour all this water in a container with a base of 10cm x 10cm. Learners multiply the base area with the depth of water. Learners compare the volume of water from the measuring cylinder with the volume from the 10 by 10 rectangular container. Teacher introduces the relation 10cm = 1 decimetre. Teacher and learners relate 1 litre to 1 dm³ . 	<p>measure different volumes of water in ml using a measuring cylinder</p> <p>calculate the base area of the rectangular container</p> <p>multiply the depth of water with the base area to determine the volume in cm³</p> <p>compare the volume of water from the</p> <p>measure using measuring cylinder</p> <p>multiply the base area with the depth of water.</p> <p>compare the volume of water from the measuring cylinder with the volume from the 10 by 10 rectangular container.</p> <p>relate 1 litre to 1 dm³</p>	<p>Mathematical kit</p> <p>Measuring cylinder</p> <p>Mathematical instruments</p> <p>Rectangular containers</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>14. establish the relationship between different types of angles using their properties.</p>	<p>Concepts: Parallel lines vertically opposite angles, Interior angles, corresponding angles alternating angles</p> <p>Skills Addition Subtraction Drawing Measurement Accuracy Comparison</p>	<ul style="list-style-type: none"> • Learners review drawing of parallel lines. • Learners draw two crossing lines. • Learners measure angles formed by the two crossing lines. • Learners identify and compare opposite angles. • Teacher introduces vertically opposite angles and their properties. • learners draw two parallel lines and joined them with a transverse line such that they form corresponding angles. • Teacher introduces corresponding angles. • Learners measure and compare the corresponding angles. • Learners draw two parallel lines and joined them with a transverse line such that they form interior angles. • Teacher introduces interior angles. • Learners measure and compare the interior angles. • Learners draw two parallel lines and joined them with a transverse line such that they form alternating angles. • Teacher introduces alternating angles. • Learners measure and compare the alternating angles. • Teacher draws two parallel lines with a transverse line. • Learners identify vertically opposite, corresponding, alternating, and interior angles. 	<p>draw two crossing lines</p> <p>measure angles formed by the two crossing lines</p> <p>identify opposite angles</p> <p>draw two parallel lines and join them with a transverse line such that they form corresponding angles</p> <p>measure and compare the corresponding angles.</p> <p>draw two parallel lines and join them with a transverse line such that they form interior angles.</p> <p>measure and compare interior angles.</p> <p>draw two parallel lines and join them with a transverse line such that they form alternating angles.</p> <p>measure and compare alternating angles.</p> <p>identify vertically opposite, corresponding, alternating, and interior angles.</p>	<p>Mathematical kit</p> <p>Mathematical instruments</p> <p>Chart</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. create designs by translating and reflecting shapes.	<p>Concepts Translation Reflection Coordinates Point xy plane Column vector $\begin{pmatrix} x \\ y \end{pmatrix}$ Mirror line shapes</p> <p>Skills Manipulation Plotting Accuracy Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Learners draw xy plane. Learners plot points using given coordinates and join them to make shapes. Learners translate shapes using given column vectors. Learners reflect shapes using horizontal and vertical mirror lines. Learners create patterns by reflecting and translating shapes. 	<p>draw xy plane.</p> <p>plot points using given coordinates and join them to make to make shapes.</p> <p>translate shapes using column vectors.</p> <p>reflect shapes using horizontal and vertical mirror lines.</p> <p>create patterns by reflecting and translating shapes.</p>	Mathematics kit Shapes Mirror graph book square books
16. identify translations and reflections that map congruent shapes onto each other in a given design	<p>Concepts Translation Reflection xy plane Column vector $\begin{pmatrix} x \\ y \end{pmatrix}$ Mirror line shapes congruent</p> <p>Skills Manipulation Plotting Accuracy Comparison Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher provides learners with a shape and its image drawn on the square / graph paper. Learners identify which images are reflections and give the mirror lines. Learners identify which images are translations and give translation vector. Learners compare images and their object. Teacher introduces congruence of shapes. 	<p>identify which images are reflections and give the mirror lines.</p> <p>identify which images are translations and give translation vector</p> <p>compare images and their object.</p>	Square paper Graph book Mathematics kit Mathematical instruments

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17. Create designs by translating and reflecting shapes.	<p>Concepts Translation Reflection Coordinates Point xy plane Column vector $\begin{pmatrix} x \\ y \end{pmatrix}$ Mirror line shapes</p> <p>Skills Manipulation Plotting Accuracy Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Learners draw xy plane. Learners plot points using given coordinates and join them to make shapes. Learners translate shapes using given column vectors. Learners reflect shapes using horizontal and vertical mirror lines. Learners create patterns by reflecting and translating shapes. 	<p>draw xy plane.</p> <p>plot points using given coordinates and join them to make shapes.</p> <p>translate shapes using column vectors.</p> <p>reflect shapes using horizontal and vertical mirror lines.</p> <p>create patterns by reflecting and translating shapes.</p>	Mathematics kit Shapes Mirror graph book square books
18. Identify translations and reflections that map congruent shapes onto each other in a given design	<p>Concepts Translation Reflection xy plane Column vector $\begin{pmatrix} x \\ y \end{pmatrix}$ Mirror line shapes congruent</p> <p>Skills Manipulation Plotting Accuracy Comparison Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher provides learners with a shape and its image drawn on the square / graph paper. Learners identify which images are reflections and give the mirror lines. Learners identify which images are translations and give translation vector. Learners compare images and their object. Teacher introduces congruence of shapes. 	<p>identify which images are reflections and give the mirror lines.</p> <p>identify which images are translations and give translation vector</p> <p>compare images and their object.</p>	Square paper Graph book Mathematics kit Mathematical instruments

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
19. rotate shapes through 90° and 180° .	<p>Concepts Rotation Clockwise Anticlockwise xy plane Centre of rotation</p> <p>Skills Manipulation Plotting Accuracy Logical thinking Critical thinking Measurement</p>	<ul style="list-style-type: none"> Learners draw triangles on the squared paper. Teacher introduces centre of rotation. Teacher guides learners to locate centre of rotation on the square papers. Learners trace the triangles using tracing papers. Teacher guides learners to rotate the triangles through the centre by 90° and plot the image in clockwise and anticlockwise directions. Learners rotate the triangle through centre by 180° and plot the image. Learners rotate different shapes through 90° and 180°. 	<p>draw triangles on the squared paper.</p> <p>trace the triangles using tracing papers.</p> <p>rotate the triangles through the centre by 90° in clockwise and anticlockwise directions and plot the image.</p> <p>rotate the triangle through centre by 180° and plot the image.</p> <p>rotate different shapes through 90° and 180° in different directions.</p>	<p>Mathematics kit</p> <p>Square papers</p> <p>Mathematical Instruments</p> <p>Teachers guides</p>
20. find the unknown number represented by a letter in equations involving addition and subtraction of one- and two-digit numbers.	<p>Concepts Equations Addition Subtraction Place value unknown number</p> <p>Skills Logical thinking Critical thinking Manipulation Comparison</p>	<ul style="list-style-type: none"> Learners represent two number expressions that are equal, using the equal sign. Learners find the unknown number represented by a letter in equations involving addition. Learners find the unknown number represented by a letter in an equation involving subtraction. Learners solve word problems involving addition and subtraction of one- and two- digit numbers. 	<p>represent two number expressions that are equal, using the equal sign.</p> <p>find the unknown number represented by a letter in equations involving addition.</p> <p>find the unknown number represented by a letter in an equation involving subtraction.</p> <p>solve word problems involving addition and subtraction of one- and two- digit numbers.</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Beam balance</p> <p>Charts</p> <p>Teachers guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21. find the unknown number represented by a letter in equations involving multiplication and division of one- and two-digit numbers.	Concepts Equation Multiplication Product Division Quotient Skills Logical thinking Critical thinking Manipulation Comparison Accuracy	<ul style="list-style-type: none"> • Learners interpret products and quotients of whole numbers. • Learners find the unknown number represented by a letter in an equation involving multiplication. • Learners find the unknown number represented by a letter in an equation involving division. • Learners solve word problems involving multiplication and division of one- and two-digit numbers. 	interpret products and quotients of whole numbers. find the unknown number represented by a letter in an equation involving multiplication. find the unknown number represented by a letter in an equation involving division. solve word problems involving multiplication and division of one- and two- digit numbers.	Mathematics kit Multiplication table Work cards

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
22. solve simple probability problems by conducting probability experiments.	<p>Concepts Probability Outcomes Chances Toss Throw/roll</p> <p>Skills Manipulation Critical thinking Logical thinking Recording</p>	<ul style="list-style-type: none"> • Teacher and learners toss a coin. • Learners write the possible outcomes. • Learners write the chances that the coin shows a head when it is tossed with the guidance of a teacher • Teacher guides learners to represent the chances in fraction form. • Learners write the chances that a coin will show a tail when tossed in the form of a fraction. • Teacher introduces the term probability. • Learners throw a die and record all the possible outcomes. • Learners represent the probabilities that each possible outcome will occur in the form of fraction. • Teacher provides learners with simple probability problems to solve. • Learners solve the probability problems by conducting different experiments. 	<p>write the possible outcomes.</p> <p>write the chances that the coin shows a head when it is tossed</p> <p>write the chances that a coin will show a tail when tossed in the form of a fraction.</p> <p>throw a die and record all the possible outcomes.</p> <p>represent the probabilities that each possible outcome will occur in the form of fraction.</p> <p>solve the probability problems.</p>	<p>Mathematics kit</p> <p>Coin</p> <p>Dice</p> <p>Charts</p> <p>Marbles</p> <p>Playing cards</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
23. draw and label linear graphs using xy -plane.	<p>Concepts Coordinates (x, y) xy plane Equations of line</p> <p>Skills Manipulation Plotting Drawing Accuracy Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Learners draw xy plane. Learners label x and y axes correctly. Learners maintain constancy of the intervals. Learners plot points using given coordinates. Learners join the points to form a line. Teacher guides learners to write equations of the lines drawn parallel to the axes. Teacher provides learners with the equations of the lines. Learners draw the lines of the given equations. 	<p>draw xy plane.</p> <p>label x and y axes correctly.</p> <p>plot points using given coordinates.</p> <p>join the points to form a line.</p> <p>draw the lines of the given equations.</p>	<p>Mathematics kit</p> <p>Square papers</p> <p>Graph book</p> <p>Mathematical instruments</p>
24. divide fractions with denominators less than 10.	<p>Concepts Fractions: proper improper mixed Numerator Denominator Multiplication Division</p> <p>Skills Manipulation Calculation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise multiplication of fractions by a fraction. Learners divide fractions, under the supervision of a teacher, where one of the fractions has denominator as one. Learners divide two proper fractions. Learners divide a proper fraction by a mixed number. Learners divide a mixed number by a mixed number. Teacher provides learners with word problems involving division of fractions. Learners solve problems involving division of fractions. 	<p>divide fractions where one of the fractions has denominator as one.</p> <p>divide two proper fractions.</p> <p>divide a proper fraction by a mixed number.</p> <p>divide a mixed number by a mixed number.</p> <p>solve problems involving division of fractions.</p>	<p>Mathematics kit</p> <p>Fraction boards</p> <p>Slides</p> <p>Tracing paper</p> <p>Chart</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
25. divide decimal numbers up to two decimal places by a whole number less than 10.	<p>Concepts Decimals Decimal point</p> <p>Multiplication Division Place value</p> <p>Skills conversion Calculation Comparison Manipulation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise division of fractions by fractions. Learners convert decimals into fractions Learners divide fractions and convert their answers to decimals. Learners divide numbers to one decimal place by a whole number less than 10. Learners divide numbers to two decimal places by a whole number less than 10. 	<p>convert decimals into fractions</p> <p>divide fractions.</p> <p>divide numbers to one decimal place by a whole number less than 10.</p> <p>divide numbers to two decimal places by a whole number less than 10.</p>	<p>Mathematics kit</p> <p>Fraction boards</p> <p>Chart</p>
26. divide decimal numbers, by decimal numbers of up to two decimal places.	<p>Concepts Decimals Decimal point Multiplication Division Place value</p> <p>Skills conversion Calculation Comparison Manipulation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise multiplication of decimals by 10, 100 and 1000. Teacher demonstrates how to divide a whole number by a one decimal number. Learners divide whole numbers by a one decimal number. Teacher guides learners to divide decimals without whole numbers, by a one decimal number. Learners divide decimals without whole numbers, by a two decimal number. Learners divide decimals with whole numbers by decimals of up to two decimal places. 	<p>divide whole numbers by a one decimal number.</p> <p>divide decimals without whole numbers, by a two decimal number.</p> <p>divide decimals with whole numbers by decimals of up to two decimal places</p>	<p>Mathematics kit Fraction boards</p> <p>Chart</p> <p>Slides</p> <p>Teacher's guide</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
27. round off decimal numbers to the nearest thousandth.	<p>Concepts Rounding off Decimal number Decimal point Place value</p> <p>Skills Logical thinking Manipulation Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners review rounding off decimal numbers to the nearest hundredth. Learners use a number line to round decimal numbers to the nearest thousandth. Learners round off decimal numbers to the nearest thousandth without a number line. 	<p>use a number line to round decimal numbers to the nearest thousandth.</p> <p>round off decimal numbers to the nearest thousandth without a number line.</p>	<p>Mathematics kit</p> <p>Number line</p> <p>Chart Abacus</p>
28. calculate median from the given data.	<p>Concepts Data Median Addition Division</p> <p>Skills Classification Comparison Critical thinking Logical thinking Manipulation Ordering</p>	<ul style="list-style-type: none"> Learners revise finding the median of the displayed data. Learners arrange the given data in order. Teacher guides learners to calculate the median from the arranged data. Learners calculate the median from the arranged data. Learners calculate the median from the distribution. 	<p>arrange the given data in order.</p> <p>calculate the median from the arranged data.</p> <p>Calculate the median from the distribution.</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Teachers' guides</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
29. calculate mean in the data collected.	<p>Concepts Data Frequency Frequency table Addition Division Multiplication</p> <p>Skills Classification Comparison Critical thinking Logical thinking Manipulation</p>	<ul style="list-style-type: none"> Learners revise the calculation of median where frequency is even. Learners collect data on environmental issues in their school or community. Learners add numbers in the distribution to find the sum. Learners divide the sum by the total frequency. Teacher introduces mean. Learners calculate mean from the given data. Learners form a frequency table from given data. Teacher guides learners to calculate mean from frequency tables. Learners calculate mean from frequency tables. 	<p>collect data on environmental issues in their school or community.</p> <p>add numbers in the distribution to find the sum.</p> <p>divide the sum by the total frequency.</p> <p>calculate mean from the given data.</p> <p>form a frequency table from given data.</p> <p>calculate mean from frequency tables.</p>	<p>Mathematics kit</p> <p>Concrete objects from the immediate environment</p> <p>Work cards</p> <p>Chart</p>

Scientific and Technological Learning Area

Overview

Learning Outcomes: at the end of Grade 5 learners should be able to:

1. demonstrate compression in gases and liquids using a syringe [TG]
2. describe the excretory system. [TG]
3. describe the structure a typical cell and functions of each part [TG]
4. determine purity. [TG]
5. describe the structure of an atom [TG]
6. demonstrate two main cooking methods. [TG]
7. classify beverages and state their importance. [TG]
8. prepare fruit drinks. [TG]
9. preserve fruits and vegetables. [TG]
10. describe food spoilage.
11. describe different forms and sources of energy.
12. demonstrate types of force and their effects.
13. demonstrate pressure in solids. [TG]
14. describe the structure of the earth. [TG]
15. describe rock formation.
16. describe effects of external movement of the earth. [TG]
17. demonstrate understanding of the pre-requisite science relevant to learning about greenhouse effects in global warming. [TG]
18. demonstrate methods of heat transfer. [TG]
19. describe weathering processes and their effects. [TG]
20. determine time and place using latitudes and longitudes.
21. describe the circulatory system. [TG]
22. describe reproduction in plants. [TG]
23. classify organisms into viri, bacteria and fungi. [TG]
24. demonstrate static electricity. [TG]
25. demonstrate an understanding of magnetism. [TG]

26. describe simple machines. TG
27. demonstrate an understanding of current electricity. TG
28. describe waves. TG
29. demonstrate cleaning of tin ware. TG
30. describe deficiency diseases and their treatment.
31. identify nutrients, their sources and functions.
32. describe the socio- economic importance of agriculture in Lesotho.
33. investigate factors affecting agriculture.
34. describe soil formation.
35. describe soil profile.
36. determine soil texture. TG
37. describe soil structure. TG
38. describe soil fertility.
39. Identify implements their uses and care.
40. describe a food web.
41. measure sunshine using sunshine recorder. TG
42. perform basic functions of excel programme.
43. format text on a slide using power point.
44. use internet to set-up and send e-mails.

