

# 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



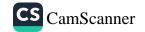


#### Presentation Outline



- 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

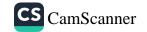






 Subject-Centered Design: Focuses on specific subjects or disciplines. Content is organized by subject areas, prioritizing knowledge acquisition.

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







- 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







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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 problem of the collaboration wiledge.

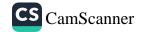






 Competency-Based Design: Focuses on developing specific skills and competencies. Students progress after demonstrating mastery of predefined outcomes.

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

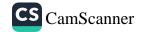






- Competency-Based Design: Focuses on developing specific skills and competencies. Students progress after demonstrating mastery of predefined outcomes.
- Activity/Experience-Centered Design: Builds around hands-on activities and experiences. Learning happens through exploration, projects, and real-life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









- 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 realworld 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





#### Major Sections of the Syllabus



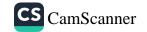
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#### 2. Section 2: Detailed Syllabus

We are going to have more time in section two.





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#### Section 1: Introduction

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- 2. Section 2: Detailed Syllabus
- 3. Section 3: Assessment

Gives brief guidar is about assessment. Some people have been sending me questions about end of cycle assessment, about







#### **TOPIC 3: World Development**

ment 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 Assessment Strategies
a) form opinions about world development pattern through analysing statistics, maps, and other relevant information (s. gs, v/a).	<ul> <li>a) Learners brainstorm the meaning of development.</li> <li>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.</li> <li>c) Guide learners to agree on the definitions of development.</li> </ul>	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.  Company teamners to explain their views about world development, focussing







TOPIC 3: World Development

**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 ar III what constitutes development. terms in relation to development.

**Duration:** 20 Periods

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

ar The learner their views about world development, focussing







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).

- 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 wholeclass discussion.
- 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.
- Gui That are expected to be land. Now, someone might say, are all these in this def statement.

what constitutes development.

their views about world development, focussing







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.

about world of ceamers brainstonn are meaning or ability to use appropriate

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

what constitutes development.

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







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







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

The lower level is knowledge and understanding The next level cleaning surfaces

awareness







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 determination and dete

Values/Attitudes

Respect for humanity
Care for equipment
(responsibility).
Cleanliness

Performance indicator
Following procedure for
cleaning surfaces







The learner should be able to operate light microscope to observe tissues from plants 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.

How to use a microscope learning activities that will help you acquire or that will help you teach or ility to use the

Skills

Performance indicator microscope







TOPIC 3: World Development

**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

**Duration:** 20 Periods

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).





#### **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 learning activities	Sample assessment strategy
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	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.
coded with some of That are embed	dded in the learning outcome. Now, when it co Discover, Explain, Apply	mes to learning
as <b>k</b> , <b>u</b> , <b>s</b> , <b>gs</b> and <b>v</b> // <b>a</b> lor emphasis to the teacher on	and Analyse ( <b>DEAA</b> ) 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







1. Question

What you want to learn from the experiment

Because leaves are the ones responsible for







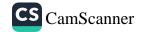
1. Question

What you want to learn from the experiment

2. Hypothesis

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









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







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 chats, tables, sketches, photographs as a result of the experiment.

5. Conclusion









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What you want to learn from the experiment

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

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A detailed list of steps needed to conduct the experiment.

4. Data

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

5. Conclusion

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

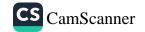




#### Conclusion



 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

