



Session Objectives



This training targets school administrators and teachers of A-Level and Lower Secondary Curriculum.

Session objectives

That was adopted for lower secondary and advanced secondary curriculum.



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This training targets school administrators and teachers of A-Level and Lower Secondary Curriculum.

Session objectives

- To explain the curriculum design that was adopted for LSC and Advanced Secondary Curriculum 2025
- To guide participants on proper interpretation of the curriculum

And also to guide participants who are mainly teachers and head teachers and any other stakeholders on proper interpretation of interpretation of



Presentation Outline

1. Curriculum designs
2. Major sections of the Syllabus book
3. Analysis of Learning Outcomes
4. Teaching Practicals.

And my presentation outline has one I'll be explaining the curriculum designs then I will



Curriculum Designs

- **Subject-Centered Design:** Focuses on specific subjects or disciplines. Content is organized by subject areas, prioritizing knowledge acquisition.

Today I am going to explain six of them. The first one



Curriculum Designs

- **Subject-Centered Design:** Focuses on specific subjects or disciplines. Content is organized by subject areas, prioritizing knowledge acquisition.
- **Learner-Centered Design:** Prioritizes students' needs, interests, and experiences. Emphasizes active participation, problem-solving, and talent identification for personal growth.

Interests and experiences. This design emphasizes



Curriculum Designs

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- **Learner-Centered Design:** Prioritizes students' needs, interests, and experiences. Emphasizes active participation, problem-solving, and talent identification for personal growth.
- **Problem-Centered Design:** Organized around real-world issues or challenges. Encourages critical thinking, collaboration, and practical application of knowledge.

It is based on the learner's interests. The facts problem-centered design.



Curriculum Designs

- **Competency-Based Design:** Focuses on developing specific skills and competencies. Students progress after demonstrating mastery of predefined outcomes.

Another one is competence-based design. Competence-based design focuses on



Curriculum Designs

- **Competency-Based Design:** Focuses on developing specific skills and competencies. Students progress after demonstrating mastery of predefined outcomes.
- **Activity/Experience-Centered Design:** Builds around hands-on activities and experiences. Learning happens through exploration, projects, and real-life tasks.

This build



Curriculum Designs

- **Competency-Based Design:** Focuses on developing specific skills and competencies. Students progress after demonstrating mastery of predefined outcomes.
- **Activity/Experience-Centered Design:** Builds around hands-on activities and experiences. Learning happens through exploration, projects, and real-life tasks.
- **Integrated Curriculum Design:** Combines elements from multiple approaches. E.g a combination of **Problem-Centered** and **Competency-Based** Designs, would enable students solve real-world problems while mastering specific skills.



Major Sections of the Syllabus

1. Section 1: Introduction

Presents the general information about the syllabus.

It presents information about the key changes, classroom-based assessment, taking care of learners with Specials needs, the set of generic skills, cross cutting issues, values, ICT integration, projects, rationale for teaching the subject, time allocation, program planner and guidance on how to interpret the Section 2.

The Introduction



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2. Section 2: Detailed Syllabus

We are going to have more time in section two.



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2. Section 2: Detailed Syllabus

3. Section 3: Assessment

Gives brief guidance on school-based assessment and end of cycle assessment.

Is about assessment. Some people have been sending me questions about assessment, about



Section 2: The Detailed Syllabus

TOPIC 3: World Development

Duration: 20 Periods

Competency: The learner demonstrates an understanding of development by analysing spatial development patterns, development priorities, and factors influencing development, while proposing interventions to address disparities in development at the country or regional level.

Learning Outcomes The learner should be able to:	Suggested Learning Activities	Sample Strategies	Assessment
a) form opinions about world development pattern through analysing statistics, maps, and other relevant information (s, gs, v/a).	What is development? a) Learners brainstorm the meaning of development. b) In groups, learners analyse the map showing the pattern of world development, write down their findings, and make presentations. Group ideas contribute to a whole-class discussion. c) Guide learners to agree on the definitions of development.	a) Listen to learners' submissions, noting their ability to use appropriate terms in relation to development. b) Observe learners as they discuss in groups, focussing on teamwork and ability to express their ideas logically and fluently.	Such that we are able to explain their views about world development, focussing



Section 2: The Detailed Syllabus

TOPIC 3: World Development

Duration: 20 Periods

Competency: The learner demonstrates an understanding of development by analysing spatial development patterns, development priorities, and factors influencing development, while proposing interventions to address disparities in development at the country or regional level.

A competency is the ability of a person to apply their learning in a range of situations.

development pattern through analysing statistics, maps, and other relevant information (s, gs, v/a).

- b) In groups, learners analyse the map showing the pattern of world development, write down their findings, and make presentations. Group ideas contribute to a whole-class discussion.
- c) Guide learners to agree on the definitions of development and what constitutes development.

terms in relation to development.

- b) Observe learners as they discuss in groups, focussing on teamwork and ability to express their ideas logically and fluently.
- c) Prompt learners to explain their views about world development, focussing

The learner



Section 2: The Detailed Syllabus

A Learning Outcome is a measurable statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learnt.

about world development pattern through analysing statistics, maps, and other relevant information (s, gs, v/a).

- a) Learners brainstorm the meaning of development.
- b) In groups, learners analyse the map showing the pattern of world development, write down their findings, and make presentations. Group ideas contribute to a whole-class discussion.
- c) Gui

ability to use appropriate terms in relation to development.

- b) Observe learners as they discuss in groups, focussing on teamwork and ability to express their ideas logically and fluently.

That are expected to be land. Now, someone might say, are all these in this statement.

their views about world development, focussing



Section 2: The Detailed Syllabus

A Learning Outcome is a **measurable** statement that articulates the **knowledge, understanding, skills (process, generic and subject skills), values, and attitudes** **expected to be learnt.**

The Action verb in the LO determines the level of demand and the nature of activities to use in the sample learning activities column.