Scientific and Technological Learning Area

Activity Plan

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>1. demonstrate compression in gases and liquids using a syringe.</p>	<p>Concepts Parts of a syringe Compression in: - gases - liquids</p> <p>Measurement of volume</p> <p>Skills Observation Manipulation Reading Recording Measurement Drawing Comparison</p> <p>Values and attitudes Appreciation Awareness Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners revise the states of matter and particle arrangement in each state. <p>Learners:</p> <ul style="list-style-type: none"> • identify parts of a syringe. • draw and label parts of a syringe. • In groups, use the syringe to draw air from the atmosphere. • close the jet of a syringe or pump with a finger and push the plunger into a barrel. • record the first and new volume after pushing the plunger into the barrel. • with the guidance of the teacher, describe compression. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the causes of the differences between the first and the new volume of air after compression. • visit a nearby health centre or wool shed to observe the use of a syringe. <p>Learners in groups:</p> <ul style="list-style-type: none"> • use a syringe to draw water and compress it. • record their observations. • discuss why water does not compress like air does. • use syringe to measure volume of different liquids. 	<p>describe compression.</p> <p>state why air is compressible.</p> <p>draw and label the parts of a syringe.</p> <p>explain why air is compressible and not water in terms of particle arrangement.</p> <p>measure different volumes of liquids using a syringe .</p>	<p>Syringe</p> <p>Water</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>2. describe the excretory system.</p>	<p>Concepts Excretory system Parts of the excretory system - kidneys - blood vessels - bladder - ureter - urethra Functions of parts of the excretory system Structure of the kidney: - medulla - cortex - pyramid - renal vein and artery - ureter</p> <p>Skills Observation Cooperation Drawing Identification</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the excretory system. • identify parts of the excretory system from posters. • name waste products excreted by the kidneys. <p>Learners:</p> <ul style="list-style-type: none"> • draw and label the excretory system. • discuss functions of the kidney, the blood vessels, bladder, ureter and urethra. • role play, by means of animation, the role of each structure. • draw and label a kidney. 	<p>name parts of the excretory system.</p> <p>state waste products excreted by the kidneys.</p> <p>explain the excretory system and its functions.</p> <p>state the function of the kidney, the blood vessels, the bladder and the urethra.</p> <p>draw and label the excretory system.</p> <p>draw and label a kidney.</p>	<p>Posters</p> <p>Pictures</p> <p>Models</p> <p>Teachers' Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>3. describe the structure of a typical cell and functions of each part.</p>	<p>Concepts Cell Types of Cells: - plant - animal Parts of the cell: - cell membrane - cell wall - nucleus - vacuole - cytoplasm Functions of each part</p> <p>Skills Identification Observation Comparison Reporting Drawing</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss a cell. • identify different parts of an animal cell from posters. • identify different parts of a plant cell from posters. <p>Learners:</p> <ul style="list-style-type: none"> • identify differences and similarities between plant and animal cell. • draw and label a plant and an animal cell. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss functions of different parts of a plant cell. • discuss functions of different parts of an animal cell. • differentiate between an electrical cell and a cell as a unit of life. 	<p>define a cell.</p> <p>identify parts of a cell.</p> <p>state functions of parts of a plant cell.</p> <p>state functions of parts of an animal cell.</p> <p>state the similarities and differences between a plant and an animal cell.</p> <p>draw and label a plant and an animal cell.</p>	<p>Posters</p> <p>Science Kit</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
4. determine purity.	<p>Concepts Purity Chromatography Fixed points: - boiling Point - melting point Pure and impure substances Effects of impurities on fixed points Temperature-time graphs</p> <p>Skills Observation Recording Drawing Cooperation interpretation</p>	<ul style="list-style-type: none"> Teacher and learners revise fixed points. <p>Teacher and learners discuss:</p> <ul style="list-style-type: none"> pure and impure substances purity chromatography fixed points <ul style="list-style-type: none"> Teacher demonstrates chromatography. <p>Learners:</p> <ul style="list-style-type: none"> engage in activities to determine purity of different substances using chromatography. read and interpret chromatograms. with the guidance of the teacher, learners engage in activities to find melting and boiling points of pure and impure substances. record their observations in a form of a table. compare their findings to the standard fixed points to determine purity of substances. classify substances as pure or impure. draw temperature-time graphs using values obtained above. 	<p>define purity.</p> <p>describe chromatography.</p> <p>interpret chromatograms.</p> <p>determine melting and boiling points of pure and impure substances.</p> <p>record findings in a table.</p> <p>compare their findings with standard values.</p> <p>classify substances as pure or impure.</p> <p>draw temperature-time graphs.</p> <p>interpret temperature time graphs.</p>	<p>Science kit</p> <p>Filter paper</p> <p>Funnel</p> <p>Containers</p> <p>Ink</p> <p>Water/</p> <p>Salt solution</p> <p>Salt</p> <p>House hold substances</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
5. describe an atom.	<p>Concepts Atom Structure of an atom Sub-atomic particles:</p> <ul style="list-style-type: none"> - nucleus - protons - neutrons - electrons <p>Charge of each sub-atomic particle Electronic structure Electronic configuration</p> <p>Skills Identification Drawing Critical thinking</p> <p>Values and Attitudes Appreciation Awareness Curiosity</p>	<ul style="list-style-type: none"> • Teacher and learners revise arrangement of particles in states of matter. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss an atom as an example of a particle of matter. • discuss and demonstrate how the structure of an atom is drawn. • discuss protons, electrons and neutrons and their charges. <p>learners</p> <ul style="list-style-type: none"> • draw and label the structure of an atom. • identify structure of an atom from diagrams. • identify the first 20 elements from the periodic table. <ul style="list-style-type: none"> • Teacher demonstrates arrangement of electrons in an atom using electronic structure and electronic configuration. • Learners draw structures of different atoms using the first 20 elements showing arrangement of electrons in each. 	<p>identify structure of an atom.</p> <p>draw the structure of an atom.</p> <p>give charges of protons, electrons and neutrons.</p> <p>identify the first 20 elements from the periodic table.</p> <p>identify the first 20 elements.</p> <p>draw structure of atoms of the first 20 elements, showing arrangement of electrons.</p>	<p>Periodic Table</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>6. demonstrate two main methods of cooking.</p>	<p>Concepts Methods of cooking: - moist heat - dry heat</p> <p>Skills Demonstration Observation Measuring Accuracy Recording</p> <p>Values and Attitudes Awareness Cleanliness Caring Patience</p>	<ul style="list-style-type: none"> Teacher and learners discuss variety of cooking methods practised when cooking foods from previous Grades. Teacher describe moist and try heat methods of cooking. <p>Learners:</p> <ul style="list-style-type: none"> identify moist and dry methods of cooking food. classify methods of cooking as either dry or wet. <p>Teacher:</p> <ul style="list-style-type: none"> demonstrate frying, roasting and baking food as dry method of cooking. demonstrate boiling, steaming and stewing as examples of moist method of cooking. <p>Learners:</p> <ul style="list-style-type: none"> practise both moist and dry methods of cooking. clear utensils and clean them after cooking. present dishes after cooking. <ul style="list-style-type: none"> Teacher and learners taste and test dishes after cooking. Learners record findings. 	<p>identify dry and moist methods of cooking.</p> <p>describe dry and moist methods of cooking.</p> <p>demonstrate frying, baking and roasting.</p> <p>demonstrate boiling, steaming and stewing.</p> <p>present dishes.</p> <p>evaluate dishes using sensory evaluation tool.</p> <p>record findings.</p>	<p>Chart/posters</p> <p>Kitchen equipment</p> <p>Protective clothing</p> <p>Teachers' Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
7. classify beverages and state their importance.	<p>Concepts: Beverages Classes</p> <ul style="list-style-type: none"> - stimulating - refreshing - nourishing <p>Importance</p> <p>Skills Investigation Identification Observation Problem solving Reporting</p> <p>Values and attitudes Appreciation. Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • visit local shops and investigate the available beverages. • discuss classes of beverages. • identify different classes of beverages and their examples. <p>Teacher:</p> <ul style="list-style-type: none"> • help learners define the term beverage. • Learners brainstorm importance of different beverages. • Learners identify nutritive value of drinks from food labels found from collected containers of different drinks. 	<p>define a word beverage.</p> <p>classify beverages and give examples of each.</p> <p>state importance of beverages.</p>	Teacher's Guide

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
8. prepare fruit drinks.	<p>Concepts Fruit drinks:</p> <ul style="list-style-type: none"> - lemonade - orange - ginger - smoothie <p>Setting for drink tray</p> <p>Skills Manipulation Identification Measuring Cooking Reading Evaluation Investigation</p> <p>Values and Attitudes Awareness Cleanliness Aesthetic</p>	<p>Learners:</p> <ul style="list-style-type: none"> • brainstorm homemade fruit drinks they know. • guided by the teacher, read and follow recipes. • Teacher demonstrates preparation of lemonade, orange drink, ginger drink and smoothie. <p>Learners:</p> <ul style="list-style-type: none"> • practise preparing different fruit drinks. • research on different ways of setting drink tray. • present their findings • clear and clean equipment used. • serve presentably. • taste and test drinks. 	<p>read and follow recipes well.</p> <p>measure ingredients accurately.</p> <p>identify and name utensils used in preparing different drinks.</p> <p>make fruit drinks.</p> <p>set drink tray.</p> <p>present dishes well.</p> <p>test drinks.</p>	<p>Recipe books</p> <p>Kitchen equipment</p> <p>Posters</p> <p>Charts</p> <p>Teacher's Guide</p> <p>Protective clothing</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
9. preserve fruits and vegetables.	<p>Concepts: Bottling fruits and vegetables Freezing fruits and vegetables</p> <p>Skills: Manipulation Identification Observation Preservation investigation</p> <p>Values and Attitudes Caring Cleanliness Appreciation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise preservation methods practised from previous grades. • review food spoilage. • identify foods that can be bottled and be frozen from local shops. • report their findings. • discuss bottling and freezing of foods in the home. <p>Teacher:</p> <ul style="list-style-type: none"> • demonstrates bottling of peaches and green mealies. • demonstrates freezing of green beans, carrots and apples. <p>Learners:</p> <ul style="list-style-type: none"> • practice bottling peaches and green mealies. • practice freezing of green beans, carrots and apples. • label and store their products. 	<p>identify foods that can be bottled.</p> <p>identify foods that can be frozen.</p> <p>record findings.</p> <p>preserve fruits and vegetables by bottling and freezing.</p> <p>label and store their products.</p>	<p>Recipe books</p> <p>Kitchen equipment</p> <p>Posters</p> <p>Charts</p> <p>Teacher's guide</p> <p>Protective clothing</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
10. classify organisms into viri, bacteria and fungi.	<p>Concepts Classification of:</p> <ul style="list-style-type: none"> - fungi - viri/viruses - bacteria <p>Structure of each organism Characteristics of each organism</p> <p>Skills Observation Identification Comparison Drawing Classification</p> <p>Values and Attitudes Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise classification from previous grades. • identify fungi, viruses and bacteria from posters/charts. • discuss characteristics of fungi, viruses and bacteria. • draw fungi, bacteria and viruses. • compare structures of fungi, bacteria and viruses. • categorise organisms into bacteria, fungi and viruses. • learners observe rotten bread and meat to identify fungi and effect of bacteria on meat. 	<p>list characteristics of bacteria, fungi and viruses/viri.</p> <p>draw bacteria, fungi, and viruses.</p> <p>compare structures of bacteria, fungi and viri.</p> <p>classify organisms into viri, fungi and bacteria.</p>	<p>Charts/posters</p> <p>Teachers' Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
11. describe food spoilage.	<p>Concepts: Micro organisms Conditions necessary for their growth Food contamination and causes. Impact of contaminated food Prevention and control of food spoilage</p> <p>Skills: Observation Manipulation Identification Investigation Recording</p> <p>Values and attitudes: Awareness Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise classification of organisms into viri, bacteria and fungi. • revise personal, food, and kitchen hygiene. • identify micro –organisms responsible for food spoilage. <p>Learners:</p> <ul style="list-style-type: none"> • identify conditions necessary for the growth of micro- organisms. • investigate causes of food contamination. • carry out an activity to show mould growing in bread. • record and present findings. • discuss food contamination. • describe food spoilage. • suggest ways of preventing and controlling food spoilage. 	<p>list micro-organisms responsible for food spoilage.</p> <p>state conditions necessary for the growth of micro-organisms.</p> <p>identify causes of food contamination.</p> <p>define food contamination.</p> <p>record and present findings.</p> <p>describe food spoilage.</p> <p>suggest ways of preventing and controlling food spoilage.</p>	<p>Food</p> <p>Waste</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
12. describe different forms and sources of energy.	<p>Concepts Forms of energy:</p> <ul style="list-style-type: none"> - kinetic - potential - light - heat - sound - solar - wind - chemical - electrical <p>Energy conversion Law of conservation of energy Sources of energy: renewable: bio-fuels wind water sun wave food plant batteries non-renewable fossil fuels polluting and non-polluting</p> <p>Skills Observation Identification Manipulation Recording</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • define energy. • identify Joule(J) as the unit for measuring energy. <p>Learners:</p> <ul style="list-style-type: none"> • identify different forms of energy by: <ul style="list-style-type: none"> - moving objects - vibrating objects - lighting candles. • engage in activities that show energy changes from one form to another. • identify different sources of energy. • differentiate between fossil fuels and bio-fuels. • classify sources according to renewable and non-renewable sources of energy. • identify sources that assist in production of electricity. • identify polluting and non-polluting sources. • engage in a project that produce bio-gas • take a field trip to a nearby hydro-power station to observe how electricity is generated. • present findings from field trips. • investigate the impact of polluting sources of energy on the environment. 	<p>define different forms of energy.</p> <p>state sources of energy.</p> <p>describe changes of energy from one form to another.</p> <p>distinguish between fossil fuels and bio-fuels.</p> <p>group sources in terms of renewable and non-renewable sources.</p> <p>list sources that assist to produce electricity.</p> <p>state the law of conservation of energy.</p> <p>describe the process of producing bio-gas.</p> <p>report their observation from a visit to hydro-power station.</p> <p>describe the process of energy changes in a hydroelectric power station.</p>	<p>Objects</p> <p>Candles</p> <p>Fossil fuels</p> <p>Picture</p> <p>Hydro-electric power</p> <p>Waste (bio-degradable)</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
12 continues.....	Classification Critical thinking Interpretation Values and Attitudes Caring Awareness Cooperation Appreciation		report on the impact of polluting sources of energy on the environment	
13. Demonstrate pressure in solids.	Concepts Pressure in solids Calculate pressure Pascal Atmospheres Skills observation identification comparison manipulation recording accuracy interpretation classification measurement critical thinking Values and Attitudes Caring Awareness Cooperation Appreciation	Teacher and learners: <ul style="list-style-type: none"> • revise pressure in fluids. • define solid pressure. Learners: <ul style="list-style-type: none"> • carry out activities where they measure force applied per unit area. • use a formula $Pressure = \frac{Force}{Area}$ (force per unit area) to calculate pressure. • perform activities that show that pressure is high on small surface area and low on a larger surface area. • identify Pascal (Pa) /atmosphere(atm) as units for measuring pressure. • convert measurements from Pascal to atmosphere. 1 N/m² = 1 atm. • Teacher give learners problems or scenarios on the relationship between pressure and surface area. • Learners identify applications of solid pressure in life situation. 	define pressure. compare pressure on small and large surfaces. calculate pressure using the formula $P = \frac{F}{A}$. convert measurement from Pascal to atmosphere. describe situation where pressure applies in everyday life.	Objects Charts Posters Teacher's Guide

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
14. describe the structure of the earth.	<p>Concepts The earth:</p> <ul style="list-style-type: none"> - Shape - Size - Structure - Inclination <p>Skills Observation Drawing Comparison Critical thinking</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> • Teacher and learner describe the shape of the earth. • Teacher uses a globe to show the geoid/spherical shape of the earth and its inclination. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the spherical/geoid shape of the earth. • use the Atlas to compare the size of the earth to other planets. • discuss the structure of the earth. • discuss properties of each layer of the earth. • Learners draw and label the structure of the earth. 	<p>give proof that the earth is spherical.</p> <p>explain the geoid nature of the earth.</p> <p>compare the size of earth in relation to other planets.</p> <p>draw and label the structure of the earth.</p>	<p>Globe</p> <p>Chart</p> <p>Coloured Pencil</p> <p>Atlas</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
15. describe rock formation.	<p>Concepts Types of rocks: - igneous rocks - sedimentary - metamorphic rocks Formation of rocks Uses of rocks</p> <p>Skills Manipulation Comparison Identification Classification</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise composition of the earth. • discuss three types of crustal rocks. • discuss formation of the three types of rocks. <p>Learners:</p> <ul style="list-style-type: none"> • identify examples of igneous, sedimentary and metamorphic rocks on a poster. • cut paper clippings of different types of rocks from magazines and newspapers and paste them on a chart. • collect different types of rocks and sort them into igneous, sedimentary and metamorphic rocks. • label and display rocks. • discuss uses of different types of rocks. 	<p>state the three types of rocks.</p> <p>explain the formation of each type of rock.</p> <p>state the uses of each type of rocks.</p> <p>list examples of each type of rock.</p>	<p>Environment</p> <p>Types of rocks</p> <p>Pictures</p> <p>Posters</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
16. describe effects of the external movement of the earth.	<p>Concepts External movement of the earth</p> <ul style="list-style-type: none"> - rotation - orbit - revolution – axis <p>Effects of rotation</p> <ul style="list-style-type: none"> - tides - wind deflection - ocean current <p>Effects of revolution</p> <ul style="list-style-type: none"> - seasons of the year - eclipses <p>Skills Observation Drawing Demonstration</p> <p>Values and Attitudes Appreciation Cooperation Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the concepts of orbit and axis. • Learners explain rotation and revolution. • Teacher and learners discuss the effects of rotation. • Teacher demonstrates the position of the sun, moon and earth that results in low and high tides. • Teacher and learners discuss the effects of revolution. • Teacher demonstrates how the position of the sun, moon and the earth results in lunar and solar eclipse. • Learners draw a lunar and a solar eclipse. 	<p>describe rotation.</p> <p>describe revolution state the effects of rotation.</p> <p>state the effects of revolution.</p> <p>describe the effects of rotation.</p> <p>describe the effects of revolution.</p> <p>draw a lunar and a solar eclipse.</p>	<p>Globe</p> <p>Torch</p> <p>Ball</p> <p>Candle</p> <p>Charts</p> <p>Teacher's guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>17. demonstrate understanding of the pre-requisite science relevant to learning about greenhouse effects in global warming.</p>	<p>Concepts Climate Greenhouse gases Greenhouse effect Global warming</p> <p>Skills identification Observation Drawing Demonstration Critical thinking creativity</p> <p>Values and attitudes Appreciation Cooperation Awareness</p>	<ul style="list-style-type: none"> Teacher and learners revise the weather and climate as done in the previous classes. Teacher introduces the energy balance in the atmosphere. Learners draw a model of the Sun, Earth and energy transfer system on the atmosphere. The teacher introduces the Earth's atmosphere and the gases found in it. Nitrogen Oxygen Carbon dioxide Water vapour Methane Learners select greenhouse gases from the gases found in the atmosphere. Teacher describes the differences between greenhouse gases and other gases found in the atmosphere. Teacher explains how the greenhouse works. Teacher and learners establish the similarities between the greenhouse and the atmosphere. Teacher explains the greenhouse effect. Teacher describes global warming. Learners describe how greenhouse gases cause global warming. Learners give examples of the effects of global warming in their respective villages. Teacher invites a resource person from the Lesotho Meteorological Services to come and teach learners about the issue of global warming in Lesotho. 	<p>describe energy transfer system in the atmosphere.</p> <p>mention and describe the greenhouse gases.</p> <p>describe the greenhouse effect.</p> <p>explain how the greenhouse works.</p> <p>identify the similarities between the greenhouse and the atmosphere.</p> <p>describe how greenhouse gases causes global warming.</p> <p>describe global warming.</p> <p>state effects of global warming in Lesotho.</p>	<p>Resource Person</p> <p>Teacher's Guide</p> <p>Climate Change Toolkit</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
18. demonstrate heat transfer.	<p>Concept Temperature Methods of heat transfer: - conduction Applications of conduction</p> <p>Skills Observation Comparison Manipulation Reporting Classification</p> <p>Values and Attitudes Caring Awareness Cooperation Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss heat transfer. • discuss the conditions required for heat transfer. <p>Learners:</p> <ul style="list-style-type: none"> • perform activity showing that heat is transferred through solids by heating a metal rod at one end. • perform other activity showing that heat is transferred through solids. • define conduction as a method of heat transfer in solids by vibrating particles. • perform activities to show good and bad conductors of heat by using water bath experiment. • observe and explain their findings. • present the findings in form of report. • investigate everyday applications of conduction. 	<p>state the condition required for transfer of heat.</p> <p>describe how heat is transferred in solids.</p> <p>compare the behavior of good and bad conductors when heated.</p> <p>mention good and bad conductors.</p> <p>report findings.</p>	<p>Wax Source of heat Pictures Water bath with different metal rods Match sticks Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
19. describe weathering processes and their effects.	<p>Concepts Weathering Types of weathering - physical weathering Processes of weathering - frost action - temperature change - wetting and drying - biological weathering</p> <p>Skills Drawing Observation</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher and learners :</p> <ul style="list-style-type: none"> • discuss weathering and types of weathering. • differentiate types and processes of weathering. • discuss processes that lead to weathering. • discuss physical weathering. • go on a field trip to identify process of physical weathering in their neighbourhood. • Learners record their observations. • Teacher and learners discuss observations from the field trip. • Teacher and learners discuss the effects of physical weathering on the environment. 	<p>define weathering.</p> <p>give the differences between types and processes of weathering.</p> <p>identify processes leading to physical weathering.</p> <p>describe processes of physical weathering.</p> <p>illustrate processes of physical weathering.</p>	<p>Environment</p> <p>Teacher's Guide</p>
20. determine time and place using latitudes and longitudes.	<p>Concepts Lines of latitude Lines of longitude Locating places Calculating time</p> <p>Skills Drawing Locating Calculating</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners revise lines of latitude and longitude. • Teacher and learner discuss the significance of lines of latitude and longitude in locating places. • Teacher and learners locate points using coordinates. • Teacher demonstrates use of latitude and longitude in locating places on a four figure grid. • Learners locate places using four figure grid. • Teacher demonstrates the use of time line to determine time in different places. • Learners calculate time using timeline. 	<p>locate places on the map using lines of latitudes and longitude.</p> <p>draw the grid to locate places using lines of latitude and longitude.</p> <p>calculate time using lines of longitude.</p>	<p>Atlas</p> <p>Globe</p> <p>Maps</p> <p>Grid</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
21. describe the circulatory system.	<p>Concepts Circulatory System:</p> <ul style="list-style-type: none"> - structure of the heart - structures of blood vessels: <ul style="list-style-type: none"> - veins - arteries - components of blood: <ul style="list-style-type: none"> - red blood cells - white blood cells - platelets <p>Functions of:</p> <ul style="list-style-type: none"> - parts of the heart - blood vessels - components of blood <p>Skills Identification Comparison Drawing</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Teacher and learner:</p> <ul style="list-style-type: none"> • identify components of the circulatory system from charts. • identify the components of blood from posters. • relate the components of the circulatory system to cells, tissues, organs and systems. • discuss the structure of the: <ul style="list-style-type: none"> - heart - blood vessels - red blood cells - white blood cells - platelets • discuss functions of the: <ul style="list-style-type: none"> - heart - blood vessels - red blood cells - white blood cells - platelets <p>Learners:</p> <ul style="list-style-type: none"> • draw and label the structure of the: <ul style="list-style-type: none"> - heart - blood vessels - blood cells • compare the structures of the: <ul style="list-style-type: none"> - blood cells - blood vessels 	<p>identify components of the circulatory system.</p> <p>relate components of circulatory system to cells, tissue, organs and system.</p> <p>relate structure of blood vessels to their functions.</p> <p>identify components of blood.</p> <p>state the function of:</p> <ul style="list-style-type: none"> - heart - blood vessels - red blood cells - white blood cells - platelets <p>draw and label the:</p> <ul style="list-style-type: none"> - heart - blood vessels - blood cells. 	<p>Charts/posters</p> <p>Models</p> <p>Internet</p> <p>Teacher's guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
22. describe reproduction in plants.	<p>Concepts: Reproduction Types of Reproduction - sexual - asexual Pollination Types of pollination - Cross Pollination - Self-pollination Agents of pollination Fertilization Seed formation Seed dispersal</p> <p>Skills Identification Comparison Observation Critical thinking Drawing</p> <p>Values and Attitudes Responsibility awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss reproduction and types of reproduction. • discuss vegetative propagation as an example of asexual reproduction. • revise the structure of a flower. • collect flowers from the surroundings and identify structures that are involved in reproduction. • discuss types of pollination. • investigate agents of pollination based on the structure of the flower. • compare wind and insect pollinated flowers. • compare the amount of pollen grains produce by each type of flower. • discuss fertilization in plants. • discuss development of fertilised ovule. • investigate dispersal of seeds and agents of dispersal. • Learners investigate the possible impact of killing bees and butterflies, as agents of pollination. 	<p>define reproduction.</p> <p>state types of reproduction.</p> <p>differentiate sexual and asexual reproduction.</p> <p>define pollination.</p> <p>name types of pollination.</p> <p>state the agents of pollination.</p> <p>differentiate types of pollination.</p> <p>define fertilisation.</p> <p>describe development of fertilised ovule.</p> <p>describe seed dispersal.</p> <p>list agents of dispersal.</p> <p>suggest the impact of eliminating agents of pollination.</p>	<p>Flowers</p> <p>Hand lens</p> <p>Gloves</p> <p>Charts/Posters</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
23. demonstrate static electricity.	<p>Concepts Electricity Types of electricity: - current - static electricity Charging objects: - rubbing - induction Types of charges Attraction and repulsion Hazards Safety</p> <p>Skills Observation Manipulation Drawing Comparison Identification</p> <p>Values and Attitudes Awareness Responsibility Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss electricity and types of electricity. • Teacher and learners demonstrate charging of objects by rubbing. • Teacher and learners demonstrate charging by induction. • Teacher and learners explain positive and negative charges. • Learners demonstrate attraction and repulsion of objects. • Learners draw diagrams showing repulsion and attraction. • Teacher and learners discuss static electricity. • Teacher and learners demonstrate lightning by using Van de Graaff's generator. • Teacher and learners discuss safety precautions against lightning. 	<p>define static electricity.</p> <p>describe attraction and repulsion.</p> <p>explain how lightning occurs.</p> <p>explain safety precautions against lightning.</p> <p>draw diagrams showing repulsion and attraction.</p>	<p>Plastic objects</p> <p>Clothes</p> <p>Papers</p> <p>Water</p> <p>Balloons</p> <p>Van de Graaff's generator</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
24. demonstrate an understanding of magnetism.	<p>Concepts Magnets North pole South pole Magnetic and non-magnetic materials Magnetic field patterns Attraction and repulsion of magnets Uses of magnets</p> <p>Skills Observation Demonstration Comparison Identification Sorting / classification Manipulation Drawing</p> <p>Values and Attitudes Awareness Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss magnets. • Teacher and learner carryout an experiment showing north (N) and south (S) poles. • Teacher and learner demonstrate attraction and repulsion of like and unlike poles. • Learners carryout activities to identify magnetic and non-magnetic materials. • Teacher and learner carryout an experiment to show magnetic field patterns. • Learners draw magnetic field patterns as observed. • Teacher and learners discuss magnetic field. • Learners investigates every day uses of magnets. 	<p>define a magnet.</p> <p>describe features of a magnet.</p> <p>classify magnetic and non-magnetic materials.</p> <p>define magnetic field.</p> <p>draw magnetic field.</p> <p>explain attraction and repulsion of like and unlike poles.</p> <p>state uses of magnets.</p>	<p>Magnets</p> <p>Papers</p> <p>Iron rods</p> <p>Iron fillings/steel wool</p> <p>Magnetic materials</p> <p>Non-magnetic materials</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
25. describe simple machines.	<p>Concepts Simple machines Types of simple machines Functions of simple machines Importance Types of levers Parts of the lever</p> <p>Skills Observation Drawing Manipulation Identification Decision-making</p> <p>Values and attitudes Appreciation Awareness efficiency</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise see-saw, pan scale and farm implements/tools. • identify simple machines used in their every – day life. • discuss the importance of simple machines. • discuss types of simple machines. • discuss a lever and identify parts of a lever. • discuss types of a lever. • preform activities where simple machines are used. • investigate uses of simple machines in industries. 	name types simple machines. identify parts of the lever. describe uses of simple machines. report on the uses of simple machines in industries.	Charts/posters Lock and Key Wheel barrow Bottle opener Screw driver Egg beater Lefielo Lesokoana Pulleys Knife Scissors Teacher's Guide

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>26. demonstrate an understanding of current electricity.</p>	<p>Concepts Current electricity: - current - voltage - resistance Measurement of: - current - voltage Circuit symbols</p> <p>Skills Observation Manipulation Drawing Identification Recording</p> <p>Values and Attitudes Awareness Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners revise static electricity, parallel and series connections in circuits, and wiring a three pin plug. • Teacher and learners discuss current, voltage and resistance. • Teacher demonstrates how to connect an Ammeter and a Volt meter in a circuit. • Learners measure current and voltage using Ammeter and Volt meter. • Learners record measurements. • Teacher and learners discuss circuit symbols. • Learners draw circuits using symbols. 	<p>define current, voltage and resistance.</p> <p>draw a circuit with bulb, ammeter and voltmeter across the bulb.</p> <p>measure current, voltage and resistance.</p> <p>record measurements.</p> <p>use symbols to draw electric circuits.</p>	<p>Science Kit</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
27. describe waves.	<p>Concepts: Waves Types of waves and examples: - longitudinal-sound spring - transverse –water, light Frequency and parts of the wave: - wavelength - amplitude Properties of waves - reflection</p> <p>Skills Observation Manipulation Drawing Measurement</p> <p>Values and attitudes Appreciation Cooperation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • demonstrate production of waves. • discuss waves and how they are produced. • demonstrate types of waves by using slinky spring and ripple tank or dam. • discuss parts of the waves. • discuss reflection- of waves. <p>Learners:</p> <ul style="list-style-type: none"> • draw waves. • measure wavelength, amplitude and frequency. • Teacher and learners discuss properties of waves. 	<p>state the meaning of waves</p> <p>mention types of waves</p> <p>explain parts of waves in relation to each type of waves.</p> <p>list properties of waves.</p>	<p>Slinky spring Ripple tank Dam Stones ruler</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
28. demonstrate cleaning of tin ware.	<p>Concepts Tin ware Cleaning of tin ware storage</p> <p>Skills Manipulation Identification Measuring</p> <p>Values and attitudes Awareness Appreciation Care cleanliness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> identify tools and equipment made of tin. Teacher outlines the procedure for cleaning tin ware. <p>Learners:</p> <ul style="list-style-type: none"> clean different tools and equipment made of tin. Store tin ware properly. 	<p>List different tools and equipment made of tin</p> <p>State cleaning agents used in cleaning tin</p> <p>Clean tin ware</p> <p>Explain storage of tin ware</p>	<p>Kitchen equipment made of tin</p> <p>Cleaning agents</p>
29. describe deficiency diseases and their treatment.	<p>Concepts Deficiency diseases - anaemia - goitre causes of each Signs and symptoms Treatment Prevention</p> <p>Skills Observation Identification Critical thinking</p> <p>Values and Attitudes Awareness responsibility</p>	<ul style="list-style-type: none"> Teacher and learners revise deficiency diseases. Teacher and learner discuss causes, signs and symptoms of anaemia. Learners identify signs of anaemia with the help of pictures. Learners plan a special diet for people with anaemia. Teacher and learner discuss causes, signs and symptoms goitre. Teacher and learner discuss prevention of goitre. Learners plan a special diet for people with goiter. With the help of the teacher, learners describe treatment of anaemia and goitre. 	<p>state the sources of vitamins D, calcium and phosphorus.</p> <p>relate vitamin D, calcium and phosphorus to rickets.</p> <p>relate vitamin C to scurvy.</p> <p>list signs and symptoms of rickets and scurvy.</p> <p>describe causes of rickets.</p> <p>plan a special diet for children with rickets.</p>	<p>Teachers' Guide</p> <p>Charts</p> <p>Pictures</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
30. identify nutrients, their sources and functions.	<p>Concepts: Nutrients Source and functions of nutrients: Iodine Iron Vitamin B12 Vitamin B6</p> <p>Skills Identification Manipulation Observation Sorting / Classification</p>	<ul style="list-style-type: none"> • Teacher and learners revise food groups and how to eat a balanced diet. • Learners collect samples and pictures of food containing different nutrients. • Teacher and learners discuss nutrients. • Learners sort pictures of foods according to the nutrients they contain. • Teacher and learners discuss sources and functions of nutrients. • Learners match nutrients with their sources. • Learners draw different food sources. 	<p>name nutrients.</p> <p>list sources for each nutrient.</p> <p>sort foods according to their nutrients.</p> <p>match nutrients with their functions.</p> <p>draw different food sources.</p>	<p>Variety of foods</p> <p>Pictures</p> <p>Posters</p> <p>Charts</p> <p>Coloured pencils</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>31. describe the socio- economic importance of agriculture in Lesotho.</p>	<p>Concepts Agriculture Importance: <ul style="list-style-type: none"> - contribution of livestock and crops to national economy - food production - relationship with other subjects - career opportunities Impact on environment</p> <p>Skills Identification Critical thinking Comparison</p> <p>Values and Attitudes Appreciation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss agriculture. • discuss the contribution of agriculture to the family, the national economy and the world trade. • discuss the levels of production that most Basotho farmers practice. • using charts or any other resource, identify types of crops produced locally by farmers and their contribution to national economy. • discuss how animals/livestock contributes to national economy. • compare the similarities and differences between agriculture and other subjects. • discuss career opportunities in agriculture. • investigate the impact of agricultural activities on the environment. 	<p>describe the contribution of agriculture to the family, the national economy and the world trade</p> <p>list types of crops produced and animals kept in their locality.</p> <p>compare and contrast the relationship between agriculture and other subjects.</p> <p>state career opportunities in agriculture.</p> <p>state the impact of agricultural activities on the environment.</p> <p>state socio – economics importance of agriculture in Lesotho.</p>	<p>Charts</p> <p>Calendars of institutions</p> <p>Immediate environment</p> <p>Farms</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
32. investigate factors affecting agriculture.	<p>Concepts Factors affecting Agriculture:</p> <ul style="list-style-type: none"> - environmental: <ul style="list-style-type: none"> - rainfall - wind - temperature - humidity - social: <ul style="list-style-type: none"> - land tenure system - migrant labour - economic: <ul style="list-style-type: none"> - educational standards - health - markets - infrastructure <p>Skills Identification Critical thinking Experimentation Observation Cooperation Communication</p> <p>Values and Attitudes Appreciation Patience</p>	<p>Learners investigate:</p> <ul style="list-style-type: none"> • effects of temperature on plant growth, animals and water availability. • effects of rainfall on plant growth, movement of soil and water availability. • effects of wind on water availability, soil movement and crop stand. • effects of humidity on plants' health and water loss. • present their findings. • Teacher and learners discuss learners' findings. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • identify and discuss the tenure systems practiced in Lesotho: freehold, leasehold, state owned and communal. • discuss the advantages and disadvantages of each tenure system in relation to agricultural production. • discuss effects of migration on agricultural production. • identify markets for each agricultural produce. <ul style="list-style-type: none"> • Learners identify examples of infrastructure that aid in agricultural production. • Teacher and learners discuss the impact of diseases on agricultural production in Lesotho on: farm labour, food production, household earning, health costs, production capacity and the generation of foreign income. 	<p>explain effects of temperature on plant growth, animals and water availability.</p> <p>explain effects of rainfall on plant growth, movement of soil and water availability.</p> <p>explain effects of wind on water availability, soil movement and crop stand.</p> <p>explain effects of humidity on plants' health and water.</p> <p>present their findings.</p> <p>mention the tenure systems practiced in Lesotho: freehold, leasehold, state owned and communal.</p> <p>state advantages and disadvantages of each tenure system in relation to agricultural production.</p> <p>explain effects of migration on agricultural production.</p> <p>identify markets for each agricultural produce.</p>	<p>Posters</p> <p>Weather stations</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
32 continues		<ul style="list-style-type: none"> Under the guidance of a teacher, learners form debate groups to discuss the impact of HIV and AIDS pandemic in agricultural sector. 	<p>give examples of infrastructure that aid in agricultural production.</p> <p>explain the impact of diseases on agricultural production in Lesotho.</p> <p>debate on the impact of HIV and AIDS pandemic in agricultural sector</p>	
33. describe soil profile.	<p>Concepts Soil profile:</p> <ul style="list-style-type: none"> formation of layers/horizons structure characteristics of horizons <p>Skills Observation Manipulation Identification Critical thinking Drawing</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Learners to dig a two-metre profile hole and observe the colours of layers, availability of plant roots that appear and texture of soil in all layers. <p>Teacher and learners:</p> <ul style="list-style-type: none"> take a field trip to a nearby gully to observe a well-developed soil profile in terms of top soil, sub-soil and the underlying materials. relate exposed colours of layers and plant roots availability in relation to growth of plants. under the guidance of a teacher, learners draw a diagram of soil profile showing all the horizons. <p>Teacher:</p> <ul style="list-style-type: none"> describes the layers (horizons) of soil profile in terms of their names and characteristics. describes the formation of soil profile. 	<p>identify soil profile in terms of top soil, sub-soil and the underlying materials.</p> <p>relate soil layers and plant roots availability in relation to growth of plants.</p> <p>discuss the importance of soil profile in relation to crop production.</p> <p>state the names of soil horizons.</p> <p>describe the characteristics of each horizon.</p> <p>describes the formation of soil profile.</p> <p>draw and label a diagram of a soil profile.</p>	<p>Immediate environment</p> <p>Charts</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
34. describe soil texture.	<p>Concepts Soil texture: Soil particles Methods of determining texture:</p> <ul style="list-style-type: none"> - textural triangle - feel (hand) - sieve - ribbon test <p>Skills Manipulation Identification Critical thinking Calculations Reporting Analysis Measurement</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Learners collect different soil samples • Learners carry out an experiment to separate soil particles using a sieve method • Learners carry out an experiment to form a ribbon using different soil particles (sand, silt and clay) • Learners carry out an experiment to determine texture of soil using a feel (hand) method • Under the guidance of a teacher, learners carry out an experiment to determine the proportion of particles in a soil sample using textural triangle. 	<p>determine soil texture:</p> <ul style="list-style-type: none"> - a sieve method - to form a ribbon - a feel (hand) method - using textural triangle <p>report results of experiments carried out</p>	<p>Soil samples</p> <p>International society of soil science system guidelines</p> <p>Sieves</p> <p>Water</p> <p>Charts</p> <p>Bottles</p> <p>Jars</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
35. describe soil structure.	<p>Concepts Soil structure: types characteristics of each type Factors affecting structure Ways of improving of structure: - liming - manuring - crop rotation - mulching - fallowing</p> <p>Skills Manipulation Observation Critical thinking</p> <p>Values and Attitudes Cooperation Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of soil structure in relation to: <ul style="list-style-type: none"> - crop production - soil erosion • Teacher and learners identify different types of soil structure. (single grain, crumby, blocky and platy). • Teacher and learners distinguish the characteristics of each type. • Teacher and learners identify factors affecting soil structure. • Teacher and learners discuss ways of improving soil structure. • In groups, learners practise one of the methods of improving soil structure on their plots. 	<p>state the importance of soil structure in relation to: - crop production - soil erosion</p> <p>name different types of soil structure (single grain, crumby, blocky and blocky).</p> <p>differentiate the characteristics of each type.</p> <p>explain factors affecting soil structure.</p> <p>state ways of improving soil structure.</p> <p>demonstrate one of the methods of improving soil structure on their plots.</p>	<p>Soil samples</p> <p>Charts</p> <p>Posters</p> <p>Plots</p> <p>Teachers Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>36. investigate soil composition and its impact on plant growth.</p>	<p>Concepts Soil composition:</p> <ul style="list-style-type: none"> - inorganic (mineral) matter - organic matter - air - water - living organisms <p>impact on plant growth</p> <p>Skills Identification Critical thinking Experimentation Cooperation Manipulation Observation</p> <p>Values and Attitudes Appreciation Patience</p>	<ul style="list-style-type: none"> • Teacher and learners revise weathering. • Learners brainstorm possible sources of soil. <p>Under the guidance of a teacher, learners:</p> <ul style="list-style-type: none"> • carry out an experiment to separate and identify soil particles into sand, silt, clay, gravel and humus. • carry out an experiment to identify and describe the components of soil in terms of inorganic (weathered) material, organic matter (humus), air, water, living organisms and show their proportions in a soil sample. • learners discuss the impact of different soil components on plant growth. 	<p>name possible sources of soil</p> <p>mention the components of soil in terms of air, inorganic (weathered) material, water, organic matter (humus) and show their proportions in a soil sample.</p> <p>describe the impact of each soil component on plant growth.</p> <p>report results of experiments carried out.</p>	<p>Soil samples</p> <p>Thermometer</p> <p>Water</p> <p>Transparent container</p> <p>Rock samples</p> <p>Sieves</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
37. identify farm implements, their uses and care.	<p>Concepts Implements: - harrow - ridger - rotovator - grass trimmer Uses of implements Care of implements</p> <p>Skills Identification Manipulation Critical thinking</p> <p>Values and Attitudes Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> brainstorm how agricultural production can be improved by proper usage of implements. discuss uses of each implement. take a field trip to a nearby farm or Agricultural office to observe how each implement functions. discuss ways of taking care of each implement. <p>Learners:</p> <ul style="list-style-type: none"> practice using each implement where possible. demonstrate proper care of implements. 	<p>state how agricultural production can be improved by proper usage of implements.</p> <p>mention uses of each implement.</p> <p>report on a field trip to a nearby farm or Agricultural office to observe how each implement functions.</p> <p>explain ways of taking care of each implement.</p> <p>practice using each implement where possible.</p> <p>care for implements.</p>	<p>School farm</p> <p>Farm implements</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
38. describe a food web.	<p>Concepts Food web Producer Consumer: - primary - secondary - tertiary Decomposer Factors affecting food web</p> <p>Skills Observation Recording Presentation Interpretation</p> <p>Values and attitudes</p>	<ul style="list-style-type: none"> • Teacher and learners revise food chains from the previous grade. • Learners brainstorm organisms that depend on grass or plants for food. • Learners brainstorm organisms that depend on others for food. • Teacher and learners discuss primary, secondary and tertiary consumers, and decomposers. • Teacher and learners construct food webs using information obtained during brainstorming session. • Teacher and learners discuss food webs. • Learners compare food webs with food chains. • Learners construct food webs from scenarios given by the teacher. • Teacher and learners revise endangered species of plants and animals from previous grades and relate this to the food web. • Teacher and learners discuss the impact of some interference on the food web. • Teacher and learners describe how climate change affect the food web. 	<p>describe a food web.</p> <p>construct a food web.</p> <p>interpreted food webs.</p> <p>describe the impact of endangered species on the food web.</p> <p>describe the impact of eliminating some species that form a food web.</p>	Environment