Definitions of development
what constitutes development.

Determines the level of demand
their views about world
development, focussing



Analysis of Learning Outcomes

The learner should be able to **apply** **detergents** appropriately for **cleaning different kitchen surfaces.**
(u, s, v, gs)

Knowledge/Understanding
Classification of detergents
and cleaning surfaces

Either I classify them by the cleaning power



Analysis of Learning Outcomes

The learner should be able to **apply** **detergents** appropriately for **cleaning different kitchen surfaces.**
(u, s, v, gs)

Knowledge/Understanding

Classification of detergents
and cleaning surfaces

Level of Demand

Medium – Application of
knowledge in new
environment.

Skills

Appropriate use of
detergents

Values/Attitudes

Respect for humanity
Care for equipment
(responsibility).
Cleanliness

Performance indicator

Following procedure for
cleaning surfaces

The lower level is knowledge and understanding The next level
awareness



Analysis of Learning Outcomes

The learner should be able to **apply** **detergents** appropriately for **cleaning different kitchen surfaces.**
(u, s, v, gs)

Knowledge/Understanding
Classification of detergents and cleaning surfaces

Nature of Assessment
School based assessment and End of cycle.

Level of Demand
Medium – Application of knowledge in new environment.

Skills
Appropriate use of detergents
Environmental awareness

Values/Attitudes
Respect for humanity
Care for equipment (responsibility).
Cleanliness

Performance indicator
Following procedure for cleaning surfaces



Analysis of Learning Outcomes

The learner should be able to operate a light microscope to observe tissues from plants and animals under different magnifications (s, gs)

Knowledge/Understanding

How to use a microscope
Structure of tissues in plants and animals

Level of Demand

Medium – Application of knowledge in the learning environment.

Values/Attitudes

Respect for humanity and environment
Care for equipment (responsibility).

Nature of Assessment

School based assessment and End of cycle.

Skills

How to use a microscope

learning activities that will help you acquire or that will help you teach or guide learners

Performance indicator

Ability to use the microscope



Section 2: The Detailed Syllabus

TOPIC 3: World Development

Duration: 20 Periods

Competency: The learner demonstrates an understanding of development by analysing spatial development patterns, development priorities, and factors influencing development, while proposing interventions to address disparities in development at the country or regional level.

Learning Outcomes
The learner should be able to:

Suggested Learning Activities

Sample Strategies

Assessment

Suggested T/L Activities the suggested approaches for engaging the learner for the acquisition of the learning outcome (the knowledge, skills and values/attitudes and cross cutting issues).

But there are approaches for eng



DEAA in the Learning Activities

1.16 Note to Users

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed, as represented in the three columns below.



Learning outcomes	Suggested activities	learning	Sample strategy	assessment
A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learnt by the end of the topic. Hence each learning outcome is coded with some of <u>as k, u, s, gs</u> and <u>via</u> for emphasis to the teacher on	The sort of hands- and minds-on engagements which enable the learner to achieve the learning outcome, including the generic skills and values. They are designed to		Opportunities for assessment within the learning process, that is, during and after the lesson.	
That are embedded in the learning outcome. Now, when it comes to learning outcomes.				
	Discover, Explain, Apply and Analyse (DEAA) as			



DEAA in the Learning Activities

1.16 Note to Users

DEAA - Learning activities give learners opportunities to **Discover, Explain, Analyse** situations and **Apply** what they have learnt.

A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learnt by the end of the topic. Hence each learning outcome is coded with some of these as **k, u, s, gs** and **v/a** for emphasis to the teacher on

The sort of hands- and minds-on engagements which enable the learner to achieve the learning outcome, including the generic skills and values. They are designed to enable learners to **Discover, Explain, Apply and Analyse (DEAA)** as

Opportunities for assessment within the learning process, that is, during and after the lesson.



Teaching Practicals

Practicals are integrated.

Use Scientific inquiry process as opposed to the traditional experiments.

As opposed to a traditional



Practical Sessions in Sciences



1. Question

What you want to learn from the experiment

Because leaves are the ones responsible for



Practical Sessions in Sciences



1. Question

What you want to learn from the experiment

2. Hypothesis

Your prediction of what you think will happen and why you think that way.

Using



Practical Sessions in Sciences



1. Question

What you want to learn from the experiment

2. Hypothesis

Your prediction of what you think will happen and why you think that way.

3. Procedure

A detailed list of steps needed to conduct the experiment.

Can help but allow them more so as they try to carry out the experiments. Let



Practical Sessions in Sciences

1. Question

What you want to learn from the experiment

2. Hypothesis

Your prediction of what you think will happen and why you think that way.

3. Procedure

A detailed list of steps needed to conduct the experiment.

4. Data

Your experiment results. These can be charts, tables, sketches, photographs as a result of the experiment.

5. Conclusion

After



Practical Sessions in Sciences

1. Question

What you want to learn from the experiment

2. Hypothesis

Your prediction of what you think will happen and why you think that way.

3. Procedure

A detailed list of steps needed to conduct the experiment.

4. Data

Your experiment results. These can be charts, tables, sketches, photographs as a result of the experiment.

5. Conclusion

Summary of your findings with respect to your hypothesis and recommendations.

But that's what I felt would help I am



Conclusion

- The Curriculum Design informs choice of implementation pedagogies and assessment.



Conclusion

- The Curriculum Design informs choice of implementation pedagogies and assessment.
- Interpretation of the curriculum gives a teacher guidance on the most appropriate teaching approaches to use for its proper implementation
- I propose that departments organise internally to collectively interpret the curriculum before scheming

If you together analyze like let's say term one then you'll have equipped with yourselves with yourselves with