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
39. locate places on the map using six figure grid reference.	<p>Concepts Map reading: map reading six figure grid reference</p> <p>Skills Observation Manipulation Decision-making Critical thinking Creative thinking Interpretation Drawing</p> <p>Values and Attitudes Awareness Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher introduces the concept of Northing and Eastings. • Teachers and learners identify the relationship between the use of coordinates and grid reference in locating places on the map. • Teacher and learners revise how to locate places on the map using four figure grid reference. • Learners describe the location of a place on the map using six figure grid reference. • Learners use six figure grid reference to locate places on the map. 	<p>locate places on the map using coordinates.</p> <p>locate places on the map using six figure grid references.</p>	<p>Atlas Map reading</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
40. describe common diseases and parasites in fish.	<p>Concept Common fish diseases and parasites</p> <p>Skills Identification Manipulation Drawing Reporting Observation</p> <p>Values and attitudes Appreciation Awareness Acceptance Care Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> identifies signs of ill-health in fish. identifies signs of good health in fish. discuss different diseases in fish. categorises diseases in fish. discuss signs of each category of disease in fish. discuss the control measures taken in fish diseases. discuss a parasite. identifies parasites in fish (fish lice, tape worms, gill flukes and roundworms). discuss effects of each parasite in fish. discuss the control measures taken in fish parasite. <p>Learners:</p> <ul style="list-style-type: none"> revise the external parts of fish using a chart. report on the field trip. 	<p>identify signs of good and ill-health in fish.</p> <p>identify different diseases and parasites that affect fish.</p> <p>categorise fish diseases according to viral, bacterial, protozoan and fungal</p> <p>state the effects of each parasite in fish.</p> <p>identify control measures taken in fish diseases and parasites.</p> <p>draw and label external parts of fish.</p> <p>report on the field trip.</p>	<p>Fish (seedlings/mature)</p> <p>Pond</p> <p>Charts</p> <p>Teachers' Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
41. measure sunshine using a sunshine recorder.	<p>Concepts Measurement of sunshine</p> <p>Sunshine recorder</p> <p>Skills Accuracy Observation Manipulation reading</p> <p>Values and attitudes Awareness Cooperation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners revise elements of weather. Teacher show learners how to measure sunshine using sunshine recorder. <p>Learners:</p> <ul style="list-style-type: none"> measure sunshine using sunshine recorder. record their findings.. visit the local weather station to observe how weather instruments are used. 	<p>measure sunshine using sunshine recorder</p> <p>record findings</p>	<p>Sunshine recorder</p> <p>Charts</p> <p>Teachers' Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
42. perform basic functions of excel programme.	<p>Concepts Definition of a spreadsheet Uses of spreadsheet Types of spreadsheet Spreadsheet structure: Columns rows column headings row headings cells cell names Information storage Entering formulas quotient Creation of graphs and charts.</p> <p>Skills Manipulation Identification Interpretation Critical thinking Creative thinking Problem-solving Decision-making</p> <p>Values and attitudes Awareness Computer etiquette Cooperation Assertiveness</p>	<ul style="list-style-type: none"> Teacher and learners revise the use of a spreadsheet. <p>Learners:</p> <ul style="list-style-type: none"> state the uses of spreadsheets. name types of spreadsheets. Identify the components of a spreadsheet. Teacher introduces the spreadsheet structure: Columns, rows, column headings, row headings, cells, cell names Information storage Teacher and learners create a spreadsheet. <p>Learners:</p> <ul style="list-style-type: none"> open, save, retrieve and close a spreadsheet. adjust row height, column width of the spreadsheet. rename a Worksheet. block/highlight specific cells. apply conditional formatting that uses a formula to get sum/count based on criteria. Teacher and learners modify charts and graphs in the spreadsheet. Teacher shows learners how to create a line and pie chart/graph. Learners create a line and pie chart chart/graph. 	<p>Mention uses of the spreadsheet.</p> <p>List types of spreadsheet</p> <p>Describe the structure of the spreadsheet.</p> <p>Create a spreadsheet.</p> <p>Open, save, retrieve and close spreadsheet.</p> <p>Apply mathematical formula using a spreadsheet (quotient).</p> <p>Create charts or graphs.</p>	<p>Computer</p> <p>Charts</p> <p>Pictures</p> <p>Cellular phones</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
43. format text on a slide show using power point.	<p>Concepts Formatting text: background colour font size Slide advance methods: mouse click set time sound effects Design templates Slide show presentation</p> <p>Skills Manipulation Identification Note-taking Creativity Effective communication</p> <p>Values and Attitudes Appreciation Cooperation Humanity Responsibility Awareness Computer etiquette</p>	<ul style="list-style-type: none"> Teacher and learners revise the use of slide show done in the previous Grades. Teacher shows learners how to format text on a slide. <p>Learners:</p> <ul style="list-style-type: none"> format text on slide. apply background colours on a slide. apply font, colour and size on a slide. <ul style="list-style-type: none"> Teacher demonstrates slide advance methods Learners set time and sound effects on a slide. Teacher shows learners how to apply design templates on a slide. Learners apply design templates on a slide show. Learners present their slide show. Learners print their slides. 	<p>format text on a slide</p> <p>apply background colours on a slide</p> <p>apply font, colour and size on a slide.</p> <p>set time and sound effects on a slide.</p> <p>apply design templates. present information using slides.</p>	<p>Computer Charts Pictures Cellular phones</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
44. use internet to set up an e-mail.	<p>Concepts Internet and e-mail Mailbox Mail account Copying and pasting Deleting</p> <p>Skill Manipulation Identification Interpretation Critical thinking Creative thinking Communication Accuracy Drawing Problem-solving Decision-making</p> <p>Values and Attitudes Awareness Computer etiquette Cooperation Assertiveness</p>	<ul style="list-style-type: none"> • Teacher and learners revise how to find information using an internet. • Teacher shows learners how to open e-mail programme • Teacher shows learners how to set up a mail account. • Learners use e-mail features to set up a mail account. • Teacher shows learners how to send mail. <p>Learners practice how to:</p> <ul style="list-style-type: none"> • reply mail. • copy and paste documents. • attach files. • delete mail. • manage mailbox. • send mail using Carbon Copy and Blind Carbon Copy. • forward mail. • sign out. 	set-up an email account. send emails. reply to emails. copy and paste documents on emails. attach documents to emails. delete mails. send mail using carbon copy and blind copy. sign out from email.	Computer smart phone

Personal, Spiritual and Social Overview

Learning outcomes: at the end of Grade 7, learners should be able to:

1. demonstrate understanding of patriotism.TG
2. demonstrate appreciation of Moshoeshe 1's leadership qualities in external strategies in nation building.
3. appreciate Moshoeshe 1's ways of avoiding conflict with his African neighbours during nation building.
4. describe some realities of life. TG
5. describe treatment of fainting. TG
6. describe settlements according to size and function.TG
7. demonstrate appropriate throwing techniques in shot put. TG
8. describe ways of discovering and developing talents. TG
9. demonstrate understanding of domestic and foreign mediation
10. describe the way Moshoeshe 1 maintained relations with the Boers.
11. describe the way Basotho were governed by Britain in 1868-1884.
12. describe the functions of SADC organs.
13. respect life as the gift from God. TG
14. demonstrate understanding of forgiveness and reconciliation.TG
15. demonstrate appropriate basic skills in volleyball game.TG
16. differentiate between the way Jesus drove out demons from possessed people and the way Basotho do. TG
17. describe the way Basotho were governed by Britain in 1884-1966.
18. describe the functions of AU structure.
19. describe the concept of development.
20. identify the three industrial estates found in Lesotho.
21. describe the advantages and disadvantages of industries in Lesotho.
22. demonstrate understanding of patience and persistence. TG
23. describe different types of fractures. TG
24. perform ball room dances. TG
25. classify countries into Northern and Southern regions in the world map.
26. situate Lesotho within Commonwealth of Nations.
27. describe advantages and disadvantages of migration.
28. compare Jesus's healing with today's healing. TG
29. describe factors influencing population distribution and density.
30. describe ways of mitigating against climate change in Lesotho.

Personal, Spiritual and Social

Grade 7 syllabus

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
1. demonstrate understanding of patriotism.	<p>Concepts Patriotism Attributes of patriotism</p> <p>Skills Discussion Analysis</p> <p>Values and Attitudes Awareness patriotism Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains patriotism. • Teacher and learners discuss how patriotism can be demonstrated. • Learners identify acts of patriotism from given situations. • Learners make pledges of what they will do for their country to show patriotism. 	<p>Explain patriotism.</p> <p>State attributes of patriotism.</p> <p>Identify acts of patriotism from given situations.</p> <p>State what they will do to show patriotism for their country.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Map of Lesotho</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>2. demonstrate appreciation of Moshoeshoe's leadership qualities in external nation building strategies.</p>	<p>Concepts Diplomacy:</p> <ul style="list-style-type: none"> - tribute - treaty system - missionaries - incorporation of refugees - chiefdom alliances <p>Skill Information-finding Discussion Analysis</p> <p>Values and Attitudes Awareness patriotism Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners revise internal strategies used by king Moshoeshoe I in nation building taught in Grade 6. • Teacher explains diplomacy. • Learners discuss situations where diplomacy can be used. • Teacher and learners discuss reasons of paying tribute to Shaka. • Learners discuss ways that can be used to please a person they fear. • Teacher and learners discuss the Napier treaty and the Warden line. • Learners find information about treaties/agreements which Lesotho signed with other countries. • Teacher and learners discuss the activities of missionaries among the Basotho. • Teacher and learners discuss different groups which make the Basotho nation of today. • Teacher and learners discuss chiefs who have been the allies of Moshoeshoe. • Learners suggest ways they would use to keep good relations among themselves. • Learners role-play external strategies in nation building. 	<p>explain diplomacy.</p> <p>state the importance of tribute in nation building.</p> <p>state the reasons for signing the Napier treaty when Moshoeshoe was building the Basotho Nation.</p> <p>state how the Warden line affected the Basotho.</p> <p>outline the activities of missionaries in Lesotho.</p> <p>identify the changes brought by missionaries in the life of Basotho.</p> <p>list different groups which were incorporated to form Basotho nation.</p> <p>suggest ways which can help people of different nationalities to live together in harmony.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Map of Lesotho</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
3. appreciate Moshoeshoe I's ways of avoiding conflict with his African neighbours during nation building.	<p>Concept Moshoeshoe's relations with: 'Manthatisi Matiwane Mzilikazi Shaka Moroka</p> <p>Skills Information-finding Decision-making Problem-solving</p> <p>Values and Attitudes Awareness Appreciation Patriotism</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the battle of Pots with Batlokoa of 'Manthatisi in 1823. • Teacher and learners discuss the battle of 1827 between Matiwane and Moshoeshoe. • Teacher and learners discuss the battle of 1831 between Ndebele of Mzilikazi and Basotho. • Teacher and learners discuss why Moshoeshoe paid tribute to Shaka. 	<p>describe the Battle of Pots in 1823.</p> <p>describe the battle between Matiwane and Moshoeshoe in 1827.</p> <p>describe how Moshoeshoe reacted after defeating Mzilikazi in 1831.</p> <p>Explain the importance of paying tribute to Shaka.</p>	<p>Teacher's Guide</p> <p>History books</p> <p>Resource person(s)</p> <p>Excursion</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
4. describe some realities of life.	<p>Realities of life: disappointment failure suffering death ways of dealing with: disappointment failure suffering death</p> <p>Skills Discussion Analysis Resilience</p> <p>Values and Attitudes Awareness Self-confidence Acceptance Sympathy</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the realities that can never be avoided in life. • Learners share their experiences where they have been disappointed and say how they have overcome them. • Teacher and learners read and analyse the text: Mk 14:26 -42) on disappointment. • Learners share their experiences where they have failed and tell how they have overcome them. • Teacher and learners read and analyse the text: Mt 23: 37-39) on failure. • Learners share their experiences where they have suffered and state how they have overcome them. 	<p>state realities of life.</p> <p>Share their experiences with others on matters relating to disappointment, failure and suffering.</p> <p>describe disappointment, failure, suffering and death.</p> <p>analyse the biblical texts on disappointment, failure, suffering and death</p> <p>explain ways of dealing with disappointment, failure, suffering and death.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
5. describe treatment of fainting.	<p>Concepts Fainting Causes of fainting Signs and symptoms of fainting Treatment of fainting</p> <p>Skills Discussion Role-play</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains fainting. • Teacher and learners causes of fainting. • Teacher and learners signs and symptoms of fainting. • Learners, in groups discuss preventions of fainting. • Teacher demonstrates how to treat fainting. • Learners role-play how to treat fainting. 	<p>define fainting.</p> <p>state causes of fainting.</p> <p>list signs and symptoms of fainting.</p> <p>describe treatment of fainting.</p>	<p>Teacher's Guide</p> <p>First aid kit.</p> <p>Pillows</p>
6. describe settlements according to size and function.	<p>Concepts Types of settlement: rural urban Classification of settlement: size function</p> <p>Skills Discussion Drawing Critical-thinking identification</p> <p>Values and Attitudes Appreciation Awareness Acceptance</p>	<ul style="list-style-type: none"> • Teacher explains concept settlement. • Teacher and learners discuss features of rural settlements. • Teacher and learners discuss features of urban settlements. • Learners compare features of a rural and urban settlement. • Learners draw and different shapes of rural settlements. • Learners draw different shapes of urban settlement. • Learners classify settlements according to size • Learners give examples of different functions performed by cities/towns in the SADC region. • Learners classify settlement according to services. 	<p>describe the concept settlement.</p> <p>state the features of rural and urban settlements.</p> <p>draw and bring pictures of different settlements</p> <p>classify settlement according to size and services.</p>	<p>Teacher's Guide</p> <p>Internet</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
7. demonstrate appropriate throwing techniques in shot put.	<p>Concepts Shot put Grip and placement. Phases in shot put throw: preparation. glide delivery recovery</p> <p>Skills Throwing</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the concept of shot put. • Teacher and learners discuss appropriate way to grip and place a shot. • Teacher demonstrates phases in shot put throw. • Learners practise each phase of shot put throw in time. • Teacher and learners discuss the rules in shot put. 	<p>define the concept of shot put.</p> <p>state appropriate ways of gripping a shot.</p> <p>grip a shot</p> <p>state appropriate ways of placing a shot.</p> <p>place a shot.</p> <p>throw shot put applying all the phases.</p> <p>state rules for shot put throw.</p>	<p>Teacher's Guide</p> <p>Shot put</p> <p>Marking spray/ash/lime</p> <p>Tape measure</p> <p>Clip board</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
8. describe ways of discovering and developing talents.	<p>Concepts Talent Ways of discovering talents: Cooperation Competition Ways of developing talents: Cooperation Competition Education</p> <p>Skills Discussion Competition Decision-making Analysis</p> <p>Values and Attitudes Confidence Appreciation Tolerance</p>	<ul style="list-style-type: none"> • Teacher explains the concept of talent. • Teacher and learners discuss ways of discovering talents. • Learners identify their own talents. • Learners read the parable of the three servants in Mathew 25: 14-30. • Teacher and learners discuss the parable. • Teacher and learners discuss ways of developing talents. • Learners undertake a competitive activity in order to identify their talents • .Learners do an activity which require Cooperation in order to discover their talents. 	<p>define the concept talent.</p> <p>describe ways of discovering talents.</p> <p>identify their own talents.</p> <p>analyse the parable on different talents.</p> <p>describe ways of developing talents.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials ++</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
9. demonstrate understanding of foreign and domestic mediation.	<p>Concepts Encroachment of the Whites Relations with the British: Napier treaty Orange River Sovereignty Warden line First Anglo-Sotho/ Battle of Viervoet in1851 Battle of Berea in1852 Bloemfontein Convention in 1854</p> <p>Skills Discussion Decision-making Problem-solving</p> <p>Values and Attitudes Acceptance Awareness Tolerance Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the encroachment of the Whites. • Teacher and learners revise the Napier Treaty and the Warden line. • Learners read about the Orange River Sovereignty. • Learners find information on the causes and the results of the First Anglo-Sotho War/ Battle of Viervoet in 1851. • Teacher and learners discuss the causes and results of the Second Anglo-Sotho War/Battle of Berea in 1852. • Teacher and learners discuss the Bloemfontein Convention in1854. • Teacher and learners discuss disadvantages of relying on foreign mediation in relation to Bloemfontein convention. 	<p>explain the white encroachment on Moshoeshoe land.</p> <p>describe Napier Treaty, Orange River Sovereignty, and Warden line.</p> <p>state the causes and the results of the First Anglo-Basotho War (Battle of Viervoet) in 1851.</p> <p>state the causes and the results of the Second Anglo-Basotho War (Battle of Berea) in 1852.</p> <p>describe Bloemfontein Convention in1854 and the creation of Orange Free State (OFS).</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Atlas</p> <p>Resource person(s)</p> <p>Excursion</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>10. analyse the way Moshoeshoe I maintained his relations with the Boers.</p>	<p>Concepts Relation with the Boers: Relation with the Boers: First Basotho-Boer War 1858 Second Basotho-Boer War 1865 Peace of Thaba-Bosiu <i>Ntoa eaSeqiti</i> 1867</p> <p>Skills Information-finding Coping with difficult situation Decision-making</p> <p>Values and Attitudes Acceptance Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the First Basotho- Boer War in 1858. • Teacher and learners discuss the Second Basotho-Boer War in 1865. • Teacher and learners discuss the terms of Peace of Thaba-Bosiu/Khotso ea mabele. • Teacher and learners discuss the causes and the results of <i>Ntoa eaSeqiti</i> in 1867. • Learners identify acts of patriotism by both the Basotho and the Boers. • Teacher and learners analyse the way Moshoeshoe I maintained his relations with the Boers. • Learners discuss the results of the first Boer war of 1858, second Basotho-Boer war of 1865, peace of Thaba-Bosiu and <i>Ntoa ea seqiti</i>. • Teacher and learners outline lessons learnt from Moshoeshoe I's relations with the Boers. 	<p>state the causes and results of the First Basotho-Boer War.</p> <p>state the causes and the results of the Second Basotho-Boer War.</p> <p>state the terms of Peace of Thaba-Bosiu.</p> <p>state the causes and the results of <i>Ntoa eaSeqiti</i> 1867.</p> <p>state acts of patriotism from both the Basotho and the Boers.</p> <p>Analyse Moshoeshoe I's relations with the Boers.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Resource person(s)</p> <p>Excursion</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>11. describe the way Basotho were governed by the British from 1868-1884.</p>	<p>Concepts Administration by Britain from 1868-1884: British protectorate annexation to the Cape government/Cape rule. magistrate rule causes and effects of migrant labour on Basotho Gun War/Battle of <i>Qalabane</i></p> <p>Skills Reporting Information-finding Discussion</p> <p>Values and Attitudes Awareness Acceptance</p>	<ul style="list-style-type: none"> • Teacher and learners review factors which led Lesotho to be a British protectorate. • Teacher and learners discuss the reasons leading to Lesotho's annexation to the Cape colony from 1871- 1884. • Teacher and learners discuss the Cape rule from 1871-1884. • Teacher explains migrant labour. • Teacher and learners discuss effects of migrant labour on Basotho. • Teacher and learners discuss the causes of Gun War/Battle of <i>Qalabane</i>. 	<p>describe how Lesotho became a British protectorate.</p> <p>state reasons leading to annexation to the Cape colony from 1871-1884.</p> <p>describe magistrate rule and its impact during the Cape rule.</p> <p>state reasons leading to Lesotho's annexation to the Cape colony in 1884.</p> <p>explain effects of migrant labour on Basotho.</p> <p>state the causes and the results of the Gun War.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Resource person(s)</p> <p>Excursion</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
12. describe the structure of SADC.	<p>Concepts SADC structure: Assembly Council of Ministers Secretariat</p> <p>Skills Discussion Information-finding Reporting.</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the structure of SADC. Teacher and learners discuss the functions of the assembly. Teacher and learners discuss the functions of the council of ministers. Teacher and learners discuss the functions of the secretariat. Learners find information on the current activities of SADC in its member states. Teacher and learners discuss current activities of SADC in its member states. 	<p>describe the structure of SADC.</p> <p>state the functions of the assembly.</p> <p>state the functions of the council of ministers.</p> <p>state the functions of the secretariat.</p> <p>state current activities of SADC in its member states.</p>	<p>Teacher's Guide</p> <p>History textbooks</p>
13. demonstrate respect of life as the gift from God	<p>Concepts Aspects of life: Physical Social Intellectual spiritual and moral</p> <p>ways of respecting life: develop it take care of it</p> <p>Skills Discussion identification</p> <p>Values and Attitudes Appreciation Awareness Respect</p>	<ul style="list-style-type: none"> Teacher explains the following aspects of life; Physical Social Intellectual Spiritual and moral life. Teacher and learners discuss these biblical texts which show God as the source of life, Gen 1-2:7, Ezekiel 37:14, Psalm 36: 9, John 5:26. Learners brainstorm ways of respecting life as the gift from God. Teacher and learners discuss ways of respecting life as the gift from God. 	<p>define the four aspects of life.</p> <p>Identify biblical texts which show God as the source of life.</p> <p>state ways of respecting life as the gift from God.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
14. demonstrate understanding of forgiveness and reconciliation.	<p>Concepts</p> <ul style="list-style-type: none"> • Forgiveness • Reconciliation <p>Skills</p> <p>Discussion Role-play Analysis</p> <p>Values and Attitudes</p> <p>Appreciation Forgiveness Reconciliation</p>	<ul style="list-style-type: none"> • Teacher explains the concepts of forgiveness and reconciliation. • Learners share their experiences where they were forgiven or they forgave others. • Learners role play an incident which show forgiveness and reconciliation. • Teacher and learners read and analyse these biblical texts: Lk 5:17-25, Lk 23: 32 - 34, Acts 7: 60 on forgiveness. 	<p>define forgiveness and reconciliation.</p> <p>share their experiences on forgiveness and reconciliation with others.</p> <p>role-play an incident showing forgiveness and reconciliation.</p> <p>analyse the biblical texts on forgiveness.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
15. demonstrate appropriate techniques in playing a volleyball game.	<p>Concepts Volleyball</p> <p>Techniques/skills: service passing setting spiking blocking digging</p> <p>Rules of the game</p> <p>Skills Team-work Endurance Jumping Running Defending Attacking Spotting gaps</p> <p>Value and Attitudes Confidence Awareness</p>	<ul style="list-style-type: none"> • Teacher explains concept of volleyball. • Teacher and learners discuss the basic techniques/skills in volleyball. • Teacher demonstrates service and passing. • Learners practise service and passing. • Teacher/resource person demonstrates setting and spiking. • Learners practise setting and spiking. • Teacher/resource person demonstrates blocking and digging. • Learners practise blocking and digging. • Teacher and learners discuss rules of play volleyball. • Learners play volleyball applying all the basic skills. 	<p>define volleyball.</p> <p>state basic skills in volleyball</p> <p>perform service, passing, setting, spiking, blocking.</p> <p>state rules in volleyball.</p> <p>play volleyball.</p>	<p>Balls.</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>16. compare and contrast the way Jesus drove out demons from possessed people and the way Basotho do.</p>	<p>Concepts Ways of casting out demon by: Jesus command faith Basotho: prayer traditional herbs</p> <p>Skills discussion identifying</p> <p>Values and attitudes awareness</p>	<ul style="list-style-type: none"> • Teacher explains the concept of demon • Learners brainstorm different ways by which Basotho drive out demons from possessed people. • Teacher and learners discuss ways in which Basotho drive out demons from possessed people • Learners read these biblical texts (Lk 4:31-36, Mt17:14-18, Mk7:24-30) • With the aid of the teacher, learners identify different ways by which Jesus drove out demons from the possessed people • Teacher and learners discuss ways through which Jesus drove out demons from possessed people • Learners compare the way Jesus drove out demon and the way Basotho do. 	<p>define the concept of demon</p> <p>state ways by which Basotho drive out demons from possessed people</p> <p>identify ways by which Jesus drove out demons from the selected biblical texts.</p> <p>state ways through which Jesus drive out demons from possessed people.</p> <p>Compare the way Jesus drove out demons with the way Basotho drive out demons</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>17. explain the way Basotho were governed by the British from 1884-1966.</p>	<p>Concepts administration by Britain from 1884-1966: dis-annexation from the Cape. reasons for dis-annexation. formation of Basutoland National Council. formation of political movements. first democratic elections in Lesotho. Independence</p> <p>Skills Reporting Information-finding Discussion</p> <p>Values and Attitudes Awareness Acceptance</p>	<ul style="list-style-type: none"> • Teacher explains reasons for dis-annexation from the Cape rule. • Teacher explains formation and functions of the Basutoland National Council (BNC). • Teacher and learners discuss reasons for formation of political movements and parties. • Teacher and learners discuss the first democratic elections in Lesotho. • Learners role-play first democratic elections. • Teacher and learners discuss 1966 independence. 	<p>state reasons for dis-annexation from Cape rule.</p> <p>describe formation and functions of the Basutoland National Council.</p> <p>state reasons for formation of political movements and parties.</p> <p>list early political movements and parties.</p> <p>describe the first democratic elections in Lesotho.</p> <p>describe 1966 independence.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
18. describe the structure of AU.	<p>concepts AU structure: Assembly Executive Council Commission</p> <p>Skills Discussion Information finding</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the structure of AU. • Teacher and learners discuss the functions of the assembly. • Teacher and learners discuss the functions of the executive council. • Teacher and learners discuss the functions of the commission. • Learners find information on the current activities of AU in its member states. • Teacher and learners discuss current activities of AU in its member states. 	<p>describe the structure of AU.</p> <p>state the functions of the assembly.</p> <p>state the functions of the executive council.</p> <p>state the functions of the commission.</p> <p>State current activities of AU in its member states.</p> <p>Teacher and learners discuss current activities of SADC in its member states.</p>	<p>Teacher's Guide</p> <p>History textbooks</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
19. describe concept development.	<p>Concepts Development Aspects of development: social economical political environmental</p> <p>Skills discussion Information-finding Reporting Critical thinking creativity</p> <p>Values and Attitudes Awareness Appreciation Self confidence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the concept development. • Teacher and learners discuss aspects of development. • Learners identify developments in their villages. • Learners match developments in their villages with development aspects. • Learners undertake a development project in their school. 	<p>Define the concept development.</p> <p>state aspects of development.</p> <p>identify developments in their villages.</p> <p>match developments with development aspects.</p> <p>implement a development project in their school.</p>	<p>Teacher's guide</p> <p>Textbooks</p> <p>Locally available resources</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
20. identify the three industrial estates found in Lesotho.	<p>Concepts Industrial estates: Thetsane Maputsoe Mafeteng</p> <p>Skills Discussion Information finding Map reading reporting</p> <p>Values and attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teachers and learners revise industries. • Teacher introduces the issue of industrial revolution. • Learners discuss different types of industries found in Lesotho. • Teacher introduces the concept of industrial estate. • Teacher and learners discuss industrial estates found in Lesotho. • Learners use an Atlas to locate the three industrial estates found in Lesotho. • Learners give examples of industries found in Thetsane estate, Maputsoe and Mafeteng. • Teacher and learners take an excursion to one of the industrial estate found in Lesotho. • Learners report their findings from their excursion. • Teacher and learners discuss the economic value of industries in Lesotho. • Learners describe the advantages and disadvantages of industries in Lesotho. 	<p>describe the three industrial estates found in Lesotho</p> <p>give examples of different industries found in each industrial estate.</p> <p>state the advantages and disadvantages of industries in Lesotho.</p> <p>describe the economic value of industries in Lesotho.</p>	<p>Teacher's Guide</p> <p>Atlas</p> <p>Internet</p> <p>Newspapers</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
20. describe the advantages and disadvantages of industries in Lesotho.	<p>Concepts Advantages of industries. Disadvantages of industries. Possible solutions to industrial challenges.</p> <p>Skills Discussion Drawing Critical thinking Information- finding Team-work</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners revise the concept industry. • Teacher and learners discuss industrial estates in Lesotho. • Teacher and learners discuss advantages of industries. • Teacher and learners discuss the disadvantages of industries. • In groups, learners discuss possible solutions to industrial challenges. • Teacher and learners discuss possible solutions. • Learners draw or bring pictures which show effects of industries. 	<p>state advantages of industries.</p> <p>state disadvantages of industries.</p> <p>state possible solutions for industrial challenges.</p> <p>draw or bring pictures which shows effects of industries.</p>	<p>Teacher's Guide.</p> <p>Pictures</p> <p>Excursion</p>
21.demonstrate understanding of patience and persistence	<p>Concepts</p> <ul style="list-style-type: none"> • Patience • Persistence <p>Skills Discussion Analysis Role-play Self-awareness</p> <p>Values and Attitudes Self-confidence Patience Persistence</p>	<ul style="list-style-type: none"> • Teacher explains the concepts of patience and persistence. • Learners share experiences on patience and persistence. • Learners read the parable of a widow and the judge in Luke 18:1- 8. • Teacher and learners analyse the parable in Luke 18: 1- 8 on patience and persistence. • Learners role-play the parable of the widow and the judge. 	<p>define patience and persistence.</p> <p>analyse the parable on patience and persistence.</p> <p>role-play the parables.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
22.describe different types of fractures.	<p>Concepts Fracture Types of fractures: open fracture close fracture Classification of fractures. Causes of fractures Sign and symptoms of fracture</p> <p>Skills Critical thinking Classification drawing</p> <p>Values and Attitudes Awareness Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher explains the concept fracture. • Teacher explains types of fractures. • Teacher and learners classify the fractures according to the types. • Teacher and learners discuss possible causes of fracture. • Teachers and learners discuss the signs and symptoms of fracture. • Learners draw a bone showing different types of fractures. 	<p>define the concept fracture.</p> <p>state types of fractures.</p> <p>classify fractures according to their types.</p> <p>state possible causes of fractures.</p> <p>state the sign and symptoms of fractures.</p> <p>draw a bone showing different types of fractures.</p>	<p>Teacher's Guide</p> <p>Pictures</p>
23.perform ball room dance.	<p>Concepts Ballroom dances: mambo samba rumba</p> <p>Skills Handling Positioning Stepping flexibility Changing direction</p> <p>Values and Attitudes Cooperation Self-control Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners revise and perform mambo and samba dances. • Teacher and learners discuss basic steps in rumba dance. • Teacher demonstrates the rumba. • Learners practise rumba dance. • Learners perform the rumba. • Learners perform mambo, samba and rumba in competitions. 	<p>perform the mambo and samba dances.</p> <p>state basic steps in rumba.</p> <p>perform rumba.</p>	<p>Teacher's Guide</p> <p>Music player</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
24.classify the world countries into Northern and Southern regions in the world map.	<p>Concepts Developing countries Developed countries North and South countries</p> <p>Skills Identification Comparison Map reading</p> <p>Value and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the concepts developing and developed. • Learners compare urban areas as developed and rural areas as developing. • Teacher explains north and south countries. • Learners identify developed countries on the map. • Learners identify developing countries on the map. 	<p>define developing and developed countries.</p> <p>compare developed and developing areas.</p> <p>define North and South countries of the world.</p> <p>Identify developed and developing countries of the world.</p>	<p>World map</p> <p>Atlas</p> <p>Posters</p>
25. situate Lesotho within Commonwealth of Nations.	<p>Concepts: Origin of Commonwealth of Nations. Members states of Commonwealth. Aims of Commonwealth of Nations. Relationship between Lesotho and Commonwealth of Nations.</p> <p>Skills Discussion Critical thinking Map reading</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the concept Commonwealth of Nations and its origins. • Teacher and learners discuss the aims of Commonwealth. • Teacher and learners discuss relationship between Lesotho and Commonwealth of Nations. • Learners identify Commonwealth of Nations member states. 	<p>describe Commonwealth of Nations and its origins.</p> <p>state the aims of Commonwealth of Nations .</p> <p>describe relationship between Lesotho and Commonwealth of Nations.</p> <p>identify Commonwealth of Nations member states.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>World Map</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
26. describe advantages and disadvantages of migration.	<p>Concepts Migrant labour system: emigrants immigrations advantages of migration. disadvantages of migration.</p> <p>Skills Discussion Critical thinking</p> <p>Values and Attitudes Awareness Appreciation Acceptance Respect Tolerance</p>	<ul style="list-style-type: none"> • Teacher explains the concepts migrant labour, emigration, immigration. • Learners identify countries to which Basotho become migrant labourers. • Teacher invites resource person to talk about migrant labour. • Learners identify countries to which Basotho emigrate. • Learners identify nationalities of immigrants in Lesotho. • Teacher and learners discuss advantages of migration. • Teacher and learners discuss disadvantages of migration. 	<p>define the concepts migrant labour, emigrants, immigrants.</p> <p>identify countries to which Basotho become migrant labourers.</p> <p>identify countries to which Basotho emigrate.</p> <p>identify nationalities of immigrants in Lesotho.</p> <p>state advantages of migration.</p> <p>state the disadvantages of migration.</p>	<p>Teacher's Guide</p> <p>Resource person(s)</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
27. compare Jesus's healing with today's healing.	<p>Concepts Jesus's ways of healing: Miracles Command Touch Spitting Acts of faith Modern ways of healing: Medical Traditional faith</p> <p>Skills Discussion Identifying comparison</p> <p>Value and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners explains the concept of miracle. • Teacher and learners discuss modern ways of healing. • Learners read these biblical texts on healing : Lk 5:12-15, Lk 5: 17-26 • With the aid of the teacher, Learners identify ways in which healing was done in each text • Learners read these biblical texts: Mt 8:14-17, Lk4:40-41 • Teacher and learners discuss ways by which healing was done in each text. • Learners read these biblical texts: Mk 8:22-25, Mk7: 31-37. • With the aid of the teacher, learners identify ways through which healing was done in each text. • Teacher and learners discuss ways in which healing was done in each text. • Teacher and learners discuss Jesus's ways of healing. • Teacher and learners compare Jesus's ways of healing with the modern ways of healing. 	<p>define concept of miracle.</p> <p>Identify Jesus's ways of healing in each biblical text.</p> <p>Identify modern ways of healing.</p> <p>describe modern ways of healing.</p> <p>describe Jesus's ways of healing.</p> <p>compare Jesus's ways with the modern ones.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary materials</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
28.describe factors influencing population distribution and density	<p>Concepts Population Population census de facto (the actual) de jure (by right) Population distribution Population density Factors influencing population distribution and density: climate soil relief vegetation infrastructures industries political factors</p> <p>Skills Discussion Role-play</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains population. • Teacher explains population census. • Teacher explains population de facto and de jure. • Teacher and learners discuss the importance of population census. • Learners role-play population census. • Teacher explains population density • Teacher explains population distribution. • Learners discuss densely populated areas and sparsely populated areas. • Learners bring/ draw pictures which show densely and sparsely populated areas. • Learners discuss factors influencing population distribution. 	<p>define population.</p> <p>define population census.</p> <p>differentiate between population de facto and de jure.</p> <p>state the importance of population census.</p> <p>define population density.</p> <p>define population distribution.</p> <p>identify densely populated areas.</p> <p>identify sparsely populated areas.</p> <p>draw pictures showing densely and sparsely populated areas.</p> <p>describe factors of population distribution.</p>	<p>Teacher's Guide</p> <p>Posters</p> <p>pictures</p>

Learning outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>29. describe ways of mitigating against anthropogenic effects of climate change in Lesotho.</p>	<p>Concepts Anthropogenic effects of climate change: environmental social economical Mitigation measures</p> <p>Skills Preparedness Discussion Decision -making Problem-solving Information-finding Reporting</p> <p>Values and Attitudes Awareness Acceptance</p>	<ul style="list-style-type: none"> • Teacher and learners revise the climatic conditions of Lesotho. • Teacher explains climate change. • Learners find information on human induced effects of climate change in Lesotho. • Learners report their findings. • Teacher and learners discuss environmental effects of climate change. • Teacher and learners discuss social effects of climate change. • Teacher and learners discuss economic effects of climate change. • Teacher and learners discuss mitigating measures against effects of climate change. 	<p>state climatic conditions in Lesotho.</p> <p>define climate change.</p> <p>explain environmental effects of climate change.</p> <p>explain social effects of climate change.</p> <p>explain economic effects of climate change.</p> <p>state preventative measures against climate change</p>	<p>Teacher's Guide</p> <p>Geography textbooks</p> <p>Pamphlets posters</p>

Life Skills Based Sexuality Education

Overview

Learning outcomes: at the end of Grade 7, learners should be able to:

1. Demonstrate ability to deal with their emotions.
2. Act to reduce violence against children at home, school and community level.
3. Reject gender practices and norms that are harmful to Children's rights and well-being.
4. Reject gender practices and norms that are harmful to Children's rights and well-being.
5. Avoid situations and behaviour that may put them at risk of sexual abuse and violence.
6. Understand the importance of regular testing and timely treatment of STIs and HIV.
7. Propose ways in which those infected and affected by HIV and AIDS may live positively in society.
8. Resist peer pressure to indulge in the abuse of drugs and substances.

Life Skills Based Sexuality Education

Activity Plan

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
1. demonstrate ability to deal with their emotions.	<p>Concepts</p> <p>Emotions: -coping with one's emotions -recognising one's emotions -emotions and decision-making Setting personal goals and overcoming barriers</p> <p>Emotions and relationships:</p> <ul style="list-style-type: none"> - characteristics of healthy relationships - setting boundaries - respecting limits - Identifying and communicating feelings - cooperation - unhealthy relationships <p>Skills Self-Awareness Self-esteem Coping with Emotions Interpersonal relationship Decision-making Communication</p>	<p><i>Energiser/warm-up</i></p> <ul style="list-style-type: none"> • Teacher and learners brainstorm and list different emotions. • Learners, in groups, draw or mime emotions that cause most conflict such as anger. • Learners present their drawings or miming to the whole class. • Learners form Buzz groups to reflect on and share what happened the last time one was angry: how the anger was handled, and consequences of the action using "anger" web. • Teacher and learners discuss how anger affects decision-making. • Teacher gives a brief explanation of the importance of goal setting as a strategy to handle anger and other emotions that affect decision-making. • In pairs, learners engage in Individual goal setting. • Learners prepare role- plays that identify and overcome barriers to achievement of goals. • Learners present role- plays and discuss ways of identifying and overcoming the barriers. • Learners develop individual contracts for short term goal achievement. • Teacher and learners brainstorm on recipe for good relationships. • Learners play a game on identifying different boundaries for different groups of people. 	<p>list different emotions.</p> <p>identify emotions that cause conflict.</p> <p>demonstrate how anger can be handled.</p> <p>clearly explain how goal setting can help to control emotions.</p> <p>identify healthy and unhealthy relationships.</p> <p>demonstrate ways of getting out of unhealthy relationships.</p>	

	Values and Attitudes Self-respect Respect for others Tolerance	depending on the degree of familiarity or intimacy and respecting limits. <ul style="list-style-type: none"> • Learners brainstorm different ways of communicating feelings in difficult situations. • Learners perform “Arm Wrestling” in buzz groups to illustrate the value of cooperation and discussion. • Teacher guides learners through a discussion on scenarios focusing on characteristics of unhealthy relationships in the family and community. • Learners perform simulation exercises on how to get out of unhealthy relationships. 		
--	--------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners’ ability to:	Suggested resources
2. act to reduce violence against children at home, school and community level.	Concepts Children’s Rights and Responsibilities Traditional norms that: -protect children’s rights -violate children’s rights Violence against children Forms and causes of abuse and violence in the community: - child labour	<i>Energiser/Warm up</i> <ul style="list-style-type: none"> • Teacher gives a quiz as recap of children’s rights in the CRC and national laws that protect children’s rights • Teacher and learners briefly explains “social norm” and identify 2-3 norms • Learners, in small groups analyse selected norms using a checklist of international children’s rights and national laws • Learners differentiate between traditional norms and practices that promote children’s rights and those that violate them • Learners give feedback and engage in a whole class discussion • Learners collect traditional stories, songs, 	Give examples of children’s rights Explain what social norms are Outline what they can do to reduce at least 3 forms of violence State child protection services available in their area	

	<ul style="list-style-type: none"> - child trafficking - sexual violence and exploitation - violence through the media and internet - intra-community conflicts -children and other young people <p>Violence against children with disabilities</p> <p>Linkages between different violence settings</p> <p>Protection from Violence: -saying NO to abuse and violations of rights in the community. -development of skills to say NO. - reporting violation of rights. -support services in community for the protection of children's rights.</p> <p>Skills Critical thinking Tolerance Interpersonal relationship Communication</p> <p>Values and Attitudes Caring</p>	<p>poems, stereotypes, or any other folk literature that either helps to promote children's rights or violates them.</p> <ul style="list-style-type: none"> • Learners give feedback and engage in a whole class discussion Learners identify forms of violence that children may be subjected to in the community • Teacher and learners agree on the definition of child labour, child trafficking, sexual exploitation and abuse, intra-community violence, media and internet violence and any other of relevance to the local context. • In pairs, learners discuss the changing perspectives on child labour • In peer groups, learners undertake Research on media images of violence, frequency of acts, perpetrators of violence. • Teacher invites a guest Speaker from a local youth or any relevant organisation/institution to talk about violence against children with disabilities; manifestation and causes and interactive discussion on what can be done about it <ul style="list-style-type: none"> • Learners perform buzzing actions on prevention and protection from violence • Learners perform a game to demonstrate that violence as a means of conflict resolution is neither necessary nor desirable • Learners make connections between violence in different settings and consequences, including HIV and AIDS • In peer groups, learners decide on personal actions against violence and rights violation • Learners make a collage of actions to post in the classroom wall. 		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	Acceptance Non-discrimination Social justice	<ul style="list-style-type: none">• In groups, learners engage in an activity focusing on how our actions can make a difference.• Teacher invites a guest speaker to talk about available child protection services.		
--	----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>3. reject gender practices and norms that are harmful to Children's rights and well-being</p>	<p>concepts</p> <p>Peer Norms, Values and Beliefs</p> <ul style="list-style-type: none"> - Effects of peer gender norms on behavior of girls and boys - Saying NO to negative peer pressure <p>Gender Norms, Values and Beliefs</p> <ul style="list-style-type: none"> - Social norms and values that promote harmful gender practices for example: Early marriage Teenage pregnancy Intergenerational sex Transactional sex Trafficking and sexual exploitation <p>Rejecting harmful gender practices</p> <p>Reporting Violence</p>	<p>Energiser/warm-up</p> <ul style="list-style-type: none"> • Teacher and learners re-cap previous learning on gender norms and equality. • Learners analyse a case study that helps them to identify negative and positive effects of peer norms on girls and boys behaviour. • Learners practice refusal skills through role play using "freeze action" technique. • Teacher and learners brainstorm and identify harmful traditional and contemporary gender practices in the local community and rank them in order of prevalence. • In small groups, learners discuss social norms and values that promote harmful gender practices. • Learners engage in group work on causes and effects of harmful gender practices, including connection to STIs and HIV and AIDS and implications for specific categories of children. • Teacher and learners discuss effects of harmful gender practices in a whole class discussion. • Teacher invites guest speaker from relevant government or civil society organisation to share information on where and how to report violations. • Learners write an essay in the form of a media article or letter to create awareness on gender-based violence, its consequences, the position in law, and where to report violations • Learners practice skills of helping others: Case study analysis and development of skits to develop skills of empathy, tolerance, and 	<p>State negative and positive effects of peer norms on young people's behavior</p> <p>Demonstrate assertiveness in saying No to negative peer pressure</p> <p>Identify traditional and contemporary gender practices that contribute to a rising HIV prevalence List places where gender – based violence can be reported</p> <p>Discuss consequences of GBV</p> <p>Outline ways of helping other learners who are experiencing GBV</p>	

	<p>Where to report sexual and gender-based violence How to report incidents of sexual and gender based violence How to help peers at risk of gender-based violence, sexual exploitation and of being trafficked</p> <p>Skills Empathy Decision-making Problem solving Critical thinking Assertiveness Resistance to peer pressure Creativity Self-control</p> <p>Values and Attitudes Compassion Social justice Respect</p>	<p>communication.</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>4. demonstrate intentions to abstain even when confronted with romantic and sexual feelings towards others</p>	<p>Concepts Influences on sexual decisions: values, norms and pressures</p> <ul style="list-style-type: none"> - Media influence on perception of puberty - Popular culture and perceptions of risk - Peer pressures and norms about teens having sex <p>Girlfriends and boyfriends</p> <ul style="list-style-type: none"> - romantic feelings and sexual attraction <p>Why teens have sex</p> <ul style="list-style-type: none"> - Lack of knowledge or inaccurate knowledge (myths and misinformation) - Perceptions of risk - Peer norms - Values and attitudes - Lack of skills - Intentions - Parent-child communication <p>Abstinence</p> <ul style="list-style-type: none"> - Ways of dealing with romantic and sexual feelings without having sex - Protective tools 	<p><i>Energiser/warm-up</i></p> <ul style="list-style-type: none"> • Teacher and learners Brainstorm factors that influence sexual decisions • In small groups, learners Identify values, norms and types of pressures on young people's sexual behavior. • Learners engage in scenario or role play analysis and discussions highlighting issues and behaviour arising when people are attracted to others. • In pairs, learners discuss ways of dealing with romantic feelings and needs of young people. • In groups, learners analyse case studies which highlight ways of dealing with sexual desires • Learners engage in a game on "Taking Positions on contraceptives and condoms". Followed by a whole class discussion. • In pairs, learners discuss and suggest what they could do when attracted to somebody and have sexual feelings for that person. • Learners undertake a Project to assess perception of peer indulgence in sex, contraceptive and condom use. • Teacher and learners discuss perceptions in a whole class after presentation of findings. • Teacher invites expert speaker from the health sector to talk about contraceptive use and condoms. • Learners engage in an exercise on setting limits, Introspection, advance planning and practicing effective responses. 	<p>identify social norms and pressures that influence young people's sexual behaviour.</p> <p>reflect and demonstrate different ways of dealing with sexual desires.</p> <p>demonstrate effective responses to sexual pressures.</p> <p>advance a strong argument on the consequences of young people 's indulgence in sexual activity.</p>	

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>5. avoid situations and behaviour that may put them at risk of sexual abuse and violence</p>	<p>Sexual Abuse and Violence Forms of sexual abuse and violence</p> <ul style="list-style-type: none"> - Sexual exploitation - Rape, sodomy and sexual assault - Incest - Paedophilia - Pornography <p>Consequences of sexual abuse and violence</p> <ul style="list-style-type: none"> - STIs/HIV and AIDS - Unwanted pregnancy - Abortion - Physical and emotional trauma <p>Why teens have sex</p> <ul style="list-style-type: none"> o Lack of knowledge or inaccurate knowledge - myths and misinformation o Perceptions of risk o Peer norms o Values and attitudes o Lack of skills o Intentions o Parent-child communication <p>Protecting Yourself</p>	<ul style="list-style-type: none"> • Teacher gives a quiz on forms of sexual violence, followed by feedback and discussion • Learners examine the kind of pressures that put them in risky situations • Learners role play and analyse risky situations • Learners discuss interrelatedness of sexual violations and consequences of sexual violence in groups • Learners give feedback and discuss the relationship between violations and consequences • Learners discuss the relationship between sexual behaviour and STIs, HIV and AIDS • In groups, learners engage in 3 Cs of Decision-making activity including analysis of risky scenarios and consequences, they also dramatise the scenarios and discuss in whole class. 	<p>List forms of sexual abuse</p> <p>Relate the consequences of sexual violations to HIV prevalence</p> <p>Recognise risky situations that may lead to sexual violence or unwanted sex</p> <p>Demonstrate ways of getting out of risky situations</p>	

	<ul style="list-style-type: none"> - Preventing unwanted and/or unprotected sex - How to recognise risky situations, - How to avoid them - How to get out of them <p>Skills Critical thinking Decision-making Assertiveness Coping with emotions Self control Resisting peer pressure Problem solving</p> <p>Values and Attitudes Self respect Respect for others</p>			
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>6. understand the importance of regular testing and timely treatment of STIs and HIV</p>	<p>STIs, HIV and AIDS</p> <ul style="list-style-type: none"> - HIV and AIDS as personal, social, economic, public health and gender issue <p>Transmission of STIs and HIV</p> <ul style="list-style-type: none"> - Who can get HIV and other STIs? - Stigmatisation and discrimination <p>High risk sexual behaviour</p> <ul style="list-style-type: none"> - Unprotected sex - Multiple concurrent partners <p>Making Healthy Choices</p> <p>ABC for prevention of HIV transmission and STIs</p> <ul style="list-style-type: none"> - Abstinence, including secondary abstinence for both boys and girls - Be faithful - Condom use <p>HIV counselling and testing (HTC)</p> <ul style="list-style-type: none"> - Who should go and why - Where to go - What to expect - Importance of counselling <p>Timely identification and</p>	<ul style="list-style-type: none"> • Teacher and learners recap previous learning on STIs, HIV and AIDS. • Learners make buzz groups to discuss impact of HIV and AIDS. • Teacher invites a guest speaker to talk to learners about the impact of HIV and AIDS • Learners write a story showing the impact of HIV and AIDS on an affected child. • Learners participate in a class exercise on who can get HIV infection and other STIs. • In groups, learners analyse case studies to highlight discrimination against and stigmatisation of those perceived to be infected. • Learners give feedback using role play, incorporating “freeze action” technique to get different perspectives. • Learners participate in group work on HIV transmission using “silhouette cut out” characters to create stories on the web of infection. • Learners give feedback on group work and engage in a discussion on risky behaviour. • Learners carry out an exercise on identification of low and high risk sexual behaviour. • Learners form groups to discuss the question “Why stick to one?” • Teacher and learners undertake an exercise on the web of multiple concurrent partners and increased risks of STIs and HIV. 	<p>discuss the impact of HIV and AIDS on the lives of people.</p> <p>respond confidently to the question “who can get HIV infection”?</p> <p>differentiate between stigma and discrimination.</p> <p>explain the meaning of secondary abstinence.</p> <p>Identify low and high risk sexual behaviour.</p> <p>explain Multiple and concurrent partnership and its consequences.</p>	

	<p>treatment of STIs Voluntary Medical Male Circumcision (VMMC)</p> <p>Skills Communication Decision-making Resisting peer pressure Critical thinking Negotiation</p> <p>Values and Attitudes Responsibility Abstinence Safety</p>			
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>7. propose ways in which those infected and affected by HIV and AIDS may live positively in society.</p>	<p>Care, Support and Treatment of STIs and HIV</p> <ul style="list-style-type: none"> - Management of HIV and AIDS - Ways to help family members and friends living with HIV and AIDS 	<ul style="list-style-type: none"> • Learners revise the question of “who can get HIV infection and other STIs” • In groups, learners analyse a case study to highlight discrimination against and stigmatisation of those perceived to be infected. • Expert lecture on ABC for prevention of HIV transmission and STIs • Learners play a game: Agree or Disagree on issues arising from the Expert Lecture on ABC • In groups, learners prepare presentations highlighting key learning points from the lecture • Learners undertake an Individual activity on creating one’s own personal sexual limits and a plan to stick to those limits • Learners organize a Parent-child communication activity on care and support for HIV and AIDS • Learners suggest ways of helping people infected by HIV and AIDS • Learners examine and discuss the statement “almost everyone is affected by HIV and AIDS” 	<p>Clearly explain the impact of HIV and AIDS on individuals</p> <p>Discuss the impact of HIV and AIDS on society</p> <p>Define the terms discrimination and stigmatization</p> <p>Give examples of risky behavior that may lead to STI and HIV infection</p> <p>Explain what Multiple Concurrent Partners mean</p> <p>Discuss how MCP leads to increased risk of STI and HIV infection</p> <p>Outline some of the reasons why teens have sex</p> <p>Create their own personal sexual limits and outline ways of sticking to the limits</p>	

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>8. resist peer pressure to indulge in the abuse of drugs and substances</p>	<p>Causes of Drug and Substance Abuse</p> <ul style="list-style-type: none"> - Peer norms, perceptions of peer norms and other influences on use and abuse of drugs and substances - Myths and misconceptions regarding drug and substance use <p>Consequences of drug and substance abuse</p> <ul style="list-style-type: none"> - Health - Transmission of STIs, HIV and AIDS - Education - Relationships <p>Prevention of drug and substance abuse</p> <ul style="list-style-type: none"> - Ways of avoiding drug and substance abuse - Refrain from drug and substance abuse 	<ul style="list-style-type: none"> • Teacher and learners discuss myths and facts about drug use and abuse. • Learners brainstorm on factors that influence drug and substance use and abuse. • Learners develop a chart demonstrating links between drugs, alcohol substances and STIs and HIV infection. • Learners brainstorm on other negative consequences of drug, alcohol and substance abuse. • In small groups, learners discuss avoidance strategies. • Learners identify and practice persuading a peer against abusing drugs. • Teacher invites speaker to talk about services available in the community for drug and substance abusers. 	<p>List factors that influence substance and drug abuse.</p> <p>Clearly explain the link between drug and alcohol abuse and STI and HIV infection.</p> <p>Illuminate negative consequences of drug and substance abuse.</p> <p>Demonstrate ways of resisting pressure to indulge in drug and substance abuse.</p> <p>Describe services available for drug and substance abusers in their own communities.</p>	

	<ul style="list-style-type: none">- Services supporting the rehabilitation of drugs and substance abuser <p>Skills Critical thinking Resisting peer pressure</p> <p>Values and Attitudes Respect for oneself</p>			
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Creativity and Entrepreneurial Learning Area

Overview

Learning Outcomes: at the end of Grade 5 learners should be able to:

1. draw scenes from observation. TG
2. draw from one point perspective. TG
3. draw human figure.TG
4. design book jacket .TG
5. paint mural on a wall. TG
6. draw orthographic projection in two planes at first angle projection. TG
7. Construct sharps through use of cycle of 5^{ths} and tetra chord formation. TG
8. construct three major scales with sharps. TG
9. construct three major scales with flats. TG
10. identify the simple time signatures in tonic and staff notation.TG
11. compose and write simple musicals. TG
12. write script for drama
13. act out musicals.TG
14. dramatize own scripts.TG
15. design signs and symbols.TG
16. use four media of advertising to promote products and services
17. Carry-out a mini research on HIV and AIDS situation in their area.TG
18. develop business idea.TG
19. manipulate and edit photographic images. TG
20. design basic computer aided art.TG
21. paint nails (manicure and pedicure).TG
22. draw a simple business plan.TG
23. identify compound time rhythm in tonic sol-fa and staff notation.TG
24. identify components of intellectual property. TG
25. use available materials to model. TG
26. plan and design landscaping. TG
27. Marketing. TG
28. make project appraisal. TG
29. play chess as game of strategy from other cultures. TG

- 30. identify impact of vandalism on economy. TG
- 31. design furniture and make models jewellery earrings. TG

Creativity and Entrepreneurial Learning Area

Activity Plan

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
1. draw scenes from observation.	<p>Concepts Scenes from observation: -elements of drawing line tone texture form shape colour balance unity rhythm depth foreground middle ground background</p> <p>Skills Drawing Observation Creativity Shading Sketching Accuracy Coordination Workmanship</p>	<ul style="list-style-type: none"> • Teacher explains scenes from observation. • Teacher discusses elements drawing and the importance of listed values in drawing. • Teacher displays a chart or a photograph showing sceneries. • Teacher and learners identify different scenes from the environment. • Learners select different scenes from the environment and sketch. • Learners draw their selected scenes from observation applying all elements of drawing. • Learners display and present their work. 	<p>identify scenes from the environment.</p> <p>sketch selected scenes from the environment.</p> <p>draw scenes from the environment shading appropriately.</p> <p>apply elements of drawing.</p>	<p>Drawing tools</p> <p>Paper</p> <p>Teacher's Guide</p>
Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources

1 Continues...	Values and attitudes Patience Competence Aesthetics Appreciation Workmanship Accuracy Awareness			
2. draw from one point perspective.	Concepts One point perspective: view point view finder composition Skills Drawing Observation Creativity Shading Sketching Accuracy Coordination Workmanship Values and Attitudes Aesthetic Competence Appreciation Tidiness Awareness Patience	<ul style="list-style-type: none"> Teacher introduces the concept of one point perspective drawing using diagrams and life examples. Teacher and learners brainstorm the concept of perspective drawing. Teacher and learners discuss the feedback from learners experiences. Teacher explains one point perspective based on view point and composition. Learners practise one point perspective based on composition. Teacher explains and demonstrates how to use a view finder. Learners practise using a view finder to focus on a view. Teacher displays simple objects/diagrams showing one point perspective. Teacher demonstrates how to sketch a simple objects/diagrams from one point perspective. Learners use appropriate steps to sketch a simple object showing one point perspective. Learners display and present their work. 	use appropriate steps to sketch a simple object showing one point perspective. draw a simple object from one point perspective. practise one point perspective based on composition. use a view finder to focus on a view.	View finder Teacher's Guide Charts Simple objects
Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
3. draw human figure.	Concept Human figure: proportion	<ul style="list-style-type: none"> Teacher uses one of the learners as a model to stand in front of the class and shows outline of 	estimate the number of times the head goes into the model.	Drawing tools Paper

	-head -torso and arms -legs Skills Drawing Observation Sketching Accuracy Coordination Workmanship Values and attitudes Accuracy Tidiness Aesthetic Competence Appreciation	the model. <ul style="list-style-type: none"> Teacher asks learners to observe the proportion of the model and estimate the number of times the head goes into the model. Teacher demonstrates the method of how many times the head goes into the body. Teacher demonstrates how to sketch the outline of the body proportion starting from the head. Learners sketch the outline of the model. Learners draw the human figure and display their work. 	sketch the outline of the model. draw human figure proportionally.	Teacher's guide Model
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	------------------------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
4. design a book jacket.	Concept book jacket -factors in designing	<ul style="list-style-type: none"> Teacher introduces a book jacket by displaying a book that has a book jacket. Teacher explains what a book jacket is. 	list all factors to consider when designing a book jacket	Drawing tools Paper

	<p>material appearance size illustrations durability health and safety</p> <p>Skills Drawing Observation Creativity Shading Sketching Accuracy Coordination Workmanship</p> <p>Values and attitudes Accuracy Tidiness Aesthetic Competence Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains all factors and values to consider when designing a book jacket. • Teacher demonstrates steps to design a book jacket. • Learners design their own book jacket appropriate shading. • Learners display and present their work. 	design their own book jacket	Cloth
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	-------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
5. paint mural on a wall.	<p>Concept Mural: painting techniques: -sponge</p>	<ul style="list-style-type: none"> • Teacher explains a mural. • Teacher and learners discuss painting techniques. 	<p>list painting techniques of a mural.</p> <p>design murals in groups.</p>	<p>Painting tools</p> <p>Drawing tools</p>

	-spray -blow -splatter Skills Drawing Observation Creativity Shading Sketching Accuracy Coordination Workmanship Values and Attitudes Accuracy Tidiness Aesthetic Competence Appreciation	<ul style="list-style-type: none"> • Teacher and learners discuss the significance of mural. • Teacher and learners take a field trip to the nearest store that has a mural. • Resource person explains about the mural. • Teacher and learners revise previous painting techniques. • In groups, learners design a mural on paper. • Learners paint murals on school walls using different techniques. • In groups, learners design a mural on a wall. 	paint murals on school walls in groups.	Resource person
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	-----------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
6. draw orthographic projection in two planes at first angle projection.	Concept Orthographic projection first angle: -principle of planes horizontal and vertical planes -principal views	<ul style="list-style-type: none"> • Teacher and learners discuss three dimensional shape • Teacher presents a hinged model that shows two planes. • Teacher shows a model of a solid block. • Teachers and learners discuss the horizontal 	differentiate two planes. identify principal views. draw the principal views on two planes.	Drawing tools Drawing paper Models Teacher's Guide

	front and top views - first angle projection symbol Skills Drawing Observation Creativity Shading Sketching Accuracy Coordination Workmanship Values and Attitudes Accuracy Tidiness Aesthetic Competence Patience	and vertical planes referring to the models. <ul style="list-style-type: none"> • Teacher explains first angle projection and shows symbol for first angle projection. • Teacher demonstrates first angle projection on two planes. • Teacher explains how to label principal views. • Teacher and learners discuss two views of the shaped block. • Teacher explains orthographic projection. • Teacher demonstrates how to draw orthographic on two planes. • Learners sketch orthographic on two planes using square grid paper. • Learners draw orthographic projection on the plane paper. • Learners label principal views. • Learners display and present their work. 	project views with first angle projection. draw symbol for first angle projection. label principal views	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--

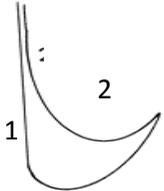
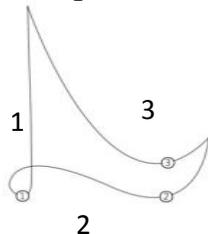
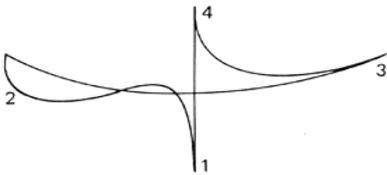
Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
7. construct all major scales with sharps through use of cycle of 5 ^{ths} and tetra chord formation	Concepts All major scales with sharps <ul style="list-style-type: none"> - use of cycles of 5^{ths} - major scale's technical names and mental effects - use of tetra chords 	<ul style="list-style-type: none"> • Teacher and Learners revise scale degrees. • Teacher introduces technical names in the scale and mental effects • Teacher and learners review major scales. • Teacher and learners explore all sharp 	find next major scale through use of cycle of fifths explain cycle of fifths find next major scale through use of tetra chord formation	Music scale Teacher's Guide Key board

	<p>Skills Calculating Placement Reading Notation</p> <p>Values and attitudes Accuracy Neatness Passion Aesthetic Competence Appreciation Competitiveness</p>	<p>major scales with key signatures.</p> <ul style="list-style-type: none"> • Learners practise constructing all sharp major scales with key signatures. • Teacher and learners revise the use of cycle of fifths. • Teacher introduces tetra chord formation and shows how it helps the next major scale with sharps. • Learners practise constructing next major scale through tetra chord formation. 		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
8. construct all major scales with flats through use of cycle of 4 th s and tetra chord formation	<p>Concepts All major scales with flats</p> <ul style="list-style-type: none"> - use of cycles of 4ths - major scale's technical names and mental effects 	<ul style="list-style-type: none"> • Teacher and Learners revise scale degrees. • Teacher introduces technical names in the scale and mental effects • Teacher and learners review major scales. • Teacher and learners explore all flat major 	<p>find next major scale through use of cycle of fourths</p> <p>explain cycle of fourths</p> <p>find next major scale through</p>	<p>Music scale</p> <p>Teacher's Guide</p> <p>Key board</p>

	<p>- use of tetra chords</p> <p>Skills Calculating Placement Reading Notation</p> <p>Values and attitudes Accuracy Neatness Passion Aesthetic Competence Appreciation Competitiveness</p>	<p>scales with key signatures.</p> <ul style="list-style-type: none"> Learners practise constructing all flat major scales with key signatures. Teacher and learners revise the use of circle of fourths. Teacher introduces tetra chord formation and shows how it helps the next major scale with flats. Learners practise constructing next major scale through tetra chord formation. 	<p>use of tetra chord formation</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
9. identify the simple time signatures in tonic and staff notation	<p>Concept: Simple time signature</p> <p>Slow 2</p>	<ul style="list-style-type: none"> Teacher demonstrates 2 pulse measure, 3 pulse measure and 4 pulse measure Teacher identify accents Teacher introduces bar lines 	<p>demonstrate time signature in tonic staff notation</p> <p>identity the following accents: weak, medium and strong</p>	<p>Music score</p> <p>Teacher's Guide</p>

	<p>4 time signature</p>  <p>2 pulse measure</p> <p>3 4 time signature</p>  <p>3 pulse measure</p> <p>4 4 time signature</p>  <p>4 pulse measure</p>	<ul style="list-style-type: none"> • Teacher demonstrates time signature in staff notation e.g. beat unit -crotchet • Learners can be reminded of simple time signature, accents, and time names learned in Grade 6. • Revise the note values: semibreve, minim, crotchet, quaver, semiquaver, and rests. • Let learners analyse various rhythmic patterns you may draw up for them just like in Grade 6, and then let them clap them in various time signatures both in staff and tonic-solfa notations. • At the beginning continue practising rhythm using stick notation and at the later stage introduce real notes and rests. • The simple time and its conducting patterns should be carefully and correctly practised because they are basics to proper conducting of a choir. 	<p>use bar lines</p>	
<p>Learning outcomes: At the end of Grade 7, learners should be able to:</p>	<p>Concepts , skills, values and attitudes</p>	<p>Suggested learning experiences</p>	<p>What to asses: teacher should asses learners' ability to:</p>	<p>Suggested resources</p>
<p>9 continues</p>	<p>Skills Creativity Critical thinking Interpretation Effective communication</p>			

	Cooperation Workmanship Observation Values and attitudes Accuracy Tidiness Aesthetic Competence Appreciation Competitiveness			
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
10. compose and write simple musicals.	Concept Elements of musical: - theme - scrip - scenes	<ul style="list-style-type: none"> • Teacher and learners revise musicals and choreography. • Teacher and learners discuss the theme. • Learners compose musicals based on a given theme. 	compose musicals relevant to the theme write musicals script based title/theme	Costumes Props Simple musical

	<ul style="list-style-type: none"> - choreography - performance <p>Skills Creativity Acting Movement Critical thinking Interpretation Effective communication Observation Writing Reading</p> <p>Values and attitudes Accuracy Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness</p>	<ul style="list-style-type: none"> • Learners write musicals script based on themes of their choice. • Learners break down their musicals into scenes. • Learners present their complete simple musicals. 	breakdown musicals into scenes perform their complete simple musicals	instruments
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	-------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
11. act out musicals.	<p>Concept: Musical components: theme choreography: -dancing -body movement</p>	<ul style="list-style-type: none"> • Teacher guides learners to identify themes for musicals. • Teacher guides learners to show body movement in musicals. • Teacher guides learners to act, dance and sing in musicals. 	perform musicals relevant to the theme sing and dance in musicals select relevant props for	Costumes Props Simple musical instruments

	<p>singing acting: -costume -setting</p> <p>Skills Creativity Acting Movement Critical thinking Interpretation Effective communication Cooperation Workmanship Observation Writing Reading Perform</p> <p>Values Attitudes Accuracy Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness Loyalty</p>	<ul style="list-style-type: none"> • Learners select appropriate costume for different scenes. • Learners improvise props for different settings. • Learners perform simple musicals. 	different scenes	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
12. write script for drama.	<p>Concept Script format: title list of characters</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the script and its format. • In groups, learners write a scripts for drama. 	<p>outline script format</p> <p>create own titles</p>	

	<p>stage setting font dialogue stage directions</p> <p>Skills Creativity Acting Movement Critical thinking Interpretation Effective communication Cooperation Observation Writing Reading</p> <p>Values and attitudes Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm story ideas. • Learners create their own titles. • Learners list characters in the story. • Teacher and learners discuss stage setting. • Teacher and learners discuss the type of the language used in script writing. 	<p>list characters in the correct order</p> <p>write a full page script</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
13. dramatize own scripts.	<p>Concepts Dramatizing: characterisation choice of characters acting techniques stage setting</p>	<ul style="list-style-type: none"> • Teacher and learners revise types of drama. • Learners present their own scripts in groups. • Teacher and learners discuss different characters' personalities. • Teacher guides learners on how to select appropriate characters. 	<p>mention characters' personalities.</p> <p>select appropriate characters from a given story.</p>	<p>Available materials</p> <p>Props</p> <p>Teacher's Guide</p>

	<p>dress code</p> <p>Skills Creativity Acting Movement Critical thinking Interpretation Effective communication Cooperation Workmanship Observation Reading</p> <p>Values and attitudes Self-esteem Appreciation Aesthetics Competence Discipline Bravery</p>	<ul style="list-style-type: none"> • Teacher and learners discuss acting techniques. • Learners practise acting techniques in groups. • Teacher and learners discuss stage setting • Learners practise stage setting. • Teacher and learners discuss dress code for drama. • Learners select appropriate dress code for their drama. • Learners dramatize their own scripts. 	<p>portray acting techniques.</p> <p>set the stage.</p> <p>choose appropriate dress code.</p> <p>dramatize own script.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
14. design signs and symbols.	<p>Concepts Symbols: Care labels Product labels Nutritional labels Medication labels</p> <p>Signs:</p>	<ul style="list-style-type: none"> • Teacher and learners revise signs and symbols • Teacher and learners discuss differences between product, nutritional, medication labels and signs. • Teacher and learners discuss the importance of care labels. 	<p>identify labels and signs</p> <p>differentiate between signs and labels</p> <p>design and make own labels and signs</p>	<p>Immediate environment Care labels</p> <p>Product labels</p> <p>Nutritional labels</p>

	<p>Nutritional signs Medication signs Road signs Direction signs</p> <p>Skills Drawing Creativity Identifying Design Cutting Painting Interpretation</p> <p>Values and attitudes Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness Honesty</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of honesty in relation to signs and symbols. • Learners identify and interpret symbols and signs from their environment, food packages, clothes and magazines. • Learners cut out signs and labels from magazines and newspapers and display them on appropriate items • Learners design and paint their own labels for different items • Learners design and paint their own signs • Learners present and display their work 		<p>Medication labels Nutritional signs Medication signs Road signs Direction signs Cutting instruments Drawing instruments Pictures Safety rules</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
15. use four medium of advertising to promote products and services.	<p>Concepts medium of advertising: print drama voice-over exhibition</p> <p>Skills Creativity Acting</p>	<ul style="list-style-type: none"> • Teacher reviews previous information on advertising • Teacher explains different medium of advertising. • Teacher displays chart tabulating four advertising medium and discuss their benefits. • Teacher illustrates one of the medium • Learners create advertisements. • Teacher and learners write a script for drama advertisement. 	<p>create own scripts, posters and magazines.</p> <p>dramatize their own scripts</p> <p>practise voice over</p>	<p>Charts Drawing tools Computer Voice recorder Paper</p>

	<p>Movement Interpretation Effective communication Workmanship Observation Writing Reading</p> <p>Values Attitudes Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness Honesty Loyalty Cooperation</p>	<ul style="list-style-type: none"> • Learners dramatize the advertisement. • Learners create their own scripts, posters and school magazines to inform consumers about new products • Learners dramatize their own scripts that can be used on radio and television • Learners practise voice over at assembly and school halls to advertise their business 		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
16. carry-out a mini research on different ways used to avoid contracting HIV in their area.	<p>Concept: mini research Ways of contracting HIV Ways of avoiding HIV contraction Data collection</p> <p>Skills Critical thinking Interpretation Observation</p>	<ul style="list-style-type: none"> • Teacher and learners revise market research done in Grade 6. • Teacher explains the differences and similarities between the mini research and market research. • Teacher and learners discuss the situation of HIV and AIDS in the world particularly in Lesotho. • Learners brainstorm different ways of contracting HIV and the teacher fill in where necessary. • Learners brainstorm various ways of avoiding 	<p>state the differences and similarities between market research and the research they embark on/ carried out.</p> <p>describe the situation of HIV in Lesotho.</p> <p>list various ways of contracting HIV.</p> <p>list various ways that can be</p>	<p>Interviews</p> <p>Questionnaire</p>

	<p>Writing Analysis Reading</p> <p>Values Attitudes Accuracy Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness Honesty</p>	<p>contracting HIV.</p> <ul style="list-style-type: none"> • Teacher guides learners to develop questionnaires and interviews to be used in collecting data from their villages regarding various ways people contract HIV, and ways to avoid contracting HIV. • Teacher and learners agree on the appropriate behaviour to maintain when administering the questionnaires and interviews. • Learners, in small groups go out into the villages and carry out the mini research. • Teacher and learners analyse the information/ data. • Learners present and display their findings. 	<p>used to avoid contracting HIV.</p> <p>develop questionnaires and interviews.</p> <p>carry out research.</p> <p>display and present their findings.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
17. manipulate and edit photographic images.	<p>Concept Painting programme Photo Manager programme: Crop Contrast Resize rotate</p> <p>Skills Drawing Observation Creativity Accuracy Manipulation Coordination</p> <p>Values and Attitude Accuracy Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness</p>	<ul style="list-style-type: none"> • Teacher and learners go over painting programme tools. • Teacher demonstrates how to edit and manipulate a photograph using paint programme. • Learners produce an edited photograph using paint programme. • Teacher introduces and demonstrates photo manager programme. • Learner spends time to explore and experiment on different tools on photo manager programme tool bar such as crop, contrast, hue, resize and rotate. • Learner edits and manipulates a photograph using photo manager. 	<p>produce an edited photograph.</p> <p>explore and experiment on different tools .</p> <p>edit and manipulates a photograph using photo manager.</p> <p>print their work.</p>	<p>Computer</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
18. design basic computer aided art.	<p>Concept Computer aided art:</p> <ul style="list-style-type: none"> - photographic art - Computer Aided Mural (CAM) <p>Skills Drawing Observation Manipulation Creativity Shading Sketching Accuracy Coordination</p> <p>Values Attitudes Tidiness Aesthetic Workmanship Competence Appreciation Competitiveness</p>	<ul style="list-style-type: none"> • Teacher and learners review the use of paint programme. • Learners revise paint programme. • Learners make art work using various tools within painting tool bar. • Learners use more of curve lines and colour combinations. • Teacher illustrates photographic art. • Learners do their own photographic arts. • Learners print out their work • Teacher and learners revise mural that was done manually. • Teacher illustrates computer aided mural. • Learners print out their work. • Learners display and present their work. 	<p>make art work using various tools within painting tool bar.</p> <p>use curve lines and colour combinations.</p> <p>do photographic arts.</p> <p>print out their work.</p>	<p>Computer</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
19. develop a business idea.	<p>Concepts Business idea business opportunity enterprise</p> <p>Skills Creativity Interpretation Effective communication Observation Writing Decision making Problem solving</p> <p>Values and attitudes Risk taking Tidiness Aesthetic Competence Appreciation Honesty</p>	<ul style="list-style-type: none"> • Teacher introduces a concept of business idea using SWOT analysis. • Teacher explains benefits of business idea. • Teacher and learners brainstorm business opportunities from the local environment. • In groups learners find out information about current issues in business from newspapers, magazines and village gatherings. • Learners present their ideas to establish new enterprises. • In groups learners develop their own business ideas from the identified problems/needs. • Learners present their ideas to establish new enterprises. • In groups learners develop their own business ideas from the identified problems/needs. 	<p>tabulate the benefits of business idea.</p> <p>explain the importance of business idea.</p> <p>analyse information from magazines and newspapers.</p> <p>develop own business ideas.</p>	<p>Magazines</p> <p>Newspapers</p> <p>Teacher's Guide</p>

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
20. paint nails (manicure and pedicure).	<p>Concepts</p> <ul style="list-style-type: none"> Tools and their functions Manicure Pedicure Chemicals/ supplies Ways of painting nails <p>Skills</p> <ul style="list-style-type: none"> Painting Creativity Manipulation Observation Decision making Investigation Reporting <p>Values and attitudes</p> <ul style="list-style-type: none"> Cleanliness Caring Appreciation Aesthetic 	<p>Teacher/Resource person and learners:</p> <ul style="list-style-type: none"> • discuss the items and substances they usually see or use when painting nails. • define manicure and pedicure <p>Learners:</p> <ul style="list-style-type: none"> • brainstorm the nail painting tools and their uses • visit the beauty salons to explore different tools and their uses. • present their findings • observe steps in painting nails using different chemicals or supplies <p>Teacher/Resource person</p> <ul style="list-style-type: none"> • Demonstrate different ways of painting nails using nail polish. • Guide learners in painting nails. <p>Learners</p> <ul style="list-style-type: none"> • practise different ways of painting nails using nail polish. 	<ul style="list-style-type: none"> list tools and their functions define manicure and pedicure name chemicals used in painting of nails discuss painting of nails paint nails 	<ul style="list-style-type: none"> Basic tools in painting nails Different chemicals/ supplies Teacher's guide Resource Person

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
-----------------------------------------------------------------------	-----------------------------------------	--------------------------------	-----------------------------------------------------------	---------------------

21. draw a simple business plan.	<p>Concept: business plan: format</p> <p>Skills Creativity Interpretation Effective communication Observation Writing</p> <p>Values Attitudes Tidiness Aesthetic Competence Appreciation Honesty</p>	<ul style="list-style-type: none"> • Teacher explains a business plan. • Teacher and learners discuss the importance of a business plan. • Teacher explains business plan format. • Teacher tabulates steps to follow when making a business plan. • Teacher and learners discuss steps to follow when making a business plan. • Learners draw a simple business plan in groups. 	<p>describe a business plan.</p> <p>state the importance.</p> <p>make a business plan format.</p> <p>tabulate steps to follow in making a business plan.</p> <p>draw a simple business plan.</p>	<p>Business plan sample</p> <p>Text books</p> <p>Internet</p> <p>Teacher's Guide</p>
----------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
22. Identify compound time rhythm in tonic sol-fa and staff notation.	<p>Concept Compound time signature</p>	<ul style="list-style-type: none"> • Teacher and learners revise simple time signature. 	<p>Clapping rhythm Analysing rhythms</p>	<p>Rhythmic patterns Charts</p>

	<p>Compound duple/ Six pulse measure Compound triple/ Nine pulse measure Compound quadruple/ Twelve pulse measure</p> <p>Skills Clapping rhythm Analysing rhythms Beating time</p> <p>Values/ Attitudes Appreciation Patience Aesthetics</p>	<ul style="list-style-type: none"> • Teacher introduces compound time signature starting with six pulse measure and compound duple. • Learners compare six pulse measures with simple duple/ two pulse measure for similarities in terms of beating patterns, accents, effect. • Teacher and learners explore compound triple and nine pulse measures. • Learners practise beating time in both compound duple and compound triple. • Teacher and learners explore compound quadruple and twelve pulse measures. • Learners practise beating time in compound quadruple metre. • Teacher gives learners various rhythmic patterns to complete in both simple and compound time signature. • Learners fill in bar lines in various rhythmic patterns disregarding pitch for now. • Learners clap various rhythms in simple and compound time signatures. 	<p>Beating patterns Recognising conducting patterns for compound time signatures</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
------------------------------------------------------------------------------	------------------------------------------------	---------------------------------------	------------------------------------------------------------------	----------------------------

<p>23. identify components of intellectual property.</p>	<p>Concepts Copyright Patents trademarks industrial designs geographical indications</p> <p>Skills Observation Coordination Interpretation Identification Matching Classifying Entrepreneurism</p> <p>Values and attitudes Observation Coordination Interpretation Identification Matching Entrepreneurism</p>	<ul style="list-style-type: none"> • Teacher explains intellectual property(IP) • Teacher explains main IP laws enacted by the Legislature in Lesotho. • Teacher explains copyright laws, patent, trademarks, industrial designs and geographical indications • Teacher and learners discuss items they can make copyright laws, patent, trademarks, industrial designs and geographical indications. • Learners identify from their environment items with copyright, trademarks, industrial designs and geographical indications. • Learners differentiate items with their trademarks, industrial designs and geographical indications • Learners apply copyright on their writings. • Learners identify their products with their trademarks • Learners present and display their work. 	<p>identify from their environment items with copyright, trademarks, industrial designs and geographical indications.</p> <p>differentiate items with their trademarks, industrial designs and geographical indications</p> <p>apply copyright on their writings.</p>	<p>IP laws in Lesotho</p> <p>Books</p> <p>Items with trademarks</p> <p>Items with geographical indicators</p>
----------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
<p>24. use available materials to model.</p>	<p>Concepts: Clay Hedge cutting Stones</p>	<ul style="list-style-type: none"> • Teacher and learners revise modelling. • Teacher/ resource person explains products of clay • Teacher/ resource person explains the 	<p>model with clay</p> <p>apply burning techniques on their products</p>	<p>Resource persons</p> <p>Clay</p>

	<p>Skills Observation Coordination Identification Matching Entrepreneurism</p> <p>Values and attitudes Awareness Tidiness Workmanship Appreciation Patience Aesthetics</p>	<p>techniques of burning clay to harden and decorate</p> <ul style="list-style-type: none"> • Learners model with clay. • Learners apply burning techniques on their products to harden and decorate. • Teacher and learners discuss hedge as means of decoration. • Teacher and learners discuss materials they can practise hedge cutting with. • Learners sketch their hedge cutting designs. • Learners practise hedge cutting on their materials. • Resource person demonstrates hedge decoration. • Teacher and learners visit a nearby place with hedge/plantation to cut with intention of decorating. • Learners cut hedge to decorate • Teacher/ resource person discuss stone modelling. • Teacher/resource person demonstrate stone modelling. • Learners sketch their stone modelling designs. • Learners model using stones • Learners present and display their work. 	<p>sketch their hedge cutting designs</p> <p>practise hedge cutting on their materials</p> <p>cut hedge to decorate</p> <p>sketch their stone modelling designs</p> <p>model using stones</p>	<p>Hearth</p> <p>Water</p> <p>Hedge cutting tools</p> <p>Stones</p> <p>Chisels</p> <p>Hammers</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
25. plan and design landscaping.	<p>Concepts Artificial landscape</p> <p>Skills</p>	<ul style="list-style-type: none"> • Teacher and learners revise landscaping. • Teacher and learners revise hedge cutting as a form and part of landscaping. • Teacher and learners discuss scenarios 	<p>list different designs they can implement on their landscape</p> <p>sketch out the design suitable</p>	<p>Available resources</p> <p>Drawing equipment</p>

	Drawing Design Observation Manipulation Creativity Sketching Coordination Identification Matching Values and attitudes Cooperation Awareness Tidiness Workmanship Appreciation Patience Aesthetics	where landscaping has been used to advertise. <ul style="list-style-type: none"> • Learners brainstorm different designs they can implement on their landscapes. • Learners in groups sketch out the design suitable for their environment to landscape. • Learners draw their suitable design. • Learners in groups landscape their environment. • Learners use landscaping to advertise 	for their environment draw their suitable design landscape their environment use landscaping to advertise	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
27. make project appraisal.	Concepts Appraisal: <ul style="list-style-type: none"> - strengths - weaknesses - success - challenges - sustainability 	<ul style="list-style-type: none"> • Teacher and learners discuss appraisal. • Teacher and learners discuss strengths of the project. • Teacher and learners discuss the weaknesses of the project • Teacher and learners discuss successes of the project 	explore situations where projects can be unsustainable brainstorm solutions for those projects to be sustainable undertake a project with a focus of sustainability	Projects

	Skills Observation Coordination Interpretation Identification Values and attitudes Awareness Appreciation Cooperation	<ul style="list-style-type: none"> • Teacher and learners discuss challenges of the project. • Teacher and learners sample situations where projects can be sustainable. • Learners in groups identify situations where projects can be unsustainable. • Learners brainstorm solutions for the areas of the project that need to be improved for sustainability. 	undertake their roles within a specified time	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
28. play a chess as a game of strategy from other cultures.	Concepts chess Skills Manipulation Observation Creativity Critical-thinking	<ul style="list-style-type: none"> • Teacher and learners discuss playing chess as a strategy game. • Teacher shows learners more different moves by each piece on a chess board. • Learners explain the rules of the chess games. • Learners practise the chess board set-up. • Learners play chess game. 	set up the chess board correctly name the chess pieces and describe their moves. discuss the strategies they use in chess games.	Chessboard Chess pieces

	Decision-making Analysis Values and attitudes Competitiveness Competence Assertiveness	<ul style="list-style-type: none"> Learners in groups discuss the strategies they can use in the chess game. 	play chess using the correct moves.	
--	------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
29. identify impact of vandalism and laws that regulates it.	Concepts Impact of vandalism on socio-economic status Laws regulating vandalism Skills Observation Manipulation Coordination Identification	<ul style="list-style-type: none"> Teacher and learners revise vandalism Teacher and learners discuss media reports on vandalism in the country. Teacher and learners discuss sectors which are involved in socio- economy of Lesotho Teacher and learners discuss duties of people who love their country Teacher and learners discuss effects of vandalism on businesses. 	identify sectors which are involved in socio- economy of Lesotho duties of people who love their country identify effects of vandalism on businesses.	Vandalism Laws Newspapers Radios Television

	Appreciation Responsibility Values and attitudes Cooperation Awareness Appreciation Patience Patriotism	<ul style="list-style-type: none"> • Teacher and learners discuss socio-economic issues. • Learners in groups identify impact of vandalism on socio-economic issues. • Learners in groups discuss means to combat vandalism. • Teacher and Learners list laws in Lesotho which regulate vandalism. • Learners list suitable solutions to combat vandalism they have seen. 	identify impact of vandalism on socio-economic issues state means to combat vandalism. mention laws in Lesotho which regulate vandalism list solutions which they see fit vandalism they have seen	
--	-------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Learning outcomes: At the end of Grade 7, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to asses: teacher should asses learners' ability to:	Suggested resources
30. design furniture and make models.	Concepts Furniture Skills Drawing Design Observation Manipulation Creativity Sketching Coordination Identification	<ul style="list-style-type: none"> • Teacher and learners discuss furniture designs they have observed. • Learners sketch those designs • Teacher and learners identify designs which can be modelled easily. • Learners draw and dimension their designs. • Learners model their designs • Learners present and display their products 	Sketch designs draw and dimension designs model their designs present and display their products	Available materials Drawing instruments

	Values and attitudes Cooperation Awareness Tidiness Workmanship Appreciation Patience Aesthetics			
--	------------------------------------------------------------------------------------------------------------------------------	--	--	--